



Research Progress in the Quality of Talent Training in Colleges and Universities at Home and Abroad

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Abstract. Through the research on the literature related to talent training in colleges and universities in the past 20 years, it is found that most of the research has gradually focused on the perspective of management, mainly including the perspective of stakeholders, the study of influencing factors, the study of evaluation criteria and indicators, the study of security system, and the study of quality control information sources. Students are the core subject of talent training. Previous studies lacked attention to them. Paying attention to students may be the breakthrough point in this field in the future.

Keywords: universities · Talent training · Quality of talent training

1 Introduction

At the end of the 20th century, UNESCO issued the Policy Document on the Reform and Development of Education, which pointed out that quality is one of the three global issues of education in the 21st century. In 2012, the Ministry of Education issued Several Opinions of the Ministry of Education on Improving the Quality of Higher Education in an All-round Way, which put forward clear requirements for colleges and universities to comprehensively improve the quality in the new era. The Outline of the National Medium and Long-term Education Reform and Development Plan (2010–2020) also pointed out that the reform of China's higher education should focus on improving the quality of higher education and talent training. Therefore, sorting out the previous literature on the quality of talent training in colleges and universities, clarifying its ideological context, and drawing the overall research outline will be conducive to explore the issues of research value in this field.

2 Research on Connotation and Value Orientation

The purpose of the research on the connotation and value orientation of talent training quality in colleges and universities is to explore the connotation and value of talent training quality in colleges and universities through philosophical thinking. Bao Hanrui

(2005) and Li Shun (2011) believed that talent quality standards should conform to the characteristics of the times. Lian Zhishan (2007) pointed out that talent training in higher education should have a “diversified quality view”, and all students cannot be evaluated by a traditional standard. Cheng Jianjun and Wu Xu (2009) proposed to establish a people-oriented concept of talent and quality. Liu Liming (2009) advocated the implementation of overall quality management in colleges and universities. Xia Renqing and Luo Zhimin (2011) pointed out the importance of entrepreneurship education for the reform of talent training mode in colleges and universities. Zhang Wei and Ke Youxiang (2012) pointed out that the four quality costs of talent training in colleges and universities are teaching expenditure, student expenditure, education and scientific research expenditure, and academic support expenditure; Different from the level of the quality cost of talent training in American universities, the development trend of “scientific research first” and “material first” is more reflected in the quality cost of talent training in Chinese universities; In the era of “post popularization”, The core concept and practice of the finance in Chinese higher education need to change from “material” to “people-oriented”. Yang Weijun, et al. (2014) elaborated the connotation, elements and value orientation of the quality of talent training in colleges and universities, and tried to construct the theory of target management of talent training quality. Zhaohui (2014) believed that the quality of talent training has different connotations and classifications: from the perspective of scope, there are macro quality, medium quality and micro quality; From the operation level, it includes the concept level, the system level and the operation level; From the perspective of content, there are subject construction, curriculum design, education and teaching, industry-university-research cooperation and student management.

3 Research on Influencing Factors

There are many influencing factors of talent cultivation in colleges and universities, including macro and micro levels. The micro level mainly involves the main factors in the process of talent cultivation in colleges and universities, while the macro influencing factors are related to the political, economic, cultural, social development and other factors of the country. Geiger and Heller discussed the impact of economic recession on talent cultivation in public and private universities; Tsiligiris analyzed the impact of the global economic crisis on higher education in 2008, and the impact of the economic crisis on the quality of talent training in colleges and universities. Zhong Binglin (2001) analyzed the international and domestic situation faced by higher education, the expansion of higher education, and the reform process of higher education system. [1] Bao Hanrui (2005) pointed out that the large-scale expansion of college enrollment affects the quality of talent training.

4 Concern for Stakeholders

At present, stakeholder’s participation in university quality management has caused controversy. Burton R. Clark, Benneworth, Freeman. R. E and other foreign scholars in the field of education have studied how to identify and divide stakeholders in the

quality assurance of higher education and balance the interests of all stakeholders. They believed that multi-stakeholder participation in quality assurance activities can promote the improvement of social evaluation standards and the construction of external monitoring systems, and also facilitate the balance of power among stakeholders, And promote the reform of the current talent training quality management mechanism in colleges and universities. Foreign research results have clarified the main role of universities, governments and society in the quality management of universities. [2] The higher education system theory demonstrates the triangular coordination relationship among the government, universities and society; Foreign research on the coordination mechanism of the three main bodies has concluded that whether the model is led by the government, universities or society, there are advantages and disadvantages. What responsibilities and roles the three main bodies play in the quality management of universities are still worth studying. In China, in recent years, it has also begun to pay attention to the feedback of multiple stakeholders on the quality of talent training in colleges and universities. Wang Hui, et al. (2011), based on system theory, feedback control theory and total quality management theory, believed that the quality feedback mechanism of talent training in colleges and universities should be a multiple loop system. Liu Li and Yu Sanding (2013) proposed from the perspective of stakeholders that talent cultivation in universities is the result of cooperative production of multiple stakeholders inside and outside the university. Chen Zhiya (2014) believed that to improve the quality of higher education, only with the joint efforts of people from all walks of life, the government and all faculty, students, parents and other parties in colleges and universities can the quality of talent training in higher education be truly improved. Han Xiao (2015) believed that industry-university-research cooperation is an important way to improve the quality of talent training in colleges and universities, but there is a problem that the cooperation mechanism is not perfect due to the misunderstanding of the various partners. Chen Zhijun (2109) adopted the stakeholder theory and drew lessons from the quality assurance system of talent training in American state universities, and proposed the idea of "multiple co-governance" talent training quality assurance system in universities.

5 Research on Quality Assurance of Talent Training

Foreign research on the quality assurance of talent training in colleges and universities emphasizes the impact of political, economic and social development on the quality assurance of talent training. It is clear that the quality assurance system of talent training consists of internal and external components, and the internal main body mainly involves teaching managers, teachers and students; External mainly involves external quality evaluation, such as certification and accreditation system. In the research of talent training quality evaluation, we mainly analyze the connotation and evaluation dimension of talent training quality from the perspective of quality view, and the research content is relatively comprehensive. For example, Blackmur and Sun Erjun believed that certification and recognition are the main characteristics of the external quality assurance of talent training in American universities. This is an effective way for the government and society to participate in the management of colleges and universities, and it protects the public's interests. JudithS. Eaton analyzed the types, quality standards, operation

mechanism and value significance of American higher education certification institutions; Hansen introduced the authentication purpose, operation procedure and function mechanism of American higher education certification institutions. In terms of the internal quality assurance of talent training in colleges and universities, foreign research focuses on the work of internal management personnel in colleges and universities in the teaching process, including subject construction, curriculum, teaching design, teaching management, etc. [3]. For example, Vukasovic pointed out that when using the “Bologna Process” and “European Standards and Guidelines” to promote the institutionalization of internal quality assurance, discipline differences are very important.

However, most Chinese universities exist as public institutions, and lack of questions about their legitimacy and research on their performance. Dai Linfu (2006) believed that the internal guarantee system of talent quality comes from universities themselves. Zhou Guilou agreed that the quality of talent training in application-oriented colleges and universities generally has problems such as teachers, practical teaching, school-enterprise cooperation, and disconnection from market demand. He suggested that a talent training quality monitoring mechanism combining self-evaluation and social participation should be established. Wu Yonghui made a multiple analysis of the quality assurance system of talent cultivation based on the PDCA concept, and made it clear that the responsible subject should be the stakeholders related to the talent cultivation system, including the education management department, school leaders and their functional department managers, students, teachers, parents, employment enterprises, etc. Bai Jiehong and Yuan Qiao (2014) explored innovative teaching supervision mechanism from the aspects of supervision system, team building, work content and work methods.

At present, in the era of popularization of higher education, in order to catch up with the level of the world’s advanced universities, China has implemented the “double first-class” project for universities and colleges, trying to build a number of high-level universities among the best in the world. At the same time, it calls for classified development and characteristic development. For the vast majority of colleges and universities, it is difficult to join the top universities in the world. Therefore, the development of characteristics is the basis of the connotation construction of colleges and universities.

6 Research on the Evaluation of Talent Training Quality

Sari et al. pointed out that the quality management of talent training needs to be evaluated, rewarded and punished. Adopting what kind of objective standards to measure the quality of talent training is affected by the concept of education quality [4]. To analyze the evaluation criteria of the quality of talent training in colleges and universities, we must first understand the quality concept of higher education. Foreign scholars have also done a lot of research on the quality of higher education. Johnston believed that the quality of education is based on students as “educational products”, and the quality of education is reflected in the satisfaction of students’ overall development needs and economic and social development needs. Canic and Thorsten started from the various elements of the talent training process in colleges and universities, focusing on the curriculum, classroom teaching, teacher level and other elements, and emphasizing the service quality orientation of higher education [5]. Parasurament and Sahney believed that customer

satisfaction is the most important [6]. We should develop talent training programs based on the personal needs of students and the needs of enterprises. The curriculum design or service quality should reflect the concept of customers. On the dimension of talent training quality evaluation, foreign scholars put forward different evaluation criteria based on different education quality views [1]. For example, Ahmad and others believed that the quality of talent training is also the quality of education services based on the concept of education service quality. Based on the concept of total quality management and the theory of quality function deployment, Suhardi pointed out that university talent training needs to apply total quality management and quality function deployment in order to identify the links that need to be improved and improve service quality [7]. Because of the differences in the management systems and mechanisms of colleges and universities at home and abroad, there is a general lack of social participation in the study of talent training in colleges and universities [8]. There are many studies on internal quality management perspective of talent training in domestic colleges and universities, while the external participation perspective is relatively small. Both the research on the construction of teaching quality assurance system in local universities and the research on classroom practice teaching and teacher strength are based on the internal quality management perspective of universities. When discussing the main responsibilities related to the quality of talent training, the research from the perspective of government and social participation is relatively scattered, and the systematic research on the quality assurance system of talent training in China's colleges and universities is worth strengthening.

7 Research on Information Sources of Quality Control

Li Huan, et al. (2011) introduced the idea of system control and believed that alumni feedback information was an important resource for improving the quality of talent training in colleges and universities. Ji Qingchun (2016), based on the tracking analysis of GPA academic evaluation indicators, conducted a process and developmental evaluation of the quality of talent cultivation, so as to dynamically monitor the quality of higher education through feedforward, process and feedback. Xue Jing (2017) pointed out that the accuracy of talent training quality evaluation in colleges and universities cannot be separated from the support of the Internet and big data platform. Zhou Shijun, et al. (2019) crawled 30303 social evaluation data of talent cultivation by using web crawler technology and conducted empirical research. Ma Jinghui (2021) proposed to strengthen the information construction of the tracking and evaluation system of talent training quality in colleges and universities, promote the fairness of the evaluation system with standardization, promote the accuracy of college graduates' employment with big data technology, and realize the interconnection of information platforms related to employment with data integration.

8 Research on the Quality Standard of Talent Training

Zheng Yongjun (2017) compared and analyzed the research status of domestic talent training quality standards on the basis of summarizing and introducing the quality standards and experience of applied talent training in developed countries in Germany, the United States and Europe. Through interviews and surveys with representative

application-oriented universities in China, this paper summarizes the problems of talent cultivation caused by the lack of standards in application-oriented universities, analyzes the necessity of constructing talent cultivation standards, and initially constructs the “trinity” talent cultivation quality standard of knowledge, ability and quality. Jiang Lan (2015) believed that colleges and universities should monitor the quality of talent training to meet social needs. Huang Mingdong, et al. (2017) proposed that the quality standard of talent training in colleges and universities should be built with Chinese cultural heritage.

9 Conclusion

Han Li (2011) introduced the idea of human resources management and put forward the incentive mechanism, performance evaluation, human capital investment and other countermeasures for talent cultivation in private colleges and universities. Liu Xiaowei and Chen Xiaorong (2011) believed that we should build a quality assurance system for talent training in colleges and universities around the renewal of talent concept, the improvement of talent training objectives, the establishment of modern university management system, the construction of quality culture in colleges and universities, the monitoring and evaluation of talent training quality, and the formation of internal self-restraint mechanism in colleges and universities. Gong Jianmin (2012) believed that some colleges and universities have problems in the reform, such as unclear reform objectives, lack of top-level design and effective theory and method guidance of reform measures, and lack of consensus among teachers. Wan Yin (2014) pointed out that the quality of talent training in Chinese colleges and universities had problems with college students’ ideological and moral quality, professional quality and general ability. Lin Jian (2014) proposed to build a quality assurance mechanism for talent cultivation driven by teachers’ autonomy. Liu Liangjun (2015) believed that the quality of talent training in colleges and universities should be improved through several ways, such as implementing the training of different types and levels, optimizing the professional construction and curriculum setting, vigorously improving the construction of teachers in colleges and universities, and promoting the personality education model. Shi Yongqing (2007) proposed that the evaluation index system should be explored from the perspective of employers to strengthen the social adaptability of college students. Zheng Yongjun (2017) pointed out that German schools require students to have the ability to adapt to society, the professional ethics to engage in social work and the quality of social responsibility; The United States emphasizes that colleges and universities and scholars should explore the quality standards of application-oriented talent cultivation in different periods in combination with the economic and social development and the current situation of talent demand in different periods.

Under the background of the era of connotation and characteristic development, previous studies have carried out research in this field on the basis of clarifying the legitimacy of the government, colleges and universities and society in the quality management of colleges and universities, aiming at the problems existing in the current quality assurance system of talent training in local colleges and universities in China, and analyzing the reasons, drawing on foreign experience, and starting from the perspective of multiple co-governance, are committed to building a combination of internal

and external A diversified and balanced quality assurance system for talent cultivation in local colleges and universities, but students, the most core subject in talent cultivation, are often missing in the research. They pay insufficient attention to students. In the future, they may find breakthroughs and innovation points in the research of talent quality cultivation in colleges and universities.

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