Research on the teaching quality structure of Sino foreign joint university and its inspiration——a survey from XJTLU University[1]

CAI LI [1], He Di [2], Muhammad Ovais Arshad[3], Tu Wen Juan[4]

[1]*Professor and PHD Supervisor, School of Management, Jiangsu University, Zhenjiang, China*
[2]*MBA School of Management, Jiangsu University, Zhenjiang, China*
[3] *Master, Innovation Management, School of Management, Jiangsu University, Zhenjiang, China*
[4]*Technical economic analysis, School of Management, Jiangsu University, Zhenjiang, China*

ABSTRACT: *With the Chinese economy' rising, the development of Sino foreign joint university also rapidly smoothly developed. As one of the few China jointly University, the teaching quality of Xi`an Jiao Tong - Liverpool University (XJTLU) has a typical characteristics of its remarkable advantage. This research through the analysis on the internal structure of its teaching quality, saying that there are three aspects playing very important roles: one is the teaching management system better rely on high efficient but simple functions; second is the research-led training or teaching process can guide teachers, students and teaching itself to stimulate the potential; third is the teaching quality assurance system essentially can effectively guide and control the teaching quality of higher education on the right way. It is proved that the teaching quality orientation system can flexibly adapt to the development of education industry.*
Keywords: *Sino foreign Joint University, teaching quality; Research-Led training/teaching*

I. BACKGROUND

With the rapid development of China's economy in recent years, the gradual opening of foreign joint universities in China has increasingly recorded, for example, Kunshan Duke University, Ningbo Notting Hill University, Xi'an Jiaotong Liverpool University (XJTLU), etc., In addition there are other forms, they are commonly called the branches-universities, means some overseas schools came to China to establish branch campuses, such as Shanghai New York University and Hong Kong Chinese University in Shenzhen. So they have a good growth space, because globalization makes economic, cultural and other aspects of the high degree of integration, so that information sharing and resource sharing in order to look for a common way to develop. University has been able to develop, the core of the quality of teaching is recognized by the industry. So, this article revolves around this core, seeks to provide the components and the mechanism that push its rapid development, especially on teaching quality through knowledge mobilization, knowledge delivery, teaching and learning in China`s cross-cultural context.

II. REFERENT REVIEW

2.1 General literature

The quality of teaching is the fundamental of educational institutions. Scholars have formed a consensus in this regard. For instance, Mok (2010)highlights that universities across the globe have developed new teaching and learning strategies that seek to enhance curricula multiculturalism and internationalization. He says that there is a need to enhance world-wide competence of tertiary graduates across different parts of the world with a wholistic approach in the curricula and ways to change academic learning and teaching from a teacher-centered to a student-centered orientation. In a recent study on learning design (LD), Rienties and Toetenel (2016), concluded that"researchers, teachers and policy makers need to be aware of how LD choices made by teachers influence subsequent learning processes and learning performance over time".Sandu, Frunza, and Roman (2014) Agree that, for a higher quality education it is necessary to devise a new strategy which enhances teaching quality, as well as methods for developing better teachers. Yusof, Roddin, and Awang (2015) highlight that teaching approach is perceived to be of priority because of its significance in curriculum delivery. Uzunboylu, Ozdamli, Rosendo-Ríos, Messia-de-la-Cerda, and Laguna-Sánchez (2013) propose that despite the country in which the institutions operate, it is essential to develop effective teaching assessment models that

standardize structures in educational institutions. A study on learning design, Rienties and Toetenel (2016), concluded that "learner satisfaction was strongly influenced by learning design". Osma and Radid (2015), Confirm that most studies indicate the importance of design in developing quality. The need for innovation cannot be ignored. Marks-Maran (2015), Define innovation in teaching, learning and assessment as a process of adopting new teaching ways. In such a scenario, the dynamic environment and diverse global cultures, socio integration becomes a necessity.

The paper thought, the excellent degree of university education is clearly reflected in the quality and content of leading and adapting to the social development, the socio integration part of adaptation. As such, modern universities have become an integration of numerous complex activities in which stakeholders need adequate information and expertise to manage these big socially responsive institutions. They increasingly become the huge scale, variety function organizations with complex activities, many stakeholders and social responsibility for a wide range of social organizations, hence the need to a large extend of information and expertise to carry on effective management. The future of campus Education lies not only in the data and the internet but also in the educational wisdom to respond to the development challenges in a more intelligent way. This means Educational wisdom, the wisdom of campus construction, is the focus of education quality which entails that and in the stage of the wisdom of the campus, all design and construction must be developed closely around teaching, study, service, the realization of hardware network, digital content, personalized learning, research collaboration and intelligent service. Such, as in most cases, these are methods, new to an organization, that are adopted from elsewhere via different academic and professional sources. For effective implementation, innovations should undergo intense evaluation through research. As the core of the teaching aspect, teaching quality will exactly guide the University's discipline development, XJTLU is fresh evidence.

2.2 General model of Xi'an Jiao Tong – Liverpool University

XJTLU, located in the beautiful city of Suzhou, is jointly built by the Chinese and British University in order to develop China's leading Sino foreign cooperative university. It is an international learning community, which has created new paradigms in Chinese higher education through its unique transnational model Joint venture between Xi'an Jiao Tong and University of Liverpool as established in 2004. It had an initial enrolment of 164 international students in 2004 with the first batch of graduates graduating in 2010. Through its innovative learning and teaching methodologies, XJTLU continues to attract students and academic staff from around China and internationally[2].

In the survey, International Business School Suzhou(IBSS) provided the materials, this study sums up the general teaching model in Figure 1, a prospective and effective teaching quality maintenance structure which is comprised of the important parts that have very strong practical linkages among each other. The total teaching model refers to ways in which learning instructions are delivered. The vision supplies the following mission: research-led training and research driven outcomes, where the two work together to guarantee the teaching quality level, the aim being Professionalism. Here, Research-led training mission is where the instructor utilizes research to benefit student learning. The research driven outcome based model mission is where the educational approach is centered on what each student should achieve in research. Professionalism will supply the expected conduct from a person who is trained for a particular job. The total teaching model is put in place to make sure that high quality levels of instruction and learning are achieved and maintained.
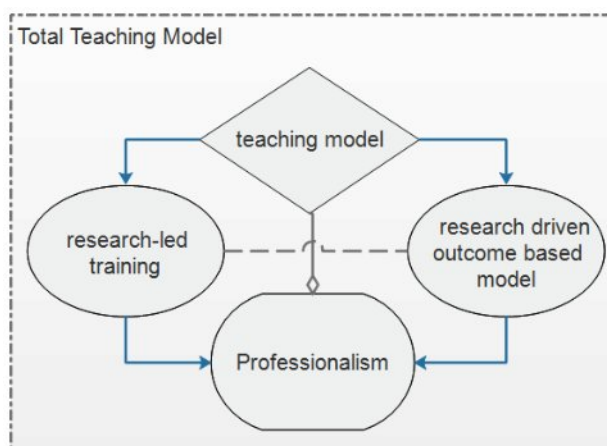

Figure 1

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[2] The Research Group conducted in-depth interviews from the project: Innovative Education Management Training Program of IBSS of XJTLU for School of Management Teachers` Development of Jiangsu University on2016.3.18-3.20.

The study divides the above model into two key contents, that is, teaching quality system and teaching management system. Teaching quality system focuses on systematic and participatory teaching and learning activities that have distinctive features and principles. Teaching management system focuses on simplifying, yet making more effective, the organizational structure of a joint university. Also, the teaching management system designs relatively scientific, protected and complete criteria for assessing quality and details of teaching and management along the way. The following explains the two systems separately.

III. DECOMPOSITION OF XJTLU`S TEACHING QUALITY SYSTEM

XJTLU teaching Quality system in fact embodies these aspects, student-centered teaching and concrete assurance system.

3.1 Research-Led training /teaching process

Student-centered teaching is not unique to XJTLU, however, XJTLU put into practice the process in teaching. XJTLU built its own features to guide its object in Chinese context with the following elements: integrity, innovation, internationalism, and inspiration, which exactly push and deeply impact and exercise learners.
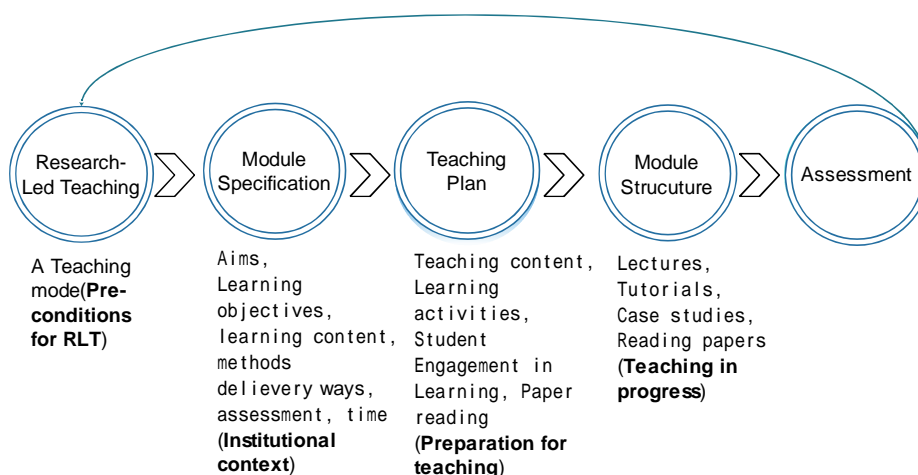

Figure 2 The Teaching Quality Process

Figure 2 shows its teaching basic process where learners are centered, from Research-Led Teaching passing through module specification, teaching plan, module structure to assessment. This Design Process follows the identified logical thinking of a step-by-step development under research-led teaching.

Below the research-led teaching is the module specification which focuses on the aims, objectives and content, among other things. Module specifications greatly inform the teaching plan thus letting teaching content, learning activities, and so on work effectively. The module structure through lectures, case studies, reading papers, tutorials, and so on controls the quality implementation. The process ends with assessment, the outcome thereof then drives the research-led teaching approach. Now, step by step, this study provides details on teaching to explain some reasons why XJTLU rapidly develops.

XJTLU, by adopting the process, has a strong theory source and the thinking assumption.

Through the deep communication findings, such as focus on teaching quality element, the study finds that the first important distinctive feature is Design and Delivery of Research-Driven Module, under which is the research-led teaching and outcomes-based module design (including module design process and session preparation that is research-led teaching and student engagement). XJTLU model has its theoretical basis on the relation between research and teaching links. Firstly, about research-led teaching: where curricula follow research Interest; research-oriented teaching is where teaching involves concentration on the process of research; research-based teaching is where curricula focus on inquiry-based activities; research-informed teaching is where teaching draws upon systematic enquiry into the teaching and learning process itself. However, Why Research-led training (RLT) The ever increasing concerns about research have raised questions about the relationship between research and teaching. RLT is content driven, skills driven, engagement driven and is informed by pedagogic research.

Presenting the RLT concept, investigation supplies the RLT activities into five domains that direct teaching:

i).   Preconditions for research-led training. These are the assumptions that define the parameters of research-led training.

ii).   Preparation for teaching – How to prepare for teaching. Research-led teaching influences the way in which   a teacher prepares for a teaching session.

iii).   Teaching in progress – How to carry out the teaching;

iv).   The backward glance – Teachers' activities that follow after teaching;

v).   The institutional context- How research and teaching are organized.

These independent five parts, when brought together they provide a framework for research-led training whereby preconditions and preparation focus on long-term planning whilst teaching in progress and backward glance focus on the quality of the implementation. The continuous improvement of the institutional context is influenced by both internal and external factors. Teaching here is the most important behavior and the teaching quality is a fundamental. The right research-driven training, outcomes based model, together they build the teaching effective and efficiency mechanism. More importantly, is the professionalism oriental "live" elements.

About the domains of Research-led Teaching, the assumptions related to research and teaching which define the limits and possibilities for research-led teaching, these are preconditions for research-led teaching. And, how the academic prepares for teaching is the preparation for teaching; how the teaching is actually carried out present teaching in progress; and what the teacher does after the teaching can reflect on or disseminates the teaching, this is the backward glance; finally, how research and teaching are organized point out the institutional context. The reason why Research-led Teaching is concerned, because of these remarkable characteristics: content-driven; skills-driven; engagement-driven; supported by many Pedagogic Researchers.

Why select Outcomes-based Module Design? Because of two important parts, one is Module Design Process; another is Session Preparation, which consists of Research-led Teaching, student Engagement in Learning and assessment.   More detail on the Module Design Process at XJTLU shows that module specification inherits from Liverpool University module documents and includes such elements as aims, learning objectives, syllabus (learning content), method of learning and teaching, assessment, mode of delivery and hours. The design process concludes with intended learning outcomes(ILOs) and Tentative Module Teaching Plan where the former undertakes to transfer leaning outcomes into a set of ILOs, and the latter, for example, will generally cover teaching content, learning activities, formative assessment (paper reading, problem-solving and group project through tutorials) and summative assessment (on-spot exams). On Session Preparation, intended Learning Outcomes (ILOs) guides students, then combines the alignment of ILOs with Research-led Teaching, allows student engagement in learning and finally aligns ILOs with Assessment.

3.2 Teaching assurance system

Teaching management mode mainly points to Teaching Quality Assurance System with the aim of keeping teaching affairs within a smoothly operational framework.

The system ensures XJTLU keeps on the right path. This system hinges on respective committees and boards that hold periodic meetings and reviews aimed at assessing progress at different levels and functions of the complete teaching structure. For example, the board of examiners moderates the examinations and the resultant student assessments in view of maintaining quality. Another example is the international advisory board which regularly meets to review if the university is upholding quality international standards. The quality assurance system, although simplified to avoid duplication of roles, has proved to be effective in upholding quality standards. In figure 3, assurance of learning in XJTLU is overseen by University learning and Teaching Committee.
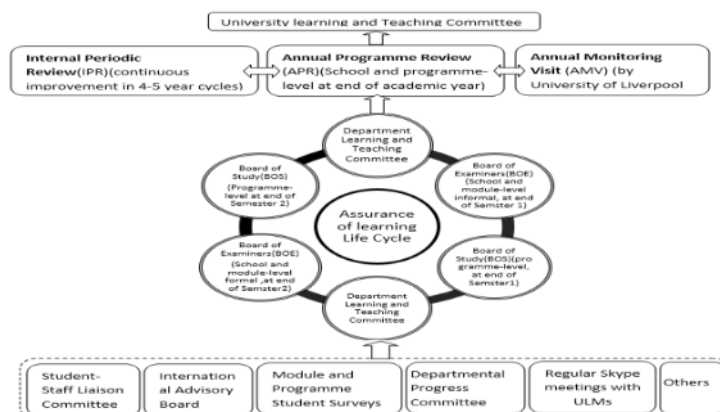

Figure 3 IBSS Annual Assurance of Learning Life cycle teaching quality (Note: From XJTLU`s communication learning Project investigation)

Figure 3 illustrates the teaching quality assurance life cycle. In this cycle, committees/boards exist at all levels of the teaching structure. At the base of the cycle, the operational committees that are tasked with implementing and monitoring of day to day activities. For example, the student-staff liaison committee exists at this level with the task of ensuring smooth dialogue between students and staff. These committees conduct regular meetings as they seek to address day to day issues. These operational committees interact with boards that exist at managerial level. At the managerial level, boards meet, in most cases annually or bi-annually, to set up parameters for effective implementation by the operational level committees. These managerial boards, for example, the board of examiners draft relevant policies and procedures according to expected quality standards. To conclude the structure, review and assessment committees/boards exist and often meet annually and in the long run to evaluate the effectiveness of the teaching structure and of the chosen learning activities. At the helm of the structure, the university teaching and learning committee that oversees the structure.

In the structure, on the class lecture, the teach mode will design a didactic by the teacher and collaboration with peer learning, except lecture notes preparation, specifying research tasks to students carrying out after learning, the teacher will help learners by identifying key knowledge sources and gaining feedback from them. Most important is students learning in and outside the classroom. Students need to read and learn from learning materials provided, more generally are engaging the group presentations in tutorial to report their findings and actively participate in group discussion. Outside the classroom, students should actively read and discuss research papers with peers, do more research on the case to prepare presentation collaboratively, help learners build understanding about the importance and operation, finally get the reflection from learners.

Learner's engagement in research groups or individually is the classical mode. On the lectures, the teacher will use event study methodology or refer to key recent research papers to explain or identify the reasons or results. Especially important is the Assessment Method (Criteria), for example, for Course work, students demonstrate their motivations to identify problems and show the capability of solving problems by searching for relevant information, and even reading academic papers. For instance, if is group presentation, students clearly specify or deeply analyze the causes of this event from a special perspective, and well understand the operation.

Additionally, multi method` case study varied is a very effective way to train learners, which has different kinds, for example, typical written case-method; video Case Studies; student-led Seminar (Case-based); industry Guest Speakers and Corporate Visits Method 6: Case Writing.
The study thought XJTLU already established its own features.

3.3 Teaching management system
Teaching management system is another XJTLU `s effective means and aim. Professionalism is at the core of this system just as Teaching Quality is inadequate for the sustainable development of XJTLU if professionalism is left outside. Meanwhile, the teaching management aim plays a very important role in teaching quality and it reflects the level of professionalism, as viewed in figure 4.
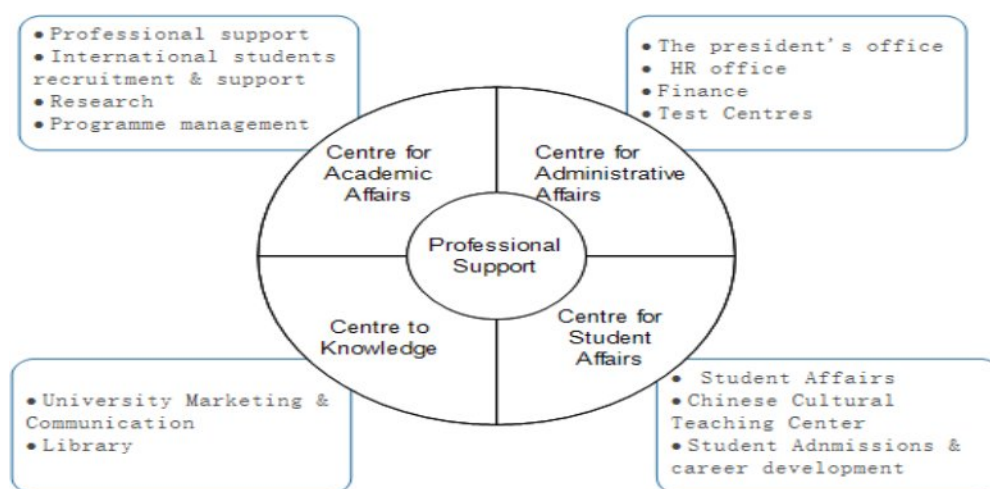

Figure 4(Note: From XJTLU`s communication learning Project investigation)

Figure 4 show that management teaching in XJTLU involves four important structural parts. The four centers have different functions. The center for academic affairs provides support for recruitment of international students and professional support among other things. The center for administrative affairs provides support in Finance, Human resources and other administrative functions. The center for student affairs deals with student affairs such as career development, and cultural teaching whilst the center for knowledge provides the library, marketing and communication support. The structure points out that the service object is

the student for their academic, social and career development in preparation for a bright future life experience. The four centers provide a systematic and comprehensive guarantee system that covers the learning and all other educational needs, such as study and life support.

From the above, it is noted that the teaching model of IBSS in XJTLU has distinctive quality features.

Because of XJTLU growth within the Chinese university ecosphere, it greatly caters for Chinese psychological needs. This can be a very good interpretation of both international and at the same time, there is no loss of mainstream characteristics, and the reasons for the favor.

In a word, XJTLU has well defined vision and mission which communicate the desired outcomes. Part of its mission is to educate technical and managerial professionals who have international perspectives and competitive capabilities. In its teaching system, for example, the university puts much emphasis on research-led activities whereby International Business School staff is grouped into different areas of expertise in order to steer research collaboration and foster support between academics of similar or related research areas. In the clusters, there are discussions and exchange of ideas that seek to advance knowledge in their particular areas as well as collaborate on various projects. Common cluster activities include joint research, funding applications, and research seminars, invitation of guest speakers, joint consultancy, knowledge transfer activities, and services to the community, among others.

IV. CHALLENGES AND INSPIRATION TO THE TRADITIONAL TEACHING QUALITY

In the modern dynamic world, great universities continue to face different challenges. XJTLU as a good example of the joint universities, it identified the following main challenges for the traditional university teaching development:

4.1 Instructional Challenges

Non-joint universities generally have the longer history, their concrete management system inherited very rigidly, especially on the moderate style of teaching management pattern, lack of flexibility. Specifically, those traditional instructional challenges are obstacles that prevent students from achieving specific learning outcomes to keep up the changes of the world, which can be motivational, cognitive, or even logistical in nature. For instance, the identified instructional challenges some time keep the gaps with world-class universities, including language, teaching style, communication and less practical experience, among others.

4.2 Managerial challenges

For international students in Chinese local Universities, general there is an observed need for optimal division of labor which in turn enhances administrative focus on supporting the University's primary activities often leading to increased funding for research and teaching. However, the specific works from the most of them exist some correlation problems.

4.3 Social challenges

Social experiences by international university students can sometimes pose major challenges to study, play, socializing, and living. They still greatly face language barriers and further to that, social activities are seldom held collaboratively with different sources students. For non-jointly universities, this is much more difficult, either for students or for the teaching quality system of those universities themselves.

4.4 Curriculum challenges

The dynamic socio-economic trends within the global village continue to attach new international meanings to universities. Universities need to align their curriculum with these new meanings. There is therefore a need for traditional Universities to internationalize its curriculum, for clarity of its curriculum goals and objectives and that these be communicated effectively across all levels.

These above challenges are not all universities will encounter. However, Lessons and experiences from the advanced models are always able to provide beneficial inspiration for their industries` teaching, including traditional schools, as following.

Firstly, on language, for international teaching, fluency in language is basic. A good command of class language is important for effective teaching and communication between Chinese teachers and international students. It is also important for the global relevancy of Chinese teachers. The study proposes that the administrators, students and teachers work together to establish a language support service that addresses the language needs of the relevant departmental stakeholders. Currently international students are learning the local language but rarely does the content include language material that is relevant to the students' areas of study. English is the instructional language in the international school. At least half of the professors in traditional universities highlighted that their English proficiency was not high. Most of student participants cited difficulties in communicating with their professors due to a language barrier. The students highlighted that

interaction and communication inside and outside the classroom were greatly compromised due to the language barrier. The language difficulties range from accents, tones and pronunciations. International students also face language difficulties in their social life. They face difficulties in interacting with the local community and service providers such as banks, retailers and others. So to completed management system it's very important to including student life.

Secondly, the teaching style is also important. To address the challenge of deficient teaching styles, borrowing ideas from the XJTLU model, it is important for academic staff to have internationally recognized teacher status. Whereas teachers can be recruited internationally, other options may be considered to equip current teachers with international skills. A teacher-exchange program is one of the options that can be considered whereby departmental lectures can be placed on offshore institutions on an exchange program. It was also established that the teaching style has limited interaction with the students. Most departmental professors highly depend on power point presentations which in most cases they read through swiftly leaving no room for student conceptualization and interaction.

Thirdly, a managerial approach that streamlines the governance structure ensures that there are checks and balances at every level of the teaching process.

Further, reinforcement of curriculum design is an important factor in bringing internationalized curriculum which is relevant to international students; here XJTLU's international curriculum is a good model. Traditional teaching can consider various curriculum collaborative approaches with international professional institutions in pursuit of curriculum relevancy on the international scale. Curriculum design has a major impact on the quality of education, and let the related professors very clear on the established process of setting goals and objectives. Where goals and objectives are available, in most cases these are communicated to students hence students will clear about the goals and objectives of the topics/modules they undertake. Further to that, the choice of topics and teaching methods are to a greater extender left to the professor. Such an approach compromises the design's relevance to the international students' educational needs.

Another important aspect is to redesign the structure. Here, the discussions above lead us to identify the need for structural redesign Structures are responsive to environmental needs hence structural redesigning is a continuous process that is shaped by the dynamic internal and external factors. Because most students believe that the current testing system does not promote students' creativity. Students feel that the testing approach promotes memorizing and reproducing the information during tests.

Teaching is also enriched and enhanced by a teaching environment that values teaching excellence and provides good support for teachers. Such aspects as modern offices, well equipped lecture halls as well as recognition for teacher excellence, among other things are examples of how traditional universities can enhance the teaching environment.

V. DISCUSSION

XJTLU is not a model for Chinese University neither is Chinese Universities models for XJTLU. But from XJTLU, differences and features analysis within this article is for the purpose of indicating how it operates. The traditional Chinese education system by inheriting and carrying forward the Chinese culture should have more innovative rhythm. As with the rapidly changing environment, developing important strengths, constant personnel training, service to the community become the role of innovation. However, learning from each other through benchmarking is necessary since the common goal is to develop students into qualified professional citizens who are equipped to transform societies positively.

Issues of sustainability in the face of rapid growth cannot be ignored. There is need to be sure that internal quality assurance processes are firmly embedded that they can be relied upon to provide a strong foundation in the background of rapid growth and expansion. An enhanced teaching quality strengthens the student's ability for application and practice. To achieve this, it is necessary to develop objective, precise and systematic approaches to teaching. It should however be noted that such a comprehensive pedagogic turnaround can be labor intensive and time consuming as it requires adequate scholarly attention, expertise, proper change management and collaborative support. Some universities in China should therefore be cognizant of the need to amend its traditional localized approach and consider applying the findings of this study so that it aligns its academic operations with dynamic international demands. The need to understand international business and academic demands also gives motivation for further development.

VI. CONCLUSION

The survey findings of this study reveals the features existed in XJTLU jointly University. As a Sino-foreign joint University, XJTLU has international 'genes' whose educational goal is to produce 'citizens of the world' who are shaped for cross-border, cross-culture and cross-training of professional education. This is the ultimate goal of the present XJTLU who's President Xi Youmin believes that "University is not only a place for learning knowledge. Learning knowledge is just a process and a means, University is a place where students

grow up". His view is that the mission of the university should be "influence": to influence students, to influence society, through academic research that pushes human civilization forward, this is university's most fundamental value. Therefore, universities should have the dream; such the university will allow students to grow. Of course, the history of a university generally cannot be ignored as is it plays a major role in influencing the inherent drive. Today different universities have different developmental strengths and judgment wisdom needed to build university's personalized features positioning. No doubt, the traditional view all time works with education services for human being focus on respect for the dignity of life and society, social justice, cultural diversity, identity, and responsibility for sustainable future of society.

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