

Reform Strategies for Higher Education Management in Collaborative Education

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Abstract: Collaborative education focuses on cross-department and cross-level cooperation to create a multi-dimensional student growth environment. This article mainly explores the significance of higher education management in the context of collaborative education, analyzes existing problems in higher education management, and proposes reform strategies for higher education management in the context of collaborative education, including resource integration, transformation of educational concepts, strengthening of process management, and improvement of relevant laws and policies. These are expected to provide practical guidance and suggestions for modern university education management.

Keywords: Collaborative education; Colleges and universities; Educational management; Strategy

Online publication: October 19, 2023

1. Introduction

Colleges and universities are the inheritance of knowledge and the cradle of cultivating future talents. However, in the face of the changes in modern society, the traditional education management model is no longer adaptable. Collaborative education puts forward new perspectives and methods, emphasizing multi-party cooperation and joint participation to better achieve educational purposes and meet social needs. This article aims to explore higher education management strategies under this emerging concept.

2. Significance of education management in colleges and universities under collaborative education

2.1. Building a collaborative education system and optimizing the education environment

In the current higher education, building an effective collaborative education system has become an urgent need. Collaborative education is not only collaboration between various departments within the school but it also involves in-depth integration with all fields of society. It can fully integrate the educational resources of colleges and universities with society, enterprises, and institutions to provide students with a diversified and open educational environment. This optimized educational environment helps to cultivate students'

comprehensive qualities and improve their social adaptability ^[1]. Students can acquire professional knowledge and practise critical social, organizational, and leadership skills in such an environment. This diversified learning method helps students to grow more comprehensively and lays a solid foundation for their future careers. In addition, building a collaborative education system will also help cooperation and exchanges between universities, societies, enterprises, and institutions. Colleges and universities can use external resources to provide students with more practical opportunities. At the same time, they can also provide high-quality talents for the society. This mutually beneficial and win-win cooperation model is undoubtedly of great significance to the development of higher education.

2.2. Breaking down departmental barriers and improving the quality of education

Departmental barriers in colleges and universities have long been an essential factor affecting the quality of education. The isolation of information, duplication of resources, and difficulty in cooperation between various departments directly affect students' learning effects and development opportunities. Collaborative education can effectively break down these barriers. Firstly, in-depth cooperation between various departments can help in resource sharing and effective allocation. Students can more easily access the resources and information they need to complete their studies more efficiently. At the same time, faculty and staff can get more support and help to improve their work efficiency and educational quality. Secondly, various departments can jointly carry out various practical activities to provide students with more training and learning opportunities. In this way, students can accumulate theoretical knowledge and gain valuable practical experience.

2.3. Achieving all-staff education and cultivating talents needed by society

All-staff education means that every member on campus, whether faculty or support staff, is actively involved in the education process. Such an education model can fully mobilize the enthusiasm of every member and form an organic and holistic education system ^[2]. In such an environment, students can acquire knowledge from teachers and absorb wisdom and experience from all aspects of life. This education method is closer to the actual social environment and helps to cultivate students' practical ability and social adaptability. At the same time, colleges and universities can also flexibly adjust the educational content and methods according to the actual needs of society, in order to cultivate students who are more in line with the needs of society and improve their chances of success in the workplace.

3. Problems in education management in colleges and universities

3.1. Division of departments and lack of coordination and cooperation

As the core institution of education, colleges and universities have multiple departments and units, and each department is responsible for different responsibilities and tasks. However, in actual operations, the problem of separation between departments gradually emerged, thus affecting the efficiency and effectiveness of educational management, as reflected explicitly in the dispersion and waste of resources. Due to the lack of effective coordination and cooperation between departments, resources are often repeatedly allocated and used between departments, resulting in a large amount of waste of resources. For example, two departments may purchase the same teaching equipment independently or invite the same lecturers to give lectures simultaneously, increasing the school's costs. Undoubtedly, the departmental division also leads to information asymmetry and blockage. When a department carries out an activity or project, it often needs to communicate and share it with other departments promptly, resulting in duplication of investment or waste of resources in other departments ^[3]. In addition, due to competition for resources and power, competition and opposition often

arise between departments. This kind of internal competition damages the cooperative relationship between departments and may lead to decision-making errors and a decrease in execution efficiency.

3.2. Overemphasis on professional teaching and neglect of comprehensive education

Modern society's requirements for professional skills are increasing daily, which has led many colleges and universities to overemphasize professional education in teaching but ignore the cultivation of students' comprehensive quality. For example, to improve students' professional skills, some well-known engineering schools often add practical parts to their courses, requiring students to conduct many project practices and experimental operations. However, in this education model, students' course schedules are often occupied by compact professional courses, making it difficult for them to have the time and opportunity to participate in a wide range of humanities and social science courses such as literature, history, and art. In addition, to pursue professional rankings in specific fields, some universities may gradually reduce or marginalize funding and resource support for non-mainstream majors. As a result, students' learning experience in non-mainstream majors may be better than in core courses. Moreover, some schools may reduce support for student groups, clubs, and various skills training, they believe that these activities have nothing to do with professional education, thereby ignoring the rich experience and overall quality improvement that students can gain in these activities. However, the goal of comprehensive education is not only to meet social needs but also to cultivate talents with a truly global vision and international competitiveness. Excessive focus on professional education will limit students' thinking and cause them to lose opportunities to explore and learn in other fields.

3.3. Rigid and traditional management system

Traditional management models and systems cannot adapt to the changing educational environment and student needs. For example, some traditional colleges and universities still stick to the old syllabuses and methods despite rapid technological advances. In addition, when responding to the diverse needs of students, some schools still adhere to a single evaluation system and a strict attendance system, which limits students' freedom in exploration and practice. Some colleges and universities also continue traditions regarding admissions and training models, such as overemphasizing unified college entrance examination results and neglecting students' innovative abilities, practical experience, and social skills. People are the heart of education, every student has unique needs and characteristics. Rigid management systems often ignore this point, thus significantly reducing the personalization and humanity of education.

3.4. Lack of institutional guarantees and unclear responsibilities of the main body of education

In some colleges and universities, due to imperfect systems or inadequate implementation, the primary responsibility for educating people often needs to be clarified, hence affecting the effectiveness of education. For example, some colleges and universities require more precise definitions of their educational responsibilities. General education practitioners, administrators, students, and parents participate in the education process. However, their roles and responsibilities in the education process must be clearly defined in the current system design. This ambiguity and responsibilities shifting may lead to a lack of effective communication and cooperation mechanisms. Secondly, the protection mechanism for students' rights and interests could be better. In some colleges and universities, students may encounter unfair treatment or have their rights and interests harmed during education. However, due to the need for corresponding complaints and investigation mechanisms, their demands often take time to resolve correctly.

4. Strategies for the reform of education management in colleges and universities under collaborative education

4.1. Integrating resources and establishing a collaborative education mechanism

As a new educational concept, collaborative education emphasizes integrating and collaborating resources from various departments and aspects to achieve more efficient and targeted education. In this context, the primary task of higher education management is integrating limited resources and building an efficient and targeted collaborative education mechanism. Firstly, a cross-department cooperation platform needs to be built. In order to maximize the integration of resources, universities can establish a cross-department cooperation platform, which can be online or offline. Its purpose is to enable different departments, such as teaching, scientific research, student affairs, and practical education, to share information, coordinate resources, and cooperate on this platform^[4]. For example, the teaching department can cooperate with the student affairs department to provide students with more targeted courses and activities. Secondly, a dynamic demand response mechanism should be established. In order to better adapt to the needs of students and society, colleges and universities should establish a dynamic demand response mechanism, including regularly collecting feedback from students, monitoring changes in society's demand for talents, and conducting in-depth cooperation with enterprises and other social organizations. Through this mechanism, colleges and universities can promptly adjust curriculum settings, teaching methods, and training objectives to ensure that the educational content meets the social needs. Lastly, it is necessary to strengthen teacher-student interaction and promote personalized teaching. Collaborative education involves cooperation between departments and in-depth interaction between teachers and students. To this end, colleges and universities can use modern technologies, such as artificial intelligence and big data, to analyze student data in order to understand each student's learning habits, interests, and needs. On this basis, teachers can provide more personalized teaching methods and resources to ensure that each student can receive the education that best suits them.

4.2. Changing the concept of education and building a cooperative education system

Traditional higher education usually emphasizes the teaching of subject knowledge and pays inadequate attention to students' individual needs, social practice, and interdisciplinary learning. To this end, colleges and universities must change the traditional educational concept and build a genuinely student-centered education system emphasizing cooperation, which requires not only the school's efforts but also the extensive participation and support of all sectors of society. Firstly, it is crucial to integrate enterprise and practical education into the education system of colleges and universities. For example, we establish long-term cooperative relationships with local businesses and social organizations to provide students with internship, practice, and project research opportunities. These help students to apply theoretical knowledge to practical problems and develop teamwork, innovative thinking, and problem-solving skills. Secondly, teachers are encouraged to participate in interdisciplinary teaching and research activities, such as setting up special funds to reward interdisciplinary collaborative projects or providing additional resources and time to support interdisciplinary teaching, which will help students to not only master professional knowledge in depth but also develop interdisciplinary thinking and comprehensive abilities. Lastly, a tripartite cooperation mechanism is established among parents, schools, and society. For example, parent meetings, business open days, and social service days are regularly organized to give students, parents, and society more opportunities for interaction and cooperation. In this way, students' needs and expectations can be better understood, and more comprehensive and targeted educational resources and services can be provided.

4.3. Strengthening process management and improving education quality standards

Educational management in colleges and universities often focuses too much on results and needs to focus more on the management and optimization of the entire education process. In today's era of rapid development, education quality standards also need to be updated and improved accordingly. Only by combining the management of the education process with the improvement of education quality standards can colleges and universities genuinely cultivate talents with knowledge, ability, and noble sentiments ^[5].

- (1) Establishing a dynamic education quality evaluation system. It no longer relies solely on students' test scores but comprehensively evaluates students' performance by combining classroom participation, teamwork, innovation ability, social practice, and other factors. For example, a 360-degree feedback mechanism is introduced to allow classmates, teachers, and even social enterprises to participate in student evaluation, forming a more comprehensive and objective evaluation system ^[6].
- (2) Emphasizing the importance of "process" in teaching. We focus on student participation, experience during the teaching process, and encourage students to actively explore, practise, and reflect. For example, adding more case analysis, group discussions, field trips, and other elements to the classroom will enable students not only to accept knowledge passively but also to actively participate in the learning process, and experience the generation and application of knowledge.
- (3) Regularly revising and updating the education quality standards. For instance, establishing long-term cooperative relationships with external organizations such as society, enterprises, and industry associations, keeping abreast of changes in society's demand for talent, and adjusting and improving the education quality standards based on these changes ^[7]. For example, the education quality standards should be evaluated and revised every year or every two years to ensure that the standards keep pace with the times and genuinely reflect students' comprehensive qualities and abilities.

In summary, only by strengthening the management of the education process and improving the quality standards of education with the times can colleges and universities truly achieve their education goals, and cultivate talents who have profound knowledge while meeting the needs of society.

4.4. Improving laws and regulations and implementing the primary responsibility of educating people

For universities, a complete system of laws and policies can provide them with clear directions and standards, and ensure that all parties' rights and interests are fully protected. Due to the lack of clear regulations and policy support, some colleges and universities had problems such as unclear primary responsibilities and unclear powers and responsibilities in educating students, thereby affecting the quality of education and potentially threatening students' rights ^[8]. In order to solve this problem, colleges and universities need to improve relevant laws and regulations to ensure that the primary responsibility of educating people is effectively implemented. Firstly, according to the characteristics of colleges and universities, a particular education responsibility bill should be formulated to clarify the rights and responsibilities of schools, teachers, students, and parents in the education process. For example, schools need to ensure the reasonable allocation of teaching resources, teachers need to follow educational ethics, students have the right to participate in decision-making, and parents have the right to know and supervise. Secondly, a unique education regulatory agency should be established to regularly inspect and evaluate the quality of education in colleges and universities. This agency can review the school's primary responsibility for educating people per the Education Responsibility Act to ensure that it is implemented. In addition, the agency can also provide a platform and mechanism for schools, students, and parents to resolve disputes ^[9]. Lastly, we should strengthen the publicity of education laws and policies through various channels, such as school official websites, open classes, and parent meetings, so that all relevant

parties know their rights and responsibilities. At the same time, legal training is carried out regularly for school managers and teachers to improve their legal awareness and legal literacy^[10].

5. Conclusion

Collaborative education is an educational concept and a whole-society, whole-process, and all-round educational practice. Colleges and universities should fully seize this historical opportunity, deepen the reform, and build an education system that keeps pace with the times. By formulating clear strategies and measures, we ensure that every student can flourish in an optimal learning and growth environment, and cultivate outstanding talents for the future society and country.

Disclosure statement

The authors declare no conflict of interest.

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