

Comparison of Talent Cultivation Models in Chinese and Canadian Universities

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Keywords: China; Canada; University talents; Training model

Abstract: Talent cultivation in universities is a core topic of research, especially in today's increasingly popular higher education, where the importance of this topic is becoming increasingly prominent. With the continuous changes in the educational environment and the increasing diversity of student needs, how universities can effectively respond to challenges and cultivate high-quality talents with solid theoretical knowledge, practical ability, and innovative spirit has become a major issue for researchers in universities. As a culturally diverse immigrant country, Canada's higher education system has always been highly regarded. Canada's higher education not only has a long history, but has always been at the forefront of the world, thanks to its open and inclusive educational philosophy and constantly innovative educational practices. For China, Canada is an important reference and learning object for building "Double First Class" high-level universities. This article aims to compare the differences and similarities in education and teaching management model, educational concepts, teaching methods, and other aspects between the two countries, in order to gain a more comprehensive understanding of China's strengths and weaknesses in talent cultivation, and to provide inspiration for China's higher education reform.

1. Introduction

Canada, as a global leader in economy and education, enjoys a high reputation for its educational quality internationally^[1]. As a multicultural and multi-ethnic immigrant country, Canada's achievements in the field of education are closely related to its open and inclusive social environment^[2]. This highly integrated cultural background has injected vitality and innovation into Canada's education, keeping it at the forefront of world education^[3]. Canada has abundant higher education resources, attracting many international students to come and study. Its advanced educational philosophy, flexible and diverse teaching methods, and curriculum design closely integrated with practice all provide broad learning and development opportunities for international students. This has also made Canada gradually one of the preferred countries for Chinese students studying abroad. However, although Chinese universities have continuously strengthened innovation and entrepreneurship education in recent years, there is still a certain gap in their adaptability to industrial demand, economic development, and technological progress^[4].

Compared to foreign countries, the development of entrepreneurship and entrepreneurship

education in China started relatively late and still needs continuous improvement and innovation^[5]. While achieving remarkable results, we should also be more aware of the problems that exist in the innovation practice and student talent cultivation process of Chinese universities^[6]. These issues include but are not limited to updating educational concepts, improving teaching methods, building practical platforms, and collaborating with the industry^[7]. To solve these problems, we need to learn and draw on advanced educational experiences from abroad with a positive attitude. The higher education models of developed countries such as Canada provide us with valuable references. Through comparison and reference, we can better improve our own education system, improve the quality of talent cultivation, and cultivate more high-quality talents that meet social needs. Chinese universities still have a long way to go in terms of innovative practice and student talent cultivation. Deepening teaching reform, innovating effective ways of high-quality education, and providing a more favorable environment for the cultivation and growth of innovative talents are important responsibilities of educators in higher education institutions^[8].

To achieve this goal, we need to start from multiple aspects and jointly build a more complete and dynamic education system. The traditional teaching model often focuses too much on imparting knowledge, while neglecting the subject status and individual development of students. Therefore, we need to change our teaching philosophy from teacher centered to student-centered, focusing on cultivating students' critical thinking, innovative spirit, and practical abilities. At the same time, it is necessary to optimize the curriculum, update teaching content, introduce cutting-edge knowledge and technology, and keep education up-to-date with the times. We need to face the problem squarely, actively learn from advanced foreign experiences, continuously improve and innovate education models, to ensure that the cultivation of innovative practical talents in Chinese universities continues to develop along a high-speed and healthy path. Only in this way can we contribute more outstanding talents to the development of the country and the progress of society. The cultivation of first-class talents and innovative abilities is an important criterion for measuring the level of educational modernization.

2. Comparison of Talent Cultivation Models in Chinese and Canadian Universities

2.1 The Education and Teaching Management Model of Credit System

In China, teachers are often regarded as knowledge transmitters, with teaching methods mainly focused on lecturing and emphasizing the systematic and complete nature of knowledge^[9]. Teachers usually explain theoretical concepts in detail and help students consolidate their knowledge through extensive practice. In Canada, teachers place more emphasis on guiding students to think and explore, encouraging them to actively ask questions and discuss, and their roles are more inclined towards being mentors and mentees. The teaching content in China usually focuses on imparting basic knowledge and cultivating exam taking skills, and the teaching method is relatively single, mainly classroom teaching. In Canada, the teaching content emphasizes practicality and interdisciplinary nature, and the teaching methods are more flexible and diverse, including project-based learning, case analysis, practical research, etc., aiming to cultivate students' critical thinking, innovation ability, and self-learning ability. In most higher education institutions in China, exams are still the main way to evaluate students' learning outcomes, and their grades to a certain extent depend on the exam results. In Canada, evaluation methods are more diversified, including assignments, group discussions, project reports, and other forms in addition to exams, emphasizing the comprehensive development of students and the evaluation of their overall quality.

The credit system, as a teaching management system, plays an important role in enrollment and subsequent teaching processes (as shown in Figure 1). Firstly, the credit system requires students to obtain certain credits in different subject areas, ensuring that they can acquire a comprehensive

knowledge structure and comprehensive quality. Secondly, the credit system emphasizes the establishment of practical courses and experimental activities, which provides students with opportunities to apply theoretical knowledge to practice. In terms of degree awarding, the school regards it as a key task, but it requires students to complete it smoothly during the learning stage. Schools need to provide effective employment guidance for students, help them understand the job market and career development trends, and formulate appropriate career plans.

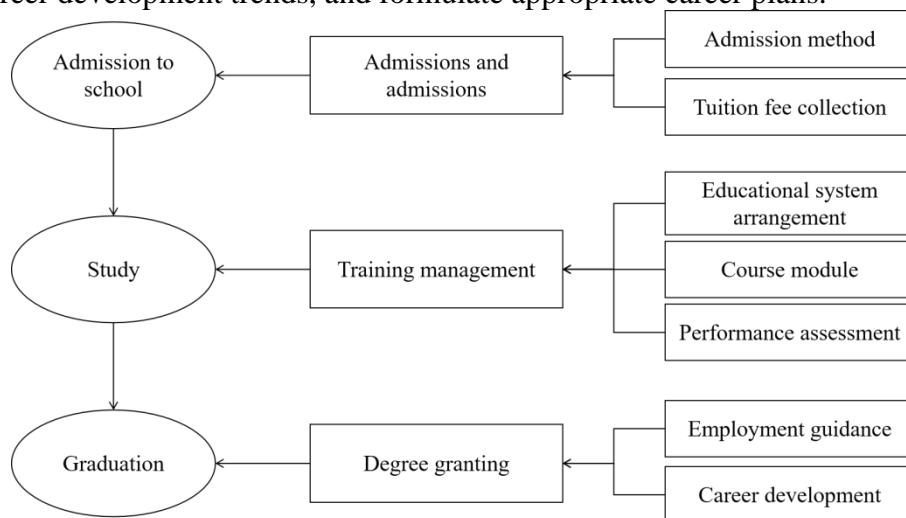


Figure 1: Credit system model

2.2 Student Centered Educational and Teaching Philosophy

The core concept of Canadian higher education is equalization, which runs through all aspects of educational opportunities, processes, and outcomes. In Canada, regardless of their family background and economic conditions, students have relatively equal educational opportunities and resources. This is due to the Canadian government's emphasis and investment in education, as well as the widespread recognition of educational equity among all sectors of society. Due to the equalization of educational opportunities, the quality of students in Canadian universities remains relatively stable, providing a relatively stable teaching environment for teachers. At the same time, unified teaching standards make it possible for students to transfer credits within and even across provinces, further promoting the sharing and circulation of educational resources. In addition, Canadian universities attach great importance to humanistic service awareness in education and teaching (as shown in Figure 2). Universities continuously optimize the campus network environment to provide students with efficient and convenient online learning resources and services. At the same time, they enrich the resources of university materials, including books, journals, databases, etc., to meet the diverse learning needs of students. Canadian universities also establish teacher-student interaction platforms to encourage communication and interaction between students and teachers, improving teaching effectiveness and learning experience. They also provide professional student advisory services to help students provide personalized guidance and advice in academic planning, career development, and other aspects. The positioning of student development in Canadian universities focuses on students' contributions to society and their own development.

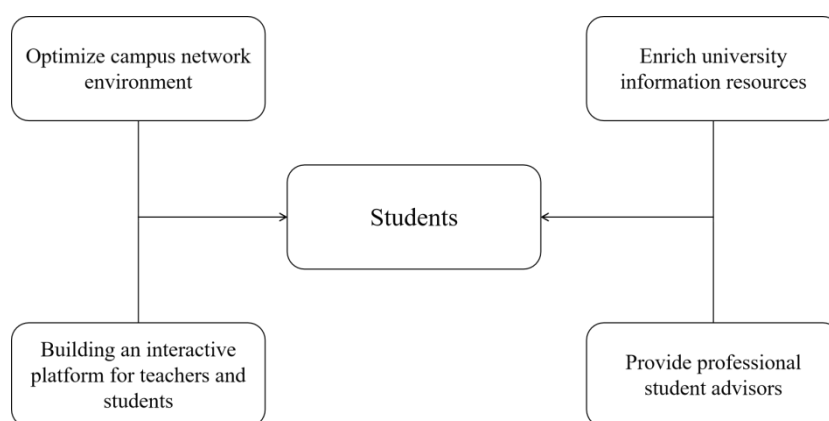


Figure 2: Humanized services

Chinese universities focus on comprehensive growth and comprehensive quality improvement in talent cultivation. In terms of curriculum design, emphasis is placed on the combination of basic knowledge and professional skills, and emphasis is placed on cultivating students' innovative spirit and practical abilities. At the same time, we should pay attention to ideological and political education, promote socialist core values, and cultivate students' sense of social responsibility and mission. Cultivate socialist builders and successors with Chinese characteristics.

3. Inspiration and Suggestions

3.1 Reform and Improve the Education System

Chinese universities have been constantly exploring and innovating in talent cultivation, and drawing on the experience of universities in developed countries such as Canada is undoubtedly an effective way. The education system, curriculum, and teaching methods of Canadian universities are all worthy of our in-depth research and learning. The credit system, as a flexible and personalized teaching management system, has been widely applied in Canadian universities. Chinese universities can draw on their experience and introduce a credit system, based on the actual situation of universities, explore a credit based education and teaching management model suitable for Chinese universities, giving students more autonomy in choosing and customizing learning plans based on their interests and abilities. This will help stimulate students' interest and motivation in learning, cultivate their ability for self-directed and lifelong learning. In addition, Canadian universities utilize the credit system to facilitate inter university transfers and major transfers, providing students with opportunities to access high-quality educational resources and giving them endogenous motivation to plan their future careers and engage in self-directed learning throughout their academic careers. In China, although some universities implement a credit system and exchange students between universities, there is no transfer of students; Although students can switch majors, only a very small number of students have the conditions to switch majors. To a certain extent, it restricts the development of students and limits their access to enjoy high-quality educational resources.

3.2 Improve Teaching Methods

Canadian universities focus on student-centered teaching methods and encourage students to actively participate in classroom interactions and practical activities. As a world-renowned business school, IVE Business School has attracted much attention for its classic case-based teaching and project-based teaching. EVEY Business School has introduced case-based teaching since junior

year, which emphasizes cultivating students' ability to analyze and solve problems through real business cases. The sources of cases are diverse, ranging from classic cases of internationally renowned enterprises to practical problems faced by small and medium-sized enterprises. These cases have been carefully selected and organized, aiming to provide students with rich practical experience and in-depth industry insights. At the same time, IVE Business School has an experienced and strong faculty team with a strong professional background. They are able to combine theoretical knowledge with practical cases, guiding students to conduct in-depth analysis and discussion. Therefore, students from IVE Business School often perform well in the job market, with generally higher salary levels for employment. Due to their rich practical experience and solid theoretical foundation, they are often able to quickly adapt to the needs of enterprises and demonstrate outstanding abilities in their work.

In addition to case-based teaching, IVE Business School also emphasizes project-based teaching, such as co-op project-based teaching. This teaching method aims to provide students with practical opportunities through cooperation with enterprises, enabling them to apply the knowledge they have learned in practical work, and improve their professional ethics and practical abilities. During the co op project teaching process, students will be arranged to intern at a cooperative enterprise for several months. During this period, they will participate in actual projects of the enterprise under the guidance of their mentors, work together with enterprise employees, and solve practical problems. By participating in co op projects, students can better understand market demand and industry trends, and enhance their professional competence and practical abilities. Chinese universities can draw on their experience and introduce more student-centered teaching methods, such as project-based learning and case teaching, to enhance students' interest and participation in learning. This will help cultivate students' proactive learning ability and teamwork spirit, laying a solid foundation for their future career development.

3.3 Strengthen Students' Practical Abilities

While deepening the transmission of theoretical knowledge, Chinese higher education is gradually strengthening its emphasis on cultivating practical abilities. In order to more effectively apply theory to practice, Chinese universities are actively increasing the proportion of practical courses and continuously optimizing experimental facilities and environments. Practice is not only the touchstone for testing theory, but also an important way to stimulate students' innovative thinking and problem-solving abilities. In this regard, Canadian higher education provides us with valuable reference. They not only emphasize the combination of practice and innovation, but also encourage students to participate widely in various research projects and practical activities. Chinese universities can further learn from Canada's advanced model and create more practical opportunities for students. For example, by organizing laboratory open days, research project competitions and other diverse activities, students are encouraged to participate deeply, thereby exercising skills and cultivating innovative thinking in practice.

In addition, the participation of enterprises in teaching and paid internships in Canadian higher education is also worth our in-depth research. The participation of enterprises in teaching can enable students to have earlier exposure to practical work scenarios, understand the needs of enterprises, and provide valuable experience for their future career planning. Paid internships provide students with a real work environment, allowing them to accumulate experience in practice and lay a solid foundation for career development. To achieve the integration of industry, academia, and research, Chinese universities should strengthen close cooperation with enterprises. By jointly carrying out scientific research projects and talent cultivation activities with enterprises, we can achieve resource sharing and complementary advantages. At the same time, universities need to

flexibly adjust their talent training plans according to the needs of society and enterprises, ensuring that higher education is more practical and meets social expectations. Through such cooperation and adjustment, we are expected to cultivate more outstanding talents with practical abilities and innovative spirit, and contribute more to social progress.

4. Conclusions

Although there are many differences in higher education between China and Canada, many excellent characteristics and practical experiences in Canadian higher education are still worth learning from and drawing on. Especially in the current context of globalization and knowledge economy, cultivating innovative talents has become an important mission of higher education. As an incubation base for talent cultivation, universities should actively learn from international advanced experience, explore innovative talent cultivation and education models that integrate career development education and innovation and entrepreneurship education for university students, and meet the actual needs of society. This model should focus on the personalization and comprehensive development of students, providing diverse educational paths and choices to stimulate their interest and potential in learning. At the same time, universities should also strengthen their connection and cooperation with society, understand market demand and industry development trends, adjust professional settings and course content in a timely manner, and ensure close integration between education and society. By collaborating with enterprises, industries, and other organizations to carry out practical teaching, internships, and training activities, students can exercise their abilities and skills in practical work, improve their competitiveness and adaptability. Drawing on the excellent characteristics and practical experience of Canadian higher education, combined with the actual situation and needs of Chinese higher education, exploring innovative talent cultivation education models is of great significance for improving the quality and level of Chinese higher education, and cultivating more high-quality talents with innovative spirit and practical ability.

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