



科研管理 2013, Vol. Issue (7) : 112-118 论文 DOI:

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基于MTST的多团队学习和效能关系的实验研究

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On the relationship between multi-team learning and effectiveness based on MT theory

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摘要 近年来,知识经济的迅猛发展对如何有效地提高学习效能提出了更高的要求,多团队学习作为一种新兴的学习方式迅速发展,但是关于多团队学习的研究并不多见,多团队学习与效能间的关系研究更是新兴课题。本文对多团队学习的相关理论进行了探讨,提出了多团队学习的概念构思,采用心理学实验方法进行实证研究。研究以216名学生为实验对象,采用双盲法在国家双语教学示范课程《组织行为学》网络平台验证多团队学习与学习效能之间的关系。实验结果表明:非多团队学习与多团队学习对效能的影响存在显著差异;多团队学习过程中,学生的参与程度与多团队效能之间呈显著正相关关系,网络作为学习的辅助手段,对学生的学习效能有显著影响。多团队学习的研究为提高学习效率提供了新的方法和途径。

关键词: [MTS理论](#) [多团队](#) [多团队学习](#) [效能](#)

Abstract: Recently, the rapid development of knowledge economy has put forward higher demand on how to improve the learning effectiveness. As a new style of learning, multi-team learning is rapidly developing. However the study on multi-team learning is quite rare and the relation research between multi-team learning and effectiveness becomes an emerging topic. The relative theories of multi-team learning are discussed, and the concept of multi-team learning is presented and studied by using psychology experiment method. By taking 216 students as subjects, the experiment is conducted to test the relationship between multi-team learning and effectiveness by using double-blind method on the network platform of

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national bilingual teaching demonstration course organizational behavior with 216 students as subjects. The results indicate that firstly, the divergence of effectiveness is significant between multi-team learning and non-multi-team learning; secondly, the participation of the multi-team learning based on Multi-Team System (MTS) affects the effectiveness remarkably; thirdly, as a supplementary means of learning, network has an obvious effect on learning effectiveness. To sum up, the research results provide the new ways and paths to raise the learning effectiveness.

Keywords: [MTS theory](#) [multi-team](#) [multi-team learning](#) [effectiveness](#)

Received 2012-06-20;

Fund:

国家自然科学基金项目(编号: 71071139, 起止时间: 2011.1-2013.12); 国家高等学校本科教学质量与教学改革工程项目(编号: 高教函(2010)11号, 起止时间: 2010-2014); 浙江省哲学社会科学规划项目(编号: 11JCGL10YB, 起止时间: 2011.6.30-2013.6.30); 浙江工商大学研究生科研创新基金项目(编