

Problems and Countermeasures in Undergraduate Tutorial System

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Abstract

The undergraduate tutorial system is a good complement to the current mode of Higher Education. It plays an important role in the implementation of individualized education. However, due to various reasons, there are many problems in the implementation of the tutorial system. In this paper, firstly the meaning of undergraduate tutorial system is expounded, and then the problems existing in the implementation of the current tutorial system are listed, and finally the countermeasures are put forward to do a good tutorial system.

Keywords

Tutorial System; Problems, Countermeasures.

1. Introduction

The undergraduate tutorial system is a kind of student guidance system, which takes individual guidance as its basic form. It is an important complement to class adviser and counselor system. The implementation of undergraduate tutorial system is the necessary requirement for implementing individualized education and promoting the reform of the credit system. It is also beneficial to train innovative talents with innovative spirit and practical ability. This paper probes into the present situation of undergraduate tutorial system in China, and puts forward some strategies for optimizing the implementation of undergraduate tutorial system.

The undergraduate tutorial system is to employ professional teachers with more relevant academic level, rich teaching experience and professional ethics to guide individually to students in all aspects of their study, character and life. The undergraduate tutorial system is the necessary requirement for implementing individualized education and promoting the reform of the credit system. It is based on the two-way choice of students and teachers. This individual guidance focuses on students' academic plan, curriculum arrangement, learning methods, research training, university life and career planning. The tutor can be made for students, but more important is to give advice to students, and give specific guidance and help. In order to improve the comprehensive quality of students, promote the coordinated development of students' knowledge, ability and quality, and cultivate new talents with innovative ability and innovative personality, the form of tutorial system usually adopts individual communication or group activities.

2. Problems in undergraduate tutorial system

Although the undergraduate tutorial system has played a certain role in training high-quality creative talents, in the survey the advantages of undergraduate tutorial system in training innovative talents are far from being fully exploited. The practice of undergraduate tutorial system also faces many difficulties. In a local university survey, a considerable number of students reflect the lack of time to meet their mentors. Some students only can contact with the teacher two or three times a term, and there is no definite meeting place and time. More than half of the students responded that the tutors

hardly ever volunteered to contact with them, and it was difficult for students to receive timely guidance from tutors. The reasons for the above problems are not only the defects of the school system, but also the low level of guidance of the tutors themselves. At present, there are the following problems in the implementation of tutorial system.

2.1 Nonstandard in the appointment of tutors

At present, the method of selecting tutors is that the corresponding teaching authorities, in accordance with the required number of tutors and the basic situation of students, assign colleges to provide professional tutors who meet the qualifications of tutors. Then, the tutor's related situation is introduced, which includes the teaching experience, academic level, research direction and specific requirements of the supervisor. Finally, students choose tutors according to their individual wishes, hobbies, and professional foundation. Through the two-way choice of teachers and students and the allocation of departments, the guiding relationship should be determined. In this method of selecting tutors there is a very important aspect is ignored, that is, there is no strict organization of teachers' post and audit of tutors' posts. The result of this is that many instructors do not have enough mental and mental preparation for the guidance of undergraduate students, and their work time and energy adjustment are not in place. This is also an important reason for the existence of teacher's no guide phenomenon in practice.

2.2 Unscientific evaluation system for instructors' work

From the point of view of improving the quality of student guidance, the school must make a very clear definition of the instructor's job responsibilities, job requirements and job rights. Schools need to make clear what tasks a mentor should undertake and what needs to be done. A quantifiable work assignment for a mentor should also be quantified. It is necessary to point out what tutors have the right to teach students. This will help tutors to work in a planned way. From the current implementation of the tutorial system, the system and regulations on the rights and responsibilities of tutors are vague, and the power and responsibility of tutors are not clear. This is mainly manifested in two aspects.

First, the teacher's work responsibilities are too general, the focus is not clear. All colleges and universities have made a comprehensive qualitative provision for the responsibilities of undergraduate tutors. Tutors are required to respect the development of students' personalities, guide students, guide their profession, guide their lives, and dredge their minds. Tutors need to give students comprehensive care and guidance in all aspects of learning, thinking, psychology, life, and life development. Such detailed regulations are necessary in Colleges and universities. But colleges and universities do not make specific demands on the specific forms, time arrangements and other details. This makes the provisions of the operation is not strong, but also difficult to tutor assessment and evaluation.

Secondly, lack of proper provisions or regulations on the right to work of tutors. Due to the different nature of the tutorial work of undergraduate instructors, tutors guidance to students is more in the form of giving advice to them, there is no relationship between management and management. The tutor-student relationship based on the trust of the tutor is an important way for the tutor to influence the students. In order to promote the formation of such a harmonious teacher-student relationship, it is necessary to give teachers a proper participation in the management of students in order to better promote their guidance. Needless to say, colleges and universities do not pay enough attention to this point. They are often given a lot of responsibilities, very specific, and have a right to work with them. This is also an objective reason that affects the enthusiasm of tutors.

3. Countermeasures of undergraduate tutorial system

There are many reasons for the difficulties in the practice of mentoring system, and it is necessary to put forward practical countermeasures and suggestions. Combining with the experiences of domestic and foreign universities implementing undergraduate tutorial system, can focus on the tutor selection management, tutor job evaluation system construction and teacher training and other aspects of a

positive change, in order to fully play the role of promoting excellent students' tutorial system in cultivating innovative talents.

3.1 Clear tutor responsibilities

The degree of participation of the tutor and the completion of the job responsibilities is the decisive factor whether the tutorial system can be implemented smoothly or not, and how effective the tutor's guidance is. In order to ensure the quality of tutors' instruction, it is necessary to make clear and specific rules for the responsibilities of tutors. In this way, tutors can work in a planned and purposeful way. At the same time, it provides a basis for the evaluation of the work of tutors. The job or work of a good instructor can be summarized as follows.

First, tutors should always communicate with students and carry out ideological and political education of students, to help students establish a correct world outlook, outlook on life and values, to guide students to distinguish between right and wrong. Second, tutors should guide students to understand the basic characteristics of University learning and help them adapt themselves to the study and living environment as soon as possible and master the method of University study. The tutor should introduce research content, discipline and professional direction to students and frontier, enable students to understand and clear the specialty of the basic content, development direction and development prospects, do the students' professional guide. Third, tutors should actively create conditions for students to receive scientific research and training as soon as possible. And encourage and attract students to participate in their own research topics. The tutors should train students' practical ability and scientific research quality, so that students can master the basic methods of scientific research and accept the edification of scientific spirit.

3.2 Improve the evaluation system of tutor work

A professional teacher who meets the qualifications of a tutor does not necessarily become a competent tutor. It is far from enough to do good guidance work, but the ability to work is not enough. To some extent, it is more important for a tutor to work enthusiastically, to devote energy, and to be responsible and so on.

Firstly, the evaluation of tutors should adopt multiple evaluation subjects. The content and forms of undergraduate tutorial system are diverse and flexible, and the results also have certain lag and complexity. Students, as the direct beneficiaries of the mentoring system, have absolute say in the implementation process and effect of the system. Second, the evaluation of tutor's work needs to combine process evaluation with summary evaluation, combine quantitative evaluation with qualitative evaluation, combine static evaluation with dynamic evaluation. Enrich the evaluation content of tutor system and examine the quality of supervisor work in a comprehensive way. Third, it is necessary to employ various evaluation methods to obtain accurate feedback information for the evaluation of tutors' work. The evaluation of supervisor needs multiple subjects to participate in the evaluation, and a variety of evaluation methods are needed, so it is necessary to adopt a variety of evaluation methods.

4. Conclusion

The production of undergraduate tutors is a good complement to the current college education model and plays an important role in the implementation of individualized education. In the paper, the tutorial system of undergraduate is first introduced; then the existing problems are listed and finally the countermeasures are put forward. The tutorial system has a good inspiration in the development of colleges and universities.

Acknowledgements

This work was sponsored by Project of University of Jinan Teaching Research (JZC1608).

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