

Current Situation, Problems and Countermeasures of High-Quality Resources of Chinese-Foreign Cooperative Education in Local Colleges and Universities in the Context of "Double First-Class"

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Abstract: The introduction of foreign high-quality educational resources to promote the development of higher education in China is the core content of Chinese-foreign cooperative education. However, the situation of local colleges and universities is not optimistic in the process of introducing and localizing the conversion of high-quality resources of Chinese-foreign cooperative education. This paper sorts out the practical problems faced by local colleges and universities in Chinese-foreign cooperative education, and proposes countermeasures in terms of school orientation, faculty, student quality, and conversion of quality resources, hoping to provide a reference for the construction of high-quality resources for local colleges and universities in Chinese-foreign cooperative education.

Keywords: local colleges and universities, Chinese-foreign cooperative education, high-quality educational resources, problems, countermeasures

1. Introduction

Chinese-foreign cooperative education is an important part of higher education and has manifested the spirit of the times in promoting the process of internationalization of higher education in China. It has long been one of the main goals of Chinese-foreign cooperative education to introduce foreign high-quality higher education resources and promote the development of higher education in China. "By the end of October 2021, there are 2447 Chinese-foreign cooperative education institutions and projects approved or filed by the Ministry of Education,"^[1] and local colleges and universities account for a larger proportion of them. From the actual situation, affected by subjective and objective factors, local colleges and universities are at a disadvantage in the process of introducing and localizing high-quality resources such as teachers, curricula, and teaching materials, and gradually evolve into an obstacle that restricts the quality and efficiency of local colleges and universities of Chinese-foreign cooperative education.

From the perspective of educational equity, it is more urgent to study the construction of high-quality resources for local colleges and universities of Chinese-foreign cooperative education. Therefore, this paper focuses on the "three thirds" ("That is, the introduced foreign courses and professional core courses should account for more than one-third of all courses and core courses of the Chinese-foreign cooperative education program, and the number of courses and teaching hours of professional core courses undertaken by teachers of foreign educational institutions should account for more than one-third of all courses and all teaching hours of the Chinese-foreign cooperative education program."^[2]) requirement of the Ministry of Education on the introduction of high-quality resources from foreign universities and discusses the current situation and localization of high-quality education in local colleges and universities with practical cases.

The current situation of academic research on high-quality resources for Chinese-foreign cooperative education has been quite rich. For example, Stephen Adam^[3] and others provide a detailed analysis of transnational education curricula. Professor Lin Jinhui^[4] from Xiamen University discusses the introduction of high-quality educational resources in Chinese-foreign cooperative education, further enriching the concept of high-quality educational resources in Chinese-foreign cooperative education and analyzing and defining the mapping relationship between the functional characteristics and safeguards of high-quality educational resources. In addition, the studies of scholars such as Ye Guanghuang^[5], Zhang Shengkun^[6], and Zhou Mengjun^[7] are also very representative. The scholars have discussed systematically and deeply the education concept, talent cultivation, curriculum system, and faculty team of Chinese-foreign cooperative education, and have used the theory of higher education to explain them, which has considerable theoretical depth. The above research results are mainly based on the general discussion of high-quality education resources in universities. However, it is a pity that there is not enough examination

on the reality of local colleges and universities, and only a few of their related papers are available.

2. Main Problems

The formation of local colleges and universities in China has historical reasons and distinctive regional characteristics. In a literal sense, local colleges and universities are a category concept, a common name compared to colleges and universities directly under the central ministries. The sponsoring or supervising units are the people's governments of provinces, autonomous regions, and municipalities directly under the central government and their education administrative departments or the people's governments of cities (prefectures and states) under the jurisdiction of provinces, and the funding of schooling mainly comes from local government appropriation and student fees. In addition, local colleges and universities have the responsibility to nurture talents for the local community and serve local social development. From the practical point of view, colleges and universities directly under the central ministries will receive more resources and support in the strategic layout of national education, so that they can easily form sustainable development, such as "Double First Class Construction" and "New Liberal Arts". Generally speaking, the reputation and comprehensive strength of local colleges and universities

are not strong, especially when they are located in local cities and states, with inconvenient transportation and more disadvantageous location. From the viewpoint of schooling level, local colleges and universities are mostly the second batches for students to apply for, and the quality of student sources is generally not high. In this context, the difficulties faced by local colleges and universities in introducing high-quality education resources for Chinese-foreign cooperative education mainly present the following aspects.

2.1. Lack of High-Quality Students

According to the relevant materials, Chinese-foreign cooperative education need more investment in order to introduce foreign high-quality educational resources, which directly causes the increase in school running costs, and high fees become a significant feature of Chinese-foreign cooperative education projects. To some extent, high fees are one of the factors that cause the loss of high-quality students from Chinese-foreign cooperative education. The author selected 43 students for a questionnaire survey in a Chinese-foreign cooperative education program at one university in Hubei, including 10 students of grade 2021, 11 students of grade 2020, 10 students of grade 2019, and 12 students of grade 2018.

Table 1. Survey on the fees and student quality of Chinese-foreign cooperative education

Grade	Student Source	Reason for Enrolling	Tuition Fees Problems	Minimum Score for Admission
2021	Wuhan City in Hubei Province, Shandong Province, etc.	1. Close to home; 2. The better reputation of Chinese universities; 3. Willingness to study abroad; 4. No knowledge.	High fees	568.4
2020	Wuhan, Huanggang and other cities in Hubei	1. Parents' will; 2. The good reputation of Chinese schools; 3. Liking Japanese animation and willingness to study abroad.	Higher fees	532.8
2019	Wuhan, Ezhou, Enshi, and other cities in Hubei Province	1. Parents' will; 2. Recommendation by classmates and teachers; 3. Willingness to study abroad.	Higher fees	537.6
2018	Wuhan, Ezhou, Huangshi, Jingzhou and other cities in Hubei Province	1. Close to home; 2. Recommended by classmates and teachers; 3. Willingness to study abroad.	Higher fees	554

As seen from Table 1, in the past four years, the minimum score for admission to the university's Chinese-foreign cooperative education program fluctuated widely, with a difference of 35.2 points between the year of the highest score and the year of the lowest score. The higher fees have become a universal factor influencing students to enroll in the university. Program enrollment publicity can also influence students' choices. For example, they do not have a clear understanding of the Chinese-foreign cooperative education programs, and the information mainly comes

from the words of parents and teachers in a single way. It is worth paying attention to the fact that the number of applicants for the purpose of studying abroad accounts for a certain proportion, which shows that students tend to be rational in their choice of Chinese-foreign cooperative education and also shows the value of Chinese-foreign cooperative education. In addition, the reputation of the colleges and universities for Chinese-foreign cooperative education has also become an important factor for students to choose to apply. In general, the reasons for the lack of high-quality students

in Chinese-foreign cooperative education programs are complex and unstable.

2.2. Problems of Introduction of High-Quality Faculty

The introduction of high-level faculty is a prerequisite for improving the quality of Chinese-foreign cooperative education programs, and it is also the core content of the construction of high-quality resources for Chinese-foreign cooperative education. Because local colleges and universities do not have much space to choose partners, the comprehensive strength of their comparable foreign partner institutions is not high, resulting in a limited number of excellent teachers. In addition, foreign universities have higher requirements for regular teachers, and the number of faculty members themselves is not rich, so external social workers have become an option for foreign universities to send teachers for Chinese-foreign cooperative education, while the high-quality teachers of Chinese universities are only presented in the form of icing on the cake. Coupled with the simplification of procedures in the review by the receiving party, the problem of introducing high-quality faculty in Chinese-foreign cooperative education has become more prominent. In addition, foreign universities select and send teachers with a strong purpose, limited to professional teaching tasks, which have little or no involvement in the discipline construction, scientific research, and faculty building of Chinese colleges and universities, leading to the improvement of internationalization of teachers in Chinese-foreign cooperative education and the weak integration of teaching teams.

2.3. Talent Training Mode needs to be Transformed

Compared with the traditional talent training mode, Chinese-foreign cooperative education has its own characteristics. Firstly, the talent cultivation target, cultivation specification, and specific cultivation of Chinese-foreign cooperative education have their characteristics. Secondly, in the process of implementing a talent cultivation program, the introduction and localization of foreign educational resources is the value of Chinese-foreign cooperative education. Finally, the "export" of talent cultivation does not correspond well with the established target. From this perspective, the talent cultivation of Chinese-foreign cooperative education has the following characteristics: challenging to achieve the established targets of talent cultivation of Chinese-foreign cooperative education; complex, diversified, and integrated characteristics of teaching contents; holistic, systematic, and synergistic characteristics of the logic of module composition of talent cultivation system. From the practical point of view, the realization of domestic local colleges and universities to carry out Chinese-foreign cooperative education in terms of having a certain international vision, being able to communicate and exchange in a cross-cultural context, better coordination, and cooperative teamwork spirit, etc. needs to be further explored.

3. Solutions

3.1. Orientation of Education: Transformation of Perceptual Understanding to Rationality

Perceptual is a cognitive concept, which is opposed to "rational". Perception is the primary stage of human cognition, and the interpretation of things often stays on the surface and superficial correlation, while the essence and inner connection of things are not yet systematic and deep. For a long time, the orientation of Chinese and foreign cooperative education can be developed from two perspectives. Firstly, the macro elaboration of government functions, such as meeting people's desire for high-quality educational resources and promoting the international competitiveness of China's higher education, which is policy-oriented. However, with the development of higher education in China, the expressions of the recognition criteria, selection principles, and introduction paths of foreign high-quality resources need to be updated. At the same time, the "Double First-Class" construction implemented by China's colleges and universities, the development of "New Liberal Arts", "New Engineering" and "New Agricultural Sciences" have achieved remarkable results, and the pattern of misalignment development and characteristic development has basically taken shape. But it is a pity that the policy of Chinese-foreign cooperative education does not differentiate between ministerial, professional, and local colleges and universities. Secondly, the demands and vision expectations of the school-running subject. For example, the introduction of high-quality educational resources, conversion of school philosophy, and promotion of teaching reform. This kind of expression of the main body of the education regardless of the region, level and characteristics, can really assume the same responsibility? It is really worthy of discussion and deep thinking. Nowadays, China's higher education as a cooperative education positioning has been urgent to turn.

3.1.1. Hierarchical functional shifting.

According to the actual situation of the development of higher education in China, the functional positioning of the institutions (projects) in hosting Chinese-foreign cooperative education is carried out according to the three levels of the colleges and universities under the ministry, local colleges and universities and higher vocational colleges. The colleges and universities under the ministry focus on improving the international academic status of Chinese colleges and universities and the national strategic needs; Local colleges and universities focus on the needs for the international development of the local economy and culture, improving the international vision of teachers and students and promoting the internationalization of colleges and universities; Higher vocational colleges start from the level of adapting to the development trend of internationalization, exchanging professional skills with foreign countries and meeting the market demand.

3.1.2. Misalignment function positioning.

The school-running subject should focus on international organizations and universities with international characteristics according to their own running experience and characteristics, set up targeted Chinese-foreign cooperative education institutions (programs), introduce senior experts in a certain international field, build joint laboratories for international cooperation, promote technical personnel to enter international related organizations to hold positions, and then cultivate international characteristics of Chinese-foreign cooperative education brand majors to achieve a multi-win situation.

3.2. Internationalization of the Faculty of Chinese-Foreign Cooperative Education

3.2.1. Building a diverse faculty field

Chinese-foreign cooperative education is an important part of higher education in China, and faculty retrieval is its core content. As an important part of China's higher education and the core content of its faculty retrieval, Chinese-foreign cooperative education should put the construction of teachers' moral and virtuous in the first place in accordance with the fundamental task of "strengthen moral education and cultivate people". Building a fulcrum of Chinese-foreign cooperative education institutions (programs) within this framework and creating a faculty that meets the needs of textbooks and research, has a reasonable structure, and is full of working vitality and development potential. Local colleges and universities should make plans and standards for faculty construction at the school level, guide the development of teachers from the systematic regulation, and explore and innovate the team teaching model according to the integration of "full-time teachers, foreign teachers, and part-time teachers outside the university". For example, Huanggang Normal University employs the Golden Rooster Award winners, as well as domestic and international high-quality teachers from Japan Kibi International University, Japan Keio University, Nanjing University of the Arts, Hubei Institute of Fine Arts, etc. to participate in the course teaching. This approach not only integrates domestic and foreign high-quality teachers' resources to carry out team teaching but also forms the teaching team model of "foreign teachers as lecturers + our teachers as teaching assistants + language assistance", which fully reflects the core position of the construction of faculty in Chinese-foreign cooperative education and makes the teaching of professional courses more open and professional. Of course, the construction of a resource base and communication mechanism for the faculty of Chinese-foreign cooperative education constitutes a prerequisite to guarantee the professionalism, stability, sustainability, and integration of teachers.

3.2.2. Building a multi-dimensional teacher development platform

The platform is the base point for teachers' growth and can inject new momentum into the development of teaching teams in Chinese-foreign cooperative education.

First, the construction of the exchange mechanism of the teaching team of Chinese-foreign cooperative education. For example, sending young teachers to foreign universities for further training and study visits, and holding the annual exhibition of teaching achievements of "Bilingual Dual Schools", can deepen mutual understanding and explore resource sharing, and further achieve the purpose of broadening the international vision of teachers and students and forming effective synergy between teaching and learning. Second, strengthen professional sustainability communication. Setting up "Professional Workshops", inviting senior professors from both sides to conduct regular academic lectures, exchanges, and dialogues, and forming international elite classes to implement the "Excellent Student Training" program, etc. Finally, innovation in teaching methods. Through the collective preparation of classes by teachers from both sides of the Chinese-foreign cooperative education, jointly formulating teaching plans, giving full play to each other's advantages in professional theoretical foundation and teaching understanding, and realizing the communion of teaching teams.

3.3. Brand Awareness of Student Quality

For Chinese-foreign cooperative education, factors such as faculty, school positioning, and geographic location will affect their development, as well as the crucial factor - the quality of student population, which can be said to complement the development of Chinese-foreign cooperative education and achieve each other. At present, judging from the reality of enrollment in local colleges and universities, the quality of the student population does not meet the orientation of cooperative education. In this regard, colleges and universities should break the brochure flyer type in enrollment publicity, and should fully use self-media, mobile Internet, and other media to invest in experiential enrollment publicity, so that students can feel the charm and uniqueness of high-quality resources of Chinese-foreign cooperative education in the experience interaction, so as to attract high-quality students. In addition, it is necessary to establish the brand awareness of high-quality student sources for Chinese-foreign cooperative education and to form a diversified and integrated system of selecting high-quality student sources for Chinese-foreign cooperative education by setting special scholarships and building student bases together.

3.4. Conversion of High-Quality Resources

The key to foreign high-quality resource retrieval is local conversion, rather than blindly referencing. In this context, it is necessary to unify the high-quality resources of both sides to form the growth point and organic whole of new-style Chinese-foreign cooperative education talent cultivation. Through the establishment of a curriculum system and teaching concept adapted to the current needs of China, it will promote the internationalization of higher education in China and thus achieve the purpose of introducing high-quality

resources. Therefore, firstly, it is necessary to develop a mechanism for the introduction and localized conversion of high-quality educational resources and thicken the soil for the growth of high-quality resources. Secondly, it is necessary to enhance the teaching team's ability to localize and transform high-quality educational resources to achieve integration and innovation of both sides. Finally, Chinese-foreign cooperative education, enables foreign teachers and students to feel the charm of Chinese traditional culture, to achieve the national strategic goals. For example, emphasizing the construction of thinking and politics in the design of talent training programs, as well as integrating regional culture, celebrity culture, and folk culture into subject research and practical activities, thus highlighting the local cultural characteristics of talent training.

4. Summary

As an important part of China's higher education, local colleges and universities running Chinese-foreign cooperative education have released internationalization dividends in the process of running education and promoted the internationalization level of China's higher education in a certain historical period. However, with the development of China's social economy, the demand of Chinese people for high-quality Chinese-foreign cooperative education and high-quality educational resources is contemporary. Based on this context, it is urgent to construct a set of high-quality resources construction system in line with the local universities in China.

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