

Promoting the quality of Sino-foreign cooperation school

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Abstract: Based on the history and situation of the current Sino-foreign cooperation in running school, some prominent differences on the college educations between China and developed countries are discussed. The paper aims to improve the level of Sino-foreign cooperation school running, and gives some methods to promote the education quality of Chinese colleges.

Key words: Sino-foreign; cooperation school; education quality; college education; computer science education

1. Introduction

The Sino-foreign cooperation in running school is a fresh thing in China in recent years.

Chinese-foreign cooperation in running schools mentioned in these provisions refers to educational undertakings enrolling Chinese citizens as the main objectives and run by educational institutions (hereinafter referred to as cooperative educational institutions) established in cooperation by foreign bodies corporate, individuals and relevant international organizations and Chinese educational institutions and other social organizations with the status of legal person (State Education Commission, 2003).

Compared with several years before, there are three prominent changes in the Sino-foreign cooperation in running school. The first is that the growth rate of enrollment of the Sino-foreign cooperation is very rapid (Uwe Brandenburg & ZHU Jia-ni, 2007). Especially in most recently years, the total number of some colleges' students has already exceeded ten thousand. More and more domestic universities begin to seek for the cooperation with foreign colleges.

The second is, in the development of these kinds of cooperation, both the hardware instruments and the software construction have obtained the enormous enrichment. In some sense, Sino-foreign cooperation colleges or universities have no longer some kinds of educational institution accessories (LIN Jin-hui & LIU Zhi-ping, 2007). They have become the important part of college education in China, having massive professional lecturers with more experience and higher education.

The third is that Sino-foreign cooperation school running has escaped from the stage of exchanging students or scholars. It has become an organic constituent of college education in China, playing a more important role in the world college education.

2. The advantages of SCRS

It is not difficult to find some reasons which lead Sino-foreign cooperation to develop so rapidly.

Firstly, the Chinese government encourages domestic universities to cooperate with the high quality

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education resource, providing many favorable policies.

Through the Sino-foreign cooperation in running schools, we can learn more advanced education thought, education idea, teaching method and managerial experience from foreign colleges. We can raise more high-level international talented persons in the domestic. At the same time, it is helpful to raise the whole college-education level, which is also in favor of education level at the other stages.

On the other hand, more importantly, it may inspire us to reconsider the existing education form, including corresponding system and mechanism. The education form has some shortcomings, adapt to WTO entry, and it is necessary to promote innovation on our education management system and the education marketability. If we can improve it, we will hold a more advantageous status in the world competition for talents.

Secondly, the colleges in China can get many benefits through this kind of cooperation. For example, they are able to train more high-level professionals urgently needed in the world scope, which can not only attract more students, but also promote the reputation of them. At the same time, colleges have more chances to make use of international education resource. Through training lecturers in foreign colleges, they can enhance the abilities on teaching and research.

Thirdly, it is more convenient for the students from Sino-foreign cooperation to obtain the educational certificate and the degree certificate acknowledged by overseas educational institutions, which is helpful for their future request to study in foreign colleges. Compared with those students studying completely in foreign colleges, their tuition fee will be much lower, which will alleviate more burdens of their families.

3. Some differences between China and foreign countries on college education

At present, although the SCRS has so many advantages, we do not have the unified attitude on it. After all, there are too many differences between Chinese and foreign colleges, such as study customs, teaching organization, lecturer requirements, course requirement, curriculums content, etc.

The most importantly, foreign colleges usually insistence the high eliminating rate, which guaranteed their graduates had high and trusting quality (UK higher education in China, 2006). Besides, it makes the students more concentrated on their study. Compared with them, colleges of China should pay more attention to the graduation rate of students.

The foreign colleges' education is a kind of heuristic education, which focuses on teaching the student some methods, with which to resolve the problem, to analyze the theory and to draw the conclusion, and so on. At most only fifty percent of the score came from the final test. Such kind of education is very helpful to establish the ability to solve problem. At least now, as a result of some reasons, it is very difficult for China's education to achieve this goal.

For the education of computer science, the goal is to request the student to study the basic theory, concept and knowledge, accept basic training about scientific research and the computer application development, and obtain the basic capability about them. For the number of students is very large, we have a few methods to inspect their abilities to use knowledge.

However, the managers of most foreign colleges persist on the combination of instructions in class, the coaching in experiments and more practices on large-scale homework, and so on. Even for the undergraduates, they do not choose the fixed teaching materials for the students, too. On the contrary, we often limit students on specified teaching materials, even for the postgraduate (MA Ying-jun, et al., 2006).

The number of students in their class is usually small (each class contains about 10 person). Therefore, they can persist on the principles of “teaching in details in the class, more practices after class”. They can pay more attention to the interact-communication between lecturers and students (XU Hong-yun & LI Ren-fa, 2007). They can persist on tutoring in the formal of small class. They can pay more attention to the real practice and training the development ability of student, and pay more attention to training the real ability to resolve actual problems.

Besides the teaching methods, there are also two significant differences on course settings of the undergraduates.

First, they always divide a model into two or three parts/models. For example, in the major of computer science, Software Engineer is divided into three models: software development lifecycle, data modeling and requirements engineering, which are lectured in three semesters individually and consecutively, which are often in charged of by one lecturer. In this model, students will have enough time to study the content of Software Engineer gradually. Moreover, lecturers will have enough time to introduce more cases about it.

At the same time, they often set several embranchment-major-directions with professional characters for the undergraduates. As a result, the students will have more applied skills when they get their degree. The student selecting one direction will be more capable than the others of the corresponding works will. On the contrary, Chinese colleges emphasize education more on the theory side.

In the cooperation school running with Waterford Institute Technology on the major application computing, foreign colleagues and us discussed the arrangement of the curriculums and the majors for several times.

On the content of curriculums, especially for the undergraduate student’s, the request for the foreign colleges’ is simpler than the domestic universities’. Nevertheless, it does not means that it is very easy for the students to study. The students are strictly required to fully understand the knowledge, and utilize it flexibly. This means that students have to spend much time on independent learning and thinking, which is higher than the domestic request in some sense. That is why all of the colleges and companies of Europe-Union recognize their college degree. During the training period overseas, we have an insight into this point especially.

During the process of lecture, if the students are paying more attention to, they can deeply understanding the knowledge within the class; they always try to explain the knowledge points from some different aspects. Meanwhile, they prefer to introduce more experience about real cases, which are more helpful for expanding students’ views on the subjects. Certainly, it is difficult for both students and lecturers to accomplish it, because their once-class-time is within 45 minutes each time (about half of ours), which has also limited the quantity of the knowledge points lighted on the class.

Although the duration of once-class-time is comparable shorter, there are a lot of information can be introduced. The mainly reason is that the student number of their class is smaller, which makes it possible to speak faster for lecturer than in China. Meanwhile, it is also possible to communicate fully with each student in class at any time. Through this kind of communication, lecturers can find out the comprehension degree of every student and what the students thinking about.

On the contrary, there are so many students in one classroom in domestic. In order to enable each student to hear clearly, the lecturers must keep the speaking speed middle and steady. Moreover, it is very difficult to do more communications with students in the class. Students are used to asking some questions after the class. Therefore, lecture cannot grasp the information of every student.

Furthermore, foreign lecturers often pay more attention to writing courseware and teaching students to complete their large-scale homework. From the campus-website or local networks, students can download the

courseware and corresponding study materials, such as lectures, experimental tasks, homework and brief answers, etc. It is necessary for the teaching mode without assigning fixed teaching materials.

In domestic, we usually require the postgraduates to write a thesis to get a score, whereas this method has already been using in a part of their undergraduate courses. Meanwhile, in some courses of computer science, students usually are required to finish some tasks, such as designs of software and hardware. It is required that students have the ability to finish some kind of actual work at the semester end.

Besides, lecturers of the Sino-foreign cooperation are required to speak dual language (normally are English and Chinese) on the class (course material, courseware and writing on blackboard must be English), which not only make the content more difficult to be expressed, but also makes the students more trouble to fully understand the meanings of study materials.

4. Improving measures

From the content mentioned above, there are some differences between foreign universities and Chinese universities in education. Certainly, some reasons come from Chinese basic national conditions. Therefore, parts of successful experience of foreign colleges maybe not applicable in domestic. This is one of the main reasons, which make some divaricating during the course of cooperating with foreign side.

However, it is no doubt that, we should take the positive attitude to cooperation with foreign colleges. Considering the basic national conditions, we need to develop China's education gradually. It had better not to do some things beyond our abilities and resources. In the process, we can take some favorable measures as below.

Firstly, combining the advantages of both sides, we should move towards further merging with foreign colleges in construction of courses setting, lecturers collocating and mentors training. For the course setting, because the foreign side has more experience and stricter academic standard, we should adopt more suggestion from them to make the courses more suitable with the up-to-date requirements. However, all of the adjustment on courses must accord with domestic students, lecturers and other Chinese characteristics.

Secondly, every co-operation in running schools should be different, because the cooperating colleges are different; the cooperative countries are also different. Therefore, it is very important to build up a platform to put up expedite communications and negotiations, which can guarantee the exchanging ideas on how to make better education and management. Moreover, it is beneficial for both sides to form a good culture circumstance.

Thirdly, it is important to enhance the research of writing course-material and English teaching. In order to meet the challenge of world competitions, the English lecturers not only need to teach language knowledge, but also need to tell more cultural background of the cooperative country to students. In this way, the students will have an abundant chance to realize more difference between Chinese and the Western culture, which will be helpful to improve the sensitiveness for the more widely international cultural intercommunions. In addition, it is very useful for their future work to communicate with foreign persons in English effectively.

At last, more opportunities should provide for outstanding young lecturers to study in the cooperative colleges, which is more helpful to realize more educational pattern and successful experience. If we want to improve the quality of education, students' diathesis is very important indeed. On the other hand, the lecturers' teaching skills and literacy are more important. Through improve the abilities of our lecturers, it will be more successful to absorb excellent foreign educational pattern, and to improve the educational quality radically.

5. Conclusion

The Sino-foreign cooperation in running school is a fresh thing in China in recent years. It is important to improve the education quality through this kind of cooperation.

Based on some analysis and our experience of cooperation with foreign university on school running, we give some suggestions in this paper, which should be useful for the improvement of Sino-foreign cooperation school running.

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