

Characteristics, Causes and Countermeasures of Homogenization on Instructional Model of Universities in China

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Abstract. The trend of homogenization on instructional model of university in China falls into the knowledge-centered teaching principle, instructional behaviors that attach importance to teaching but downplay learning and interaction, and education evaluation that emphasizes result rather than process, and focuses on quantity rather than quality. The major causes for the homogenization of university instructional model are as follows: the ambiguous understanding of the status and role of university instruction, the divorce of instruction from both social practice and the frontiers of scientific development, the deficiency of intrinsic dynamic for innovation and indispensable institutional environment for reform. In order to change the homogenization of instruction model in building high level universities in China, we must be fully aware of the role of instruction reform in university, establish philosophical principles for innovating instruction, construct an open instruction system integrating theory with practice, vigorously explore the student-centered teaching methods, advocate interactive teacher-student relationship, and create scientific instruction evaluation system.

Keywords: Homogenization, instructional model, university.

INTRODUCTION

Homogenization is a common phenomenon in the field of education in China, and the phenomenon of University homogenization is also very obvious. It is clearly pointed out in *the Outline of Education Planning* that “we should give full play to the role of policy guidance and resource allocation, guide universities to reasonably position themselves, overcome the tendency of homogenization, form their own school running concepts and styles, and strive to be first-class in different levels and fields”. For example, some scholars put forward the characterization and mechanism of homogenization of university running objectives, hierarchical structure, specialty setting and training mode. The researcher believes that the homogenization of university teaching mode is the basic content and main form of University homogenization, and the key point of University de homogenization is the de homogenization of university teaching mode. This paper attempts to reveal the mechanism of University homogenization by analyzing the phenomenon of

university teaching mode homogenization and its reasons, so as to find the realistic and theoretical basis for overcoming the phenomenon of University homogenization and building different types of universities with characteristics.

THE REPRESENTATION OF HOMOGENEITY OF UNIVERSITY TEACHING MODE IN CHINA

University teaching mode refers to a relatively stable teaching structure and procedure built on a certain theoretical basis in order to achieve the corresponding teaching objectives. Therefore, the elements of teaching mode have the dual attributes of theory and practice. The core of the theoretical attribute is the values of university education, and the core of the practical attribute is the specific cognitive process of the realization of the values of university education, which belongs to a kind of epistemology.

The values of university education can be divided into “individualism” and “collectivism”. The process of University cognition can be divided into “objectivism” and “constructivism”. If we take values and epistemology as two dimensions, there will be four teaching models: individualism objectivism, individualism constructivism, collectivism objectivism, collectivism constructivism. The tradition of university teaching in our country tends to emphasize collective teaching and pay attention to the objectivity of knowledge. Basically, it is teaching accepting teaching. This serious homogenization tendency is obviously reflected in the aspects of teaching philosophy, teaching process and teaching evaluation.

Knowledge centered teaching concept

University teaching is a kind of complex and creative practice activity, but many university teachers simplify it into teaching acceptance activity, which is embodied in the objectivism tendency, knowledge education tendency, examination oriented education tendency, collective and common tendency, closed tendency and teaching one acceptance education thought. Objectivism tends to regard knowledge as abstract and non-situational things, but the learners also need to learn application-oriented or practical knowledge. The curriculum is static. Students are regarded as an object in the process of education. Ignoring the dynamic of knowledge and curriculum and the tendency of students' subjective knowledge education, the teaching model focuses on the teaching of single knowledge theory. The tendency of Creative Cultivation of “exam oriented education” leads to the emphasis on examination scores in teaching mode, and the tendency to improve the overall quality of students is ignored. The lack of open teaching mode to impact the accepted education thought leads to the flat and closed tendency of talent training, which makes the teaching mode ignore the transformation of knowledge to ability and its internalization.

The teaching behavior of emphasizing teaching but neglecting learning and lacking interaction

What kind of concept there is what kind of teaching behavior. Generally speaking, the behavior of the teaching process includes teaching activities, learning activities, and the interaction between teaching and learning. Some researchers have found that the basic benevolence of undergraduate classroom teaching is “teaching chalk”, which is too dull and the classroom behavior is too single. At present, although this situation has changed, but only the “chalk” for “ppt”, and the single teaching method has not changed. From the perspective of teaching activities, the design of classroom teaching objectives in many universities is divorced from the reality of students, which is too general and empty. It only has knowledge objectives, and ignores the objectives of knowledge expansion,

students' creativity stimulation, learning attitude cultivation and learning habits cultivation. A large number of concepts, definitions, laws, formulas and numbers are accumulated in the classroom, and cause and effect, logic and facts are expressed in abstract and boring language. However, many important research ideas related to this course are rarely brought to the classroom, and students' horizon is limited in the textbook. In recent years, although the types of autonomy, discussion and inquiry are gradually increasing, they are far from the mainstream. From the perspective of learning activities, many college students continue to follow the learning style of middle school, taking notes in class, reciting notes after class, and taking notes in exams. There are lack of learning consciousness, initiative and creativity. From the perspective of teaching interaction, there is an “authority dependence relationship” between teachers and students. There is a lack of equal and democratic dialogue, interaction, cooperation and exchange between teachers and students. As a result, the single behavior of teaching and learning narrows the interactive space between teachers and students, hinders the diversity and richness of university teaching, and the authority of teachers and the dependence of students strengthen the indoctrination teaching, which eventually leads to the mechanization and rigidity of teaching process and the homogenization of university teaching mode.

Teaching evaluation of emphasizing results over process and weight over weight

In the evaluation of university teaching, there is a common phenomenon that results are more important than process, and scores are more important than quality. Its concrete manifestation is: in the aspect of evaluation subject, it only depends on the final students to score teachers; in terms of evaluation content, teacher evaluation mainly depends on the number of teaching hours and the completion of teaching tasks, ignoring the quality of teaching; students' evaluation focuses on single examination results, neglecting students' learning interest, learning habits and learning creativity; in the form of evaluation, summative evaluation is the main, mainly the final examination. Although process evaluation has been introduced in the evaluation system in recent years, the process evaluation mainly focuses on the students' attendance rate and the completion of written homework. As for whether students actively participate in classroom activities, whether group activities contribute to the completion of team tasks, or how much contribution they make, it is not included in the evaluation category. Although this evaluation method is easy to operate, it ignores the diagnostic and developmental functions of teaching evaluation and solidifies the “score” orientation.

The general characteristics of the homogenization of university teaching mode are as follows: (Wang, 2007) emphasizing the subjectivity of teachers and ignoring the

subjectivity of students; (Yang, 2006) Emphasis on traditional and existing experience learning, ignoring experience, discovery, and innovation; (Hao, 2006) Emphasizing theory and neglecting practice; (Ding, 2005) Emphasizing commonness or universality, ignoring individuality or particularity; (5) Emphasis on standardization, ignoring flexibility. The result is that teachers' teaching has no characteristics, and college students are in a passive, individual, external controlled and competitive state of mechanical acceptance learning and maintenance learning, which is not conducive to the cultivation of creative talents.

AN ANALYSIS OF THE REASONS FOR THE HOMOGENIZATION OF UNIVERSITY TEACHING MODE IN CHINA GROUP DISCUSSION

The reasons for the homogenization of university teaching mode are complex, which are the result of the comprehensive effects of subjective and objective reasons, internal and external reasons, macro and micro reasons, mainly reflected in the following aspects.

The status and function of university teaching are not clear

The homogenization of university teaching mode is closely related to the unclear understanding of the status and role of university teaching by university administrators and teachers. The first is the decline of university teaching status caused by blindly keeping up with the research universities. The process of popularization of higher education in China is completed in a specific social and policy environment, which is characterized by scale expansion and export-oriented development. Many newly-built or transformed universities take traditional universities, especially comprehensive and research-oriented universities, as examples and templates. This phenomenon of imitation and convergence has led to the homogenization of Chinese universities in school running objectives, educational philosophy, reform objectives, specialty setting and training direction, which makes the teaching mode lack characteristics. The second is the misunderstanding of university teaching function under the background of utilitarianism. Universities have the basic functions of teaching, scientific research and social service. Among them, teaching is the most basic function. Because the function of teaching has the characteristics of invisibility and lag, it can't achieve immediate results. However, university scientific research and social service can see the economic and social benefits immediately, which makes teaching retreat to the edge of University. Many teachers are busy with taking topics and competing for projects, and engaging in the second occupation which has nothing to do with teaching or affects teaching is the proof. As a professor said, "in fact, a lot of awards, including what scholars in your country, how many of them put teaching in it? Teaching itself is soft, even if it is put in, it is also soft." Thirdly, the

research of university teaching mode is still relatively weak, and university teachers lack of teaching theory literacy. The theory of higher education lags far behind the development of practice, and the research on university teaching is very rare. The lack of theories will inevitably lead to the convergence of university education ideas. Adhering to the traditional education and teaching theories or mechanically copying foreign education theories, will lead to the lack of innovation in education theories. Finally, most of the experienced backbone teachers and administrators in Chinese universities accept the traditional education. They grow up in the typical hierarchical school organization environment. University teachers lack the necessary renewal training of teaching theories and methods. The convergence of their knowledge background and thinking methods will inevitably lead to the assimilation of the behavior patterns in the process of education and teaching.

University teaching is alienated from social practice and the frontier of scientific development

Modern university is not an ivory tower, which is closely related to social practice and scientific development. The information and research results of social, political, economic, and cultural development are important resources of university teaching. The content and form of university teaching should be vivid and diversified, which requires learning by doing and paying attention to exploration, discovery, and experience. Because the knowledge of college students comes from books and practice, the quality of college students needs to develop in practice. Various practical teaching links are particularly important for cultivating students' practical ability and innovation ability. However, China's university education still adheres to the tradition of "attaching importance to knowledge but neglecting practice". University teachers are used to studying in a study. University teaching materials are often lagging, unable to reflect the latest achievements of scientific development in time, and lack of connection with real life. Most of University Teachers' teaching is from theory to theory. Students are basically "learning by sitting". Even if there is a practice link, due to the limitations of practice funds, experimental conditions and internship conditions, many schools are going through the motions. College Students' single learning goal, limited learning resources to books, narrow learning time and space, lack of learning experience will eventually lead to the lack of initiative and creativity, lack of ability of continuous learning and development, and it is difficult to stimulate the potential spirit of inquiry.

The innovation of university teaching lacks internal motivation

The root of the homogenization of university teaching mode lies in the lack of necessary incentive system and

internal motivation. From the perspective of China's university education system, due to the lack of a standardized, scientific, and diversified higher education evaluation system, the evaluation is mostly a top-down activity led by the government, and adopts a unified or standardized evaluation standard. China's third-party evaluation and consulting institutions are still vacant. In addition, many courses and teaching materials in colleges and universities are also controlled by the administrative department of education. The university teaching mode is diversified and lacks a loose management environment. From the perspective of university internal management, the investment in teaching is not enough, and there is an evaluation orientation of emphasizing scientific research over teaching. Many universities pay attention to teaching orally, but they still focus on or incline to scientific research in policy and evaluation. Many newly upgraded universities have weak teachers, too many classes, poor experimental and practical conditions, and difficult to complete routine teaching tasks, let alone the reform of teaching mode. The rigid scientific research requirements of University Teachers' professional title evaluation led to teachers' insufficient investment in teaching or unable to devote themselves to teaching. It can be seen from the repeated instructions of the Ministry of education that professors should teach undergraduates. From the perspective of reform cost and benefit, the reform and innovation of teaching mode need a lot of humans, material, and financial resources, but the future benefit is unknown. Based on the principle of teaching efficiency orientation, the measurement of teaching reform cost and future expectation, university teachers often reject teaching reform or are unwilling to innovate. For them, the traditional "indoctrination" teaching mode can improve the teaching efficiency and avoid unnecessary risks due to the inertia of conventional thinking. The closed environment, the lack of learning and the inertia of thinking make them stick to the teaching program, slow to respond to the changing complex environment, and lose the power of innovation in their work. In fact, homogenization is the way for universities to seek social identity. The lack of internal reform motivation and the mutual imitation of different types and levels of higher education institutions eventually lead to the homogenization of university teaching mode.

University teaching reform lacks necessary institutional environment

The innovation of teaching reform depends on the necessary investment and the optimized environment. From the perspective of the development environment of universities in China, the classification and management of "985" and "211" universities enable universities with high-quality educational resources to continuously obtain government support, and graduates with the brand of "good universities" also give priority to obtaining "admission tickets" to the labor market. However, those

schools at the bottom of the University pyramid are unable to obtain the necessary national investment, which may cause the lack of motivation for teaching innovation in universities. From the perspective of university management system in China, it basically belongs to the bureaucratic management mode. Not only the education administration system is huge, but also there is a perfect administrative network within the school. The administrative system environment makes the school administrators and teaching staff materialized in the hierarchical system, limits their enthusiasm, initiative, and creativity, inhibits the vitality and creativity of the grassroots, and makes the university teaching activities lose their flexibility and flexibility. This indirectly reduces the creativity and efficiency of school education and teaching work, while the excessive inspection and evaluation by the administrative department of education, and the University's efforts to cope with the inspection, strengthen the homogenization development trend of university teaching mode.

COUNTERMEASURES FOR THE DE HOMOGENIZATION OF UNIVERSITY TEACHING MODE IN CHINA

Talent cultivation, scientific research, social service, cultural inheritance and innovation are the basic functions of modern universities, and talent cultivation is the primary function of universities. Teaching is the basis and key of personnel training, and the foundation of university education quality. Without the reform of teaching mode, the connotative development of universities and the improvement of quality are empty words. In order to completely change the homogenization of teaching mode in the process of high-level university construction in China, we must fully understand the role of university teaching mode reform in personnel training, boldly innovate and realize the characteristic and personalized development of university teaching.

Establishing the philosophy concept of innovative teaching

To change the homogeneous teaching mode, changing ideas is the premise. The most important concept in teaching is teaching philosophy. The traditional university teaching philosophy is teaching epistemology in essence. The University's teaching purpose, teaching process, teaching quality and teaching evaluation are all based on the imparting and receiving of knowledge. The philosophy of innovative teaching is different from the teaching and receiving teaching, which emphasizes the transcendence and collaborative innovation of teaching. The transcendence of teaching refers to the continuous acquisition of new knowledge and experience, new skills, new thinking, new teacher-student relationship, new emotional experience and new works through the dialogue,

cooperation and practice between teachers and students in the teaching process. The so-called collaborative innovation of teaching refers to the process of producing new scientific research achievements through cooperative exploration between teachers and students, students, schools and enterprises. Innovative teaching is embodied in the innovation of teaching ideas, teaching contents, teaching methods, teaching management system, teacher-student relationship and teaching evaluation.

Construction of an open teaching content system closely combining theory with practice

The open teaching content system combining theory with practice refers to that teachers extract various problems from the perspective of students' thinking development, or students put forward questions based on learning and discussion, and then start teaching with problems as the center, so that students can actively think, understand teaching materials, acquire new knowledge, and develop creative thinking ability. Therefore, first, we should choose high-quality teaching materials. Teaching material is the carrier of culture, and the choice of high-quality teaching material is still the foundation of the reconstruction of academic culture in universities. High quality teaching materials can be imported from abroad, but they need to be compiled and updated by top domestic experts and scholars organized by the state or universities. Second, in the curriculum setting, the integration of general education and professional education, the intersection and penetration of Arts and science and engineering, pay attention to and strengthen the basic and extensive nature of the curriculum, break the disciplinary barriers, encourage students to learn interdisciplinary, reduce the professional education for lower grade students, and let students have a broad knowledge background and development potential. Thirdly, famous teachers and professors are required to deeply participate in teaching and introduce the frontier and trends of subjects to students, especially the lower grade students. Fourth, teachers should pay attention to the combination of teaching and scientific research, constantly update the teaching content, teach students their scientific research achievements and cutting-edge knowledge, let students contact with the latest achievements or problems in the academic field, guide students to understand those unsolved problems, stimulate students' thinking, and develop students' creative thinking ability. Fifth, the university classroom should strengthen the education of students' academic attitude, spirit, and method. Teachers should not only be rigorous in their own academic research, but also carry out standardized training on students' academic reading, academic writing, and academic expression, and pay attention to cultivating students' awareness of academic history, critical spirit, and academic literacy. Sixth, teachers are encouraged to offer

interdisciplinary and comprehensive academic seminar courses for students, which are hosted by experienced teachers. Students sign up for the courses according to their own interests, so that students and teachers can explore hot issues from different disciplinary perspectives, consult relevant literature around the theme, carry out group cooperative learning, and organize intelligent discussions and exchanges, Write academic papers and reports.

Exploring learner centered teaching methods

Teaching method is an important factor affecting the quality of university education in China. To improve the quality of education, we must innovate the teaching methods in universities. How to innovate university teaching methods? Some scholars put forward four types of learning: "learning by example", "learning by doing", "learning by exploration" and "learning by evaluation", which expand the idea of university teaching method reform. From the perspective of cultivating creative talents, the core trend of the reform of university teaching methods is the innovative learning centered on the development of learners. Therefore, university teaching methods must be enlightening, exploratory and cooperative. Attaching importance to discussion method and research-based learning are two of the most prominent features of teaching mode reform in foreign research universities. In order to reflect the inquiry of teaching methods, in addition to promoting problem teaching, case teaching and discovery teaching in classroom teaching, universities can also provide scientific research tutors for outstanding students, and set up scientific research management institutions for college students to guide and manage their scientific research work. Students put forward their own research projects, design project plans, and independently apply for research funds to the school. The cooperation of university teaching is not only reflected in the interaction of classroom teaching, but also in the collaborative innovation and common development of teachers and students. For example, courseware, multimedia teaching film and course webpage made by excellent teachers are open to all students on the Internet, and students learn knowledge by system. This reduces classroom teaching time and makes it possible for teachers to guide students to carry out innovative activities.

Promoting the interaction and dialogue between teachers and students in University

The process of university teaching is the process of communication, positive interaction and common development between teachers and students. Establishing a good relationship between teachers and students is the core content of reforming the teaching mode of university.

Through observing and analyzing the relationship between teaching interaction and the comprehensive evaluation value of teaching quality, it can explain to some extent that teaching interaction is beneficial to improving teaching quality. The relationship between teachers and students is essentially a kind of communication relationship, which requires the establishment of the relationship between teachers and students with the orientation of communication and dialogue. First, the reform of university teaching mode in China must pay attention to the reorientation of students' status and teachers' role. Teachers should abandon the traditional authority, change the traditional role, from the single role of the lecturer to the role of tutor, promoter, researcher, and learner. Secondly, through the design and guidance of teachers, we should gradually establish the relationship between two subjects and interactive dialogue. The students' preparation for book knowledge shall be checked, the personalized understanding of book knowledge shall be listened to, the frontier achievements of theoretical knowledge shall be supplemented, the confusion and reflection of practical knowledge shall be reflected, the academic opinions and opinions of teachers shall be published, the development trend of knowledge shall be discussed, and the humanistic enlightenment complex of classroom knowledge shall be urged. This is an effective way of thinking for the reform of classroom teaching mode in university aiming at cultivating innovative talents. Thirdly, teachers guide students to become active, constructive, cooperative, and reflective learners. Teachers should pay attention to students' interest in learning, but also stress their learning responsibilities and will, and strengthen the guidance and supervision of the learning process of college students.

Exploring scientific teaching evaluation system

The establishment of a fair, just and transparent developmental teaching evaluation system can ensure the balance, continuity and quality of teachers' work, and stimulate the internal motivation of teachers' teaching reform and students' participation in teaching. Due to the different nature, level, development level and functions of universities, there are also differences in teaching evaluation. The main measures to avoid a paper fixed for life, teaching around the examination, students rote is to pay attention to the evaluation of students' comprehensive ability, establish a diversified evaluation system, and realize the diversification of evaluation subject, evaluation content and evaluation method. The diversification of evaluation subjects is reflected in the evaluation system of teachers' evaluation, students' mutual evaluation and students' self-evaluation. The diversification of evaluation contents is reflected in the evaluation of learning attitude, learning process, learning ability and learning effect, It also examines the role of students in the team. It not only pays

attention to students' mastery of textbook content, but also pays more attention to the development of students' practical ability. It evaluates students' comprehensive quality, and comprehensively evaluates students' academic achievements, scientific research, ideological and moral, social practice, etc. Therefore, schools should give teachers more power and allow them to take a variety of examination methods, including classroom questioning, learning reports, debate competitions, essays, cooperative assignments, closed book examinations, open book examinations, etc. Only by establishing a diversified teaching evaluation system can we strengthen the comprehensive evaluation of teachers and students, overcome and avoid the tendency that teachers only focus on scientific research, balance the relationship between teaching and scientific research, guarantee teachers' investment in teaching from the system, and optimize the teaching mode.

CONCLUSION

In short, to cultivate innovative talents, universities must constantly reform the teaching mode. Of course, the reasons for the homogenization of university teaching mode are complex, and it will not be easy to get rid of the homogenization. There is no fixed and directly applicable method for innovating teaching mode, which requires not only the continuous theoretical innovation and practical exploration of teaching mode in all universities throughout the country, but also the investment of national education administrative department in teaching reform. It is also necessary to build an environment for the whole society to support the reform of university teaching mode.

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