



Comparison of Chinese Education and the U.S Education

Qihang Hu^{1,*} † and Yang Zhou² †

¹School of Music, Kent State University, Kent, Ohio, 44243, United States

²Department of Marxism, Langfang Normal University, Wuhu, Anhui, 241000, China

†These authors contributed equally.

*qhu6@kent. Edu

Abstract. This paper mainly focuses about the differences of Chinese education system, and the U.S education system in university level. Based on two different educational system, it appears to be the boss system have flaws and something needs to be improved. In Chinese educational system, the school should more focus on comprehensive ability improvement, specifically on physical education, critical thinking, ability, improvement, and the way that will help the students encounter problems and how to fix the problem properly. In the American education system, there is a lot of things need to be improved such as student tuition has to be lower, in order for students to afford college. Furthermore, the American educational system should be reducing systematic inequality. To give every student an equal chance for their professional development. If the two educational system can learn from each other, the two nations will come out with the better educational policy.

Keywords: Chinese Higher Education, American Higher Education, Comparative Analysis, Recommendations, Students

1 Introduction

The education of American universities, from a global perspective, is at the forefront of the world and is relatively advanced. The United States accounts for a very large proportion of the top-ranked universities in the world. So, in a sense, American education can be said to be the most successful teaching model at present. Of course, everything has a good side and a bad side. There are also many unequal rules, systematic discrimination, and some sensitive subjects, especially those related to military science and technology, that exclude non-scientists' native students' study. This also hinders the progress of science, and at the same time hinders the pace of scientific research by scholars from all over the world. China's higher education also has a wide range of problems. For example, students only concentrate on studying when the exam is approaching, and most people do not pay attention to accumulation in normal times. This is a systematic and common phenomenon. The authors reckon it is still a problem of the education system. China's education tends to focus on a certain exam, while ignoring the usual learning results. If China's education model can refer to the American

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education model, the students' usual performance will be included in the total grade, and the comprehensive performance of other aspects, such as the interaction in class, the ability to work with other people in the group, and the students' interest in the course. Comprehension and many other factors, if incorporated into students' grades, can have a positive impact on the overall quality of students. Another obvious problem is that China's higher education does not pay attention to cultivating students' logical thinking ability, creativity, and teamwork ability. There may be various reasons for this problem, but the most important reason is because of different cultural backgrounds. Design education is significantly influenced by culture and environment. Culture affects how individuals think and act. Chinese pupils in general lack initiative and self-assurance in unfamiliar settings. They respect academics and are willing to accept what is inherent, but they lack the courage to challenge the rigid boundaries of the educational system. Huang, X., Ball, R. , & Wang, W. (2021) China's education model is used to giving a standard answer, and then by asking students ^[1]. Students get better grades in exams by rote memorization. However, the actual situation is that this problem will gradually appear after students graduate from school and enter social work. In most cases, the jobs students face requires teamwork and logical thinking skills, rather than rigidly apply the contents of the textbook. Therefore, it is particularly important to cultivate students' ability to deal with problems by themselves. Of course, China's education model also has many advantages. For example, in China's education model, the students trained are very hardworking, able to do as required, and able to independently complete the tasks and goals given by their superiors. In other words, students have strong personal ability and can stand alone. This article mainly studies the differences between Chinese and American education, and analyzes the possible improvement plans of Chinese education and the possible improvement plans of American education. The main research goal of this article is to find out the differences between Chinese higher education and American higher education, and then according to the research results, find out the advantages and disadvantages of each education system, and give the corresponding optimization according to the actual situation plan.

2 Comparison of Chinese Education and US Education

2.1 Chinese Education

In China's university education, China is accustomed to taking test scores as the only criterion for measuring a student, underestimating, or completely ignoring other aspects of student development, such as sports development. It cannot be said that there is no assessment at all, but the actual degree of attention is very, very low, so that many college students are too obese. In recent years, the trend of the three-high crowd has become younger and younger, which is inextricably linked to the ideology of the Chinese education.

First of all, as far as China is concerned, physical exercise is not counted as grades. Even if students have specialties in sports, such as tennis, football, basketball, etc., it will not change or improve students' grades, so that students have not enough attention. If the Chinese refer to the Western education model, for example, in the United States,

students with sports specialties in universities will have a lot of bonus points. However, China has not done enough in this regard, at least there is no corresponding assessment of sports in universities, which has led to most people not paying enough attention to physical exercise.

Another notable problem is that China's university education pays special attention to final exams, while ignoring the performance of ordinary students. This education model has many barriers. For example, if a student performs abnormally in a certain exam, he will completely deny the student's dedication throughout the semester. This kind of mentality is easy to form a vicious circle, so that students do not focus on their usual efforts. For a period of time before the exam, temporary overtime study is incorrect and unhealthy. Moreover, the exams in Chinese universities only give standard answers and do not assess students' logical thinking ability. This point also needs attention. The purpose of education is not only to improve students' grades, but also to improve students' overall abilities so that students can face multiple challenges after entering the society.

2.2 American Education

In American university education, especially the top-ranked schools in the world, when it comes to sensitive professional subjects, these universities generally do not enroll students from outside the United States. The reasons may be complex and may involve international political situations, possible national security concerns, and may even involve racial discrimination. This approach obviously hinders the progress of scientific progress. Many talented scholars from other countries and different races will not be able to enter relevant universities for relevant studies because of this systematic xenophobic approach.

Another common problem is that tuition fees in American universities are very high. For ordinary people, the tuition fees of American universities are a very large expense, and for some, it is even unbearable. When one of the authors was studying in the United States, the author met many friends of the same age. The American teenagers would choose not to go to a university in the US because they can't afford college tuition, and even applying for student loans means that they will have to pay back their student loans in the next 10 to 20 years, and many people for this reason would choose not to go to college. These days, universities are frequently featured in the news, and the majority of that coverage is definitely negative. While there has been some negative coverage about student drinking, campus disturbances, sporting scandals, and the numerous remedial courses offered by institutions, the main subject is the steep price increases. More quickly than inflation or even average income growth, tuition is rising [2]. This shows that the cost of universities in the United States is very high, this is the cause of so many people have to miss out on college.

2.3 Comparison

Cultural Background Environment The cultural environment has an important influence on education, and culture influences people's way of thinking. Zhu (2021) mentioned that under the influence of the background of traditional Chinese Confucianism, the Chinese higher education system presents several characteristics that focus on the transmission of theoretical knowledge, emphasize repeated memorization and connection, set high demands on students, and emphasize individual efforts [3]. Therefore, Chinese students are more willing to accept what is inherent, respect their professors, and lack the courage to break through and innovate [1]. However, Tan (2021) also mentioned that nowadays China is also emphasizing the importance of improving the educational system in order to develop creative and critical thinking in students [4]. The United States is the largest immigrant country in the world, and its culture is diverse due to various complex conflicts in a multi-ethnic, multi-lingual, and multi-party society. The openness of the society makes American higher education flexible and diverse. American students are more critical and creative thinkers and have the courage and spirit to break out of stereotypes [1]. However, in a recent study, it was found that there is a high level of racial segregation in the United States, which is a hindrance to higher education in the United States [5]. This is a noteworthy point.

Educational Philosophy Zhou (2020) has suggested that higher education in China has high expectations for students and focuses on examination culture and individual effort [6]. Mansilla and Wilson (2020) also mentioned that Chinese higher education is combined with the achievement of "self-improvement", which essentially emphasizes the need for students to be fully engaged in their studies and to develop the right values [7]. The American society is positive about the elements of "self-improvement" proposed in Chinese higher education [3]. However, Mansilla and Wilson (2020) also point out that the Chinese education system also has drawbacks, such as the current education system that views students more as learning machines [7]. In Chinese universities, "fill-in-the-blank" teaching is still common. This type of teaching is likely to lead to a single channel for students to obtain information and a passive learning style. American higher education places more emphasis on the free development of students, the pioneering spirit of students, and the cultivation of students' mental health. The U.S. higher education system advocates "the development of independent thinking free citizens". This philosophy of education has created a number of structural disadvantages in education while creating innovative students. For example, there is a lack of clarity in the goals of student development and a lack of uniformity in the curriculum.

Education System The first is a comparison of how Chinese and American students are admitted to higher education. China uses a national entrance examination format. The results of the college entrance exam are used as the threshold for students to enter higher education. Huang et al. (2021) have stated that this method of admission to higher education in China tends to lead to passive learning and a lack of career goals for students [1]. The admissions method of American universities is in the form of

application to universities. Most universities use Holistic Review, or “holistic assessment” or “comprehensive assessment”, to screen applicants. This type of screening is more humane and focuses on the overall development of the student, but it also carries the risk of academic fraud. Secondly, there is a comparison between the teaching methods of the Chinese and American higher education systems. Zhu (2021) pointed out that Chinese higher education still uses a teacher-centered approach [3]. Chinese higher education still focuses on the “teaching” of teachers, but neglects the “learning” of students, and does not play the role of the main role of students in the classroom. In contrast, American higher education attaches great importance to students’ participation in the classroom, which is student-centered and has a lively atmosphere. The third comparison is about the curriculum. In China, there is still a system of divided subjects, which restricts the choice of majors and courses for students entering university. As a result, some students choose majors that are not suitable for them, which affects their overall personal development. American higher education inherits the interdisciplinary integration, emphasizes the systematic and practical nature of the curriculum, and hopes that students can get all-round development.

Challenges Zhou (2020) pointed out that China's higher education system has problems such as the higher education system is detached from the economic and social development, which makes it difficult for college students to find jobs [6]. Archibald and Feldman (2011) pointed out that in the US higher education system, tuition fees are increasing too fast for some students to afford [2]. At the international level, the globalization of higher education is driving the global allocation of higher education resources [6]. Liu and Zheng (2021) also illustrate that the connotations of the education system are changing as globalization continues to evolve [8]. Therefore, both China and the United States should focus on international and global issues in the reform of higher education system, and educational research should actively participate in the international environment.

3 Improvement Proposal

To adjust China’s current education system, if school add physical education courses in universities, and count the results of physical education courses into the total score. At the same time, sports facilities should be expanded on campus, such as tennis courts, badminton courts, basketball courts, etc. Emily and Heather (2022) mentioned that the capacity of college students to precisely explain the guidelines is incredibly low, despite the possibility, that awareness of existence of physical activity and dietary recommendation is considerable [9]. This shows that school needs to provide infrastructures and guidelines for students. Schools should also regularly hold sports competitions, create a good competition process, and give corresponding rewards to students who perform well in competitions, so as to promote students’ interest and enthusiasm for physical exercise.

For the reform of the examination, the Chinese should learn from the American education model. The performance of students in daily life should be included in the total

score of the students. The usual classroom tests, as well as the speeches, interactions, and group discussions in the classroom should be taken into consideration. The student's grades are now in progress. The student's daily performance should account for about 60% of the student's total grade. At the same time, some questions to test students' logical thinking should be included in the test, not just to give standard answers, but if students can give their own independent thinking and logical judgment, it should be reflected in the test scores. In this way, it can help students to have their own judgment when facing any problems in the future, instead of being at the mercy of others.

Regarding the problem of foreign exclusion in American universities, the Chinese should start from the policy, provide foreigner-friendly policies, give schools corresponding admission requirements, and provide scholarships and preferential treatment policies for corresponding minorities. Only in this way can the education in the United States be more diversified, thereby helping the progress of science.

Regarding the problem of high tuition fees in the United States, the federal government should introduce corresponding student loan relief measures. Steven Brint (2022) says that these potential solutions include cost-cutting measures, the potential for universities to pursue alternative revenue streams, performance financing policies, to boost productivity, enhanced State, investment in institutional support and financial aid reform [10]. For some poor students, the federal government should issue corresponding relief funds to help people of school age receive higher education. Moreover, policy adjustments can be made to reduce the difficulty of applying for student loans to the extent that student can go to school as long as you want to.

4 Conclusion

Through a comparative study of Chinese higher education and American higher education, this article finds that both have strengths and weaknesses in their educational aspects. The Chinese higher education system has a problem of neglecting the overall development of students. Physical education, for example, lacks formal education and assessment. At the same time, there is still a problem of generalization in the Chinese education system. For example, students' usual performance in studies is a low percentage of the total grade, and the final examination is used only once to ignore students' usual performance. The Chinese education system places too much emphasis on the status of "standard answers" and uses them as the only criteria for judging students. The American higher education system is highly subject-sensitive, excludes non-native students, and has serious problems with racial discrimination in the United States. This set of exclusions is detrimental to American higher education and hinders international exchange and learning. American higher education also has the problem of high cost of education. For some students, this is a difficult part of the expense to bear. Therefore, this article proposes some suggestions to improve these problems. For the problems in Chinese higher education, this article suggests that the current education system can be reformed to improve the comprehensiveness of the curriculum, increase the importance of physical education, and increase the percentage of students' performance in the total grade. The exams should focus more on students' logical thinking and on developing

students' critical and innovative thinking skills. All of these require the cooperation of students, schools and the government. To address the problems in American higher education, this article suggests that mechanisms such as scholarships should be added. The policy should be to increase the internationalization of academic programs and reduce the barriers to international exchange. For the problem of high tuition fees, the government should introduce a policy of student loan remission. For some poor students, the U.S. government should provide financial support to increase the enrollment rate and reduce the problem of tuition fees preventing enrollment.

The main contribution of this article is to compare higher education in China and the United States, to identify some fundamental problems in higher education in both countries, and to give some improvement measures. This study provides relevant suggestions for education reform in each country, which will be beneficial to the improvement of the Chinese education system and the American education system, so that both countries can prosper with education and provide a better education environment for students. The current study suffers from the lack of details in the comparative study of the Chinese higher education system and the American higher education system. Moreover, the improvement measures proposed in this paper for education in both countries have not been proven to be effective in concrete practice. Future research should look more deeply into the specific details of Chinese higher education and American higher education, focus on data research and analysis, and have substantive practical research on the proposed ideas.

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