

Guideline for Chinese-Foreign Cooperation Project Management in Higher Education in China

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Abstract: The objectives of this research were 1) to study the current situation of Chinese-foreign cooperation project management in higher education in China, 2) to develop the guidelines for Chinese-foreign cooperation project management in higher education in China, and 3) to evaluate the adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China. The sample were 226 lecturers and administrators in higher education in China. They were selected by systematic random sampling and sample random sampling. The interview group was the 1 administrator from each university, totaling 10 people. The experts for evaluated the adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management consisted of high-level administrators from each university, totaling 9 people. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

Keywords- *Guidelines for Chinese-foreign cooperation, Chinese-foreign cooperation project management, higher education*

1. Introduction

The internationalization of higher education has become an important direction of global education development in the context of globalization and informatization technology. The main leader of China attaches great importance to the opening up of education to the outside world, pointing out that "we should expand the opening up of education and carry out high-level cooperation in running schools with world-class resources" (Xi Jinping, 2018). The development of Chinese-foreign cooperative education in higher education in China has ushered in an essential development process.

The management of high-quality Chinese-foreign cooperation projects has played a positive role in promoting higher education reform in China, broadening personnel training methods and meeting the diverse and high-quality education needs of society. It also provides a good opportunity and carrier for Chinese-foreign higher education to strengthen cooperation, share educational resources and explore the mode of education running a school. (Huang Baoyin, 2021)

Chinese universities have taken on the important task of foreign exchange and cooperation, but they face challenges in the objective development of the reality, the level of foreign exchange and cooperation, and the subjective response. (Liu Qi, 2018) To solve these challenges, it is necessary to improve the level of management of Chinese-foreign cooperation projects. Therefore, the development of the project management

guidelines for Chinese-foreign cooperation in higher education in China is also in line with the needs of the new age, aiming to provide guidance and support for the project management of Chinese-foreign cooperation in higher education and promote the internationalization of Chinese higher education.

2. Research Questions

1. What is the current situation of Chinese-foreign cooperation project management in higher education in China?
2. What are the guidelines for Chinese-foreign cooperation project management in higher education in China?
3. Is the guidelines for Chinese-foreign cooperation project management in higher education applicable and feasible?

3. Literature Review

3.1 The concept of Educational Management

Huang Yulan. (2007) Educational management refers to that a country or region, under the restriction of its political, economic and cultural environment and under the domination of the values of its educational administration department, adopts scientific methods to forecast and plan, organize and guide, supervise and coordinate, motivate and control the educational organizations under its jurisdiction.

3.2 The concept and theory of project management (social support, cooperative management, instructional management)

McGraw-Hill (2003, p.354) proposed that Project management is the process of leading a team to achieve goals and meet success criteria within a set time frame, where the main challenge is to achieve all project objectives within the given constraints.

Dan E. Imbar (2019) proposed that Project management involves coordinating the activities of different departments, groups and individuals so that their activities contribute to the implementation of the project and ultimately achieve the predetermined objectives.

Zhang Xin (2013, p2) proposed that Project management is a specific approach to problem solving, which uses various technical means to limit and group the activities involved in the project.

Liu Liangliang (2014, p9) proposed that project management is the operation system through the use of projects to achieve certain management objectives, and management is the key function of project implementation, including the coordination of various management activities to achieve predetermined objectives, including the process of supervision and evaluation.

3.3 Context of Chinese-foreign cooperation project management in higher education in China

Xiaojin (2021) pointed out that the existing problem of Chinese-foreign cooperation project management in higher education in China include exchange information asymmetry, communication and cooperation channels, funding and resource support exist a single and serious shortage.

Liu Xiaoyu (2018, P30) proposed that the Ministry of Education signed a memorandum of understanding on international cooperation in the Belt and Road Education Initiative with six provinces (autonomous regions) including Fujian, Guangxi and Hainan. Jointly build a cooperation promotion platform, and form a new situation of international cooperation in education action featuring.

Guo Qiang (2021, P6) proposed that in the face of two universities with great differences in cultural background, system and national conditions, during the process of Chinese-foreign cooperation project management in higher education in China.

XueWeiyang (2017, P20) pointed out that Chinese-foreign cooperation project management in China, as a form of higher education with an integrated system and the introduction of overseas high-quality educational resources, have high hopes from all walks of life.

Jiang Yanqiao (2017, P82) pointed out that through the certification of Chinese-foreign cooperation project management, the conduct of running schools of both sides is standardized, and the self-discipline of cooperation between the two sides is strengthened. Foreign input is guaranteed.

Lin Jianhui (2018, p74) proposed that the construction of standardization leads the construction of mechanism. We will explore the establishment of national standards for the quality of Chinese-foreign cooperation project management in higher education, and gradually realize that government management, schools running schools and society supervision are based on standards.

Ji Qing and Yin Kai (2022, p5) pointed out that Chinese-foreign cooperation project management in higher education has not fully absorbed the government, industry enterprises, scientific research institutes and other subjects, making the cooperation object, cooperation level and cooperation content single. Failed to establish a sound organization and management mechanism.

Li Muzi (2020, P45) proposed that an important carrier of China's education opening to the outside world, Chinese-foreign cooperation project management in higher education has enriched the connotation, but it also has hidden risks and even disputes. The key measures to effectively prevent and control risks need to reasonably construct the dispute settlement mechanism in the cooperation project agreement.

Liao Jian and Hu Lixia (2020, p73) pointed out that Chinese-foreign cooperation project management in higher education are exchanges and collisions between different cultures, educational concepts, management methods, instructional models and evaluation systems. It is inevitable that various problems and contradictions will arise in the management process. Whether China and their partners can integrate, learn from each other and learn from each other is the key to the success of Chinese-foreign cooperation project management.

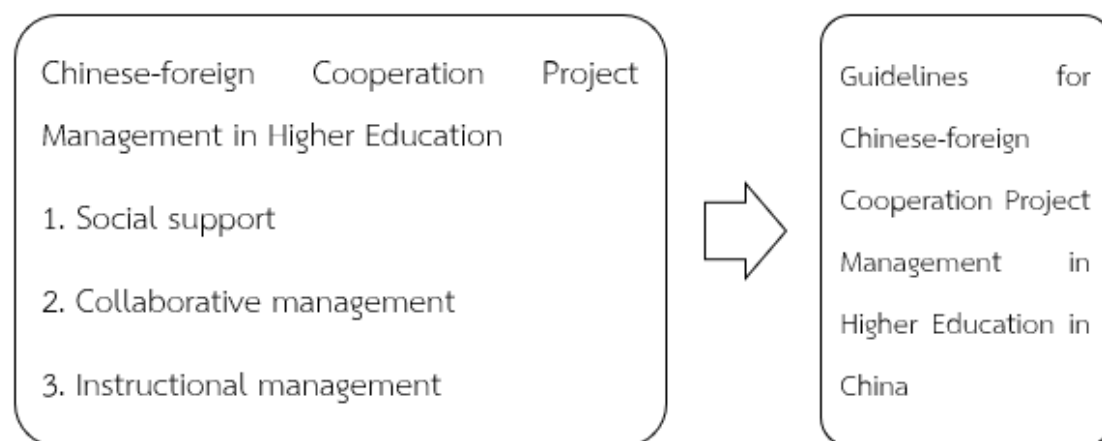
3.4 Related research

Lu Jinsong (2020, p78-82) believed that the internal system problems of Chinese-foreign cooperation project in higher education are as follows: the management and operation of some cooperative projects and projects are constrained, the development of disciplines lacks long-term planning.

Lin Jinhui (2012, p34-38) believed that "foreign high-quality education resources refer to education and instructional concepts, talent training models, courses, instructional materials, instructional methods, educational management systems, teachers, management teams and quality assurance systems with a high level and projects-running characteristics in the world.

4. Research Conceptual Framework

Figure 1 Research Framework



5. Objectives Of The Research

1. To study the current situation of Chinese-foreign cooperation project management in higher education in China.
2. To develop the guidelines for Chinese-foreign cooperation project management in higher education in China.
3. To evaluate the adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

The population of this research was 545 lecturers and administrators from 10 universities with Chinese-foreign cooperation project management in Beijing, Shandong, Heilongjiang, Jilin and Hubei provinces.

6.1.2 Sample

The sample of questionnaire group

According to Krejcie and Morgan sampling table, the sample group of this research was 226 lecturers and administrators from 10 universities with Chinese-foreign cooperation project management in China. By using systematic random sampling and sample random sampling was also used by drawing from 10 universities.

10 universities included Beijing Institute of Posts and Telecommunications (BPT), North China University of Electric Power (NCEPU), Shandong University of Science and Technology (SDUST), Heilongjiang Institute of Engineering (HLJIT), Harbin Institute of Technology (HUST), Harbin University of Technology (HIT), Northeast Petroleum University (NEPU), Heilongjiang University (HLJU), Changchun University (CCU) and China Three Gorges University (CTGU).

Research Instruments

The instrument to collect the data for objective one, to study the current situation of Chinese-foreign cooperation project management in higher education in China was questionnaire. The questionnaire designed based on Chinese-foreign cooperation project management in higher education in China.

7. Research Results

Table 1 The Average Value and Standard Deviation of the Current Situation of Chinese-Foreign Cooperation Project Management (n=226)

	Chinese-foreign cooperation project management in 10 universities in China	\bar{x}	S.D.	Level	Rank
1	Social support	4.592	0.677	High	2
2	Collaborative management	4.405	0.684	High	3
3	Instructional management	4.604	0.714	High	1
Total		4.534	0.692	High	

According to **Table1**, found that the current situation of Chinese-foreign cooperation project management was at high level ($\bar{x}= 4.534$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was instructional management ($\bar{x} = 4.604$), followed by social support ($\bar{x} = 4.592$), and collaborative management was the lowest level ($\bar{x} = 4.405$).

Table2 Analysis of Level For Chinese-Foreign Cooperation Project Management In Internal Benefit of Social Support (n=226)

	Internal Benefit	\bar{x}	S.D.	Level	Rank
1	Appraisals Of Graduation Achievements	4.075	0.869	High	1
2	Updates To Instructional Equipment	4.019	1.311	High	2
3	Proportion Of Graduates	4.007	1.185	High	3
Total		4.033	1.122		

According to **Table2**, found that the current situation of Chinese-foreign cooperation project management in internal benefit of social support was at high level (\bar{x} =4.033). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Appraisals of graduation achievements(\bar{x} =4.075), followed by Updates to instructional equipment (\bar{x} =4.019), and Proportion of graduates was the lowest level (\bar{x} =4.007).

8. Conclusion And Discussion

8.1 Conclusion

The research about the guidelines for Chinese-foreign cooperation project management in higher education in China, the researcher summarized the conclusion into 3 parts as follows:

Part 1: The current situation of the guidelines for Chinese-foreign cooperation project management in higher education in China

Part 2: The guidelines for Chinese-foreign cooperation project management in higher education in China

Part 3: The adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China

Part 1: The current situation of Chinese-foreign cooperation project management in higher education in China

The current situation of Chinese-foreign cooperation project management in higher education in China in three aspects was at a high level. Considering the results of this research aspects ranged from the highest level to lowest level was as follow: the highest level was using of instructional management, followed by social support, and collaborative management was the lowest level.

Social support was at higher level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Appraisals of graduation achievements (\bar{x} =4.075), followed by Employment quality and Chinese-foreign cooperation project characteristics (\bar{x} =4.031), and Proportion of graduates was the lowest level (\bar{x} =4.007).

Collaborative management was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was financial management (\bar{x} = 4.889), followed by Diploma management (\bar{x} =4.071), and Data accuracy was the lowest level (\bar{x} = 4.013).

Instructional management was at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Specialized Core Curriculum Construction (\bar{x}

=4.854), followed by Instructional Team (\bar{x} =4.633), and Foreign high-quality core courses was the lowest level (\bar{x} = 4.504).

Part 2: Guidelines for Chinese-foreign cooperation project management in higher education in China

The guidelines for Chinese-foreign cooperation project management in higher education in China in three aspects, which contain 52 measures. There are 21 measures for social support, 17 measures for collaborative management, and 15 measures for instructional management.

Social support consisted of 21 measures: 1) Expand cooperation channels, 2) Hold academic activities, 3) Promote international projects, 4) Implement social practice projects, 5) Carry out technical transfer and scientific research cooperation, 6) Establish a partner network, 7) Establish a long-term cooperation mechanism, 8) Provide policy recommendations, 9) Participate in policy formulation, 10) Participate in government meetings, 11) Establish a bridge of cooperation, 12) Establish a government-enterprise alliance, 13) Joint development project, 14) Actively participate in government projects, 15) Provide service support, 16) Strengthen publicity and promotion, 17) Establish an alumni network, 18) Provide high-quality services, 19) Establish a donation mechanism, 20) Give back to society, and 21) Strengthen communication and feedback.

Collaborative management consisted of 17 measures: 1) Determine the goal and scope of cooperation, 2) Establish cooperative relationship, 3) Carry out cooperation research, 4) Open a joint course, 5) Establish a normalized communication mechanism, 6) Establish a partner contact mechanism, 7) Establish a mutual visits mechanism, 8) Cooperation to carry out bilingual instruction, 9) Participate in international academic conference, 10) Carry out research projects together, 11) Use information technology means, 12) Promote cultural exchanges, 13) Screening partners, 14) Formulate a cooperation agreement, 15) Establish a risk management team, 16) Carry out risk assessment and control, and 17) Establish a crisis management mechanism.

Instructional management consisted of 9 measures: 1) Course settings, 2) Selection of textbooks, 3) Instructional methods, 4) Student training, 5) Instructional evaluation, 6) Introduce internationalization teachers, 7) Provide professional training and development opportunities, 8) Strengthen teacher evaluation and assessment, 9) Develop clear evaluation standards and indicator systems, 10) Establish a instructional team, 11) Strengthen exchanges and cooperation, 12) Clarify the object of evaluation, 13) Select the evaluation method, 14) Establish an evaluation system, and 15) Feedback and application of evaluation results.

Part 3: The adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China

The adaptability and feasibility of guidelines for Chinese-foreign cooperation project management in higher education in China in three aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for Chinese-foreign cooperation project management in higher education in China are adaptability and feasibility.

The adaptability and feasibility of social support was 4.578 and 4.422, respectively.

The adaptability and feasibility Collaborative management was 4.444 and 4.444, respectively.

The adaptability and feasibility Instructional management was 4.651 and 4.365, respectively.

8.2 Discussion

The research in the guidelines for Chinese-foreign cooperation project management in higher education in China. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: The current situation of Chinese-foreign cooperation project management in higher education in China

Part 2: The guidelines for Chinese-foreign cooperation project management in higher education in China.

Part 3: The adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China

Part 1: The current situation of Chinese-foreign cooperation project management in higher education in China

The current situation of Chinese-foreign cooperation project management in higher education in China in three aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was instructional management, followed by social support, and collaborative management was the lowest level. The related to the research of Wang Minli (2004, p63-67) briefly sorted out the current situation of Chinese-foreign cooperation project management in higher education in China, and summed up the possible problems of Chinese-foreign cooperation project management in higher education in China. These problems include social support, cooperative management and instructional management. Wang Minli believes that to solve the above problems need to start from the aspects of improving management, forming characteristics, innovating disciplines, and two-way development.

Social support was at high level. This is because the relationship between university and society is mutual influence, which cannot avoid the role of society in the implementation of higher education. Wang Chengxu and Xu Hui (2001, p223-224) pointed out that sociologists believed that higher education and social and economic development have a corresponding strategic role, which can not only train talents needed by the society, but also produce knowledge that is closely related to the local area. Therefore, the relevant suggestions for the development of colleges and universities from the social level are practical and effective.

Chinese-foreign cooperation project management in higher education in China typically require significant funding and resources to establish and maintain high-quality educational Chinese-foreign cooperation project; Solid partnerships, including with foreign educational institutions, government departments, enterprises and communities, are necessary; The importance of Chinese-foreign cooperation project management in higher education and developing relevant policies and regulations to provide a good legal environment and policy support for cooperation; It can promote cross-cultural understanding and respect, and promote cultural exchanges and diversification of education. The related to the research of Zhu Shun Yao, Li Hongmei, Liu Juan (2016, P.88)

Collaborative management was at highest level. This is because collaborative management in Chinese-foreign cooperation project management in higher education is reflected in the smooth operation of the project, the realization of the goals and the project management, the integration and optimization of the resource, the resolution of risk management and the solution of the problem, and the continuous cooperation and development. Effective management can ensure the efficiency, stability and sustainability of cooperation and achieve win-win and common development of Chinese-foreign cooperation project management in higher education. The related to the research of Zhang Shu, Guo Qiang (2020, P.31)

Instructional management was at the highest level. This is because the demand of international talents for the development of world economy and the integration of Chinese higher education into international development are the inexhaustible driving forces for the emergence and development of Chinese-foreign cooperation project management in higher education. However, looking at the current situation of Chinese-foreign cooperation project management in higher education, it is difficult to meet the actual needs of Chinese-foreign cooperation project management in higher education. At present, there are some problems in the instructional management of Chinese-foreign cooperation project management in higher education, from the introduction of courses to the quality of instruction, and then to management team. This research objectively analyzes the introduction of quality courses, core curriculum construction, instructional task undertaking, instructional quality monitoring, management team construction and other factors in Chinese-foreign cooperation project management in higher education, and puts forward corresponding solutions to Chinese-foreign cooperation project management in higher education. The related to the research of Zeng Jiankun (2016, p3) also demonstrated relevant contents in his research on instructional management of Chinese-foreign cooperation project management in higher education.

Part 2: The guidelines for Chinese-foreign cooperation project management in higher education in China

The guidelines for Chinese-foreign cooperation project management in higher education in China in three aspects, which contain 52 measures. There are 21 measures for social support, 17 measures for collaborative management, and 15 measures for instructional management. The related to the research of Yang Yan's research (2019, P.5)

Social support consisted of 21 measures: 1) Expand cooperation channels, 2) Hold academic activities, 3) Promote international projects, 4) Implement social practice projects, 5) Carry out technical transfer and scientific research cooperation, 6) Establish a partner network, 7) Establish a long-term cooperation mechanism, 8) Provide policy recommendations, 9) Participate in policy formulation, 10) Participate in government meetings, 11) Establish a bridge of cooperation, 12) Establish a government-enterprise alliance, 13) Joint development project, 14) Actively participate in government projects, 15) Provide service support, 16) Strengthen publicity and promotion, 17) Establish an alumni network, 18) Provide high-quality services, 19) Establish a donation mechanism, 20) Give back to society, and 21) Strengthen communication and feedback. The related to the research of Cui Chun (2014, p70) also demonstrated relevant contents in his research on Chinese-foreign cooperation project management in higher education in China.

Collaborative management consisted of 17 measures: 1) Determine the goal and scope of cooperation, 2) Establish cooperative relationship, 3) Carry out cooperation research, 4) Open a joint course, 5) Establish a normalized communication mechanism, 6) Establish a partner contact mechanism, 7) Establish a mutual visits mechanism, 8) Cooperation to carry out bilingual instructional, 9) Participate in international academic conference, 10) Carry out research projects together, 11) Use information technology means, 12) Promote cultural exchanges, 13) Screening partners, 14) Formulate a cooperation agreement, 15) Establish a risk management team, 16) Carry out risk assessment and control, and 17) Establish a crisis management mechanism. The related to Ding Yuanyuan (2021, p67) the research on the current situation and countermeasures of Chinese-foreign cooperation project management in higher education in Guangxi. Master's thesis. p67-77

Instructional management consisted of 9 measures: 1) Course settings, 2) Selection of textbooks, 3) Instructional methods, 4) Student training, 5) Instructional evaluation, 6) Introduce internationalization teachers, 7) Provide professional training and development opportunities, 8) Strengthen teacher evaluation and assessment, 9) Develop clear evaluation standards and indicator systems, 10) Establish a instructional team, 11) Strengthen exchanges and cooperation, 12) Clarify the object of evaluation, 13) Select the evaluation method, 14) Establish an evaluation system, and 15) Feedback and application of evaluation results. The related to the research of the related to Zhao Jinyue (2020, p52) Research on the development of Chinese-foreign cooperation project management in higher education in Hebei Province.

Part 3: The adaptability and feasibility of the guidelines for Chinese-foreign cooperation project management in higher education in China

The adaptability and feasibility of guidelines for Chinese-foreign cooperation project management in higher education in China in three aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for Chinese-foreign cooperation project management in higher education in China are adaptability and feasibility. This is related to the research of Zhou Xiaohui, Xinhua's research (2020, P.106)

9. Recommendations

Implications

The research results showed that the recommendations about guidelines for Chinese-foreign cooperation project management in higher education in China are as follows:

Social support should be the cornerstone of Chinese-foreign cooperation project management in higher education in China. Social support can ensure that cooperation is carried out within the legal framework, providing a stable and legal development environment for Chinese-foreign cooperation project management in higher education in China and avoiding obstacles and disputes at the policy and regulatory levels. Encourage the government to formulate more supportive policies for Chinese-foreign cooperation project management in

higher education in China, and provide relevant resources to assist. Social support for Chinese-foreign cooperation project management in higher education in China will help dispel misunderstandings and doubts and promote the smooth progress of the project. The high-quality Chinese-foreign cooperation project management in higher education in China will help China's education system gain international recognition and help enhance the country's soft power and international competitiveness. Therefore, the Chinese-foreign cooperation project management in higher education in China can be further improved in terms of enhancing the identification of graduation results, improving the quality of employment, and forming and highlighting the characteristics of Chinese-foreign cooperation project management in higher education in China.

Collaborative management should be a key role in the process of Chinese-foreign cooperation project management in higher education in China. This is because effective collaborative management can ensure the smooth development and successful implementation of Chinese-foreign cooperation project management in higher education in China and ensure the achievement of project objectives. It can help the two sides detect problems in a timely manner and take appropriate measures to solve them, reduce risks to cooperation and ensure smooth cooperation. It can ensure that the cooperation project has sufficient resources to support it, so that the quality of the project is not affected by resource issues. It can facilitate communication and coordination between the two parties and ensure that the two sides remain consistent in their decision-making and implementation processes. It can ensure the quality and standards of cooperative education and ensure the quality and legal compliance of cooperative education. It can promote the long-term and steady development of cooperative projects. Through this study, we suggest that Chinese universities should strengthen the cooperative management of Chinese-foreign cooperation project management in higher education in China.

Instructional management should be highly valued in Chinese-foreign cooperation project management in higher education in China. This is because instructional management relates to the core content of cooperation projects, namely the quality of instruction and the student learning experience. Only through teachers' management can we ensure that the level of instruction meets the requirements of both parties, thus ensuring mutual recognition and legal validity of degrees or credits. Only through instructional management can we ensure that instructional content, instructional methods and instructional resources meet the learning needs of students and provide personalized learning support. Only through instructional management can teachers improve their instructional and educational service capabilities. Therefore, the importance of instructional management is highly critical for the success of Chinese-foreign cooperation project management in higher education in China.

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