

Strategic Research on Building Task-oriented Learning Community in Higher Vocational Education Based on Network Community Model

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Abstract: "Task-oriented construction of community learning community in higher vocational colleges", that is, through the establishment of community in higher vocational colleges. Driven by the specific tasks of enterprises, the learning community is composed of professional teachers, enterprise tutors and learners. Explore its construction mode, operation mechanism, evaluation system, analyze the difficulties and pain points of its operation, and learn from the successful application of the network community construction and operation model in the commercial application field to the higher vocational teaching process. It also proposes to establish a four-dimensional space strategy system for learning community, explore practical and feasible task-oriented learning community operation methods, and constantly stimulate the interest of higher vocational students to improve their professional skills.

1. The Establishment of "Student-centered" Task-oriented Learning Community under the Concept of Constructivism

The development of modern educational methods such as information technology has promoted the innovation and transformation of educational concepts worldwide. Various countries and schools are actively exploring new educational methods that can adapt to these "digital indigenous" students. The traditional teaching model aimed at teaching is no longer suitable. Studies have shown that 80% of learning behaviors occur in informal organizational activities. The arrival of the Internet age in the 21st century has become a necessity. In 1993, the British scholar HOWARD RHEINGOLD proposed the concept of "virtual community" and was promoted to the field of educational technology. "Learning Community" was first proposed by Boyer in 1995. Around a certain learning task, learners and facilitators form a group together, sharing and sharing various information resources, interpersonal relationships, mutual influence and mutual promotion. Nowadays, a worldwide upsurge of educational reform of "learning community" has arisen. The idea and habit of "student-centered" lifelong learning are deeply rooted in the hearts of the people. For example, the United States attaches great importance to the "learning community" education reform, such as the University of Michigan launched MLC (Michigan Learning Communities) activities to provide professional training resources to support students to improve their skills. Pan Huiling, Zhejiang University, founded the Theme Research Laboratory of "Learning Leadership and Learning Community". Professor Chen Peiying of Taiwan set up the "Taipei Learning Community Research Society" network community. It points out that the school is not only a place for students to learn and grow, but also a platform for professionals of enterprises to participate in education. The Open University (UK) of the United Kingdom applies social media to distance education and online teaching. Network learning community is a learning platform to assist students. It has been recognized by most learners. Although the practice mode and effect measurement of the online learning community need to be further improved, the online learning community can stimulate learners' interest, promote learners' sense of cooperation, communication and interaction.

From the current situation of Higher Vocational Colleges in China, students' learning autonomy is poor, learning interest is not high, teachers' personal influence is insufficient, communication between teachers and students is not smooth, and so on. "Student-centered" is to give full play to the learners' subjective initiative, so that students can master the methods of solving problems, which is more important than mastering knowledge. "Building task-oriented learning community in

Higher Vocational Colleges Based on network community model" is to combine information technology with learning platform, pay attention to the construction of teaching environment, set up the distribution of teaching tasks and roles, and design self-learning strategies. Then, through the establishment of the community information aggregation mechanism, the learning dynamics within the community are presented to the learners in a digital form, and the information gap is compensated through the sharing and exchange between the learners and the educators. Thereby promoting the occurrence of learning interaction and deepening the organic connection of information, knowledge and clear feeling. In the process of school-enterprise cooperation, the vocational colleges in China enrich the form of students' learning and practice, and bring the real tasks of the enterprise into the learning community. Then, forming a project team through the network community is an important way to strengthen the connotation construction of higher vocational colleges, deepen the cooperation between schools and enterprises, and provide ideas and reference for the school-enterprise curriculum teaching mode under the modern apprenticeship system.

2. Constructing Elements of Task-oriented Learning Community Based on Network Community Model

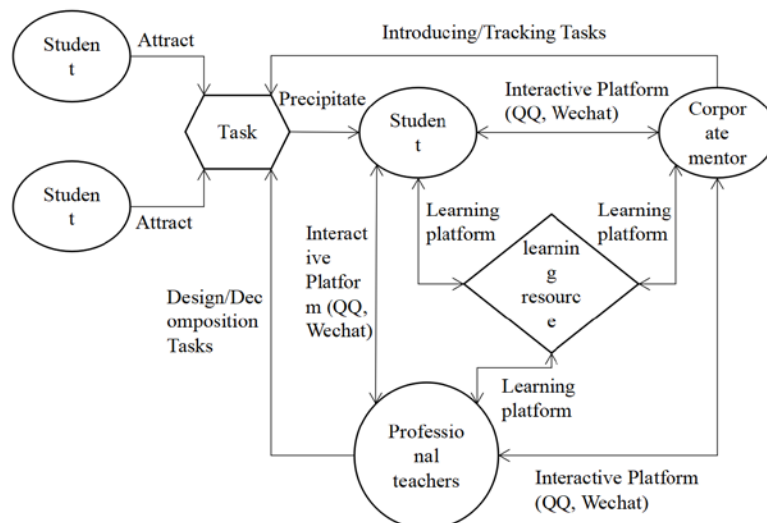


Fig.1.Sketch Map of Task-oriented Learning Community in Higher Vocational Education

Higher Vocational Colleges in China try to deepen school-enterprise cooperation through various ways, such as pilot modern apprenticeship system, studio, double-employment between schools and enterprises, professional school-running is closely related to the actual production of enterprises, and try to let students learn in real or simulated working environment. Through the design or decomposition of work tasks, students build a "learning community" through interactive platforms such as QQ and Wechat in order to complete a task. Organizational members have equal communication and interaction, heterogeneity among members, collaborative learning, and convergence of forces.

Task orientation in the learning process refers to the induction of learning motivation through "task" in teaching, which emphasizes the role of task orientation and regulation. Task serves as a bridge for learning, and "drives" to complete tasks so as to achieve learning purposes. In the learning community, we must follow the "student-centered" teaching philosophy and emphasize the ability to stimulate students' independent learning as the main body of learning. Students can independently analyze, decompose, and deploy tasks. With the help of platform resources and information technology, they can complete knowledge and skills, methods and processes, and improve and sublimate emotions and values with the help of scholars.

This task-based learning community based on the network community model requires six major elements: 1. work tasks; 2. learners; 3. scholars; 4. learning platform; 5. operational mechanism; 6.

evaluation feedback. As shown in Figure 1 above, corporate instructors and professional teachers work together to design and decompose work tasks, and attract interested students to join the learning community (community) through task release. And in the process of gradually completing the work tasks (community activities), the students in the community (core members of the community) are selected and selected. In order to strengthen the identity, the network community operation mechanism is introduced into the learning community to form a set of operation mechanism suitable for the higher vocational learning community. The incentive and evaluation system is established by the two indicators of participation and contribution value, and the membership level is divided according to contribution and influence, which is used to evaluate curriculum or work tasks. In the true sense of school-enterprise cooperation, "learning community" means that learners and assistant scholars share resources and information, share and exchange, and jointly accomplish certain learning goals or tasks assigned by enterprises and schools. Form learning groups that interact with each other and promote each other's interpersonal relationships.

3. Difficulties and Pains in Building Learning Community from the Operational Experience of Business Community

3.1 Community Learning Community lacks systematic operation mechanism

According to the survey data of 2016, 47.2% of the network communities have the problem of lack of systematic operation, which ranks first among the problems of community operation. Community operation is a complex and challenging task. Different from the previous activities on Weixin, Weibo and QQ, community operation should be coordinated by internal and external interaction. We should not only focus on the construction of platform and space, but also introduce external resources, develop offline activities and achieve a balance through the way of O2 O. For example, the online content of Wu Xiaobo Channel from the media community has 13 columns, such as "Wu Xiaobo Column", "Video Guide" and "Financial Daily Review". The content is pushed through the diversified communication methods such as media, public number, and joint iQiyi. In the micro-signal, the topic is collected from ten users every week. PK drafts and reviewers are also produced by readers. "Logical Thinking" regularly organizes offline events. For example, "Overlord Meal", Out of Control Children's Day, HIGH Chat, Dating Club, Creator Afternoon Tea, Reading Sharing Meeting, etc., "Reading the Burning Tabloid" is to let members participate in the creation, and create a three-dimensional operation through all-round system operation. Spread the environment. And through the user's participation in content creation to reverse the positioning of the community, fully affirm the reader's main position. The content production mode of "PGC+UCG" has been realized to ensure its sustainable development. Under the dual operation of technology platform and community, the content flow and the connection between community and user are realized. This has a good reference and enlightenment for the operation of the learning community of higher vocational colleges.

3.2 The lack of value branding makes the community less interactive

The interactivity and participation activity within the community within the community is an important basis for measuring the effectiveness of its operations. Presence is an important factor affecting the satisfaction of learning and learning performance. A community-based learning community requires members to find a sense of presence in the community, which is a subjective feeling. The high level of activity and participation that has been demonstrated in the early days of the community will gradually fade over time. The well-known domestic community "Logical Thinking" and "Wu Xiaobo Channel" are very active in the group. "Logical Thinking" recruits paid members three times, which are 6,100, 26,000 and 66,000. With 13 million users of APP, 2.9 million messages and 5.8 million learning notes in 2017, 60% of users of Wu Xiaobo Channel are male in large and medium-sized cities, mainly after 80.90 years, and 25 million users of Weixin public number invested by Wu Xiaobo. By March 2017, Wu Xiaobo's talk show had 120,000 subscribers and 1.2 billion broadcasts in IQI's Big Head Channel. From the analysis of its operation

experience, we find that both the brand value orientation of Logical Thinking and Wu Xiaobo Channel's "rejection of Diao silk culture" have distinct personality characteristics. Users who recognize their value show a high degree of loyalty and viscosity. Several charges and content are filtered out through two-way selection precipitation. The quality of the community is high, and it is easier to form a strong relationship network.

3.3 Closed-loop development lacks linkages of external high-quality resources

The multi-channel communication of educational information brought about by social progress and information development and the cross-professional demands of learning subjects make the community no longer self-confident. Community operation and utilization of cyberspace require an open and inclusive attitude, cross-border thinking and collaborative innovation. Community operation should combine off-line external resources, fully integrate internal and external resources to serve community members, enrich the content and form of community activities, and improve the sense of community members. Taking Logical Thinking as an example, it combines the self-owned channel with the core of APP and the cooperation channel of Wechat Public Signal. Therefore, the partner channel is fully utilized to drain the user, the user's stickiness is ensured, and various external commercial resources are introduced to continuously create offline activities, thereby inspiring the user's sense of participation and gaining a sense.

In the learning community, it is necessary to put an end to the closed community environment and introduce corporate tutors, project tasks and social resources into the learning community. Provide multi-channel, multi-dimensional learning guidance for learners by acquiring and processing information through multiple channels. The members of the community should not be limited to a certain profession. Instead, they should be placed in the same community to learn the different grades, non-professionals, and scholars. The interaction between heterogeneous members, resources, hobbies, etc. Can bring information collisions to generate value.

3.4 Missing incentive evaluation or diagnostic feedback mechanism

In the task-oriented learning community, the helper sets the task situation and decomposes the task to the individual. The learner learns around the specific task. The helper is not a teacher, but a guide and a facilitator. Give full play to the initiative and inquiry of students' learning, and learners can feel the sense of value and success in the community. However, if there is no good incentive evaluation environment or test evaluation in the community at this time, and the external incentives are not strengthened, the sense of existence and value will soon disappear, and even negative and slack emotions will occur. The secret to maintaining a high number of active fans by analyzing Logical Thinking is to treat fans as partners. For example, "knowledge demolition team", inviting members of the community to participate in the writing of daily articles, the author provides free marketing support, such as articles embedded in personal information or Wechat public numbers, etc., this "win-win" model greatly stimulates the participation of fans. Community members also participate in product design. In addition to integrating offline resources, offline activities also introduce high-quality resources into the community. For example, the successful "Overlord Dinner", 50% of fans have the chance of free tickets. And the subsidized restaurants also entered the community activities to carry out an event marketing. "Wu Xiaobo Channel" analyzes user behavior characteristics through big data and proposes "rejecting silk culture". And use the content to filter and remove marginal users, and publish a series of articles on "On the Silk", "What is the relationship with Wang Lin" or the long article "Shanxi Ticket Number Centennial Festival", "The First Generation of State-owned Enterprise Manager: Zheng Guanying", etc. . Or the "innovation is to make you a little bit uncomfortable" this controversial view, the exchange and collision of opinions, positions and values inside and outside the community, stimulate the desire of users to participate. This kind of test evaluation method can also be applied to the task-based learning community of higher vocational colleges. On the one hand, the tasks and directions of learning are clearly defined. On the other hand, using the testimonial evaluation to stimulate the learner's inquiry and critical thinking, the community's activity and stickiness will be greatly increased. This depends on the degree of understanding of the community members by the facilitators, the control within the

community, and the grasp of the knowledge ability system, which is a challenge to the scholars' ability to organize the community.

4. Four-Dimensional Space Strategy System for Building Learning Community

4.1 Actively Create the Identity Space of Common Vision

Designing "common and clear goals" is the greatest strength to unite people. As a task publisher (Demander), enterprises should communicate with learners about their strategic vision and business development, and clearly describe the task requirements, so that learners can feel the satisfaction of being needed.

Fixed ritualized activities. Do something in a fixed way, design a sense of ritual for community activities, and participants create habits through the strengthening of rituals. For example, the new members of the PPT community in autumn leaves are a ritual, which inspires the expectation of all members.

Design a scenario that triggers the ceremony. In the community learning community, it is necessary to cultivate a sense of "expectation" and design "expectation" to trigger a scenario. Such as "fixed time", "important events", etc., such as fixed discussion time or when the task is completed to a certain node to conduct a group discussion. When the learning objectives are completed to a certain stage, the members of the community will enter the ceremony conditionally, and the members can have something to do, improve the sense of participation, and strengthen the ritual behavior. For example, you can design a mutual evaluation link, an honor list, and a pile-pile.

4.2 Cultivate an interactive space for emotional trust

Learn the personal identity of the community. The theory of identity of psychologist Tajfei (1978) suggests that when individuals find themselves similar to a particular group or belong to a particular group, they are manifestations of social identity. When learners identify with their group, this behavior will prompt him to interact closely with other members, and will increase the recognition of other members. Therefore, the identity of individuals based on emotional trust is the basis of the learning community.

Equal communication and teaching are mutually beneficial. Community learning community is a group of members with the same interests and similar values. Good interpersonal relationships among members have been consolidated emotionally through communication and interaction, which promotes the strong relationship of community relations. Assistant scholars are generally composed of teachers in Higher Vocational Colleges and personnel with deep knowledge or practical experience in R&D, design, management and technical backbone of relevant enterprises. These personnel should communicate with students equally and happily. It is especially important for them to share common ideals and pursuits and to identify with each other.

Interaction among members of the community. Effective community communication requires directional communication, timely feedback and two-way interaction. Oriented communication refers to the need for clear objects in community communication. When the learners communicate with the assistant scholars, they need timely feedback and interaction. Only in a two-way interactive atmosphere can the learners' enthusiasm be stimulated.

Social security system. This includes two aspects: the support system outside the community and the security system inside the community. The system of extra-community support referred to in this paper refers to the rules and regulations established by the educational authorities or higher vocational colleges for the community learning community and the school's support system for the learning community in a narrow sense. For example, some schools will set up corresponding coordination committees of learning communities by the cooperation of various departments to provide support for community activities. Social security includes punishment mechanism, performance intervention, benefit distribution system, etc. It prevents members from "hitchhiking" and disciplines from being scattered. It ensures the rights and obligations of all members through benefit distribution, and increases mutual trust and cooperation.

4.3 Construct Platform + Community Content Space

Learn the settings of the community task content. In the learning community, the college and the enterprise jointly develop the corresponding learning task schedules, develop a personalized list of learning tasks and plans, clarify the requirements and time nodes to be achieved for each task, and open up the learning activities of the community. Then, with the guidance, organization and assistance of the scholars, the independent learning research activities are completed. Task content setting should follow the following principles: (1) Tasks are clear and accepted by learners. (2) Tasks should be set in the "recent development zone" of the original knowledge and experience, and should not be divorced from the scope of learners' cognitive structure. (3) Task settings are published in the form of "advertisement", "help-seeking" and "partnership", so that learners have the sense of recognition of being "needed".

Setting up the content of learning community resources. In the learning community, the assistant scholars will be provided according to the resource requirements of the task points. Learning resources exist in a variety of forms, such as curriculum video resources, text resources, link resources and external resources linking to help scholars, introducing external high-quality resources, and building curriculum learning resources with enterprises, educational institutions and so on. In addition, we can draw lessons from game-based education and add incentive system, meaningful selection and feedback system to the content of learning platform. For example, the content of the learning resource platform is presented in the form of games, games, PK, etc., to stimulate students' curiosity and enthusiasm, activate the community learning atmosphere, and promptly feedback the completion results to complete the next level of learning tasks.

The setting of active content online and offline. In the learning community, in addition to online through the learning platform to complete the target tasks, community exchange activities, the learning community of scholars to assist the responsible person to organize a variety of offline activities. Then, through offline activities, internal and external personnel, resources, information, etc. are integrated to expand the horizons and learning content of the learners, conduct emotional exchanges, activate community activity and learn community stickiness.

4.4 Continuous feedback incentive meaning space

Establish a meaningful space for continuous evaluation and feedback incentives, so that learners know what stage they are in, how far away they are from their learning goals, and what the next step is, which can make people addicted to the next behavior. This kind of feedback incentive includes feedback to external conflict objectives and internal conflict objectives.

Feedback to external conflict objectives. The learner's valuable small achievements can be exported to the outside world, get feedback from the outside members of the community, and receive external evaluation and incentives. Such as setting up sharing links, voting and appreciation plug-ins, designing feedback situations, and strengthening learners' learning motivation.

Feedback on internal conflict objectives. According to the indicators of learners' participation, activity and so on, the performance of learners' homework or task is rated, and the score is calculated according to the quality, contribution, speech and check-in times. And the whole process of publicity, for learners to set learning levels, allocate different weights, provide clear feedback, timely feedback.

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