

# Peer-counseling education perspective new academic adaptability under exploration

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**Abstract:** Based on peer education, this paper creates a learning atmosphere of mutual help and common growth through peer tutoring. Guide students to take the initiative to learn, exchange and share life, learning experience, is conducive to promoting the construction of a good class style and style of study.

**Key words:** peer education; College training; Adaptive education; Academic support

## 1. Background and significance of project research

### 1.1 Background of the project research

For freshmen entering the university campus, the learning mode is no longer relying on teachers' all-round guidance, but more independent learning and independent thinking. Moreover, the environment of college life is more free, and there will be more free time in the course arrangement. Therefore, it is very difficult for students to improve their study and life in the future if there is no good guidance for students' study and life in the freshman year.

Peer education, also known as peer education, partner education or peer counseling, refers to students with the same background or with common interests to share experience, ideas or behavioral skills together, stimulate progress, and then realize complementary advantages, common growth. Peer education is important to create a good style of study in colleges and universities. According to the previous investigation on the autonomy of learning and the help of students with academic difficulties of freshmen in the Academy of Botany of Beijing University of Agriculture, it is found that freshmen generally have the problems of lack of motivation and autonomy of learning. Moreover, the investigation on the help of students with academic difficulties shows that up to 37.95% of students think that they most need help from students with excellent academic performance. In the form of help, students tend to study group system, one-to-one and one-to-many help.

### 1.2 The significance of project research

Academic help work is a key link in the talent training system of colleges and universities. Introducing peer education into the training system of colleges and universities not only enables the helpers to deepen their understanding and thinking of the knowledge taught, but also enables the students to review the knowledge they have learned through peer education.

## 2. The methods and steps of project research

### 2.1 Research methods

Starting from peer tutoring, this study focuses on helping 2019 students with basic subjects, such as advanced mathematics, general chemistry, linear algebra, English, learning methods, experience, autonomy and other issues, so as to promote the smooth and smooth transition of identity of freshmen.

Finally, questionnaire survey was carried out to investigate the satisfaction of students and lecturers who participated in peer tutoring. At the same time, our innovative research ideas were verified by analyzing the academic performance data of freshmen in basic disciplines.

### 2.2 Implementation steps

#### 1. Select excellent students' peers and set up the academic teaching group

Select excellent students in each class as the core strength of peer education; Guo Yifeng, the former peer tutor, serves as the head of the class. According to the main courses of new students, advanced mathematics (line generation), English, and ordinary credit subjects, the group sets up group leaders, and the lecturers focus on guidance before the final exam or make-up exam.

Counselors, excellent peer to academic lecturers training, improve their enthusiasm to carry out peer tutoring activities, as well as teaching ability and skills, and improve the quality of peer tutoring.

#### 2. Set up "online + offline" learning support group

First, set up a study support group. Students with high enthusiasm and excellent academic performance are selected as group leaders. There are 3-5 students in each group. Question answering activities are held regularly in the form of groups.

Second, members of the group can communicate and answer questions about the knowledge points at any time, which saves time and effort. Establish a wechat punch group for study groups, and give feedback on the group's learning situation regularly, which has a certain supervisory role.

Thirdly, based on the experiment of interest topics, the freshmen will set up a group of 3-5 students to help each other. Students will independently choose to enter the teacher's laboratory of specialized courses to conduct research on interest topics, so as to cultivate students' interest in experiment and professional identity.

#### 3. Carry out "face to face" peer assistance for seniors

In order to integrate freshmen into college life more quickly and set a clear goal, our college organized the "Senior and Senior" activity

during the evening self-study period for freshmen, inviting our college students who have won national scholarship and university-level special Scholarship to share their learning experience and time management skills with the 2019 freshmen.

### 3. Main achievements of the project research

#### 3.1 Students' academic performance exceeded expectations, promoting the construction of class style with learning style

The overall academic performance of Grade 2019 was satisfactory. The one-time pass rate of basic subjects was above 86%, the lowest rate of excellence was 9.87%, and the highest rate of excellence was 34.38%. Among them, the high number I one-time pass rate is 86.99%, the general chemistry one-time pass rate is 96.86%, English I one-time pass rate is 87.05%, English II one-time pass rate is 90.63%, and linear Algebra one-time pass rate is 98.28%.

**Table 1 Students' academic achievement pass rate table**

subject	One-timepass rate	Number of Passed Makeup Exams	Pass rate of make-up exams	Excellence rate
Advanced mathematics	86.99%	22 (7 people failed)	75.86%	9.87%
General Chemistry	96.86%	18(1people failed)	94.74%	23.84%
English1	87.05%	29	100%	13.13%
English2	90.63%	12 (9people failed)	57.14%	34.38%
Linear algebra	98.28%	3	100%	82.18%

The academic performance of students with difficulties in our college has made remarkable progress. Among the students who failed the mid-term examination in the first and second semesters of the first year, 72 students participated in the advanced mathematics core course guidance. After the special course guidance and the students' own efforts, 54 of the 72 students who participated in the guidance successfully passed the final exam of advanced mathematics.

It can be seen that students improve their learning initiative under the influence of academic tutoring activities, which indirectly leads to the improvement of students' learning atmosphere. In addition, in order to promote the construction of class style under the good atmosphere of learning style, in this year's school-level excellent class evaluation, Class 1, Class 1 and Class 2 of 2019 Engineering class of our school won the title of school-level advanced class, accounting for 75% of the excellent class of our school and 17.6% of the excellent class of our school, achieving the expected effect of our activities.

#### 3.2 Interest and mutual aid group achieved good results

Relying on the experiments of interest subjects conducted by the college, we can set up interest mutual help groups, so that students can find problems in life and solve them scientifically according to self-study or knowledge learned. Through China National Knowledge Network, Wanfang Database, NCBL..... Through independent learning, many students have expanded their knowledge and improved their experimental skills by relying on their interest topics. The interest experiment mutual aid group composed by Xu Lishan, Wu Huijuan and Yang Ao won the second prize of Beijing College Students Biology Competition. It not only cultivates the professional interest, but also stimulates the students' initiative of independent learning, and improves the experimental skills.

#### 3.3 Students' satisfaction is high

When conducting a satisfaction survey on students of Grade 19. A total of 246 people participated in the questionnaire, among which 86.7% of the 214 students were satisfied with peer education, while only 32 students were not satisfied, accounting for 13.3% of the total. It can be seen that the students approve the peer aid activities, but their resistance is very low.

In addition, in the study of the tutor, it was found that the overall satisfaction reached 100%, indicating that they had a better grasp of the knowledge they had taught, and improved their knowledge reserve and language logic training while sharing knowledge. Many young lecturers are eager to participate in teaching activities again.

To sum up, it is not difficult to see that students support and recognize peer tutoring. However, through the survey, we also found that 42 students (accounting for 19.26%) thought that they would prefer teachers to provide guidance than their peers. On this issue, we can use our spare time to organize teachers to provide guidance and answer questions to their academic tutors, so as to improve the training quality. Although there are some problems, in the future continuous improvement, will let more students participate in the training.

#### 3.4 Improve the ability of peer mentors

Relying on peer tutoring activities, the independent learning ability, knowledge coherence level and learning interest of academic lecturers have been greatly improved. For example, Guo Yifeng, the head of the academic lecturers' group, was admitted to Beijing University of Chemical Technology with a total score of 380 in this year's postgraduate entrance examination and scores of professional courses are above 130. In her own conversation, she learned that the outstanding performance of professional courses not only depends on personal efforts, but also depends on the learning mode of teaching for learning. This is precisely the starting point of peer activities. While sharing knowledge with classmates, the knowledge learned is internalized, and short-term memory is strengthened into long-term memory. In each preparation course, she could constantly review and think about knowledge points so that she could better teach to classmates. Therefore, she got excellent results in this postgraduate entrance examination.

In addition, for the other little lecturers, the courses taught by the primary and secondary lecturers all achieved very good results in the final exam. After summarizing the final grades of the little lecturers, we found that the average score of the courses of the little lecturers was more than 85. After communicating with other lecturers, we all agreed that while sharing knowledge with the students, They would think about the knowledge points they shared many times and then explain them after communicating with teachers to ensure the accuracy of knowledge sharing. In this process, students could learn actively, think independently and communicate with each other, which is particularly crucial in the learning process.

#### 4. Future ideas

1. The activity only provides academic guidance for freshmen, with narrow coverage. It is hoped that a special academic counseling activity can be developed from freshman year to junior year in the later stage. According to the different characteristics of students in each grade, academic counseling plans can be developed in line with the characteristics and needs of students.

2. The number of team members is small, so the organization of a number of activities needs to be further strengthened. I hope to develop more willing and able students to join the team in the future, and carry out more meaningful and in-depth learning activities that are popular with students.

3. According to the questionnaire feedback, we found that students have some concerns about the professionalism of peer lecturers, which is what we need to improve and perfect. In addition, students have different ideas about the duration and form of peer study, and more students want to break the space restriction and use the Internet to do it. In terms of time, students prefer to limit their time to 1-2 hours. In this regard, we will adopt the opinions of the students for the organization of future academic counseling activities.

#### 5. Conclusion

In the learning process of peer education, students build friendship, narrow distance and mutual encouragement, forming a good learning atmosphere. Under the guidance of students and lecturers greatly stimulate students' learning drive, gradually form a good style of study, and then promote the construction of a good class style and style of study.

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