

Reflections on International Exchanges and Cooperation among Universities in the Post-COVID-19 Era

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Abstract: COVID-19 has impacted international exchanges and cooperation among universities, and posed multiple challenges such as global public health security, visa restrictions for the movement of people, and bottlenecks in education quality system. In the face of the impact of the epidemic and challenges, international exchanges and cooperation of colleges and universities are still in the demand to explore effective development path and practice mode, including to explore new ways of Sino-foreign cooperative education, establish foreign new model of talents cultivation, open-up a new train of thought, Sino-foreign cooperative education. In the economic globalization and the background of "Belt & Road" initiative, efforts should be made to promote international exchanges and cooperation among universities to go through gradually smooth recovery and development.

1. The impact of COVID-19 on international exchanges and cooperation among universities

On 30 January 2020, the global COVID-19 outbreak was declared a "public health emergency of international concern" by the World Health Organization (WHO) and subsequently a global "pandemic" on 11 March. Currently, multiple rounds of the epidemic are still spreading in many countries and regions around the world, mercilessly claiming the precious lives of nearly 10 million people. The global fight against the pandemic is an unavoidable challenge for all countries and poses a challenge the world must face.

The sudden COVID-19 has an unprecedented impact on the international exchange and cooperation of universities, which is shown in the following aspects:

On the one hand, the specific exchange activities between teachers and students are greatly restricted. Due to the rapid spread of COVID-19, sovereign countries and regions have to take corresponding control measures, which greatly limits the two-way exchange activities such as overseas study and study visits. In some countries and regions, ineffective prevention and control measures have put the lives and health of local students and visitors at great risk. On the other hand, the future implementation of university cooperation and exchange plan is affected accordingly. The international cooperation and exchange plan of colleges and universities is seriously hindered, which leads to practical difficulties in the enrollment, training, management and employment of Sino-foreign cooperative education programs and foreign students. International academic conferences, exchange visits and celebrations are forced to be cancelled or postponed indefinitely; overseas education is progressing slowly or even running aground.

2. Challenges faced by international exchanges and cooperation of universities in the post-epidemic era

At present, the negative impact of COVID-19 on international exchanges and cooperation of universities continues, which urges countries to take public health safety and emergency

preparedness seriously, and also poses challenges to international exchanges and cooperation of universities in the future.

2.1. Global public health security

In the process of globalization, no country can solve the problems of virus transmission, prevention and control of infectious diseases and environmental pollution alone, nor can it protect its national interests in public health security in isolation [1]. Global public health security has become a direct challenge to the development of international cooperation and exchange in universities. In the post-epidemic era, how to guarantee the life and health safety of the students and students participating in the international cooperation and exchange of universities is the primary issue to deal with the global public health security. Taking Sino-foreign cooperative education as an example, in the training mode of project category, most selected students from domestic colleges and universities are required to study abroad after completing the corresponding credits from Chinese colleges and universities. Considering the global public health security, there are still great uncertainties about whether the study arrangements provided by foreign parties can be carried out normally, the safety and protection during the study abroad, and whether students who have completed their studies abroad can return to China as scheduled.

2.2. Restrictions on visa for movement of persons

The COVID-19 epidemic continues to intensify globally, and countries and regions have adopted quarantine policies, including strengthening border prevention and control measures and partial regional blockades. Some countries and regions have banned the entry of foreigners completely, or imposed the Novel Coronavirus test or quarantine on those from high-risk areas. At the same time, some countries have taken more stringent measures to restrict the entry of foreign students who hold student visas, and students from all over the world have begun to replan their study destinations. In this context, as the main body of international exchange and cooperation in universities, the cross-border flow of teachers and students is strictly controlled.

3. Suggestions on the development of international exchanges and cooperation among universities in the post-epidemic era

In the face of the impact and challenges brought by the epidemic, the international exchange and cooperation of colleges and universities still need to explore effective development paths and practice models, and promote the gradual recovery and steady development of international exchange and cooperation of colleges and universities in an all-round way.

3.1. Exploring new ways for Chinese-foreign cooperation in running schools

In recent years, Sino-foreign cooperation in running schools has become an important way for international exchange and cooperation of universities and colleges to cultivate talents. According to statistics, at present, there are nearly 2,300 Chinese-foreign cooperatively-run schools and programs at various levels approved and recorded by the Ministry of Education, of which 1,200 are institutions and programs at or above the undergraduate level. High-level Chinese-foreign cooperation in running schools is an important part of China's higher education in the process of building a powerful country in higher education, and it is also an important starting point for innovating the idea of running universities, the management system and comprehensively improving the quality of higher education [2]. In the post-epidemic era, Chinese universities should take the initiative to integrate into international cooperation and exchanges in higher education and play an active role in leading and innovating.

3.1.1. Accumulate advantageous specialties and develop characteristic cooperation

Colleges and universities participating in Chinese-foreign cooperation in running schools should, in accordance with the national development situation, regional and urban development programs, and based on the actual conditions of their own schools, concentrate on incubating international

education cooperation of their superior majors, and form results of Chinese-foreign cooperation in running schools with specialty and discipline characteristics.

3.1.2. Renew the concept of cooperation and optimize the way of running schools

The outbreak of COVID-19 has put forward a profound test to the cooperative relationship between the parties of Chinese-foreign cooperatively-run schools, and the governance structure of Chinese-foreign cooperatively-run schools or projects also needs to keep pace with The Times and develop innovatively. Chinese institutions can carry out "one-to-one" or "one-to-many" Chinese-foreign cooperative education mode according to their own characteristics, and carry out cooperative education activities with Chinese institutions as the main body and with high-level partner institutions around the world to develop and maintain cooperative education.

3.1.3. Strengthen technical support and provide stability guarantee

The COVID-19 epidemic has almost revolutionized the traditional teaching model, and universities at home and abroad have adopted online teaching to overcome the obstacles of the epidemic. For some time in the future, online teaching will still be the best alternative to the traditional teaching mode, and the promotion of online and offline "mixed" teaching mode is also gradually developing and forming. Distance teaching, especially overseas distance teaching, needs to overcome multiple difficulties such as technology, time difference and personnel, among which the most critical is technical support.

3.2. Create a new model for training foreign-related talents

In the post-epidemic era, international exchanges and cooperation, especially the development of cooperative school running, must focus on the continuous innovation of talent training mode, so as to achieve the basic goal of providing excellent education.

3.2.1. Cultivate the feelings of the motherland and inherit the fine culture

In today's society all kinds of thoughts, Chinese-foreign cooperation in running schools to cultivate intercultural professional talents in diverse cultures blend zone, only pay attention to cultivate the student in the teaching of ideological and moral accomplishment and patriotic feelings, imparting professional knowledge, and value guide, can cast and of high quality German and French excellence foreign talent in the future.

3.2.2. Pay attention to the complex background and adapt to the needs of reality

Globalization is a multi-level concept with economic globalization as the core, which includes the interconnection, influence and restriction of various countries, nationalities and regions in politics, culture, science and technology, military affairs, security, ideology, life style, and values in multiple levels and fields. The globalization of trade, finance, investment and other activities cannot be separated from the participation of talents from all fields. To meet the needs of the deepening development of world multi-polarity and economic globalization and the country's opening to the outside world, we will train a group of legal professionals who have an international vision, are familiar with international rules, and are able to participate in international legal affairs and safeguard national interests.

3.2.3. Strengthen application skills and promote practical teaching

Foreign personnel training should focus on the application and practical ability. At present, China's education and training of application-oriented and compound talents are still insufficient, so colleges and universities must step out of the traditional classroom mode in teaching courses, train students' legal skills and improve their ability to solve practical problems [3]. The cultivation of foreign-related talents in Chinese-foreign cooperation in running schools must make a breakthrough in traditional classroom teaching and improve students' ability to analyze and solve problems through case teaching and clinic teaching.

3.3. Exploring new ideas for overseas cooperation in running schools

With the continuous development and expansion of China's higher education, it is gradually going to the world, and the overseas activities of higher education are increasing. The government has also changed the direct management of administrative examination and approval to the indirect management of policy guidance for the overseas running of institutions of higher learning. The overseas running of institutions of higher learning has ushered in new opportunities and challenges of self-development and self-restraint.

3.3.1. Integrate quality projects and coordinate the linkage mechanism

At present, the forms of overseas education include Confucius Institute, language training center, overseas branch school, Luban Workshop, etc., each of which assumes relatively independent functions. As an important measure of education opening to the outside world, overseas cooperation in running schools should be placed within the national strategic framework for overall consideration, and active and unified guidance should be given to running schools abroad, and coordination and connection between forms of running schools should be strengthened [4].

3.3.2. Analyze talent needs and reasonably match resources

The fundamental reason for the failure of some overseas projects is that the talent training mode does not adapt to the development orientation of universities themselves and the development needs of target countries [5]. In the post-epidemic era, overseas education must carefully analyze the demand for talents from the economic and social development of the location where the school is to be run, with emphasis on the demand for talents from the economic structure, industrial layout, economic and trade exchanges and cultural exchanges, especially the demand for talents from the market, and select the corresponding advantageous courses and majors of the school to carry out overseas education.

3.3.3. Enhance quality construction and promote connotation development

The overseas education of Chinese colleges and universities started relatively late and is still in its infancy stage. On the one hand, overseas schooling can further improve the popularity and influence of domestic universities and promote the quality of higher education in China to be recognized by more countries and regions. Outside the school, on the other hand, need to improve the quality assurance and degree certification system, to ensure that the information and resource sharing, especially with partners to strengthen international communication and cooperation, in the education mode, degree system, such as teaching plan for coordination, speed up the promotion of degree academic mutual recognition agreement signed and implemented, to promote the essence of the foreign educational progress.

4. Prospects for international exchanges and cooperation among universities in the post-epidemic era

The internationalization of higher education in China will not be stalled by the outbreak of COVID-19. On the contrary, with the deepening of economic globalization and the "One Belt And One Road" initiative, high-quality international education will continue to promote the modernization of education and the cultivation of talents with global competitiveness in China.

4.1. International exchanges and cooperation against the background of economic globalization

The world in the 21st century is undergoing profound changes unseen in a century. Old drivers of growth are shifting to new ones in the world economy, the international landscape and balance of power are changing at a faster pace, and the global governance system is undergoing a profound reshaping. As socialism with Chinese characteristics has entered a new era, China has gradually transformed itself from a passive recipient of international law to a defender and shaper of international law. China has become deeply integrated into the international order based on

international law, and has become an indispensable party in major international institutions and negotiations. As an important participant and promoter of global education governance, China will continue to firmly support multilateral education cooperation. In the short term, the epidemic may change the way of teaching communication and the trend of personnel flow. However, in the long term, the international cooperation in the field of higher education will still enter the all-directional, wide-field and multi-level development stage. In particular, more and more Chinese universities and colleges are gradually strengthening cooperation with world-class universities and academic institutions, actively exploring channels for cooperation in high-quality educational resources, and providing broad space for accelerating the training of high-level international talents with a global vision.

4.2. International exchanges and cooperation under the "One Belt And One Road" initiative

With the increasingly close connection between China and the world and the continuous and in-depth development of the joint construction of "One Belt And One Road", "going global" in running schools has increasingly become an important content of China's education opening up.

Although the new crown outbreak to varying degrees of impact on education, but "area" initiative and in-depth implementation of development created a valuable opportunity for colleges and universities, have the comparative advantage of colleges and universities should comply to, orderly, based on their own development and the "area" planning area, and countries along the form rich exchanges and cooperation, To comprehensively assess the basis of cultural exchanges and political and security risks in countries and regions along the "One Belt And One Road" and carry out cooperation on educational connectivity. International exchange and cooperation of universities and colleges complement the cultivation of foreign-related talents. Only by further broadening channels and deepening cooperation and actively creating favorable conditions can we accelerate the cultivation of high-level foreign-related talents who can participate in international affairs, safeguard national interests and promote the reform of global governance rules. It will more accurately serve the "One Belt And One Road" construction and China's future active participation in global governance and the building of a community with a shared future for mankind.

5. Conclusion

Although COVID-19 is still likely to have a relapse, most industries are already engaged in post-COVID-19 planning and action. In the new era, we will accelerate the opening up of education to the outside world by optimizing the overall layout, vigorously cultivating talents, and deeply participating in global education governance. In the post-epidemic era, international exchanges of colleges and universities should focus on opening up education to the outside world, explore cooperation and exchange mechanisms supported by Sino-foreign cooperation in running schools and overseas education, further participate in building regional highlands of education cooperation and exchange, and enhance the international influence of education.

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