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Research on the Teaching and Learning of Traditional Gold and Silver Color Embroidery Technique for Out-of-school Education
——Taking the Design of Practical Activities of "Inheritance and Innovation of Gold and Silver Color Embroidery" as an Example

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Abstract: Gold and silver color embroidery is a process in which gold and silver platinum paper are wound on a silk thread to form gold and silver threads, which are then discarded into various patterns or contour lines, and then colored lines are used to fasten the pattern lines on the base material. Gold and silver color embroidery has a long history as a representative embroidery skill in traditional embroidery techniques. It has complex techniques and deep deposits. Due to the particularity of its materials and techniques, it is faced with many problems in its inheritance in the off-campus education. This paper discusses the problems of the traditional gold and silver color embroidery techniques for off-campus education, the innovation in the process of teaching, the design of practical activities, and their significance, so that traditional skills can promote the national spirit in the new concept and teaching of out-of-school education, inheriting the human civilization, serving the social harmonious and cultural development, thus achieving the goal of education.

Keywords: Gold and silver color embroidery; Out-of-school education; Teaching and learning

1. Historical Origin and Artistic Characteristics of Traditional Gold and Silver Color Embroidery

1.1 Historical Origin of Traditional Gold and Silver Color Embroidery

Gold and silver color embroidery is also called "the gold and silver colored embroidery", which firstly wraps the gold and silver platinum paper around the silk thread to form a gold or silver thread. It is then coiled to various patterns or outlines which are fixed by colored threads on the bottom material. There are two kinds of embroidery threads: "double gold" and "single gold". Generally, "double gold" is more commonly used. It characterizes as the embroidered fabric's being dazzling and gorgeous.[1] In the ancient times, gold and silver color embroidery was also known as "Cujin embroidery", which has a long history, complicated techniques and deep deposits. The earliest object of gold and silver color embroidery was the half-sleeved golden dress of Cujin embroidery of Tang Dynasty, which was excavated in the Famen Temple of Shaanxi. It became quite popular in the Ming and Qing Dynasties, which was mostly used to embroider the golden dragons on emperors' robes and as the court decorations, highlighting the overall beauty and magnificence and demonstrating the honor of wearers.

1.2 Artistic Characteristics of Traditional Gold and Silver Color Embroidery

The pattern subjects of the traditional gold and silver color embroidery include flowers, animals, figures, geom-etry, etc. There are point structure, linear structure, planar structure and integrated structure for composition forms. Although the subjects and composition forms are various, most of the works manifests the connotation that art is above life. From the traditional gold and silver color embroidery works, it can be seen that people have abstracted and idealized the will of praying for good fortune such as the wise men of heaven and earth, moments of beauty, etc. which performs unique prayers in non-verbal ways, expresses the beautiful spiritual sustenance, penetrated with the traditional ideas of China for thousands of years, integrates the traditional culture, customs and regional characteristics as one, and carries a profound cultural connotation.

The material of the traditional gold and silver color embroidery mainly includes two parts: embroidery threads and backing fabrics. Embroidery threads include the main thread i.e. gold and silver threads. The gold threads used by the royal gold and silver are pure gold threads made of hammered gold foil which is twisted; the auxiliary thread is the colored thread used for stitching gold and silver threads, which is mostly silky. The traditional embroidery backing fabrics include satin, silk, cotton and brocade.

The traditional gold and silver color embroidery is rich in color, gorgeous and elegant. In addition to the colors of the main gold and silver threads, the color matching of the auxiliary colored threads is particularly important, including single-color, double-color and multi-color sewing

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threads. Based on the needs of different patterns, the color changes of the colored threads express different structures and textures. The overall color of gold and silver color embroidery also takes into account the clever collocation of other skills of the peripheral area such as seed stitch, plain embroidery, with the color of embroidery backing fabrics.

In terms of the craft and techniques, taking the double gold thread as an example, through the clever combination of stitch techniques and color matching, the two gold threads should be firstly put together in the sewing process and carefully placed along the pattern. Then use colored threads to securely stitch the two gold threads to the patterns. The two gold threads should go spirally in accordance with the continuous changes of the pattern. Due to the different styling characteristics of the decoration positions and patterns, the traditional gold and silver color embroidery presents the differences in appearance and techniques according to the specific decoration requirements, combined with other decoration techniques. For example, the gold and silver color embroidery, which is used for the edge, usually combines with the plain embroidery, applique embroidery and seed stitch; the gold and silver color embroidery, used for the main pattern, is also divided into full-flower filling, embroidery with padding, etc.

In addition, the traditional gold and silver color embroidery presents certain differences in costumes of Han and ethnic minorities. For example, the techniques of gold and silver color embroidery on the costumes of Han, Manchu, Mongol, Miao and Dong nationalities present different artistic characteristics due to the cultural differences.
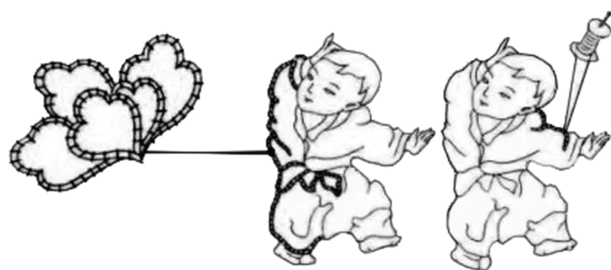

Figure 1. Character outlines coiled by threads[2]

2. Problems that the Teaching and Learning of Traditional Gold and Silver Color Embroidery in Out-of-School Education Faced by

Out-of-school education is a concept corresponding to out-of-school activities. Some European and American scholars believe that the out-of-school activities are extra curricular activities conducted outside the campus (or on campus, but out of the daily schedule).[3] The content and form of the out-of-school education have more extensibil-

ity and flexibility than on-campus education. At the same time, the particularity of the content of out-of-school education makes its implements present greater variability and challenges.

As for the teaching and learning of the traditional gold and silver color embroidery techniques, due to the specialty of the technique itself, such problems will be encountered in the teaching and learning process as the limitations of the traditional materials, the limitations of the length of teaching and learning time, and the difference in technique bases of the learners. The limitations of traditional materials mainly refer to the high cost and scarcity of materials such as gold and silver threads involved in the traditional gold and silver color embroidery technology; besides, the softness of embroidery backing fabrics makes it difficult for beginners to operate; the limitation of the length of teaching and learning time is that the length of time it takes to create the works according to the patterns and techniques of the traditional gold and silver color embroidery is far beyond the length of time used to popularize the basic skills; prior to inheriting the techniques of gold and silver color embroidery, the learners need to have a certain needlework foundation, which, however, is also different. It puts forward higher requirements on the depth of the techniques in teaching and learning.

3. Innovation of the Teaching and Learning of Traditional Gold and Silver Color Embroidery in Out-of-School Education

In order to solve the main problems faced by the teaching and learning of the traditional gold and silver color embroidery in out-of-school education, before the teaching activities, it is necessary to conduct in-depth research on the level of the learners' technique base, find proper solutions to the current limitation of materials and length of teaching and learning activities, as well as prepare teaching plans according to the technique characteristics of the traditional gold and silver color embroidery.

3.1 Follow the "People-Oriented" Education Purpose

In Democracy and Education, Dewey put forward the educational ideas of "school is society", "education is life", "learning from doing", etc. He advocated liberating children's nature, learning from experience, promoting children's personality development. He also believed that education is children's current living process instead of the preparation for future life. "Life is development, while continuous development and growth, may be life.[4] " Select materials that are familiar to learners and suitable for primary production, instead of the materials in traditional gold and silver color embroidery, so as to reduce the cost of teaching and learning, enhance the operability

of practical activities. The forms of patterns with achievement should be life-oriented. The selection of patterns for teaching and learning should be combined with the learners' ages and the characteristics of the living environment. The induction and innovation of the traditional patterns enable them to create contemporary works adapted to the changes of the new era on the basis of mastering traditional techniques.

3.2 Create a Situational Learning Model

The constructivism learning theory considers: knowledge can not exist abstractly from the context of activities. Learning should be combined with the contextualized social practices.[5] The teaching and learning of traditional techniques cannot be separated from the support of the traditional culture, the process of which, is also a process of learning traditional culture. Living in the present, the students still have a certain degree of strangeness to the traditional culture. The creation of a teaching and learning environment, and the analysis of the objects of traditional costumes that are integrated into the teaching and learning activities, help learners to enter their roles, so that they can more deeply appreciate the charm and essence of the traditional culture. At present, many museums do not only provide exhibitions, but also allow visitors to participate in the activities to the greatest extent in accordance with their own needs. A variety of activities vividly illustrate the contents of the exhibitions. Integrating the "real object" gold and silver color embroidery displayed in the museum into the class teaching, it is unmatched by other forms of teaching materials. By organic combination with certain art forms and themes, it is transformed into an intuitive visual education.

4. Practical Activity Design for the Inheritance and Innovation of Gold and Silver Color Embroidery

4.1 Activity Objective

Make 90% of the participating middle school students can acquire the basic and entire techniques of gold and silver color embroidery within 8 hours, and can complete embroidery works; students can skillfully use the techniques of gold and silver color embroidery to complete works according to the patterns; students can spontaneously participate in activities, and take exercise to improve their practical ability and psychological endurance.

4.2 Activity Preparation

In the aspect of environmental arrangement, teachers shall strive to create an atmosphere of traditional classroom. The teaching preparations shall include the materials sorting of traditional gold and silver color embroidery and the debugging of multimedia teaching facilities; students are supposed to have certain needlework experience before the activity; material preparation items include embroidery samples, imitative gold and silver threads, colored threads, embroidery stays, embroidery needles, and embroidery backing fabrics.

4.3 Activity Process

4.3.1 Observation of Ancient Gold and Silver Color Embroidery Works

Taking the National Costume Museum as the visiting base, the teachers select samples of traditional gold and silver color embroidery displayed in the exhibition hall, explain and analyze it for students, which include the historical background, colors, patterns, the characteristics of gold and silver color embroidery, and the clothing matching of related costumes. The exhibits are from the nationalities of Han, Manchu, Miao and Dong.

4.3.2 Historical Origins, Artistic Characteristics' Analysis and Technique Demonstration of Traditional Gold and Silver Color Embroidery

In the classroom of National Costume Museum, students are taught the historical origin and artistic characteristics of gold and silver color embroidery technique. Select the basic techniques of traditional gold and silver color embroidery to perform detailed process demonstrations.

4.3.3 Practical Operation of Students

According to their theoretical knowledge and practical skills, students can select or design patterns according to their own understanding and needlework experience, and use the basic gold and silver color embroidery techniques of the designed patterns to complete the final works.

4.4 The Desired Effect of Activities

During the activity, students can acquire the basic theoretical concepts through visiting, presentations, and demonstrations of the content related to knowledge; as for the traditional gold and silver color embroidery techniques, the form of advanced observation about the students in practical operation is mainly used. During the activity, the teachers understand the students' skill levels through ambulant observation. Each student can get one-on-one coaching, and acquire the basic skills of traditional gold and silver color embroidery based on the understanding of knowledge.

5. The Significance of the Teaching and Learning of Traditional Gold and Silver Color Embroidery in Out-of-School Education

5.1 Inherit Traditional Culture and Consolidate Cultural Self-Confidence

Cultural inheritance is the basic mechanism for a culture to maintain national characteristics, and is also the internal motivation of a culture to maintain the national community.[6] As an outstanding traditional national craftsmanship in China, gold and silver color embroidery is considered as one of the "needlework" crafts handed down from gen-

eration to generation (hand down from Chinese mothers to daughters), which symbolizes the elders' expectation to the next generation in ingenuity and virtue; it presents the wisdom and the quintessence of the Chinese nation for thousands of years, and also inherits the unique national spirit and folk culture of the Chinese nation. Under the effect of modern production methods, the handicraft production system has been changed, and the traditional gold and silver color embroidery has also been impacted. However, as a product of handcrafts, nowadays its competitiveness in the market is still stronger than those of machine-made. Therefore, it is particularly important to take culture and innovation as the core and use knowledge and technology to generate new values, making gold and silver color embroidery inherit in new inspiration and innovation.

Whether in the East or in the West, it is impossible to separate culture from traditions. Innovation is not the sudden inspiration of any individual artist or designer, but the consequence of knowledge and culture spread and accumulation.[7] Through design changes in aspects such as materials, techniques and patterns, it looks for creative inspiration from traditional techniques and artistic characteristics, works on creative design combined with contemporary lifestyle and aesthetic features, and aims to activate traditional techniques in contemporary clothing and more widely apply traditional craftsmanship under the premise of adapting to the current society. Consequently, it would provide strong support for cultivating high-quality talents, inheriting and innovating culture, and fully serving the society, and contribute to the inheritance and development of traditional culture.

5.2 Focus on Learners and Promote Personal Growth
At present, the development of out-of-school education in China has been systematic and large-scale, and is developing toward professionalism. It has realized its own value in trying to solve the problems about family education deficiency, school education shortcoming, and lacking of standardization of social education. Combining with the characteristics of individual learners, it adjusts the contents and methods of the teaching, so as to form the "people-oriented" education model. Out-of-school education is a practical classroom. It focuses on the ideology formed by individual life, discusses questions in the context of human development, and emphasizes the uniqueness of extracurricular activities, that is, taking learners at the center and respecting the diversity and differentiation of personal development. It can help to get rid of the shackles of subject knowledge, and allow students to fully understand society, taste and understand life in their learning contents and activities. It combines multiple learning methods to realize students' growth in participation and experience.[8]

5.3 Explore the Diversity and Enlightenment of Out-of-School Education
For a long time, the educational model of indoctrination has limited the enthusiasm of learners to a large extent, and cannot arouse the interest of learners, especially the young children. The teaching and learning of traditional gold and silver color embroidery technique has been modified according to their own characteristics. The diversity of materials selection, teaching model, and work innovation has been modified to inspire learners to use traditional techniques to create designs adapting to contemporary life. It tries to change the boring mode of education and turn it into a variety of forms of interactive education. Through visits, interactions, hands-on practice, and other forms of learning, it aims to create a learning scenario with a historical value for learners, so that out-of-school education can give full play to the functions. Therefore, it can serves as a supplement to textbooks as well as an extension of textbooks.

It aims to use the traditional technique to promote the national spirit in the practice of new out-of-school education concept as well as teaching and learning, inherit the human civilization, serve the social harmony and cultural development, and achieve the goal of social education. Integrating learners into the tradition by adapting and heuristic education will promote the out-of-school education to bring vitality in the new era.

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Strategic Research on Implementation Mechanism of Student Participation in University Decision-Making Under Governance

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Abstract: Student participation in university decision-making, a part of university governance, is still defective in the construction of its implementation mechanism. In terms of the problems of unclear subject, unclear scale, unordered participation and the single participation method in student participation in decision-making implementation process, this paper designs the relevant model and brings up the countermeasure, thus providing student participation of decision-making implementation mechanism construction with effective theoretical basis.

Keywords: Student participation; University governance; Implementation mechanism

1. Introduction

Student participation in university decision-making doesn't originate from modern times, early in medieval Europe, the prestigious University of Bologna started the governance by students, once called "Students' University", where students have absolute rights in university management and decision making. In modern times, in 1998 World Higher Education Conference, it brings up that "the state and decision makers of higher universities and colleges should regard students as the major and responsible participants of higher educational reforms, which includes student participation in discussion related higher education, assessment, reforms of curriculum and teaching method reforms, as well as participation in making policies and management of universities and colleges within the scale of modern system". [①] Student participation in decision-making becomes a heated phenomenon in world higher education. In fact, western countries have already considered student participation in decision-making as a habit, during which students can participate in university governance by various means. Comparatively speaking, although there are a series of activities that students participate in university management in many universities in China, most of which are formalistic, and few of them can offer decision-making opportunities to students. To analyze the reasons, on the one hand, universities have the intention but do not place much emphasis on it; on the other hand, it is short of relevant mechanism as guidance. Therefore, it's to construct an implementation mechanism of student participation in decision making, which specifies the participants, scale, process, method, etc. Thus laying a conductive theoretical foundation for practice of student participation in decision making.

2. Status Quo of Student Participation in University Decision Making

At present, the general problems in student participation in university decision- making are manifested in unclear subject, unclear scale, unordered participation and the single participation method, etc. Which are due to that universities fail to establish a full set of scientific mechanism for guarantee before students participate in decision- making.

2.1 Unclear Subject in Student Participation in Decision-making

The subject in student participation in decision-making refers to the process of selecting the participants before university decision-making, namely the affair that who would be involved in decision-making. For the time being, there is no specific definition regarding student subject who participate ins university decision-making, which is shown as follows: First, the laws and regulations with regards to subject selection are unclear. In Higher Education Law and Provisions on the Administration of University Students (2005), both of them stipulate that universities shall protect students' rights of participation in democratic management and decision-making. Many universities statutes put forward that, students shall be enrolled in university administration committee, and students have right of participation in decision-making as major members of the committee. However, in terms of such regulations, it doesn't point out which decisions connect with the stu-

dents, what proportion of students participation in decision-making is, if it is by individual or by organization, or it is by means of student delegates, and how the delegates get assessed and elected. Obviously, lack of relevant laws and regulations would make subjects that participate in decision- making become blind and randomized, and the actual effects of student participation in decision-making would also definitely get affected.

In addition, the range of subject-choosing is unclear. When university initiates decision making, how broad is the range involving students? What are the standards or definitions in selecting students? When it comes to that university decides to let students participate in decision-making, there are actually no definite answers to such these questions. Let's take a guess, if there is no specific definitions for selecting subjects, then students would probably become the decision-making tool affiliated to university administrative department. Therefore, lack of specific definition of subject selection would simply be a perfunctory performance that students participate in.

2.2 Unclear Scale of Student Participation in Decision-making

The scale of student participation in decision-making refers to which decisions need to involve students and which don't. Although we emphasize all the way that scale of student participation should be enlarged, this enlargement would be not blind, purposeless at all, but scientific and normative instead. At this point, most universities failed, they usually decide on this according to the correlation between the decision-making affair and students. In fact, different affairs lead to different goals. For example, some decision making involving students is for obtaining the attitude orientation of students; while some decision-making is to make students accept the decision-making results, which keeps pace with university goal. If universities confuse the former with the latter, student participation in decision-making would not only lose its meaning, but also seriously affect the final efficiency of decision-making.

2.3 Unordered Student Participation in Decision-making

The process of student participation in decision making is the procedure and steps. Currently, there is no specific regulations about student participation in universities, which presents the unordered and casual features of during student participation. Furthermore, many students are informed of their participation in this temporarily. On the one hand, the disordering can result in purposelessness of student participation, who have no idea about why they get involved and what the purpose is; on the other hand, it decreases the efficiency of student participation, whose original intention of improving the acceptability of deci-

sion-making quality becomes the obstacle to improving decision-making costs.

2.4 Single Method of Student Participation in Decision Making

There are a variety of methods of students participation in decision-making. In foreign countries, it mostly adopts forms of board, council and student union for student participation, while in China, it mainly adopts forms of president email, president acceptance day, etc. to conduct student participation. Compared with foreign countries, the scale, number of participants, influence and diversity in domestic university student participation are simple, shallow and formative. In decision making of domestic universities, students who participate in it fail to represent the benefits of the general students, they are representatives of a small group. Most students who attend president acceptance day and seminar are appointed ones, who are not elected by democratic election of students, violating the original intention of democratic participation of students. Also, the participation method adopted by universities is single, limited to a certain form, which is at a disadvantage in motivate students, and makes student participation monotonous.

3. Implementation Mechanism Conception of Student Participation in University Decision-making

In constructing implementation mechanism of student participation in decision making in university governance, the core problem faced is the realistic difficulties previously mentioned, namely who participate, what kinds of decision making are involved, and what the steps are. Solutions to questions such as what the participation methods are, etc. are the key to student participation in decision-making implementation.

3.1 Scientization of Selection of Subjects in Student Participation

American scholar Henry Rosovsky pointed out that, "as the very core ones related to benefits, students have the qualification to own the control of curriculum offering, teacher engagement, university investment policy, appointment of president and deans, etc." [1] This fully demonstrates that students have absolute rights to participate in decision-making of university governance. Regarding whether all the students should get involved, it is an affair of subject selection, namely what kinds of students should be selected. It analyzes the subject selection of student participation in decision-making from three perspectives, which are participant, organizer and the nature of decision-making.

From perspective of participants, namely students, some scholars point out that several following aspects should be taken into accounts in selecting subject [1]:1. To

select students who are willing to participate in it, instead of forced selection and decisive inclusion, thus motivating participants at most; 2. To select students who have relevant knowledge and decision-making ability, their level of knowledge and ability directly relates to the decision-making performance; 3. To select decision-making content that has high relativity with students. Therefore, three criteria can be summarized for subject selection under the perspective of students, namely acceptability, knowledge and relativity. If someone has the highest qualification for the three criteria, he or she would be the best candidate for representative of student participation in university decision-making. In terms of allocation of students representatives, it is a part of subject selection.

According to features of China's universities, student representatives can be classified in to three levels by the range which their affiliations belong to: student representatives of university, student representatives of school and student representatives of department. Regarding the number of student representatives in school and department, number of student representatives in department can be confirmed by the proportion of total number of students in the department, larger number means more student representatives; The number of student representatives of school can be 2 as fixed; Student representatives of university can be chairmen of university student union and graduate student union, instead of department or school. Certainly, the factors of what grade students are in and the capacity of students should also be taken into consideration in selecting student representatives, for example, compared to freshmen and seniors, sophomores and juniors are the best choice for student representatives, this is because freshmen are not familiar with the university to some extent, and they are short of abilities; seniors who face with graduation have more things to do rather than concentrate more on university decision making. Therefore, students who are to participate in decision-making should be selected among sophomores, juniors and second-year graduate students. This method of selection, on the one hand, ensures that students have equal rights to participate in it; on the other hand, it ensures that student representative speak for students' rights and benefits, instead of personal interests.

From perspective of organizer, namely from perspective of university, selecting student subject refers to that university decides on participation object and scale according to which group of students would be interested in decision making before student participation in decision-making. This perspective can also be called student subject selection method from bottom to top. In addition, subject selection can be conducted from perspective of

decision-making, different decision-making affairs result in different participation subjects, which needs to consider the following factors [①] : 1) Urgency of decision-making affair; 2) Specialization of plan content; 3) Periodicity of time of student intervention; 4) Concreteness of participation approaches; 5) Relativity between advantages and disadvantages. After considering all the above, the scale and number of students who participate in decision making can be confirmed.

3.2 Explicitness of Student Participation Scale

The scale of student participation in decision-making should not depend on the decision by university or students, but the target of decision making instead, namely either taking decision-making quality as target or taking decision-making acceptability as target. Different targets result in different scales, and the participation form can be different as well. The higher the level of requirement of decision making is, the more decisive the right of final decision by university is, whereas the more restrictive student participation will be, which may be merely limited to information acquisition; however, if the higher the level of requirements of decision-making acceptability is, the more power student would have in participation in decision- making. Therefore, the scale of student participation firstly depends on the public decision making target of university. In decision making taking quality as target, whether students should participate in it is decided by university, even if students participate in this, the level would not be high. By making a comparison between the two targets, we can know when universities take student acceptability as target, it would maximize student participation in decision-making, because this item of decision-making is in need of a majority of students' acceptance. As a result, we will place more emphasis on discussing this definition of student participation in decision- making under such situation.

Definitely, not all high-level decision-making and condition guarantee affairs would involve students, hence, university must plan to decide on the scale and extent of proper student participation, which can refer to "Efficient Model in Decision Making" raised by John Clayton Thomas to define it, there are 6 presupposed questions as follows: 1) What are the requirements of decision-making? 2) Does university have rich information? 3) Are the affairs institutionalized? 4) Is it a must that student acceptability exists in decision-making implementation? If decision- making doesn't involve students, is the execution of decision making going to stop? 5) Are the students stakeholders? 6) If students act as stakeholders, is their target in accordance with the university administrative offices? If the above conditions pass, then students should participate in this item of decision-making.

In terms of the above 6 six questions, different answers lead to different decision-making methods and scale, which can be probably divided into 3 sorts including autonomous management, negotiation decision-making and public decision- making. Among the 3 sorts, autonomous management decision-making refers mostly to the unilateral university decision-making; negotiation decision-making refers to decision making by discussion of university and part of students; public decision- making refers to common decision-making after reaching a consensus by university and all the students. From autonomous management to public decision-making, the number of students who participate in decision-making is larger and larger, however, public decision-making is definitely the most favorable one to student participation.

How to choose the tree methods for participation in decision-making? It needs to define the scale of student participation. Different decision-making affairs require different information, university had completed information regarding some affairs, which doesn't directly relate with students and require student participation, thus adopting autonomous decision making; regarding some affairs, although university has information about them, but it is not adequate and has indirect correlation with students' benefits, and also, it needs more through student participation, which requires to adopt negotiation decision-making; in terms of some other affairs, university has already obtained some information, which has direct correlation with students' benefits, it needs to get more information from students, and have acceptance of students, thus requiring to adopt public decision-making.

Decision-making affairs can be classified into three sorts by relativity with students' benefits: affairs that relate directly with students' benefits, affairs that relate indirectly with students' benefit and affairs that don't relate with students' benefits. The former two sorts, due to their relativity with students' benefits, must adopt negotiation or public decision-making, while the third one may adopt autonomous decision-making by university according to actual situation, for example, when it needs to consider the relative benefits in view of the development of the whole university, students' opinions can not be fully considered; when university capacity gets restricted by access to law enforcement, financial budget, etc., and meanwhile, students' opinions are beyond university capacity, then students' opinions can not be fully adopted, either; when students' opinions conflict with university, failing to reach to a consensus, university can conduct autonomous decision making. Therefore, on the one hand, the definition of scale of student participation depends on the degree of relativity of benefits, on the other hand, it depends on decision-making affairs.

3.3 Execution Routinization in Student Participation Process

Herbert Simon, American famous managerialist, said, "management is decision making, decision making is the process". Decision-making process is generally divided into parts of confirmation of affairs, analysis, selection, implementation, evaluation, supervision, etc. Student participation in decision-making may also be regarded as the decision-making process, which can be subdivided into such parts as well. Besides, it requires to add the element of time, thus the above-mentioned parts come down to three sections of pre-decision making, ongoing decision-making and post-decision making.

The author designs a systematic model of student participation process(see Figure 1.), on which pre-decision making corresponds to preparation stage, ongoing decision-making corresponds to game playing stage and implementation stage, and post-decision making corresponds to evaluation stage.

1) Preparation Stage: It mainly includes confirmation of affair, analysis, confirmation of personnel and plan. During preparation stage, university acts as the main role, while student are not involved.

2) Game Playing Stage: It it a stage during which university negotiates with students, including suggestions of students, consensus between university and students after discussion, and final decision. In this process, students play as the main role, and it is an important link which gets students' suggestion delivered, and right of decision making realized, thus directly resulting in the effect of student participation in decision-making.

3) Implementation Stage: It includes execution of decision-making, feedback and supervision, information release. In case of problems in execution, adjustments and modification can be made in time by the feedback of students. This stage can be called the interaction process between university and students, in which students gives feedback about decision-making in terms of personal experience and university communicates with students in terms of feedback, timely revising decision-making to achieve win-win accomplishments of satisfying students and implementing decision- making. Undoubtedly, not all decision making needs revise, which is based on influence of decision-making affair and its importance, for instance, some real-time decision-making doesn't require revise.

4) Evaluation Stage: It includes confirmation of evaluation system, feedback of evaluation result. Without doubt, this model is a general one designed in this paper according to actual situation of university, not every decision-making affair should follow this process, which can specifically
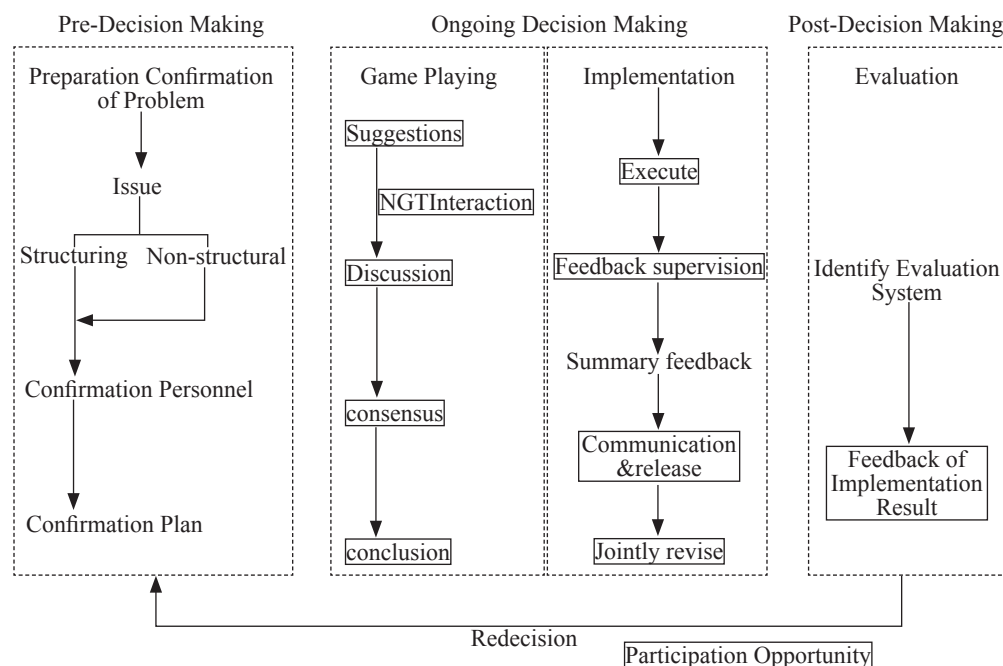
Figure 1. Systematic model of student participation in university decision making process

add or subtract some procedures.

3.4 Dynamic diversification of student participation methods

With regards to the practice in domestic and foreign universities, there are a variety of methods for student participation in decision-making. On the one hand, diversification of participation method enables more students take part in more decision-making; on the other hand, it may improves students' enthusiasm. According to different standards, the methods are as follows: Direct participation and indirect participation; systematized participation and non-system participation; individual participation and organizational participation. At present, regarding such methods, apart from direct participation and indirect participation, the most popular methods are individual participation, organizational participation and agency participation.

1) To participate in decision making by individual: Individual participation refers to that students use the opportunity provided by university to directly take part in university affairs related to their benefits including teaching affairs, condition guarantee affairs and administrative affairs. The individual participation methods applied most so far are student assistant principal, student messenger, etc.

Student assistant principal is a method that "university conducts public employment throughout the whole university and chooses assistant principal from excellent students to assist the principal with student work, and then assistant principal participates in important decision making by directly submitting such opinions and proposals to

the decision-makers".[①] This kind of methods has been put into place in many universities, such as Nanchang University, Anhui University, etc. Among such universities, Nanchang University, having implemented this method since 2004, is the most effective. Its organization system has been complete from election to taking office through 11 years, in which every part is guaranteed by relevant regulations and rules. "In stage of selection, start the registration publicly first within the whole university, set relevant selection standard, conduct written test, interview and retest, finally employ assistant principal after reviewing by principal; There are 3 or 4 assistant principals in each term, which is 1 year, it would renew assistant principals for the next term upon the expiration of the last term; the main responsibilities are collecting suggestions on university affairs from students, submitting proposals, assisting principal with student affairs, attending university meetings and activities as a nonvoting delegate, etc."[②]

Student assistant principal, and individual participating in university management and decision-making on behalf of the whole, is not only a messenger and participant, but also a servant, whose importance goes without saying. Therefore, while encouraging universities to appoint student assistant principals, we need to better the mechanism of student assistant principal and define this post specifically. On the one hand, define who assistant principal is working for. A survey indicates that many student principals have obscure definition for this post, they have different opinions on who they speak for; on the other

hand, define the influence of decision-making affairs. A report shows that, student assistant principals in most universities are formative, which has tiny influence on decision-making result, lack of substantial rights greatly hinders the conveyance of students' suggestions.

2) To participate in decision-making by organization: Student organization refers to "organization that university establishes based on demands of educational management and requirements of university, or a mass community students organize themselves according to their needs, with certain organizational and management functions."[①] Since stepping into the campus, students have already lived in various "organizations", such as dormitory, classroom, major, school and department, etc., which naturally forms student organization-centered university life. "In process of decision-making, each member has equal rights, students should undoubtedly participate in university affairs related to their own benefits, which is one of the educational values of student organization."[②] Obviously, student organization plays an significant role in students participating in decision-making.

3) To participate in decision-making by agency: Such agencies mainly refer to administrative offices in university. Though domestic universities begin to ask more and more high-level decision-making offices, such as school administration committee, president office and professor consultative council, to set up certain seats for students, it is still inefficient. American universities stimulate certain seats for students in school board, school administration committee and professor consultative council to guarantee students' rights of participation in important decision-making. France specifies the seats for students in university administrative committee, university academic committee and university studies and life committee, among which the number of student representatives of university administrative committee takes up a quarter, number of student representatives of university academic committee takes up 1/8, all of which fully guarantees students' rights of participation in university affairs.[①]

4. Conclusion

Construction of implementation mechanism of student participation in decision- making is not a simple demonstration of participation details, instead, it is a structure that can guide practical operation, as well as a methodology of scientific participation in decision-making. Through construction of the mechanism, we can further specify practical operational ways to issues in the process of student participation in decision-making, such as who participate, which decision-making needs students, what the scale of participation is, etc., thus eventually realizing normalization and scientization of student participation in

decision-making.

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Effects of Presentation- Assimilation- Discussion (PAD) Class Teaching Model on Learning Attitudes of Nursing Students
——Taking the "Nursing Psychology" Course as an Example

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Abstract: Purpose: to explore and discuss the effects of PAD Class Teaching Model on nursing students who are expected to enter undergraduate schools from junior colleges. Method: Randomly select 112 students from two classes (2016) who are expected to enter undergraduate schools from junior colleges in a medical school in Pingdingshan, and divide them into a control group and an experimental group using a method of cluster randomization. In the teaching process of "Nursing Psychology", the control group and the experimental group respectively adopted the traditional teaching mode and the PAD class teaching mode. After the implementation of one semester, compare the nursing students' learning attitudes change before and after the implementation. Results: The scores of the nursing students in the experimental group at the three latitudes of learning interests, learning habits, and professional cognition were significantly higher than those of the control group, and the differences have statistical significance (P<0.05). Conclusions: PAD class teaching mode helps improve nursing students' learning attitudes.

Keywords: PAD class; Learning attitude; Nursing Psychology

1. Introduction

Presentation- Assimilation- Discussion (PAD) Class Teaching Model is an innovative classroom teaching model proposed by Prof. Xuexin Zhang from Department of Psychology of Fudan University in 2014 based on the Peer Teaching Method[1] created by Professor Eric Mazur of the Physics Department of Harvard University in 1991. It encourages students to study independently after class, co-learning in class, interaction between students and students, and interaction between teachers and students. It changed the traditional single teacher's lecture to bisection of class time by teacher and students. The teaching process is divided into three processes: presentation, assimilation and discussion. It can also be referred to simply as PAD class.[2] The main form of the implementation is bisection of class time, which separates teachers' teaching and student learning from each other in time, so that the students will have sufficient time between those two processes to individualize internal absorption at their own paces.

"Nursing Psychology" course is a cross-discipline. It is closely related to and intersects with many disciplines such as nursing, anthropology, sociology, etc. At present, medical colleges and universities in China are established in the form of basic courses. This study attempts to apply the halving classroom teaching model in the teaching of "Nursing Psychology" for undergraduate nursing students, and achieved certain results. The report is as follows.

2. Objects and Methods

2.1 Research Objects

Randomly select 112 students from two classes (2016) who are expected to enter undergraduate schools from junior colleges in a medical school in Pingdingshan, and divide them into a control group (55 students) and an experimental group (57 students) using a method of cluster randomization. Inclusion criteria: (1) nursing students (Grade 1) who are expected to enter undergraduate schools from junior colleges; (2) agreed and voluntarily participated in the research. There were no statistical differences between the control group and the experimental group in terms of gender, whether only child, household type, and Per capita admission score.

2.2 Research Methods

2.2.1 Teaching Method

The control group used the traditional teaching mode, while the experimental group used PAD class mode. Both groups are arranged according to the school syllabus of "Nursing Psychology" once a week (2 hours), a total of 18 weeks, by the same teacher to teach in the same semester, using the same assessment methods in the end of semester. During the first class hour of the first week in the school year, the experimental group first introduced the operation procedures and assessment methods of the classroom. The second class hour the teacher entered the teaching session, taught the students new knowledge to be learned, and arranged the homework for students to digest and absorb in a week. In the first class hour of the second week, at the beginning, a study group composed of students (about 4 people in each group) conducts sharing and discussion among the groups, sharing their own knowledge and not having good points of confusion. They can communicate within the group and between groups for about 10 to 20 minutes, then the group representative spoke about the content of this knowledge unit to learn to share and exchange among the classmates, and finally summarized by

the teacher; the second class hour the teacher entered the teaching of new courses. That cycle lasted until the end of the 18-week course.

2.2.2 Effect Evaluation

Adopt the "the Learning Attitude Scale for Nursing Students" revised by Shaopeng Liu,[3] etc. in 2015. The scale was revised on the basis of "the Learning Attitude Questionnaire for nursing students in higher Schools" compiled by Yunhan Zhang,[4] etc. There were four latitudes including learning interests, learning experiences, learning habits, and professional cognition. Each latitude included 4 items which adopted Likert 5 points score level evaluation: 1 to 5 points represent very non-conformist, more inconsistent, consistent, more consistent, and very consistent, out of 80 points. The total scale of Cronbach's α coefficient is 0.860, which has good reliability and validity and can be used to determine the learning attitude of nursing students at all levels.

2.2.3 Statistical Method

SPSS18.0 statistical software was used for analysis. Measured data such as learning interest scores were expressed as Mean ± Standard deviation. The two groups were compared using "t" value.

3. Results

3.1 Comparison on Learning Attitudes of Students from Two Groups before Implementation (see Table 1)

3.2 Comparison on Learning Attitudes of Students from Two Groups after Implementation (see Table 2)

4. Discussions

4.1 PAD Class Mode Helps Improve Nursing Students' Learning Attitudes

Table 2 shows that after the implementation of the research, both the learning attitude score and the total average score of the two groups were higher than before the implementation. The experimental group had significantly higher scores in learning interests, learning habits, and

Table 1. Scores of Learning Attitudes of Nursing Students from Two Groups before Implementation（`x±s，point)

Group	Cases	Learning Interests	Learning Experiences	Learning Habits	Professional Cognition	Total Average score
Control group	55	2.89±0.06	2.59±0.69	2.74±0.38	3.02±0.18	2.81±0.15
experimental group	57	2.81±0.39	2.63±0.27	2.69±0.13	3.01±0.37	2.79±0.64
t value		1.383	0.602	0.925	0.183	0.230
P		0.167	0.547	0.355	0.855	0.819

Table 2. Scores of Learning Attitudes of Nursing Students from Two Groups after Implementation（`x±s，point)

Group	Cases	Learning Interests	Learning Experiences	Learning Habits	Professional Cognition	Total Average score
Control group	55	3.18±0.01	2.89±0.19	3.78±0.54	3.57±0.48	3.36±0.11
experimental group	57	4.01±0.25	2.97±0.37	4.29±0.42	4.05±0.57	3.83±0.12
t value		-25.045	-1.447	5.590	4.812	21.585
P		0.000	0.148	0.000	0.000	0.000

professional cognition than the control group. The differences have statistical significance (P = 0.000) which shows that PAD class teaching model is more conducive to improving nursing students' learning attitude than the traditional teaching model. This is consistent with the research results of Fengxia Wang,[5] etc. Learning attitude refers to a stable and lasting psychological tendency held by the subject of learning to the object being studied.[6] This tendency may be affirmative or negative. The former eminent education scholar Skatkin from Soviet Union pointed out that "learning attitudes determine learning effects." Factors affecting learning attitudes include objective family education, school education, and social education, as well as personal subjective learning interests, learning experiences, learning habits and the cognition of professional knowledge, etc.

4.2 Affecting Factors of PAD Class on Nursing Students' Learning Attitudes

4.2.1 Effects of PAD Class on Learning Interests of Nursing Students

Table 2 shows that the average scores of learning interest in the experimental group and the control group after the implementation were 4.01 ± 0.25 and 3.18 ± 0.01, respectively, and the difference was statistically significant (P = 0.000). This indicates that the class of the class significantly improved students' interest in learning. Interest is the best teacher, and it is also the internal motivation of people's behavior. Learning interest is the direct driving force that motivates students to actively study. Under the traditional teaching model, students always cannot escape the word "being", and they only passively accept knowledge as one-way. Due to the lack of communication and participation, only the "input" of knowledge is not "output" to students, resulting in students' learning. There is a serious lack of interests. While in PAD class teaching mode, the "Presentation- Assimilation- Discussion" teaching process provides students with a platform for students to complete the "knowledge input" in the "teachers lecture" and "internal absorption" links. The "discussion" link completes the "knowledge output" and thus builds the "input-output" dynamic circulation process.[7] It changes students' passive learning into active learning, and enables students to become active participants in learning and gain enthusiasm and interests in learning.

4.2.2 Effects of PAD Class on Learning Experiences of Nursing Students

Table 2 shows that the average scores of learning interest in the experimental group and the control group after the implementation were 2.97 ± 0.37 and 2.89 ± 0.19, respectively. There was no significant statistical difference (P = 0.148), indicating that the impact of the classroom

on nursing students' learning experience was not significant. This may be related to the fact that the subject of this study is for new students entering the school. Due to the relatively small number of nursing skills in the new curriculum, there is no chance of clinical internships and internships so that nursing students cannot take care of the patient and lack of achievement.

4.2.3 Effects of PAD Class on Learning Habits of Nursing Students

Table 2 shows that the average scores of learning habits of the experimental group and the control group after the implementation were 4.29 ± 0.42 and 3.78 ± 0.54, respectively, and the difference was statistically significant (P = 0.000), indicating that the classroom learning was more conducive to the development of student learning habits. "Present Test Help" (present harvesting, test others using the acquired knowledge, help from others) is a form that is widely used in homework assignments. It emphasizes the use of knowledge and allows students to learn independently. The results are divided into three pieces, the greatest gains, knowledge, and understanding, encourage students to express in the form of problems, cut the "learn and ask" of the word "ask". The "Present Test Help" makes the homework a tool for students' self-learning, thereby prompting students to develop good learning habits.

4.2.4 Effects of PAD Class on Professional Cognition of Nursing Students

Table 2 shows that the average cognition scores of the experimental and control groups after the implementation were 4.05 ± 0.57 and 3.57 ± 0.48, respectively, and the difference was statistically significant (P = 0.000), indicating that class sharing was more conducive to improving students' professional cognition. The emphasis on the "internalization and absorption" process of students in class points, so that the teaching methods and discussion methods are organically integrated, avoid weaknesses, and achieve an effective transfer of student knowledge, thereby stimulating students to develop creative and critical thinking[8] and no longer simply believe that "the nursing knowledge is relatively simple and the challenge is low; there is no technical contents in the nursing practice operation and it is not necessary to study hard; it is only necessary to conduct a focused surprise review before the exam", thereby improving nursing students' sense of identity to nursing professional knowledge.

5. Conclusion

Compared with the traditional teaching model, Presentation- Assimilation- Discussion (PAD) Class Teaching Model has improved nursing students' learning interests so that nursing students can develop more reasonable

learning habits, improving nursing students' cognition of nursing profession, which leads to more positive Learning attitudes of nursing students.

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Exploration of the Way out for Education Reform Based on the Status Quo of Chinese and Foreign Education Systems

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Abstract: Against the backdrop of growing national strength and rapid economic development, the government has placed more emphasis on education. In recent years, remarkable achievements have been registered in terms of education in China, which lays a solid foundation for cultivating comprehensive professionally-trained personnel in the new era. However, the current education system is ridden with many setbacks and problems. This paper conducts an analysis of the specific conditions of education both at home and abroad, status quo of education in China, makes some reflections on the direction and measures of China's education reform based on the practical reality of education in China. Measures should be taken to inject personalities into the traditional, exam-oriented education system, which keeps pace with the new era. As is known to all, it's important to strike a balance between public education and non-government funded education in a scientific and reasonable manner. The overhauling of traditional education policies will pave the way for China's educational renaissance and realize the great blueprint of the Chinese dream.

Keywords: Chinese and foreign education systems; The way out for the reform; Non-government funded education; Private education

1. Introduction

Fundamental differences are found in the development of Chinese and foreign education systems. Based on the setbacks and disadvantages in the status quo of China's overall education system, this paper makes an analysis of the advanced educational concepts and teaching models in foreign countries, and, proceeding from China's education reform and innovation, seeks an ideal approach suitable for the future development of education in China, thus laying a sound foundation for the successful transition from exam-oriented education to quality-oriented education.

2. Important Indicators of Education in Different Countries across the World

First of all, the gross enrollment rate is an important indi-

cator of education in different countries across the world. The difference in gross enrollment rate between China and foreign countries is based on the following concept: some international scholars have proposed that the gross enrollment rate of higher education 20% - 60% means that higher-education enjoys a general popularization, and the number 60% means that higher-education enjoys a comprehensive popularization. This paper, based on the data "2016 Student Enrollment Rates in Selected Countries across the World" published in 2017 International Statistical Yearbook, has selected the gross enrollment rates of higher education in eight countries (the developed countries and the medium-ranking countries included, based on the sum of the global income average) -- the United States, Germany, Thailand, Japan, Switzerland, Norway, South Korea, and China, and made a comparison (see Table 1).

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Table 1. Student Enrollment Rates of Primary Schools, Middle Schools, and Universities in Major Countries across the World in 2016 and in 2015 (unit: %)

Year State	The global average	Developed countries	Medium-ranking countries	The United States	Germany	Thailand	Japan	Switzerland	Norway	South Korea	China
Year of 2016	28	82	36	96	64	57	65	85	66	102	30
Year of 2015	15	60	18	64	55	52	59	70	54	82	12
Growth rate	+9	+19	+15	+25	+6	+4	+13	+18	+11	+25	+20

Seen from that, China, with its gross enrollment rate of universities and colleges growing at a fast rate, has been recognized as one of the medium-ranking countries across the world. According to the strategic plan on the long-term education reform and development formulated by the state, by 2020, the gross enrollment rate of higher education in China will reach 60%. Notwithstanding a certain distance from that of the developed countries, education in China enjoys a bright prospect with numerous untapped potential. Benefiting from the high-education popularization in its infancy, we have every confidence in the comprehensive popularization of higher education in the future. In addition, besides the gross enrollment rate, the level of education serves as another significant indicator of the education development.[1] The level of education depends on the scientific research of universities and colleges (for short, the research). For each country, the scientific research of universities and colleges has its own cultural characteristics and academic basis. It exerts a direct impact on science and technologies of the country, and carries significant implications for the country's international status in the world's academic fields of science and technologies.

3. Differences in the Education Development at Different Stages both at Home and Abroad

The essential differences between Chinese and foreign education systems are mainly reflected in the people's insights into the education, as well as educational concepts. In Western countries, attention is paid to the related data on the education system, and the practical development of education. However, the development of education in our country is relatively conservative, compared to that of Western countries. In China, as for the educational concept, more emphasis is placed on critical thinking and perception, which is not the case in Western countries. Based on the practical issues of education in China, a solution which is fairly scientific and reasonable has been proposed. The details are as follows.

3.1 Differences in the Primary Education Development both at Home and Abroad

The primary education in China is clean different from that in foreign countries. Primary education, as an initial stage of life-time education, plays an important role in establishing the outlook on life and values in the future.[2] As for the primary education in China, the classroom-education model, traditional as it is, is still adopted. Under this model, students, confined into the classrooms, are infused with theoretical knowledge from the texts. The personalities and characteristics of students are ignored, and little emphasis is placed on extracurricular activities and knowledge on popular science. As a result, students do a bad job in combining theoretical knowledge with practical activities, and the concept of exam-oriented education remains prevalent. However, the primary education in foreign countries focuses on personalities and self-liberation of students. Based on the innocent characteristics of students, a large number of extra-curricular activities and lessons on popular science are coordinated, in order to create a supportive environment in which students fully engage with the nature. In foreign countries, the in-class time is relatively short, compared with that in China. Various measures are taken, for instance, the combination of education and multi-media games, thus encouraging students to actively engage in the boring programs of textbook education. As a result, students, with their stimulated interest in learning, make progress in their academic performance.[3]

3.2 Differences in the High-School Education Development both at Home and Abroad

There are differences in the high-school education development in various provinces and counties in China. As a result, this has brought different effects to the educational concepts. At the high-school education stage, students liberate themselves and release their vitalities. Most high schools provide students with a variety of extracurricular activities and lessons. By means of the traditional classroom-education model, the academic performance of students gradually improves, thus laying a foundation for various exams and making a full preparation for the college entrance examination. However, the high-school education in foreign countries is more tedious and strict, compared with that in China. For example, in the United States, high-school education focuses on cultivating comprehensive professionally-trained personnel. A student should do well in both academic performance and various sports activities. Besides, more emphasis is put on art lessons and extra-curricular activities. The enrollment

standard of students' academic performance is extremely demanding, and the factors of art and sports are also taken into consideration. In addition, foreign students must pass the TOEFL exam. The pressure imposed on students in foreign countries far exceeds that imposed on students in China.

3.3 Differences in the University Education Development both at Home and Abroad

At the university stage, students get academically accomplished. Those who have got through the strict selection of the college entrance examinations are entitled to start their univesity education. China's universities adopt traditional strategy of "strict standard of enrollment and easy access to graduation". Thus, students feel that once they step into universities, they relaxed physically and mentally, will get free from any burden, and engage in various programs of higher education, resulting in neglecting and lag behind of their professional courses and studies. Students, who have been infused with traditional in-class theoretical knowledge, do a bad job in self-learning, with no wide expansion of thinking abilities and cognitive competence. They are ridden with a lack of ideas of innovation.[4] The higher standard the education is, the more difficult it is to keep pace with its counterpart abroad. Therefore, the education of undergraduate study and professional training develops side by side with its counterpart abroad. As for the postgraduate education, there are many disadvantages, which ultimately results in the overall decline of the quality of doctoral education and the lack of originality and adaptability for talent cultivating. This poses great threat to the future development of students. However, foreign universities attach importance to students' self-discipline, self-learning and self-guidance. Students often complete their studies through self-learning, and professors merely perform the tasks of issue-solving and summarizing. In addition, foreign universities place emphasis on the social practice which students engage in. Students, specifically trained according to their characteristics, are equipped with capabilities of adapting themselves to the social development.

2. Better Meet the Educational Needs of People

2.1 Importance of Equal Emphasis on the Balance and Equalization of Education

First, the reform of China's education development should proceed from the balance and equalization of education. It cannot be avoided that education fairness is not only a daunting issue in China's education development, but also a heated focus in the international education community. Effective measures and countermeasures should be taken to solve the issue. In this connection, this paper, based on the practical reality of different countries, makes an analysis. In China, the education system is relatively simple, and the educational concepts are traditional. Thus, advantages and fixities are mixed with shortcomings and setbacks. To establish a system of balanced education, first, it is necessary for the government to clarify its responsibilities. The government, as an entity in charge of both the rule of the state and the people's livelihood, should speed up its efforts in educational equalization.[5] The government should take the education-related issues as the top priority of its overall strategies, direct more funds to the undertakings of education, and vigorously engage in the construction and maintenance of educational infrastructure. Besides, it should make uniform standards on tuition fees, and make unrelenting efforts to ensure that children have easy access to education opportunities. What's more, it should eliminate privilege-oriented misconducts, and meet the education needs of people from all walks of life. Last but not least, it should, by means of various funds used for education programs, give more support to low-income groups, and ensure them access to complete service of education. However, in foreign countries, the strategy of public education is often employed to solve the issue -- the equalization of education. The per capita living standard in foreign countries is generally higher, and the educational concepts are different from those in China. The public education enjoys a higher rate of popularization in foreign countries, and the higher education is basically the same as the compulsory education in China. The comprehensive coverage of public education has promoted the equalization of education in most regions. Some affluent citizens have access to the resources of privately-funded institutions. In terms of the quality of education, privately-run schools are far better than public education institution. Certain differentiated groups choose to learn in privately-run schools. Therefore, the goal -- the equalization of education has been attained.

2.2 Take Bold Steps for Education Reform and Innovation

In this diversified world, people's needs are multifarious. Thus, the education reform, which is systematic and scientific, should be carried out in two aspects. Firstly, the traditional enrollment system should be reformed.[6] Universities and colleges should be given more autonomy in the standards of admission. For instance, they, in light of their actual conditions, are able to enroll students in an independent manner. Universities and colleges have its characteristic campus culture and learning atmosphere. Therefore, different standards should be laid down for personnel training. National education institution should, based on this, make some breakthroughs in allowing uni-

versities and colleges to formulate standards of admission independently, in accordance with the national programs of school running and personnel training. Currently, the Ministry of Education has set up pilots in many key universities and colleges, and yielded fruitful results. It should be suggested that the "211" and "985" universities and colleges should work towards the same direction with those universities and colleges with their emphasis on training of practical talents, and at the same time, the policies of independent enrollment should be carried out on the ground. After a relatively long period of efforts and trials, the enrollment reform of universities and colleges has stimulated the reform of primary and secondary schools, thus accelerating the transition from exam-oriented education to quality education. Thus, a relatively scientific education system, characterized by the integration of educational concepts of the highest standards across the world, has been established in China. Secondly, the reforms targeted at non-governmental education institutions should be launched. We should vigorously develop private education. Nowadays, we should discard old-fashioned ideas. We must reject the traditional mindset (single-minded as it is) that non-government private education merely pursues economic returns, rather than high standards of teaching. We should not impose restrictions on it. A sound education system should create a supportive environment in which private education and public education coexist in harmony, and work towards the same direction. Under the macro-control of national education institution, we should strengthen our efforts in non-government private education, and some substantive policies should be laid down to give more autonomy and equality rights to privately-funded schools. An equal environment should be created in which privately-funded schools will improve their competence in education infrastructure and teachers training, with the comprehensive enhancement in both hardware and software. As a result, public education institution and private education institution will be mutually supplemented, thus paving the way for the all-round development of education in China. [7]

3. The Historical Status Quo and Future Development of Non-Government Funded Education in China

3.1 The Historical Evolution of Early Non-Government Funded Education in China

The early non-government funded education in China dates back to the modern era, and the emergence of the earliest universities in China is attributed to private education. Thus, it shows that in China private universities have a much longer history than their publicly-run counterparts.

In the early years after the founding of PRC, there were as many as 68 private universities in China, including Fudan University, Nankai University, Kwang Hua University, and so on. These universities and colleges were well-known in the country and even across the world. They, as private education institutions, although run by individuals or private groups, prided themselves upon profound scholarship and campus abundance. The principals of non-government universities were all reputed scholars and educators in the country. After 1952, according to the related policies issued by the state, universities and colleges were consolidated and overhauled, and privately-run higher-education institutions were transformed into public institutions. From then on, for a long period, private schools and non-government funded education could not be found in China. When Cultural Revolution was put to an end in 1978, thanks to the restoration of the institution of college entrance examination, various training courses targeted at exam-oriented education found their way throughout the country. After several years of rapid development, non-public education institutions achieve vigorous growth, thus indicating that China has embarked on a new journey of private education. In the early years of the 21st century, China has increased its support for non-government private education institution, and established the basic principle of public education institution as the core, and non-government funded education institution as a supplement". Thus, these two types of schools complement each other. This strategic idea of "walking on two legs towards the same direction" has brought the advantages of private education into full play, and promoted the sound development of private education. [8]

3.2 The Status Quo and Future Development of Non-Government Funded Education in China

First of all, at this stage, non-government funded education is in its prime - all flowers bloom together, and a hundred schools of thought contend. Non-government funded education, once ridden with such problems as backward educational infrastructure, limited space of education, and low quality of teaching resources, has remarkably improved its competence in recent years. Benefiting from the enhancement of its comprehensive strength, private education has attracted the attention of people from all walks of life. Nowadays, the traditional educational concept, exam-oriented as it is, has been discarded, and diversified educational institutions have been established, thus meeting the needs of different consumers. Therefore, status quo of non-government funded education has maintained a sound momentum, and great progress has been registered in terms of integrating educational resources, expanding the scale of education, attracting economic

investment, energizing the school-running ideas, and serving the well-fare of people. Some non-governmental funded universities and colleges have become the focus of postgraduate training, which has an important positive significance for the success of non-government funded education. In addition, non-governmental funded private education in our country enjoys untapped potential in the future. Currently, across the world, more emphasis is placed on private education, instead of public education. Private education has such benefits as a higher level of freedom and more autonomy over its counterpart. It, in terms of the establishment of academic subjects and the expansion of profound scholarship, focuses on personalities and interests of students. In the future, the education system in China shows a trend of diversification, colorful abundance, and scientific application in multiple areas. We should renew our efforts in the reform of non-government funded education, and eliminate its setbacks and retain its advantages, thus strengthening the control over non-government funded private education. In the future, non-government private education and public education, complemented with each other, should work towards the same direction in an ambience of free education, thus taking credits for the development of education in China.

4. Conclusion

Boosting the nation through science and education is a fundamental task crucial for generations to come. Since the reform program and opening-up, great achievement has been registered in China's education. By means of the analysis and comparison of the status quo of Chinese and foreign education systems, the problems and setbacks of China's education system, which should be addressed, are clearly identified. Therefore, we should, by means of scientific and rational methods, proceed from the practical reality of China's education system, and draw lessons from its foreign counterpart. We should take bold steps for education reform and innovation, thus drawing a blueprint for national rejuvenation through science and education, as well as a prosperous country and the well-being of people.

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Aesthetic Characteristics Thinking of Minority Folk Art in Guizhou

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Abstract: Guizhou, with a cluster of multiple ethnic groups, is located in the southwest of China. In the province, there is up to 49 ethnic minorities whose population occupies around 1/3 of the total. Thanks to this, the multi-ethnic region is endowed with various folk art and culture of distinctive minority styles. This paper briefly discusses the outline of minority folk art in Guizhou, including its development and features, analyzes the aesthetic expression ways and characteristics of the art, and finally, puts forward some further thoughts from fine art, dancing art and batik art. This paper aims to further facilitate the development and innovation of the minority folk art of Guizhou, and add lustre to the progress of our national minority cultures.

1. Introduction

As social economy and people's life keep progressing, people's demands for spiritual enjoyment are greatly increased, and thus inspire more pursuit in art. Our country possesses 56 ethnic minority groups, whose cultures have been treasured as our spiritual and material wealth. As the typical region where minorities are concentrated, Guizhou boasts colorful forms of folk art, including Miao's dances, batik art and embroidery art. Actually, minority folk art of Guizhou can trace back to over 2,000 years ago and even earlier. It embodies cultural characteristics of different peoples nationwide, and full ethnic emotions. Following is the simple analysis of aesthetic characteristics of minority folk art in Guizhou.

2. Outline of Minority Folk Art in Guizhou

2.1 Development Situation of Minority Folk Art in Guizhou

Nestled in the southwest of China, Guizhou covers 11 minority autonomous counties that are divided geographically, thus, its folk art style is also of unique regional characteristics. Distinctive ethnic cultures of each minority have enriched Guizhou's art resources including those

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in spiritual and material level. Moreover, various ethnic groups gathering together have formed the rich folk art forms that act as a model for many schools to learn. Since some minorities in Guizhou haven't got their own written languages, cultures are all passed down orally and translated into the art and culture with unique ethnic characteristics through a long-term historical accumulation.[1] This includes the embroidery culture, batik culture and Miao's dance, etc.

2.2 Characteristics of Minority Folk Art in Guizhou

Different from the minority cultures in other regions, those in Guizhou's folk art stand in the art form of unique regional and cultural characteristics and stem from mountains and lands. Despite the constant progress of times and transformation of society, folk art in Guizhou still gets inspiration from the land and nature people live on, and the locals' worship for nature is fully presented in the expression ways of various folk arts.[2] For example, in manual papermaking technology, leaves of trees are used as raw materials and trimmed by people to make the final pristine and vivid artworks of natural style. Meanwhile, minority folk art in Guizhou is also of traditional artistic style that is different from the modern one.

3. Aesthetic Expression Way of Minority Folk Art in Guizhou

3.1 Brilliant Colors and More Humanity Emotions are Integrated

One prominent characteristic of the minority artworks in Guizhou is that it adopts brilliant colors and bold artistic expressions to bring about the powerful visual impact. In short, it means using no transition colors in the artworks to turn all the colors in sharp contrast. For example, in the design of fine art works, abundant colors are usually used to match each other and chosen as per the painter's feeling for nature in life, to express his/her love and reverence for the nature. Another example is Guizhou's embroidery, which is famous domestically and abroad. In its works, abundant colors are always chosen to draw rich images and render natural tones to artworks.[3] All the above art forms manifest the natural and pristine tones of ethnic culture in Guizhou.

3.2 Artworks are Molded with Full Imagination

Minorities in Guizhou boast varied forms of folk art, including the above mentioned batik, embroidery, etc. Although styles of nearly all these artworks derive from nature, they, instead of being fettered by the nature, progress toward a post-modern artistic style that is more bold and ahead of time. Residents in Guizhou have long been living in the rural areas far away from the city, in particular in the Miao-populated area, people have never touched the modern technology and the secular chaos, and maintain the pure heart to keep the original artistic style and use full imagination in artworks creation.[4] For example, in Miao's embroidery works there are cows, goats and other animal patterns, and goats are shaped with 4 horns; and cows may grow tiger's tail on body. In a word, these artworks of full imagination are peculiar to minority folk art in Guizhou.

3.3 Possession of the Unique Style of Mountain and Water Culture

As most areas in Guizhou are seated among mountains, the terrain there is rather steep. This, plus the poor transportation, has interrupted Guizhou's economic contact and other activities with the outside world, hence many villages there are poor. Under such living condition, some residents began to study handicrafts, as a way for shaking off poverty, or seeking spiritual comfort. Through a period of precipitation, an atmosphere has been fostered locally for making handicrafts of distinctive ethnic characteristics.

4. Aesthetic Characteristics of Minority Folk Art in Guizhou

4.1 Unity of Practicability and Aesthetic Standard

Most minority folk art is inspired from the long-term living environment and emotional communications. This art represents the comprehension and experience that are born after living in nature and it's hard for urbane people to obtain. So when creators of artworks living in nature are to express the artistic forms, they should integrate the practicability with aesthetics. This unity is just one of the characteristics of minority folk art in Guizhou.[5] Since no more stunts are needed in minorities' works, the main consideration is about the practicability of the artworks; at the same time, as these minorities have long been living in nature, their artworks are bound to be of unique aesthetic standard.

4.2 Integration of Materials and Process Technology

Normally, minority folk art in Guizhou is hard for others to duplicate, and even if some forms of folk art can be learned, materials for making them differ greatly. There are many minority nationalities in Guizhou where different minorities obtain raw materials locally and draw on their own living comprehension to create abundant artworks.[6] Take batik, the traditional craft in many areas of Guizhou, as an example. People in different ethnic minority areas use beeswax, a unique local material to resist dyeing. This is what other regions can't imitate. Moreover, another visible characteristic for minorities in Guizhou is that, with rudimentary theories, they, however, bear high capability to practice and long-term colorful experience to draw strength constantly from the nature.

4.3 Reflection of Aesthetic Taste

Aesthetic taste can be reflected from composition, modeling and plot design of artworks. Also, the minorities' aesthetic taste is usually embodied through costume design and modeling structure. For example, people often see on TV the costumes worn by Miao people in Guizhou. These costumes of varied and complex forms are matched with silver ornaments that recur frequently from point, line and surface, enabling Miao's costumes to be more brilliant in color, diverse in modeling and gorgeous in appearances. All in all, in expressing aesthetic taste, each minority creates the unfettered artworks that are of traditional ethnic cultural styles through the design of patterns and study of situations.

5. Thought Based on the Aesthetic Characteristics of Minority Folk Art in Guizhou

5.1 Thought Based on the Fine Art

Fine art is an artistic form closed to people's life. As modern art paintings are mostly influenced by subjective factors, their colors and tones are always controlled by the creators' arbitrary thoughts. When self-emotions are excessively expressed, the creation will gradually diverge from ideal. This explains why in modern paintings of

certain decorative functions, colors are matched without enough brightness, and artistic conception stands in lack of imagination. But for the paintings created by ethnic minorities who have long been living in nature, the use of colors and matching of tones come mostly from nature. Thus, these creations feature brilliant colors and strong bright-dark contrast. In fact, even the single tone can generate a more powerful contrast effect.

5.2 Thought Based on the Dancing Art

Under the unique style of their culture, minorities in Guizhou boast distinctive views on their own dancing expression forms. Among them, Miao's dance is a typical case. As a typical dancing form in Guizhou, Miao's dance stems from sorcery and has long been influenced by sorcery culture. However, as people's lifestyle changes and thinking level improves, Miao's dance focuses more on expressing the unity spirit of Miao people, and reflecting their perseverance and bravery when facing hard life. So, modern Miao's dancing art has incorporated the significant content that manifests humanism.

5.3 Thought Based on the Batik Art

As a distinctive artistic form in minority folk art of minorities in Guizhou, batik art has diverse expressive ways. In the course of making batik artworks, natural objects are always portrayed in a way not confined by their original shapes or characteristics. Creators effectively combine their imagination with the actual objects to shape the new "species" of great artistic characteristics. For example, in batik works, designers portray butterfly's body and antenna respectively into fish and then leaf shape. People never view such design as a weird design. Instead, they show great admiration on creator's imagination.

6. Conclusion

This paper analyzes the development history and artistic characteristics of minority folk art in Guizhou, gives a simple outline of its aesthetic expressive forms and char-

acteristics and finally, on the basis of its aesthetic features, puts forward several thoughts on fine art, dancing art and batik art. Minority folk art, the heritage from our ancient culture, has gone through historical tests and constant changes. After gradual refinement, it is cultivated into the folk art of unique artistic styles and thus deserves the key protection by contemporary people. We hope that, through development and inheritance, minority folk art of Guizhou can be really integrated into people's heart, and act as an important part of constructing humanistic spirit to promote the progress of the harmonious society.

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Research on the Reading Application of Smart TV

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Abstract: With the development of Chinese economy, the quality of population has generally improved. More and more people pay attention to the concept of sustainable development of family education. The two-way parenting theory is more suitable for modern social requirements. Here two-way parenting theory is the breakthrough parenting theory. The people who hold the theory argue against the fragmentation of knowledge. The theory provides a nurturing system that responds to each other. It combines ideas, specifications, and methods perfectly. Based on the breakthrough parenting theory which is full of love, all family members constructed a new educational bookstore together. At present we mainly discuss the application model of interactive design of electronic reading on TV. First, based on the desire for a better life, all the people are looking forward to a better education. For example, we construct a virtual chat environment for interactive reading of artistic education in the future through the application of television reading about the theme of tea culture. Secondly, a new sense of immersion in the interior environment was created. At this time the concept of low-carbon life will be formed in the brains of the people though the artistic information resources. Thirdly, it will promote the interdisciplinary research of art and design education. More families will have their own family library through interactive television reading. In the future we will stay at home to visit the Digital World Expo, or the Digital Museum. Family-style reading will enter a new era. More families with high quality parenting education can get into the era of interactive primary school education through this platform.

1. Introduction

E-bookstore appears as the book content provider into the consumer's vision. Compared to the traditional paper books, it has many advantages, such as low cost, massive storage, convenient search positioning, personalized service, low carbon environmental protection and a variety of services. The operaters not only provide massive reading data, but also provide a new type of terminal reading applications. People read books according to their choice. They accumulated the power of a flower bud. When the opportunity for resurrection comes, the buds will bloom. For example, in the smart TV people find the electronic book on tea culture and open the Tibet buttered tea section. In the virtual sweet tea house Tibetan tea culture enthusiasts can enjoy the scenery of Tibet. In the poetic and artistic scene they sip tea and chat.

The home computer is the reading terminal in the traditional e-bookstore. Because the calculated performance of the home computer is very powerful and the network transmission capability is strong, this method of reading can provide a better reading experience. Today mobile devices can also be read terminals. In addition, there are a large number of mobile reading applications. People provide reading applications by mobile terminals, such as the Amazon Kindle Tablet PC, Hanvon electronic paper book, cloud bookstores, and so on. Compared with home computer, the computing performance and network transmission performance of the kind of mobile terminal is worse. And the screen is relatively small. Although users can read anytime and anywhere by mobile devices, their interactive reading experience is slightly worse.

With the development of technology, household appliances have become more and more intelligent. Television was given high expectations. Now smart TV is being produced. What is smart TV? Smart TV, the same as smartphone, is equipped with a computer operating system. The

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users can install and uninstall the computer applications by themselves.   On the one hand, smart TV must still be a TV or have the function of ordinary television. On the other hand, it has the feature that ordinary TV does not have. The feature is intelligent. The smart TV is more like a smart chatty robot with good interactive performance.

The large screen of the high definition can be used in many ways, such as multimedia advertising, reading, games and so on. At present most families have not really used smart TV. One reason is that smart TV lacks a large number of systems and software applications products. These similar products do not have higher performance in mobile terminal of interactive applications. However, "High Mountain does not prevent the white clouds fly, bamboo does not interfere with the flow of water too". Television reading is a kind of entertainment that requires many people to participate in it. Television reading will play an important role in family education in the future. Now some people like to read on their personal computers, while others prefer to read on their mobile phones. As for e-reading, the current competition has been intense between PC and mobile devices. The businesses need to find a breakthrough to expand the business in order to realize "customization of demand" and "entertainment of programs". It is important that we should build a fully open platform in smart TV. We must strive to find a new field of development, and constantly realize the innovation of the program content. Then more family users will be actively involved and experiencing, such as "Reading is happy", "Art education is full of fragrance gladdening the heart and refreshing the mind." etc.

2. Study on the Design of TV Reading Content

Flamenco is composed of three elements. It includes cante (singing), toque (guitar playing), baile (dance). Not only Flamenco dancers exercise the body, but also everyone obtain a pleasant mood from flamenco melodies. The content of TV reading needs to be carefully designed. The content can not only open the wisdom of users, but also bring them happy mood. First of all, we need to investigate the behavior and interest of target users. Here, on the basis of a clear user model, a module of tea culture virtual chat is developed by smart TV. People who are proficient in tea ceremony can talk about interesting subjects or programs together. And they may watch opera performances, play games, applaud and shout, and have the feeling of being on the spot. Here are the fragrance of tea, the heat air of the boiling water, the temperature of the teapot, the contemplation of the art. Sometime the user can buy the art blanket online. In the tea-drinking process, the user can directly watering on the blanket to grow green plants.

They will experience the feeling that green flows along with their moods, and so forth.

Here is an example of the application of expanding Interactive design in TV reading. A virtual tea culture house is established. And the animation of user's tea drinking behavior is designed and made. User can experience Chinese tea culture personally on the scene from the animation design process and interactive design. Firstly, a guider guide your tea friends through a street of modern virtual tea culture, as shown in Figure 1. And there are some artworks about virtual tea prop along the street, as shown in Figure 2. When the tea friends walk to the teahouse doorway, the scene of greeting the guest will appear. At the main entrance of the teahouse, the tea friends will meet a lovely teahouse waiter, as shown in Figure 3. When they walked into the teahouse, they can choose the tea room of different theme according to the color map. There are many tea rooms, such as the smoked bean tea room of Taihu Lake, the fragrance tea room of Suzhou, the ginger salt tea of Hunan, the "Xiajun" green tea room of Shushan, the Dongding tea house inTaiwan, Longjing tea house in Hangzhou, Fujian oolong tea room and so on. Different tea rooms were decorated by different waterfall devices of different color. Each teahouse is a kind of digital architectural artwork. For example, in the digital Beijing courtyard building people are tasting the jasmine tea of Zhang Yiyuan. After the tea friends choose the tea room, they go into the tea room. The waiter starts preparing tea, selecting water, heating water and preparing teacups. Then the virtual tea friends will warm the cup, wake up tea, brew tea and enjoy tea, as shown in Figure 4.The graphical user interface of virtual teahouse can be developed from two-dimensional visual sense to three-dimensional visual perception. From the visual perception level, virtual reality technology is introduced into virtual tea room. These technologies can greatly enhance the user experience effect，especially 3D modeling, and the combination of 3D art effect and multi-channel interaction technology. The virtual 3D characters can hear the real human language through the speech recognition technology. Then the virtual 3D character can make the corresponding action (including voice replies, face expression reply), as shown in Figure 5. The actions may occur in the course of ordering tea. Water ripple effect is made vividly through tactile sensing technology, motion sensing technology and eye tracking technology, as shown in Figure 6. It may be the process of brewing tea in a teacup. As we can see from Fig.7, through the virtual reality technology, the tea user can operate the virtual robot hand to complete the tea pouring movement in the tea ceremony.

Figure 1. Street of tea culture

Figure 2. Artworks about tea prop

Figure 3. Entrance of the teahouse

Figure 4. Tea room

Figure 5. Process of transfer

Figure 6. Process of Touching water

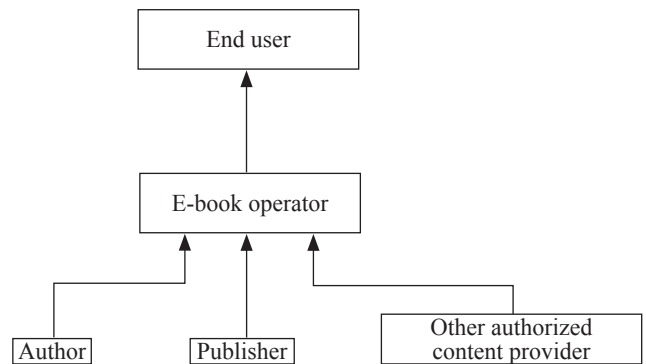**Figure 7.** Action of using a lever to refuel

Figure 8. Traditional operation structure

3. Imagine of TV Bookstore

In addition to the innovation of the reading content of the TV bookstore, there is a brand-new design as a product from the TV bookstore. In the future we should develop TV bookstores by smart TV terminals and TV operating entities.

From the point of view of content movement, the implementation model of traditional e-book city is from publishing house to operation entity, and then to end user. The operation structure is shown as Figure 8. The content flows from the downstream to the upper layer in the mode. From the point of view of user perception, the system only occupies the last link of the content movement. The last link is reader device or browser, as shown in Figure 9.
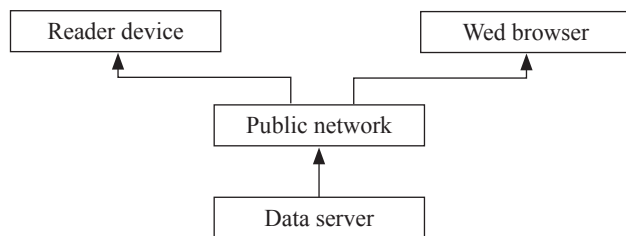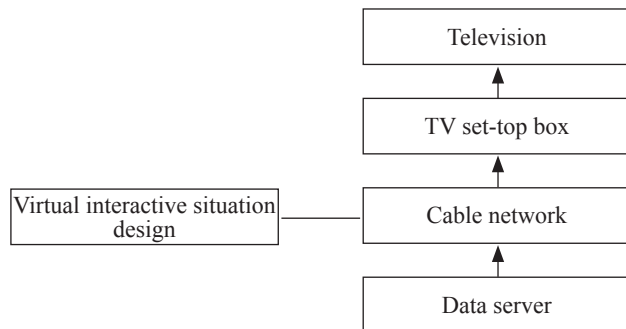

Figure 9. Technology roadmap

Figure 10. Envisaged reading system

Because there are a lot of pirated software and cracked programs in PC and mobile devices, a lot of content has been stolen and illegally reproduced especially in the last circulation. It is a serious problem for operators. For example, the updated version of the story will be pirated in 15 minutes. Such piracy is too rampant for intellectual property defenders to tolerate. In the Chinese reading site it is a big problem.

In the imagination the content flow direction of the TV bookstore and e-book city is roughly the same. But there are some differences in its operating system, as shown in Figure 10.

In fact, television only is a display device in the high-definition television system. Its video decoding, playback control, VOD system and other functions have been concentrated in the set-top box. We can look upon the set-top boxes as an embedded computer. The operating system and application software is installed in the set-top box. And Google TV is based on the Android operating system.

Imagine: In the TV reading system, the reader can use the smart TV control equipment to select a book or magazine. In the selection process, the set-top boxes send read instructions to the television operating backstage supporter. The backstage supporter can decide whether or not to transmit data according to its permissions and other information. Once the signal is transmitted to the set-top box, its software performs the decoding operation and displays it on the television. You can also apply the control device of smart TV to turn pages or other operations. For example, the average speed of a user's reading is recorded by an intelligent system. This speed refers to the average speed at which people look at books and turn pages. Intelligent software can select the required number of pages according to the reader's needs. Its function provides the speed setup for the user. Firstly people set the resident time of a single page. Then they set the speed of automatic page flipping.

Cable network is not as open as Internet. It is impossible to reproduce content or spread content illegally within the cable television network. The set-top box itself is like a non-public "black box", and therefore it is difficult to intercept electronic reading content from set-top boxes to other networks. Inadvertently the security of content has been protected.

4. TV Bookstore Research Significance

Compared with the traditional bookstores, TV bookstores have many advantages.

4.1 The indoor space can be made full use. A personalized atmosphere of indoor reading environment is created.

The visual sensory effects of the TV bookstore can be designed to be similar to the murals which is full of idyllic atmosphere, as shown in Figure 11. A unique e-book cabinet will be built in the TV bookstore of each family. Virtual bookcase will not occupy space. Here users can customize the skin. And they can regularly replace and decorate their own style of virtual bookcase. During the reading process, the TV 3D interface effect enables the users to feel immersive. Users can experience outdoor reading feeling. It is conducive to physical and mental health. In particular people can stand reading in the front of the hanging television, and enjoy the lightness of reading outdoors. User can move body and neck while reading in the front of the larger screen TV. It will greatly relieve the disease of the cervical spine.

Figure 11. Interface design of TV reading

4.2 A New Way of Life Experience has been Created. And the Economic Value of Television has been Expanded.

There is the characteristic of human-computer interaction in Smart TV. It is wrong for some people to equate the interactive effects of smart TV with video on demand. The real interactive value of television is not limited to video content. It can also include smart reading books, three-dimensional games of touch interaction, the immersion feeling of smell interaction and so on.[1] In fact there are many value-added services to be developed.

The development of smart TV is restricted by many factors. For example, smart TV programs are few. The quality is low .And the update speed is slow. So the TV bookstore can become one of the value-added services during the transition period. It will play an important role in promoting the market. It can inspire audiences and strive for more traditional TV users to participate in future smart multimedia program. TV bookstores will become the one of the most profitable ways of smart TV.

4.3 Cultural Quality will be Further Improved.

Through the smart TV bookstore system platform, personalized custom home bookcase will enter all households. In the past, ancient knowledge was well mastered by a small number of people. Today it may appear the "culture into the million family" grand occasion. More and more people master profound knowledge. In the smart TV bookstore culture, users continue to study and accumulate. Constant effort should yield success.[2] People often learn from entertainment by watching TV programs. However, television plots are often different from historical facts, and even do not conform to historical facts. Influenced by "fast food culture", people who have a strong desire for knowledge will give up watching TV shows. Instead, they will choose to turn on the computer. They find the introduction of the story plot or the ending of the story on the Internet. If smart TV has TV bookstore reading function, you will not have to open the computer in the future. It is timely for user to find relevant information about the interested nouns and categories in the situational TV bookstore. In the near future, more parents who want to make family education a source of inspiration for children, will benefit from situational smart TV reading. It will quickly enhance the quality of family education through the smart TV bookstore platform.

5. Conclusion

With the intensification of Chinese urbanization process, the application of smart TV bookstore reading is inseparable from the TV book system design. Not only current TV reading is the reading of text and a few pictures, but also it is a reading full of virtual situations that include text, images, interactive animation, audio, video etc. The atmosphere of the TV bookstore will be made up of several virtual chat rooms. These virtual chat rooms have themes. And their human-computer interaction is powerful. The cultural literacy of TV users will be further improved.

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Innovative Thought of Tendering Management Mechanism of Universities and Colleges in China under New Circumstances
——Taking North China Electric Power University as an Example

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Abstract: Since the reform and opening up, the Chinese government has attached growing importance to education, and has invested more resources and funds into higher education. In addition, the government has also invested large amounts of funds and technologies in the infrastructure construction of universities and colleges. The undertakings related to the infrastructure construction of universities and colleges in China are complicated in essence. Therefore, funds and technologies of the highest standards should be introduced. At the same time, external tendering is necessary for some undertakings. Currently, the tendering model adopted by universities and colleges in China is the traditional, which is ridden with some problems to be resolved in the shortest possible period. This paper focuses on the current problems of the tendering model adopted by universities and colleges and their solutions. Taking the tendering model in the undertakings of North China Electric Power University as an example, it notes setbacks of the traditional tendering model, and provides kind of theoretical support for establishing a new tendering model for universities and colleges and the related enterprises in China.

At present, there are some problems in the tendering model applied by universities and colleges in China. Thus, innovative efforts should be made, in order to meet the requirements of the advance of Chinese higher-education institutions under new circumstances and to create favorable conditions for them to secure progress in the fierce competition. The Chinese market economy model has constantly improved. However, new challenges have also come to the fore. Therefore, from the perspective of economic-management theories, this paper, proceeding from various problems and challenges encountered under new circumstances, aims to propose a feasible tendering model, which combines with the status quo of universities and colleges in China. As for the tendering management of universities and colleges in China, no obvious advantages can be found, and many undertakings are not performed in a professional manner. Besides, there is a lack of coordination for the departments participating in the related undertakings, and more efforts should be made to ensure that all the information on tendering is brought into the open. The paper focuses on such issues, and proposes a method for scientific tendering.

1. The Tendering Management Mechanism of Universities and Colleges in China

In our country, there is a lack of coordination for universities and colleges participating in various links of tendering-related programs. The tendering programs of universities and colleges in China are mainly confined to those on campus. However, due to the limited space on campus and few types of programs, new programs are rare to be found on campus. Most programs are related to the renovation, expansion or reconstruction of current programs.

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1.1 The Method of Tendering Management Mechanism of Universities and Colleges in China

Currently, the tendering-focused management mechanism, adopted by Chinese universities and colleges is characterized with the government-managed model. As for the bidding model, there is no distinction between government-led projects and civil-imposed projects. Seen from the practical reality of the current tendering models across the globe, as for the management model, there is a fundamental difference between government-led projects and civil-imposed projects. Therefore, they are different in terms of the model of bidding and tendering. However, universities and colleges in China have not made a clear distinction during the tendering process. All the tendering-related projects should be conducted in a publicized tendering and bidding manner. First, an anticipated planning price for the tendering project (namely, the general price and the related requirements) should be proposed, and the tendering process should be brought into open. Then, those who propose the lowest price or the most feasible model of the project win the bid. However, for universities and colleges in China, there are still some problems related to bidding management in colleges and universities in China. Specific analysis will be made in the next section.

1.2 The Status Quo of Tendering Management Mechanism of Universities and Colleges in China

Currently, there are four major problems in the tendering management mechanism of universities and colleges in China. The specific analysis is as follows. Firstly, universities and colleges in China have not brought their advantages into full play in tendering projects. Due to the fact that universities and colleges are essentially public-funded, the construction projects and other types of projects managed by these institutions are essentially different from those managed by government agencies. The tendering programs of universities and colleges in China are mainly confined to those on campus. However, due to the limited space on campus and few types of programs, new programs are rare to be found on campus. Most programs are related to the renovation, expansion or reconstruction of current programs. The projects within universities and colleges are scattered, and the types are also complicated. Most of them relate to the reconstruction of teaching buildings or living areas. The projects of universities and colleges are targeted to students, and therefore the requirements for project quality are higher. Due to the fact that the standards of universities and colleges adopted in tendering are multifarious, it is fairly difficult to supervise the tendering process in China. This has affected the monitoring quality of tendering projects, as well as the monitoring use of project funds.

Secondly, as for tendering projects of universities and colleges in China, the staff members involved are not professional. The professionalism of staff members involved, as well as their insight into the projects and the specific conditions of tendering market, will affect the tendering results. The projects of universities and colleges have higher requirements for engineering technologies, quality, duration, and payment. If the tendering team is not professional, the specific responsibilities, in case of accidents, will not be fully fulfilled. Thus, the whole project may be affected by some unqualified bidding enterprises engaged in the construction affairs. As for the lists related to the construction, if the tendering team cannot get a detailed picture of the related projects, the items displayed on the list may be omitted. In serious cases, the project will not be completed on time, or the team will fail to reach the required standards.

Then, in our country, there is a lack of coordination for universities and colleges participating in various links of tendering-related programs. There are certain annual limits for the purchasing budget, which accounts for a large proportion in the total budgets, of universities and colleges in China. Universities and colleges, as an important part of public-funded institutions in China, have many types of annual projects. Therefore, in general, the budget of one project fails to account for a large proportion. This requires universities and colleges to dovetail their strategies with each other for the coordination of budget needs, and, if possible, the budget for each department should be met. However, most of universities and colleges in our country have not reached a consensus on the project budget, which will expose certain impact on the tendering management of projects. The sufficient budget for tendering projects may affect the normal teaching activities. Therefore, as for universities and colleges, there are still some improvements needed in handling these issues.

Finally, during the tendering process, universities and colleges in China are still torn by such problems as insufficient sources of information and standardized documents, as well as procedures which are not transparent. This brings certain difficulties to the tendering process. Currently, the statistics of tendering information adopted by universities and colleges in China are merely used for the work done on the paper, with the aid of computers, and therefore, a complete system of tendering information has not been established. When they computers are used for the work done on the paper, the information on tendering is stored by means of computers, instead of paper version. That's all. This storage model of tendering information, traditional as it is, fails to handle the related

information in a productive manner. Besides, it cannot provide scientific data on tendering affairs. The project is ridden with low efficiency. In addition, on the platform of tendering information adopted by Chinese universities and colleges in the tendering process, part of tendering information is merely put in place. However, the information on the whole tendering process fails to be shared in a detailed and public manner. This may bring prejudicial effects to the coordination of various departments involved in the tendering process.

1.3 Case Analysis of Tendering Management Mechanism of Universities and Colleges in China

Currently, most of the tendering models adopted by universities and colleges in China are traditional in essence. This paper makes a detailed analysis of the tendering management model for campus construction adopted by North China Electric Power University. The traditional campus-based project of North China Electric Power University heads the list of those projects of Chinese universities and colleges. As for the tendering links of campus construction, there are also some problems concerning the traditional model. The campus-based project of North China Electric Power University is mainly completed through external tendering. During the bidding process, the staff members involved are not professional, and the traditional tendering model is ridden with its non-transparent process of data collection, resulting in some loopholes for the enterprises engaged in the bidding business. There are some kinds of misconduct - external factors, for instance, human connections, play a significant role in the process of tendering, which should be strictly prohibited. In addition, the tasks are not performed by various departments in a scientific and coordinated manner during tendering, which may result in low efficiency and little progress in the related projects.

2 Analyses on the Barriers to the Innovation of Tendering Management Mechanism of Universities and Colleges in China under New Circumstances

Universities and colleges in China, as the main battlefield of tertiary teaching and learning, should boast their perfect systems of supervision and management for the tendering management mechanism. Nowadays, the government has increased its spending on the higher-education system. The projects launched by many universities and colleges are also increasingly complicated in type, which should be completed by professionally trained personnel. In addition, for the tertiary teaching and learning in universities and colleges, it's necessary to establish a reasonable tendering process and a sound management system.

2.1 Requirements for the Reform of Higher-Education System

The higher-education system adopted by China has gradually improved, and major universities and colleges nationwide, based on their enhanced soft strength, have renewed efforts in upgrading their hardware facilities.[1] Universities and colleges of higher level will go to waste without hardware facilities, the construction of campus infrastructure, and the development of campus environment. Universities and colleges seeking their enhanced competence in education should renew their efforts in overhauling the old-fashioned structure, in order to meet the requirements of the education-system reform. Currently, the government has increased its spending on the higher-education system. The projects launched by many universities and colleges are also increasingly complicated in type, which should be completed by professionally trained personnel. In order to make full use of the funds channeled into the higher-education system, it's necessary to establish a system of tendering management, through which the truly competent people who are the most suitable for the projects and the professional team boasting the greatest efficiency will be selected.

2.2 Requirements for the Independence of Departments in Universities and Colleges

In general, universities and colleges in China are not skillful in the tendering process. As a result, instructions and approvals from competent authorities are required. In spite of higher feasibility, such procedures are in low efficiency, due to a series complicated formalities and a lack of coordinative efforts among different departments. As for those time-demanding tendering projects, some delays may bring prejudicial effects to the development of universities and colleges, if competent authorities fail to make instructions in a timely manner. Therefore, major universities and colleges in China, while striving to find their own patterns of development, try hard to establish their independent departments for tendering-related affairs and to enhance their competence in decision-making in an independent manner. On the one hand, this gives more leeway for universities and colleges; on the other hand, it avoids the inconvenience caused by a series of cumbersome formalities of competent authorities which may exert harmful impact on tendering projects of universities and colleges.[2]

2.3 Requirements for the Standardized Tendering Process

Universities and colleges in China, as the major part of public-funded institutions, should have their standardized process for tendering projects. The process is also available for other public-imposed management under-

takings in our country or the tendering plans of infrastructure construction laid down by the government. Since currently universities and colleges in China enjoy a sound momentum, the types of projects are diversified, and the tendering projects are also complicated. If the tendering process is not clear-cut or standardized, some excellent bidders may fail to stand out in the competition, and some unqualified construction departments will win the bid instead. A standardized tendering process and a sound supervision system are of vital help to avoid such problems to the maximum extent, thus providing safe, reliable institutional guarantees for the bidding projects (for instance, related to campus construction) of universities and colleges in China.

3. Innovation-Driven Ideas of Tendering Management Mechanism of Universities and Colleges in China

The tendering tasks, which are not performed by a single department, require the coordination and cooperation of multiple departments. Thus, in order to yield fruitful results, the staff members in various departments should make concerted efforts. However, the deepened scope of network has exerted profound influence upon the restructuring and upgrading of many industries. Thus, there is no exception in the tendering management mechanism of universities and colleges in China. It's imperative for universities and colleges to strengthen their efforts in the centralized management of tendering and to make use of network resources in a rationale manner.

3.1 Set up the Basis for Centralized Tendering

The centralized management of tendering is conducive to equal opportunities for tendering provided by universities and colleges in China. Based on this, the tendering team is subject to rigorous scrutiny.[3] As for the centralized management of tendering, first of all, an institution responsible for tendering must be established in universities and colleges. The institution should join in hands with the related legal departments and management departments in formulating a set of legal and reasonable plans of tendering management. The plans should include laws and regulations on the tendering process across the board, management-focused considerations, as well as measures of punishment. The plans should deal with such affairs as announcements issuance, organization of tendering activities, negotiation of tendering contracts, and sign-up of tendering contracts, so as to avoid problems arising from unclear tendering procedures. Secondly, the tendering management department should strictly carry out the tendering-related policies, adhere to the principle of openness and fairness, and strengthen their efforts in the

management of personnel responsible for tendering affairs and the education on honesty and moral integrity. At the same time, they should be subject to strict scrutiny, so as to avoid any unfair tendering-related problems due to the corrupt administration. In addition, since the projects conducted by universities and colleges are multifarious, the staff members of the tendering department are required to classify the tendering projects in a rigorous manner. If possible, there should be uniform standards for the time of tendering start-up and completion, as well as the types of tendering projects, and some tendering projects should be performed in a uniform manner. This will maximize the efficiency of the tendering team, and reduce the costs.[4]

3.2 Identify the Core Business in Which the Staff Members Specialize

Professional tendering team serves as the core of the successful operation of tendering projects performed by universities and colleges in China. Firstly, based on the establishment of special tendering management departments, personnel with rich experience in tendering management and excellent overall qualities should be recruited. Seen from the experience acquired from the previous projects conducted by universities and colleges, the staff members in charge of tendering affairs should be armed with both a complete set of professional knowledge, good capabilities of teamwork and ideological coordination. The staff members should acquire a full set of professional knowledge, so as to avoid the professional homogeneity of the whole tendering team. If everyone in the team specializes in the same field or the same subject, the requirements on every front of tendering-related affairs cannot be met; secondly, it's necessary to enhance overall qualities of the contracted staff members in charge of tendering affairs. During the tendering process, it's of vital importance to coordinate the on-the-job training of special skills, through which the staff members will constantly broaden their horizon, enrich their knowledge and improve their competence, as well as accomplish their self-cultivation and accumulate a wealth of practical experience; finally, measures should be taken to enhance the service quality and raise the awareness of the staff members, for instance, performance evaluation. Accordingly, a set of scientific evaluation system of tendering should be established, through which the staff members in charge of tendering affairs are subject to appraisal and assessment.[5]

3.3 Identify the Prerequisites for the Coordination among Different Departments

The tendering projects of universities and colleges in China are not performed by a single department. Instead, they call for the cooperative efforts of multiple departments. Firstly, an independent tendering management department

of universities and colleges should be established, in order to coordinate the related affairs of tendering. Secondly, the other related departments should join in hands with the tendering management department in various affairs. The detailed budget plan should be reported to the tendering management department. Then, the related staff members should lay down detailed documents, coordinate the tendering projects in a reasonable manner, and report to the university's management department for approval of documents and funds.[6] Upon the approval, the tendering department should engage in a series of market analysis for further results, and obtain a detailed budget plan of tendering, so as to maximize the use of tendering-related funds; secondly, the tendering department should be subject to the scrutiny of universities and colleges and government agencies. Based on this, it can strengthen its efforts in the anti-corruption campaign, so as to eliminate misconduct during the tendering process which may affect the scientific decision-making and fairness of the tendering projects.[7]

3.4 Means to Establish the System of Electronic Tendering

Electronic tendering, as a new type of tendering model, aims at the documents issuance and the coordination of tendering affairs, by means of a new online platform. The details of the completed tendering projects will be publicized online, thus ensuring the transparency and fairness of the entire tendering process, and securing the scientific abundance of tendering affairs.[8] During the process of implementation, firstly, a uniform tendering database of universities and colleges should be established, with the classified types of information on tendering included, so that the tendering department can access to the required documents and materials easily; secondly, the data on the tendering process should be disclosed, including the general introduction of the tendering department, the use of tendering funds, and the affairs to be paid attention to during the construction process; finally, upon the tendering results, the construction contract signed between the related department and the universities and colleges should be publicized in the database, thus achieving the openness and transparency of the tendering projects to the maximum extent.[9]

4. Conclusion

In summary, the tendering management is indispensable, against the backdrop of the constant development and expansion of universities and colleges in China. In order to enhance the efficiency of tendering affairs and to secure the rational use of funds, it's necessary to establish a professional tendering team, which is responsible for the coordination of various departments. Besides, a new type of electronic tendering platform should be established, with the aid of the Internet technologies, thus ensuring the centralized tendering model fairness and transparency. As a result, as for the innovation of tendering management mechanism for universities and colleges, positive results will be yielded. As for the innovation, it's also necessary to draw experience from the traditional tendering model and to combine it with the new tendering mode, so as to meet the needs of tendering management of universities and colleges in China to the largest extent.

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