



# Exploring the Education Management Mode of International Students in Universities Based on the Concept of Follow-Up Education

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**Abstract.** As an important part of China's education opening-up to the world, enhancing the quality of education for international students in universities is beneficial to accelerate the construction of a new pattern of education opening-up and achieve high-quality development of education. Based on the clarification of the connotation of the "Follow-up Education" concept and the existing problems in the management of international students' education, this article constructs a five-in-one management system for education of international students in universities, which primarily involves education follow-up, teaching follow-up, management follow-up, service follow-up, and activity follow-up, under the background of the follow-up education concept, thus making corresponding contributions to the realization of high-quality development of education.

**Keywords:** follow-up education, international student education, five-in-one

## 1 Introduction

As an important component of China's education, international student education is a significant avenue for the country's education opening-up to the world. In recent years, the Party and the state have attached increasing importance to the construction of the education opening-up pattern, in order to showcase traditional Chinese culture and impressions of China to the world. As an important carrier of international student education, higher education has been emphasized by General Secretary Xi Jinping for accelerating its opening-up pace, improving the level and quality of teaching and management, and thus moving towards becoming a strong country in education. Therefore, improving the quality of education for international students in China has become a key task of colleges and universities, but there are still some problems with the management mode of international students' education in Chinese universities. For instance, these include a suboptimal educational structure, an uneven distribution of majors chosen, a small overall student population, and a lack of established quality assessment and assurance systems<sup>[1]</sup>. One significant reason for this problem is the outdated educational concept. Based on the follow-up education concept, this paper reconstructs the management mode for international students' education in universities and strives to

improve the education quality for international students, contributing correspondingly to the construction of first-class universities and the realization of high-quality development of education.

## 2 Connotation of Follow-Up Education Concept

The concept of follow-up education coincides with the concept of outcomes-based education, which is a student-centered education model<sup>[2]</sup>. Compared with the traditional education model, it does not consider students as homogeneous individuals and thus conduct standardized education and teaching under the guidance of teachers. The follow-up education emphasizes that each student is a unique individual, therefore attention must be paid to differences and needs among different individuals during the teaching process. The main features of the follow-up education concept include:

1. The most important feature of follow-up education is its formative assessment. It emphasizes the people-oriented approach, and as universities serve as the cradle for cultivating outstanding talents, they should establish a sound and reasonable student evaluation system that focuses on students' comprehensive development rather than just their academic performance. For each student, teachers should pay attention to multiple aspects such as their academic performance, motivation, interests, personality, and emotions, and conduct continuous evaluation while providing timely feedback and guidance. This evaluation method can help teachers and students better understand students' needs and progress, while also providing students with more opportunities and motivation to achieve their goals.

2. The core of follow-up education is personalized teaching. The basic principle of this teaching method is to teach students according to their aptitude<sup>[3]</sup>. Different students have different learning abilities and learning styles, and different points of knowledge need to be taught in different ways designed according to their characteristics. Teachers should first understand each student's interests, abilities, strengths and potential, and tailor an appropriate educational program based on this information.

3. Future-oriented education is another key element of follow-up education. It emphasizes the cultivation of students' innovative, social, and leadership abilities, among other comprehensive qualities. This educational model no longer solely focuses on traditional subject knowledge, but instead prioritizes developing students' abilities as its primary goal. This approach can adapt to the constantly changing social and economic environment of today, enabling students to better meet future challenges.

4. Finally, follow-up education also emphasizes the cultivation of self-awareness in learning. It advocates that students should actively participate in learning, focus on developing students' interests in learning and their ability for independent study. This method can help students continuously improve themselves to achieve their life goals, as students can discover their own shortcomings during the learning process and make improvements through further study.

In summary, as an emerging educational concept, follow-up education is a mode of education that innovates and changes the contents, methods, and goals of education based on traditional education models. Its core focus is on students, emphasizing their

overall development and enabling each student to realize their own value in an environment that suits them.

### **3 Problems of the Current Education Management of International Students**

As a typical latecomer in the field of international education, China has been continuously expanding the scale of its international student group. However, the quality of the students it cultivates has not yet reached the level of international excellence, indicating that China's international student education is still in the developmental stage and faces the problem of a mismatch between teaching quality and teaching scale<sup>[4]</sup>. After the study, it can be found that the current education management of international students in China mainly has the following problems:

The first problem is the cultural adaptation of international students. As China is a traditional East Asian culture country, and most of the international students coming to China are from Europe, Africa and Central Asia<sup>[5]</sup>, which are not member countries of East Asian culture circle, so due to the difference of Chinese and foreign cultural concepts, international students have great difficulties in adapting to Chinese education, life and society. Some international students find it difficult to communicate effectively with Chinese teachers and students due to their lack of language skills, which hinders their progress in studying relevant courses. Moreover, due to cultural differences, some international students have insufficient understanding of Chinese traditional culture, resulting in conflicts between their thinking habits and our traditional values, making it difficult for them to truly integrate into Chinese life.

The second problem is the education system. Firstly, the teaching and cultivation programs of Chinese universities are very different from those of foreign countries<sup>[6]</sup>, and the construction of teaching and cultivation programs for international students does not take into account the special characteristics of international students, and the teaching and cultivation program system of Chinese students is still used, so that international students cannot adapt to the change of teaching mode well, and the teaching effect is average. Secondly, the course teaching evaluations in most Chinese universities are often relatively single-minded, focusing mainly on the final course assessment at the end of the semester. This ignores the learning performance of international students during the course and only uses the final exam as the main basis for evaluation. This greatly reduces the subjective initiative of international students in course learning, lowers the teaching quality of courses, and is unfavorable for international students to absorb and understand professional knowledge.

Finally, there are problems in the management of foreign students. First of all, as far as foreign students are concerned, the management of foreign students by Chinese education departments is rather decentralized and lacks professional management organizations. Therefore, it is often difficult for foreign students to solve various practical problems in their lives. For example, when problems arise in visa, residence permit, medical treatment, etc., foreign students need to find local interpreters or consult professionals such as lawyers at their own expense, which not only wastes foreign students'

time and financial resources, but also increases the pressure and difficulties of foreign students. Secondly, foreign students need to cope with various psychological problems in addition to adapting to the new cultural environment and language barriers when they come to study and live in China<sup>[7]</sup>. Many international students face depression of loneliness and anxiety because they are far away from their families and friends; some international students also suffer from physical discomfort because of diet, climate and environment. The international student management departments of many universities lack professionalism and cannot effectively solve the problems of cultural differences and psychological adaptation faced by international students, nor can they provide appropriate support and services.

## **4 Designing the Management Mode for International Students in Universities Under the Concept of Follow-Up Education**

In view of the problems faced in the current education management of international students, this paper constructs the management mode of international students in colleges and universities based on the concept of follow-up education, that is, the five-in-one education management system of education follow-up, teaching follow-up, management follow-up, service follow-up and activity follow-up of international students in colleges and universities is built around the education concept of establishing moral education, as follows:

### **4.1 Education Follow-up**

Educational follow-up mainly refers to the concept of education and teaching to learn to follow up the development of students, so as to improve the effectiveness of education and teaching. Educational follow-up mainly focuses on three aspects of work: close to students, close to reality and close to life. In the education management service system of international students, the core task of education follow-up is to design the education contents and forms that are suitable for international students to receive according to their characteristics. Specifically, the following methods can be adopted:(1) When formulating cultivation programs and teaching plans, factors such as different nationalities, cultural backgrounds and professional characteristics of international students need to be taken into consideration. The cultivation programs and teaching plans thus formulated can meet the needs of international students, adapt to their study habits, and provide more independent choices in the learning process. It should be noted that these programs and plans should be flexible and malleable, and can be adjusted to the needs of international students at any time; (2) The educational activities for international students should be close to their interests, hobbies, psychological characteristics and other aspects, and various educational activities should be carefully designed. For example, organizing cultural experience activities, conducting English corner, holding theme speech contest, etc. These educational activities need to be attractive and infectious, so as to guide international students to form correct values and enhance their self-

confidence and sense of belonging; (3) Combine education with practice and provide more practical opportunities for international students. For example, opening relevant laboratories and practical training bases to provide practical training in professional fields.

## **4.2 Teaching Follow-up**

The core point of teaching follow-up is to establish a result-oriented and information-supported continuous improvement mechanism. In the international student management service system, the task of teaching follow-up is to help international students fully develop their potential and achieve comprehensive development. The specific practices are as follows: (1) In terms of curriculum, corresponding courses should be set up according to the different needs of international students. These courses should focus on cultivating the practical ability of international students, creating teaching methods and means suitable for them, and achieving the maximum teaching effect. The daily assessment should focus on the language expression, intercultural communication and social skills of international students. In addition, the teaching quality evaluation system of international students should be established, and the study and living conditions of international students should be understood in a timely manner through various forms such as the satisfaction questionnaire survey of international students, so as to provide better services and support for international students; (2) In terms of teaching resources, emphasis should be placed on integrating, innovating, and sharing relevant educational resources. By integrating high-quality resources at home and abroad, innovating teaching models and methods, and providing access to high-quality teaching resources through online education platforms, international students can fully grasp the content of the courses they study, thereby improving the effectiveness of teaching; (3) providing good teaching environment and support. International students may face many difficulties in the learning process, such as language barriers, cultural differences, etc. Schools should provide a good support environment for international students, for example, for international students who are not good at Chinese, schools can provide Chinese tutoring courses; for international students with poor academic performance, study groups led by professional teachers can be carried out to provide targeted teaching follow-up.

## **4.3 Management Follow-up**

The core task of management follow-up is to develop scientific and efficient management methods according to students' characteristics and actual living conditions. In the international student management service system, the task of management follow-up is to provide comprehensive and multi-level student management services. The specific practices are as follows: (1) Establish international students' files, establish a perfect management mechanism and system for international students, grasp their academic, ideological and living conditions by regularly conducting various questionnaires, interviews, interviews and psychological tests, etc., and provide international students with all-round care and assistance; (2) Improve the student management mechanism, focus

on the humanized services for international students and form the mechanism of student participation in management, so as to strengthen the communication and cooperation between international students and the university, including the management of international students' business into the one-stop service center, so as to provide consultation services for international students, hold regular seminars for international students and include international students' representatives in the student representative assembly, so that international students can fully express their needs and opinions, and the university can better understand the actual situation of international students and give appropriate assistance. (3) Strengthen the information construction and use modern information technology to improve the quality and efficiency of international students' management. For example, by building an online service platform, diverse and timely online consultation services can be provided to international students, so that they can solve the difficulties they encounter in their study life more conveniently.

#### **4.4 Service Follow-up**

The core task of service follow-up is to provide comprehensive services for students' physical and mental health in a student-oriented manner. In the international student management service system, the task of service follow-up is to provide comprehensive and personalized services for international students. Specific practices are as follows: (1) To provide financial assistance to international students with financial difficulties, a reasonable scholarship system should also be established for international students, and for international students with family financial difficulties, corresponding channels of financial aid, such as grants and work-study, can be provided. (2) Establish a psychological counseling center to provide psychological counseling and guidance services for international students. In the process of international students' management, we should also pay attention to the changes of students' psychological status, and follow up and adjust them in time. (3) Provide regular academic guidance and career planning to help international students develop. The academic guidance and career planning of international students need to be different from other students. Some more targeted programs need to be established, such as guidance on making resumes, analysis of employment prospects, etc. Meanwhile, universities can also provide overseas internship and practice opportunities to improve the employment competition of international students in an all-round way. (4) Actively create a communication platform for international students and increase interaction opportunities. International students come from different countries and regions and face problems such as cultural differences and language barriers. Therefore, colleges and universities should establish an exchange platform for international students to promote mutual understanding and communication among students and strengthen the bond of friendship. Meanwhile, colleges and universities can also organize various cultural activities to demonstrate Chinese culture and the exchange of Chinese and foreign cultures.

#### **4.5 Activity Follow-up**

The core task of activity follow-up is to provide international students with a series of rich and diversified extracurricular cultural activities so as to cultivate their creative spirit and practical ability. In the management service system of international students, the task of activity follow-up is to enrich the campus life of international students and cultivate their comprehensive ability and quality through various kinds of activities. Specific practices are as follows: (1) Actively carry out Chinese traditional culture experience activities, such as traditional festival celebration and traditional drama experience, so as to let international students better understand and integrate into Chinese culture; (2) Encourage international students to actively participate in various competitions and contests, and provide them with certain awards and subsidies, so as to enrich their spare time life and expand their vision and experience, and at the same time, pay attention to organizing some activities with strong professionalism to enhance their practical ability and innovation. (3) Create open campus activities and reasonably absorb international students to participate in campus activities through planning, organization and propaganda, for example, encourage international students to participate in campus arts festival, science and technology week and other large-scale activities, which not only improve the quality and influence of the activities, but also promote the overall development of international students.

To sum up, in the process of building the management service system for international students in colleges and universities, it is necessary to provide comprehensive, multi-level and personalized services from five perspectives: education follow-up, teaching follow-up, management follow-up, service follow-up and activity follow-up to meet the learning and living needs of international students and help them realize their self-worth and development.

### **5 Summary**

With the increasing scale of international students in colleges and universities, how to reasonably manage international students to improve the teaching quality of colleges and universities and thus reasonably promote the construction of high level universities has become a key task for colleges and universities at present. Therefore, exploring the teaching and management mode of international students in universities based on the concept of follow-up education is conducive to improving the quality of international students' education in universities, strengthening the internationalization level and quality of universities, and making a certain contribution to the high-quality development of international students' education.

### **Fundings**

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