

Curriculum Construction and Reflection under the Mode of Sino-Foreign Cooperation in Running Schools: Taking the Major of Packaging Planning and Design as an Example

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Abstract

Against the background of Sino-Italian cooperation in running schools and relying on the major of packaging planning and design, this paper aims to explore the construction of higher vocational courses and cultivate innovative packaging design talents with an international vision. This paper first puts forward the significance of curriculum construction in Sino-foreign cooperation in running schools and analyzes its current situation. Then, it deeply analyzes the severe challenges faced. Finally, it discusses the construction of the curriculum system, the assessment methods of courses, and the construction of the teaching team in Sino-Italian cooperation in running schools, providing extremely valuable and practical useful references for Sino-foreign cooperation in running schools.

Keywords

Sino-foreign Cooperation in Running Schools; Packaging Planning and Design; Curriculum Construction.

1. Introduction

With the acceleration of economic globalization and the advancement of educational internationalization, Sino-foreign cooperation in running schools has become an important part of higher education in China. In today's world, economic ties between countries are increasingly close, and exchanges and cooperation in the field of education are also becoming more frequent [1]. As an emerging educational model, Sino-foreign cooperation in running schools not only brings new concepts and methods to higher education in China but also provides strong support for cultivating talents with an international vision and cross-cultural communication skills [2].

In the field of packaging planning and design, the Sino-foreign cooperation in running schools model provides new opportunities for cultivating professional talents with international competitiveness [3]. The packaging industry, as an important part of the modern economy, plays a crucial role in enhancing the added value and market competitiveness of products through its development and innovation [4]. However, in terms of curriculum construction, there are still some problems that need in-depth research and solution. These problems not only affect the teaching quality and the effect of talent cultivation but also restrict the further development of the Sino-foreign cooperation in running schools model in the major of packaging planning and design [5].

2. The Importance of Curriculum Construction of Packaging Planning and Design Major under the Mode of Sino-foreign Cooperation in Running Schools

2.1. Introduction of High-quality Teaching Resources

The mode of Sino-foreign cooperation in running schools can introduce advanced foreign educational resources, including excellent teaching staff, advanced teaching facilities, and curriculum systems. ACME Academy of Fine Arts in Novara, Italy, as a top 50 higher art education institution in the world, has very high attainments in the field of design. Through the cooperation with Zhejiang Dongfang Vocational and Technical College, its rich design experience and teaching concepts can be introduced into China to improve the educational quality of the packaging planning and design major.

2.2. Promotion of Curriculum System Innovation

The mode of Sino-foreign cooperation in running schools promotes the innovation and development of the curriculum system. The cooperation between the two sides can jointly formulate talent cultivation plans, optimize the curriculum setting and teaching content, and make the curriculum more in line with market demands and students' development needs. At the same time, the introduction of advanced foreign teaching methods and means, such as the bilingual teaching mode in Chinese and English, and smart classrooms, can stimulate students' learning interest and enthusiasm, and improve the teaching effect and quality.

2.3. Meeting the Industry's Demand for International Talents

The competition in the packaging industry is increasingly fierce worldwide, and enterprises' demand for packaging planning and design talents with an international vision, familiarity with international rules, and cultural differences is constantly increasing. In today's globalized business environment, packaging is no longer just a shell to protect products but also an important carrier of brand image and cultural communication. Consumers in different countries and regions have unique aesthetic concepts, consumption habits, and cultural backgrounds, which requires packaging design to precisely meet the needs of the local market [6]. Through Sino-foreign cooperation in running schools and curriculum construction, the aim is to cultivate international talents.

3. The Current Situation of Curriculum Construction of Design Majors under the Mode of Sino-foreign Cooperation in Running Schools

Firstly, in terms of curriculum system design. In the integration and connection of the curriculum system, there are still some imperfect places. For example, there are phenomena of content repetition or disconnection between some courses, resulting in unsatisfactory teaching effects. In addition, the setting of the curriculum system may not fully consider students' learning ability and acceptance level, causing some students to feel difficulties and greater pressure during the learning process.

Secondly, in terms of teaching methods. The mode of Sino-foreign cooperation in running schools often draws on foreign teaching models, emphasizing students' autonomous learning and the cultivation of practical ability. However, in actual teaching, due to limitations in the level of teaching staff and teaching facilities, some advanced teaching methods are difficult to be effectively implemented. For instance, teaching methods such as group discussions and project-based learning are widely applied abroad, but in the domestic teaching environment, due to differences in students' learning habits and teamwork ability, the implementation effects may not be satisfactory.

Finally, in terms of the construction of the teaching staff. Under the mode of Sino-foreign cooperation in running schools, teachers are needed who have both professional knowledge and are proficient in foreign languages and familiar with foreign teaching concepts. However, currently, such compound teachers are relatively scarce. On the one hand, domestic teachers have deficiencies in international educational background and teaching experience. On the other hand, foreign teachers also have certain problems in understanding Chinese students and teaching adaptability. Foreign teachers may not be familiar enough with Chinese students' learning habits, cultural background, and thinking mode, and there may be problems such as poor communication and inadaptability of teaching content and methods during the teaching process.

4. Challenges Faced in Curriculum Construction of Packaging Planning and Design Major under the Mode of Sino-foreign Cooperation in Running Schools

4.1. Cultural Differences and Conflicts in Educational Concepts

Different countries and regions have differences in culture, educational concepts, etc., which may lead to conflicts in curriculum construction and teaching processes. Different cultural backgrounds shape people's different expectations and values for education. For example, foreign countries focus on students' personality development and the cultivation of innovative thinking, encourage students to boldly question and think independently, and emphasize the cultivation of students' creativity and the ability to solve complex problems. While in China, more emphasis is placed on the solid mastery of basic knowledge and examination results, and attention is paid to the systematic imparting of knowledge and the training of examination skills. Such differences may affect the setting of curriculum goals, the selection of teaching content, and the application of teaching methods, which need to be coordinated and integrated in the process of cooperative education. For example, in the setting of curriculum goals, there may be differences in the emphasis on knowledge and skills, process and methods, emotional attitudes and values, etc.; in the selection of teaching content, there may be differences in the grasp of the proportion of theory and practice, tradition and innovation; in the application of teaching methods, a balance needs to be found between foreign inquiry-based and heuristic teaching and domestic lecturing teaching.

4.2. Integration and Sharing of Curriculum Resources

Sino-foreign cooperation in running schools requires the integration of domestic and foreign curriculum resources. However, in actual operation, difficulties such as poor access to curriculum resources, copyright issues, and imperfect resource sharing platforms may be encountered. In today's digital era, the richness and diversity of curriculum resources have brought more possibilities to education, but at the same time, they have also brought a series of challenges.

For example, due to network restrictions or copyright reasons, high-quality online curriculum resources from abroad cannot be used normally in China, which limits students' access to the latest and most cutting-edge knowledge and affects teaching effects and students' learning experience. In addition, even if some resources can be obtained, due to factors such as language barriers and cultural background differences, students may have difficulties in understanding and applying these resources. At the same time, the curriculum resource sharing platforms between different colleges and universities may not be perfect, resulting in inefficient circulation and sharing of resources and causing waste of resources.

4.3. Establishment of Quality Assurance System

Ensuring the curriculum quality of Sino-foreign cooperation in running schools is crucial. However, at present, in terms of the quality assurance system, there are still problems such as non-uniform standards and imperfect evaluation mechanisms. The quality assurance system is an important basis for measuring the quality of education and teaching. However, in Sino-foreign cooperation in running schools, due to the involvement of different educational systems and cultural backgrounds, the standards of quality assurance are often difficult to unify.

For example, how to evaluate the teaching quality of imported courses from abroad, whether to follow foreign standards or domestic standards, or to establish a new comprehensive standard, is an issue that needs in-depth discussion. How to monitor the quality of cooperatively developed courses, whether to focus on the teaching process or the teaching result, and how to determine the evaluation indicators and weights, all require the establishment of a scientific and reasonable quality assurance system. In addition, the lack of effective supervision and feedback mechanisms will also affect the operational effect of the quality assurance system.

5. Curriculum Construction Contents of Packaging Planning and Design Major under the Sino-italian Cooperation in Running Schools

The packaging planning and design major cooperates with Italy in running schools, introducing some specialized courses from Novara, Italy, and at the same time combining the compulsory related courses of the packaging planning and design major of Zhejiang Dongfang Vocational and Technical College. In the formulation of the teaching plan and the setting of courses, the two sides have fully discussed, combined with the development requirements of the local market in China, improved the teaching plan, focused on the cultivation of professional basic abilities, and strengthened the improvement of professional knowledge and skills.

The professional curriculum design also trains students according to market demand. Taking enterprise projects as the carrier, it adopts the teaching model of integrating specialty and innovation to organize teaching, so that the trained students not only have the theoretical knowledge and skills of packaging design, packaging technology, and packaging business planning, but also enable students to understand the job responsibilities of the core positions in packaging enterprises, understand the working procedures and contents of the positions, design and develop packaging products from the perspective of the market and working positions, shorten the "running-in period" of students after graduation and enterprises, and meet the actual needs of the local economy. The following will introduce the relevant contents of professional curriculum construction in detail from the following three aspects.

5.1. Curriculum System Construction

Take the packaging planning and design major as an example. The three-year teaching program includes a total of 36 courses, of which 16 courses are introduced from the foreign party, accounting for 44.4% of all courses. There are 15 core courses in the major, and 13 core courses are introduced from the foreign party, accounting for 86.7% of all core courses. Among all 36 courses, 13 core courses taught by the foreign party account for 36.1% of all courses. The total teaching hours are 2,676, and the core courses taught by the foreign party are 940 hours, accounting for 35.1% of all courses, as shown in Table 1 in detail.

Public basic courses. This type of courses includes Ideological and Moral Cultivation and Legal Basis, Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Situation and Policy, Mental Health Education for College Students, Physical Education for College Students, College Chinese, College English, and other courses. These courses provide necessary theoretical foundations and tools for students' subsequent

professional learning, help students better understand and apply professional knowledge, and can enhance students' sense of social responsibility and historical mission. The main instructors of this type of courses are Chinese teachers.

Specialized courses. This type of courses is divided into three modules: basic specialized courses, core courses, and comprehensive training courses. Basic design courses such as Design Sketching, Design Color, Sketch and Creative Design, Computer Graphics Design, etc. Mainly provide the necessary design basis for the subsequent learning of core specialized courses, and the instructors are mainly professional teachers from Italy. Core courses include Packaging Brand Design, Packaging Materials and Technology, Packaging Structure Design, Packaging Printing, Graphic Creative Design, Visual Communication Design, etc. This course has cultivated students' practical ability and innovative thinking, laying a solid foundation for their future careers in the packaging industry and related fields. The instructors are Chinese teachers and Italian teachers. The comprehensive training module mainly includes professional social practice, graduation comprehensive practice report, graduation internship, etc. The instructors are Chinese.

Table 1. Curriculum Implementation Schedule (Some Courses)

Course Category		Course Name	Course Provider	Teaching Party	Course Hours	Assessment Method
Public Basic Courses		Cultivation of Ideology and Morality and Fundamentals of Law	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	48	examine
		Mental Health Education for College Students	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	32	examine
		Physical Education and Health	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	72	examine
Specialized Courses	Professional Basic Courses	Design Sketch	Lavalla ACME Technical College	Lavalla ACME Technical College	56	test
		Design Color	Lavalla ACME Technical College	Lavalla ACME Technical College	56	test
		Computer Graphic Design	Lavalla ACME Technical College	Lavalla ACME Technical College	72	test
	Professional Core Courses	Paper Packaging Structure Design	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	72	test
		Packaging Printing	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	72	test
		Packaging Brand Design	Lavalla ACME Technical College	Lavalla ACME Technical College	72	test
	Professional Practice Courses	Post Internship	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	192	examine
		graduation fieldwork	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	192	examine

5.2. Curriculum Assessment Methods

1) Assessment of Chinese Courses

The assessment of Chinese courses is conducted through methods such as closed-book exams and submission of works, and is composed of three major grades: usual, mid-term, and final. The usual grades are divided into aspects such as learning attitude, safety literacy, and design ability, and the main platforms used are Xuexitong and Yunbanke. Due to the different natures of the courses, the proportions set for each component of the grades are slightly different. Taking the Chinese course "Paper Packaging Structure Design" as an example, this course is divided into process assessment, mid-term assessment, and final assessment. The specific assessment contents are shown in Table 2.

Table 2. Assessment of Chinese Courses

Assessment Type	Process Assessment 50%					Mid-term Assessment (20%)	Final Assessment(30%)
Assessment Dimension	Learning Attitude (5%)	Safety Literacy(10%)	design ability(26%)	teamwork(5%)	innovation ability(4%)	Choose any brand to conduct carton structure design (copying)	A set of packaging box structure design (original)
Assessment Index	Attendance rate, Classroom performance, Problem discussion	Personal protection, Civilized operation, Equipment maintenance	Preview before class, Classroom design, Homework after class	Division of labor and collaboration, Communication and exchange, Responsible care	Innovative thinking, Innovative ability		
Assessment Method	Cloud Class	scoring sheet	Cloud Class+scoring sheet	scoring sheet	scoring sheet	Cloud Class	Cloud Class
Assessment Teacher	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic

2) Assessment of Italian Courses

The natures of Italian courses are different, and the assessment methods are slightly different. Most are composed of usual assessment, phased assessment (mid-term) and final exam. The assessment method of Italian courses mainly runs through the learning process of each student throughout the semester, and the final grade of each course is determined by the overall assessment grade. The grades of homework, mid-term and final are scored by Italian teachers, and the attendance and classroom performance are scored by Chinese teachers. According to the school regulations, if the overall assessment grade of all Italian courses is greater than or equal to 60 points, it is regarded as passing the assessment of this course. Taking "Professional English for Packaging" as an example, the specific assessment method is shown in Table 3.

Table 3. Course Assessments of Lavalla ACME Technical College

Assessment type	Usual performance score			Mid-term grade	Final grade
	attendance	Classroom performance	homework		
assessment proportion	10%	10%	20%	20%	40%
Corresponding score	10 points	10 points	20 points	20 points	40 points
assessment method	Cloud Class	Cloud Class+ scoring sheet	Cloud Class	scoring sheet	Cloud Class
Assess teachers	Zhejiang DongFang polytechnic	Zhejiang DongFang polytechnic	Lavalla ACME Technical College	Lavalla ACME Technical College	Lavalla ACME Technical College

5.3. Team Teaching Staff Construction

The strong scientific research strength and teaching ability demonstrated by the high-quality teaching staff team are crucial in the aspect of teacher allocation. To continuously promote the curriculum construction of Sino-foreign cooperation in running schools, it is required that the professional level construction of the teaching staff team keeps advancing. Teachers from both China and Italy should be student-oriented and student-centered. In the teaching process, teaching should progress layer by layer from easy to difficult and stage by stage; adhere to the strategy of "bringing in" and "going out", establish a mechanism for mutual exchange and learning between domestic and foreign teaching staff, send teaching staff to each other's universities for in-depth exchanges and learning, improve teaching professional skills, learn from each other's strengths, and achieve common progress through joint learning.

Take the packaging planning and design major of Zhejiang Dongfang Vocational and Technical College (Sino-Italian cooperation in running schools) as an example. This teaching team, combining the advantageous resources of both China and Italy, has formed a teaching staff team dominated by young and middle-aged teachers with excellent teaching abilities. There are a total of 15 full-time teachers, including 1 person responsible for national-level excellent courses in China, 2 provincial-level professional leaders, 1 provincial-level high-skilled leading talent, and the proportion of double-qualified teachers is 93.3%; The Italian teachers represented by Romeo Rossini and Diana Tocci include 5 associate professors and 3 professors, who have at least 8 years of teaching experience in the design industry.

5.4. Curriculum Ideological and Political Construction

To implement the fundamental task of establishing morality and cultivating people, explore the talent cultivation path of "Model Worker Spirit + Specialty" in the ideological and political education of the curriculum. The packaging planning and design major of Sino-foreign cooperation in running schools, according to the characteristics and highlights of the school's operation and governance based on the model worker spirit and the ideological and political education system of "Model Worker Spirit +" in the curriculum, integrates the model worker and craftsmanship spirit, designs ideological and political elements of labor education in the curriculum, nurtures exemplary ideological and political courses, and promotes the integration of the "model worker spirit, craftsmanship spirit, and labor spirit" into the entire process of talent cultivation in the major. Take the Italian course "Packaging Design" as an example. In the design of this course, different ideological and political elements are integrated into each module. Take Teaching Module 2 Task 5 "Structural Design of Mid-Autumn Mooncake Gift Box"

as an example, fully integrating patriotic feelings, craftsmanship spirit, teamwork spirit, and the spirit of striving for excellence into the course teaching to achieve the basic goal of establishing morality and cultivating people based on people-oriented principles.

6. Conclusion

The mode of Sino-foreign cooperation in running schools has brought new opportunities and challenges to the curriculum construction of the packaging planning and design major. Through strategies such as optimizing the curriculum system, innovating teaching methods and means, and strengthening the construction of the teaching staff, the quality of curriculum construction can be effectively improved, and high-quality packaging planning and design talents with an international vision, innovation ability, and practical ability can be cultivated, contributing to the development of China's packaging industry and the enhancement of its international competitiveness. In the future, with the continuous deepening of educational internationalization, Sino-foreign cooperation in running schools still needs continuous exploration and innovation in curriculum construction to adapt to the needs of the development of the times. At the same time, the government and schools should strengthen the management and support of Sino-foreign cooperation in running schools to provide a good policy environment and development space for it.

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