



Research on the Enhancement of Academic Atmosphere Construction in Higher Education Institutions Based on the Theory of Learning Organizations

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Abstract. Based on the current situation and characteristics of forming learning organizations among college students, this article summarizes the obstacles to the construction of academic atmosphere in colleges and universities. Using the theory of learning organizations and the system dynamics method, learning is analyzed as the driving force and source of sustainable development of organizations. Different ideas, methods, and approaches for improving academic atmosphere construction are proposed, and strategies for enhancing academic atmosphere construction in colleges and universities based on the theory of learning organizations are condensed.

Keywords: learning organization theory, university academic atmosphere construction.

1 Introduction

As an important component of higher education, the construction of academic atmosphere is directly related to the effectiveness of talent cultivation and the reputation of universities. It is also related to the scientific development of higher education and the rise and fall of the education industry. It is of great significance for the comprehensive implementation of the strategy of building a strong country with talents and realizing the great rejuvenation of the Chinese nation. In today's increasingly developed knowledge economy, how to effectively improve the level of academic atmosphere construction has become an important issue faced by universities. The theory of learning organization, as an advanced management concept, provides new ideas and methods for the construction of academic atmosphere^[1].

Academic atmosphere is the soul and temperament of a university, a valuable asset of a university, and a tremendous spiritual force and educational resource. To create a learning organization, universities must vigorously strengthen the construction of academic atmosphere. Actively exploring the construction of academic atmosphere in universities is a fundamental guarantee for improving the quality of education and talent cultivation, a vivid manifestation of actively building learning organizations, and an inevitable requirement for achieving scientific development in universities. From

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the perspective of a learning organization, there are multiple factors that affect the construction of academic atmosphere in universities, including the influence of the macro climate and the role of the micro environment^[2]. This includes the influence of subjective factors, such as some students lacking clear learning objectives, insufficient learning motivation, and mental and psychological problems; This also includes the constraints of objective factors, such as the negative impact of unhealthy practices in society on students^[3].

2 The Importance of Building a Study Style in the Theory of Learning Organizations

2.1 Overview of Learning Organization Theory

Learning organization theory is a type of organizational theory for enterprises, which is a successful application of system dynamics methods in the field of organizational management. This theory is rooted in building organizations with flat, humanized, and sustainable learning capabilities, which have five operational pathways: self transcendence, improving mental models, establishing a shared vision, group learning, and systematic thinking. The theory of learning organizations emphasizes the learning and innovation abilities of organizations, believing that learning is the driving force and source of sustainable development for organizations. This theory advocates for the establishment of an organizational culture of continuous learning and progress, achieving continuous improvement and innovative development of the organization through knowledge sharing and team collaboration.

2.2 The Importance of Building a Study Style in the Theory of Learning Organizations

In the construction of academic atmosphere, introducing the theory of learning organizations can help build a positive learning atmosphere, enhance students' learning effectiveness and comprehensive quality.

3 Obstacles to the Construction of Learning Style in the Theory of Learning Organizations

Design survey questionnaires around the operational pathways of learning organizations, including five types of questions: establishing vision, team learning, changing mindset, self transcendence, and systematic thinking. Identify issues related to the construction of academic atmosphere based on this theory. The survey questionnaire covers Q1-Q17, which are distributed in five processes under a learning organization, including establishing vision, team learning, changing mindset, self transcendence, and systematic thinking, in order to further refine the management of academic atmosphere and improve the construction of academic atmosphere.

Establishing a vision includes Q1, Q2, Q4, Q3, and Q10. They represent learning atmosphere judgment, learning atmosphere cultivation elements, learning objectives, learning distractions, and graduation plans, respectively.

Team learning includes Q9, Q13, and Q14, which respectively represent the perception of the learning team, the influence of the dormitory on the learning atmosphere, and the experience of dormitory learning.

Changing mindset includes Q7, Q16, and Q17, which represent learning practice, the influence of learning systems, and learning autonomy, respectively.

Self transcendence includes Q6, Q8, and Q15, which respectively represent academic improvement, weekend learning ability, and extracurricular learning improvement.

System thinking includes Q5, Q11, and Q12, which respectively represent the impact of majors on learning enthusiasm, the relationship between majors and other abilities, and the influence of basic education on university learning.

3.1 Outdated Learning Philosophy makes it Difficult to Achieve Self Transcendence

Cognitive lag: 33.3% of students aim to obtain scholarships, although 52.5% of students believe that in society, everyone relies on ability, which determines everything, and do not view learning as "whole person learning", "lifelong learning", and "creative learning". This outdated learning philosophy seriously hinders the promotion of academic atmosphere construction.

Lack of scientific learning philosophy: 52.2% of students feel lost in college, and even 31.8% of students are addicted to the internet, making it difficult to form an atmosphere of everyone learning and lifelong learning, making learning unable to become a conscious consciousness, lifelong habit, and way of thinking.

3.2 Lack of Learning Motivation makes it Difficult to Establish a Shared Vision

Lack of motivation mechanism: In order for a learning organization to carry out learning work deeply and persistently, there needs to be a strong motivation mechanism behind it. 58.8% of students choose to go to the city with their classmates on Saturdays and Sundays. Due to the lack of this motivation mechanism, the learning motivation is insufficient, which affects the enthusiasm for building a good academic atmosphere.

Lack of shared vision: 64.9% of students hope that the college can drive and organize regular learning in small groups to establish a common learning vision. However, 43.1% of students choose to play computer games in the dormitory on weekends, lacking clear goals and directions for learning, making it difficult to stimulate the learning enthusiasm and motivation of all members.

3.3 The Learning Method is not Scientific and Cannot Facilitate Efficient Group Learning

Unreasonable content selection: The learning content is not scientific enough, and does not focus closely on theoretical armament, mastering scientific theories, strengthening ideals and beliefs, and enhancing the sense of serving the people. At the same time, there is a lack of mastery of explicit and implicit knowledge such as fundamentals, applications, and frontiers. 50.6% of students only occasionally pay attention to academic reports and lectures in school and choose to participate in those they are interested in. It has affected the ability to adapt to the times and the ability to develop for the future.

Single method: The learning method system is not flexible enough, the form is single, the method is simple, limited to individual self-study, centralized teaching, coaching reports and other forms. 27.5% prefer to study in the dormitory, which creates a better atmosphere and makes it difficult to mobilize the subjectivity and internal motivation of all members to fully participate and actively participate.

3.4 The Learning System is not Sound and Lacks Systematic Thinking

Insufficient institutional guarantee: 38.4% of students believe that strengthening the elimination system, such as discouraging students from studying once they fail, can increase their motivation to learn, thus realizing the importance of learning and learning to improve themselves. However, the current learning system in universities is not sound and perfect, and cannot provide effective institutional guarantees for the construction of academic atmosphere. For example, there is a lack of practical guarantees in terms of investment in learning, which cannot provide necessary learning conditions for organizational members to learn; There is a lack of inspection and assessment of learning in the supervision mechanism, and learning and training only focus on momentum without seeking effectiveness; The incentive mechanism for learning cannot effectively stimulate members' enthusiasm for learning.

Weak execution: Even if some organizations have established relevant learning systems, there are often difficult to implement and truly effective outcomes in the actual execution process. 16.9% of students believe that facing passive learning methods in the past has had some impact on their adaptation to college life, and they are still confused about college learning now. 74.8% of students agree with the implementation of the reward mechanism for participating in learning activities, which is positioned as "written on paper". The execution power of implementation is weakened, and it cannot ensure that learning becomes a universal, regular, and institutionalized behavior.

3.5 Learning and Practice Are Disconnected, Making it Difficult to Improve Mental Models

Insufficient connection between theory and practice: The construction of a learning organization is not just an empty slogan or a general reading activity, but aims to further

expand the ideas of reform and development, improve strategic thinking ability, and enhance scientific decision-making level. 32.9% of students believe that participating in academic competitions is meaningful as it exercises their abilities and tests their knowledge. 70.3% of students agree to organize more learning activities to cultivate learning leaders. However, some organizations currently face the problem of a disconnect between learning and practice in the process of building a learning organization, resulting in the inability to effectively transform learning outcomes into motivation and abilities for practical work.

Insufficient campus culture building: 27.5% of students believe that the school environment is conducive to cultivating a learning atmosphere, and 66.67% of students hope that senior leaders will attach importance to creating a learning atmosphere and provide active guidance.

4 Implementation Strategies for Improving the Academic Atmosphere of Learning Organization Theory

4.1 Establish a Scientific Learning Philosophy

Strengthen learning awareness: Universities guide teachers and students to establish the concept of lifelong learning through publicity, education, and other means, recognizing that learning is not only a process of acquiring knowledge, but also an important way to improve oneself and adapt to society, thereby enhancing the learning consciousness and initiative of teachers and students.

Clarify learning objectives: Based on the school's development positioning and talent cultivation goals, clarify the specific objectives of academic atmosphere construction, such as improving students' academic performance, innovation ability, comprehensive quality, etc. At the same time, guide students to set reasonable learning goals based on their own situation, enhance the pertinence and effectiveness of learning.

4.2 Improve the Learning System Guarantee

Establish a sound learning system: Universities shall formulate and improve a series of learning systems, clarify specific requirements, assessment standards, reward measures, etc. for learning, and ensure that the construction of academic atmosphere is systematic and evidence-based. Such as attendance system, assessment system, reward system, etc., provide institutional guarantees for the construction of academic atmosphere.

Strengthen institutional implementation: On the basis of establishing a sound learning system, universities should strengthen the implementation of the system, supervise and manage the implementation of the learning system through regular inspections, evaluations, and other methods, timely identify problems and correct them, and ensure the effective implementation of various systems.

4.3 Innovative Learning Methods and Approaches

Enriching learning forms: Universities actively explore and practice various learning forms, such as classroom teaching, online learning, practical teaching, team learning, etc. By using flexible and diverse learning methods, we can stimulate students' interest and enthusiasm in learning, and improve their learning outcomes.

Promote research-based learning: Encourage students to participate in scientific research projects, academic competitions, and other activities, and cultivate their innovative thinking and practical abilities through research-based learning. At the same time, universities should provide necessary support and guidance to help students solve problems and difficulties encountered during the research process.

4.4 Strengthen the Construction of Learning Platforms

Building a self-learning platform: Universities use modern information technology to build self-learning platforms, such as online learning systems, digital libraries, etc. Through self-directed learning platforms, students can access learning resources, engage in self-directed learning and interactive communication anytime and anywhere, improving learning efficiency and quality^[4].

Building academic exchange platforms: Universities should actively build academic exchange platforms, such as academic lectures, seminars, forums, etc. Through academic exchange platforms, teachers and students can share research results, exchange academic ideas, expand academic horizons, promote a strong academic atmosphere, and enhance the construction of academic atmosphere.

4.5 Building a Learning Oriented Campus Culture

Creating a learning atmosphere: Universities create a strong learning atmosphere through various means, such as organizing learning competitions, commending outstanding students, and showcasing learning achievements. At the same time, strengthen the construction and management of campus culture, ensuring that campus culture and academic atmosphere construction promote and complement each other.

Strengthen role model guidance: Universities focus on leveraging the exemplary role of outstanding teachers and students, and encourage all teachers and students to learn from role models and emulate the advanced through setting up models and commending the advanced. At the same time, we will strengthen the promotion and publicity of outstanding teachers and students, expand their influence and demonstration effect.

4.6 Promote the Combination of Learning and Practice

Strengthen practical teaching: Universities should strengthen the setting and implementation of practical teaching, and enhance students' practical and innovative abilities through internships, social surveys, and other methods. At the same time, encourage students to apply their learned knowledge to practice to test and improve.

Promote industry university research cooperation: Universities should actively promote the development and implementation of industry university research cooperation projects, and jointly cultivate high-quality talents with innovative spirit and practical ability through cooperation with enterprises and research institutions. At the same time, we will strengthen the transformation and application promotion of the results of industry university research cooperation, and make contributions to economic and social development.

Therefore, universities must strengthen the construction of academic atmosphere through coordinated management, strengthening ideological and political education, improving mechanisms, exploring innovative carriers, establishing new teacher-student relationships, and diverse mentor teams, in order to promote the construction of learning organizations through academic atmosphere construction.

5 Conclusion

The construction of academic atmosphere is an important component of higher education, and the research on improving academic atmosphere based on the theory of learning organizations has significant practical significance and theoretical value. By establishing a scientific learning philosophy, improving learning system guarantees, innovating learning methods, strengthening learning platform construction, building a learning oriented campus culture, and promoting the combination of learning and practice, the implementation of strategies can effectively enhance the level of academic atmosphere construction in universities, laying a solid foundation for talent cultivation and reputation enhancement^[5].

One is to further carry out theme education activities on rigorous academic governance and integrity exams, to enhance students' academic ethics and integrity awareness. For example, by organizing academic ethics symposiums, integrity exam themed class meetings, and other activities, students can be guided to establish correct academic concepts, maintain academic ethics, and eliminate phenomena such as plagiarism and cheating.

The second is to further strengthen the attendance system, implement the system of taking leave and canceling leave, and strictly organize discipline. Develop strict attendance systems based on the characteristics of students in different grades to ensure that students can attend classes on time and listen attentively. At the same time, the system of taking leave and canceling leave must be strictly implemented to ensure that students' daily learning and life proceed in an orderly manner.

The third is to further increase the organization of extracurricular technological innovation, social practice, and campus cultural activities, and create a good academic research atmosphere. By organizing various technological innovation competitions, social practice activities, and campus cultural activities, we aim to stimulate students' interest in learning and innovation ability, and improve their comprehensive quality and practical skills.

The fourth is to further fully leverage the advantages of enterprise mentors and on campus mentors in the learning process of students, designate mandatory and optional

reading materials, regularly hold themed class meetings on reading or learning experiences, and promote students' learning and communication. At the same time, mentors should also strengthen their supervision and guidance of students' learning progress to ensure that they can complete their learning tasks according to the plan.

The research on improving the academic atmosphere in universities based on the theory of learning organizations is a complex and systematic project. Universities need to take various measures to strengthen the construction of academic atmosphere, improve students' comprehensive quality and innovation ability, and cultivate more high-quality talents for the modernization of the country^[6]. In the future, universities should continue to deepen their research and application of the theory of learning organizations, constantly explore new paths and methods for building academic atmosphere, in order to meet the needs of the times and the requirements of talent cultivation. At the same time, we should also pay attention to communication and cooperation with other universities, jointly promote the development of academic atmosphere construction, and contribute to the cultivation of more outstanding talents.

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