



# GUS EC Meeting

## *Curriculum Reform of Xiamen University*

Xiamen University  
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廈門大學<sup>1</sup>



# OUTLINE

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- ❖ **Problems of Existing Curriculum System**
- ❖ **Ideas on Curriculum Reform of XMU**
- ❖ **Strategies of Curriculum Reform of XMU**



# 1. Problems of Existing Curriculum System

## Teaching-oriented curriculum reform

- focused overly on the teacher's role
- overlooked the variety of learning interest of different students and their separate demand
- lack individuality and flexibility
- excellent students were not provided enough opportunities to stand themselves out, independent learning with particular interest were neglected



## Discipline-oriented curriculum reform

- valued the systematization, completeness and logic of the knowledge structure of a discipline
- based on single discipline in terms of content, teaching hours and methodologies
- adopted simple linear teaching method
- absence of cross-discipline cooperation



## Reform limited to the teaching reform

- attached an undue importance to teaching
- failed to transfer research achievements to teaching materials
- failed to encourage the participation of undergraduates in the research
- class teaching failed to function as an internal drive
- lose long-term influence and effectiveness as a stimulant
- failed to inspire students' curiosity to the maximum
- failed to render the utmost fun of exploring and to bring out the best potentials of their creativity



## lack flexibility in the implementation of the curriculum

- clear distinction between the compulsory course and selective course, major course and minor course, public course and professional course, undergraduate course and postgraduate course
- separate research and teaching, teaching operation and resource allocation, teaching reform and management innovation
- leads to the division of the knowledge and intellectual structures of students, keep them from developing personal interest, individual personality, and academic ability



## 2. Ideas on Curriculum Reform

### Establish a fundamental concept of student-orientation

- student-centered cross-discipline curriculum system which values the individuality of the students
- facilitate the student's self-study and self-development
- ensure the flexibility and comprehensiveness
- meet the international standard



## Sharing valuable teaching resources

- set up a teaching mechanism that functions among different disciplines and academic levels to solve various obstacles in the operation of the new curriculum system, students are free to choose different courses
- individualized academic tutoring mechanism
- teaching-resource sharing mechanism
- security mechanism to ensure the teaching operation
- stimulation mechanism for teaching
- restriction mechanism for the teaching operation



## 3. Strategies of Curriculum Reform



**Construction of platform courses** (most fundamental, most necessary and most valuable)

- public, fundamental and professional platform courses
- intend to help student obtain the most basic knowledge and skills
- allocate the best teaching resources to where they are needed most
- every category of platform courses is further divided to meet various demands of students from different grades, disciplines, majors



## Emphasize cross-discipline cooperation and teaching resource sharing

- boundary between different colleges and disciplines is lifted: sharing teaching materials, all courses are open to students from various departments and disciplines
- compulsory courses of a discipline can become selective courses of another
- public selective courses are required for each discipline, all selective courses taken in other departments can generally be deemed as public courses



## More variety and flexibility

- set up different minor subjects to meet students' different demands in further education or future employment
- students are rendered more freedom to choose their own study interests or majors : occupation module; business module ; comprehensive module; and further education module



## Some comparison

- the new plan demonstrated its features as to cultivate the student's individuality and ability of independent learning: compulsory courses dropped from 67% to 47%; selective courses increased from 33% to 53%
- the new plan has realized the sharing of teaching resources, and lifted the boundary between public courses and professional courses: professional courses available for other students take up 11% of the total course number



# Problems needed to be solved

- further break the boundary between different disciplines
- make every department voluntarily offer their professional courses for students from other units
- intensify the division of the platform courses in various teaching levels
- take effective measures to attract teachers with the highest academic achievement and most teaching experience to those platform courses
- coordinate the constructions of teaching platform and scientific platform

**Thank You**

