



ISSN: 2319-5967

ISO 9001:2008 Certified

International Journal of Engineering Science and Innovative Technology (IJESIT)

Volume 8, Issue 5, September 2019

Exploration on Connotation Construction of Teaching in Sino-Foreign Cooperative Education

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Abstract—Nowadays colleges and universities concern a lot on how to strengthen the connotation construction of teaching in Sino-foreign cooperative education. This study summarizes the practice and experience of Red River International College of Shenyang Institute of Engineering, analyzes the existing problems, and puts forward some strategies for connotation construction of teaching. It is of great significance to provide reference for exploring the paths of internationalization and promoting the teaching quality of Sino-foreign cooperative education.

Key Words—connotation construction, teaching, Sino-foreign cooperative education.

I. INTRODUCTION

With the development of economic globalization, the internationalization of higher education has become an inevitable trend all over the world. In China, Sino-foreign cooperative education institutions and programs approved by the Ministry of Education bring in high-quality education resources from abroad. Students are able to gain international education experience without leaving China, which lowers costs compared with self-funded overseas study. Upon graduation, students are available to get bilateral academic degree certificates which are recognized by the Chinese Service Center for Scholarly Exchange (CSCSE) of the Ministry of Education. Due to the above-mentioned advantages, nowadays Sino-foreign cooperative education has become an important part of higher education in China and is getting more and more attention. In order to regulate its operation and guarantee the education quality, colleges and universities concern a lot on how to strengthen the connotation construction of teaching in Sino-foreign cooperative education.

The cooperation between Shenyang Institute of Engineering (SIE) and Red River College of Canada (RRC) lasted over thirty years from 1987 to 2019. On June 14th, 1987, the two sides met for the first time and signed the framework of cooperation agreement. Afterwards the two sides jointly carried out the projects funded by Canadian government, established cooperative educational institutions, and succeeded in co-founding the Red River International College of SIE. Upon successful completion of two years' study at SIE, students who meet Red River College's English Language Proficiency and academic requirements, are entitled to study at Red River College as second year students. Under guidance of SIE's concept of 'engineering education and professional orientation' and RRC's concept of CBE (Competency Based Education), the two sides expand the cooperative areas, enhance the cooperation level, and endeavor to explore a unique way to foster students with joint efforts.

This study summarizes the practice and experience of Red River International College of Shenyang Institute of Engineering, analyzes the existing problems, and puts forward some strategies for connotation construction of teaching in Sino-foreign cooperative education. It is of great significance to provide reference for exploring the paths of internationalization and promoting the teaching quality of Sino-foreign cooperative education.

II. CONNOTATION CONSTRUCTION OF TEACHING IN SINO-FOREIGN COOPERATIVE EDUCATION

Based on the practice and experience of Red River International College of Shenyang Institute of Engineering, we propose the following strategies for connotation construction of teaching in Sino-foreign cooperative education, including constructing distinctive training programs and curriculum systems, developing high-quality



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ISO 9001:2008 Certified

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teaching resources, adopting diversified teaching methods, establishing an effective quality evaluation system and strengthening the construction of teaching staff.

A. Constructing distinctive training programs and curriculum systems

1. Constructing training programs

The training program is the fundamental element in connotation construction of teaching in Sino-foreign cooperative education. Most students in Sino-foreign cooperative programs will choose to find employment after graduation or to have further studies abroad. According to graduates' needs, Shenyang Institute of Engineering (SIE) develops appropriate undergraduate training programs which give consideration to both domestic market demand and overseas study. As for domestic market demand, we conduct a number of investigations and surveys in the relevant enterprises and companies, which enable us to understand their requirements for employees better. To pave the way for students' overseas study, we bring in the teaching resources from Red River College of Canada (RRC), learn from Canadian CBE concept (Competency Based Education) and curriculum development method. When bringing in the teaching resources from RRC and developing our own training programs, we do not copy mechanically or entirely. Instead, we learn from RRC's strong points to make up our own deficiencies. We integrate appropriate teaching resources at home with the resources abroad, so that we can take essence from RRC and remain our own advantages and characteristics. After fruitful consultations with RRC, we manage to embed RRC's training mode into SIE's undergraduate training programs. The new training programs aim at combining knowledge with skills together, facilitating students' learning process, enhancing students' innovation ability, and cultivating students' autonomous learning and critical thinking.

2. Constructing curriculum systems

In SIE, specialties of Electrical Engineering, Power Engineering, and Tourism Management have carried out Sino-foreign cooperative programs for quite a few years. The teachers in these specialties take efforts to study the teaching concept, teaching models and teaching methodology from abroad. Taking the vocational requirements both at home and abroad into account, we revise the curriculum systems and enrich the teaching contents accordingly. As is known to all, Sino-foreign cooperative education is different from domestic higher education. It has its unique characteristics, one of which is to focus on the development of students' vocational ability. Due to this, we establish a modular curriculum system effectively linking students' future employment, further study at home and abroad in a chain. We work together with enterprises and companies so that we can combine the cultivation of students' general knowledge with professional abilities to realize students' all-round development.

Curriculum system in the program of Electrical Engineering

In the program of Electrical Engineering, we highlight the cultivation of '3E' abilities (Employment, Examination, English) and develop a trinity curriculum system. Based on CBE (Competency Based Education), Canadian Professional Engineer Qualification and Chinese National Vocational Standard, we further divide the trinity curriculum system into five categories, including general courses, basic courses, core courses, extensive courses and innovative courses, so as to develop students' abilities from different aspects. To enable students to apply theory into practice, we design a new practical teaching system, which demonstrates the learning process as following 'theoretical teaching + engineering training+ dynamic simulation experiment'. This practical teaching system focuses on capacity development, and embodies the concept of individualized education and research-based learning. Relying on a 'real' working environment created by modern simulation technology, we provide students with a fully immersive site to conduct field operations, which helps to cultivate students' interest in autonomous learning, exploit students' potentials, facilitate students' learning process of 'theory--practice--innovation', and eventually realize students' overall development.

Curriculum system in the program of Power Engineering

In the program of Power Engineering, we attach a great importance to improving students' practical ability and establishing a practical teaching system of 'experiment + practical training + fieldwork + project design'. In the practical teaching system, we strive for a perfect combination of required courses and qualification certificates. That's to say, the practical teaching prompts students to get ready for Vocational Qualification Assessment. The students are required to pass National Vocational Qualification Assessment (Intermediate Level) at the end of



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the 6th semester. Through joint efforts with enterprises and companies, we enable students to meet the social needs and succeed in the job market.

Curriculum system in the program of Tourism Management

In the program of Tourism Management, courses of tourism service emphasize the cultivation of students' innovative and practical skills. The courses of tourism service are offered in the third semester. Students may select the service courses according to their own wills. Under the teachers' guidance, students apply the theoretical knowledge into practice. For example, students are required to design some activities by themselves, such as hotel service, Chinese and western receptions, business meetings, travel routes and scenic spot propaganda. In such a practical teaching process, students will not only exercise their practical skills, but also cultivate critical thinking, innovative ability and vocational ability. In the above-mentioned 3 programs, we have a coordinator for each course, who is in charge of leading the teaching team to develop the curriculum, formulate the teaching plan, consider the acceptability of students and design classroom activities. KSJ (Knowledge Skills Judgments) is set for each course, to determine the teaching contents, teaching strategies and assessment criteria. Through surveys and investigations of enterprises and graduates, we have a top-down analysis of students' professional qualifications and make clear the structure of students' comprehensive ability. All of these are embedded in the corresponding curriculum modules, which identify the specific curriculum objectives (including knowledge objectives and skill objectives). Teachers assist students to achieve those objectives through completion of different teaching assignments.

Curriculum system of English courses

In Sino-foreign cooperative programs, English courses play an important part. We have a three-year cooperative program with Red River College (RRC) of Canada for the construction of language training center, which intends to introduce the teaching model and training system from RRC, and learn from Canadian Language Benchmark (CLB) as well as language grading system. Through cooperation and exchange with RRC, we have jointly developed Language Proficiency Assessment and Assessment Criteria, which are effectively linked with RRC's Language Proficiency Assessment and more applicable to our own students. After the freshmen's college entrance examination, we will organize English placement test and divide students into different classes according to the placement results. Such an approach of graded teaching is adopted in English courses, which enables students with similar English proficiency to study together. According to students' language proficiency and acceptability, teachers set different teaching objectives, select different teaching contents, make different teaching plans, adopt different teaching methods, design different teaching tasks and carry out different teaching activities for students. The classes are not unchangeable, since each semester they demand some adjustments according to students' progress. We will select the top students to learn the advanced English courses so as to prepare them well for their future study abroad. Through the cooperation between foreign teachers and Chinese teachers, such a practice has proved that it is greatly helpful to stimulate students' learning motivation, improve students' communicative competence and classroom interaction.

To help students improve English proficiency, we offer students different English courses to bridge the language gap. The teaching model we adopt now is different from the traditional examination-oriented teaching model in the past, because it puts more emphasis on spontaneous language use, and attaches more importance to learner-centered and task-oriented teaching, which effectively prompts students to apply language into practice and communication. The language training center has also prepared a portfolio for each student to record their English learning process, which contains curriculum criteria, needs assessment, activity design, task checklists, teaching materials, etc. Such a portfolio can record students' whole learning process, keep a track and analyze students' learning effect. Based on it, teachers can modify their teaching in accordance with students' learning and eventually improve the teaching quality.

B. Developing high-quality teaching resources

Teaching resources are the important premise to guarantee the implementation of teaching. The development and utilization of teaching resources play an important role in improving teaching efficiency. High-quality teaching resources are helpful to stimulate students' interest in learning and promote students to take an active participation in class activities.



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1. Problems existing in teaching resources

At present, the teaching resources developed for Sino-foreign cooperative education are still far from satisfying students' demands. Many colleges and universities select the teaching resources according to their own wills. Therefore, teaching resources are not so systematic and authoritative. Some colleges and universities use the original teaching resources from foreign cooperative partners. They are authentic, but it is found that they differ greatly from our cultural background knowledge and even some resources are really beyond students' understanding capacity. Other colleges and universities prefer to using textbooks published in China, but such textbooks seem remote from overseas life and study and fail to arouse students' intercultural communication consciousness.

Taking English teaching resources as an example, some colleges and universities adopt the teaching resources from English training institution such as Koolearn, but these materials are usually exam-oriented, and not fit for developing students' comprehensive and communicative ability. Serving as the basic teaching contents, English teaching resources should suit varying levels of English language proficiency, satisfy the requirements of developing students' language skills, cultivate intercultural communication awareness and enable students to gain entry into a degree program at a foreign university.

2. Measures to develop teaching resources

In order to solve the existing problems, we work together with cooperative partners from Red River College to develop teaching resources for Sino-foreign cooperative programs. On the one hand, Red River College shares teaching resources with us. With their help, we make a full use of modern network technology and build a network platform of sharing resources named Learning. All the teaching resources on this network platform can be uploaded or downloaded for use. We also build a platform of language autonomous learning where students can interact with each other online and get access to different learning resources according to their own needs. On the other hand, we put much effort into developing the teaching resources for the core courses in the joint programs. So far, we have developed different multimedia courseware, audiovisual courseware and online video for the core courses. When developing those teaching resources, we take into account both the teaching objectives, and the intercultural communication requirements in the joint programs. For example, the teaching resources for EGP (English for General purposes) are both practical and interesting. The topics should be related to students' daily life. The teaching materials for EAP (English for Academic Purposes) cover a wide range of subjects, such as economy, science, technology, culture, and business, etc., to help students get ready for IELTS or TOEFL tests, and promote students to develop the habit of thinking in English. Learning from the Australian educational concept --TAFE, the teaching resources of Professional English are cruising towards overcoming the possible challenges in the future work or further study. [1] In fact, no textbooks can fully meet students' needs in all aspects. Therefore, we also select some resources from the newspaper and magazines as supplementary materials in accordance with students' interest. Only in this way can we ensure the quality and quantity of language input and create a good language learning environment for students.

C. Adopting diversified teaching methods

At present, the traditional teaching methods are still used in many colleges and universities. They are based on the learning theory of behaviorism that defines learning as nothing but a process of demonstration (stimulus) -imitation (response) -repetition (reinforcement). Behaviorism emphasizes the final effect of learning and discounts students' independent activities of mind and cultivation of practical abilities. The classroom is very teacher-centered and lack of interaction between the teacher and students. The acquisition of knowledge is only a process of students' passive learning. Therefore, it is impossible to give full play to students' initiative. In order to achieve the maximum positive effect of learning, we must break through the traditional teaching methods. Piaget puts forward the learning theory of constructivism which explains how learning actually occurs. In contrast to behaviorism, constructivism takes learning as an active and constructive process, in which learners actively acquire knowledge, form meaning and construct information based on their prior knowledge and experiences. The role of a teacher is very significant. He or she is not merely an instructor but also should function as a consultant, an organizer, a facilitator and a coach to aid students depending on students' needs in the learning process. Instead of giving a lecture, the teacher should create an active atmosphere for learning, provide students for opportunities of exploration and creation in the classroom, and challenge students by asking questions instead of telling answers so as to make students effective learners and critical thinkers. This takes away the focus from the teacher and places a greater emphasis on students and their learning.



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Under the guidance of the learning theory of constructivism, we adopt diversified teaching methods to bring students' enthusiasm into full play, such as task-driven teaching method, process-oriented teaching method, situation teaching method and cooperative teaching method, so as to ensure the realization of teaching objectives.

1. Task-driven teaching method

Many courses are very practical in Sino-foreign cooperative education, so the teacher should design class tasks and activities based upon typical future work to develop students' professional ability. Those tasks and activities should be different from the general practice. They have very specific goals and emphasize the importance of communication to accomplish tasks. Students are led by the teacher to complete tasks individually or in group. Through the analysis of each task, the teacher assists students to understand the task requirements, grasp the difficult points, master the relevant knowledge and learn the essential skills, so that students can acquire and accumulate the corresponding knowledge and skills through practice.

2. Process-oriented teaching method

Process teaching, as the name suggests, puts a great emphasis on students' learning process. The teacher should carry out teaching based upon students' learning process. It focuses on the cultivation of students' learning strategies and skills. For example, the teacher should help students straighten out their learning process, stimulate students' active thinking, lead students to find problems, analyze and solve problems by themselves. With the teacher's help, students can succeed in applying theory into practice and getting their learning organized, thereby improving students' learning skills. It is beneficial to cultivate students' self-access ability and guide students to realize the effective learning.

3. Situation teaching method

In order to boost students' professional ability, teachers make a good use of modern educational technology, improve the functions of multimedia classrooms, and establish training centers to create the simulated working situation. They can provide effective technical support for teaching and satisfy students' learning needs. Around the learning tasks, teachers create simulated working situations by using pictures, audio, video and so on, which are helpful to create an active and relaxing learning atmosphere, and arouse students' curiosity and interest in learning. Through the activities such as role-plays, students can experience a real or simulated working environment, make themselves better adapt to the future work, and enhance students' practical ability.

For example, we adopt the Teaching platform introduced from Red River College of Canada to assist teaching, which can realize the functions of a virtual network laboratory and facilitate students' learning. Students can use it to carry out simulation operations on the computer and interact with the teacher, because the virtual network laboratory can simulate and reach the effects of real experiments. After class, students can download multimedia courseware, complete online assignments and have self-testing on the teaching platform by themselves. This greatly enriches the teaching contents, promote students' learning interest and improve the teaching effects.

4. Cooperative teaching method

Cooperative teaching method stresses the importance of teamwork, because teamwork gets students to learn, remember things and concentrate better. It is very student-centered, goal-oriented and enables students to work well together in order to accomplish something. The teacher allows students to work in groups, discuss specific topics or complete specific tasks which they must carry out according to the working process, and then present to the whole class. When grouping, the teacher should take into account that each group is made up of 4 or 5 students with different levels, so that the group members can learn from each other's strong points to make up their own deficiencies. When students know they can improve and reach their goals by practicing and make progress together, they will feel better about themselves. It is very conducive to build their self confidence and exercise the teamwork spirit. In addition, the teacher must bear in mind that he or she should organize and monitor students' group work, evaluate students' participation and performance in class activities. Through the active interaction between the teacher and students, and the meaningful communication among students themselves, it is beneficial for students to master the knowledge needed by a specific task, and develop the problem-solving skills which will be useful for their future study or work.

D. Establishing an effective quality evaluation system

Evaluation has a great effect on both teaching and learning. Establishment of a scientific and effective



ISSN: 2319-5967

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evaluation system plays an important role in the sustainable development of Sino-foreign cooperative education. [2]

1. The traditional quality evaluation system

In the past, students' academic achievements were assessed by the results of final examination. For many years, exams are considered to be the only way to evaluate students, which is not fair enough for students, because such static evaluation ignores the cultivation of students' innovation and potential and it cannot objectively reflect students' learning performance from different aspects. Therefore, it is necessary to change the original evaluation concept, evaluation criteria and evaluation methods. SIE encourages teachers to improve evaluation system, carry out the research and practice of evaluation reform.

2. The reform of quality evaluation system

In order to guarantee and improve the teaching quality, a quality control committee composed of experts from both SIE and RRC is set up. The process of quality control is divided into four stages: self-assessment, deliberation, feedback and improvement. Working with the experts of Red River College of Canada, the quality control committee monitors the whole teaching process from the beginning to the end of each semester. They observe teachers' classes regularly and provide constructive suggestion and feedback to direct course construction and teaching reform. They also design and submit questionnaires for students to gain statistical information, interview individual students and have discussions with teachers, which can really help to find out the problems existing in teaching, and take measures to solve problems accordingly. We also learn from RRC's Quality Assurance Management System (QAMS) that is a process management system. Based on it, we establish a 'competency-based' evaluation system with our own characteristics, which is good to promote teachers' professional development and stimulate students' initiative for learning.

Establishing quality evaluation system for teachers

Teachers are the center of implementing the quality education. In order to ensure the effective completion of teaching tasks, we carry out the annual teaching evaluation from multiple dimensions, which is a comprehensive assessment of teachers' performance in all aspects of their work throughout the year. The evaluation not only covers the objective evaluation such as teachers' work performance and what students think about their teachers, but also includes subjective evaluation such as peer review and expert feedback. The evaluation result can help teachers find out the problems in teaching, improve teaching quality, and provide important reference for the operation of cooperative education. It is also taken as an important measurement for teachers' promotion. The purpose of such evaluation is to arouse teachers' enthusiasm and motivation to improve teaching quality and ensure the teaching management and implementation.

Establishing quality evaluation system for students

Students' academic achievement is an important reflection of teaching quality. The traditional evaluation is often limited to the single evaluation given by teachers, which puts more emphasis on students' learning results instead of learning process. At present, more attention is given to students' learning process and practical ability. Therefore, a combination of formative evaluation and summative evaluation is adopted so as to arouse students' initiative and improve students' practical ability. In the practice, we include closed exams, open exams, end-of-semester exams, and mid-semester exams in the evaluation system and greatly increase the proportion of occupational training in the evaluation. That is because the closed examination is helpful to examine students' proficiency and accuracy in the mastery of knowledge and skills. Open examination is helpful to exercise students' self-access ability because it enables students to collect relevant materials by themselves in advance. The evaluation of students' occupational training can assess students' ability of completing assignments independently.

In addition, effective evaluation should not only include teacher's evaluation, but also students' self-evaluation, students' mutual evaluation and enterprise's evaluation. That is to say, teachers, students and enterprises should all involve in and play a part in the evaluation system and supplement with each other to promote the realization of the teaching objectives. The teacher should function as a guide in the process of evaluation. He or she should consider all the evaluation results given by students and enterprises as a whole to give an overall evaluation result. The evaluation results such as students' attendance, learning attitude, participation, performance, completion of assignments, experiment, practical training and graduation design, should all be included in the



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overall evaluation to promote students' learning motivation and all-round development in the aspects of knowledge, ability, and quality. In a word, a diversified evaluation system focusing on students' learning process and practical ability is more effective to assess teachers' teaching quality and student' academic achievements.

E. Strengthening the construction of teaching staff

The quality of teachers directly affects the quality of Sino-foreign cooperative education. It is an essential prerequisite for the development of Sino-foreign cooperation programs. Therefore, we should be aware of its importance and strengthen the construction of teaching staff.

1. Problems confronting the construction of teaching staff

In the infancy of Sino-foreign cooperative education, the construction of teaching staff is confronting a number of problems. Most colleges and universities pay much attention to the infrastructure construction, such as the purchase of equipments, construction of office buildings and other facilities. We lack a long-term consideration and planning in the construction of teaching staff. In Red River International College of SIE, there are 8 offices at present, including Administration Office, Language Training Center, Electrical Engineering Technology Program, Power Engineering Technology Program, Tourism Management Program, Teaching and Learning Supportive Center, Student Affairs, and Student Employment. With the development of RRIC, the teaching staff are growing steadily, but the number of full-time teachers and teaching administrators in Sino-foreign cooperative education is comparatively small, and some part-time teachers' qualifications still need to be improved to satisfy the requirements.

2. Solutions proposed to strengthen the construction of teaching staff

Optimizing the teaching management organization

To solve the existing problems mentioned above, we optimize the teaching management organization. Firstly, for the purpose of ensuring the smooth operation of the cooperative education programs, a joint management committee is established on behalf of the interests of both sides. It is the highest decision-making body of Red River International College consisting of nine members: five from Shenyang Institute of Engineering (China) and four from Red River College (Canada). The Joint Management Committee regularly holds meetings and discusses teaching problems to break down the barriers preventing the operation of the joint programs. Especially on major issues, the director of the Joint Management Committee is responsible for making a final decision after discussion and negotiation between both sides. Secondly, in order to regulate the teaching process, we set up Department of Electrical Engineering, Department of Power Engineering and Department of Hospitality Tourism in RRIC. The head of each department is in charge of organization and management of teaching, building the teaching team, and directing teachers to carry out regular teaching activities. Each teaching team that we strive to build should function as the core force and bring its role into full play. For example, it should head teachers to participate in the teaching reform and practice, modify the undergraduate training programs, develop the curriculum, design and revise the syllabus of each course in combination with the existing problems.

Ensuring the teaching quality of foreign teachers

As we all know, the competition between colleges and universities largely depends on the competition of teachers' qualifications. Therefore, we should attach a great importance to the teachers' development to build a teaching team with excellent quality and reasonable structure. To further enhance the teaching quality, we both bring in intellectual resources, such as high-level foreign teachers, and equip our own teachers with necessary training needed by Sino- foreign cooperative education. To guarantee the teaching quality, it is necessary to establish an admission system for foreign teachers. If foreign teachers are not qualified enough to meet the requirements, it will be difficult to achieve the predetermined goal in Sino-foreign cooperative education, no matter how advanced the teaching materials, facilities and methods are. The foreign cooperative educators should select a certain number of teachers from their own education institution to teach in our Sino-foreign cooperative programs. We make sure that the teachers and managerial personnel of foreign nationalities retained by a Sino-foreign cooperative education institution shall have at least the bachelor's degree or the corresponding occupational certificate, and shall possess education and teaching experience of no less than 2 years. We safeguard the legitimate rights and interests, guarantee the salary and welfare benefits of the foreign teaching staff. In a word, the admission system for foreign teachers is the premise to guarantee the quality of teaching.



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Except this, we also establish a management and evaluation system for the foreign teaching staff, because foreign teachers are more flexible and less constrained compared with full-time native teachers. Therefore, it is necessary to clarify duties and obligations, as well as establish rules and regulations for foreign teachers to follow.

Enhancing the teaching quality of Chinese teachers

In SIE, Red River International College gets the priority of arranging teaching tasks with the support of Academic Office and builds a relatively stable cooperative teaching team. To improve teachers' professional level and ability, we equip our own teachers with necessary training needed by Sino-foreign cooperative education. We adopt different ways to train teachers in Sino-foreign cooperative education. For example, we provide teachers with opportunities to receive academic learning or do the scientific research in the foreign universities or research institutions. Through the annual "National Overseas Study Fund" and "Young Teachers' Overseas Research Project", we select some outstanding teachers to study abroad. Because we have a long-term cooperative relationship with Red River College of Canada, the teachers in SIE will regularly visit RRC to work as teaching assistants. The foreign teachers from RRC also help our teachers do the teaching work in the Language Center in turn. They offer us teachers training to improve our English language proficiency and teaching methodology. Except going abroad, teachers can also take advantage of winter and summer vacation to receive a short-term training, attend lectures or academic seminars given by famous scholars and experts. The purpose is to improve the bilingual teachers' professional level and equip teachers with advanced educational concept and innovative spirit.

III. CONCLUSION

To sum up, Sino-foreign cooperative education shall conform with the development of Chinese education undertakings. Under the new situation, the increasingly fierce competition among colleges and universities demands the reform of higher education in China. Sino-foreign cooperative education, as an important part of higher education, should guarantee the education quality to promote the development of higher education and commit to cultivating innovative international talents to serve for the economic development. In the practice of carrying out Sino-foreign cooperative programs, we shouldn't copy the foreign educational mode mechanically. Instead, we should learn from others' strong points to make up our own deficiencies and remain our own advantages and characteristics. We should bring in and effectively utilize high-quality educational resources from abroad, optimize the training programs and curriculum systems, improve teaching methods and teachers' qualifications. Only by absorbing and making an effective use of all the educational resources, can we improve competitiveness and quality of higher education, achieve a sustainable and healthy development of cooperative education, and accomplish the ultimate goal of educational reform in China.

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Foundation Project: Humanities and Social Sciences Research Project of Liaoning Provincial Department of Education "Research on Connotation Development Strategy of Sino-foreign Cooperation in Running Schools" (Project No. WYB201705)