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A Research on Chinese and Foreign University's Non-academic Cooperative Education Mode in Shanghai

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Abstract

This thesis mainly explores and researches the non-academic education of Chinese-foreign cooperation mode in Shanghai's universities. We start with the school mode, educational environment, curriculum setting and other ways. In order to perfect the system of Chinese-Foreign Cooperation in Running Schools (CFCRS), we aim to standardize the process of running schools, reinforce the relevant laws and regulations cooperation schools, and then eliminate the communication barriers, etc. International education theory should be put into the Chinese traditional education. By means of innovating education system and curriculum setting, so that the effective communication, efficient interaction between the Chinese and foreign students can be achieved; as well as it can cultivate students' international perspective and comprehensive ability.

1. Introduction

Advocating the international education of CFCRS mode will cultivate the ability of international communication, comprehension, cooperation and competition of the students, can also widen education opening-up, enhance students' international communication and competition ability, expand experiments opening-up education practice. Education opening-up gives impetus to the development of education reform; also it is the objective requirement for developing economic globalization. Promoting the internationalization of education is an inevitable choice to build Shanghai into a modern international metropolis. We should further expand the opening up of education, strengthen international exchanges and cooperation in education, vigorously cultivate international talents, enhance the internationalization of education in Shanghai, and build Shanghai into an international educational exchange center.

Actively advocating CFCRS is an important step to improve the international competitiveness of both domestic universities and the advanced talents, thus, realizing the strategic objectives of higher education. In the era of economic globalization and knowledge informatization, it is an inevitable choice for the development of higher education to cultivate high-quality talents who can understand the multiculturalism and be good at absorbing all the outstanding achievements of mankind, and further nurture the spirit of teamwork and international competitiveness. Therefore, cultivating liberal arts applied talents especially in the Chinese science and engineering universities call for expanding the international training road. By establishing the global concept of education,

expanding the approaches and channels in the internationalization talents education, enhancing the international level of university itself, the international competitiveness of talents can be improved.

2. Questions

2.1. Cultivating the International Talents from the Schools Run by Chinese - Foreign Cooperation

Talent internationalization refers to the talents global flowing, transnational using and its influence of radiation, that is, the market allocation, employment and radiation of human resource in the world. As a concomitant of the economic globalization, talents internationalization is a new system of human relations. Its connotation includes the talents quality internationalization, talents cultivation internationalization, talents development internationalization, talents management and evaluation internationalization and others. How to achieve the demand of

the talents internationalization from Chinese-foreign cooperation education is the main part of the research, as well as enhance students' international communication and competitiveness skills during the period of CFCRS. We are committed to actively introduce and digest foreign advanced curriculum resources, strengthen the comprehension of foreign education, cultivate the new talents with international perspective, being good at international rules and can participate in international exchanges. Infusing the multilingual education into the process of CFCRS can generally promote the international language communicating skills of scholastics in the various levels.

During the research of Chinese-foreign cooperation in running schools, we used the Empirical research, which take the cooperation education between university A of Chinese “211” program and university B in England as a case, at the same time, according to the differences of the various majors and professional courses, we carried out two kinds of cooperation program called “3+1” & “2+2” separately. The details are summarized as follows:

Table 1. Details of the program.

| Name | Condition | Description |
|-------------------|---------------------------------|---|
| Project A (“3+1”) | 1. Average >70 2. IELTS —6.0 | 1. 3 years in the domestic university; 2. Students should have 1 year studying abroad in cooperation university. 3. Can get a bachelor's degree in the UK with requirement. |
| Project B (“2+2”) | 1. Average >70 2. IELTS —6.0 | 1. 2 years in the domestic university; 2. Students should have 2 year studying abroad in cooperation university. 3. Can get a bachelor's degree in the UK with requirement. |

For the students who did not meet the requirements also can take the complementary courses to join the cooperation program provided by the Foreign Universities:

Table 2. Details of the complementary courses.

| IELTS SCORE | WRITING SCORE | Minimum IELTS SCORE (B1) | Summer language courses | After SCORE (B2) |
|-------------|--------------------------------------|--------------------------|-------------------------|------------------|
| 5.0 | 5.0 | 4.0 | 12 weeks | 6.0 |
| 5.5 | 5.0 | 4.0 | 8 weeks | 6.0 |
| 6.0 | *Refer to the following instructions | | 4 weeks | 6.0 |

* 2 weeks language course are provide for the students who meet the admission requirements but the single item below the 5.5/9.0. The university will make adjustments and give an appropriate language arrangement according to the individual condition of the students.

Based on the empirical research method, we generalize and summarize the theory, in order to guide the future practice in CFCRS

2.2. Regulating the Operation of Schools Run by Chinese - Foreign Cooperation Through the Institution

We focus on forming the CFCRS with sensible and legal, standardizing the management of Chinese-foreign cooperative education institutions and projects. This kind of education form can be reformed and fixed; it also can play a greatest role for the nation to cultivate the international talents who are competitive. In the meanwhile, we need to improve the hardware and software conditions in local education, thus, the pioneer scientific research and development center will be

built. Under the guidance of The Ministry of Education, we would like to promote the cooperation between the China's higher education institutions and the world famous schools, simultaneously calling for the participation with relevant regions and departments, the new mechanisms will be used in building a number of international influential high-level universities. In order to expand the education opening-up practice, there is a good way which can allow part of cities become the international exchanging centers, meanwhile improve the education general strength and international competitive. We should innovate relevant policies to attract and serve foreign students, and establish the quality assurance mechanism of CFCRS. Perfecting the policy to encourage our national education goes abroad is also needed.

3. Discussion

3.1. Expand and Enrich the Curriculums and Modes of Tertiary Education

We used the investigation and interview method, going deep into the college students and teachers groups to understand the current real needs of them with background of Chinese-foreign cooperative education, we also can develop appropriate higher education courses and teaching system by this measure; at the meantime, through the interview, we can acquire the deep opinions of the professors about cultivating the international talents, so that we can start with teaching aspects directly and know the teaching ways well. Finally establish an organic two-ways interactive mode of cooperative education. During this process, we consider about the culture difference, finding the contradiction in the different education system, in order to running the Chinese-foreign cooptation schools well.

We need to pay more attention to the development of international cooperation in education, currently, the explored international school approaches are: actively developing major cooperation and curriculum exploitation, opening the exchange students program, also exploring the credits and curriculums mutual recognition between the both sides. It is important to establish a base for teachers training, as well as expand the selecting of the main course teachers and core teachers to be trained overseas; other effective addresses are enhancing the international cooperation in scientific research, building numbers of international combination research centers.

3.2. Study on the Development Conditions of Chinese - Foreign Cooperative Education Environment

We begin with the future demands under the national education developing surroundings and national basic requirements. It is noticed that there is a necessity exist in the CFCRS and international education, combining with the student's personalities and culture developing situation in the new times. It is suggested that positively bringing in the international advanced education resource, cultivating high-quality global talents, and improving our education influence, competitiveness and attraction on the international stages, thus we can construct the Chinese-foreign cooperation schools with high-level.

3.3. Explore on the Curriculums Content Arrangement of Chinese - Foreign Cooperation in Running Schools

We study and explore the suitable contents for the courses setting in Chinese -foreign institutions. Furthermore, we are striving for integrating it into the cooperative schools' curriculums with high-technology innovation and international cultural studies, as well as other international research areas with huge demanded as soon as possible. We might set up several schools with Chinese and foreign students

on the elementary education stage, in addition, it is significant to explore the characteristic courses and activities with various forms in the cooperation schools, as a consequence the culture cognition and communication understanding of the students can be promoted. At the same time, the scales and approaches of the students exchanging should be enlarged and the international perspective of students should be expanding.

On the one, we ought to encourage college students to study, practice and take volunteer jobs overseas, enhance the bilingual education as well; on the other hand, we need to promote the construction of the special core majors and the curriculum system of overseas students' education. Relying on higher education institutions, scientific research institutions and other aspects, the main goal is organizing a number of high-quality, high-level international educations and professional courses, similarly, we could research and develop the multilingual education, interdisciplinary "contemporary Chinese research" courses, also enhance the attraction and competitiveness of foreign students education in CFCRS.

3.4. Improve the Competitiveness of Domestic Universities Through the CFCRS

The cultivating requirements of the applied talents in the Polytechnic colleges and universities in our country should cooperate with foreign outstanding educational and scientific research institutions; we also should establish the global education concept to expand the branches and ways of Chinese-foreign universities; and improving the research level of the universities itself can make domestic collages become the cradle which can nurture the high-quality complex talents with global consciousness and international perspective. Moreover, in order to expand the international horizons both of students and teachers, we need to build a new mechanism for international exchange and education cooperation, also explore new models to import foreign high-quality education resources.

On the one hand, we linked theory with practice. For periodic research results, we will take the test base on this theory in the college students, thus, we can carry out a research system form the theory forming —practice—theory promoting. On the other hand, In the future CFCRS, we can establish the special running mode, by analyzing the newest practice cases, our previous theory can get the most realistic feedbacks to update, so we can explore the best teaching mode continually.

4. Conclusion

CFCRS improves the comprehensive ability of college students. Students are able to improve their capacity of analyzing and solving problems, experience different cultural customs, broaden their horizons by studying abroad. At the same time, it plays a significant role to propagate Chinese culture which can attract foreign exchange students study in our country. In addition, there are two concepts accompanying

each other in Chinese-foreign cooperative education: internationalization and localization. And both of them are intertwined and cannot be neglected particularly in practice. In consequence, international and local resolution mechanism needs to be established; we also should deal with the contradiction between them and integrate them finally.

By setting the mutually recognized courses, it is also beneficial to further optimize the curriculum. CFCRS system also contributes to a smoother cooperation in majors. We should think about the realistic situations of various levels and stages (i.e. Undergraduates, masters, doctors and other advanced talents) to find the best way to run the cooperation schools.

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