

Construction of a Counsellor-based Study Style Construction System in Higher Education Institutions

-- Taking an Independent Medical College in Zhejiang as an Example

Fei Ye¹, Ruomin Chen², Xuying Jiang^{1,*}

¹Renji College, Wenzhou Medical University, Wenzhou, China

²School of Medical Humanities, Wenzhou Medical University, Wenzhou, China

*Corresponding author email: 15821603420@163.com

Abstract: Study style construction is a key task in the reform and sustainable development of higher education, and it is of great significance for promoting educational and teaching reforms and innovating ideological and political work in universities. The unique academic characteristics of independent colleges require more attention to the customization of the study style construction system. This article deeply analyzes the current situation of study style construction and the urgency of optimizing the system, combining the concepts of 'three all-round education' and 'student-centered theory'. It proposes a 'point-line-surface' construction system, which provides a reference for the construction of excellent study-style construction systems in higher education institutions.

Keywords: Study style construction; Counsellor; Student-centered theory; Independent college.

1. Introduction

Study style construction is an important driving force for reforming the academic atmosphere of universities. It directly reflects the overall educational development ideas, principles, characteristics, and standards, as well as the quality of talent cultivation in universities[1]. In the Ministry of Education's "Regulations on the Construction of Counsellor Teams in Ordinary Higher Education Institutions," it is explicitly stated that "study style construction" is an important responsibility of counsellors[1]. Counsellors are required to strengthen study style construction and stimulate students' interest in learning. Currently, there are common problems in universities, such as a weak study style construction atmosphere, an incomplete system, unclear top-level design, and incomplete evaluation criteria. These problems are particularly prominent in independent colleges.

"three all-round education" is a new requirement put forward by the Party Central Committee for ideological and political education in universities under new circumstances. It also provides a new perspective for study style construction in universities[2]. For independent colleges, study style construction has its own characteristics. It not only needs to adapt to the concept of "holistic education" and the laws of ideological and political work but also needs to be compatible with the learning situation of independent college students, with a focus on their learning and development. This article selects a certain independent medical college as a case study to analyze and research the current situation, system construction, and effectiveness of study style construction in the school. The aim is to further deepen the construction and innovation of study style construction system under the background of "three all-round education", and provide a reference for precise ideological and political work for college students.

2. Problems and Causes of the Current Study Style Construction

2.1. Existing Problems

For a medical independent college, due to the large differences in students' academic foundations, weak adaptability to medical courses, and various reasons such as gaming addiction, high absenteeism rate, and psychological problems, students' academic problems are very serious. The quality of talent cultivation and the survival and development of the school are closely related to the school's academic atmosphere. Therefore, the study style construction of independent colleges should be highly valued. Taking a certain academic year as an example, the cumulative number of students who failed the final exams in two semesters is nearly 3000, accounting for a high proportion of 35%. Issues related to student psychology, safety and stability, academic atmosphere, talent cultivation, and development are particularly prominent due to academic problems.

2.2. Analysis of the Reasons

First, the study style construction and evaluation model of universities lack personalization. Since the expansion of the enrollment scale in universities, a large number of students with different ideological conditions, physical and mental development, and academic levels have entered the campus. However, the current study style construction system in schools has not kept up with innovation, resulting in frequent problems such as lagging student cultivation, unclear learning objectives and development directions. At the same time, some teachers continue to use traditional teaching methods, with rigid teaching forms, failing to take into account the characteristics and needs of college students' physical and mental development in the new era, which further leads to the loss of student's learning motivation and interest.

Secondly, the role and positioning of student academic guidance and university study style construction by

counselors are unclear. Counselors are the organizers and implementers of daily ideological and political education and management work for university students. They are the backbone and main force of ideological and political education work for college students, and they play an important role in promoting the comprehensive development of college students. From the perspective of counselors, the current positioning of strengthening student academic guidance work by counselors in universities is unclear, with differences among universities in whether it is necessary for counselors to be involved or not. The effectiveness of student academic guidance practices by counselors varies greatly due to different specific situations and levels of importance in different schools.

The third is the weak foundation of the excellent academic atmosphere in independent colleges. Currently, students in independent colleges have a vague sense of subjectivity in the learning process, and they perform poorly in terms of learning concepts, learning methods, learning attitudes, and learning outcomes, in a serious situation [2]. The first is the explicit focus on students' academic problems, such as the situation of failing to pass credits, addiction to games, failure to advance to the next level on time, and other serious individual issues; the second is the problem of academic atmosphere, such as class attendance rate and the learning atmosphere in the class and dormitory; the third is the deep-seated ideological problems of students' majors, such as professional interests, career awareness, and development planning. People have generally recognized the importance and urgency of strengthening study-style construction, and the construction of a study-style system can provide institutional support for study-style construction in schools, thereby promoting the improvement of teaching quality in schools.

3. New Perspective of Study Style Construction Theory

3.1. Development of the Concept of "Student-centered Theory"

This concept originated from constructivist theory and was explicitly proposed by UNESCO in 1998. It emphasizes the need for higher education to shift to a new perspective and model that focuses on students. It requires higher education decision-makers to prioritize students and their needs and regard students as the main participants in educational reform. This concept aims to enhance students' autonomy in learning and their involvement throughout the teaching process. The construction of study style in universities should address the questions of who it is built for and how it is built. Among these questions, the target audience is obviously the students. Only by adapting to the students as the main body and meeting their learning needs can we truly rectify students' learning attitudes, and stimulate their enthusiasm and initiative for independent learning [6]. However, it should be clarified that "student-centered theory" does not diminish the "leading" role of teachers. Instead, it emphasizes the students' "subject" identity based on the existing framework, advocating for teachers to pay more attention to students' learning experiences and needs while "leading" the educational process, and thus improving educational methods to better adapt to student groups or even individuals.

3.2. The Application of the 'Three all-round Education' Concept

'Education for all, throughout the whole process, in all aspects' is the strategic goal of the development of higher education in the new era. It is not only a full embodiment of the guiding principles of moral education in higher education, but also a practical need to build an integrated education system that fosters the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor, and promotes the ideological and political work in universities. In 2017, the 'Opinions on Strengthening and Improving the Ideological and Political Work in Universities under the New Situation' clearly stated the need to adhere to the 'three all-round education' and integrate the guidance of ideological values throughout the entire process of education and teaching. The Ministry of Education's 'Requirements and Management Measures for the Comprehensive Reform Pilot Work of the 'three all-round education' has given the 'Three-All Education' a new connotation in the current era. Therefore, the construction of study style in universities should closely revolve around the fundamental task of cultivating moral character and talents, guided by the concept of holistic education, oriented towards students' needs, and centered on collaborative education [2], in order to truly build a three-dimensional study style construction system that can adapt to the needs of all students throughout their entire learning journey.

4. Study Style Construction System Construction Based on Counsellor's Perspective - "Point-Line-Surface" Three-dimensional Study Style Construction System

4.1. Taking Academic Issues as the Focal Point, Establishing a Supervision Mechanism of "Analysis-Assistance-Warning-Monitoring" to Promote Targeted Assistance for Students with Academic Problems

Firstly, it adopts a "focus on problem-solving" model, through counselors' conversations, precise analysis of core issues, the establishment of "one file for one student" and "one strategy for one student", analysis of students' academic pain points and difficulties, helping students recognize problems and identify causes, and making students "willing to learn". Secondly, leveraging peer assistance, establishing pairing supervision and dormitory learning measures, supervising students with reminders before class, monitoring during class, and tutoring after class, providing academic assistance and support to students, achieving a positive incentive effect of "1+1>2", and enabling students to "learn how to learn". Thirdly, regularly contacting parents to highlight the role of families in students' social support, emphasizing the help, trust, and motivation provided by families, leveraging the joint efforts and effectiveness of family-school education, and making students "enjoy learning". The fourth is to refine the monitoring and early warning mechanism, establish a 'dynamic monitoring database for academic performance' and a 'learning and growth record', stimulate students' motivation for growth and progress, and implement 'closed-loop management'

accurately, encouraging students to be diligent in their studies.

4.2. Taking Student Development as the 'Mainline', Establish a 'Happy learning - Good learning - Diligent learning - Excellent learning' Development Mechanism, and Promote Systematic Guidance throughout the Entire Process of Student Development

The first is 'happy learning in youth', focusing on ideological guidance, organizing a series of happy learning activities such as the 'first lesson' for new students in their majors, study mobilization meetings, and alumni forums, guiding students to improve their professional interests and awareness. The second is 'good learning in youth', focusing on teaching adaptation and teaching process management, strengthening the improvement and optimization of talent training programs, curriculum design, and teaching outlines. The third is 'diligent learning in youth', focusing on attendance management and guidance and support, offering activities such as 'new student guidance courses' and 'mentor appointments', and conducting difficult course learning guidance activities through 'teaching guidance - teaching practice - teaching assistance'. The fourth is to focus on "youthful and excellent learning", focusing on future planning and motivation, helping students to develop personalized "5-year learning plans" and future career development plans, and fully exerting the role of role models in motivation.

4.3. Taking the Style of Study and School as the "Face", Establishing a "Shaping-Inspiring-Sharing" Long-term Mechanism, and Promoting the Comprehensive and Overall Strengthening of the Culture of Study Style.

The first is to focus on "shaping the style of study", setting personalized learning goals, examination goals, and study style status goals for students at different levels and classes with different characteristics, and creating a system of student learning motivation and class growth goals. The second is to focus on "inspiring the style of study", innovatively establish various incentive measures such as "class excellent learning award", "dormitory smooth learning award", and "academic progress award", and create a system of self-discipline in study style. The third is to focus on "sharing the style of study", launch a special action for the construction of civilized classrooms, and hold a series of study style activities such as "face-to-face with top students" and "selection of learning masters", creating a system to maintain the culture of study style, and ultimately forming an integrated, three-dimensional and excellent culture of study style.

5. Future Outlook

Study style construction and students' academic development are important foundations for the development of higher education, and they play an important role in students' growth and talent cultivation. In the work of student education management, we should be good at applying the concept of "precise ideological and political education", taking study style construction as a "small entry point", composing a "big article" of precise education, fully exerting

the role of study style construction as a "platform", "grasping point", and "carrier" in students' ideological and political education work, and making "three all-round education" go deeper and more solid.

First, it is necessary to good use of "precision thinking" to achieve "precision education". Targeting academic problems and individual students, different scenarios such as student dormitories, classes, and families, as well as different stages of each semester, using information technology, big data, and other means, looking through the phenomenon to see the essence, guiding students to "self-education, self-management, self-service, self-improvement", and finding precise educational solutions.

Second, it is necessary to strengthen coordination and improve management efficiency. The integration of study style construction and academic management should be coordinated with ideological and political education, class and group construction, daily affairs management, online ideological and political education, innovation and entrepreneurship education, and other work, in order to improve the effectiveness of education by handling the structured relationship between the local and the overall, and the short-term and long-term.

Third, it is necessary to establish innovative mechanisms and enhance the quality and effectiveness of education. We should improve the targeted nature of education for all staff, the adaptability of whole-process management, and the synergy of all-round collaboration, and create a three-dimensional, precise, and long-term academic style system and culture, in order to promote the quality of talent cultivation in schools and enhance the effectiveness of the 'three all-round education' work.

Acknowledgment

The authors gratefully acknowledge the financial support from funds of Research project of the Independent College Branch of the Zhejiang Higher Education Society in 2023, 'Construction of Study Style Construction System and Evaluation Model in Independent Colleges under the Concept of Student-centered theory'; Special project of Renji College, Wenzhou Medical University in 2023, 'Construction and Practice of a Counsellor-based Study Style Construction System in Higher Education Institutions'.

References

- [1] Lin Jingjun. The value, difficulties, and strategies of academic guidance for college students from the perspective of counselors: A case study of foreign language majors in vocational colleges [J]. Journal of Guangdong Communication Vocational and Technical College, 2022, 21(02): 118-122.
- [2] Yuan Nan, Zhang Li. Research on the construction of study style construction system in universities under the concept of 'three all-round education' [J]. Journal of Kaifeng College of Culture and Arts, 2021, 41(04): 119-121.
- [3] Li Jiming, Jia Changyun, Li Quan, et al. Reflection on Improving the Quality of Education in Independent Colleges [J]. Jiangsu Higher Education, 2006(06): 65-67. DOI: 10.13236/j.cnki.jshe.2006.06.022.
- [4] Li Meng, Li Xuan, Yao Dawei, Li Panpo. Exploration of the model of academic guidance for college students from the perspective of counselors: A case study of Xingtai College [J]. Journal of Hebei Agricultural University (Agricultural and Forestry Education Edition), 2018, 20(04): 109-113.

- [5] Wang Xiuyan, Zhang Chao. Research on the Design Theory of the Institutional System of Academic Atmosphere in Universities[J]. Research on Ideological Education, 2015, (01): 54-57.
- [6] Zuo Fangmin. study style construction in universities based on the concept of 'student-centered' education [J]. Journal of University Counsellor, 2020, 12(06): 88-92.
- [7] Zhou Weiwei. Construction and Practice of the Overall Concept of Study Style in Independent Colleges[J]. Journal of Liaoning Normal University (Social Sciences Edition), 2006, (02): 67-68.