

Transnational higher education and changing higher educational governance in China

Tianchen Pei

The Education University of Hong Kong, Hong Kong 999077, China

Abstract: Chinese-foreign cooperative education has emerged as a result of education being opened up to the outside world against the backdrop of higher education becoming more globalized. It is now one of the major types of international collaboration and exchange in China's higher education sector. The state of Chinese-foreign cooperative education in China is improving steadily these days. On the one hand, Chinese-foreign cooperative education has seen notable advancements in its growth process. However, because China and the West have very different cultural foundations, foreign educational materials of a high caliber cannot be readily converted to the local educational system upon arrival.

As a result, it is imperative that Sino-foreign collaboration aggressively utilize and learn from the learning outcomes and curriculum structure of top-tier international institutions. According to my study, a top-notch curriculum is essential for both research and instruction, and higher education cannot reach its goal of producing students who are on par with their peers internationally without a world-class worldwide curriculum system.

The successes of Malaysia's transnational higher education cooperative schooling, which draws resources from across the world for education, are readily apparent to everybody. The growth and improvement of the Chinese-foreign cooperative education model in China's higher education can be aided by the lessons learned from Malaysia's educational administration experience.

This paper gathers the available data and literature, examines the state of Sino-foreign cooperation today, examines the issues that remain—that is, the issues that prevent Sino-foreign cooperation from having a significant internationalization impact—and offers specific viewpoints. The goal is to support Sino-foreign joint ventures in higher education in developing high-caliber people with an international perspective and abilities at a reasonable cost, as well as to increase their impact and competitiveness in the global education market by virtue of their unique advantages.

Keywords: Higher Education; Internationalization; Chinese-foreign Joint Venture

1. Description of Relevant Situation

1.1 Current situation of Sino-foreign joint ventures in higher education

Sino-foreign cooperative education, which is expanding in scope and growth quickly, has emerged as a significant means of conducting international collaboration and exchanges in the field of higher education in China as a result of the increased globalization of higher education. Higher education must actively engage with the world to complement its shortcomings and capitalize on its strengths in order to raise the bar for national higher education and develop talent with global awareness, communication skills, and competitiveness. Sino-foreign cooperative education programs are instructional and educational initiatives run by Chinese educational institutions in compliance with Chinese legislation, in collaboration with foreign educational institutions in China, with the primary enrollment target being Chinese nationals. Chinese and Western educational ideas, teaching strategies, and curricular material are typically integrated in this cooperative paradigm.

Based on data from the Ministry of Education's Chinese-Foreign Cooperative Education Supervision and Information Platform, as of January 2023, there were 1,218 projects, 10 of which were Chinese-foreign cooperative education institutions with independent legal person status at the undergraduate level, and 182 Chinese-foreign cooperative teaching institutions with an undergraduate degree or above. Chinese-foreign cooperative educational institutions having legal personality, Chinese-foreign cooperative secondary colleges, and Chinese-foreign cooperative educational programs are the three primary categories of Chinese-foreign cooperative educational programs that exist in China today. The 1+3, 2+2, and other segmented education modalities make up the majority of the cooperative education programs.

1.2 Internationalization of Chinese-foreign cooperative education

Different scholars have given different definitions of internationalization of higher education from their own perspectives. From the perspective of education model, Yang (2000) thinks that the internationalization of higher education should strengthen the exchange and cooperation of international education, actively open up the domestic education market and make full use of the international education market, so as to adapt to the needs of international communication and development, and to cultivate talents with international awareness, international communication ability and international competition ability. Knight (2004) on the other hand, defines the internationalization of higher education as the integration of international, cross-cultural, and global dimensions into the goals, functions, or delivery processes of higher education at the institutional level and the national level.

Higher education is generally becoming more internationalized in many areas, including teaching, research, administration, faculty, and students. The percentage of foreign students studying abroad and the percentage of international students compared to domestic students both show how globally engaged students are becoming. The percentage of foreign teachers relative to all teachers is a measure of teacher internationalization. Creating an internationalized curriculum, recruiting or inviting foreign specialists to teach, and providing foreign core curriculum materials are all part of teaching internationalization. The goal of internationalizing research is to raise university research output and impact through collaboration and international research exchanges. Internationalization of management include education, research, administration, students, and resources. These are all significant elements influencing colleges' efforts to become more global.

2. Problems in the internationalization of Chinese-foreign cooperative universities

China's Chinese-foreign cooperative university programs are being actively carried out, but some problems have been exposed in the process of program implementation, which have a certain impact on the internationalization process of the program.

2.1 The Chinese-foreign joint universities

Represented by the University of Nottingham Ningbo and New York University Shanghai have relatively high admission scores and entry thresholds. However, despite such high standards, these schools have not fully achieved their desired internationalization goals. The main problems are the overly localized management structure, the problematic curriculum development, and the low level of international accreditation.

2.2 Chinese-foreign joint ventures in second-tier universities and professional schools

The level of operation of these schools is not strong, and many students choose these schools not because of their quality and ability, but because they think they can enable students to obtain foreign qualifications without setting foot outside the country. However, this model is not effective in nurturing talents. In the process of running a school, the school puts too much emphasis on "all-English teaching" by teachers and English learning by students. For students, courses taught in foreign languages and original foreign language textbooks are great challenges. It is difficult for them to overcome the language barrier, and they can't understand the foreign language lectures given by foreign teachers, which seriously affects their learning effectiveness and makes it difficult for them to realize the expected results of their well-designed course plans.

When it comes to teacher allocation, some instructors are unable to carry out their teaching obligations because their personality and teaching credentials are subpar. Chinese educators must possess strong internationalized education principles, professional expertise, and the competence to teach in two languages. However, some Chinese educators fall short in these areas. In an attempt to satisfy the foreign teacher ratio requirements, some cooperative programs choose their foreign teachers purely on the basis of quantity rather than quality control. This leads to the entry of some foreign teachers into Sino-foreign cooperative education who do not possess excellent teaching qualifications, which has a negative impact on efforts to raise educational standards.

2.3 Sino-foreign cooperative programs in second-level colleges of colleges and universities

Due to the relatively special status of Sino-foreign cooperative programs in China's higher education system, there may be differences

in social recognition of them. Due to the special nature of its teaching philosophy and quality, the employment of graduates may also face certain can-over troubles, which is also a reason for the low recognition.

The actual demands of managing Sino-foreign cooperative education cannot be met by the standard teaching management system in terms of teaching management. Administrative management, with its more blatantly administrative features, is at the core of traditional teaching management. The demands of Sino-foreign cooperative colleges' teaching management cannot be satisfied by a system that is solely administrative in nature. Because of our university's daily curriculum layout, general education classes are generally required of students much like in regular colleges. It will be challenging to fully realize the benefits and features of Sino-foreign cooperative education in such a setting as the curriculum and teaching administration of international institutions would be constrained.

Some weaker universities introduce low-quality resources and imitate them blindly in the process of running schools in an attempt to hang the "internationalization" hat on the school. This has caused chaotic phenomena like specialization convergence, duplication of schools, and an overabundance of high-level schools, which have tarnished the reputation of Chinese-foreign cooperative schools. It is easy to determine from the examination of the current state of affairs that the students do not take courses that are internationalized and that the school primarily concentrates on engineering, economics, and management—all of which are overly market-oriented.

International businesses may provide internship and employment chances to students in order to give them additional hands-on experience. The advantage over regular faculties is that we can concentrate on developing students' international perspective and cross-cultural communication skills, which is a useful way to increase their employability and show the public the real impact of Sino-foreign collaborative programs. To help people understand the career possibilities of the programs, the employment rate and employment statistics of graduates of Sino-foreign joint programs are periodically provided.

3. Suggestions

3.1 Chinese-foreign joint universities with independent legal person status

The first step is to improve the internationalization of the management structure. In the management framework of Sino-foreign universities, both Chinese and foreign parties should have equal decision-making rights. The establishment of joint management committees, academic committees, etc. can ensure the equal participation of both sides in important matters, so that both sides can participate in the decision-making process. At the same time, through the regular organization of bilateral meetings to provide a platform for local governments, universities and cooperating foreign universities to express their views, strengthen communication in teaching, research, management, etc., to ensure that both sides can reach a consensus in the process of cooperation, solve problems in a timely manner, and also to maintain relatively consistent academic arrangements with foreign universities.

In order to better improve academic norms, it is necessary to introduce international first-class academic resources, such as teaching materials and databases, to improve the academic literacy and research level of teachers and students. Establish a curriculum system and teaching methods that are in line with those of foreign joint universities, and emphasize the quality rather than the quantity of academic achievements. At the same time, let the teachers of the two universities visit each other to improve the internationalization level of the teaching force. Both Chinese and foreign sides jointly participate in the development of teaching plans and curriculum systems to ensure the combination of localization and internationalization of teaching content and methods. Establishing a platform for scientific research cooperation, Chinese and foreign researchers jointly declare scientific research projects, share scientific research resources and improve the level of scientific research.

Secondly, it is through the publicity of the achievements of internationalized school running. The university itself organizes various international academic seminars and other activities to attract the participation of Chinese and foreign scholars, and participates more in international educational exhibitions externally. Strengthen the work of alumni, encourage alumni to play a role in the international plus, enhance the influence of the school. Strengthen cooperation with international organizations, such as the World Bank, WTO, and internationally renowned academic organizations, to carry out joint research projects and enhance the school's status in the field of international education. Strive for internationally recognized quality accreditation of education, such as the American Council for Educational Accreditation (ACBSP),

the Association of International Business Schools (AACSB). Ensure that their curriculum content and teaching methods meet internationally recognized educational standards.

3.2 Chinese-foreign joint ventures in second-tier universities and professional schools

Colleges and universities in the process of Chinese-foreign cooperative education should first of all clarify the school's own development orientation and determine the objectives of talent cultivation. Different from the innovative and academic type of the first type of Chinese-foreign cooperative universities, they should focus on cultivating applied talents in different industries in the process of cooperative education, and on this basis, gradually enhance their international influence.

International exchanges can be strengthened by cultivating the internationalization level of students. For example, students are encouraged to participate in the activities of international organizations, such as the United Nations Youth Conference, overseas volunteer services, to enhance students' awareness of international participation. Colleges and universities can also establish cooperative relationships with national universities and enterprises to provide students with overseas internships and exchange opportunities, so that they can experience an international work environment.

As budgets and other conditions allow, foreign campus resources like as libraries, labs, sports facilities, etc. can be made available to students to help them adjust to the English learning environment. To further foster a varied campus culture, it is also feasible to draw instructors and students from other nations and areas. To offer a venue for intercultural conversation, encourage students to organize international student groups like the Model UN and International Student Union.

3.3 Sino-foreign cooperative programs in secondary colleges of universities

The first step is to establish a quality assurance and assessment mechanism for Chinese-foreign cooperative education, and regularly assess and supervise the cooperative programs to ensure the quality and effectiveness of the cooperative programs. During the evaluation process, feedback and suggestions from both Chinese and foreign parties should be fully listened to, so as to ensure the fairness and objectivity of the evaluation.

More parents will be made aware of the benefits and features of the Sino-foreign cooperative programs through a variety of channels, including online and offline publicity, open days, and enrollment briefing sessions, in order to foster public trust in the programs. Meanwhile, the quality of education is the most important factor for development. The purpose is to enable students to really learn and improve their own ability, to avoid leaving the impression of "buying points".

Colleges and universities can not be completely out of the control of the school, this is because the Sino-foreign joint program is operated in China's education system, need to comply with China's educational regulations and policies. However, the program can realize the internationalization of education and independent operation to a certain extent, and improve the recognition and competitiveness of the program. In the teaching process, the teaching methods and course contents of foreign universities jointly organized by China and foreign countries are introduced. Add cases of cross-cultural communication in the teaching content. Hire excellent teachers from famous foreign universities. Provide students with foreign high-quality teaching materials, online learning resources, etc. Draw on international advanced teaching methods, such as case teaching and project-based learning. Adopt the assessment standards of colleges and universities of Chinese-foreign joint programs in assignments and examinations. Meanwhile, feedback and suggestions from students are regularly collected and analyzed, and the program is adjusted according to the actual situation.

4. Exploration of Transnational Higher Education Practices in Malaysia

Higher education in Malaysia is becoming more internationalized thanks to transnational collaboration, which mostly uses the international curriculum cooperation model. Dual courses and credit transfer courses are two examples of unique forms of collaboration with significant internationalization traits. These foreign programs are typically quite hands-on, and students may take use of the numerous internship possibilities offered by both partners, which goes a long way toward improving their practical abilities.

Comparison of China's curriculum system is still relatively concentrated, more to meet the market to open the traditional popular spe-

cialties, such as management, economics, and did not adapt to China's general higher education disciplines, so the need for new specialties in emerging fields, cutting-edge areas have new breakthroughs. For example, some well-run Sino-foreign joint universities, such as, for example, Xijiao Liverpool University proposed a fusion education model, which is specialized in training elites for industry innovation and creation in the era of artificial intelligence.

Meanwhile, the academic qualifications, quotas, and percentage of full-time teachers in the co-op education process must meet the requirements of the National Academic Accreditation Authority (LAN) in order to improve cooperation with the partner schools; additionally, the partner institutions will send staff members to Malaysia on a regular basis to review and assess the co-op programs in accordance with the agreement.

The construction of quality assurance system for Chinese-foreign cooperative education in China is still not very mature, and the problem still exists. The operational self-assessment system within the higher education institutions, such as teacher assessment rules, teaching supervision mechanism, etc., is still relatively lacking in the assessment of the cooperative foreign schools, the local can not have consistent arrangements with the foreign cooperative institutions in the teaching system, more in accordance with their own requirements, without effective communication with foreign schools. In the main body of the assessment, the participation is not broad, and there are not many participants from foreign schools. The construction of quality assurance system of cooperative education in China can learn from the successful experience of Malaysia, and improve the construction of levels, participating subjects and internal and external assessment system.

5. Conclusion

This paper analyzes the three modes of Sino-foreign cooperative education separately and gives specific suggestions. As a new type of education mode, Sino-foreign joint ventures in China's higher education institutions still need to make continuous efforts and improvements in the practice of internationalized education concepts, international exchanges of teachers and students, curriculum and academic cooperation. In the post epidemic era, Sino-foreign joint ventures still have a bright future, and the role of education opening to the outside world needs to be further played.

Social growth should result in better policies and an emphasis on raising educational standards to develop talent that is globally integrated. China must raise the standard of education in order to support this improvement in the system. Coordination of Chinese-foreign cooperative education and comprehensive support measures are necessary for improving internationalization and quality assurance. For balanced growth, it's crucial to preserve local traits at the same time. Instead of merely copying foreign or public university models, the creation of an internationalized education system should focus on developing a novel and targeted cooperative education approach.

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