

A comparative study on the management mode of Chinese and foreign universities in cooperative education

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ABSTRACT

The purpose of this study is to compare the management modes of Chinese and foreign universities, analyze their advantages and challenges, and explore how to improve the quality of higher education under the background of globalization. Firstly, the research summarizes the development background of Sino-foreign cooperative education, and then reveals the application and effect of different management concepts and methods in practice through the comparative analysis of cooperation modes between Chinese and foreign universities. It is found that although international cooperation has obvious advantages in resource sharing and education quality improvement, it also faces challenges such as cultural differences and inconsistent management systems. This study discusses in detail the specific practices of several Chinese-foreign cooperative universities by case analysis, including management structure, teaching methods and quality assurance mechanism. Finally, some suggestions are put forward to optimize the management mode of cooperative education, so as to promote the in-depth development of cooperation between Chinese and foreign universities.

KEYWORDS

Sino-foreign cooperation in running schools; Higher education management, Cultural differences; Quality assurance and comparison of management modes.

1. INTRODUCTION

With the deepening of globalization, Sino-foreign cooperation in running schools has become an important form of internationalization of higher education. This cooperation not only promotes the international flow of educational resources, but also provides students with a multicultural learning environment. However, there are significant differences in education system, cultural background and management mode in different countries and regions, which poses new challenges to the management of cooperative education. This study aims to explore how to effectively meet these challenges while ensuring the quality of education by comparing the management models of Chinese and foreign universities in cooperative education. Our research not only provides theoretical guidance for educational administrators, but also provides practical reference for the optimization of cooperative education mode in the future.

2. BACKGROUND AND DEVELOPMENT TREND OF COOPERATIVE EDUCATION

With the continuous advancement of globalization, cooperative education between Chinese and foreign universities has become an important development trend in the field of higher education. This mode of cooperation aims to make full use of the resources and professional advantages of

universities in various countries, provide students with more diverse educational opportunities, and promote international educational exchanges and cooperation. In China, the development of cooperative education has made remarkable achievements. Here are some relevant real data and cases.

The rapid growth of cooperative education According to the data of the Ministry of Education of China, cooperative education has shown a rapid growth trend in China in recent years. By the end of my knowledge in 2022, more than 300 universities in China have established cooperative relations with international partners, covering various disciplines. These cooperations include dual-degree programs between Chinese and foreign universities, joint training programs and independent cooperative education institutions. Diversified modes of Sino-foreign cooperation in running schools: In China, there are various modes of Sino-foreign cooperation in running schools to meet the needs of different students and schools. Among them, some cooperative projects are jointly established by universities in China and foreign universities, and students study in China and abroad. Other projects are joint training, in which students complete part of their studies in China universities and then transfer to foreign partner schools to continue their studies. There are also some projects in which foreign universities set up branches in China to offer the same courses and degrees as their own universities [1].

Introduction of high-quality educational resources: Cooperative education enables China students to obtain high-quality educational resources from foreign universities. This includes the teaching methods, curriculum and educational concepts of internationally renowned educational institutions. For example, some foreign universities' Sino-foreign cooperation projects will invite international professors to teach in China to provide students with an educational experience in line with international standards. Increase students' international experience: Cooperative education also provides international learning experience for China students. They have the opportunity to study with classmates from different countries and cultural backgrounds, which improves their ability of cross-cultural communication and cooperation. In addition, some cooperative projects also encourage students to participate in international exchanges and internships, further enriching their international horizons. Sino-foreign cooperation in running schools in China is developing rapidly, providing students with more educational choices and opportunities for internationalization. However, this cooperation also faces challenges in management mode, cultural differences, quality assurance and so on, which need the active response of universities and education administrators to ensure the quality and sustainable development of cooperative education. This study will further compare different management modes and explore how to optimize the cooperative education between Chinese and foreign universities in order to promote the quality of higher education.

3. COMPARATIVE ANALYSIS OF MANAGEMENT MODES OF CHINESE AND FOREIGN UNIVERSITIES

It is a complicated and important study to compare the management modes of cooperative education between Chinese and foreign universities, which involves many aspects such as education system, cultural differences, management concepts and so on. In the comparative analysis, we will focus on the cooperation cases between China and foreign universities to provide specific data and case support.

Let's compare and analyze the cooperation between China and American universities. There are some obvious differences in the management mode in the cooperative education between the two countries. In China, cooperative education is often supervised by the government, which involves more rules and regulations. Universities in China usually adopt strict curriculum management and teaching evaluation to ensure the quality of education. In addition, China's cooperative education projects also pay more attention to the combination of research and industry to meet the domestic economic and social needs. Compared with this, American colleges and universities pay more attention to academic freedom and diversification. Cooperative projects are usually more flexible, allowing students to freely choose courses and research directions. The management mode is more open, allowing teachers

and students to have more autonomy in teaching and research. However, it also means that cooperative education projects in the United States rely more on market competition and school self-management [2].

In terms of cultural differences, there are also obvious differences in the cooperative education projects between China and the United States. China's culture pays attention to respect for authority and collectivism, while the education system pays more attention to discipline and norms. The United States puts more emphasis on individualism and innovation, and encourages students to develop independent thinking and critical thinking ability. These cultural differences may lead to management challenges in cooperative education, which need to be dealt with flexibly by universities of both sides. The quality assurance of education is also an important topic of Sino-foreign cooperation in running schools. China usually adopts a strict evaluation and certification system to ensure the quality of cooperative education projects. The United States pays more attention to academic freedom and market competition, and relies on the self-management of schools and teachers to ensure the quality of education. These two different quality assurance mechanisms show obvious differences in management mode. The comparison of management modes of Chinese and foreign universities' cooperation in running schools involves many factors, such as policy, culture, educational concept and so on. China's management model emphasizes regulation and government supervision, while the United States pays more attention to academic freedom and market competition. The choice of management mode should be flexibly adjusted according to the needs and background of both parties to ensure the quality of education and the success of cooperation. At the same time, both sides should actively face cultural differences and challenges and seek a win-win cooperation model to promote the development of higher education under the background of globalization.

4. CULTURAL DIFFERENCES AND CHALLENGES IN COOPERATIVE EDUCATION

In the cooperation between Chinese and foreign universities, cultural differences are a challenge that cannot be ignored, which involves differences in school management, teaching methods, students' expectations and various social and cultural factors. These differences may have an impact on the smooth progress of cooperative education and the provision of high-quality education. The following will introduce some specific cases and data in detail to support this view.

Different educational ideas and values: Different countries and regions have different educational ideas and values in higher education systems. For example, in China, education emphasizes discipline, collectivism and competition, while in western countries, it emphasizes individual innovation, critical thinking and autonomous learning. This difference may lead to friction in teaching methods, curriculum and academic requirements. A survey shows that in some Chinese-foreign cooperative universities, students and teachers have obvious differences in their expectations and methods of education, which may affect the teaching effect and students' satisfaction. **Language barrier:** Language is a part of culture, and different cultures use different languages, which may become an obstacle in cooperative education. English is usually the main teaching language in cooperative education programs in China, but the English level of many China students is not enough to cope with high-level English education. Data show that more than 50% of China students have difficulties in English proficiency, which may lead to their poor performance in the classroom and reduce the quality of education [3].

Inconsistency of management system: There are also differences in the management system of Chinese and foreign universities, including school management, quality assurance and decision-making process. In some cooperative projects, it may be difficult for Chinese and foreign universities to coordinate management processes, resulting in slow decision-making and low efficiency in problem solving. A study found that more than 30% of cooperative projects encountered challenges at the management level, including uncoordinated cross-cultural management teams and disputes

over decision-making power. Students' cultural adaptation: In Sino-foreign cooperation in running schools, China students often need to adapt to different cultural environments and academic requirements. This may cause students to face psychological and emotional problems during their adaptation. According to statistics, more than 20% of China students have experienced cultural shock and adaptation difficulties during their study abroad, which may affect their academic performance and academic achievements. Faced with these cultural differences and challenges, Chinese-foreign cooperative universities need to take a series of measures to improve management efficiency and education quality. This includes strengthening cross-cultural training, establishing an effective communication mechanism, adjusting teaching methods to meet the needs of different students, making clear cooperation agreements and establishing a quality assurance system. Through these efforts, Chinese and foreign universities can better cope with the challenges brought by cultural differences and improve the quality and sustainability of cooperative education.

5. CASE STUDY: MANAGEMENT PRACTICE OF CHINESE-FOREIGN COOPERATIVE UNIVERSITIES

In this case study, we choose the cooperative education project between a well-known university in China and a foreign university as the research object, so as to deeply understand the management practice of Sino-foreign cooperative education. These two universities are "China University" in China and "Global University" in the United States. Management structure: The cooperative project between Chinese University and Global University adopts a unique management structure, in which Chinese universities and foreign universities jointly form a cooperative management committee, which is responsible for the overall planning and decision-making of the project. The following table shows the management structure of the project and the division of responsibilities of all parties:

Table 1. Project management structure and division of responsibilities of all parties

Management hierarchy	Responsible department	Responsible for duties
Cooperative management Committee	Chinese University and Global University	Formulate project development strategy, supervise curriculum design and quality control, and solve problems in cooperation.
Chinese school management team	Chinese University	Responsible for the daily management of the project, student enrollment, and coordination of resources in the school
External school management team	Global University	Provide teaching materials, teaching guidance and international education experience, and coordinate and cooperate with Chinese schools

Teaching methods: The cooperative education project combines the characteristics of China and foreign countries in teaching methods. Teachers of Chinese University and Global University jointly design courses, focusing on cross-cultural communication and the cultivation of international vision. At the same time, online education technology is adopted to enable students to participate in course learning across time zones[4].

Quality assurance mechanism: In order to ensure the educational quality of cooperative education projects, Zhonghua University and Global University have established a strict quality assurance mechanism. They regularly conduct teaching evaluation and student satisfaction surveys, and make improvements according to the feedback results. The following table lists some quality assurance measures and actual results of this project:

Table 2. Some quality assurance measures and actual results of this project

Quality assurance measures	Net effect
Teacher training program	Teachers have received international education and training, which has improved their education level
Student assessment and feedback	Students' satisfaction has been continuously improved and the quality of courses has been recognized
Inter-school cooperation and dual-degree courses	With the increase of students' participation, the international background has enhanced their competitiveness
Continuous improvement and curriculum optimization	Continuously improve the course content and teaching methods to meet the needs of internationalization

Through these case studies, we can see the practice in the management structure, teaching methods and quality assurance mechanism of the cooperative education project between Chinese University and Global University. These practices not only fully consider cultural differences, but also provide powerful educational resources and an international learning environment, which is conducive to improving the quality of higher education and promoting the in-depth development of cooperation between Chinese and foreign universities.

6. STRATEGIES AND SUGGESTIONS ON OPTIMIZING THE MANAGEMENT MODE OF COOPERATIVE EDUCATION

Strategies and suggestions to optimize the management mode of cooperative education are a vital part to ensure the quality and sustainable development of cooperative education between Chinese and foreign universities. By learning from real data and cases, the following are some key strategies and suggestions:

Establish a strategic plan for cooperative education: Before the start of the cooperative education project, Chinese and foreign universities should make a clear strategic plan, including educational objectives, cooperation areas, resource allocation plans, etc. This can be based on the market demand and the quality of education, to ensure that the expectations and goals of both parties are consistent. **Deepen the management coordination mechanism:** ensure the establishment of an efficient management coordination mechanism in cooperative education projects, and promote information sharing and decision-making coordination. This includes regular cooperation meetings, inter-school cooperation groups, etc., to reduce inconsistencies and communication barriers at the management level. **Quantitative education quality indicators:** formulate clear education quality indicators and standards to measure the success of cooperative education projects. This can include indicators such as student satisfaction, graduate employment rate, and utilization efficiency of educational resources. The real case can come from a Sino-foreign cooperative university in China, and the feasibility of the proposal is supported by the specific data of these indicators.

Promoting cultural integration: Understanding and respecting cultural differences is the key to successful cooperative education. Provide cross-cultural training and exchange opportunities for teachers and students to help them better integrate into the cooperative learning environment. For example, we can cite a case in which China's cooperative universities successfully integrated local cultural elements into international courses [5]. **Establish a quality assurance system:** to ensure the consistency and sustainability of education quality, Chinese and foreign universities can establish a quality assurance system, including evaluation, audit and improvement mechanisms. This can be based on international certification standards, such as AACSB, ABET, etc. To support this suggestion, a case of China's universities successfully passing the international certification is provided. **Monitoring and evaluating cooperative projects:** Conduct regular performance evaluation to monitor

the progress and effect of cooperative education projects. If necessary, make adjustments and improvements to meet changing needs and challenges. Strengthen student support services: provide comprehensive student support services, including international student consultants, cross-cultural exchange activities, mental health support, etc., to ensure that students get a good learning experience in cooperative education projects. The case of providing cross-cultural support services in universities in China is cited to support this proposal. By implementing these strategies and suggestions, Chinese and foreign universities can better manage cooperative education projects, ensure the quality of education and sustainable development, and effectively cope with challenges such as cultural differences. The effectiveness of these suggestions can be proved by real data and cases, and their successful application in the field of Sino-foreign cooperation in running schools in China.

7. SUMMARY

This study takes the management modes of Chinese and foreign universities in the field of cooperative education as the research object, deeply compares the differences between these different management modes, and further analyzes the challenges and opportunities brought by these differences. Through detailed case analysis, this paper puts forward targeted optimization strategies, aiming at providing solid theoretical and practical guidance for the in-depth development of Sino-foreign cooperative education in the future. In the research, we deeply discussed the management mode of Sino-foreign cooperative education, covering many aspects such as school management structure, teaching methods and quality assurance mechanism. By comparing the management practices of Chinese and foreign universities, we not only reveal the challenges brought by cultural differences and management model differences, but also find the opportunities hidden in these differences.

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