

Building Three-Dimensional Platform for Internationalized Teaching Model

—Taking the Course of Globalization and World Politics as an Example

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Abstract—In order to conduct the cultivation of prospective talents with the Chinese featured socialist political ideology in teaching and learning for UESTC students, this teaching reform on the course of Globalization and World Politics incorporates the innovative philosophy of “cultivating prospective talents with international outlook” in the course teaching and learning. The teaching reform on the course “Globalization and World Politics” lectured at UESTC is committed via three-dimensional platform. The first dimensional platform is traditionally in class teaching, the second dimensional platform is to use the self-authored professional textbook with Chinese featured socialist political ideology, and the third dimensional platform is to use online MOOC approved by Ministry of Education of the People’s Republic of China.) The building for internationalized three-dimensional platform as an internationalized teaching model aims to improve the teaching quality and to innovate the model for teaching reform with internationalized education.

Keywords—three-dimensional platform, teaching model, teaching reform, cultivation of prospective talents, Chinese featured socialist political ideology

I. INTRODUCTION

As postgraduate education is the primary access to train high-level professionals, problems and challenges arising from such cultivating process should be paid more attention at all levels nationwide. Given the context of globalization, overseas students in China may come from different countries with the various social, cultural and educational background. In generally, their knowledge of China is limited, even with some cognitive bias. While our Chinese students may have the problem of ignoring ideological and political qualities and their English capabilities in their professional studies, and only focus on professional knowledge.

Therefore, there is an urgent need for the improvement of current international education for graduate students in China in the following perspectives. First, it is our aim to train international talents with the socialist political ideology of Chinese characteristics, understanding China, building friendship with China and loving China. Secondly, it is also our aim to cultivate our Chinese talents with international outlook and international competitive and cooperative capabilities by focusing on strengthening postgraduates’ ideological and political orientation incorporated with professional studies.

Yet on the basis of fully realizing the problems faced by the postgraduate internationalization curriculum, this teaching team with rich experiences has selected on campus students from 2014 till present as the research targets. The three-dimensional platform for internationalized teaching model specifically refers to the implementation of three platforms, namely, the first is in classroom course teaching of “Globalization and World Politics”, the second are the self-authored textbooks of “Globalization and World Politics” with Chinese featured socialist political ideology and “English Course for Public Administration Professionals”, and the third is online MOOC of “Globalization and World Politics” open at the regular basis in April and October each year on.

Guided by the practical teaching experience of the past five years, the teaching team explored and innovated the curriculum for internationalized education incorporated with the featured socialist political ideology. This teaching research team aims to enrich the theoretical connotation of the international education curriculum given the context of the new era of socialism with Chinese characteristics, and synergistically enhance the ideological and moral quality and professional capabilities of internationalized talents, as demonstrated below.

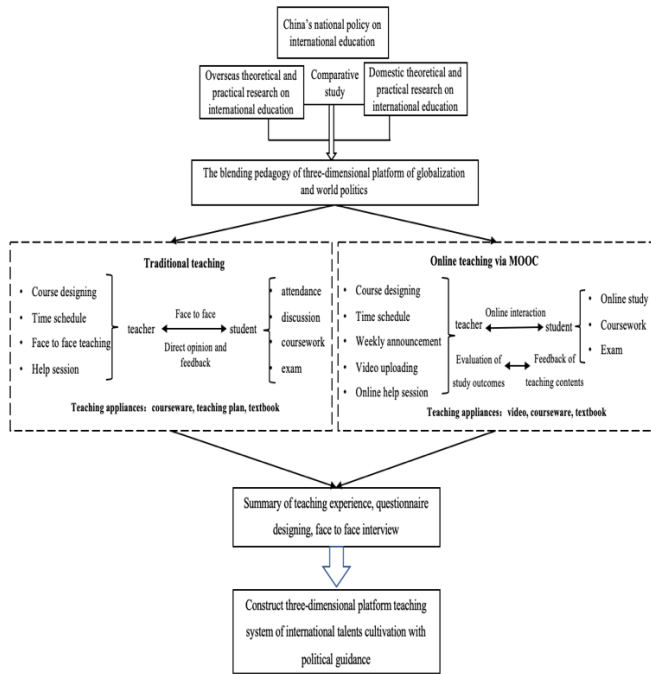


Fig.1. Teaching Model and Curriculum Construction

II. STATUS QUO OF INTERNATIONAL EDUCATION RESEARCH

At present, the research team focuses of international education is to propose specific solutions to the “cultural conflicts” in education. Given the context that the cultural background of international students is different from Chinese students, Divya Jindal-Snape, Keith Topping (2008) proposes to help foreign students understand the national conditions from three aspects: emotion, behavior and cognition.^[1]

Besides, Judith Carroll and Janette Ryan (2007) emphasize that English education should focus on the cultivation of English proficiency.^[2] Teaching in English is easier for students with different cultural backgrounds to understand course materials.

Furthermore John Straker (2016) believes that it is necessary to encourage students from different cultural backgrounds to communicate by group discussions and group work to strengthen students’ sense of participation in international education.^[3]

It can be concluded that the research on international education reform in foreign academic fields focuses on enhancing the understanding of foreign students where they study. Scholars believe that international students are the ambassadors for transnational relations building and propellers for the transnational communication as well.

Similarly, the current our Chinese research on the reform of international teaching focuses on its macro-reform direction.

Xu Changbin (2016) proposed that our Chinese students are required to first master the localized content, and then international content.^[4] He also emphasizes the importance of

international education based on local reality and consolidating students' understanding of national politics.

Zheng Gang and Ma Le (2016) pointed out that the remarkable achievements and economic development model of China’s reform and opening up have attracted students from developing countries outside China.^[5]

Chen Mengqing (2017) believes that it is necessary to strengthen the ideological and political orientation for international students in international education.^[6] This is not only conducive to enhancing the image of China, but also promoting academic and scientific exchanges between China and foreign countries by using the soft power of China’s higher education.

Chen Hongmei (2018) proposed that the education of international students will help improve the influence of reform and opening up on the outside world and the development direction of higher education.^[7] The correct guidance of political theory will also contribute to the implementation of national strategies such as the “Belt and Road” Initiative.

It can be concluded that the current research on international education reform worldwide has proposed a series of measures to strengthen the political ideology and cognition in cultivating international talents. However, there are relatively few studies on incorporating ideology into the international talent training. The teaching method is mainly based on the traditional teaching model, which is mainly used for classroom lectures and supplemented by discussions. There is no system for the teaching methods which integrates national ideology and professional knowledge. In particular, there remains a lack of studies on international talent training courses with the core concept of promoting socialism with Chinese characteristics in cultivating postgraduates on campus.

As the international students come from various countries in the world, their social, cultural, and intellectual backgrounds are very different from those of China. Some common problems exist such as low level of Chinese language, unclear understanding of Chinese society, cognitive bias, and insufficient professional knowledge, which has caused some resistance to cross-cultural exchanges. For international students in China, personal experience and direct contact in China will bring them a lot of new information, which will lead them to re-recognize China.

III. THOUGHTS AND PRACTICES ON THE REFORM OF A NEW INTERNATIONAL TEACHING MODEL

A. Innovative teaching methods

Currently, the course of Globalization and World Politics lectured at UESTC has adopted the three-dimensional platform of internationalized teaching model to outline the contents both academically and theoretically by making the best uses of the above stated three platforms to have the internationalized education for postgraduates achieved at UESTC campus.

The innovation of this teaching model is reflected in the choice of problems, that is, to break through the bottleneck of “ignoring ideological quality education” in international talent training. At present, there are few studies on the reform of

international talent training worldwide in terms of incorporating ideology into theoretical basis for the teaching system by taking the course of Globalization and World Politics of the University of Electronic Science and Technology of China (UESTC) as an example.

B. Teaching Practice

At present, the course “Globalization and World Politics”, with its supporting textbooks and online open course - MOOC resources has been widely applied in cultivating international students, our Chinese local postgraduates and undergraduates for MPA professional program. We have set up the following international teaching model for postgraduate students which integrates ideological and political knowledge with professional theory. This model is designed from the perspectives of teacher quality assurance, teaching philosophy, teaching methods, teaching facilities, student participation, and teaching evaluation mode as demonstrated below.

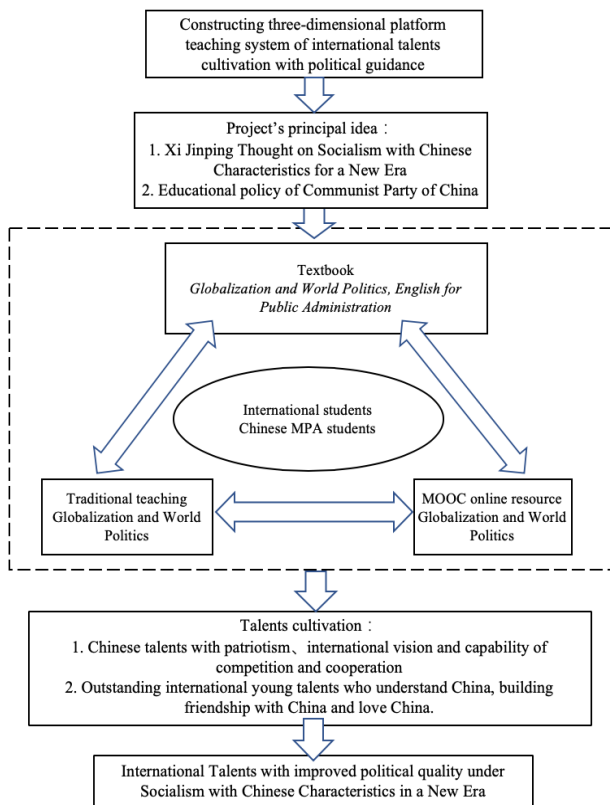


Fig.2. Three-Dimensional Platform for Internationalized Teaching Model

1) Integrate political ideas into classroom instruction.

The course “Globalization and World Politics” insists on the leadership of Xi Jinping’s new era of socialism with Chinese characteristics, from the strategic height of adhering to and developing socialism with Chinese characteristics in the new era and combines China’s role and status in globalization and world politics. Hence, the theories of Marxism and the socialist political ideology with Chinese characteristics in the process of globalization are introduced. It enables students to enhance their ideological and political literacy by analyzing and discussing the theoretical background, theoretical

framework, problems and solutions of international political science.

In training postgraduate students in China by applying this innovative teaching model, the “insufficient recognition” and “cognitive bias” of international students in China are avoided, and their understanding of international relationship, world political and economic development, and China’s role in the world and understanding to China’s development process and China’s strategy are improved by this teaching model .

In training our Chinese local postgraduate students, the students’ understanding of the current global situation and China’s developing strategy are improved, and their dimensional analysis abilities are also improved through the analysis of the complex situation of the world and the interpretation of China’s strategy in the new era of socialism with Chinese characteristics based on this innovative teaching model.

2) Compiling self-authored textbooks to optimize the curriculum.

First of all, the textbooks used in the teaching and learning are in the guidance of in incorporating Chinese featured socialist political ideology in the professional studies for MPA students, which can help students improve their skills for thinking innovatively given the context of globalization and the textbooks are designed from the following aspects:

- a) *The impact of globalization on world politics;*
- b) *The impact of international historical development on globalization and world politics;*
- c) *The influence of classic political theories on globalization and world politics;*
- d) *The impact of major international issues on globalization and world politics;*
- e) *China’s role and status in advancing the globalization process and safeguarding the world political order.*

3) Application of the digital MOOC online course.

The MOOC online course is centered on “heuristic teaching method”, supplemented by case analysis, discussion, and immersive teaching methods, etc. It is based on classroom teaching and textbook materials. In the talent training of Chinese local students, the blended teaching method of MOOC online course and offline classroom teaching help students to improve their ability of independent learning. For example, the current hot issues and major practices are introduced to integrate teaching contents and practical training. Besides, on the arrangement of teaching content, the content of theory should be appropriately weakened, but the case study on China should be strengthened.^[8] This can comprehensively cultivate and develop students’ critical thinking ability and problem-solving skills, and also strengthen students’ understanding of socialism with Chinese characteristics in the learning process.

IV. THE EFFECT OF TEACHING REFORM PRACTICE

A. *The course "Globalization and World Politics" lays the foundation for students to form a global outlook.*

Globalization and World Politics is an international political course that helps students understand the development of political science and changes of international relations in the context of globalization. By studying this course, students will have a better understanding of the impact of globalization on international relations, world political order, economic, cultural and social development.

B. *The self-authored professional teaching materials provides theoretical guidance for cultivating students' ideological and political qualities.*

"Globalization and World Politics" is the first Chinese-English textbook focusing on globalization and world politics based on the promotion of socialist political ideology with Chinese characteristics. The content of the textbook keeps pace with the world trend, integrates into the new era, adheres to and develops the vivid practice of socialism with Chinese characteristics, and promotes the effect of classroom teaching. In 2018, the teaching team of globalization and world politics conducted a questionnaire survey at UESTC about the outcome of utilizing the textbook. 73% of international students believe that they can fully understand the basic national conditions of China from the textbook "Globalization and World Politics" and 59% of international students think that they can fully understand China's role in globalization.

C. *Use of the MOOC online resources with the offline classroom teaching mode to stimulate students' enthusiasm for independent political study.*

Based on the published textbook "Globalization and World Politics", the teaching team has compiled the 6 lectures' materials and 41 course videos for the purpose of promoting the socialist political concept with Chinese characteristics. The course video has been launched on the MOOC website.

At present, the MOOC "Globalization and World Politics" has covered three levels of students, namely undergraduate, postgraduate and Master of Public Administration (MPA) at UESTC, which has been widely acclaimed since its first open on line in March 2018. The number of users following the course has reached more than 6000, and the number of course evaluation comments is over 300 with the assessment is 5 (full mark). At the same time, the online and offline courses of Globalization and World Politics have covered undergraduates, postgraduate students and MPA students of UESTC as well. We may conclude the lecturing for the course has been done via three-dimensional platform for internationalized teaching model.

Among them, the traditional classroom teaching has been conducted for five consecutive years, and the research teaching team has sufficient practical teaching experience to support international talent training education. By the end of English for MPA course in June 2018, the teaching team did a feedback survey on the quality of teaching, following the English

teaching reform for the 2017 MPA students of UESTC. 173 questionnaires are collected. For the use of online courses resources related to professional knowledge, when asking whether "online + offline" course teaching model can improve professional academic ability and academic English ability, 63.58% of students answered that it is very effective, 27.17% of students think that it is effective, only 1.73% of students think it is completely ineffective. The results demonstrate the effectiveness for improving internationalized education at UESTC.

D. *To build an international talent training base, bridge the communication channels for postgraduate students in China, and promote the incorporation of students' ideological and political orientation in an all-round way.*

Through the academic bases such as the Center for West African Studies (CWAS) of UESTC, as well as the International Conference on Public Administration (ICPA), communications between Chinese and foreign teachers and students are strengthened. The interactive communication bases or channels have formed an internationalized educational system of "Multilateral communication guided by teachers with self-driven students".

All these provide a strong practical foundation and development support for the construction of the teaching model that highlights the political orientation of international talent training.

V. SUMMARY

In teaching of the course "Globalization and World Politics" for students of UESTC, the model has won wide recognition among students and has achieved a series of teaching achievements in the teaching practice of UESTC based on survey. Therefore, this teaching reform model accords with the reform of international education and teaching. And it also contributes to the goal of "cultivating outstanding local talents with international outlook, international competition and cooperation capabilities, as well as outstanding international young talents who understand China, build friendship with China and love China" by incorporating Chinese featured socialist political ideology.

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