

ESTABLISHING A LEARNING BENCHMARK MODEL IN UNIVERSITIES

UNDER THE PEOPLE'S REPUBLIC OF CHINA

การสร้างแบบจำลองมาตรฐานการเรียนรู้ในมหาวิทยาลัย ภายใต้สาธารณรัฐประชาชนจีน

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ABSTRACT

The purpose of this study is to establishing a learning benchmark model in universities under the people's republic of China. The study was a mixed methods study. The key informants are 30 managers obtained by purposeful sampling method. The tools used for data collection are in-depth interviews, which are analyzed by content.

The results of the research show that establishing a learning benchmark model in universities under the people's republic of China that we can (1) B (2) C (3) W

Keywords: Establishing, Learning benchmark model, University, The people's republic of China

บทคัดย่อ

การศึกษาค้นคว้านี้มีวัตถุประสงค์เพื่อสร้างแบบจำลองมาตรฐานการเรียนรู้ในมหาวิทยาลัยในสังกัดสาธารณรัฐประชาชนจีน โดยเป็นการศึกษาแบบผสมผสาน ผู้ให้ข้อมูลหลัก คือ ผู้จัดการ จำนวน 30 คน ซึ่งได้มาจากวิธีการสุ่มตัวอย่างแบบมีจุดประสงค์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์เชิงลึกซึ่งวิเคราะห์จากเนื้อหา

ผลการศึกษาพบว่า การสร้างแบบวัดเกณฑ์มาตรฐานการเรียนรู้ในมหาวิทยาลัยของสาธารณรัฐประชาชนจีนนั้นทำได้ (1) B (2) C (3) W

คำสำคัญ: การจัดตั้ง, แบบวัดเกณฑ์มาตรฐานการเรียนรู้, มหาวิทยาลัย, สาธารณรัฐประชาชนจีน

Introduction

Chinese Ministry of Education (2021) showed that on March 18, six ministerial departments, including the Ministry of Education, the Organization Department of the Central Committee of the CPC, the State Commission Office for Public Sector Reforms, the National Development and Reform Commission, the Ministry of Finance and the Ministry of Human Resources and Social Security, jointly issued the Guidelines for Evaluating the Quality of Compulsory Education? (“Guidelines”). The Guidelines have come at an opportune time, considering that the existing evaluation system is becoming increasingly less relevant as China’s compulsory education enters a new development stage. The MOE held a press conference to present further details about the new document.

According to Lv Yugang, director-general of the Department of Basic Education under the MOE, the new evaluation system focuses on the performance of county-level educational departments, schools, and students, with 12 key indicators and verification criteria.

In 1990, UNESCO held the World Conference on Education for All in Thailand, and clearly put forward the concept of "Education for All". The basic connotation of education for all is to eradicate adult illiteracy, popularize primary education and eliminate the difference in education between men and women. In April 2000, the UNESCO World Education Forum was held in Dakar, the capital of Senegal, and adopted the "Dakar Framework", which made the goals of EFA more concrete and set a timetable.

Participants at the "World Education Forum" in Dakar, Senegal, in April 2000 committed themselves to achieving the goals of Education for All for every citizen and every society.

The Dakar Framework is a collective commitment. Governments have an obligation to ensure that the goals of Education for All are achieved.

The Asia-Pacific region also proposed to UNESCO in 1985 to implement the "Asia-Pacific Region Education for All Plan", and in November 1988, the first regional collaboration meeting of the "Asia-Pacific Region for Education for All Plan" was held in Thailand.

I still remember that during the period of the democratic revolution, when the people of the whole country were striving for the ideal of being a human being. When fighting against the "three big mountains" for the liberation of the nation and the

prosperity of the country, someone once put forward the slogan of "saving the country through education". This was seen as right-leaning opportunism at the time. That is because of ignorance of current affairs. Today, with sustained, high-speed, and stable economic growth, continuous improvement of people's lives, and social stability, it is very appropriate to put forward the idea of "powering the country through education" at this time.

Zhu Yinming (2019) showed that China's education modernization 2035 focuses on guaranteeing equitable and quality education, learning, and development for everyone. This understanding is based on national development needs and traditional cultural perceptions of education.

Lin Yigang (2014) showed that from the point of view of the policy considerations of education for all, education for all includes three aspects: first, the needs of economic development, and the needs of moral development; including formal education, non-formal education and informal education, schools should be integrated with a rich learning environment; the third is a new social responsibility, sponsors, families and NGOs must implement this policy.

Ye Lan (2013) showed that research on the moral quality of college students going to society can help us further understand the formation process of education for all in terms of moral development, provide a scientific basis for improving the quality of personnel training in education for all in the People's Republic of China, and play an important role in improving the quality of education for all Theoretical significance.

Liu Jianling (2015) described that for retirees, education for all learning outcomes is the result of matching the environment with individual characteristics. Among them, retirees are different from college students in terms of learning ability. In addition to having certain social experience, they also have obvious personality characteristics. The EFA environment they perceive is also a factor influencing moral development in EFA.

Moral Educational (2022) showed that the importance of Moral Education lies in the crucial role it will play in building character, instilling ethical outlook, fostering the community and endearing culture. It achieves this by:

1. Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
2. Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being, and digital literacy.

3. Teaching students the practical and ethical values that are represented in the ethos of the course, which include tolerance, honesty, dignity, respect, and humility.

4. Encouraging and enabling students to become engaged members of their community.

5. Teaching students about culture, both of themselves 'country and of the wider world, and enabling them to value the wealth of culture available across the world.

In this paper, through in-depth research on the content of economic development, moral development, continuing education and lifelong education, and new social responsibility aspects of education for all. This research focuses on the practical issues in the moral development of EFA, through questionnaire survey and data analysis, to effectively grasp the impact of the EFA environment on moral behavior of college students and retirees, to examine whether the school's learning resources and opportunities are sufficient, and to explore the influence of EFA on moral behavior. Factors affecting moral behavior' learning effects and functions as well as paths have a certain practical value for the better development of students' abilities and potentials (Astin, 1984). It is hoped that this research paper will be helpful to the moral development in education for all in the People's Republic of China.

Purposes

French Edgar Faure pointed out: "Education is not a special activity of a certain age." Improving the educational science literacy of the whole people has become the primary issue in the development and planning of future education in all countries in the world. Education of all must go out of school, and the objects of education must not be limited to young people. Learning scientecly for all is an inevitable requirement for improving people's quality of life and scientific and cultural literacy. The comprehensive construction of a learning and scientific society is the key component of the core literacy of personal development, and it is the trend of the times to adapt to social development. Education plays an important role in the development of individuals and society. Education for all is conducive to the happiness of the people, social stability and world peace. Education for All is the foundation for lifelong learning and human development. Through this study, we can propose how to enhance moral education of education for all.

Definition

Wang Jiaolong (2019) the meaning of education for all, everyone including children, adolescents, adults should have access to educational opportunities designed to meet their basic learning needs, and everyone must receive a certain amount of education. The goal of education for all is to meet the basic learning needs of all people and contribute the value of everyone to social progress. At the same time, education for all is also committed to passing on and enriching common cultural and moral values.

Arne Hoel/world Bank(2014), Education for All (EFA) is an international initiative first launched in 1990 to bring the benefits of education to “every citizen in every society.”

Mei Yanghao (2020) showed that education for all is an important theme in the development of world education in the 1990s. This educational trend of thought is firstly aimed at the popularization of educational objects, that is, it emphasizes that education must be open to all, and affirms that everyone has the right and obligation to receive education. This is actually one of the core features that distinguishes modern education from ancient education. From the perspective of education history, the overall trend of modern education development is to transform from an aristocratic and elite-oriented education model to a popular one. (HuangYuHui, 2012)

Benefit of Education of all

Interview and compare the moral education activities of some college students and retirees in education for all, analyze moral education in education for all, and reform moral education in education for all.

Piaget focused on the mental development of a child, by studying their moral values when they play with their peers in order to understand a child’s beliefs about what is right and wrong in the world. He concurred that all development stems from actions and interactions within immediate environments. In a more contemporary sense, one might say that a child’s belief system (like most adults as well) are based on normative, cognitive and institutional perceptions. Cognitive perceptions are based on the information children receive or consume at different stages in their life, normative perceptions are based on social norms and institutional perceptions are based on different institutions that shape the worldview of young children. Keeping these three

overarching perception avenues in mind, teachers and parents play a vital role in imparting the right morals and values that could shape a child's present and a nation's future.

Research Process

Step1: Through literature review and content analysis of relevant research, research the development policy and current situation of moral education in the comprehensive education of college students and retirees.

Step2: Create issues through component content analysis.

Step3: In-depth interviews with purposeful sampling, 10 key insiders are managers.

Population and Sample

1. The population is college students and retirees in the 2022 academic year, and the sample is random public university college students and retirees as key informants for in-depth interviews. Through purposeful sampling, there are a total of 30 students at university and 10 retirees. , the selection of key information persons: ordinary college students and retirees of ordinary employees and was revised under the guidance of 11 experts with more than 3 years of management experience and Focus group discussion.

Instruments

1. Interviews in semi-structure
2. Focus group

Data Analysis

1. Content analysis was performed on the data from in depth-interviews with frequencies.

2. The focus group is chaired by the researchers. The topic of this discussion is "Guidelines and Suggestions for Improving Moral Education in Education for All in the People's Republic of China".

3. Experts speak freely and voluntarily during the discussion.

Conclusion

Cambridge Dictionary (2022) illustrates that the meaning of strengthen is that making something stronger or more effective, or to become stronger or more effective.

The Britannica Dictionary (2022) illustrates that making (someone or something) stronger, more forceful, more effective and becoming stronger, more forceful, more effective, etc.

Springer Link (2015) illustrated that the moral education may be defined as helping children and young people to acquire a set of beliefs and values regarding what is right and wrong. This set of beliefs guides their intentions, attitudes and behaviors towards others and their environment. Moral education also helps children develop the disposition to act in accordance with such beliefs and values. More fundamentally, it encourages children to reflect on how they should behave and what sort of people they should be. For many people, these questions are linked to religious belief, but moral education programs treat religion and morality as conceptually distinct.

Amity (2022) described that the moral education in school helps students imbibe virtues and moral habits that build their personalities outside the classroom. While children can be good at math, science and literature, if they lack basic humanity or human interaction skills, their talents are of no value.

HongKong University (2022) illustrates that the main purposes of Moral and Civic Education are to facilitate students to build positive goals in different life phases, explicit aspirations of their own, a sense of responsibility, a respectful attitude towards others, and positive values, character traits and manners. Through Moral and Civic Education, students will be able to distinguish the right from the wrong, make the objective analysis and reasonable judgments and put what they have learnt into practice to make contribution to their own families, communities and even nations.

Moral education (2022) illustrates that the Moral Education program covers four pillars-character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics.

According to Wilson et.al (1967: 129): “a child needs to accept a certain code of behavior, parental commands, traditional rules etc.” So Invicctus (2022) illustrates that the 10 important moral values for students are as below: 1) *Respect*: Respect is a vital moral value that children must learn about early on: A young child must learn to respect all people regardless of their age, religion, nationality, beliefs, or point of view. You can set an example for your child by speaking respectfully towards others. Show your child you respect everyone regardless of their age, race, religion, status, etc. It is essential that

students learn that their success in life should not be based on the failures of others. 2) *Honesty*: "Honesty's the best policy," children are taught in books. They must, however, practice it on a regular basis to grasp its actual significance. Being true to one's parents, teachers, and others will help a child develop honesty as a personality trait. Teach children that it's always preferable to acknowledge their mistakes with honesty rather than lie to hide them. Dishonesty and cheating must be taught in schools as bad habits that'll lead to failure in the future. Even if dishonesty is beneficial in the short term, it would eventually catch up with the student and result in bad long-term effects. 3) *Compassion*: Compassion is defined as the feeling of love and concern for others. If parents taught compassion to their children from an early age, there would be significantly less hunger, conflict, homelessness, and unhappiness in the real world. It sounds idealistic, but we believe it to be true. 4) *Hard Work*: When you were a child, you've probably heard that "success was made up of 1% inspiration and 99% perspiration." And it's true that hard effort plays a positive role in every student's life.

Those who are truly successful in our society understand that what they receive out of something is primarily determined by the amount of effort they put into it. Students will be far happier working toward their goals as adults if we teach them to perceive hard work as an opportunity - rather than a barrier. 5) *Kindness*: The significance of kindness - although undeniably great - is determined by how you express it. The possibilities are endless, whether it's through empathy, acceptance, justice, pleasant gestures, or thoughtfulness. Kindness can take the form of being helpful or displaying empathy. It could also imply doing good without expecting good in return. 6) *Gratitude*: Gratitude is the willingness to express appreciation for what you have. And it all starts with happiness. So, teach students to be grateful for what they have in life to cultivate contentment and thankfulness. Instil in them the importance of never taking anybody-or anything-for granted. 7) *Sharing*: Sharing is a form of caring. As a result, a child must understand the necessity of sharing with those who are in need. Kids often learn by example, so you could begin by showing them that sharing should come from a place of selflessness. Encourage the child to share toys with siblings and cousins, share books with classmates, or donate food and clothing to less fortunate children. 8) *Cooperation*: Cooperation is the act of assisting others in the pursuit of a common objective. The first step toward developing a spirit of cooperation is to collaborate at home. Healthy

competition can encourage people to develop-but we must first and foremost cooperate to be successful as a society. 9) *Responsibility*: Setting an example for your child is the greatest method to teach them responsibility. You can assist kids in learning more effectively by giving them duties and rewarding them when they finish their chores. 10) *Generosity*: Generosity is critical in developing a nice and socially responsible person in your child. A generous child will be willing to offer his or her time and assistance to others, regardless of the circumstances.

The results of the interviews, the researchers summarized the content obtained in the interviews in the order of the top three frequencies as follows:

1. The school promotes the development and planning of moral education for college students and graduates through policies and strategies.

1.1 University Policies to Promote Moral Education in EFA Graduate Policies to Promote Moral Education in EFA (28)

1.2 The Ministry of Education and the Provincial Department of Education issued a series of documents on moral education in Education for All, urging colleges and universities to implement the promotion of moral education in Education for All. (26)

1.3 The school's Education for All Center carries out a series of moral education activities for Education for All (lectures, publicity, special guidance on moral education, etc.), and watches a series of moral education videos for Education for All (25).

2. Combined with work experience, whether to set an example in teaching to spread moral education.

2.1 Using multimedia teaching methods, network high-tech classroom interaction, online and offline courses (28)

2.2 Teaching content selection design Students are interested in moral education hotspots and confusing moral education issues of education for all (28)

2.3 Teacher-student interaction, student-student interaction, classroom teacher-student role (27)

3. In the teaching of moral education in education for all, through the reproduction of life scenes, everyone will have emotional resonance and promote effective teaching.

3.1 Increase student interaction and emotional empathy in moral education in EFA, and jointly create conditions for emotional empathy in the classroom and in life (29)

3.2 Equal dialogue, democratic interaction, and emotional empathy (28)

3.3 The importance of moral education in education for all (28)

4. Understand the concept of "moral education in education for all", adjust the emotions of students such as college students and retirees, implement classroom plans and observation and evaluation, and guide the moral education environment from negative to positive.

4.1 The classroom environment includes: hard environment (physical environment, teaching equipment, facilities, etc.) and soft environment (26)

4.2 Teacher-student relationship and student-student relationship (22)

5. Guidelines for the development of moral education for all? Which aspects of EFA moral development do you want to promote (basic morality and behavioral ethics, civic and political quality education, world outlook, life outlook, life and ethics basic education)

5.1 The components of moral education in education for all. (27)

5.2 Teachers should be familiar with students' daily moral education habits (26)

5.3 The community and participating families jointly strengthen the maintenance of moral education. (25)

Table 1: The component of moral Education in education for all

Item	Content Analysis to moral Education in education for all		
	Components of Moral Education	Process of Moral Education	Summarize
1. Literature review and related research	The components of EFA Moral Education as: 1) Basic Morality and Behavioural Ethics 2) Civic and Political Quality Education 3) World outlook, outlook on life, life and ideal basic education	1. Exercise Resilience, 2. Perseverance, 3. Career ethics 4. Critical Thinking 5. Discipline	Develop character traits

Item	Content Analysis to moral Education in education for all		
	Components of Moral Education	Process of Moral Education	Summarize
2. In-depth interviews (30 administrators and teachers)	1.Patriotic education 2.Ideal education 3.Collectivism education 4.Labor education 5. Humanism and Social Morality Education 6. Self-discipline education 7. Education of legal concepts 8. Scientific world outlook and outlook on life education 9. Mental health	1. Physical and mental health, 2. Addiction awareness, 3. Financial literacy, 4. Digital literacy	Master the skills necessary for life
3. Focus group discussion with 10 experts	1. Political education, 2. Ideological education, 3. Moral education, 4. Legal education 5. Mental health education	Cultivate the outlook on life and values of tolerance, honesty, dignity, respect, humility, etc.	Establish moral values

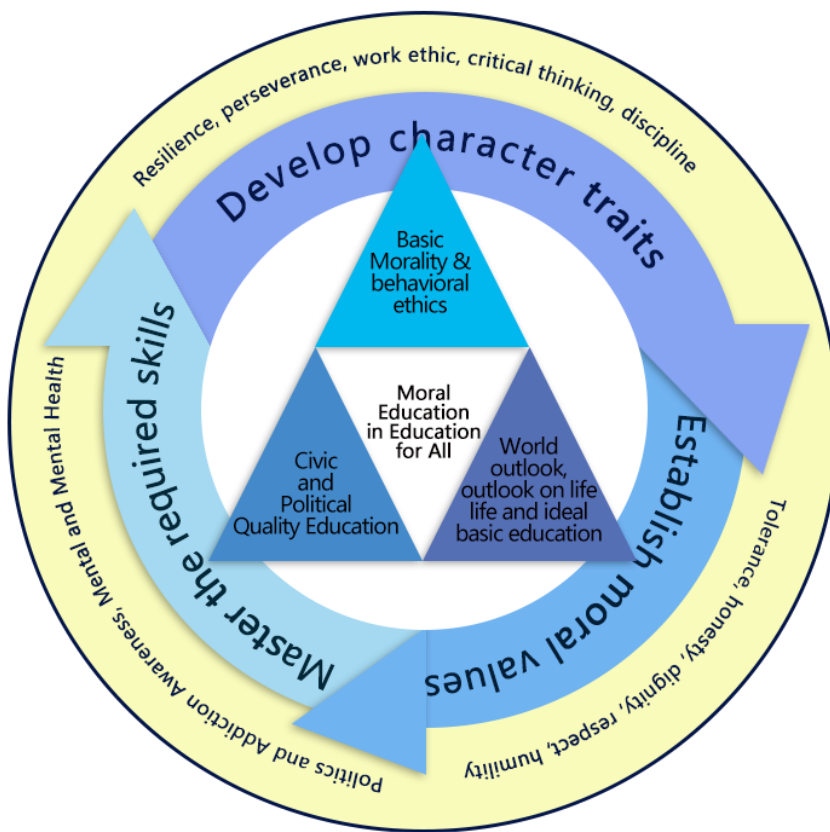


Figure1: Model of the developmental components of EFA moral education

Source: Moral Educational (2022)

Recommendation

For moral education in education for all, we need to start with three components. The first is the basic moral behavior and ethics. We need to cultivate character traits by cultivating resilience, perseverance, professional ethics, critical thinking, and discipline. The second is the political quality education of citizens. We need to master the skills needed for life by cultivating physical and mental health, addiction awareness, digital awareness, financial awareness, etc.; the third point is to cultivate tolerance, honesty, dignity, respect, humility. Establish a reasonable world outlook, outlook on life, and basic education for life and ideals.

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