Undergraduate Tutorial System Status and Development Suggestions

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Abstract

The purpose of implementing the undergraduate instructor system in colleges and universities is to provide students with targeted guidance, help students understand that they formulate a reasonable study plan, and cultivate all aspects of ability to further clarify the future direction. However, the domestic undergraduate mentor system lacks a clear positioning, a large gap in the number of mentors, the operation of the mentor system and related supporting systems are not complete. This paper analyzes the development status and existing problems of undergraduate tutor system in China, and proposes corresponding countermeasures.

Keywords

Undergraduate Tutorial System, Implementation meaning, Difficulties in implementation, Development proposals.

1. Introduction

With the development of education, the traditional education model cannot meet the demand for talents in today's society. Education innovation has become the theme of the times in the new situation of higher education. The tutorial system is to face the innovation of college education in the current social environment, especially the universal implementation of the credit system reform, which has provided a certain basis for the implementation and development of the tutorial system in undergraduate education. The undergraduate tutoring system was first taught in Oxford and Cambridge universities, and then introduced into China as a model for graduate education. In recent years, with the development of the times, most colleges and universities in China have begun to use the mentoring system for undergraduate education to make up for the lack of pure input-based teaching to meet the needs of society for diverse and multi-level talents.

2. Significance of Undergraduate Tutorial System

2.1. Connotation of Tutorial System

"Tutor system" is an educational method in which mentors provide personalized guidance to one or more students in the areas of thinking, learning, and scientific research. The traditional guidance mode of "teaching" is changed to "directing", and teachers are strengthened. Communication between students, cultivate students' independent thinking and creative ability[1]. The responsibilities of being an undergraduate tutor must not only provide students with ideological and political guidance, help students establish a correct outlook on life and values, but also give guidance on learning methods based on the characteristics and aspirations of students in different grades, and help them develop personal learning The plan also guides students to participate in scientific research activities and cultivates students' scientific research innovation ability.

2.2. The Significance of the Mentoring System

2.2.1. Help Undergraduates Improve their Quality in all Aspects and Develop in an All-Round Way

The tutors have rich experience in teaching and scientific research, and have various struggles. Through the communication between the teachers and students, close contact and guided by the mentors' teaching and guidance, the students will align with the mentors, establish ambitious ideals and The development of effective learning plans to stimulate strong interest in professional learning. Under the guidance of a mentor, students have the opportunity to participate in the mentor's scientific research projects and research projects. Through participating in academic discussions and querying and summarizing scientific research data, they finally participate in rigorous scientific research experiments and complete some scientific research tasks. These experiences will help students develop independent learning ability, independent thinking ability and innovative ability[2].

2.2.2. Guidance Work that Helps Improve Student Education

Through the mentoring system, students and teachers have established a good teacher-student relationship, and students are willing to trust the teacher, so that student education can be carried out in an orderly manner. In this environment, students are more willing to seek the help of their teachers, and teachers can also provide targeted comfort and guidance in a timely manner based on the problems or worries the students confide in. At the same time, with the close contact between the teacher and the students, the teacher's understanding of the students has become more comprehensive, and he knows the differences between the personality characteristics and personal abilities of the students. Let students reach their full potential.

3. Difficulties in Implementing the Undergraduate Tutorial System

The introduction of the undergraduate tutor system in domestic universities is to allow students to enjoy more high-quality educational resources, give full play to the role of teaching and educating people in universities, promote the reform and innovation of undergraduate talent training models, and improve the quality of undergraduate education[3]. Although there are many universities in China that use undergraduate tutoring systems, from the practice in recent years, most of the undergraduate tutoring systems have remained on the surface and the overall results have not been obvious, and formalism is serious[4].

3.1. The Position of the Tutor is not Clear, Resulting in a Weak Sense of Teacher and Student Identity

In colleges and universities that implement the mentoring system in China, the mentoring system is often used as a supplementary measure to the traditional education management model, and is a supplement to the existing tutoring and class teacher system. In colleges and universities, the main role of the counselor is to provide guidance to students in moral education, the class teacher is to provide assistance and appropriate supervision to students in terms of study, life and thought, and the tutor is to provide students with comprehensive guidance and assistance. This has led to the overlapping of the responsibilities of the counselor and the head teacher with the responsibilities of the tutor, and it is easy to appear that all aspects are in control, but in fact there is no management. The responsibilities of counselors, class teachers, and mentors are not clearly defined, so that students do not know who to ask for help when encountering problems. At the same time, it will also bring workload to the teachers, which will affect the effectiveness of the mentoring system, which in turn will lead to Teachers and students do not have a strong sense of mentorship.

3.2. The Teacher-student Ratio is too Large and the Tutor Resources are Scarce

According to the successful experience of foreign countries, whether the undergraduate mentor system can play the role of teaching and educating people, a reasonable teacher-student ratio is the key. At the beginning of the mentoring system at Oxford University, the school provided one-on-one personalized guidance to students. With the development of the times, the number of students increased, and the current teacher-student ratio has not exceeded 1: 5[5]. Among the Ivy League schools in the United States, the teacher-student ratio of Stanford University is 1: 3, the teacher-student ratio of Princeton University is 1: 6, and the ratio of Dartmouth College is 1: 9. For 1: 3 and 1: 6, in contrast, China's National Statistical Bulletin on the Development of Education in 2017 shows that in 2017, the ratio of teachers to students in ordinary universities in China was 1: 17.4[6]. With so many undergraduates, the tutor is really weak and unable to guide every undergraduate in every aspect. In addition, some colleges and universities require professional instructors who have two years or more of teaching experience, and professional teachers themselves are responsible for teaching and research tasks, which makes the number of qualified undergraduate instructors even more scarce[7].

3.3. Insufficient Supervisor Management Mechanism and Evaluation Reward Mechanism

The undergraduate tutor system has been introduced into China and implemented in colleges and universities for nearly 20 years. However, due to lack of experience, it is still in the exploratory stage. The supporting system and management operation mechanism are not complete. There are many problems in this area that need to be further improved[8].

In the early stage of the mentoring system, due to the small teacher-student ratio, the teachers of the specialty were generally used as mentors for students of the same major, and students did not have the freedom to choose mentors. Generally, mentors and students were randomly assigned according to the number of students. In the absence of a two-way selection mechanism, the tutors do not understand the students 'situation, and the students do not know the tutor's professional research background. This is not conducive to the tutors' guidance work, and students cannot stimulate the interest in scientific research. In addition, the related management assessment mechanism of the tutor system in the actual operation of colleges and universities is not perfect. There is no clear management operation mechanism on how to instruct the students correctly, how to carry out the work effectively, and the work effect. Because there is no formal system management, the randomness is relatively large, and it is often the tutor who guides the students according to their own time or gives some guidance when the students need consulting help. Over time, the mentoring system has lost its original intention of implementation, resulting in less enthusiasm for the mentoring system. The mentoring system is still at the exploratory stage. It lacks an incentive and evaluation mechanism for mentors, and the related evaluation supporting system is not perfect. At the same time, the teacher evaluation system and professional title evaluation lack recognition and attention to the mentoring system, so it is difficult to motivate teachers[9].

4. Suggestions for Undergraduate Tutorial System

4.1. Clarify the Responsibilities of Instructors and Adopt a Variety of Guidance Methods

Clarify the responsibilities of the tutor, coordinate the scope of work between the tutor, the head teacher, and the tutor to prevent overlapping responsibilities. Generally speaking, the head teacher is mainly responsible for the daily affairs management of the class, and the counselor focuses on the ideological and political education, mental health education and

student employment guidance[10]. The mentor is to actively cooperate with the class teacher and counselor to complete the work, and is mainly to bridge the students with the college and society[11]. The tutor also helps students develop independent learning ability, independent thinking ability and innovative ability, and at the same time provides guidance for students' possible work directions after graduation or promotion to college.

Respecting the individual development of students is one of the important ideas for the birth of the undergraduate mentoring system. By understanding the students' interests and designing the target requirements at different levels according to the different interests of the students, tap the inherent potential of the students and guide them to progress. The interest-oriented approach not only provides students with general guidance and formulates basic goals, but also opens up personalized training channels for students, sets high goals according to their own interests, and enables students in different situations to be promoted through hard work and guidance.

4.2. Improve the Mechanism of Mentor Selection and Teacher-student Mutual Selection

The tutor is an important part of the undergraduate mentor system. The selection of the mentor is the key to the successful implementation of the mentor system, and it is also an important guarantee for students to achieve the expected guidance effect. Therefore, choosing a strong and responsible mentor, both the improvement of students' theoretical literacy and practical innovation ability can achieve practical results. Therefore, a dynamic mentor selection and elimination mechanism should be established, and specific selection criteria and elimination procedures should be clarified to ensure that mentors can move up and down. This not only stimulates the enthusiasm of the excellent mentors, but also ensures the advanced nature of the mentor team and prevents "Lifetime" [12].

In addition, the key to the effective implementation of the undergraduate tutoring system lies in the cooperation of both teachers and students, and it is especially important to improve the mutual selection mechanism between teachers and students. In the first grade, the tutor and the student are not familiar with each other, and the tutor and the student are usually appointed directly by the college. With the increase of communication and the deepening of understanding, both the tutor and the students can make unified arrangements by the college according to their actual conditions and choose between each other after the second or third grade. Generally, no adjustment will be made after the selection is confirmed[13].

4.3. Improve Mentor Evaluation Mechanism

First of all, change the current inspection intensity and evaluation standards for teacher guidance work, and only specify the supervisor's guidance duties and guidance content, so that the instructor has full freedom and can teach students according to their own circumstances. Secondly, the main object of mentor evaluation is gradually turned to students. By listening to the students' opinions and satisfaction with the mentor, and combining the functional department's inspection of the mentor's effectiveness in guiding students as an important reference for evaluation. Third, according to the actual situation of the college, the college can set up feedback mailboxes, emails, or establish WeChat public accounts, so that students can timely report the tutor's inadequate performance of duties, etc., or provide feedback on the problems and improvements of the tutor system. The college should conduct timely investigations and take corresponding measures based on student feedback. At the same time, the college should set up a special supervision team to check the performance of the mentors from time to time, and at the same time, by talking with the mentors and students, find out problems in time and find solutions[14]. Fourth, give full play to the motivation of the evaluation results. On the one hand, a salary subsidy is given based on the workload of the

tutor. The tutor's salary subsidy is determined by the college, and the hourly salary is calculated based on the tutor's assessment results at the end of the semester and the number of times the tutor instructs the students. On the other hand, the tutor's work is linked to annual assessment, professional title promotion, further education opportunities, etc., giving teachers priority to students with high satisfaction, and motivating the enthusiasm and initiative of tutors. In addition, when students have achieved results in scientific research, social practice, innovation and entrepreneurship, they will be rewarded by the instructor, and the instructor will be encouraged to strengthen communication with and guide students[15].

Acknowledgements

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