Research on the Teaching and Management Mode of Sino-Foreign Cooperative Education

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Abstract. The Sino-Foreign Cooperative Education (SFCE) is an important mode for some universities adapting to economic globalization, making full use of abroad high-class education resources, and cultivating talents with multiple channels. It has a high-level positive significance on the promotion of modernization of education, expansion of education perspective and enhancement of educational reform and innovation. This paper analyzed the major characters of SFCE mode, discussed the problems existing in the running SFCE projects. Finally, some improvement suggestions had been proposed in this paper.

1 Introduction

In order to step up the level and quality of our domestic education, cultivate senior application-oriented and creative talents, adapt to modern society and globalization ulteriorly, our government since 2003 has formulated policies to guide and encourage our universities to communicate and cooperate with foreign universities and implement SFCE projects. The SFCE projects would help the domestic universities to bring in abroad high-class education resources, improve the teaching approaches inland, enrich our teaching methods, and broaden the international vision in education [1]. Until now, there are almost a thousand of SFCE organization and projects in China, that have somehow quickened the development and reformation of our higher education, promoted the quality of graduates, and provided lots of international practical talents to all walks of life at home and abroad [2].

2 Characters of SFCE

SFCE is an important component of our domestic education. It plays a significant role on the road of internationalization of domestic education. Through communicating and studying with foreign experts, it benefits to update our existing educational philosophy, optimize the mode of talent cultivation and the construction setting of professional curriculums, and enhance the multi-channels of education. Furthermore, by fully utilizing the international education resource and push forward the international educational strategy, it will raise the quality and ability of our students and teachers, and enhance the world competitiveness of domestic universities [3].

2.1 Cooperative Mode

The kernel of SFCE is to bring in premium education resources from foreign education organizations, thus to fill up the gap of domestic educational organization in teaching, researching and management. There are two types of modes of SFCE, independent and non-independent organizations [4]. The independent SFCE organization is a self-governed corporation property formed by co-investment of both sides. This type of SFCE mode possesses legal conditions for running schools, enjoys standalone autonomy in running schools, and runs board system in inner management. The type of non-independent organizations has two forms. One form is secondary school system leading by the university, which exists in most of our SFCE projects. This form is also a co-investment of both sides, managed by the secondary school but without corporate capacity. The
other form is a general SFCE project, which is running by both sides on the grounds of duties ruled by a contract.

2.2 Cultivation Object

The development of Chinese modernization closely relies on the exploitation of manpower resource. We have a huge demand for lots of management staffs mastering international issues and business management, and have a big gap of integrated talents in fields of finance and insurance, trade planning, information consultation, high-tech development and application, etc. SFCE offers a new way to speed up the talent training for the task of socialist construction. The students in class are introduced with multiple teaching ideas and modes during the SFCE talent training. They are required to adapt to more international teaching scenes and requirements, such as fluent English, more thinking and discussion which are quite different from our general teaching mode. The graduates with high quality would be more competitive. They would have more chance to enter a better university for further education either at home or abroad. Even they join in work, these students would be easier to enter famous enterprise and adapt to the enterprise management system. Therefore, the cultivation object of SFCE should be made very cautious and comprehensive, taking all the aspects into consideration.

2.3 Curriculum Setting and Implementation

The foreign curriculums, teachers and resources are brought into Chinese classes. The basis for running these well is the students’ English level, which is exact a huge challenge for most of our students. Therefore, the students all will undergo English intensive training at the beginning of the university life, including listening, speaking, reading and writing, etc. Since this demand cannot be achieved by the general college English courses, other professional English training courses are opening. The opening of professional English training courses would occupy certain teaching sections, that lead to the reduction of teaching sections of other specialized courses. Meanwhile, due to the different requests for curriculum contents and teaching objects on both universities, the teaching plan should be made with overall consideration of curriculums in both sides, and make modulation to the curriculum contents when necessary.

The foreign teachers are responsible for teaching and Chinese professional teachers are arranged as teaching assistants to join the class. The Chinese teachers, acting as a bridge between the students and the foreign teachers, can help the students to better understand the course on one hand, communicate with the lecturer, and feedback the responses or questions from the students to the lecturer to better improve the teaching issues on the other hand. With this experience, our Chinese teachers have also expanded their horizon, learned some new teaching philosophy and techniques, and perfected their teaching methods and skills in class. With increasing co-work and communication with foreign experts, the cooperative contents between both sides will become more and more common and widespread. The development of SFCE speeds up our international exchange and cooperation, and raises the international impacts of our education and culture.

3 Problems in SFCE

3.1 Demand for Improvement of English Level.

Since the courses in SFCE projects are all lectured in English, good English ability is the basic demand to the students. If their English skill doesn’t reach the standard, they may have problems to understand the lecture and catch up the teaching schedule, and then they will lose confidence slowly. Normally, SFCE graduates enjoy some preferential policy to support them studying abroad. But poor English skills would stop their steps to see the world, which would limit the development of our students, deviates from the basic cultivation object to a large extent, and even has an impact on the cooperation of both sides.
3.2 A Large Gap in Teaching Philosophies.

The domestic traditional education focuses more on exam score and classroom discipline. The students are asked to read more books and complete the assignments given by the teachers. But the foreign education pays more attention to train the students with more practical skills and comprehensive quality. When our students face the foreign philosophy, they are kind of bewilderment to know where to start.

3.3 Irrational Use of Teaching Materials.

Professional teaching material plays a very important role in the whole teaching activities. The students will read the materials further if they have some blind spots during the class. Generally, original foreign materials and teaching resources are applied in SFCE courses. Some cooperative projects have no professional materials, even directly use the resources preferred by the lectures, which would kindly affect the teaching quality. The lectures may change frequently, the teaching materials will also update at the same frequency, which is not good to the construction of the corresponding courses.

3.4 Demand for Better Teaching Resources

The running mode of SFCE has a higher requirement to the lectures and staff members. Nowadays, there are still problems in teaching staffs, such as unreasonable age structure, irrational title structure, and insufficient teaching experience. Besides, the teachers are required to bring international, cutting-edge, multifold knowledge and skills into the class. The coming lecturers focus more on teaching than on scientific research, while the experts do not have enough time to lecture in a long term. The lack of teaching equipment and platforms also limit the teaching form, as a result to confine the development of the students’ skills.

4 Suggestion for Improving SFCE Quality

4.1 Create Advanced Education Teaching System

The core SFCE object is, by bringing in foreign advanced teaching philosophy, mode and resources, to push up the quick development of domestic talents, and cultivate elitists with international view and competition. In a word, the kernel goal of SFCE is to cultivate talents, rather than just running schools. To coming up such goal, a more advanced education teaching system with optimized training plan should be built.

4.2 Enhance the Construction of Teaching Resources

High quality of teachers is the foundation of completing teaching activities. The organizations from both sides should enhance the co-work and communication between them to achieve complementary advantages and seek common ground, and finally build a teaching team with more reasonable structure and higher teaching ability. Our domestic universities should offer teachers with more self-enhancement chances, encourage them to train, communicate and study abroad, support them with greater platform, and attract more foreign advanced education philosophies and methods. The excellent technicians can be hired as part-time faculties, which is also an important approach to supplement practical teaching team. Our full-time teachers can also benefit more from these technicians.

Due to the foreign lecturers’ schedule in foreign countries and visa issues, it is difficult for the foreign teachers to come to China on time according to Chinese semester schedule. As a result, most of the SFCE courses have to be executed in a packed duration as intensive courses, which have reduced the teaching quality seriously. Therefore, the newest science and technology, like remote multimedia technology, could be applied to relieve such problems. It will also attract more high-level professors to join this project to enhance the construction of teaching resources.
4.3 Strengthen the Supervision on Teaching Quality

The proper teaching materials should be chosen and determined by both sides, and are allowed to updated gradually as the development of the major and curriculums. The domestic teachers are responsible to our students, and have the duty to propose proper advices when the foreign lecturers go kind of far from the rules. Besides, it is also required to build a professional management team that should master the recent news and development trend of foreign education. The management team should also cover the administrative affairs, such as the curriculum setting, credit transfer, overseas studying and job recommendation, etc.

5 Summary

SFCE provides us more chance to communicate and cooperate with education-advanced countries on a wider field and higher level. It helps us to broaden our view, update the educational concept, and establish the international training object. Although there are still some problems in the practical operation of SFCE due to the difference in education systems between both countries, we believe that the quality of SFCE projects will increase and complete in practice. It definitely plays an important role in training of combined international talents.

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References


