The Study on the Construction of College Developmental Academic Counseling Work System—Based on Academic Counselling Practices of HIT

Ying FU\textsuperscript{1,a,*}, Chi ZHANG\textsuperscript{1,b}, Hong-tao LI\textsuperscript{1,c} and Kuan CHANG\textsuperscript{1,d}

\textsuperscript{1}Harbin Institute of Technology, Harbin, Heilongjiang, China
\textsuperscript{a}fuyinghit@hit.edu.cn, \textsuperscript{b}zhangchi@hit.edu.cn, \textsuperscript{c}lihongtao92@163.com, \textsuperscript{d}changkuanhit@163.com

*Corresponding author

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Abstract. Academic counseling is an effective way to innovate college students’ ideological and political education in the new era. At present, the college academic counseling generally has the problems of single content and incomplete objects. To further upgrade the effectiveness of academic counseling, and inquiry the effective path of sustainable development of academic counseling, Harbin Institute of Technology (HIT in short) has deeply explored the tissue construction and content development of developmental academic counseling with the work carrier of Student Academic Development Center, and based on two-year academic counseling practices. With the theory guidance and practical exploration, HIT has built the academic counseling system, which provides a new path to fundamentally solve the problems of study style.

Introduction

Accelerating transformation of Chinese society has brought unprecedented challenges to Chinese higher education. The national and social requests for talent’s quality are increasing. Therefore, higher education is undergoing drastic changes. Colleges and universities are not only the institutions for imparting knowledge and cultivating professional talents, but also important places for providing spiritual resources and cultivating healthy personality. College students should master knowledge, abilities, and also establish a correct outlook on life and worldview to cultivate the sound personality. Talents with knowledge, ability and quality should be output for the society. Under the background of comprehensively deepening the reform of education and building a world-class university, the cultivation of undergraduate students is more important. The guidance for students promoting their learning and development capabilities has become an important task at the universities.

However, college students present a diverse of group problems. In July 2015, a nationwide survey of college students showed that more than 25% students did not have clear goals, and 42.2% students had goals and actions but could not insist on [1]. Subjective consciousness and cognitive independence of college students have obviously enhanced. They think active and easily accept fresh things. However, they also have problems including lacking of learning capacity and only having vague development goals. For example, some students lose their study objectives, and are bored with study, because they do not like their majors. Some students have unrealistic expectations, and lack of practical ability and sense of cooperation. Some students will produce anxiety, restless and other psychological phenomenon, when they are in the face of new environment and changes. Though today’s employment guidance and psychological counseling have developed in different degrees, they pay more attention to treatments in the guiding process, that is, they mostly solve the problems appeared. Meanwhile, the needs of college students in the process of growth and development are increasingly diversified. These provide a broad space to study development counseling of college students.
1. Organizational Structure Design of Developmental Academic Counseling System

National Medium and Long-term Education Reform and Development Planning Programs points out that colleges and universities should arouse students’ enthusiasm and initiative, and motivate students to study hard, enhance their sense of integrity, and develop a good style of study. Study style is the embodiment of colleges and universities’ spirits, an essential requirement of imparting knowledge and educating people, and the foundation and soul of colleges and universities [2]. Harbin Institute of Technology (HIT in short) has always regarded the construction of study style as a basic project and a long term project. With the academic support program as a guide, HIT establishes and improves the academic support system, whose core is students learning and development effectiveness, to guide students to develop good study habits, and create a learning environment that people want to learn, happy to learn and value learning, to promote the academic development and growth and success of students. In the process of becoming a world-class university, HIT has started to build a complete, systematic and effective steering academic counseling organization to coordinate the use of all resources to build academic guidance platform. HIT sets up the Student Academic Development Center to provide quality services for students’ academic growth and success. Affiliated with the Division of Student Affairs, the center in collaboration with the Undergraduate College, the Communist Youth League Committee, the Office of Academic Affairs and the related schools carry out the academic guide work to undergraduates. Combined employing with training, the center establishes a team of division and cooperation, which includes full-time teachers and tutors, part-time teachers and tutors, student volunteers, and alumni mentors. Organizational structure and mode of operation of guidance service team is formed with mentors as the core, peer volunteers as the main body, class teachers and tutors as the safeguard, and alumni as the support. The center gradually conducts academic counseling for students systematically, and fully coordinates all departments to build the counseling platform by inviting well-known experts, teachers, tutors, and Peer tutors, which can provide students with personalized targeted guidance. Full coverage academic and development counseling system has been built including helping students with learning difficulties, teaching outstanding students in accordance of their aptitude, and improving system of academic development ability [3].

2. Systematic Construction of Student Developmental Counseling System

HIT student developmental academic counseling guides students in hierarchy and classification through the establishment of multi-level, personalized counseling system, which includes system of helping students with learning difficulties, system of teaching outstanding students in accordance of their aptitude, system of improving academic development ability, and construction of media platform.

2.1 The system of helping students with learning difficulties

Learning supporting system mainly focuses on course guidance for students with learning difficulties and strives to ensure that students can complete their studies successfully. According to the learning disabilities survey or learning difficulties rating, students can independently apply for guide. Students, who enter the special academic warning system in their second or third year, will be directly intervened and arranged to accept specified guide. Four kinds of work are included in the learning supporting system. The first is the “1+N” Q&A before tests. Professional teachers are employed to conduct three to four times of Q&A two to three weeks before tests. The second is collective study with “subject”. “Subject” collective study can be carried out based on professional courses by inviting professional assistants or scholarship recipients. The subjects can include explaining exercise practices, sharing learning methods and tips of tests. The third is workshops helping specific groups. Professional mentors can give intensive guidance to students of ethnic minorities, international students, arts special students, and students who are in danger of probation. Through these four platforms, combined with outstanding senior “1+1” pairs, students can be helped in correcting learning attitude, developing study habits, and mastering learning. The last one is basic...
course instructors. Full marks winners in all disciplines and the scholarship recipients can form a basic assistance team, and hold volunteer academic counseling activities in fixed locations.

2.2 The system of teaching outstanding students in accordance with their aptitude

Individualized boost system conducts counseling work for building excellent classes and self-improving of outstanding students. Classes and individuals can choose personalized guidance according to their aptitude. Thus, the Student Academic Development Center can boost the growth of excellent classes and students. Firstly, the center can invite growth mentors. Through the integration of two-level (university and schools) resources, the center can publish names and resumes of academicians, professors, and alumni that can be growth mentors. Students can independently apply for growth mentors. Growth mentors record growth profiles for students, help them plan academic direction, and give professional guidance in key choices. Secondly, the center can carry out research capacity improving workshop. In collaboration with the undergraduate college and relying on the schools (departments), the center can organize students to participate in innovative experiments on small issues, open experiments and related competitions in the open labs during winter and summer holidays. Undergraduates or graduates who have published articles in SCI and EI can be invited to exchange and discuss with undergraduates in salon. Thirdly, the center can carry out series of experience activities of recalling HIT’s tradition. The center expands the resources of HIT Museum and Aerospace Museum, and explores other forms of spiritual heritage activities, to strengthen the cohesiveness of classes, and stimulate the building of excellent study style.

2.3 The system of improving academic development ability

Professional guidance and growth leading can be conducted to arouse students’ studying endogenous dynamics, enable students to establish deep and lasting learning interest, and enhance students’ sense of professional identity and sense of belonging. Firstly, the “1V1” diagnosis and consultation of experts can be carried out. The center can invite experts and well-known teachers to be consultants, select students with outstanding performance in study, scientific and technological innovation, or exchange practices to be peer consultants, to instruct individualized students in learning and development. Secondly, teaching and learning forum should be set up. Student organizations should be established to provide workshops that relate to the vital interests of the students, including transferring majors, postgraduate recommendation, supporting education, 4+1 working at HIT, directly defending the PHD with a Bachelor Degree, double degree, minor, and various scholarships and grants. Workshops should especially be combined with the notifications of teaching management system. Workshops, based on project learning, technological innovation, academic competitions, and MOOC resources application publicity, should be held timely.

3. Running Effectiveness Analysis of Students’ Developmental Counseling

In terms of the organization construction, student academic advisory system including expert consulting team and peer tutor team has been established. Student Academic Development Center has set up the Academic Advisory Studio and Association of Student Learning and Development. Each semester, the student peer advisory team not only conducts one-on-one academic support and consulting work, but also the rich thematic activities. It bases on basic courses to promote the transmission of students’ experience, including academic life and study route planning. Thus, peer Advisory platform is promoted further. The team tutors basic courses including C Language Curriculum Design, Engineering Mathematics Analysis, College Physics, and Linear Algebra. More than 600 students participate in the one-on-one teaching about the problems encountered by students in courses, learning methods and techniques, and curriculum essence. The simple and efficient resolving about the mass problems helps the younger students in their study and growth.

The straight-A student is coming, Seniors Teaching Series Activities have been the brands of student peer advisory team, which attract many students, and provide academic support for students with learning disabilities. “I want to learn ** course” lecture series invite the course teachers and excellent teachers to give speeches about how to learn the course for the students. In workshops,
students can discuss ways to solve the problems with faculty and guests about adapting to university life, time management, transferring majors, test preparation, exchange abroad, paper writing, and walking into the library. Student Academic Development Center, relying on Qun Yong Cuo Mu Studio, has established Tibetan ethnic minority students’ academic counseling mechanism, and organized a series of academic support activities after school hours and on weekends. The straight-A students from the School of Science, the School of Computer Science and Technology, and the School of Materials Science and Engineering provide academic counseling, tutorial answer about College Physics, Probability and Mathematical Statistics, and Theoretical Mechanics, in which Tibetan students have difficulties to learn. The platform to promote Tibetan students’ academic progress and empowerment has been established.

Making use of the study style promoting projects, such as the “Open Lab”, Workshop and “Best Note”, the promotion function of experimental teaching and note culture in talent cultivation is strengthened. Combined with the actual situation and the practical needs of the students, these projects can also lead the improving of study style and enhance students’ learning skills. The “Open Lab” thematic project coordinates over 100 laboratories and arranges them open to students. 503 students have participated in the project, including 162 students who cross-professional choose experiments, accounting for 32.2%.

Relying on Renren, WeChat, and QQ, Student Academic Development Center establishes their Renren home page, QQ exchange group, and publishes the upcoming events, news, and authoritative learning materials through WeChat platforms of the undergraduate college. It promotes the related policies and resources of teaching management school-wide, introduces the stories of learning and development, experience, and methods on Journal of Harbin Institute of Technology, and has been the communication link between teaching departments and students.

Conclusion

Developmental academic counseling is the key point of the construction of study style in colleges and universities under the new situation, which can solve the academic problems of college students fundamentally, and promote students’ growth and development. The practices of HIT show that academic counseling has promoted the formation of excellent study style. Students’ learning capacities have significantly improved, and achieved significant learning effect. The number of failed constantly declines. Graduation rate of fresh graduates significantly improves, and the employment quality also upgrades. Research capacities of students notably enhance with improved innovation consciousness. Published academic papers and software copyrights of undergraduates have increased year by year. Students also make highlight results in various races. In the counseling process, education consciousness of teachers also obviously enhanced, which contributes greatly to the growth of young teachers. They not only tutor students’ learning, but also integrate the education of ideal and belief into the counseling. Practices show that taking developmental academic counseling as the breakthrough point to promote the formation of college students’ excellent study style is feasible and effective. It is the new model of study style construction and talent training, which is of great significance and promotion values for improving the quality of talents.

References

