

Thoughts on International Course Designed and Presented in University

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Abstract—The international course is newly established in Chinese universities in recent years. Its' objective is to cultivate student's understanding of professional course in foreign language. The paper aims at exploring some achievements from the international course as well as finding better ways to improve it.

Keywords-International course; designed; management

I. INTRODUCTION

With the rapid development of economic globalization and social transformation in China, education has its mission of providing talents who are able to contribute to society. Under such circumstance, it is necessary to design course that is presented in foreign language.

International course is characterized by its comprehensiveness, selectivity, contemporaneity, compatibility, internalization. Each characteristics plays an important role in conducting the teaching performance. Take the comprehensiveness as an example, if one course is called international one. Its' comprehensiveness lies in the fact that course designed for students should reach the needs of knowledge and techniques, process and methods, emotional attitudes and value. In this respect, the course is sure to promote student's comprehensive development. American educator John Dewey pointed out that the objective of education should be based on behavior and needs. Education has its purpose of serving students in terms of their ability, speciality and requirements. Another instance from the characteristics of contemporaneity stresses on the importance of education to the world. It means that learners are able to follow the educational trend that will open their visions of the changes of education. In general, international course is designed for cultivating student's capability not only in language but also in professional course.

With the influence of international courses designed in some Chinese universities, students have involved themselves with selections of courses they prefer both on the line or from school curriculum. A new type of course learning is becoming popular and important in universities in China.

The objectives of designing international course

The international course designed should follow some laws that are connected with university development. The most important is the objectives of international course. It means that aims of the course is not only to train domestic students with international visions, but also to attract students from abroad. It is required that both teachers and

students understand what is international course and why it is presented. Through introducing exotic teaching resources including experienced teachers and original textbooks, a platform of conducting international course can be built. Another important idea on international course is to avoid comprehending in a simple way. It is wrong to interpret that international course is only done in foreign language. It is no doubt that foreign language plays an important role in this course. However, an international course contains more elements than language. It is reflected from credit system, teaching content, teaching methods, etc. Therefore, what is implied is that course designed should be internationalized. With clear objectives, how to device course to meet the needs of students in terms of global vision can become possible..

II. PROFESSIONAL COURSE DESIGNED AND CONDUCTED --MANAGEMENT

Qujing Normal University in Yunnan province is developing fast in many academic fields recently. University has been doing well in its management and operation with more than 14,000 students registered. There are both science and arts covering 18 colleges and 44 undergraduate programs. In accordance with the steps of education reform, university authority cherishes the opportunity of having international course as a way to creating new image.

In international college in Qujing Normal University, there are more than 40 professional courses like micro-economics, human resources, marketing, management, etc. In order to conduct teaching reform, college has chosen a subject presented by American teacher. For freshmen, management as a basic course is important one that has been chosen. For sophomore, human resources has been designed. Based on the teaching by foreign teachers, these two professional courses prove to be successful in some ways. First, our foreign teachers used a good and simple way to explain some basic terms in their classroom teaching. In dealing with language problems, foreign teachers designed their lectures by means of the advanced techniques like power point marking some Chinese characters. Secondly, foreign teachers made their efforts to expound theory with some typical examples that are easily understood. Thirdly, some activities like group discussions and pair work have been organized regularly. Finally, foreign teachers usually had a summary of their teaching points in a clear and understandable English. The following

is what our foreign teacher did last year for his design of international course _ course curriculum.

International College, Qujing Normal University – Professional Course

Contemporary Management

Instructor: Kevin C. Vang

Semester: Spring, 2015

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Office Hours: By appointment

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Dates: March

9, 2015 – July, 2015

Classroom: Tuesday C206 & Wednesday C208

Purpose of the Professional Course:

Guided by the International College principles of Qujing Normal University, the Professional Course serves to introduce students to Business English learning and professional development, through the cultivation of student interests and abilities in management.

Course Learning Outcomes:

Develop practical knowledge, skills, aptitudes, experiences and relationships to recognize and be poised for potential multinational, strategic opportunities.

Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of culture, economics, law and society.

Engage other cultures and worldviews; communicate professionally and interpersonally in a cross-cultural context; establish awareness of international business relationships and networks.

Course Description:

The course aims to provide students with the most current and up-to-date changes in the world of business management. Exploring the strategic and complex ideals of managerial expectations, students will be introduced to practical research concepts and discuss challenges to management in the global environment. These require knowledge of past-present changes in management theory, managerial personal qualities, organization structural procedures, manager-employee relationships and global strategies.

Course Evaluation

Evaluation Scale

90-100% = A 69-60% = D

89-80% = B Below 60% = F

79-70% = C

Assessments Weights

1. Final Examination

60%

2. Midterm Examination

10%

3. Homework/Quizzes/Projects

10%

4. Participation/Attendance

20%

Academic Honesty and Plagiarism

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating will be treated according to academic policies of the International College School.

Late Work

Late work for this class will be accepted only by prior arrangement with the instructor before the due date for the assignment. Full credit will not be given for late work. Ten percent will be deducted for each day late unless there is a valid emergency. After 5 days past the deadline, no credit will be given.

Assessment Descriptions

Quizzes

There will be two quizzes given to test students' knowledge of class materials and lesson topics. The first quiz will be given prior to the midterm examination. The second will be given before the final examination as a practice test. Actual distribution of quizzes will be decided and announced by instructor, in accordance to the pace of the class lessons.

Group Projects

Two group projects will be a part of this course learning. Project One, Introduction Business Plan: Opening up a Restaurant in China. Project Two, Managerial Development: Building Your Manager and Organization. Group project assignments will be announced in class, and worked on during class time.

III. SOME FEEDBACKS TO INTERNATIONAL COURSE FROM BOTH TEACHERS AND STUDENTS

When international course finishes its first taste, a questionnaire is designed in order to get feedback about how to conduct it in the future. The questions are covering some advantages and disadvantages. The questionnaire has been done in a class with 46 students and three teachers. From their response, a great majority of them have their satisfaction with the course. This suggests that international course as a new phenomenon in college has brought about an impact on the traditional attitudes towards teaching and learning. In those days when it was not open, education was restrained. Now the world has broadened people's mind, which challenges their outdated thought. With investigation, it also shows that international course presented by American teachers have enhanced student's expectations of studying abroad. Last year, in our college, 26 out of 297 students went to Thailand for finishing their bachelor's degree.

IV. SOME THOUGHTS ON INTERNATIONAL COURSE

SOME FEEDBACKS TO INTERNATIONAL COURSE FROM BOTH TEACHERS AND STUDENTS

Throughout the practice of international course for two years, there are some achievements or outcomes that are worth mentioning. The priority of international course has changed traditional teaching pattern in Chinese classroom teaching. Learners have been given some new and advanced concept by foreign teachers. When making a questionnaire, it shows that more than 90% of students express their interests in international course. The reason is clear that students not only obtain language ability but also culture that they have never heard before. In particular, students have tasted some new thinking of learning transmitted by foreign teachers. For example, students who have chosen international course like to think independently. They have formed a way of finding answer based on facts instead of subjective judgement. They have abandoned obsolete learning style that often obstacle their

creative , innovative thinking. Therefore, this reform of teaching is beneficial to the cultivation of student's original thinking. Another priority of international course is that students practise themselves with the guidance of foreign teachers, which seems that students are putting themselves in a real world to learn as much as they can. However, there are some problems challenging us. For example, how can be professional course easily understood? In what ways can attract more students select the course? For such issues, I think, school academic committee should focus on establishing a systematic organism that is applicabe to the teaching reform. In general, practice of international course will pave a way for reforming our traditional way of teaching.

V. SOME WAYS TO IMPROVE THE DEVELOPMENT OF INTERNATIONAL COURSE

There is no doubt that there is a long way to go for international course. In our college, it is just a beginning which takes time and needs some advanced resources. The first thing that needs to do is to motivate student's deep interest in learning English. Only can they improve their ability of language, they will have a good mastery of theories in their professional subjects. When commencing the international course, students met a big problem. There was much difficulty for them to understand teacher's words in teaching. For dealing with this , college invented a better way that student assistant was needed. It means that top students who are competent in English language is given a task to read teacher's materials beforhand, then he or she is explaining some major points in Chinese for 10 minutes. This methods prove to be practical through it has some demerits. The second that is to do is to have talented scholars invited to college for introducing more information about the international courses. For time being, there are no distinguished teachers that have visited our college. So college should make plans to arrange those who are qualified to offer the first-hand materials to develop the design of international courses. Next is changing some improper facilities that are negative to the classroom teaching. More investments on building good classromm should be given. For instance, some software on international course, some advanced facilities are to be funded by university. In sum, for the purpose of facilitating the construction of international course, it is imperative that a new thinking way of reform should be cultivated among the teachers. The following examples are guidances for teachers to follow when presenting management.

The Increasing diversity of the workforce and the environment. Diversity is dissimilarity or differences among people. Diversity is a pressing concern for managers and organizations for business and ethical reasons. There are multiple forms of diversity such as age, gender, race and ethnicity, religion, capabilities/disabilities, socioeconomic background, sexual orientation, and physical appearance.

Managers and the effective management of diversity. Both the workforce and the organizational environment are increasingly diverse, and effectively managing this diversity is an essential component of management. In each of their managerial roles, managers can encourage the effective management of diversity, which is both an ethical and a business imperative.

Perception. Perception is the process through which people select, organize, and interpret sensory input to give meaning and order to the world around them. It is inherently subjective. Schemas guide perception; when schemas are based on a single visible characteristic such as race or gender, they are stereotypes and highly inaccurate, leading to unfair treatment. Unfair treatment also can result from biases and overt discrimination.

How to manage diversity effectively. Managers can take many steps to effectively manage diversity. Effective management of diversity is an ongoing process that requires frequent monitoring.

Sexual harassment. Two forms of sexual harassment are quid pro quo sexual harassment and hostile work environment sexual harassment. Steps that managers can take to eradicate sexual harassment include development and communication of a sexual harassment policy endorsed by top management, use of fair complaint procedures, prompt corrective action when harassment occurs, and sexual harassment training and education.

VI. CONCLUSION

The international course is something that has challenged the traditional teaching style with new teaching ideas introduced from abroad. Acturally, the emergence of international course designed or presented in Qujing Normal University shows that a teaching reform has taken place in keeping steps with the world. As a newly-born baby, it will take time to operate. Improving the course well needs teachers and scholars to work together. Above all, old idea on teaching should be abandoned in order to facilitate teaching reform in a complete way.

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