

Differentiated satisfaction: a study of students' course satisfaction in Chinese and foreign joint universities

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Abstract: This study focuses on students' perceptions of course satisfaction to improve teaching quality and curriculum. By collecting and analyzing students' feedback on course content, teacher quality, and classroom environment, this study puts forward targeted suggestions for improving students' classroom experience, which is conducive to improving students' international competitiveness and learning quality. Using the research method of a questionnaire survey, the author makes an in-depth discussion of the existing problems and understands the students' expectations. The results showed that students were most satisfied with the classroom environment (average score 4.55) and least satisfied with the course's readiness for employment (average score 3.36). In other aspects, such as whether the content of the textbook reflects the forefront of professional development, the participation of the course, and the influence of the course on the comprehensive quality, the satisfaction is in the middle. These findings have important guiding significance for the curriculum construction of Chinese-foreign cooperative universities and help to improve the teaching methods and curriculum.

1. Introduction

The research of Chinese-foreign cooperative universities is based on the background of the increasing demand for education internationalization and the increasing international status of Chinese-foreign cooperative universities, and the improvement of talent training quality conforms to the goal of the national education development plan.

The Outline of the National Medium - and Long-Term Education Development Plan (2010-2020) puts forward programmatic guidelines for the internationalization of education in chapter 16 under the title of "Expanding the opening of Education". It clearly requires "the introduction of high-quality education resources, running a number of Sino-foreign cooperative school projects, and enhancing the international status, influence and competitiveness of China's education." At the same time, it is necessary to strengthen international understanding of education, promote cross-cultural exchanges, and enhance students' knowledge and understanding of different countries and cultures to cultivate a large number of international talents with an international vision, familiar with international rules, and able to participate in international affairs and international competition." It can be seen that the important mission of universities lies in the cultivation of talent, and the cultivation of national talent is the responsibility entrusted to universities by the state. Courses are the means to achieve the goal of talent training [1], so the basis of training international talents is also courses. Therefore, the final destination of the internationally competitive talents to be cultivated by Sino-foreign cooperative education is curriculum, which is the prerequisite and foundation for the sustainable development of Sino-foreign cooperative education.

Curriculum satisfaction plays a fundamental role in supporting the development of teaching practice, enhancing the learning experience, and improving learning quality. Learner's recognition of teaching is an essential factor affecting the teaching effect, and learner's satisfaction is an important psychological feature of expressing recognition. In addition, factors such as learners' interest in the course, teachers' professional level, and classroom atmosphere all have an impact on course satisfaction.

With students as the main body, this study helps schools to improve curriculum setting and teaching methods more accurately by understanding their satisfaction with the course to improve the teaching quality. In addition, the research will focus on students' perceptions of course content, the quality of teachers' teaching, and the classroom environment to improve students' classroom experience, thereby improving the international competitiveness of talents and the quality of learning. To achieve this goal, this study adopts the method of questionnaire survey, aiming to understand students' satisfaction with the course and explore the existing problems and students' specific expectations.

2. Literature Review

Since the late 1990s, curriculum satisfaction has been a very concerning research issue for scholars at home and abroad. Scholars have adopted different research methods to study curriculum satisfaction, and the focus on this problem is not only on curriculum.

As a univariate study, satisfaction also has complex correlation studies and comparative studies. This paper reviews the relevant literature, focusing on research methods, objects, and dimensions.

3. Review of Research Methods

In previous studies, interviews and questionnaires were the main research methods, and some studies used a mixed research method combining questionnaires and interviews. For example, Huang Yating, Wang Ya et al. adopted the mixed research method and confirmed that mixed curriculum satisfaction and learning attitude played a chain mediating role between learning experience and learning engagement [2]. The mixed research method concentrates on the advantages of quantitative research and qualitative research. It helps scholars to reveal and understand the current situation of curriculum satisfaction comprehensively from macro and micro, abstract and concrete. Some scholars also adopt quantitative research methods. For example, Chen Zhiyun et al. found in their research that the difficulty of learners' teaching materials, the number of teaching materials, and the length of class hours have an impact on course satisfaction, that is, the compression of class hours in a short time makes learners accept very difficult knowledge, and the satisfaction of learners will decline. Therefore, to improve course satisfaction, it is necessary to consider the class schedule and learners' knowledge capacity to arrange courses reasonably [3].

Some scholars also use correlation research to analyze the factors affecting curriculum satisfaction. Zheng Xuewei et al. found that learning self-efficacy had a significant positive impact on knowledge acquisition and belief identity in course satisfaction, student participation had the greatest impact on course satisfaction, and the mediating effect of course satisfaction was evident [6]. Some scholars use comparative study to explain the course satisfaction of different groups. For example, some researchers found that compared with teacher teaching, public funded normal students have lower satisfaction with the curriculum setting; compared with course evaluation, public funded normal students have lower satisfaction with the curriculum structure of practical course content; compared with teaching content, public-funded normal students have lower satisfaction with teachers' teaching methods.

3.1 Research Background

Previous studies mainly focused on college students' satisfaction with different courses, including entrepreneurship, political, and disciplinary courses. For example, Wang Weijun analyzed entrepreneurship education courses in his research and found that learners were basically satisfied with the courses offered by schools but had not yet reached a satisfactory level [4]. In recent years, most scholars have studied the satisfaction of a particular course in domestic universities. However, through a large amount of literature research and collection, this study finds that previous studies lack the study on the satisfaction of students' curriculum in Chinese-foreign cooperative schools.

This group has been neglected for a long time, and relevant research is very scarce.

3.2 Research Dimension

The dimensions of curriculum satisfaction research include curriculum objectives, curriculum system and content, curriculum implementation, curriculum resources, curriculum evaluation, and so on. For example, Zhou defined university course satisfaction as the degree of emotional reflection of college students and graduates on whether the course meets their needs and expectations, mainly including course objectives and courses [7].

System and content, curriculum implementation, curriculum resources, curriculum evaluation, and so on. There are also scholars who understand curriculum satisfaction from the dimensions of teaching materials and teaching and subdivide teaching into teaching effect, quality, teaching methods, and assessment methods.

To sum up, the study of curriculum satisfaction is a complicated problem that needs to be considered from many aspects. However, there is a lack of research on course satisfaction of students in joint universities. According to the literature survey, previous studies mainly focused on college students' satisfaction with different courses, including entrepreneurship, political, and disciplinary professional courses. Therefore, it is necessary to conduct a study on the course satisfaction of the students in the joint universities. Given the experience and lack of previous research on curriculum satisfaction, this study adopts the interview method, from macro and micro, abstract and concrete [5].

This group's current situation of course satisfaction is fully revealed and understood from multiple perspectives.

4. Research Methods

4.1 Research Objective

The purpose of this study is to understand students' satisfaction with the course and to explore the existing problems and students' specific expectations. To achieve this goal, this study adopts the method of questionnaire survey. The following is a detailed description of the questionnaire survey process.

(1) Questionnaire design: To comprehensively understand students' satisfaction with the course, we designed a questionnaire containing multiple questions. The questionnaire covers the course content, teaching methods, course difficulty, evaluation methods, and so on. Students are asked to rate each question to express their level of satisfaction.

(2) Sample selection: The sample of this study is students majoring in architecture from Xi 'an Jiaotong-Liverpool University. 12 students were selected as interviewees through random sampling.

(3) Questionnaire design: mainly closed and open questions. Closed questions are satisfied/dissatisfied on a scale of 1-5: very satisfied 5, moderately satisfied 4, uncertain 3, dissatisfied 2, very dissatisfied 1.

(4) Data collection: We distributed questionnaires to students through the Questionnaire Star platform online and asked them to complete the questionnaires within the specified time. The questionnaire is anonymized to ensure that students' responses are not compromised by personal information. [A total of 30 questionnaires were issued, of which 12 were valid.]

(5) Data analysis: After sorting out and analyzing the collected questionnaire data, we find the aspects that students are generally dissatisfied with.

Xi 'an JiaotLiverpool University (XJTLU) was chosen as the research object based on its unique position and characteristics among Chinese-foreign cooperative universities in China. First of all, XJTLU is a joint project between Xi 'an Jiaotong University and the University of Liverpool, and it is the largest Sino-foreign cooperative university in China. This mode of cooperative education not only provides a unique educational environment but also forms a teaching mode that integrates Chinese and Western educational concepts, making it an ideal object of this study. Secondly, as one of the earliest universities in China to teach entirely in English, XJTLU provides students with a learning environment that is in line with international standards. This allows it to attract students from across the country and the globe, providing a diverse frame of reference for research. Third, Xi'an Jiaotong-Liverpool University has many interdisciplinary courses, and the satisfaction research of

various courses is representative. The research results of its curriculum content, teachers' teaching quality, and classroom environment can provide a reference for other universities' curriculum reform.

4.2 Questionnaire Dimension

According to the research question of this study and the research perspective of previous studies, this study designed a three-dimensional research framework. The first-level dimension is the research level mainly concerned by this research, including teaching materials, teaching resources, teaching process, assessment methods, curriculum objectives, and curriculum types. The second-level dimension is the subdivision dimension of the first-level dimension. Among them, the second dimension of the first-dimensional teaching materials is the proportion of Chinese and English teaching materials and the practicability of teaching materials. The second-level dimension of teaching resources is teachers, and the third-level dimension is teachers' English level, teachers' expression ability, and the first-level teachers' professional quality. The second dimension of the teaching process is the classroom environment, teaching method and class length, and the third dimension of the teaching method is the participation of students. The second dimension of the examination method is examination, group project, paper writing, and design report, and the third dimension of the examination is subjective questions and objective questions. The second dimension of the curriculum objective is the role and significance of the curriculum, and the third dimension is to prepare for employment, improve comprehensive quality, and prepare for going abroad. The second dimension of the course type is elective courses and compulsory courses. (See Table 1 for details.)

Table 1 The three-dimensional research framework

First-order dimension	Second-level dimension	Three-level dimension
Teaching material	The proportion of teaching materials in Chinese and English	
	The practicability of teaching materials	
Teaching resources	Teacher	Teachers' English proficiency
		Teachers' ability to express themselves
		The professionalism of teachers
Teaching process	Classroom environment	
	Teaching method	Arouse student participation
	Lesson length	
Assessment method	examination	
	Group project	
	Thesis writing	
	Design report	
Course objective	The role and significance of the curriculum	Prepare for employment
		Improve the overall quality.
		Prepare to go abroad
Course type	Elective courses and compulsory courses	

Research findings are as follows.

(1) Overall satisfaction:

Overall satisfaction is higher, the overall satisfaction value of $4.18 + 4.18 + 3.36 + 4.09 + 4.27 + 4.09 + 3.82 + 4.45 + 4.55 + 4.55 + 4.55 + 4.18 + 4.27 + 4.18 + 3.91 + 3.82 + 4.18 + 4.09 + 4.36/19 = 4.16$, The full score is 5. It can be seen that students are satisfied with the whole, but their satisfaction with different categories is different.

(2) Differences in satisfaction with different teaching categories:

Through data statistics and analysis, this study found that the participants' satisfaction with the teacher environment was the highest, with a satisfaction value of 4.55, and the content of the textbooks was the lowest, with a satisfaction value of 3.36. In each dimension, participants ranked in the middle in their satisfaction that the material content reflected the cutting edge of professional development, the engagement with the course, and the impact of the course on their overall qualities.

5. Results Analysis

5.1 Satisfaction with Teaching Materials

In terms of satisfaction with the material, the average participant was 3.9. Among them, the satisfaction of the proportion of Chinese and English textbooks is the highest, followed by the content of textbooks reflecting the frontier of professional development, and the lowest value is the content of textbooks for students' career preparation.

5.2 Satisfaction with the Teaching Process

In terms of satisfaction with the teaching process, participants had an average of 4.3. Among them, the highest degree of satisfaction with the teacher's attitude towards your questions is the teacher's attitude towards teaching, and the lowest degree is the teacher's English level.

5.3 Satisfaction with the Assessment Method

Regarding satisfaction with the assessment method, the average number of participants was 4.16. Among them, satisfaction with the design scheme is the highest, followed by paper writing, and the lowest value is practical activities (the most times of being chosen and liked, the lowest satisfaction).

5.4 Satisfaction with Course Objectives

In terms of satisfaction with the course objectives, the average participant was 3.97. Among them, the degree of satisfaction about the influence of the course on your comprehensive quality is the highest, followed by the degree of preparation of the course content for going abroad, and the lowest value is the degree of difficulty of the learning content.

5.5 Satisfaction with the Type of Course

In terms of satisfaction with the type of course, participants had an average of 4.2. Among them, the professional satisfaction of compulsory courses is the highest, followed by the interest of elective courses.

In open questions, interest in the course is the most frequent factor for participants. The second is the richness and clarity of the content.

6. Research Conclusions

This study finds that improving students' course satisfaction has significant significance for optimizing educational practice. Based on the analysis of different factors of students' course satisfaction, this study proposes the following strategic recommendations for schools and relevant departments to improve students' course satisfaction.

6.1 Improve the Quality of Teachers

First of all, improving the quality of teachers is the most critical step. This means that schools need to invest in the professional development of teachers so that teachers can increase their store of knowledge so that they have a deep understanding and broad knowledge in various fields. This will allow them to meet all student learning needs, whether theoretical depth or practical skills. In addition, schools should ensure that teachers have sufficient preparation time, which will ensure that they have enough time to prepare the teaching content and further provide high-quality teaching.

Secondly, increasing interest in the course is also considered very important. The students' frequent

use of the word "boring" reveals their expectations for a more interactive and participatory approach to teaching. Therefore, schools need to approach teaching in innovative ways to encourage teachers to adopt new teaching methods. This may involve incorporating practical cases into theoretical knowledge or using lively and fun teaching methods, such as gamified learning, to allow students to learn in a relaxed and enjoyable atmosphere.

Finally, it is essential to improve teachers' ability to express themselves. A teacher who can communicate knowledge clearly and vividly can stimulate students' interest in learning more effectively and make them more willing to actively participate in classroom interaction. Schools can enhance teachers' communication and presentation skills by providing specialized training to ensure that while they pass on knowledge, they also focus on students to help them understand the curriculum content more deeply.

6.2 Understand Students' knowledge Base and Learning Ability

First, I should have a deeper understanding of students' current knowledge base and take this as the basis for laying the teaching road. Before the course starts, I should adjust my course content, course objectives, and specific teaching methods according to students' ability and foundation, teach students according to their aptitude, adjust the course content timely during the teaching process, and observe and assess students' mastery of knowledge to further adjust the teaching content and improve the teaching method. Therefore, when preparing lessons, teachers need to know what knowledge and skills students have mastered in the teaching objectives of the last lesson through homework and other aspects of feedback information, what knowledge they have mastered, and what knowledge they have not mastered. This lesson needs further guidance and guidance from teachers.

Secondly, to arouse students' thirst for knowledge, the teaching should start by stimulating students to thirst for knowledge, guiding them to be ready for learning, arranging the content of the next lesson in advance, allowing students to preview and familiarize themselves with the course content in advance, and then perceive and understand the teaching materials. Understanding the teaching materials is the central link in teaching and guiding students to think independently. Grasp the laws and nature of things.

Finally, the development of students' cognitive ability has an essential impact on their learning ability. It includes students' self-cognition ability, learning goal setting and planning, self-adjustment and reflection in the learning process, evaluation and reflection on the learning effect, etc.

6.3 Improve Assessment Methods

Curriculum assessment is the decisive link of teaching work, a comprehensive assessment of students' knowledge and ability level. There are many problems and deficiencies in the traditional course assessment, such as being too mechanized, not fair and scientific enough. To improve and improve the course assessment, we can start from the following ways of assessment.

Diversified assessment content, the traditional course assessment method is generally only a single blank filling, multiple choice questions, ignoring the practical application ability and innovation ability. Content such as group discussion, writing, and design can be added to the course assessment as a percentage to evaluate students' ability levels in multiple dimensions.

The change of course assessment aims to break the traditional assessment method and make education and teaching more practical. Diversity allows for a more objective and comprehensive evaluation of student's knowledge and abilities, enhancing the quality and significance of education and teaching.

6.4 Cultivate Students' Interest in Learning

To sum up, in education and teaching, to improve students' learning ability and maximize the quality of teaching, the first problem is cultivating interest. The main body of teaching is students, and the development of students should be the main line. Take students' learning as the main body and teachers' teaching as the leading. In classroom teaching, teachers should create a happy and exciting learning situation to stimulate students' interest in learning so that they can acquire some new knowledge in the situation, take problem-solving in the situation as the demand, and stimulate

students' interest and confidence in finding, analyzing and solving problems in the situation. The course content becomes colorful, and the class style is humorous, so students are more interested. It is an effective way to solve the problem of logical thinking to help students master knowledge and improve their ability to use knowledge through diversified exercises with the help of flexible, diverse, and exciting content.

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