

On the Teaching Management Mode of Sino-foreign Educational Cooperation Program in Higher Vocational Colleges

Zhang Li¹ & Lu Yang¹

¹ Nanjing Institute of Industry Technology (NIIT), Nanjing, China

Correspondence: Zhang Li, Nanjing Institute of Industry Technology (NIIT), Nanjing, China. E-mail: 915808642@qq.com

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Abstract

In order to further standardize the management of Sino-foreign cooperative education, to improve the co-education quality, a guiding principle has been established in the "Regulation of the People's Republic of China on Chinese-foreign Cooperative Education", which is "opening wider to the outside world, running and managing the co-education programs according to the law, and promoting the development of co-education" (Sino-foreign cooperative education assessment program). The Ministry of education mainly mentioned the quality guarantee system in the process of Sino-foreign cooperative education institution, teaching quality guarantee system is the key process to the feasible evaluation. This paper, based on its author's own experience of managing the Sino-foreign cooperative education program, gives her thought on how to improve the management of sino-foreign co-education. With China's accession to the world trade organization, opening to the outside world has entered a new stage. How to cope with the internationalization trend of China's higher education is an unavoidable and must-considered question (Cai, 2002). As a supplement of China's higher education form, Sino-foreign cooperative education has obtained fast development in our country. To do well in the construction of the international cooperation program, there are a lot of work to do, among which the most important thing is to do well in teaching management. For Sino foreign cooperative education program teaching management has its own characters, we must build appropriate teaching management system and management model.

Keywords: Sino-foreign educational cooperation program, internationalization of education

Sino-foreign cooperative education improves schools' reputation and influence. Based on the previous experiences, we constructed a teaching management system and mode, which played an effective way in running Sino-foreign education programs. By Sino-foreign cooperative education, through our connection with the cooperative schools overseas, we can expand our international influence and reputation (Bai & Zhang, 2005).

1. Construct Teaching Management System of Sino-Foreign Cooperative Education Programs

NIIT has 9 years experience of running Sino-foreign cooperative education in 9 associate degree programs of mechanical engineer and automation, electronics, films and animation, international business, tourism and hotel management with Wigan & Leigh College, Selkirk College, and Sunderland College. Currently, we have 1000 Sino-foreign students. And we provide lots of high-skilled talents.

1.1 Introduce High-Quality Resources, Make Unique Cultivation Plan and Curriculum System of Sino-Foreign Cooperative Education Program

Take our cooperation with Wigan & Leigh College for example, we cooperated to cultivate international high-skilled talents majored in mechanical manufacturing and automation, IT, applied electronics, etc. In this program, some of the professional courses are undertaken by school of mechanic engineer, school of electronics and recourses, and school of Computer science, Bi-lingual courses and English are taught in International Education College.

In this program, students can both have certificate of our school and Wigan & Leigh College. On the one hand, we employed a full set of BTEC related professional curriculum system, teaching mode and teaching materials, to meet the requirements of Wigan & Leigh College; on the other hand, we also employed NIIT-featured courses to optimize the cultivation program. Sino foreign cooperative education program is to introduce the high-quality

educational resources, high-quality courses and advanced teaching concept from outside. we need to perform our teaching procedure on strict accordance with the teaching plan and organize the implementation of teaching training program. The reasonable arrangement of courses, seminars, presentations and practices are all necessary; According to the regulation, the imported core courses taught by foreign teachers should at least account for 1/3.

The program mainly employed BTEC (British business and Technology Education Council) course system, teaching outline, teaching requirements and materials for bilingual teaching. Teachers from Wigan & Leigh college also took part in the teaching procedure. We use very flexible cooperative teaching methods. And students can use any of the following ways to complete their studies:

- (1) After finishing three-year study in our school, students can obtain diploma from our school and from Wigan and Leigh college;
- (2) After two-year in our school, and then study in England for another year to get diplomas from both schools; or study in England for two years to get a bachelor's degree .

For those with outstanding achievements, they can also study at University of Central Lancashire, The University of Salford, or University of Manchester for master degree. In addition, we also signed a cooperation with the University of Sunderland. The school admitted student's credit from our school. And our graduates can enjoy scholarships for bachelor or master degree.

In the process of Sino foreign cooperation in English teaching in recent years, we employed small-class teaching and interactive teaching, with foreign teachers responsible for the training of students' communicative competence, Chinese teachers responsible for English grammar, to strengthen students' listening, speaking, reading and writing competence. In senior years, we employed full English teaching materials and bilingual teaching method, so that the students can meet requirements of further study abroad.

1.2 Strengthen the Quality Control of Teaching Process in Chinese-Foreign Cooperation

A quality control monitoring system is necessary in Teaching management and severance to ensure the teaching quality. Teaching management mainly includes the following several points:

- (1) Strengthen the teachers' teaching quality evaluation

Firstly, we should strengthen the teaching management and quality control of foreign teachers. We set up an engineering program department in cooperation with Wigan & Leigh college, whose leader is responsible for evaluating the foreign teachers' classes, in order to arouse the working enthusiasm of them, and to ensure the teaching quality. In evaluating the foreign teachers, we need a clear division of labor and strengthen the management on the basis of the rules and regulations. At the same time, we pay attention to the management of teaching process, the foreign teacher need to keep records and submit "traces" to our school, with textbooks and teaching syllabus, assignments as a quantitative evaluation index. Those who work hard and have high teaching quality will be given recognition awards.

Secondly, the Bilingual Teachers of our school are also evaluated. We established and perfected the supervision system, inspecting and evaluating teachers' teaching attitude, teaching content, teaching notes, skills, bilingual abilities, etc. at the end of the semester, teachers teaching Bilingual courses are required to submit the bilingual lecture notes, teaching courseware and student work. Once passed the evaluation, they will be given 1.5 coefficient of workload. In a word, the teaching supervision system improves teaching quality in a positive way.

Finally, we need to strengthen the supervision of teaching quality of all related teachers in this program. Relevant departments and schools are responsible for the teaching quality evaluation of teachers teaching in this program. A program leader is designated to take charge in the daily management. Teaching evaluation groups are formed by deputy dean of each department or school and employee in IEC to do the supervision and inspection of the daily operation. IEC will inspect and supervise the process by irregular teaching inspection, discussion, questionnaires and other forms of examination.

The establishment of student evaluation of teaching quality monitoring system is also an important way. Every semester the students held a forum to listen to the views of students. The contents of the forum are to reported to the relevant leaders, and timely feedback to the teachers through the program directors, to help teachers to overcome the weaknesses, and constantly improve the level of teaching.

The standard documents, lesson plans, teaching process, homework and exercises, performance evaluation, printing papers, examination qualification, examination organization, the preservation of papers of the imported curriculum and the core curriculum are all strict with implementation of norms of NIIT.

- (2) Establish the corresponding rules and regulations

In order to reflect the characteristics of the cooperation, Teaching management rules and regulations of Sino-foreign cooperation are all in two versions-Chinese and English, which is convenient for both teachers to understand and carry out. We establish the regulations and teaching management of foreign teachers. As a cooperative education program, which has its own characteristics, great changes have taken place in the school level in structure and mode, which needs to develop sound rules and regulations to restrict and regulate the teaching management. In the implementation of the teaching task, the department contact persons need to communicate with Wigan & Leigh College to discuss about the curriculum, teachers arrangement and schedules, to ensure the smooth implementation of the teaching procedure.

(3) We need to organize students to participate in provincial, national, and world-class skills competition to improve the students' practical ability, to expand the students knowledge and on-the-spot emergency handling ability, to cultivate students' team spirit and creative and enterprising spirit, and to improve the students vocational adaptability; We need to organize industry experts or professors to give lectures to the students to let them understand the latest information and dynamic knowledge, to cultivate students' individuality development and innovation ability.

2. Problems of Sino-Foreign Educational Cooperation Program

2.1 Teaching Evaluation System of Management Is Not Perfect

As a quality management tool, Sino-foreign cooperative education evaluation system has the functions of good guidance, encouragement, supervision of the audit. With these functions, teaching quality assurance system continue to affect the teaching qualities. Sino-foreign cooperation programs has not yet established completely a teaching management system with teaching evaluation-oriented, and cannot meet the needs of different methods of teaching evaluation. Therefore, we should establish an effective and practical evaluation system. Especially in the school management, western countries emphasize process management. Credit system management of Sino-foreign educational program should be in line with international standards. At the same time, the educational administration of the Sino foreign cooperative education should be gradually incorporated into the standard range of full-time students. This is a powerful guarantee for the successful running of Sino- foreign cooperation (Chen, 2005). Student achievement assessment is composed of many factors, performance appraisal should pay attention to the homework and social practice, and have detailed records. If the students take part in the whole learning process, and are qualified, then he mastered the basic professional knowledge (Wang & Zhang, 2009).

2.2 Problems of Teaching Faculties

The building of the contingent of qualified teachers proficient in English is a problem to be solved urgently.

For the foreign teachers: in the current cooperation programs, a large amount of foreign teachers are needed. The employment procedure is too simple, and some not so qualified foreign teachers may be employed. And foreign teachers may not stay for a long time, which may lead to the problem of lack of consistency. The solution to the problem is that to strengthen the management of foreign teachers.

For the Chinese teachers: the bilingual teaching of professional teachers has just started, and teachers are not so fluent in speaking English. Although we have carried out multi-level teacher exchanges and visits, but the number of teachers to go abroad for further study is still small, most of the teachers are lack of international education, and their English level is low, which cannot meet the requirements of bilingual teaching. In the real teaching process, we are facing the problems of having to employ the bilingual teachers from other schools temporary, which may bring other problems. To solve these problems, we need to employ those who are excellent in both English and professional field to be our bilingual teachers. They should have two abilities: one is cooperative ability; the other is learning ability. They can learn from others and improve themselves. In the process of cooperation, teachers can communicate with each other; in addition, we can send teachers to go abroad to study and experience foreign higher vocational education environment, teaching philosophy and methods.

2.3 Problems of Teaching Materials

At present, there are problems of lacking of teaching materials of bilingual courses and IELTS teaching. Most of the foreign teachers did not bring the appropriate teaching materials. It is important to employ original English teaching materials to implement bilingual teaching. On the one hand, the original teaching materials improves abilities in an orderly way and step by step; On the other hand, learning advanced concepts of original materials can improve the domestic teaching materials.

2.4 Problem of Academically Poor Students

Most of the students enrolled by IEC are academically poor. Their scores in the national entrance examination are relatively low. Although we provide teaching assistant for foreign teachers, students' level are different. Therefore, according to the students English level and objectives, hierarchical teaching have also started be implemented in top-up program.

2.5 The Old Talent Cultivation Plan Is not Suitable for the IEC; the Introduction of High-Quality Resources, Reasonable Curriculum Is the Key to Educational Cooperation

The current talent cultivation plan for the majors in IEC is not perfect for the students and the requirements of the cooperative partner. It is not appropriate to simply add English course to the curriculum. Small class teaching plus the original curriculum cannot solve the problem. The curriculum is the key of Sino-foreign educational cooperation. We need to integrate foreign standards with China's education policy, learn from each other, and optimize the talent cultivation plan.

3. Teaching Quality Assessment of the Sino-Foreign Cooperative Educational Program

3.1 Construction of Teachers

First, IEC would form a relatively stable teaching group by employing outstanding teachers from other departments. The relevant departments arrange outstanding Chinese teachers to undertake the teaching, ensure the teaching quality, and receive teaching quality evaluation and examination regularly. The construction of professional personnel need to select and cultivate teachers, and employ overseas talents, including senior management personnel in Sino-foreign cooperative education field.

Second, we would strengthen bilingual teacher training. By sending teachers aboard, in-service education and other forms, to promote teachers to continuously improve the level of foreign language, to undertake the task of bilingual teaching. Establish a long-term contract so that the teachers can visit cooperative schools.

Third: foreign language teachers should have a bachelor's degree or above and the corresponding occupation certificate, and have the basic requirements of more than two years of experiences; Cooperation schools should send a certain number of excellent teachers to teach in the Sino-foreign cooperative education program.

Fourth: foreign teachers should abide by the contract, to ensure teaching quality. If the teachers teach outside the campus without approval and affect the teaching quality, IEC has the right to terminate the contract. For those who are not well-received by the students or evaluation supervisors, and lack of sense of responsibility, IEC also has the right to ask the foreign cooperative institutions to appoint new foreign teachers.

Fifth: foreign teachers should serve the Sino-foreign cooperative education program.

Foreign teachers need to teach at least 12 hours a week. And they are encouraged to give reasonable advises in curriculum setting and teaching arrangements. They are also encouraged to participate in social activities or other activities arranged by the school.

3.2 Archives Management

We need to manage various original teaching documents of Sino-foreign educational program.

3.3 Set Up a Sino-Foreign Cooperative Education Program Curriculum Resources Platform

For a Sino-foreign cooperative education program, curriculums should be able to reflect the characteristics of Sino-foreign education cooperation, to introduce real high-quality courses from outside, to introduce advanced textbooks and materials. The introduction of educational resources should have good effect and radiation effect on our school. Occupation qualification and technical level certification introduced to our school will encourage students to obtain various technical qualification certificate, and enhance their technical ability and employment competitiveness. We will set up a curriculum resources platform for Sino-foreign cooperative education program, including the introducing VLE (virtual network) learning resources, sharing image samples of all courses, samples of students' assignments and textbooks.

3.4 The Social Effect and Characteristics of Sino-Foreign Education Cooperation

The benefits of cooperation between China and foreign countries are comprehensive, including employment rate of students in Sino foreign cooperative education program; students evaluation from their companies and from society. Sino foreign cooperative education programs should have characteristics in the teaching organization, course system, teaching methods, teaching content, teaching management and other aspects, reflected in the running mode, management mode, and cultivation mode.

4. Conclusion

Internationalization is the route one must take to build a domestic first-class and world-renowned vocational college. It is not only the inevitable choice to deepen the connotation construction, content development process, but also a long-term asymptotic, with significant, overall, and profound influence. To improve the Sino-foreign cooperative education level and strengthen the management, quality assurance system is the key. Therefore, the establishment of a quality management system in Sino-foreign cooperative education program is imperative.

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