The Influence of Class Mentoring Work on College Students

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ABSTRACT

The class mentor system has been implemented in many colleges and universities in China. Based on the author's two years class mentor work experience, this paper briefly described the current status of the implementation of the class mentor system in colleges and universities in China, analyzed the different focuses of the daily work of the mentor and counselor, and summarizes the influences of work on the entire class and individual student. Finally, we put forward some suggestions for further improving the quality of class mentors’ work.1

KEYWORDS

Class mentor; class counselor; university; bachelor

INTRODUCTION

The ratio of college students to counselors is about 1:400, and the ratio of teachers to students is seriously out of tune. This situation has caused the counselor's workload to exceed the limit, and on the other hand, the effectiveness of student management has been greatly reduced[1]. The traditional undergraduate education management system has not been able to adapt to the current status of colleges and

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universities. How to use other teacher resources to solve this “bottleneck” in talent cultivation is the key to solving the current quality of personnel training. The class mentoring system came into being[2].

At present, the class mentor system has been implemented in many colleges and universities in China[3]. The class mentor system is an innovation and supplement to the counselor system, and is committed to improving the quality of undergraduate students. The College Student Tutoring System is based at the University of Oxford in the United Kingdom. It focuses on students' individual behavior, moral management and guardianship, and develops academic planning and development such as “mind”. Many international famous universities have very successful experience. Chinese colleges and universities have introduced the class mentor system and have given it a new meaning. It integrates education management, counseling and answering, ideological guidance and employment guidance, and it runs through the whole process of the university stage[4]. This has an important and far-reaching impact on improving the quality of college students' training.

Based on the author's two-year class mentor work experience, this article discussed the current status of the implementation of the class tutor system in China, analyzed the differences in the composition and nature of the class tutor and tutor, and summarized the influences of the two-year mentor work for students. Finally, some suggestions were put forward.

DIFFERENCE BETWEEN CLASS MENTOR AND COUNSELOR

Differences in the Team Formation of Class Mentors and Counselors

Class mentors are generally composed of professional teachers with master's or doctoral degrees. Most of the counselors graduate from teacher education majors, with a bachelor or master degree. More importantly, the professional nature of the class mentor is very similar to the major of the class, and the major of the counselor often differs from the one of the class. The class mentors in colleges and universities are mostly served by professional teachers. They are different from the student counselors in universities. Most of the mentors have a profound theoretical basis and practical experience in the professional field. They also have enthusiasm for work. They often guide students through life with their good moral character and rich and profound knowledge. Class mentor gives a lot of advice to the bachelor. Especially in the current college students' innovation and entrepreneurship education, class mentor plays an important leading and guiding role.

Differences in the Work Priorities of Class Mentors and Counselors

Compared with the complicated work of the counselor, the work of the class mentor has a clear focus. The key aspects of class mentor work are as follows.
I. Concerned about the student's ideological progress, guide students to clarify the learning objectives and goals of success, correct professional thinking and learning attitudes, and promote the coordinated development of students' knowledge, ability and quality.

II. Strengthen professional study guidance so that students understand the professional training program, basic situation, development trends, and social needs. Guide students to clarify the learning objectives, correct their learning attitudes, establish correct targets for success, and cultivate students' abilities and habits for self-acquisition of knowledge.

III. Focus on innovation and entrepreneurship guidance. Encourage and organize students to participate in extracurricular science and technology contest activities and subject knowledge and skill competitions.

CLASS MENTOR WORK EXPERIENCE

Based on the two years working experience, we summarize and analyze the impact of class collective work and student individual work.

The Impact of Collective Work on the Entire Class

In the first semester of the first year of undergraduate studies, I gave lectures to students on “professional training programs” to let them understand the professional training program, curriculum arrangements, and the relationship between courses. Let them love the profession more. One good obvious effect is that in the second semester, the number of students who want to transfer to other majors is significantly reduced (each university student, after entering the school, there is an opportunity to transfer to other majors at the end of the second semester). In addition, we also invited four senior students to share their university curriculum learning methods and experience to help improve the academic performance of our class students.

The Impact of Individual Work on the Student

For individual work of students, the work of the class mentor focuses on individual conversations and guidance for students who are learning poorly, analyzes the causes, and stimulates students’ enthusiasm for learning. The process of a student's change has impressed me deeply. When he was in high school, he was very good at studying, and he was able to enter the key famous universities in China at a normal level. However, due to the abnormal mathematics college entrance examination, the score scored only 580 points. He could not go to the ideal university and come to our school. At the end of the first semester, the scores were counted down in the class and there was a section that needed a make-up exam (there was a score of less than 60 points for one test). After the individual dialogue
and exchange, we analyzed that did not play well in the college entrance examination, the bad mood and the lack of enthusiasm in learning was the main reason. Although we can't change things in the past, we have the ability to change the future and encourage him to study hard and enroll in a graduate student at an ideal university. After this individual dialogue and guidance, the classmates made significant progress in learning and the average grades per semester increased. Another aspect is to guide students with outstanding achievements to expand their horizons and improve their comprehensive ability. I instructed students to apply for the "Innovation and Entrepreneurship Training Program for College Students" and received some funding from the school.

SUGGESTIONS

Although class mentor’s work has already had a positive effect on college students, I would like to give some suggestions below in order to further promote the advantages of class tutors and improve the quality of college students.

Establish a scientific evaluation system for the working mechanism of class mentors. Establish a reasonable evaluation system for the work of the class tutor, further improve the working mechanism, and improve the enthusiasm and initiative of every class mentor.

Strengthen the construction of class mentors. On the one hand, it is necessary to expand the class mentor team; on the other hand, it is necessary to improve the class mentor's ability to work. Although the class mentors have rich professional research capabilities, they still have poor guidance experience in student work. Compared with the counselors who graduated from the education profession, the class mentor lacks communication skills and comprehensive organizational skills with the students. It is hoped that the training in this area will be strengthened and the comprehensive ability of the class tutor team will be improved.

CONCLUSIONS

Based on the author's own two years of work experience as a class mentor, this paper analyzed the current situation of the work of class mentors in China, analyzed the different focuses of the work of class mentors and counselors, summarized some impact of work of mentors on students, and finally proposes some suggestions.

REFERENCES

