

Exploration and Countermeasures of Problems Existing in Sino-foreign Cooperation in Running Schools under Higher Education

Yunian Zhou

School of International Education, Nanjing Institute of Technology
Corresponding author. Email: 2953506177@qq.com

ABSTRACT

As the degree of opening to the outside world continues to deepen, Sino-foreign cooperation in running schools as a way of achieving international cooperation and exchanges in education is also booming. Compared with ordinary undergraduate colleges and universities, Sino-foreign cooperative education can introduce foreign high-quality educational resources for learning and exchanges, making the internationalization of undergraduate colleges and universities more prominent and having greater advantages in cultivating international talents. However, in actual investigations, it was found that many Chinese-foreign cooperatively-run undergraduate colleges and universities have problems of varying degrees, such as the integration of online learning platforms, the inability to guarantee the quality of teaching, and the imperfect teaching feedback mechanism. Therefore, this article takes the Sino-Finnish cooperation project of Nanjing Institute of Technology as an example, and compares other Sino-foreign cooperatively-run undergraduate colleges. At the same time, this article also analyzes the current status of running a school and its difficulties, and then provides scientific and reasonable development measures for Sino-foreign cooperatively-run undergraduate colleges and universities in order to bring positive meaning.

Keywords: *undergraduate level, Sino-foreign cooperation in running schools, current situation of running schools, educational issues, teaching measures.*

1. INTRODUCTION

Since the reform and opening up, Sino-foreign cooperation in running schools has been committed to cooperating with foreign universities and introducing new education and teaching resources and teaching methods in order to promote the development of national education and teaching, and cultivate talents with international vision and understanding of international culture[1]. According to the data collected by the 11th National Annual Conference of Chinese-Foreign Cooperation in Running Schools, as of the end of 2020, there are 2332 Chinese-foreign cooperative education institutions and projects approved and in operation nationwide, of which 10 are at or above the undergraduate level and have legal personality. There are 125 Chinese-foreign cooperatively-run schools without legal personality, and there are 1,096 projects. In addition, 700 Chinese institutions of higher learning and more than 800 foreign institutions of higher learning participated in

Sino-foreign cooperation in running schools, with approximately 550,000 students.

In order to cultivate students' cross-cultural ability, that is, to strengthen the motivation of students to complete their studies and daily life, and to improve the core competitiveness of students to go to society and go international. Colleges and universities can achieve this goal by introducing high-quality teaching resources, absorbing and learning from foreign advanced educational ideas and teaching models, and scientifically optimizing curriculum settings and other methods through Sino-foreign cooperation in running schools.

However, judging from the development status of Sino-foreign cooperatively-run undergraduate universities, there are still many problems, such as the uneven quality of running schools, which seriously hinders the progress of the national undergraduate education. At present, it is also affected by international public health incidents. Because foreign teachers cannot enter the country to carry out teaching,

and domestic students cannot go abroad for further studies, the teaching plans of many cooperative education projects have been disrupted [2]. In recent years, the state has also issued relevant documents aimed at guiding Sino-foreign cooperation in running schools at the undergraduate level. Therefore, in combination with actual cases, further analysis and full implementation of national requirements are the focus of the current stage.

2. STATUS OF SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS AT THE UNDERGRADUATE LEVEL

There are many types of Chinese participating institutions in the Sino-foreign cooperative education program of higher education institutions, including "985" or "211" colleges and universities, as well as a large number of local ordinary universities. All types of universities at all levels want to promote their own education through Sino-foreign cooperative education projects and improve their own influence. In addition, the level of cooperation projects accounted for the majority of undergraduate levels, while the cooperation majors tended to be popular majors. At the same time, the school-running area is wider than the previous cooperative school-running institutions.

2.1. The current scale of Sino-foreign cooperative education

After the reform and opening up, the number of Sino-foreign cooperation in running schools has continued to increase. In particular, undergraduate-level colleges and universities have developed the fastest. They have realized the diversification of China's educational resource supply and met the needs of Chinese students to enjoy high-quality international educational resources without going abroad [3]. The initial stage of the development of Sino-foreign cooperative education programs was centered on a certain junior college program, and then gradually developed into undergraduate double-degree programs, mainly based on undergraduate double-degree cooperative programs, supplemented by undergraduate-upgrading programs. Judging from the actual survey results, the current Sino-foreign cooperative education projects are still focused on double degrees and undergraduate upgrades, and majors are concentrated in business majors such as international economics and trade, accounting, and marketing. Since 2018, some schools have added dual degree cooperation programs such as engineering and art. At present, most undergraduate schools choose

developed countries such as Europe and the United States as their cooperation targets. Taking Nanjing as an example, the main cooperation targets for dual degree programs are Australia and the United States[4], refer to Figure 1.

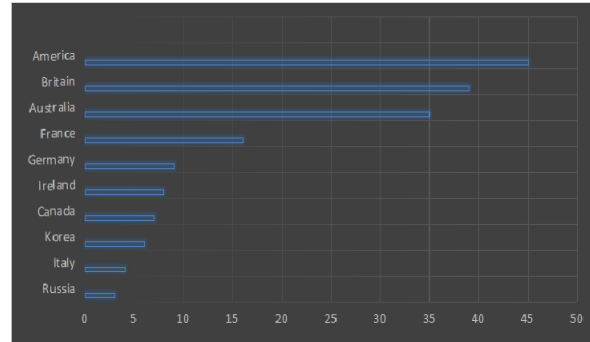


Figure 1 Distribution of Sino-foreign cooperative education projects and institutions at the undergraduate level by countries and regions

2.2. The current mode of Sino-foreign cooperative education

The cultivation of applied talents in my country's universities is mainly based on practical and innovative characteristics, absorbing advanced foreign educational concepts and resources, and providing students with a platform to learn professional knowledge and exercise practical abilities, so as to achieve cross-cultural exchanges and adaptation, and the needs of global economic development. At present, Chinese-foreign cooperatively run universities adopt integrated and grafted schools [5]. The former is a teaching model that integrates the two schools at home and abroad, that is, the "2+2", "3+1", and "4+0" models, which are shown in Figure 2. It mainly introduces the teaching methods and original textbooks of partner schools. Meanwhile, this teaching model allows foreign teachers to come and dispatches Chinese teachers to study abroad. The latter is to retain both Chinese and foreign teaching models. In addition, evaluate the courses offered by both parties, and recognize the teaching methods and credits of the other school. Thus, students will eventually obtain degree recognition from both parties.

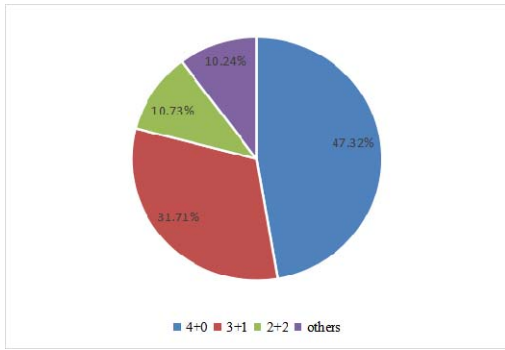


Figure 2 Analysis of Sino-foreign Cooperative Education Projects and Institutional Education System

3. PROBLEMS OF SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS AT THE UNDERGRADUATE LEVEL

The goal of Sino-foreign cooperation in running schools is to cultivate international and professional talents. Professional courses are jointly undertaken by foreign and Chinese teachers, and at least one-third of the courses are taught in English or bilingually. Bilingual teaching is to prevent some students with poor English foundation from affecting their professional courses due to language problems. However, there are common problems in Chinese-foreign cooperation in running schools. Although Chinese colleges and universities choose the original English textbooks from partner colleges, they teach in Chinese, or the Chinese teachers and foreign teachers are not closely connected, and it is difficult to form a high-quality teacher team.

At present, the problems existing in the process of Sino-foreign cooperation in running schools at the undergraduate level must be systematically improved, so as to improve the quality of running schools and truly give play to the role and effect of Sino-foreign cooperative education. Judging from the current situation, the specific school-running issues include the following aspects.

3.1. Language barriers

As the enrollment scale of Sino-foreign joint programs at the undergraduate level continues to expand, the overall quality of students cannot be guaranteed. As a basic subject in this special program, English is the most affected, and the teaching pressure of teachers is greater. At present, online teaching has also increased the difficulty for students to use the all-English teaching platform and teaching software. Additionally, the level of English proficiency of

students is not uniform, and many students are facing the problem of delaying graduation.

3.2. Lack of supervision and management

Lack of supervision and management. In most universities, the International Office is responsible for the external relations and internal coordination of Sino-foreign cooperation in running schools. The teaching process is all undertaken by the secondary colleges, making the subject of work unclear and insufficient cooperation between China and foreign parties [6]. At the same time, teaching efficiency is also worth paying attention to. My partner school uses the Moodle system as the teaching platform and Zoom as the live broadcast software. However, due to insufficient supervision and management of class attendance, teaching efficiency is low.

3.3. Limited teaching resources

The goal of the undergraduate level Chinese-foreign joint education is to improve students' internationalization ability and cultivate talents for the country's international development. However, some teachers cannot meet the requirements of bilingual teaching. There are fewer resources for teachers with both professional knowledge and oral English ability, so teaching effect cannot be guaranteed.

3.4. Large differences in assessment and evaluation

The connection between Chinese and foreign joint ventures at the undergraduate level is weak. It is affected by many factors. There is a lack of connectivity between cooperative schools, and there are big differences in the education system and evaluation system between domestic and foreign, which eventually led to some students not being able to get domestic graduation certificate and degree certificate.

3.5. Insufficient guarantee of learning conditions

In the undergraduate-level Sino-foreign joint programs, some students have difficulty adapting to the life of studying abroad. Not only that many students have difficulty adapting to the background environment where there are large differences in language and culture. In addition, there are also large differences in learning modes and learning systems between domestic and foreign countries. Over time, it

will produce psychological pressure on students, and eventually produce a feeling of study weariness.

4. COUNTERMEASURES FOR SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS AT THE UNDERGRADUATE LEVEL

With the further deepening of economic globalization, Chinese-foreign cooperatively-run universities are facing new development opportunities as well as new challenges. In order to promote the development of my country's Sino-foreign cooperative education projects and solve the unfavourable factors that hinder the development of Sino-foreign cooperative education projects, the following schemes are proposed to improve the problems existing in Sino-foreign cooperative education projects.

4.1. Clarify the goal of talent training and ensure the quality of teachers

From the current point of view, in the undergraduate-level Sino-foreign cooperative education project, it is necessary to clarify the talent training goals, seize the current development opportunities, cultivate application-oriented and technical talents, and combine the characteristics of undergraduate-level schools to enable students to obtain comprehensive development. Additionally, strengthen the selection of student sources and appropriately raise the requirements for students. In addition to basic scores, students' English proficiency and adaptability must be assessed accordingly. The source of students is the key to ensuring the stable development of undergraduate-level Sino-foreign cooperative education programs. Improving the admission standards is responsible for the school as well as for the students. It allows students to recognize their own problems and find a path that truly suits them. Equally important is the training of the teaching staff, such as setting clear requirements for teachers' IELTS English test level.

4.2. Optimize teaching organization and overcome language barriers

Arrange Chinese teaching assistants for foreign courses. The teaching assistants focus on helping students with course planning, key knowledge guidance, assessment and evaluation, and daily contact with foreign teachers. At the same time, additional language courses can be added to further strengthen students' understanding, expression and

communication skills to meet the needs of foreign courses [7].

4.3. Strengthen the connection between cooperative colleges and universities and guarantee the learning conditions of students

Sino-foreign cooperation in running schools has great advantages. It not only provides more convenient channels for students to study abroad, but also creates a relatively safe and high-quality learning and living environment for students. Cooperative colleges and universities should communicate regularly to implement student docking work. Special teachers can be arranged to take charge of this work and provide feedback on students' conditions. According to the needs of students, they can be divided into living teachers and learning teachers. They are respectively responsible for the daily life and learning of students. On this basis, the network information system can be used to realize the connection of educational affairs. Both parties can check the learning progress and results, understand the development of students, and timely communicate [8].

4.4. Enrich the form of cooperation in running schools and optimize the teaching platform

The regular undergraduate level Sino-foreign cooperative education is mainly based on "2+2" and "3+1", that is, after students have completed 2-3 years of courses in China, they will go to foreign partner institutions to complete 1-2 years of study. After the assessment, students can get a double degree. However, the specific standards for going abroad need to be judged by partner institutions. Now, online teaching can be used. Students do not need to travel abroad, just communicating with foreign students through the Internet, and using the online platform to complete their classwork and confirm their grades. For example, the Sino-Finnish cooperation project of Nanjing Institute of Technology adopts the "4+0" training model and uses the Moodle platform to access student logs to realize dynamic tracking of students' learning process [9]. Or take advantage of the winter and summer vacations to launch short-term exchange student programs, so that students can adapt to foreign cultures in advance and understand the life of studying abroad.

4.5. Strengthen the supervision and management system of teaching in an all-round way

Firstly, set up dedicated classrooms for students to concentrate on learning, and arrange for teachers to patrol and listen to classes. Secondly, the second-level colleges will specifically arrange or adjust the assessment and evaluation according to the needs of the curriculum. Finally, provide multiple feedback channels to collect students' learning and foreign teachers' information in a timely manner teaching feedback information, real-time communication for improvement.

5. CONCLUSION

In recent years, the development of Sino-foreign cooperation in running schools has been slow. Although the initial increase is rapid, the actual teaching quality is not ideal. In this context, it is necessary to carry out further analysis of Sino-foreign cooperation in running schools, strengthen the control of the quality of running schools, and establish project review and supervision work, so that the work of Sino-foreign cooperation in running schools can be carried out stably. At the same time, it also solves the problems of overcoming the time and space distance, which leads to the decline of students' learning enthusiasm, and the conversion of online and offline teaching, so as to further explore and research the mechanism and system of Sino-foreign cooperation in running schools. Last but not least, the Sino-foreign cooperative colleges and universities must form close ties. When they encounter problems, they can better carry out education and teaching work, so as to cultivate more high-level talents with national vision and ability [10].

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