

Research on Sino-Australia co-operative program teaching management pattern and implementation plan

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Abstract: With the rapid development of Chinese economy and education, deepening reform and open-up policy, more and more co-operative education programs are established in China. Among them, some programs are just copies of Western style or pattern, which has no Chinese characteristics. This article elaborates on the Sino-Australia program offered at Shandong Jiaotong University (its history, development and bright future), conducts research on the program teaching management pattern and implementation plan, which has distinctive Chinese educational characteristics and deep rooted in the university's teaching advantages and draws conclusion that only the programs which have distinctive Chinese characteristics can be successful in the context of Chinese teaching and learning environment.

Key words: Sino-Australia; co-operative program; management pattern; implementation plan

1. Introduction

With the entry into WTO and the globalization of world economy, many universities in China believe that it is important for the undergraduates and future professionals to develop an international perspective. As a result, some universities start offering English programs and/or encourage students to study abroad. They are exploring opportunities to collaborate with various foreign universities in relation to such program. Furthermore, the education authority in China encourages and supports this initiative. Policies regarding such foreign degree programs recognize these qualifications.

In 2005, Shandong Jiaotong University (SJU) in China and South Western Sydney Institute (SWSI) in Australia started to establish educational program at SJU campus. Here are the brief introduction of the two higher learning institutions:

Authorized by Shandong Education Department, Northern International College of Shandong Jiaotong University (SJU) is a college affiliated directly to SJU. The college that is a platform for the university's international exchange and co-operation is within SJU. The college mainly provides program education. Its enrollment is in accordance with SJU's general enrollment plan. According to the enrollment plan issued by Shandong Education Department, the college recruits students from Shandong province. The qualified graduates from the college will receive a diploma and a degree certificate of SJU program education. While carrying out the program educational teaching plan, the college has mainly introduced part of the foreign universities' teaching plan, core subjects, original teaching materials and teaching quality supervision system, employed foreign teachers and implemented bilingual teaching.

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SWSI is a leading provider of nationally recognized vocational education and training. The institute has a reputation for industry responsiveness, quality services and accessibility, and is certified to ISO 9001: 2000.

The institute's nine colleges are located at Bankstown, Campbelltown, Granville, Lidcombe, Liverpool, Macquarie Fields, Miller, Padstow and Wetherill Park respectively in southwestern Sydney. These colleges provide more than 79,000 students with ongoing education and practical training through over 650 full-time and part-time courses each year.

The institute works closely with key businesses, schools, universities and community organizations. It uses these links to enhance learning pathways for its students and to ensure that the knowledge and skills of its graduates align with available employment opportunities.

2. Co-operative major: Logistics management

Based on their individual characteristics and strong points, also on Shandong economy development and the requirement of qualified talents, SJU and SWSI co-establish logistics management major that is the key major of the two institutions and also the applied major that is most needed in China and Australia. Logistics management major has excellent future employment.

3. Teaching management pattern and the implementation plan

Teaching management pattern and the implementation plan is a three-year program. The teaching plan and quality criteria are co-established by the two sides. From the first semester to the third, students study basic courses and course packages 1-4, while the fourth semester, the students will be divided for orientation teaching (Logistics Management & International Business). Students of logistics management major from the fourth and fifth semester will study logistics management major courses, among which three courses will be conducted bilingually. During the sixth semester, the students will have the final project. Lastly, after completion of the teaching plan and passing the examinations, the students will be awarded with a diploma from SJU.

Students major in International Business will study international business advanced diploma courses (courses package 5) from the fourth semester to the sixth semester. SWSI will assign teaching director to be in charge of the teaching management, supervision and evaluation of course teaching quality, teachers training and course teaching. After completion of the teaching plan and passing the examinations, the students will be awarded with both diplomas from SJU and SWSI (namely international business advanced diploma).

4. Instructors employment plan

The basic courses (politics, physical education, mathematics and computer) are conducted by Chinese teachers at the first, second and third semester. Every class has 11 teaching hours per week. Course packages 1-4 are conducted by foreign teachers. Chinese teachers of this program should have scored IELTS 6.5 qualification. Each individual class will be equipped with one foreign teacher at least. The teaching loads per week per class for Chinese teachers is four teaching hours, while for the case of foreign teachers, it is 12-16 teaching hours.

5. Logistics management major teaching plan for Sino-Australia program

5.1 Aim

The program is to provide and cultivate practical and high-level professionals who adapt to the requirements of social market economy and modernization construction development, and have renovation spirits and modern awareness with all-round development in terms of morality, intelligence, physical constitution and aesthetics, and have logistics organization and management capabilities and the abilities to conduct economic analysis and optimized design. After graduation, the graduates will mainly work for big manufacturing enterprises logistics department, specialized logistics enterprises, E-commerce enterprises, big industrial and commercial enterprises, cargo distributing centers to conduct high-level logistics technical management and other relevant works, such as logistics plan design, economic analysis, management decision-making and practical operation.

5.2 Fundamental cultivation standard

5.2.1 Quality structure

The students should love our socialist country, advocate the leadership of CPC, the Party's basic principles, have high sense of responsibility and devotion spirit and are willing to provide services to the realization of socialist modernization. The students should have excellent morality, obey the laws obediently, practical and down-to-earth, eager to renovate, be good at cooperation and have excellent psychological quality. The students are able to systematically master the basic knowledge and skills, and have certain understanding of in the area of new development and social humanity sciences international and national management science. Also the students should have excellent physical constitution and health habits and reach the physical education qualification standard stipulated by the country with healthy mind and body. The students should have idealities of constructing the Four Modernizations and invigorating the Chinese nation, have an understanding of the Theories of MAO Ze-dong and DENG Xiao-ping and received education of law obedience and preliminary military training.

5.2.2 Knowledge structure

The students should grasp the following courses in order to reach the aim of the cultivation: advance mathematics, computer knowledge basics, computer application basics, management information system, logistics establishment and equipment, industrial and commercial enterprises management, logistics etc., as basic theoretical knowledge. Logistics technology management, international trade, commodities inspection and packaging, storage technology, business English, marketing, multi-type through transport, economic law, transportation law, transportation geography, transportation engineering, etc., as professional knowledge. The students should also have certain humanity and social knowledge.

5.2.3 Capability structure

The students should speak English fluently and read foreign books, periodicals and technological materials of the profession and possess preliminary capabilities of listening, speaking, reading and writing and meet the standard 5.0 scored at IELTS. The students should have strong logistics organization management capability and are able to design logistics plans for all kinds of enterprises and conduct economic analysis based on this. Also the students should be familiar with all the parts in logistics and are able to conduct logistics technology management jobs and logistics products sales jobs such as: transportation, commodities classification and packaging, storage, dispatching, information processing. The students should grasp computer operational capability and conduct optimized design of computer logistics information system etc. skillfully, and possess strong interpersonal communication capability, coordination capability professional negotiation capability and establish effective working relations under complicated circumstances. The students should understand inter and outer environment of the industrial and commercial enterprises and are able to operate and manage different enterprises. The students should grasp all kinds of investigation, qualitative and quantitative analysis methodologies required by operational

and managerial jobs and have rather strong language expression and procession capabilities and apply the acquired knowledge and skills effectively to solve practical problems.

5.3 Main courses

The main courses include English (4.5 scored at IELTS), computer application basics, logistics, management information system, logistics establishment and equipment, international trade, through transport.

5.4 Course setup and teaching plan process table (see Table 1 and Table 2)

Table 1 Course setup and teaching plan process table

(Compulsory)

Course Category	Serial Number	File Number	Course Name	Credit	Main Course	Teaching Hours				Examination Semesters	Semesters						
						Total Hours	Total Lecture Hours	Practice Hours	Computer Hours		1st	2nd	3rd	4th	5th	6th	
											14	19	16	15	12		
Public Basic Courses	01	030101	Marxism philosophy	2		30	30			3			2				
	02	030103	MAO Ze-dong ideology	2		30	30						2				
	03	030104	DENG Xiao-ping theory	2		40	40			5					2		
	04	120101	Law basics	1		20	20				2						
	05	030201	Morality cultivation	2		30	30					2					
	06	030203	Situation policy	2													
	07	030204	Military theory	2		36	20	16									
	08	020101	Physical education	3		100	100			1-4	2	2	1	1			
	09	070101	Computer basics	3		50	26		24	1	4						
Discipline Basic Courses	10	070103	V B	4		60	30		30	2		3					
	11	010101	Advanced math	8		120	120			1、2	3	4					
	12	9571	English 1st level certificate course	13		196	196			1	14						
	13	9572	English 2nd level certificate course	17		266	266			2		14					
	14	3425	English 3rd level certificate course	19		302	302			3			14	2	4		
	15	050104	Logistics	4		52	46	6		3			3				
	16	090306	Management information system	4		56	46		10	4				4			
	17	050116	Logistics establishment & equipment	4		64	58	6		4				4			
	18	050112	Quality management criteria	2		36	36								2		
	19	090110	Accounting & finance management	2		45	45			3			3				

Table 1 (Continued)

Major-Optional Courses	20	050106	Enterprise management	3		52	52			5				4	
	21	050115	Transportation engineering	2		32	28	4		3			2		
	22	100301	Marketing	1.5		28	28							2	
	23	050308	GIS-T	1.5		28	22	6		4				2	
	24	090207	International finance	2.5		48	48			5					4
	25	090210	International trade	2		40	40			4				3	
	26	050113	Commodity inspection & packaging	2		30	26	4						2	
	27	050105	Through transportation	2		35	29	6		5					3
	28	050107	Storage technology & management	1.5		30	24	6							3
Total credits and teaching loads for compulsory courses				112		1891	1740	87	64						
Weekly teaching loads										25	25	25	22	22	
Number of courses per term										5	5	6	8	7	

Notes: 1. Topic-based lectures are included in “The Two Courses” total teaching load.

2. First Level English Certificate Course (Course Number: 9571): English (2.5 scored at IELTS) or equivalent level.

Table 2 Core courses (all the courses must be completed)

NSW module No	Module name	Nominal hours
9571A	Speaking1	50
9571B	Listening1	50
9571C	Pronunciation1	30
9571D	Reading1	40
9571E	Writing1	40
9571F	Study skills1	40

Second level English certificate course: students must have IELTS 4.0/ISCP level (see Table 3 and Table 4) .

Table 3 First group: Core courses (all the modules must be completed)

NSW module No	Module name	Nominal hours
1940K	Focus on pronunciation	45
9572A	Speaking 2	45
9572B	Listening 2	40
9572D	Reading 2	30
9572E	Writing 2	35
9572F	Study skills 2	40

Table 4 Second group: Optional courses (at least one module must be completed)

NSW module No	Module name	Nominal hours
9572G	Introduction to English for business	30
9572H	Introduction to English for accounting	30
9572J	Introduction to English for marketing	30

Third level English certificate course: students must have IELTS 4.5 level (see Table 5 and Table 6).

Table 5 First group: Core courses (all the Modules must be completed)

NSW module No	Module name	Nominal hours
4953P	Hypothetical explanations	40
4953Q	Speculative discussions	40
4953R	Combined texts 4	45

Table 6 Second group: Optional courses

NSW module No	Module name	Nominal hours
3674A	Exploring the internet	10
3677A	Computer essentials	24
9572K	English for basic computing	30
4953A	Technical instructions	25
4953B	Technical descriptions	25
4953C	Explanations of processes	25
4953D	Technical recounts	25
4953E	Combined texts 1	25
4953F	Numerical reports	30
4953G	Cause and effect explanations	30
4953H	Technical comparisons and contrasts	30
4953J	Combined texts 2	35
4953K	Reports: proposals	30
4953L	Historical explanations	30
4953M	Comparisons& contrasts of proposals	30
4953N	Combined texts 3	35

5.5 Main practical teaching section (see Table 7)

Table 7 Main practical teaching section

Serial number	Item	Term	Week	Credit
1	Entrance military training	1	2	2
2	Society investigation	1, 3, 5	3	3
4	Labor	3	1	1
5	Management information system course design	4	2	2
6	Driving practice	4	2	2
7	Logistics investigation practice	5	2	2
8	Logistics design & evaluation practice	5	4	4
9	Logistics information management practice	6	2	2
10	Final practice	6	9	9
11	Graduation thesis	6	8	8
Total			37	37

6. The program has distinctive Chinese educational characteristics and deep rooted in the university's teaching advantages

After reviewing the history, development and future of the program, it is easy to see the distinctive Chinese educational characteristics:

- (1) Conformity with Chinese higher education regulations and policies. Undoubtedly, the program is legal in

every aspect and approved by Shandong Education Department.

(2) Based on their individual characteristics and strong points, also on Shandong economy development and the requirement of qualified talents, SJU and SWSI co-establish logistics management major and the major has the brightest future and employment perspective both in China and Australia.

(3) For the excellent students in the program, if their family can support their further study in Australia, they can apply for international programs in Australia which will enable them to pursue their profession outside of China.

7. Conclusion

Though there are some difficulties sometimes for the program, on the whole, the program operates smoothly and steadily. It is beneficial for all the parties concerned. From the three-year program operating experience, we can draw the conclusion that only the programs which have distinctive Chinese characteristics can be successful in the context of Chinese teaching and learning environment.

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(Edited by Lily and Lee)