

Innovative Mode of Education for College Students Majoring in Chinese from Hong Kong, Macao, Taiwan and Overseas Through Practical Education

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ABSTRACT

China has over 300 universities and colleges enrolling the students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas in 2020. The active exploration into the Mode of Education is not only the inner dynamics for the social development, but also the inner requirement for the educational reform of undergraduates. Taking Jinan University as the case, the paper focuses on strengthening the subjects of practical education, expanding the platform of practical education, enriching the carriers of practical education and improving the mechanism of practical education to explore a practical education mode for college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas with Chinese characteristics.

Keywords: practical education, students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, Jinan University

I. INTRODUCTION

With the popularization of higher education and the diversification of student groups, promoting the practical education for college students has become a necessary condition for the development of universities, and is the main content of improving the quality of maintenance work in universities. Meanwhile, universities also favor the reform of teaching and practical education management for college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, and have also achieved some results. However, fundamental improvement has not been realized, and a teaching and practical education management system for college students which adapts to Chinese cultural background and social reality has not been established. Based on the analysis of teaching and practical education modes at home and abroad, this

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paper attempts to explore a practical education mode for college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas with Chinese characteristics and adapting to the diversified development, with Jinan University, the highest educational institution of overseas Chinese as the research base.

II. FOSTERING VIRTUES THROUGH EDUCATION: STUDENTS MAJORING IN CHINESE FROM HONG KONG, MACAO, TAIWAN AND OVERSEAS AND THEIR CHARACTERISTICS

College students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas refer to non-Chinese mainland students, including Hong Kong students, Macau students, Taiwan students, and overseas Chinese students. They are collectively referred to as students enrolled from outside mainland China. As the "highest educational institution for overseas Chinese students", Jinan University is a domestic higher educational institution with independent enrollment rights of overseas Chinese students. It has adopted flexible and diverse approaches to admit students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, fully showing its own characteristics and advantages. As of March 2020, the number of students enrolled at Jinan University was 39,543, including 11,902 overseas Chinese students, Hong Kong, Macau and Taiwan students, and foreign

students from 112 countries and regions, of which 37% were Hong Kong students, 12% were foreign students, and 11% were Chinese and overseas Chinese students, 8% were Macao students, and 2% were Taiwan students. Studies have shown that students of the minority group have poorer academic achievements and higher dropout rates than the major group students.

At present, college students are facing the problems such as infirm political belief, lack of social responsibility, weak awareness of integrity, and psychological handicap. The traditional education mechanism in universities fails to carry out ideological and political work according to the characteristics of students and the law of physical and mental development, which caused the lack of college students' subjective status and the low quality and efficiency of educational activities. This has become an urgent problem to be solved in maintenance and political work in universities.¹ According to the actual teaching in Jinan University, Chu Junhong summarized the basic characteristics of students from Hong Kong, Macao and Taiwan in 2008: weak foundation of theoretical knowledge and rich social knowledge; strong ability of independent thinking; undisciplined in classroom and poor self-discipline; strong practical ability; excellent coordination and organization abilities; clear learning purpose; poor planning and self-control abilities. Thus, different teaching methods targeting the objective differences were proposed, such as diversion teaching method, case teaching method, discussion method, practice method, incentive method and pressure method.²

Therefore, revealing the significance behind such phenomena in universities and exploring a practical education mode for college students from Hong Kong, Macao Taiwan and overseas Chinese students have become the trend and task of educational development in universities.

III. PROBLEM ORIENTATION: THE MODE OF PRACTICAL EDUCATION FOR COLLEGE STUDENTS MAJORING IN CHINESE FROM HONG KONG, MACAO, TAIWAN AND OVERSEAS

Regarding the exploration of the education mode and practical education for college students from Hong Kong, Macao and Taiwan and overseas Chinese students, Professor Cai Zhenxiang of Huaqiao University once discussed two characteristics of the education system for overseas students in mainland

Chinese universities, namely, the relatively favorable enrollment system and the unique humanities and social sciences general fundamental courses; at the same time, a contradiction between expanding overseas student sources and the system and teaching quality of domestic universities has been found. Through a questionnaire survey, Liu Xiangdong et al. of Jinan University found that due to the different education modes and backgrounds in different countries and regions, when students from Hong Kong, Macao and Taiwan study in the schools for overseas Chinese, they found it difficult to adapt to the Chinese education system. In addition, the lack of flexibility in the school's curriculum has led to the weak interest in learning among Hong Kong, Macao and Taiwan students, so that their enthusiasm for leaning and the academic performance fall behind those of mainland students.

Universities have made bold attempts in reforming the mode of practical teaching and cultivation of students' innovation and entrepreneurship abilities, and the cooperation and exchanges among colleges, and have achieved new progress. However, each university has its own unique history, tradition, and campus culture, while the construction and operation mode of practical education for college students often embodies the special humanistic tradition of the university. Colleges should make it clear "what kind of person to be trained, how to train, and for whom the training is carried out", and regard the implementation of the fundamental task of "fostering virtues through education", and cultivating socialist builders and successors with all-round development in virtue, intelligence, physical fitness, aesthetics and labor education as the core goals of ideological and political education of college students. The "Opinions" point out that to deepen practical education, we should tap and compile a "resource map" to strengthen labor education. Labor production practice plays a fundamental and decisive role in promoting the overall development of human beings. Labor education is not only a key link in cultivating and improving the labor consciousness and skills of socialist builders, but also is the ultimate purpose of implementing the Party's educational policy and cultivating talents with all-round abilities in the new era. It is also an objective requirement for the development of the cause of socialism with Chinese characteristics in the new era.³

The practical education mode for students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas should adhere to the "student-centered" concept, focusing on the diversified and individual needs in the growth of these students, and innovating practical education mode from four aspects, namely,

¹ Xiang Jiuyu, Wang Yiyi. Education of university organizations: values, goals and paths [J]. Studies on Ideological Education, 2019(5):116

² Chu Junhong. Educational characteristics of overseas students and teaching methods [J]. Modern Business Trade Industry, 2008 (8): 120:271-272

³ Zhang Shihao, Luo Jianwen. On labor education and the all-round development of people in the new era [J]. Ideological and Political Education Research, 2019(11):124

strengthening the subjects of practical education, expanding the channels of practical education, enriching the carriers of practical education, and improving the mechanism of practical education.

A. Strengthening the subjects of practical education

Integrating hidden education to strengthen the subjects of practice. Practical education is a process of the interaction and mutual influence between educators and education objects. It reflects the intrinsic unity of "practical teaching", which requires the strengthening of the dominant position of students. Marx and Engels once pointed out that "man can treat himself as an independent existence only when he becomes his own master, and he is his own master only when he attributes his existence to himself."⁴ Hidden education is to deliver the content, requirements and goals of maintenance to the educational objects through some carriers and activities, so that the receivers can receive education in the environment and constantly accumulate and improve themselves.⁵

The practical education of college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas attempts to promote the free flow of students' ideas through practical teaching and activities, instead of blindly hyping impractical slogans. Therefore, it is required to adopt introspection strategies in curriculum design and practice management, use scientific methods to infiltrate educational content into all practices and activities, encourage students to review the courses learned as educational subjects, and adopt a critical attitude towards these courses, so as to influence the subjects of education by the environment. The main task of practical education is not to train students into knowers, or critical thinkers, nor to make them into doers, but to cultivate them into humans who are able to creatively learn and apply what they have learned, and stand the ordeals in the ever-changing world. Therefore, in the process of practical education, it is necessary not only to arouse the subjective initiative of the educators to play a leading role, but also to activate the consciousness and subjectivity of the education objects to conduct self-education, so that the students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas can be provided with the platform for self-display and self-improvement, and personally participate in and experience the process of practice to form internalized theoretical cognition, value comprehension, practical exercise and ideological viewpoints. Only by giving full play to the leading role of the educators and the dominant position of the

education objects to produce communication and resonance between the educators and the education objects can the maintenance be carried out subtly on the basis of practical education to realize the unity of education and self-education, and enable the education objects to grow through exercises in self-education and self-management.

B. Expanding the platform of practical education

Integrating practice resources to expand practice platform. The practice platform is not only the key to improving the practice ability of college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, but also the key to achieving practical education. In the practical education, the combination of theoretical education and practice is the requirement for guiding college students to enhance their practical ability and cultivate their patriotism through participation.

Classroom teaching practice is to examine the students' grasp of knowledge at the theoretical level through rich teaching situations, while extracurricular social practice pays more attention to whether students can flexibly apply what they have learned to practice. Thus, it is necessary to strengthen the integrated design of social practice activities, innovation and entrepreneurship education, volunteer services, social research, and discipline competitions, effectively connect classroom teaching practice with extracurricular social practice, so as to promote practical education through the integration of classroom learning and practice. Volunteer service is not only an effective means of practical education in universities, but also an important carrier to strengthen labor education.

We should vigorously cultivate brand volunteer service teams to guide students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas to uphold labor and respect labor through volunteer services. Volunteer services can also realize the mutual transformation between the professional ability and practical ability of college students, so that they can apply their professional knowledge to volunteer services, improve professional quality through solving problems, stimulate motivation for growth in discovering problems, and further enhance core competitiveness.⁶ We should organize professional training through the practice platform, and achieve the educational goal of joint cultivation by school and enterprises through enhancing the professional quality and practical experience of students; with innovation and entrepreneurship training and competitions as the carriers, expand the innovative thinking of students

⁴ Marx and Engels. *The Complete Works of Karl Marx and Frederick Engels: Volume 1* [M]. Beijing: People's Publishing House, 1995: 287

⁵ Sun Aichun, Niu Yufeng. *Principles and Methods of Ideological and Political Education* [M]. Beijing: Guangming Daily Press, 2017:266

⁶ Zhang Yongjun. Analysis of the function and realization path of volunteer service education in universities in the new era [J]. *Studies on Ideological Education*, 2019(6): 115

majoring in Chinese from Hong Kong, Macao, Taiwan and overseas and enhance their innovation abilities; we should step up efforts in innovation and entrepreneurship education and create maintenance courses, guide college students with maintenance to establish correct values of innovation and entrepreneurship, and provide theoretical motivation for innovation and entrepreneurship; we should incorporate the concept of innovation and entrepreneurship education into the ideological and political courses, so that the innovation and entrepreneurship education can be carried out in a subtle way through the courses, endowing the maintenance with the content and practical carrier of the times, thereby improving the innovation and entrepreneurship abilities of students.

C. Enriching the carriers of practical education

Enriching the content of practice and innovating the carrier of practice. In the process of practical education, the impact of multiple factors such as interpersonal communication, organizational culture, and social environment on the development of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas should be considered. We should create a healthy and positive atmosphere of practice culture, consciously use infiltration-style practical education, and select the appropriate educational carriers, including activity carrier, cultural carrier, management carrier and media carrier. We must have a deep and accurate understanding of the development trend of mass media, modernize traditional methods of practical education, and give full play to the comprehensiveness and effectiveness of new media technology. Culture has a long-lasting influence and inspiration, so we can transform passive reception of education into self-learning, self-selection, self-motivation and self-improvement with practice culture as the carrier. The spirit of practical education can be recognized and implemented only when it is internalized into the value pursuit of college students, and into the ideology of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, and transformed into a group conscious ritual. We must be keenly aware that practical education is not simply a one-way teaching and learning activity, but a "four-in-one" interactive communication involving communicators, content information, communication tools and communication objects. We should give full play to the educational role of culture, pay attention to the innovation of practical education carriers, make full use of new media and all-media tools, and enhance the attraction and affinity of practical education content through online and offline convergence media, so that the students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas can be inspired in the emotional resonance.

President Xi Jinping pointed out that we should use new media and new technologies to activate

maintenance work, promote the integration of the traditional advantages of ideological and political work with information technologies to enhance attraction and adapt to the development of times.⁷ We need to adapt to the trend of demassified and differentiated communication, take the initiative to take advantage of new media communication, seize the opportunity, pay attention to strategies, and reflect the requirements of timeliness. ⁸ Ideological and political educators should help college students to find a balance between the "challenges" and "opportunities" of new media technologies, give full play to the positive impact of new media technologies on college students, establish a comprehensive new media network community, and cultivate the national identity, cultural identity and identity of college students under new technological environment.⁹ At the same time, we must attach great importance to the "double-edged sword" influence of mass media, effectively strengthen the construction of new media technologies, firmly grasp the initiative in Internet education, and actively occupy the commanding heights of propaganda and education.

D. Improving the mechanism of practical education

Improving the support mechanism and strengthen the institutional guarantee. Due to the low degree of coupling of practical education mechanism in universities, decentralized authority and responsibility in ideological and political work, slow communication, inefficiency, and buck-passing, joint efforts in practical education have not been formed. It is necessary to promote the collaboration between practical education organizations from both vertical and horizontal levels, and to build a science-based educational system through organizational collaboration. At the vertical level, we should first establish and improve the leadership mechanism of practical education organizations, give play to the linkage mechanism of the superior and subordinate organizations, and boost the coordination and cooperation among the organizations. We should establish a team of practical education led by school's Party Committee, coordinated by the Student Affairs Department, participated by the tutors inside and outside the faculty and school, and implemented by the college counselors, to form an education mechanism featuring overall management, division of duty, and concerted efforts. Secondly, we should ensure continuous, systematic and innovative

⁷ Xi Jinping. Xi Jinping: the Governance of China (Second Volume) [M]. Beijing: Foreign Language Press, 2017:378

⁸ Xi Jinping. Xi Jinping: the Governance of China (Second Volume) [M]. Beijing: Foreign Language Press, 2017:333

⁹ Student Services: A Handbook for the Profession (5th ed.), 2011:523, "Student affairs administrators must find a way to provide students with the right balance of challenge and support, engage students in active learning, build supportive and inclusive communities, and support students' identity development in these new environment."

education, give play to the roles of the government, society, and family, build a platform, tap professional characteristics, and strengthen the project management of practical education activities, so as to gradually form the practical education concept with students occupying a dominant position, tutors as leaders, and project as the main method". We should give play to the key roles of in-school and outside-school tutors in practical education, the leading roles of college counselors and class teachers, and the supporting roles of administrative staff in the practical education. At the horizontal level, we should improve social practice, management of innovation and entrepreneurship projects, awards and evaluation systems, and the support system for brand project, and use the evaluation results as the basis for the evaluation of professional practice teaching; establish a multi-level, multi-channel and multi-form training system to improve the practical education awareness and abilities of tutors inside and outside the school; improve the incentive mechanism, incorporate the achievement of education into evaluation, and inspire more tutors inside and outside the school to guide students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas to be the pioneers in innovation and boost their patriotism.

IV. FIVE IN ONE: THE PATH OF PRACTICAL EDUCATION FOR COLLEGE STUDENTS MAJORING IN CHINESE FROM HONG KONG, MACAO, TAIWAN AND OVERSEAS

In 2017, the Ministry of Education promulgated the "Outline for the Implementation of the Project to Improve the Quality of Ideological and Political Work in Universities", in which it is noted that practical education should be steadily promoted to build a coordinated system of practical education with the "overall planning by Party Committee, steady promotion by the government, wide social participation, and implementation by universities. Considering the diverse characteristics of students and the goal of training applied talents that meet the needs of economic and social development at home and abroad, Jinan University neither fully copies the western education management model nor totally adopts a single talent training model of domestic universities. Instead, it is based on the actual situation of the Guangdong-Hong Kong-Macao Greater Bay Area to explore a "five-in-one" mode of practical education of students from Hong Kong, Macau, Taiwan and overseas Chinese students integrating five aspects: coordinating practice resources, strengthening project management, enriching practice content, innovating practice forms, and expanding practice platforms.

A. Integrating practice resources: building a tutor-system mode of "contracted responsibility system"

The undergraduate tutor system originated from Oxford University. It is a combination of the American credit system and the British tutor tradition, which has been proven an effective mode of student training and management by practice. It has always been known as "a dazzling gem set in the crown of Oxford." The undergraduate tutor system emphasizes attention to individual, respect for individual students, and building a free academic atmosphere based on equality between teachers and students to cultivate students' ability to think rationally and critically. The value of its existence does not lie in imparting knowledge, but lies in teaching students how to think, challenge the understanding of the problem to acquire a deep understanding.¹⁰

Focusing on the personality characteristics of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, Jinan University introduced and implemented a tutor system and carried out a "contracted responsibility system" when the students are enrolled, and adopted such teaching methods as are best adapted to the students to explore and realize students' potential, guide and encourage students in academic performance. The International Business School of Jinan University has implemented the "off-campus tutor system" in an exploratory way in 2011, employing nearly 180 off-campus tutors across the country to actively develop in-depth cooperation between schools and enterprises, build a collaborative education and innovation platform, and exerting social force in the talent training. Through the construction of "three-entry projects" (entering class, entering classroom, entering campus), building "three platforms" (innovation practice platform, service education platform, cultural experience platform), cultivating "three types of abilities" (learning ability, innovation ability, practice ability), the school explores, practices, summarizes and refines the "3·3·3" new mode of practical education and a new concept of talent cultivation based on "practice and innovation", constructing an interactive classroom, mechanism and platform combining "on and off campus", "on and off class", "teaching and "learning", "learning and practice", "practice and creation", so as to broaden new areas of practical teaching, develop new resources of practical teaching, make up for the lack of practice in talent training, and create a new situation in which social forces and universities collaborate on education. Moreover, the school has made innovations in education and teaching concepts, management systems and student's activities, enriching the life inside and outside the classroom, deepening the reform of

¹⁰ He Qizong. Tutor system and undergraduate talent training [M]. Beijing: China Social Sciences Press, 2014:21

education and teaching, innovating the educational mode, and improving the quality of talent cultivation.

At the same time, in order to enhance the effect of practical education of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, teachers should have a multicultural concept and experience, a multi-ethnicity attitude and value, and enhance their ideological level, theoretical level and adapt to the development of times in an ideological pattern in which diverse cultures coexist. They also need to innovate teaching methods to expand their own attraction, persuasion and influence. Teachers should have a full understanding of students' different cultures and history, and can communicate with students in an interactive and open manner, and view and deal with some issues from a multicultural perspective; teachers should be able to represent the cultural diversity of the society, and incorporate the culture integrating age, country, gender, religion, class, ethnicity, race, language, and other factors into the teaching strategies, courses, methods, exams, and organizational models and management, but also they should emphasize and enhance the common core values of the society. Most teachers of Jinan University have the background of studying abroad or visiting abroad. They have been exposed to different cultures, experienced cultural conflicts and coexistence of multiple cultures, and understand the difficulties facing an outsider, so they are aware of the characteristics of foreign culture and can help students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas to adapt to Chinese culture when they are studying and living in China. The school also receives experts and scholars from all over the world to give lectures and short-term teaching through the national FULLBRIGHT project, and receives the latest international professional information in a timely manner. In addition, the All-English Teachers Club of Jinan University also regularly organizes exchange and learning activities, provides cross-cultural training for teachers, invites various embassies and cultural centers to deliver lectures and courses to help teachers to recognize the multicultural social background of educational practice, understand the culture of different countries and the corresponding teaching system, so that they can adopt the principles of multicultural education management and the corresponding method of teaching management organization to promote the in-depth implementation of education.

B. Strengthening project management: designing the "project teaching" mode

Project management is an important field and management method in business management. In the reform of teaching management in universities, many universities in the UK have adopted project teaching and management methods to promote teaching in

universities. President Xi Jinping pointed out that in the united front work, we should hold high the banner of patriotism and socialism, firmly grasp the theme of great unity and cooperation, adhere to the unity of consistency and diversity, and achieve the greatest unity.¹¹ Alexander Astin's "university influence mode", that is, the process of "input-environment-output", is the "participation" theory that was further elaborated later and emphasizes "students' participation before learning".¹² In the context of practical education, the school must create conditions and projects to allow students to contact different people and ideas, and students should actively participate in the process of practice and development. Thus, through the interaction among "teaching-learning-practice feedback", a "teacher-student learning community" can be established.¹³

The "project teaching" of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas is not so much a teaching method, but rather an educational learning attitude or educational learning concept. No matter what kind of practical education mode and method is adopted, it emphasizes the training of students' ability to choose between different cultures to form a critical analysis ability, but it does not deny the importance of basic knowledge. Many scholars extend Vincent Tinto's "dropout theory" to other aspects, with the development of students in academic performance, personality, skills, leadership, morality and other aspects as dependent variables, and the school's efforts to promote "academic integration" and "social integration" as independent variables, to test the role of school in students' learning and development. Therefore, the design of the "project teaching" mode needs to be based on the situation of students, focusing on the needs in all-round development. Students can independently select the project of interest in groups, and understand application-oriented or research projects with practical significance from different perspectives, and complete research tasks through mathematical modeling, calculation, analysis, report, etc. This helps students to think carefully and give play to their skills, and by establishing, defending and supporting the students' views through factual materials, students can experience and master scientific research methods, processes and basic ideas. The research topics of the

¹¹ Edited by the Publicity Department of the Central Committee of the Communist Party of China. Outline of Studying Xi Jinping's Thought on Socialism with Chinese Characteristics in a New Era [M]. Beijing: Learning Press, People's Publishing House, 2019.6:135

¹² Cheng Xing. The management approach of world first-class universities — research on university management decision-making and higher education[M]. Beijing: Peking University Press, 2011:28

¹³ Tan Chuansheng, Ai Chujun. Innovation of the mechanism of practical education of ideological and political education in universities[J]. Ideological and Political Education Research, 2019(6):141

"project teaching" mode must be closely related to student affairs, teaching management, and school policies. The research results can directly or indirectly guide or assist in the decision-making, management, planning, or future operation of student affairs and activities of the school.

Jinan University has "contracted" research projects or activities of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas to graduate and undergraduate teams of related majors in the form of "project teaching", maintaining the communication between project researchers and decision-making managers, ensuring the authenticity of college students' fieldwork and questionnaire surveys, which is conducive to guaranteeing the objectivity of the research process and the applicability of the results. The Student Affairs Office of Jinan University has set up 30 special learning and development projects for students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas. Students can apply for the project independently based on their own circumstances, and the school provides corresponding support according to their characteristics and priorities. Students are required to complete the project within a specified time (about 6 months to 1 year), and submit a report or publish a paper, and finally participate in evaluation. The good projects will be recommended to participate in the corresponding innovation and entrepreneurship, and student learning and development projects in Guangdong Province; with the "Innovation Training Project of College Students", "Teaching Reform Project", "Challenge Cup" and "Volunteer Activities in Countryside" project as the carriers, the Academic Affairs Office and the Youth League Committee of Jinan University vigorously promote the implementation of college students' innovation and entrepreneurship projects, give strong support to excellent foreign admission projects, promote the scientific research experience of the students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, and their development in practical ability, and cultivate their scientific interests and professional interests; the student organization of Jinan University has been using the project model (EOP) to encourage foreign students to carry out different learning and volunteer services in groups. For example, by organizing Practice Research Contest among students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, the 1+1 Course Mutual Help Program, and the Innovation and Entrepreneurship Internship Camp for these students, the International Business School implemented the projects through a planned, phased, leveled and focused way.

C. Enriching practice content: constructing practice curriculum with "general education" as the core

In the United States, general education is generally defined as the education that serves students' development in intelligence, emotion, and socialization in addition to major and minor professional education.¹⁴ Professor James A. Banks, a well-known U.S. expert in culture and education, believes that the focus of multicultural curriculum should be concentrated on the school's potential curriculum and diverse values. The curriculum should include manifest curriculum and hidden curriculum. Manifest curriculum is composed of materials such as course instructor, textbooks, curriculum plan, and bulletin board. It is important for students in different cultural groups to form a positive attitude and helps them achieve academic success; in addition, in a sense, he believes that it is more important to transform the hidden curriculum of the school-that is, to transform those untaught lessons hidden in school's teaching, life, environment and other aspects, involving tolerance and understanding of the coexistence of various ethnic groups, genders, and different religious beliefs and cultures.¹⁵

In terms of manifest curriculum or general education curriculum, focusing on the fundamental task of "fostering virtues", Jinan University scales up efforts in strengthening ideals and beliefs, cultivating patriotism, intensifying moral cultivation, increasing knowledge and expanding horizon, and enhancing comprehensive quality of students. The school also pays attention to the training of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas in English, computer language, and Chinese through curriculum setting and reform. In particular, the International College offers 8 undergraduate majors in English, covering fields such as economics, management and medicine. The Chinese Language and Culture Education provided by the College of Chinese Language and Culture also reflects the characteristics of overseas Chinese school. In addition, students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas are given greater freedom to choose courses, and the number of credits of public basic courses for overseas Chinese students is reduced; in the public basic courses of humanities and social sciences, the International School of Jinan University provides students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas with Chinese Traditional Culture, Basic Principles of Marxism, Cultivation of Life and Fundamentals of Law, Introduction to Contemporary China, Introduction to Mao Zedong Thought and the

¹⁴ Wang Hongwei, Zheng Yongting. A comparative study of college students' ideological and political education and management [M]. Beijing: Higher Education Press, 2010:219

¹⁵ Wang Jian, He Xigang. James. A. Banks' multicultural curriculum theory [J]. Comparative Education Review, Supplement 2000:130

Theoretical System of Socialism with Chinese Characteristics, Modern China, Outline of Modern Chinese History, Chinese Government and Politics in English, forming a unique ideological and moral curriculum system for students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas; for Hong Kong and Macao students, courses are also provided on the Basic Law of Hong Kong and the Basic Law of Macau respectively, with the promotion of the excellent history and culture of China as the main content, highlighting the theme of patriotism education and core values; in terms of basic English education, the school attaches great importance to the basic training of English listening, speaking, reading, writing, and translating. Courses such as Spoken English, Comprehensive English, English Writing, and English Listening are offered for freshmen; for Chinese and overseas Chinese students, the school has set up courses such as Elementary Chinese, Intermediate Chinese and Advanced Chinese to improve Chinese cultural literacy of students, cultivate their characteristics of the Chinese nation, and maintain and deepen the ties with the motherland.

Practice curriculum is the extension and expansion of classroom teaching content. On the premise of not changing the existing curriculum structure, combining the festivals and celebrations of different ethnic groups, Jinan University pays attention to the effective connection between theory and practice, professional training and value education, to demonstrate the characteristics of practical education from moral cognition, emotional identification and practice fulfillment, and cultivate the moral practice ability of students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, enabling them to consciously assume the responsibility of social development and the important task of national rejuvenation. For example, during the African History Month, Arab Culture Week, Indian Cultural Celebration, etc., the school holds the "International Cultures Gathering in Jinan" activity, inviting students and friends from various countries to participate; in order to solve the problems of external adaptability and internal integration, the International College of Jinan University implements joint management of mainland and non-mainland students, including arranging accommodation for students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas with Chinese students, and setting up relevant Chinese culture and history courses, organizing sports meetings for foreign students and fellowship activities among students from Guangdong, Hong Kong, Macao and Taiwan; the school regularly organizes students from Hong Kong, Macao and Taiwan to visit cultural and historical attractions across China, such as cultural trips, root-seeking trips, and social practice in Guangdong Province, to deepen the understanding of Chinese and overseas Chinese

students, and students from Hong Kong, Macao and Taiwan for Chinese society and culture, to allow students to accept Chinese culture, love Chinese culture through the influence of environment, and reduce cultural barriers and misunderstandings between the two sides; the leaders of schools and college implement the "classroom leadership" system, and regular hold teacher-student meetings to understand the students' opinions and difficulties in a timely manner; at the same time, a permanent mechanism for exchanges between students from Hong Kong, Macao, Taiwan and Chinese students has been established, such as "Jinan Youth Speaking" activity, so that they can communicate with students from mainland China on a regular basis.

D. Innovating practice form: establishing "independent practice management" mode

In recent years, the concepts of autonomous learning and subjective learning have been advocated by many educators. Teaching is for non-teaching, and it is also a kind of educational thinking generally advocated by the education community. Spencer pointed out: the purpose of management is to develop a self-managing person, not a person to be managed by others.¹⁶ Universities should encourage students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas to regard the university campus as a place, a group, and a community formed by learning-orientation where like-minded people can communicate with each other. Especially for young people at the age of 18 or 19, their purpose of going to university is not only to receive formal academic education, but also they are eager to form a sense of belonging to the university.¹⁷

In his speech at the National Education Conference, President Xi Jinping pointed out: "we must intensify efforts in cultivating firm ideals and beliefs, guide students to establish the great ideal of communism and the common ideal of socialism with Chinese characteristics, and enhance students' confidence in socialist path, theory, institution, and culture with Chinese characteristics, and encourage them to shoulder the important task of national rejuvenation." In foreign countries, especially the Western countries are characterized by self-discipline in value orientation. College students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas advocate absolute rationality and a high degree of order in their domestic life, while they are immersed in natural release of

¹⁶ Spencer. Selected works of Spencer Education [M]. Hu Yi, translated by Wang Chengxu. Beijing: People's Education Press, 1997:157

¹⁷ Cheng Xing. The management approach of world first-class universities — research on university management decision-making and higher education [M]. Beijing: Peking University Press, 2011:93

various emotions and interests in terms of cultural life; what real life follows are various kinds of certainty, and emphasizes results rather than the process. Culturally, it breaks the fixed comprehension of various meanings and puts the confirmation of meanings in a process that cannot be simply limited. Universities should give full play to the moderating and elimination functions of this self-discipline in learning and life, and adopt a relatively flexible educational management mode, that is, allowing cultural life to develop in accordance with its self-discipline principle. In addition, various activities must be consciously organized to promote exchanges and cooperation among student groups of different ethnicities and cultural backgrounds in order to enrich the university's multicultural atmosphere.

Under the influence of psychologist Eric Erikson's psychological development stage theory, Arthur Chickering proposed the theory of seven "vectors" of student's development, among which the third vector Developing Autonomy, and the fourth vector Establishing Identity¹⁸ specially emphasize "autonomous management". In Jinan University, under the leadership of the Party Organization, a student organization for students' self-service, self-management, self-education, and self-supervision has been established, and practical education organization has been established as an extension of student clubs. The International College specially established the Department of Foreign Admissions Affairs and Department of Foreign Student Affairs, and the department directors are selected among the students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, who are responsible for the management and service of daily learning and life; the school has set up branches of various countries and regions according to the number of students of different sources, such as the Australian branch, Hong Kong branch, Taiwan branch, Malaysia branch, Myanmar branch, Indonesia branch, Africa branch, etc., and actively plays the role of these branches, strengthen their sense of belonging to China and the school, and organize and arrange them to perform local special performances at major festivals. Each team will create its own cultural atmosphere in practice. After a period of time, all team members' behaviors, values, ideals, and concepts that have an impact on the college, school and national cultural concepts will tend to be consistent.

E. Expanding the practice platform: building a multi-interaction practice exchange platform

The current multicultural education not only recognizes the value of existence of various cultures and the equal and independent relationships among

them, but also emphasizes the exchange, communication and understanding between different cultures in the global cultural pattern, aiming to build a global cultural pattern featuring common prosperity, which is reflected in the current cross-country and cross-regional education cooperation, such as Socrates Program, EC/US Program (European Community/United States higher education, vocational education and training cooperation program), EU/Canada Program, UMAP Program (Asia-Pacific Regional University Mobility Program), etc.

In today's world, closure and barriers have become obstacles to development. Only by breaking these barriers can opportunities be obtained. Academic and educational exchanges and cooperation should be encouraged, and the flow of teachers and students in various countries should be strengthened. The overseas Chinese have received education in the country of residence from an early age, and have their mind stuffed with local thoughts and authentic local languages, and accepted the cultural education and lifestyle of the country of residence. Because students from Hong Kong, Macao and Taiwan have been influenced by Western education and culture since childhood, they are more open-minded and possess higher innovation ability than domestic students, so their free and open innovation consciousness should be continuously cultivated.

In November 2016, advocated by Sun Yat-sen University, the Guangdong-Hong Kong-Macao University Alliance initiated a non-profit university alliance with the Chinese University of Hong Kong and the University of Macau, and 26 universities in Guangdong, Hong Kong and Macau have joined the alliance (including 10 universities in Guangdong, 9 universities in Hong Kong and 7 universities in Macau); in the same month, led by Hong Kong University of Science and Technology, the Guangdong-Hong Kong-Macao University Innovation and Entrepreneurship Alliance was initiated jointly by the University of Macau, Sun Yat-sen University, South China University of Technology, Guangdong University of Technology and Guangzhou University, to explore how to establish college innovation and entrepreneurship mechanism, operation models and environmental construction with international characteristics, so as to promote inter-school exchanges among university students in Guangdong Province, Hongkong and Macau.

In this regard, the International School of Jinan University has set up an International Program Office, with dedicated staff responsible for domestic and overseas exchanges and cooperation between teachers and students, and has now developed 7 cooperative programs, namely, the Master Program of the University of Glasgow, the Master Program of the

¹⁸ Cheng Xing. The management approach of world first-class universities — research on university management decision-making and higher education [M]. Beijing: Peking University Press, 2011:24

University of Cincinnati, the China-US Talent 1+2+1 Program, the Exchange Program of University of Cincinnati, Summer Business Class of University of British Columbia, Canada, Australian Language and Culture Course in Winter Vacation, and Finance Summer Course of University of Cincinnati. Since 2011, the International Business School of Jinan University has signed formal exchange and cooperation agreements with 9 foreign (outbound) universities, involving student exchanges, teacher exchanges, co-construction of courses, scientific research cooperation, postgraduate training, etc, and has established academic relations with foreign universities to carry out diversified academic cooperation and exchanges. At the same time, the International Business School invited scholars and outstanding entrepreneurs from overseas and foreign cooperative colleges for academic exchanges, and has offered 40 academic frontier lectures for the students in Zhuhai campus. In order to improve students' social practical ability to cope with economic globalization, the International Business School has consecutively launched seven "Global Learning Camp" Program with the University of Wisconsin-Eau Claire (UWEC) since 2012, with a total of more than 100 American teachers and students participating in the program; since 2011, it has cooperated with local universities in Taiwan, and organized students to Taiwan local enterprises for the eight consecutive years for a one-month practical education, with more than 200 students participating in the activities. In addition, the school also provides teachers with a good platform for international training and exchange, various short-term exchange opportunities, and organizes them to visit universities in Hong Kong, Macau, Taiwan for exchanges and learning, understanding their educational management models, and learning advanced ideas.

V. CONCLUSION

Realizing the great task of national rejuvenation is not only the mission of the times for young students in mainland China, but also the social responsibility of students from Hong Kong, Macao and Taiwan. Universities should formulate practical education goals for students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas according to national conditions, social and school conditions, educate teachers and students to enhance their practical abilities, establish patriotism through personal participation, build a "Teacher-student Learning Community", promote the construction of a "Practical Education Community", in which government, society, and schools work together to explore the model of practical education of college students majoring in Chinese from Hong Kong, Macao, Taiwan and overseas, so as to cultivate more talents for overseas Chinese and Hong Kong, Macao and Taiwan regions, further strengthen

the contact and communication with the motherland, and stimulate them to actively participate in the motherland's modernization and national unity activities.

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