

# *Practice Exploration of Academic Guidance in Colleges and Universities Based on Humanistic Theory*

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**Abstract:** The academic problems of students in colleges and universities have been the focus of attention from all walks of life. This has a direct impact on the quality of talent training and its own future development direction. Under the promotion of relevant policies, the importance of academic guidance gradually highlights, how to guide students to better complete their studies is an important issue faced by colleges and universities. The author summarizes the current situation and problems of academic guidance in China by searching various journals and literatures. Put forward the countermeasures of innovative academic guidance. It has certain reference significance to improve the effectiveness of academic guidance and educational management level and promote the better development of higher education in China.

With the enrollment expansion of colleges and universities in China, the quality of students has gradually declined, and the educational management of students is facing great pressure. Students in colleges and universities continue to have academic problems. Generally speaking, such problems are caused by students' lack of reasonable planning for the university stage, lack of clear career goals, weak ideals and beliefs, laziness and disorganization, and lack of effective management of their study and life. Although students themselves are responsible for their academic problems, the lack and delayed management of daily academic guidance by colleges and universities is also an important reason.

## **1. The Status quo of Academic Guidance for College Students at Home and Abroad**

College students' academic guidance has become the value direction of the global higher education teaching reform, and most developed countries have formed their own unique mode of academic guidance. For example, the American college academic advisor guidance system and the British college mentor system. According to the Academic adviser system of American colleges and universities, the main responsibility of the adviser is to carry out informal teaching in their professional fields, so as to give students academic guidance and improve their enthusiasm for

independent learning through guidance and discussion. The British tutor system requires tutors to give individual guidance to students at least once a week and formulate their study plans according to their individual conditions, which will greatly reduce the dropout rate and improve the quality of talent cultivation. German university academic guidance system consists of three levels. Take The University of Karlsruhe as an example, the university academic guidance system consists of city, school and department levels, supplemented by student administration and professor consultation. School - and department-level academic guidance manuals are also available.<sup>①</sup> *The German Higher Education Framework Law* requires universities to inform students about learning opportunities, learning conditions, course content, and course structure and course requirements, provide subject - related advice to students during term time.<sup>②</sup>

Asian universities cite the University of Tokyo as an example. The academic guidance system of Japanese colleges and universities puts the guidance centered on independent learning in a very important position. As the highest institution of learning in Japan, the University of Tokyo ranks first among the seven universities of the old Empire and enjoys a high reputation in the world. Self-learning-centered guidance and psychological counseling centers form the academic guidance system of the University of Tokyo.<sup>③</sup>

Some well-known universities in China, such as Tsinghua University, Zhejiang University and Tongji University, firstly implement the academic guidance plan, which promotes the personal development of students to a certain extent, mainly through the following two forms:(1) Establish a professional academic guidance department to carry out top-level design for college students' academic guidance, Responsible for the overall planning, guidance and management of the school's academic guidance. The main academic guidance teachers implement objective guidance according to the explicit requirements of the system and the different needs of students; (2)Provide courses related to academic guidance. Starting with initial education, students can understand the specific study and life of university, professional development and employment prospects, and understand how to enhance the ability of independent learning and career planning. Although many colleges and universities in China have made some explorations and attempts in the aspect of academic guidance, there are still many areas to be further improved, such as the institutional framework of academic guidance, the formation of teaching staff, the contents and methods of academic guidance, and institutional norms and measures.

## 2. The Concept and Meaning of College Students' Academic Guidance

Academic advising, or academic guidance, academic advisor, is a student consultation, support and management system, which respect the independent development individual students; advice and guidance are provided to students in aspects of study, course selection, learning style, career planning, etc; guide students to form personal academic goals; establish a clear sense of self; make full use of academic resources and learning opportunities; get a systematic learning experience; enhance learning ability and maximize their value in the process of two-way interaction between

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<sup>①</sup>Lin Yuqi, 'A Review of German College Students' Learning and Learning Guidance System', *University Education Science*, no.2, 1995, pp.83-87.

<sup>②</sup>Gerhart Rott, Karin Gavin-Kramer, 'Guidance and Counselling in Higher Education in European Union Member States', *National Report for Germany*, 2007. [EB/OL]. [2017-06-27].

<https://www.uhr.se/globalassets/syv/webbibliotek/utbildning-och-arbetsliv/guidance-and-counselling-fedora.pdf>.

<sup>③</sup>Li Man, 'The Characteristic Constitution and Enlightenment of the Academic Guidance System of Tokyo University', *Comparative Studies of Cultural Innovation*, no.6, 2019, pp.162-163.

tutor and students, guided by the education target.<sup>①</sup>

Academic guidance for students in institutions of higher learning means that teachers should make full use of college resources to help and guide students to find the most suitable development direction according to their own academic background, learning motivation, interests and abilities, and finally realize the maximization of students' self-value. Academic guidance has rich connotation, includes not only the students' learning style, learning motivation and learning guidance, professional knowledge but also includes a general guide to college students' independent learning ability of ascension, career and employment guidance for college students. To help students master "what to learn, how to learn, when to learn and where to learn" during their college education, so as to better adapt to future careers and lay a solid foundation for future employment.

### 3. The Theoretical Basis of Academic Guidance

The theoretical basis of this study is the "student-centered" theory, which is an educational theory put forward by Carl Rogers, an American humanistic psychologist in the 1950s. "Student-centered" is the main point of the theory, urging teachers to think from the perspective of students, and strive to understand students, serve students and inspire students. The "student-centered" humanistic theory mainly includes the "student-centered" educational viewpoint, educational relationship and educational process.<sup>②</sup> Academic guidance mainly serves students and promotes their own growth. Therefore, the academic guidance should take "student-centered" as the theoretical basis.

### 4. The Present Situation of Academic Guidance in Colleges and Universities in China

By consulting various journals and literature, the author summarizes the current situation of academic guidance in colleges and universities in the emerging stage, which is mainly reflected in the following aspects:

#### 4.1 The Theoretical Practice of Academic Guidance is still in the Basic Stage

At present, most colleges and universities' more attention is paid to the construction of professional disciplines, the evaluation and guidance of teaching staff and scientific research ability. The understanding of academic guidance, leaders and teachers are still at the surface. Although a small number of institutions of higher learning to establish academic guidance center and other ways to explore academic guidance, but still failed to establish a complete academic guidance system, no enough attention to students' academic plan, efficiency is low, also does not have a clear program planning, studies to guide the way of theory research and practice is still in exploring process.

#### 4.2 The Content of Academic Guidance is One-Sided and the Personalized Guidance is Insufficient

Generally speaking, academic guidance in institutions of higher learning is relatively

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<sup>①</sup>Cui Jun, Wang Xia, Zhang Xiaoning, 'Research on Academic Guidance System of MIT', *Jiangsu Higher Education*, no.2, 2014, pp.87-89.

<sup>②</sup>Sun Sun, 'Research on The Academic Guidance System of Universities Based on 'Student-centered'', *Jiangsu Higher Education*, no.2, 2017, pp.70.

concentrated, mainly at the time when freshmen enter the university and students experience learning difficulties or doubts, which is difficult to last to the whole university stage, Students most urgently hope that the school can provide personalized and targeted academic guidance according to their own learning situation and future development. However, institutions of higher learning in our country at present academic guide and ideological and political education is mainly for the guidance of the professional knowledge and practical skills, the purpose is to cultivate students' good learning attitude and learning habits, compared with foreign universities academic instruction content, lack of consciousness of students' personalized guidance and self learning.

### **4.3 The Academic Guidance System is not perfect and Needs to Be Improved**

Colleges and universities should focus on improving students' learning ability, construct a system of academic guidance involving multiple subjects, implement all-round and effective guidance to students' learning, and guarantee the quality of talents training in colleges and universities. The academic guidance system of college students should include theoretical organization, personnel and course teaching. But at present, most colleges and universities in China have failed to establish specific academic guidance organizations and arrange full-time academic mentors. The academic guidance system is neither systematic nor scientific, and even some systems are not operable, which can not effectively stimulate the enthusiasm of teachers and students, and the effectiveness of guidance is not obvious.<sup>①</sup>

## **5. The Countermeasure Innovation of College Student's Academic Guidance**

### **5.1 The Academic Guidance of College Students is placed in an Important Position and the Scientific Concept of Academic Guidance Is Established**

#### **5.1.1 The University's Leaders at all Levels Should Establish the Concept of Attaching Importance to the Academic Guidance of University Students**

In order to effectively carry out college students' academic guidance, leaders at all levels of the university are required to understand the importance of implementing the program of college students' academic guidance. In author' opinion, in order to improve the understanding of the importance of academic guidance, we can start from the following aspects: First, leaders should know the importance and role of academic guidance. Second, the leadership should continue to strengthen self-learning, fully study the problems of college students in learning, strengthen the understanding of the theoretical system of academic guidance in colleges and universities. Third, the leadership should regularly visit the institutions that carry out good academic guidance, learn from the specific and effective academic guidance experience of other universities, and carry out academic guidance according to the actual situation of the school.

#### **5.1.2 The Teachers Should Always Adhere to the Belief of "Teaching and Educating People"**

From the perspective of "student-oriented", teachers not only complete teaching tasks, but also promote the development of students. In addition, through interviews with teachers, the author found that teachers did not do enough work in terms of academic guidance. They look forward to

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<sup>①</sup>Zhu Kongyang, 'Innovation of College Students' Academic Guidance in Higher Vocational Colleges under the New Situation', *Intelligence*, 2017, pp.156-157.

having more ideological communication and knowledge exchange with teachers and giving guidance in study and life. Fichte believes that in order for a university to foster a learning style, teachers should be proficient in science.<sup>①</sup> On the one hand, teaching should strengthen their own professional learning, improve their own professional ethics. On the other hand, colleges and universities should establish reasonable and reasonable incentive system for teachers. Teachers should not only pay attention to educational scientific research, but also pay attention to teaching and their own value pursuit.

### **5.1.3 The Counselors Should Strengthen the Concept of Management and Educational Services**

First, counselors need to believe that every student is teachable and can be taught well. Second, counselors should serve every student. According to the survey, counselors care more about the students with academic difficulties or bad behavior habits. Each student's knowledge level and quality level are different, and their development needs are also different. Counselors' educational guidance should be implemented to every student. Third, counselors in colleges should influence students with love and emotion.

### **5.1.4 The Students Should Consciously Enhance the Demand for Academic Guidance**

Austin, a famous American scholar, believes that learning can only happen if students actively participate in learning, so that more students can highly recognize school education activities and actively participate in the education process is the focus of academic guidance.<sup>②</sup> In the survey, it is found that many students are not willing to take the initiative to seek help from teachers. Students should change their original cognition, and when they encounter difficulties or doubts in study or real life, they should take the initiative to seek help from teachers, advisers or counselors.

## **5.2 Perfect College Students' Academic Guidance System to Ensure the Effective Implementation of Academic Guidance**

In the survey, the author found that many colleges and universities have developed a personal growth mentor system, which is mainly responsible for students' professional cognition and academic guidance. There is no mention of any system other than the personal growth mentor system. This reflects the current university academic guidance system is not sound. Therefore, colleges and universities should formulate three systems to perfect the moderation of college students' academic guidance.

### **5.2.1 Subject-Specific Academic Guidance**

Subject-specific academic guidance refers to the guidance of students' course learning and professional cognition according to different subjects and courses. First of all, before the beginning of the course, the teachers of basic courses should clarify the purpose of learning the courses taught, teaching objectives, stimulate students to pay attention to the courses taught. In teaching, teachers try their best to attract students' attention and guide students to think independently through

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<sup>①</sup>Xiao Jumei, 'On Fichte's Thought of Higher Education', *Journal of Hebei University of Science and Technology (Social Science Edition)*, no.1, 2014, pp.84-88, 101.

<sup>②</sup>Ji Jing, 'Practice and Thinking on Developing College Students' Academic Guidance', *School Party Construction and Ideological Education*, no.9, 2012, pp.58-59.

discussion and heuristic teaching methods. Teachers should make students aware of the social value of what they have learned and introduce ways to use this knowledge.<sup>①</sup>

Therefore, in addition to teaching the knowledge contained in the course, teachers should also provide students with some learning methods and skills of the course. After teaching, teachers should communicate with students more, to understand the situation of students learning courses, problems in teaching content and teaching methods, students' suggestions, so as to examine the students' learning effect and teachers' teaching effect, to find out the missing, to achieve the teaching function of the classroom. Mycos's findings suggest that colleges should pay more attention to sophomore academic stress. Teachers should pay more attention to sophomores, learn more about their learning participation, living status and independent learning ability, timely find students with academic pressure and unreasonable time arrangement, and provide them with necessary guidance.<sup>②</sup>

Second, in the learning stage, professional course teachers should base on students' own interests, existing resources of the school and social needs, help students make or adjust learning plans, development goals, guide students' academic. First of all, teachers of professional courses should let students clearly know the subject background and research scope, the nature and orientation of the major, the development prospect of the major, the characteristics and advantages of the major. Secondly, when teaching professional courses, especially practical courses, teachers should pay attention to what to guide students to learn and what to use in future work, which is invisible academic guidance. Finally, teachers of specialized courses should guide and assist students to expand the second class. Actively guide students to participate in science and technology activities, social practice activities, to provide guidance to student employment services.

Results of the 2007 National College Engagement Survey (NSSE) online survey show that students who are actively involved in professional activities or course teaching are more likely to be successful (i.e., earn a degree, improve their abilities, get a suitable job offer, etc.) than those who are not.<sup>③</sup>

### 5.2.2 Tutorial System of Academic Guidance

With the promotion of credit system, colleges and universities pay more and more attention to undergraduate tutorial system. Colleges and universities of all levels and types have established the tutorial system.

From the perspective of college students' academic guidance, the author thinks that colleges and universities should establish a complete supervisor system and form a scientific supervisor management mode, so as to promote the supervisor to play a greater role in academic guidance.

First, be strict in hiring. The basic requirements for the appointment of instructors include two aspects: the basic conditions of appointment and the basic procedures of appointment. Qualifications: teachers and administrators who have worked in universities for a long time, have a strong sense of responsibility, rich educational experience, have a good understanding of professional academic background and professional development prospects, strong scientific research ability, have a passion for academic guidance for college students, and are very familiar with the undergraduate training plan and the characteristics of this major.

Secondly, determine the duties of the instructor. It mainly includes:(1)guide students to choose

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<sup>①</sup>Xiao Jumei, 'On Fichte's Thought of Higher Education', *Journal of Hebei University of Science and Technology (Social Science Edition)*, no.1, 2014, pp.84-88, 101.

<sup>②</sup>Cao Chen, Luo Jing, 'Whole-process Tracking--opening the "Black Box" of Culture', *Mycos Research*, no.107, 2014, pp.24-25.

<sup>③</sup>G D. KUH, 'High-impact Educational Practices: Who They are Who Has Access to Them, Why They Matter', 2008, pp.36-38.

courses;(2)Help students get familiar with their own personality and career direction and interests;(3)Provide guidance on academic and career planning;(4)Guiding students in scientific research, cultivating students' ability to analyze and solve problems and the spirit of innovation in scientific research;(5)Guide students who intend to change their major and help them understand relevant information;(6)Help students to solve the difficulties and doubts encountered in normal learning.

Third, to establish the remuneration of instructors. Salary incentive can improve the work enthusiasm of the guidance teachers and better complete the academic guidance of college students. Determine the conversion criteria for the amount of work that the instructor instructs students, and then pay the salary according to the allowance standard for the amount of work that the instructor receives and the assessment result of the instructor.

Finally, clear guidance of teacher assessment methods, process and results. As far as the evaluation method is concerned, it combines the self-evaluation with the evaluation of others, including the self-evaluation of instructors, the evaluation of students and the evaluation of secondary schools and departments. Among them, the self-evaluation of the instructor and the evaluation of the secondary department account for 20%, and the evaluation of the students themselves account for 60%. The supervisor's final evaluation score is the sum of all projects. The reason for the high proportion of student evaluations is that students are the ultimate beneficiaries of academic guidance. Only when the proportion of their evaluation is large, can the assessment results be objectively and fairly reflected, and the guidance effect of the instructor is truly reflected.

### **5.2.3 Counselors' Academic Guidance**

Counselors have relevant professional background knowledge, which is very helpful to carry out college students' academic guidance. Counselors can pass on their own learning experience and methods to students and give some guidance on employment. As educators, counselors should strengthen the cultivation of students' self-awareness, so that students can have a relatively full understanding of the knowledge and ability necessary for success.

To carry out the work of academic guidance smoothly, counselors can start from the following aspects: (1)Counselors should adhere to the educational concept of "student-centered", strengthen positive emotional guidance, adopt educational management methods in line with students' reality, and build harmonious teacher-student relationship. (2)Counselors should always pay attention to students' thoughts and learning status, timely guide those students whose ideological state and the academic situation are not very good. (3)Regularly carry out student forums, enhance the frequency of communication with students, more communication is helpful to understand the status and real ideas of students. Face to face communication with students, able to fully grasp and timely solve students' academic development encountered problems.(4)Guide students to carry out a variety of learning activities, with enhanced learning activities to replace recreational activities, enhance the educational effect of activities.(5)Instructors should strengthen their study of professional knowledge, business theory and academic guidance theory, pay attention to the summary of academic guidance practice, so as to improve their academic guidance level and professional ability.

## **5.3 Establishing a System of Academic Guidance for College Students**

### **5.3.1 Whole Process**

It basically points to academic guidance should run through the whole talent training process in colleges and universities, namely enter a school, graduate, classroom, after class, teaching, service management, etc., permeate the whole university life process. Academic guidance should be reflected in curriculum cognition and guidance, academic planning and guidance, career planning and guidance, psychological guidance, learning motivation guidance and other aspects.

### **5.3.2 Full Membership**

It mainly refers to the school leaders at all levels, professors, teachers, counselors, outstanding senior students to participate in college students' academic guidance team, can be full-time or part-time, actively promote the effective development of college students' academic guidance work. Full participation is helpful to optimize the human resources of academic guidance and promote the advancement of academic guidance work of different types and levels. Full participation in academic guidance in British and American universities is the most typical example.

### **5.3.3 Personalization**

It refers to differentiated academic guidance based on the gender, cognition, personality, values, ability, career development direction and other aspects of each student and the changes in talent training requirements and employment evaluation caused by social development. Personalized academic guidance pays more attention to the individual development of students, according to the different needs of students, to help students build development plans in line with the actual situation of the individual, "student-centered" education concept just reflected.

### **5.3.4 Specialization**

It mainly refers to providing systematic and professional academic guidance by relying on professional guidance courses, professional organizations and professional guidance teams according to scientific guidance theories. First of all, schools should construct professional guidance courses, strengthen efforts in the construction of academic guidance courses, carry out relevant theoretical research, in the compilation of college students' academic guidance textbooks, to enhance the theoretical and practical significance. Secondly, professional academic guidance institutions should be established. Such institutions should not only have certain administrative functions, but also embody their educational and service functions by providing professional academic guidance for students. Finally, the school should set up a high-quality academic guidance team, mainly consisting of a small number of full-time and a large number of part-time members.

### **5.3.5 Informatization**

It mainly refers to establish college students' academic guidance information network platform, set up academic planning, career planning, time management, the school network resources use, online courses, and other characteristics, implementation guidance, consultation and service network, through the network communication channels to support a variety of forms, limited resources and promote the guiding effect to optimize school goals.

## **6. Conclusion**

President Xi stressed that moral education is the foundation of a university, which must "focus on students, take care of students and serve students". The connotation of academic guidance on



students as the guidance, based on the requirement of the students' academic development, pay attention to different students, fully tap the potential of each student, according to student's talent difference, need to transfer the school of education and teaching resources, service for students' academic and student growth, promote the all-round development of students. Now, higher education is in the midst of changes. In the future, all kinds of application-oriented talents trained by colleges and universities will surely become an important force to boost China's economic development and urban transformation and upgrading, which puts forward higher requirements for training talents for colleges and universities. Therefore, we must put "people-oriented" the education concept of " student-oriented " to specific work, a positive innovation in colleges and universities student academic instruction and a new model of education management, strengthen academic guidance, improve the effectiveness of the academic guidance and education management level, realize the development of higher education enterprise better and faster.

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