

Influence Factors and Countermeasures of the Training Quality of Part time Postgraduates

Xiaoguang Su¹, Bin Xiao¹, and Kai Su^{1,*}

¹Department of Equipment Economics & Management Naval University of Engineering, Wuhan, China

Abstract. Part time graduate students are an important way and means to cultivate high-level talents. There are contradictions between student work and learning, difficulties in selecting topics and writing papers in the training process, which are important factors affecting the training quality. Combined with the current situation and problems in the training process of part-time graduate students, the countermeasures are discussed respectively from the aspects of strengthening the characteristic development of the training program, strengthening the whole process supervision of the training process, strengthening the online and offline integration of teaching, strengthening the in-depth implementation of the "double tutor system", strengthening the construction of the academic discussion atmosphere, and strengthening the construction of the teaching team, in order to improve the training efficiency and quality of graduate students.

1 Introduction

Postgraduate education is an important part of national education and the engine of building an educational power. It is of great significance in cultivating high-level innovative talents, and it is also an important way and means to cultivate high-level innovative talents. Among them, part-time postgraduate education, as the "application-oriented, compound and high-level" talents that the country focuses on cultivating, The reform of its cultivation concept and the innovation of its teaching mode are also increasingly becoming the objective requirements of the new era. However, for a long time, both comprehensive universities and professional colleges have some problems in part-time postgraduate education. The training mode and quality of part-time postgraduate education have attracted more attention from all walks of life, and there are quite a few criticisms, which makes the training colleges constantly reform and innovate the training mode and methods to improve the quality of postgraduate education. In order to standardize the enrollment and training of part-time postgraduate students, the Ministry of Education further improved the relevant policies for part-time postgraduate students in 2016, and the full-time postgraduate students and part-time postgraduate students achieved synchronous and integrated enrollment [1].

With the guidance of national laws and regulations on postgraduate education policies, as well as a series of deepening reforms such as policy understanding and training mode innovation in postgraduate training institutions, part-time postgraduate education in China has made new progress. However, the training of part-time postgraduates is relatively special, which puts forward higher training requirements for colleges and

universities. It is not only a general-purpose high-level talent required by the society, but also a professional high-level talent to meet the needs of the industry. There are many influencing factors in the training process of part-time postgraduates in domestic colleges and universities, restricting the improvement of the efficiency and quality of high-level talent training. At this stage, the status quo of part-time postgraduate training is not ideal, and the training quality needs to be improved. Therefore, it is of great practical significance to analyze the influencing factors and countermeasures of part-time postgraduate training quality [2].

2 Factors influencing the quality of part-time postgraduate education

2.1 Influence of contradiction between engineering and learning

For part-time postgraduate students, there is usually a conflict between work and study, and it is difficult to ensure adequate study time [3]. At present, many domestic colleges and universities have the problem of work study contradiction in part-time postgraduate training, and this problem is an important factor affecting the quality of postgraduate training. In the training of part-time master of education postgraduates, due to the short time of concentrated study in school, postgraduates will return to work most of the time, resulting in a lack of effective communication and guidance between supervisors and postgraduates. Although telephone communication and online communication have effectively narrowed the social distance between tutors and graduate students, due to

* Corresponding author: suxiaoguang925@163.com

subjective and objective factors, there is still a lack of good interaction between tutors and graduate students, especially the influence of the school's academic atmosphere, and effective academic exchanges and communication with tutors and classmates.

After the postgraduate returned to their posts, due to the impact of the international situation in recent years, workers in some industries have heavy tasks, and they often fail to have proper academic communication with their supervisors for a period of time due to the implementation of a major task. Due to the influence of the particularity of their industry work, they have limited time and experience to devote to their studies, mainly using vacation or spare time to study. Due to the busy daily work, we can not ensure that we have enough energy to study, which seriously affects the learning effect and is not conducive to improving the quality of part-time education postgraduate training. Most colleges and universities generally adopt decentralized training for part-time graduate students, which not only leads to a weak sense of belonging of students to the school, but also makes supervisors unable to fully understand the situation of students in a timely manner and give targeted guidance, reducing the quality of graduate students' learning. In the absence of effective guidance from tutors, it is difficult for graduate students to ensure the learning effect, thus affecting the quality of graduate training [4].

2.2 The Influence of the Difficulties in Writing Papers

Academic thesis is one of the important indicators to measure the degree of mastery of the major. After the thesis passes the oral defense and evaluation, the graduate will be awarded the corresponding degree. In China, the main links in the training process of full-time professional master's degree students include curriculum learning, professional practice and dissertations [5]. The training process of part-time graduate students in domestic colleges and universities is similar to that of full-time graduate students, which is also a common phenomenon in the training process of most domestic colleges and universities, and even the training process and mode of some professional colleges and universities are more strict and standardized than other colleges and universities. In the process of cultivating part-time graduate students, colleges and universities require students to ensure their study time at school to take postgraduate courses, and to meet the corresponding credit requirements after completing courses, so as to conduct mid-term assessment and thesis proposal review. However, the writing and completion of the academic papers of part-time postgraduates have always been a key problem puzzling students and tutors. The main reason is the contradiction between work and study, and the secondary reason is the evaluation of students' degree papers, application of academic background, academic atmosphere, etc. Whether the students' working background matches the research direction of the tutors, and whether students have enough

learning time to devote to the research of academic papers, All kinds of primitives lead to students' failure to successfully complete the research and writing of academic literary theory, which leads to students' failure to successfully obtain degrees.

At present, the evaluation of professional master's degree thesis is similar to that of academic master's degree in domestic universities to varying degrees. For example, the evaluation elements of professional dissertations by peer experts outside the university are the same as those of academic master's theses. A review of part-time training programs at this stage shows that most of them are based on full-time talent training programs and do not fully consider the special circumstances of part-time postgraduates. In the process of implementation of the talent training system, it gradually presents a situation that is incompatible with the characteristics of part-time postgraduates [6]. The thesis requirements and evaluation needs of part-time and full-time graduate students are different, so as to adapt to the needs of training high-level talents for the country in the new era, and enable students to graduate smoothly and obtain degrees as required.

3 Countermeasures for Strengthening the Training Quality of Part time Postgraduates

3.1 Strengthen the characteristic development of the training program

In the process of training and evaluation, some colleges and universities have paid more attention to students' ability to solve practical problems, emphasized the application orientation of graduation thesis, and included research reports, product development, case analysis, etc. into the concept of graduation thesis. However, it is difficult to effectively implement at the level of colleges and departments, and the actual assessment and evaluation still follow the old and mature evaluation methods for academic degree graduates. Some colleges and universities still focus on curriculum teaching in their curriculum design. They have arranged more curriculum learning requirements in the limited learning years, and failed to properly balance the relationship between curriculum learning and practical practice [7]. Taking the engineering management major as an example, the training and management of part-time graduate students has its distinctive characteristics. The part-time students come from students with many years of work experience. They concentrate on attending the school for two months each semester to study in the classroom. In the first year, they need to take enough credits. In the second year, they need to devote considerable energy to writing their graduation papers. Because there is more time no longer in school, As a result, the practical investment in the industry is relatively limited, which is not conducive to cultivating students' ability to solve practical problems. This situation requires that students' research direction be

closely related to their posts, and that their dissertation assessment be combined with their work content, and that research reports, case studies and other dissertation assessment situations be implemented to form a multifaceted assessment of their academic level and award degrees.

3.2 Strengthen the whole process supervision of the training process

In the training process of part-time graduate students, it is essential to monitor the training process. Improving the assessment method is one of the important measures, which can play a certain role in encouraging and supervising graduate students. For example, the participation in academic reports, literature review, etc. can be included in the assessment scope to urge them to learn relevant knowledge and participate in relevant activities [8]. In the assessment, we should always adhere to the principle of fairness, adjust and optimize the assessment methods in combination with the characteristics of part-time postgraduates, and increase the elimination so as to attract the attention of postgraduates and encourage them to actively participate in various activities. In the aspect of thesis writing, more efforts should be made to monitor and ensure the academic quality of the thesis. In addition, we should further strengthen the reform of the training process and strive to break away from the shackles of the full-time postgraduate training model. For part-time graduate students, their learning time is not fixed, so the flexibility of the supervision mechanism of the training process should be guaranteed. We can adopt diversified forms to strengthen the management of part-time postgraduates to ensure that the training process is more scientific and reasonable. The background of the Internet era provides a new idea for the training of part-time postgraduates, which can be enhanced by relying on the convenience of the Internet. In order to play a good role in constraining it, we can use network punch in. This can not only increase the sense of belonging of part-time graduate students, but also improve their learning effectiveness, which is of great significance to the improvement of talent training quality. It is necessary to strengthen the monitoring of the training links of part-time postgraduates. The curriculum assessment, topic opening review, mid-term assessment, blind review, defense and other links of part-time postgraduates should be comprehensively and purposefully controlled to ensure that each link is not omitted or become a mere formality, and ensure the training quality of part-time postgraduates. It is also necessary to strengthen the management of part-time postgraduates. The school and tutors should establish a complete attendance and feedback system for part-time postgraduates on the job. They are required to check their attendance regularly or punch in online, and meet with tutors regularly to report their learning and scientific research achievements, so that no one is on campus, but not away from the campus [9].

3.3 Strengthen the integration of online and offline teaching

In the specific teaching, centralized face-to-face teaching is the main method, supplemented by online teaching, which can effectively supplement the teaching omission of courses and improve the teaching quality. In terms of teaching methods, online classes, distance learning, and courses can be used to solve the problems that part-time postgraduates may not be in school and have insufficient time. In the training plan for part-time postgraduates, it can be clearly proposed that online and offline teaching should be combined with curriculum arrangement and assessment. Online teaching can reduce the fragmentation of part-time postgraduates' learning time and the conflict between learning and working time, and facilitate teachers' teaching and students' learning, but this does not mean that online teaching can completely replace direct face-to-face teaching for the professional curriculum [10]. In the online era, we should pay attention to the digital literacy of college students, accurately grasp the advantages and disadvantages of the two teaching methods, make them complement each other, and strive for maximum effect [11]. Judging from the current trend, online teaching will still be a major learning method for part-time graduate students for a long time to come. However, it is still difficult to control the assessment of online courses and completely eliminate cheating. Therefore, it is recommended to refer to the course assessment methods of many universities at home and abroad, and replace the course examination in the form of a course paper for part-time graduate students. The first, there is no inconsistency between time and space in course papers. Teachers can even designate multiple topics for students to choose freely and reserve enough time [12]. The second, course papers not only test students' understanding of the course, but also test students' basic learning quality and research ability improvement in data collection, literature study, paper sorting and other postgraduate students.

3.4 Strengthen the in-depth implementation of the "double tutorial system"

Tutors are the first responsible person for graduate education management. In the whole learning process of graduate students, the role of tutors is irreplaceable [13]. It is necessary to further clarify the responsibilities and authorities of the first and second tutors, strengthen the management optimization of the "double tutor system", and expand and strengthen the selection and employment of external tutors, especially to expand the scale of external tutors, Or a tutor with higher practical experience in the professional field. These off campus tutors, as the second tutors to guide graduate students, can effectively improve the practical ability of graduate students in academic research and clarify the outstanding advantages of research direction. External tutors can also provide guidance for graduate students to write their dissertations, which can also make graduate students' dissertations have the support of practical aspects and real background, and the direction and purpose of

research have more practical significance. While giving full play to the role outside the school, it is necessary to clarify the responsibilities of outside practice tutors, build a cooperation platform for inside and outside practice tutors, and provide opportunities for tutors to cooperate. The school should actively improve the collaborative training system, actively cooperate with leading organizations in the industry such as joint enterprises and research institutions, deeply implement the "double tutorial system" joint training mode, and provide sufficient development space for both parties to establish scientific research practice projects and promote the transformation of theoretical achievements. In the process of combining theory with practice, the two sides have sprouted new discoveries and new methods to promote the improvement of part-time master training quality.

3.5 Strengthen the construction of academic discussion atmosphere

In the past, due to the current situation and characteristics of part-time postgraduate training, tutors often did not pay enough attention to such students, and some tutors gave less guidance and communication to part-time postgraduates. Under the requirements of the new era, tutors should strengthen academic guidance and practical guidance for part-time postgraduates, change the guiding concept, and treat part-time postgraduates and full-time postgraduates equally. At the same time, we should make full use of holidays, winter and summer vacations to guide them, so as to ensure that part-time graduate students can achieve adequate academic level and master the research theory, research methods and research skills they should have. In addition, the school should make full use of the existing resources and conditions to carry out targeted academic exchange activities in the school, such as inviting on-the-job graduate students who have achieved results in their posts to make practical reports, etc., to promote the experience exchange between part-time graduate students, create an academic atmosphere, improve their enthusiasm for learning, strengthen their original purpose of learning, and improve their academic quality [9]. At the same time, it is necessary for instructors to explore different ways of guidance. For example, in the training of part-time postgraduates, it is necessary to focus on some practical problems encountered in the work. In addition, the tutor can establish a cooperative relationship with the school based on the research characteristics of his own project and the training characteristics of part-time graduate students. If possible, he can arrange students to go to relevant enterprises, research institutions and colleges for research on holidays. For students' daily study and scientific research, they can communicate through telephone conference, video conference and other forms.

3.6 Strengthening the Construction of Postgraduate Teaching Team

High quality teachers are the key to the development of a school, which largely determines the level of school education and the quality of student training. Therefore, it is an effective way to improve the teaching quality of part-time masters of education to build a team of high-level, high-quality and professional graduate teachers [14]. According to the survey, students generally reflect that teachers' teaching content is not closely connected with the current situation of basic education. This is mainly because the research field of teachers is not basic education, which leads to obvious disconnection between theory and practice [15]. The teaching teams of education, engineering management and other part-time graduate students all have similar problems. How to solve these problems or how to solve them? First of all, define the appointment criteria of part-time postgraduate teaching team teachers, select teachers with relevant professional experience and rich teaching experience, and control the selection of teachers and the evaluation of teaching quality. Secondly, from the perspective of teacher training, teachers in the existing teaching team should be trained and upgraded in a hierarchical manner, focusing on improving the theoretical research ability and practical teaching level in the corresponding professional fields, so as to promote the teaching quality of graduate students. Finally, from the perspective of stabilizing the teaching team, we will provide high-quality security services, good incentives, good academic atmosphere and many other measures for teachers in the teaching team, which will provide necessary guarantees for the teaching team to improve its teaching ability and scientific research level. Finally, a part-time postgraduate teaching team with high level and quality will be realized, and the postgraduate training and teaching quality will be improved.

4 Conclusions

There are many factors affecting the training quality of part-time postgraduates, among which the main problems such as the contradiction between work and study, the difficulty in selecting topics and writing papers are the reasons that affect the training quality. Moreover, the training colleges need to constantly explore, improve and perfect the training mode of part-time postgraduates in the process of postgraduate training. In the actual training process, we should not only explore the reasons that affect the quality of postgraduate training, but also scientifically and reasonably explore and analyze the training path in combination with the students' current situation and social environment, and solve many practical problems such as the contradictions between the courses and work of part-time postgraduate students, the difficulties in selecting topics and writing dissertations, and help students solve many contradictions and problems in the process of postgraduate learning. We will effectively

improve the efficiency and quality of part-time postgraduate training.

References

1. Zhou Chang, Chen Sisi. Analysis of the problems in the training of part-time professional master's degree students under the new situation [J]. Science and Education Guide (Mid term), 2020(2):19-20. (Chinese)
2. Bai Xuehua. The influencing factors and countermeasures of the training quality of part-time education postgraduate [J]. Journal of Changchun Normal University, 2022 (9): 139-141. (Chinese)
3. Ye Fei, Tian Peng, Yin Junyao Research on the training mode of part-time education masters from the perspective of system science theory: taking the "dual type" training mode of Central China Normal University as an example [J]. Journal of Higher Education Research, 2020(1):72-77. (Chinese)
4. Yu Xia, Mao Yuxiao. Research on the Quality Assurance System for the Cultivation of Non full-time Education Masters [J]. China Adult Education, 2020 (5): 35-41. (Chinese)
5. Jin Yan. Research on the Methods of Improving the Classroom Teaching Quality of Full time Professional Postgraduates [J] Education Modernization, 2018 (5): 143-144. (Chinese)
6. Lu Xiangyou, Pan Yuyang. The path to improve the quality of part-time postgraduate education under the new policy [J]. Journal of Hefei Normal University, 2019 (4): 98-100. (Chinese)
7. Feng Lu, Zhang Zirui, Liu Yuxiao. Analysis of the current situation and future development of professional degree graduate education [J]. Beijing Education (Higher Education), 2021(8): 15-18. (Chinese)
8. Yu Yue. Research on the Status Quo of the Cognition of the Training Quality of Full time Master of Education Postgraduates in Liaoning Province [D]. Shenyang: Shenyang Normal University, 2018. (Chinese)
9. Liu Xiaoyong, Chen Huimin, Cai Xiaowei, Ma Jing. The status quo of part-time postgraduate education and improvement measures [J]. New West, 2018 (6): 136-137. (Chinese)
10. Bi Zhongqin, Li Yongbin, Liu Zhibin. Research on online and offline mixed teaching mode for part-time graduate students [J]. Heilongjiang Education (Theory and Practice), 2020 (11): 64-67. (Chinese)
11. Wang X, Wang Z, Wang Q, Chen W, Pi Z, Supporting Digitally Enhanced Learning Through Measurement Higher Education: Development and Validation of a University Students Digital Competence Scale[J].Journal of Computer Assisted Learning, 2021(4):1-14.
12. Shi Yang, Wang Jiyun. Review and Reflection on the Cultivation System of Part time Postgraduates [J]. Education and Teaching Forum, 2021 (12): 34-37. (Chinese)
13. Mao Tian, Tang Xinsheng. Discussion on the pluralistic training mode of part-time graduate students [J]. University, 2021 (11): 46-48. (Chinese)
14. Yuan Bentao, Li Guanhe, Wang Dingming. Research on the characteristics of professional degree talent training mode - based on the perspective of classification [J]. Research on Higher Engineering Education, 2015 (2): 56-61. (Chinese)
15. Song Xuening. Research on the Cultivation Mode and Improvement Strategy of the Non full-time Master of Education : Taking the Education Management Major of Q University as an Example [J]. Shandong Higher Education, 2021(3): 39-44. (Chinese)