



Problems and Countermeasures of Sino-European Cooperation in Running Schools in the Post-epidemic Era

Yawei Lu

Tianjin Foreign Studies University, Tianjin 00074, China
DOI: 10.32629/jher.v3i3.882

Abstract: At the threshold of 2020, the sudden outbreak of COVID-19 swept the world, which brought challenges to the health and safety of overseas students, and also brought a certain impact on China's higher education. With the normalization of the pandemic at home and the spread of the pandemic abroad, Chinese and European universities will face great risks and challenges in the education of international students in the future. Therefore, it is necessary to have an in-depth understanding of the current situation faced by China-EU cooperation in running schools and deeply analyze the existing problems in the post-epidemic era. This paper puts forward suggestions on the reform and optimization of Sino-European cooperative education, the management of studying abroad and the expansion of international high-quality resources supply.

Keywords: pandemic, education, overseas schooling

1. Background of the situation

At present, the international situation is undergoing complex changes. The acceleration of the multi-polarization of the world has resulted in the in-depth adjustment of relations between major countries. Continued economic globalization is exacerbating profound changes in the world economic landscape. This requires Chinese universities to accurately grasp the overall situation of the international environment in foreign cooperation, and to actively cope with and resolve various risks and challenges brought by the overlapping period of China's historical development and the transition period of the world's development, especially to properly handle a series of intractable problems faced by foreign cooperation in running schools and foreign students.

As the overall level of China's education ranks among the top in the world, China's educational partners have spread all over the world. Our country has developed close cooperation with important international organizations related to education. China plays an important role in the flow of international students around the world. It is the largest source of international students in the world and the largest destination of overseas study in Asia.

With the increasingly close connection between China and the world and the continuous and in-depth development of the Belt and Road Initiative, "going out" has increasingly become an important part of China's education opening up to the outside world. At present, Chinese colleges and universities have launched more than 100 overseas educational institutions and projects of different types and levels in nearly 50 countries. A Guideline on Accelerating and Expanding the Opening Up of Education in the New Era was issued by the Ministry of Education and other eight government departments. Efforts should be made to remove institutional barriers, step up reform of chinese-foreign cooperation in running schools, optimize the distribution of overseas study, strengthen the "Study in China" brand, build an upgraded version of the Belt and Road Education initiative, and expand the supply of international public goods for education, the document said.

2. Current problems

The COVID-19 pandemic has mirrored some shortcomings and weaknesses in China-EU cooperation in education and student management. First, student safety. The safety of students has become the most intractable issue in the pandemic. Many families of overseas students in Europe have been left stranded and confused by the outbreak. The travel ban is filled with uncertainty as classes and exams abroad are cancelled or postponed. The laissez-faire of some European countries on public health issues and the restrictions of overseas study policies make many students panic and lose sight of the future. Many foreign students studying in China returned overnight, and some of them suspended their studies or stayed in China, putting their lives and movements under restrictions and risking their safety and health.

The second factor is student management. In the post-pandemic era, students are less willing to go abroad and even want to give up going abroad. This is particularly difficult for universities with Sino-European partnerships. The reasons are nothing more than the following. First, parents are against it. Some European countries are still not fully contained. Parents

will consider keeping their children in China, putting their children's health and safety first. Second, fear of discrimination. Since the outbreak originally occurred in China, some foreigners have prejudices against Chinese. For this reason, many students will postpone their plans to go abroad this year. Third, political factors. The past two years have been particularly turbulent in the international political arena, with century-old changes and the epidemic interwoven, regional conflicts unabated, and conflicts between Russia and Ukraine escalated. Countries such as the United States have also introduced unfriendly policies. For example, if schools only offer online courses, students may have their student visas canceled. This has caused many students and parents to worry that the policy will affect education.

The third factor refers to students' career development. The spread of the pandemic abroad has made China to carry out strict policies to prevent imported students, and the dangers and difficulties brought by the entry of students are obvious. This is also a problem encountered by Sino-European cooperation in running schools. But many foreign students are still waiting for the door to open. Students who have already won scholarships will choose to wait and see. And if you do not go abroad this year, it will also have an impact on career planning, and you may encounter some setbacks when looking for jobs in the future.

The fourth factor lies in modern information technology. The sudden online classes caught teachers and students off guard. For so long in the past, science and technology have been in a subordinate position in assisting teaching. Under the impact of the pandemic, information technology has become the leading role. Teachers and students are not adapted to such changes and adjustments while facing the pandemic in a muddle. In unprepared conditions, teachers have to learn as they go. Problems such as platform breakdown and network lag occur from time to time, not to mention the improvement of teaching methods, learning methods and effect monitoring. With dozens of students online at the same time, it is difficult to have a benign interaction between teachers and students, and it is difficult to get timely feedback on the differences of students' learning.

3. Countermeasures and suggestions

In order to guide schools to operate overseas independently, efficiently and in an orderly manner, the Opinions define the basic ideas of carrying out measures based on the real ability, running schools according to law, giving priority to quality and developing steadily. The Ministry of Education will step up coordination, improve supporting policies, expand the international reach of online education, and support schools and institutions at all levels to develop professional courses, teaching management models and evaluation tools with Chinese characteristics and international competitive advantages. Based on the advantages of "China Education Cloud", a platform for promoting international courses with Chinese characteristics can be developed.

COVID-19 has hit education in different countries to varying degrees. Achieving the education goals of the United Nations 2030 Agenda for Sustainable Development faces greater challenges. Under the new circumstances, China will build an upgraded version of the Belt and Road Education Initiative, expand the supply of international public goods for education, actively share its experience in "on-going school suspension" and orderly resumption of schools, and provide assistance to the international community, especially developing countries, within its capacity. In the post-pandemic period, we should take this large-scale online education exercise as an opportunity to accelerate the development of online teaching and build a new normal in which online and offline co-exist. Facing challenges, we should try our best to do the following six points.

First, the teaching staff has changed from traditional teachers to professional and versatile teachers. For example, efforts should be made to improve the information literacy of teachers, and relevant standards and rules should be issued to promote the inclusion of information literacy training into the core curriculum of the specialty. Both online and offline measures should be adopted to improve teachers' awareness and ability of information-based teaching. At the same time, it is necessary to strengthen teachers' online teaching skills training, help teachers master the use of the platform selected, and enhance online teaching design ability.

Second, the construction of teaching resources is transformed from traditional media teaching resources to digital teaching resources. It is necessary to speed up the upgrading of the original curriculum system and build a batch of high-quality online Chinese courses to meet the characteristics of online teaching in the "post-pandemic era" and the diversified needs of international talent training in the new era. At the same time, it is necessary to strengthen the construction of digital resource database of education network, actively promote the digitization of teaching materials, and promote the effective connection between teaching platform and resource database and learners and users in various countries. In addition, online q&a service should be opened to solve all kinds of problems in the application of Chinese teaching resources online.

Thirdly, the teaching mode has changed from offline teaching to offline and online combination. The normalization of COVID-19 has objectively promoted the organic integration of modern intelligent education technology and international

education, and promoted the reform of teaching model. Therefore, we should seize this opportunity to develop online teaching. At the same time, in view of the unbalanced development of global education, alternative online teaching schemes should be actively explored, such as AI courses, to ensure the continuity of teaching in different regions.

Fourth, well implementation in the ideological work of Chinese students studying in Europe. To conduct sound management on the remaining students well and set up corresponding courses in China, and communicate with cooperative institutions to carry out long-distance course cooperation, so as to ensure the quality and effect of students' learning. Europe is one of the main sources of students studying in China. Based on the overall situation of China-EU relations and the characteristics of European students, we will study and formulate work plans. We need to guide and train European students in China in a targeted way so that they can identify with China's development philosophy, get close to Chinese culture and cherish affection for China, so as to serve as a bridge and bond for the development of China-Eu relations.

Fifth, the cooperation between universities and world-class universities and academic institutions should be strengthened. We will guide colleges and universities to speed up the training of high-level international talents with a global perspective, and improve the evaluation indicators for the opening up of colleges and universities. To further implement the requirements on "streamlining administration and delegating power, improving regulation, and upgrading services", the "Double First-Class" universities have been granted the right to review and approve foreign affairs, and the management method of classifying and approving international conferences has been explored.

Sixth, in the field of vocational education, we should draw lessons from the "dual system" and other school-running models and introduce high-quality vocational education resources from abroad. We encourage qualified domestic vocational colleges and enterprises to join hands in international production capacity cooperation. At the same time, the Belt and Road International Skills Competition and other brand events will be set up to expand the international influence of domestic skills competitions. We will implement overseas training programs for innovative teaching teams of vocational college teachers.

As President Xi Jinping has pointed out, "China is in the best period of development in modern times, and the world is undergoing profound changes unseen in a century. The two are intertwined with mutual turbulent impact." This is undoubtedly a major strategic judgment on the current situation of the times. COVID-19 has profoundly changed the international economic landscape and major-country relations. Europe is an important pole in the development of a multi-polar world, an important counterweight to China's relations with major countries and an important partner in economic, trade and cultural cooperation. Therefore, it is necessary to mobilize the enthusiasm of cooperative universities in Europe to make China-EU relations play a positive role in the international environment and strive for a more favorable external environment for China.

References

- [1] Du Kewei. A new chapter of opening up of education with new achievements in cultural exchanges[J]. *China Scholars Abroad*, 2020,(7):2.
- [2] Yan Xiao. Motivation analysis and countermeasures and suggestions on overseas education of chinese universities[J]. *Journal of Higher Education Management*, 2016, 10(3):5.
- [3] Editorial Department of Tianjin Education. Acceleration and expansion of the opening of education to the outside world and greatly enhance the international influence of China's education[J]. *Tianjin Education*, 2020,(8):1.