

# The Key Success Factors of Sino-Foreign Educational Cooperation in Art Colleges and Universities Under Liaoning Province

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## Abstract

Driven by economic globalization and increasing social demand, Sino-foreign cooperative education has expanded rapidly. Yet, the overall quality and impact of such initiatives across the country remain modest. The efficacy of Sino-Foreign educational cooperation is contingent not only on the stringent management of educational administrative bodies and comprehensive legal frameworks but also on the internal management and operations of the institutions themselves. While external improvements take time, individual institutions can rapidly enhance their educational quality by optimizing internal factors.

The objectives of this research were: (1) to explore key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province; and (2) to verify key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province; and (3) to develop managerial guidelines for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

The research was a mixed methodology research. Population was the research consisted of 236 college administrators 1876 teachers in 5 colleges and universities under Liaoning Province the People's Republic of China, totalling 2112. The sample size was determined by Krejcie and Morgan's Table (1970), obtained by stratified random sampling technique sampling method, totalling 325. The key informants were composed of 15 key informants, including Chinese senior administrators of Sino-Foreign educational cooperation in art colleges and universities, Foreign senior administrators of Sino-Foreign educational cooperation in art colleges and universities, teachers from Sino-Foreign educational cooperation, and policy maker from the government education department, obtained by purposive sampling method. The instruments used for data collection were a semi-structured interview form, a five-point rating scale questionnaire, and a Focus Group Discussion form. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation and Exploratory Factor Analysis, as well as the content analysis was employed.

The research findings revealed that: (1) there were seven components and 96 variables of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. (2) verified the 96 variables that are the key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province; and (3) there were total of 31 managerial guidelines of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

Based on these findings, the study concludes that a robust understanding and implementation of the identified variables and managerial guidelines are crucial for maximizing the success of Sino-Foreign educational collaborations in art colleges and universities under Liaoning Province. This comprehensive framework not only facilitates

better management practices but also enhances the overall quality and effectiveness of these cooperative educational programs.

**Keywords:** Sino-Foreign educational cooperation; Key success factors; Liaoning Province

## Introduction

Economic globalization and the internationalization of higher education have become global development trends. Since the reform and opening up in 1978, the reform of China's economic system has provided strong momentum for the development of higher education, leading to its rapid expansion. The emergence of new education models, such as independent colleges and Sino-Foreign cooperative programs, has effectively improved the quality of higher education in China (Cai & Mao, 2013 : 10-17). Globalization has accelerated the sharing of educational resources and the circulation of information, promoted cultural exchanges and demanded new standards in inclusiveness, diversity, and cross-cultural communication. The progress in communication and information technology has greatly facilitated the development of distance education and digital learning. Educational institutions actively introduce international courses and programs, fostering the international mobility of students and faculty while advancing academic collaboration.

The new goal for higher education development in the new era is high-quality growth, which aligns with the new economic and societal development direction. As of the end of 2022, there are 2,356 Sino-Foreign cooperative institutions and projects at the undergraduate level or above, cooperating with thousands of global universities, with a total of 550,000 students enrolled domestically. This model has become a significant part of China's education system and an essential driver of opening up higher education, meaning previous standards no longer apply to the current stage (Han, 2023).

In recent years, Chinese higher education has shown rapid growth in scale, quality, internationalization, and innovation. The transformation from elite to mass education is accompanied by the establishment of new universities and expanded enrollment. Liaoning Province, as a key region in northeastern China, has unique advantages in Sino-Foreign cooperation through its art colleges. By introducing international cooperation and teaching resources, these art colleges have enhanced the exploration of local culture, interdisciplinary integration, and innovation capacity, promoting cultural preservation and international exchange. Art education emphasizes creativity, personal expression, and cultural diversity, which are crucial for nurturing critical and innovative thinking.

Li & Wang (2021) emphasize the importance of developing an international curriculum that integrates global perspectives with local relevance. Wang (2011) supports the adoption of standardized management practices to tackle the unique challenges that educational institutions face in maintaining quality across different cultural contexts. Wang & Zhang's (2023) theory on the "stress-adaptation-growth" process in cross-cultural settings, highlighting the dynamic adaptations necessary in Sino-Foreign educational cooperation. Zhao (2019) identifies key trends and challenges in Sino-Foreign educational cooperation. Huang & Yun & Long (2022) highlight the importance of a strong management system for international faculty in enhancing the integration and overall effectiveness of Sino-Foreign educational cooperation.

This research aims to explore the key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. Since existing research mainly focuses on STEM subjects, there is relatively limited research on art education. Through surveys and analyses, this study seeks to provide suggestions on student quality, teaching courses, strategic management, cultural adaptation and integration, collaboration mechanisms, teacher quality, policy environment and social Impact.. Evidence-based strategies and guidelines will be formulated to improve teaching quality, employability, and innovative capacity, thus enhancing international cooperation and the influence of art colleges.

### **Research Objectives**

- (1) To explore key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.
- (2) To verify key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.
- (3) To develop managerial guidelines for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

### **Literature Review**

The literature on Sino-Foreign cooperative education underscores its critical role in the evolving landscape of global education, emphasizing the need for robust management practices and supportive regulatory frameworks to ensure quality and effective integration of diverse educational models. Research highlights the significance of internal management within educational institutions and the adaptation of policies to meet cross-cultural demands. This body of work calls for a strategic reevaluation of administrative governance and operational strategies to enhance the effectiveness and sustainability of these international partnerships, advocating for a dynamic adaptation to global educational trends and international relationships.

## Research Framework

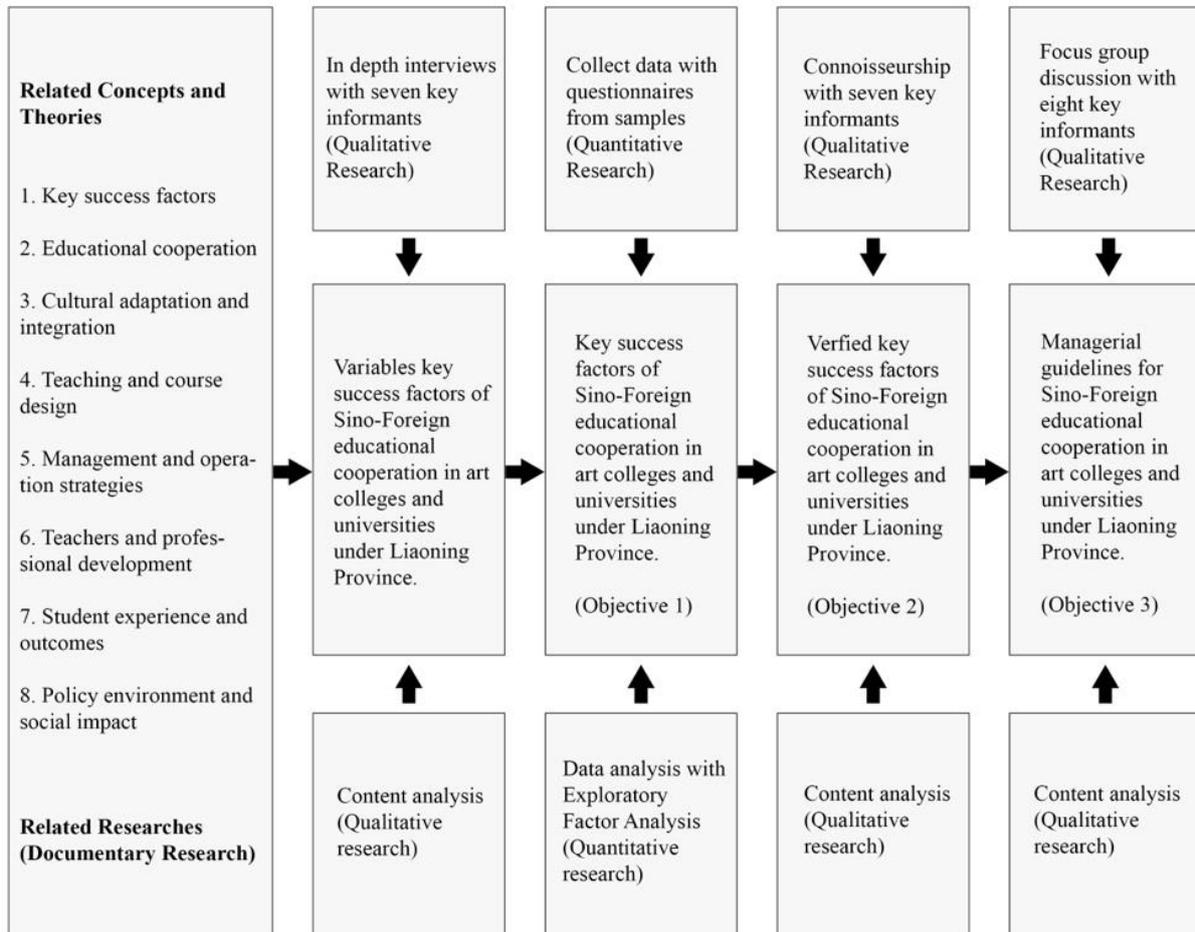


Figure 1: Research Framework

## Research Methodology

The research was mixed methodology design which were comprised of quantitative and qualitative research. The research procedures consisted of four steps:

Step 1 Determining the variables of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. It was qualitative research. First, from review of literature, the researcher has studied variables from related concepts, principles, theories, and related research concerning with key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province and summarized key success factors. Secondly the researcher employed semi-structured interview form with 7 key informants. Purposive sampling method was employed. Data collection was performed by the researcher and the collected data was analyzed by content analysis.

Step 2 Exploring the components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. It was quantitative research. The researcher used the variables of the key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province's from step (1), prepared a questionnaire as a tool, and collected sample data in order to identify the components of the key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. The population consists of 2112 people, who are 236 administrators and 1876 teachers from 5 Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. The sample total of 325, consists of 52 administrators and 273 teachers. The researcher uses Krejcie and Morgan's Table (1970) to determine the sample size, and Obtained by stratified random sampling technique (proportional sampling technique, and simple random sampling technique).

The researcher employed a questionnaire. Instrument was developed from step (1) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was  $\geq 0.60$ . For the reliability, it was analyzed by Cronbach's Alpha at  $\geq 0.80$ . The instrument, key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province required the respondents to determine the degree to which each statement reflecting the Components of Effectiveness. Each statement was to measure on a 5-point Likert's scale (1932).

The questionnaires were sent by online, mail, and researcher. The data of demographic variables was analyzed by descriptive statistics, frequency, and percentage. The variables of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province were analyzed by descriptive statistics; arithmetic mean ( $\bar{x}$ ) and Standard Deviation (S.D.). The components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province were analyzed by Exploratory Factor Analysis (EFA).

Step 3 Verifying key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. It was qualitative research. Use step (2) exploring the components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province, use the connoisseurship method to verifying key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. The research has prepared connoisseurship from to conduct interview from seven key informants. They are familiar with the development and operation of Sino-Foreign educational cooperation and have been engaged in related fields for more than 15 years, and purposive sampling method was used. Connoisseurship form was moderated by researcher. The data from connoisseurship was analyzed by content analysis.

Step 4 Developing the managerial guidelines on Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. It was qualitative research. Use step (3) verifying key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province, use the focus group discussion method to formulate guidelines for the successful management of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. The key informants are composed of eight people. They are familiar with the development and operation of Sino-Foreign educational cooperation and have been engaged in related fields for more than 15 years, and purposive

sampling method was used. Focus group discussion form was moderated by researcher. The data from focus group discussion was analyzed by content analysis.

## Research Results

**Research Objectives (1)** To explore key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

From review of literature, the researcher has studied the scope of content from related concepts, principles, theories, and related research concerning with key success factors of Sino-Foreign educational cooperation in art colleges and universities. From the outline of the scope of content from review of literature and related research, there were seven main variables, and quite a number of sub-variables generated therefrom. Then, the research has prepared semi-structured interview from to conduct interview from 7 key informants. As result, total 108 variables were found and prepared a research instrument as a five-point rating scale questionnaire. The quality of instruments has been verified by Content Validity and Reliability. For Content Validity of questionnaire, the researcher has sent a questionnaire to five experts for verification. As a result, it was found that there were 99 items of questionnaire. The researcher has sent out 30 questionnaires to collect data from non-samples in order to consider a result of reliability. Cronbach's alpha coefficient on or above 0.80 means adequate reliability to determine the internal consistency or average correlation of items in a research instrument to measure reliability of the questionnaire. As a result, Cronbach's alpha coefficient was at 0.950 which can be used to describe the reliability of questionnaire.

In this step, 325 questionnaires were distributed, and all questionnaires were effectively recovered, with an effective response rate of 100%.

Part I: Result of Data Analysis on Questionnaire: Demographic Information.

The respondents of this research come from college administrators and teachers in 5 Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

Part II Result of Data Analysis on Questionnaire: variable analysis of components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. That overall, 99 questions the arithmetic mean ( $\bar{x}$ ) was between 3.09-3.87, indicating that the respondents have an opinion on the level value of the variable by the arithmetic mean ( $\bar{x}$ ) was all high, Standard Deviation (S.D.) was between 0.72 -1.30, indicating that respondents have quite different opinions on the variable. Perform descriptive statistical analysis on all scale questions, the maximum and minimum values were between 1-5, indicating that there were no extreme values, and the average of arithmetic mean ( $\bar{x}$ ) was 3.37, indicating that the agreement was high. The average of Standard Deviation (S.D.) was 0.43, indicating that it basically conformed to the normal distribution.

Part III Data Analysis Result on Section III of Questionnaire: Exploratory Factor Analysis of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

1. KMO-Meyer-Olkin and Bartlett's Test

**Table 1** Shows KMO-Meyer-Olkin and Bartlett's Test

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.912
Bartlett's Test of Sphericity	Approx. Chi-Square	71715.822
	df	4851
	Sig.	0.000

It was summarized that the KMO test results of the data collected from the research were .912. Kaiser and Rice studied KMO to measure the suitability of the data on whether factor analysis techniques should be used and concluded that if KMO values  $\geq 0.8$ , then the data set could use factor analysis well. Therefore, this set of data was suitable for good Factor Analysis. Testing the relationship between variables by statistical values, Bartlett's Sphericity Test at statistical significance (Sig  $0.000 \leq 0.05$ ) indicated that there was the coefficient matrix of variables. Therefore, the resulting information was appropriate to conduct further factor analysis.

2. Data analysis result on questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

In this phase, the analysis conducted factor extraction using Principal Component Analysis (PCA) with orthogonal and varimax rotations. The criteria for considering factors included: (1) factor loadings of 0.70 or higher, which were deemed practically significant, (2) eigenvalues exceeding 1, in line with Kaiser's Criterion, and (3) the presence of more than three components as per Hatcher's guidelines. Following these criteria, the analysis determined the number of components and the explained variance of the variables, as detailed in Table 2.

**Table 2** Shows data analysis result on questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

<b>Components</b>	<b>Rotation Sums of Squared Loadings</b>		
	<b>Eigenvalues</b>	<b>Percentage of Variance</b>	<b>Percentage of Cumulative</b>
1	14.448	14.594	14.594
2	14.183	14.326	28.920
3	13.798	13.938	42.858
4	13.030	13.162	56.020
5	12.668	12.796	68.815
6	7.629	7.706	76.521
7	7.442	7.517	84.038

From Table 2, it was summarized that the number of components of cultivation of cultural and creative industry talents to art design majors in colleges and universities under Liaoning province. It was found that there were seven components with an Eigenvalues greater than 1. When rotating the axis, it explained a total variance of 84.038 percent. It was generally

believed that the total variance interpretation rate of the extracted factors was greater than 60%, indicating that sufficient information has been extracted. The validity of the scale was considered to be good.

3. The factor loading, variables described in each of the main components after rotating the axis.

**Table 3** Shows components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

Order	Components	Number of Variables	Factor Loading
1	Components1	15	0.893-0.986
2	Components2	16	0.807-0.984
3	Components3	15	0.837-0.955
4	Components4	14	0.862-0.985
5	Components5	14	0.844-0.976
6	Components6	11	0.750-0.919
7	Components7	11	0.702-0.905
	Total	96	0.702-0.986

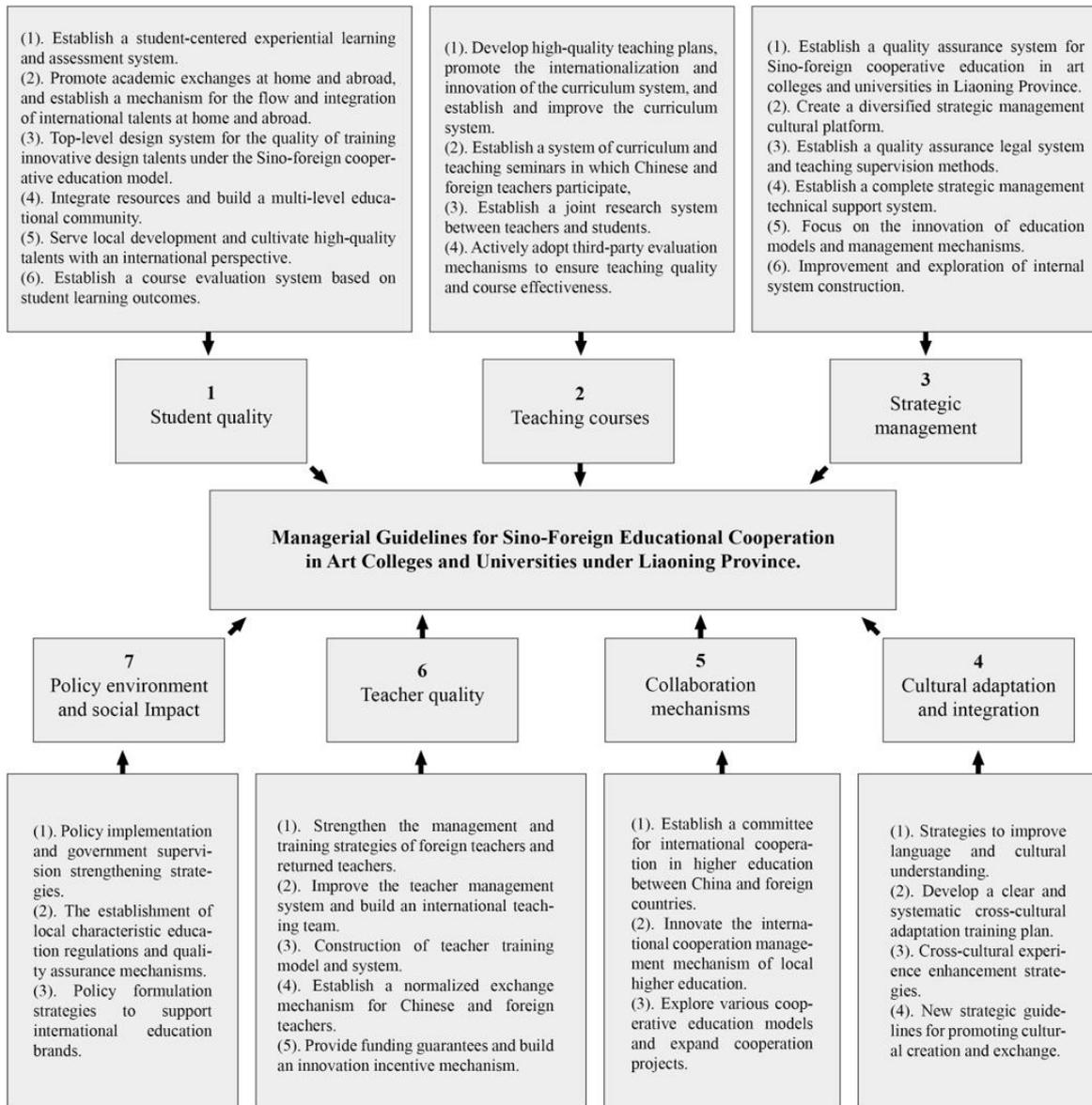
Based on the results of the analysis of components of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province using Exploratory Factor Analysis. There were seven components and 96 variables of key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province which consisted of student quality, teaching courses, strategic management, cultural adaptation and integration, collaboration mechanisms, teacher quality, policy environment and social Impact.

**Research Objectives (2)** To verify key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

In the rigorous verification of the 96 key success factors for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province, the research facilitated a comprehensive validation through expert connoisseurship. These experts were integral in reaffirming the importance and applicability of each variable across multiple components of educational cooperation. This connoisseurship not only validated the identified success factors but also enriched the understanding of how nuanced interplays between these factors contribute to the thriving of international educational collaborations. The expert validation provided a strong foundation for future strategic developments, ensuring that initiatives are grounded in proven success determinants.

**Research Objectives (3)** To develop managerial guidelines for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

The focus group discussion was moderated by the researcher. According to the results of research objective 2, the focus group discussion consisted of seven components. It included student quality, teaching courses, strategic management, cultural adaptation and integration, collaboration mechanisms, teacher quality, policy environment and social Impact. In an atmosphere of equality and relaxation, the experts had a full and detailed discussion and deduced the development direction of research objective 3, the managerial guidelines on Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. In the end, 31 management guidelines were proposed for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. Consisted of (1) Establish a student-centered experiential learning and assessment system; (2) Promote academic exchanges at home and abroad, and establish a mechanism for the flow and integration of international talents at home and abroad; (3) Top-level design system for the quality of training innovative design talents under the Sino-Foreign educational cooperation model; (4) Integrate resources and build a multi-level educational community; (5) Serve local development and cultivate high-quality talents with an international perspective; (6) Establish a course evaluation system based on student learning outcomes; (7) Develop high-quality teaching plans, promote the internationalization and innovation of the curriculum system, and establish and improve the curriculum system; (8) Establish a system of curriculum and teaching seminars in which Chinese and foreign teachers participate; (9) Establish a joint research system between teachers and students; (10) Actively adopt third-party evaluation mechanisms to ensure teaching quality and course effectiveness; (11) Establish a quality assurance system for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province; (12) Create a diversified strategic management cultural platform; (13) Establish a quality assurance legal system and teaching supervision methods; (14) Establish a complete strategic management technical support system; (15) Focus on the innovation of education models and management mechanisms; (16) Improvement and exploration of internal system construction; (17) Strategies to improve language and cultural understanding; (18) Develop a clear and systematic cross-cultural adaptation training plan; (19) Cross-cultural experience enhancement strategies; (20) New strategic guidelines for promoting cultural creation and exchange; (21) Establish a committee for international cooperation in higher education between China and foreign countries; (22) Innovate the international cooperation management mechanism of local higher education; (23) Explore various educational cooperation models and expand cooperation projects. (24) Strengthen the management and training strategies of foreign teachers and returned teachers. (25) Improve the teacher management system and build an international teaching team. (26) Construction of teacher training model and system. (27) Establish a normalized exchange mechanism for Chinese and foreign teachers. (28) Provide funding guarantees and build an innovation incentive mechanism. (29) Policy implementation and government supervision strengthening strategies; (30) The establishment of local characteristic education regulations and quality assurance mechanisms; (31) Policy formulation strategies to support international education brands.



## Discussion

### 1. Discussion about major findings of objective 1

The successful integration of these components emphasizes the complexity and systematic nature of Sino-Foreign educational cooperation, revealing its central role and broad influence in higher art education. The key to the success of Sino-Foreign educational cooperation lies in its ability to integrate the advantages of different education systems and cultural backgrounds to create an inclusive, mutually beneficial and win-win educational environment. This cooperation not only improves the quality of teaching and academic exchanges, but also promotes cultural understanding and the expansion of international perspectives. Especially in the field of art and design education, cross-cultural education models can greatly enrich students' creativity and innovation abilities. The success of educational cooperation also relies on effective management and operational strategies, which include the flexibility to adapt to different education systems, strengthening internal and external quality assurance systems, and establishing sound supervision and evaluation mechanisms. In addition, cultural adaptation and integration strategies are also crucial to improving the quality of interaction between foreign and local students and teachers, and enhancing mutual understanding and cooperation. In addition, the policy environment and social influence are also important factors for the success of Sino-Foreign educational cooperation. Good policy support can not only provide necessary resources and guidance, but also provide a stable external environment for the long-term development of cooperative projects. Society's acceptance and support of this education model, especially today with increasingly frequent cultural exchanges and international cooperation, is the key to improving the success rate of the project. Therefore, the research results of these seven parts are of great significance to the key success factors of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province.

Component 1: Student quality. This research finding was in accordance with the theories or research of B. Joseph Pine II and James H. Gilmore, Bi Chongyi (2006 : 76-78), which emphasize the experiential aspect of education as essential in modern learning environments. Their framework supports the idea that engaging educational experiences can significantly enhance learning outcomes. Also, the findings were in the same direction with Zhao (2016 : 34-56), who argue that student-centered educational philosophies and quality teaching are crucial for higher education success.

Component 2: Teaching courses. This research result is consistent with Li (2020, p.113-124) international curriculum construction theory, which emphasizes the necessity of building a complete international curriculum system and points out that this is the basis for improving the quality of educational cooperation. Also, these findings are consistent with Wang, 2018 (92 -93) research direction on blended learning, who proposed that blended learning models can effectively enhance students' autonomy and lifelong learning abilities. Also, from Kayvan Khadjooi et al. (2011 : 116-119) analysis of Gagné's instructional design model, it can be seen that a systematic approach to designing instruction through specific "teaching events" to achieve specific learning outcomes is not consistent with the outcomes of curriculum design in this study. Orientation is highly relevant. This approach not only optimizes the teaching process, but also improves the quality of education through clear learning conditions and systematic teaching activities.

Component 3: Strategic management. This finding is consistent with Taylor's scientific management theory, which emphasizes optimizing management efficiency through scientific principles, and this is also supported by Fu (2004 : 108-109) study, which shows that the application of scientific management is also feasible in the field of education. Furthermore, these findings are consistent with Fayol and Weber's management theories, which emphasize the centrality of planning, organization, command, coordination, and control in effective management. Also, from the studies of Wang (2011 : 8-9), it can be found that the application of total quality management (TQM) in educational management is crucial to improving the overall quality of educational cooperation projects. The implementation of this management concept not only involves the guarantee of teaching quality, but also involves every participant in the education system.

Component 4: Cultural adaptation and integration. This research aligns with the theories proposed by Berry (1990 : 232-253), who outlined models of cultural adaptation emphasizing the strategies individuals use to maintain their cultural identity and establish relationships within mainstream society. Furthermore, these findings corroborate with Wang & Zhang (2023 : 138-147) exploration of the dynamic growth process in cross-cultural adaptation, highlighting the "stress-adaptation-growth" model and the importance of communication abilities in host environments. Also, the results resonate with Ward, Bochner, & Furnham (2001, p.43-44) research on cultural adaptation processes, which identify cultural contact and cross-cultural transformation as critical events influencing both psychological and sociocultural adaptation outcomes.

Component 5: Collaboration mechanisms. This research aligns with the foundational concepts introduced by Gong & Zhao (1987 : 29-35) regarding the dual significance of "higher education internationalization," which involves cultivating a global perspective and training global talents. Furthermore, the multifaceted views on higher education internationalization as discussed by Chen (1997 : 57-61) resonate well with the findings, underscoring the importance of activities, capabilities, ethos, and processes in achieving internationalization goals. Also, Zhao, 2019 (9-10+64) insights on the localization of transnational higher education in China highlight how international educational practices are integrated into local contexts, reflecting similar directions as identified in the research. This adaptation is crucial for the success of Sino-Foreign educational programs, as it ensures that the programs are relevant and beneficial to the local educational landscape while maintaining global standards.

Component 6: Teacher quality. This research is in accordance with Xia (2018 : 171-173), who emphasized the necessity of cross-cultural communication skills among teachers and the importance of building excellent international teaching teams. Additionally, the dual teacher quality concept highlighted by Xia (2018 : 171-173) resonates with the findings, suggesting that teachers need to engage in practical experience and research projects to enhance their capabilities and contribute to the integration of industry and academia. Also, from the perspective of Shen (2017, p.7), the necessity for ongoing teacher training as a part of continuing education was reaffirmed, emphasizing professional development as a dynamic and personalized process. This is crucial for keeping teachers up to date with the latest developments in their fields and pedagogical strategies.

Component 7: Policy environment and social Impact. This research aligns with the work of Gao (2008 : 19), who noted that educational policies are a subset of public policies formulated primarily by the government and governing bodies to foster educational development and individual growth. Also, insights from the study by Du (2015 : 14-21) reveal

the strong support from national policies since 2004 for diversifying educational cooperation forms and advancing the introduction of high-quality educational resources. This aligns with the research findings highlighting the crucial role of policy in facilitating resource integration and educational reform.

## **2. Discussion about major findings of objective 2**

In the rigorous verification of the 96 key success factors for Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province, the research facilitated a comprehensive validation through expert connoisseurship. The findings from these discussions highlighted the critical role of student-centered learning experiences, the integration of international teaching standards, and the importance of robust management strategies. Moreover, the adaptability to cultural differences and the strategic planning of educational cooperation were confirmed as pivotal to the success of these programs. Each variable was scrutinized and endorsed, underscoring their significance in enhancing the quality and effectiveness of educational partnerships. This connoisseurship not only validated the identified success factors but also enriched the understanding of how nuanced interplays between these factors contribute to the thriving of international educational collaborations. The expert validation provided a strong foundation for future strategic developments, ensuring that initiatives are grounded in proven success determinants.

## **3. Discussion about major findings of objective 3**

A comprehensive set of 31 managerial policies was developed to enhance the effectiveness and sustainability of Sino-Foreign educational cooperation in art colleges and universities under Liaoning Province. These guidelines address key areas, including student quality, teaching courses, strategic management, cultural adaptation and integration, collaboration mechanisms, teacher quality, policy environment and social Impact. They are designed to systematically improve management strategies by offering a structured approach to tackling the challenges of international educational cooperation, promote the internationalization of education in Liaoning Province, enhance its global competitiveness, and lay a solid foundation for sustainable international education partnerships.

Component 1: Student quality. This research finding was in accordance with the theories or research of B. Joseph Pine II and James H. Gilmore, Bi Chongyi (2006 : 76-78) , who described different types of experiences, highlighting the importance of educational experiences that require active participation and enthusiasm from learners. Also, the findings were in the same direction with Xue (2017 : 19), who discussed the transformative power of integrating personal and societal experiences in educational settings to foster overall development. Moreover, from the research of Cai & Dou & Zhang & Guo (2020 : 82-84), it was found that experiential learning involves an ongoing, interactive process that cultivates knowledge creation through resolving conflicts and adapting to the world, which aligns with holistic educational goals.

Component 2: Teaching courses. This research aligns with the educational theories proposed by Li (2020 : 113-124) and Li & Wang (2021 : 91-98+113), who emphasize the need for a comprehensive and cohesive international curriculum that integrates both global perspectives and local relevancies. Their work supports the creation of a curriculum that not only meets international standards but also resonates with local educational goals and cultural contexts. Also, the findings correlate with the research conducted by Wang (2018 : 92 -93), which underscores the effectiveness of blended learning environments. Blended learning, combining traditional classroom methods with modern digital tools, has proven to enhance

student engagement and learning outcomes by providing a versatile and responsive educational experience.

Component 3: Strategic management. This research aligns with the theories and methodologies proposed by Li (2019 : 12) and Xiong (2008 : 38), who emphasize the necessity of implementing Total Quality Management (TQM) throughout educational institutions to ensure comprehensive quality coverage that includes every aspect of educational delivery. The emphasis on whole-system involvement ensures that quality management is not just a top-down approach but is embedded throughout the organization. Also, the findings complement the views expressed by Wang (2011 : 8-9), who advocate for the integration of standardized management practices that address the unique challenges faced by educational institutions in maintaining quality across diverse cultural contexts. These practices include rigorous quality assurance processes and the strategic involvement of all stakeholders to maintain educational standards and adapt to regional educational demands effectively.

Component 4: Cultural adaptation and integration. This research finding was in accordance with the theories or research of Wang & Zhang (2023 : 138-147), which emphasized the dynamic process of "stress-adaptation-growth" in cross-cultural settings. Also, the findings were in the same direction with Berry (1990 : 232-253), who highlighted the psychological and sociocultural dimensions of cultural adaptation. Moreover, from the research of Tan (2013 : 184-189), it was found that structured support systems significantly enhance adaptation outcomes, corresponding to the research of Chen (2019 : 94-96) and Xu & Zhang (2023 : 41-47), who discussed the impact of cultural adaptation on educational success and personal development.

Component 5: Collaboration mechanisms. This research finding was in accordance with the theories or research of Gong & Zhao (1987 : 29-35) and Chen (1997 : 59-63), who discussed the dual significance of internationalization in higher education, focusing on the cultivation of global talent. Also, the findings were in the same direction with Zhao (2019 : 9-10+64) who identified the trends and challenges in Sino-Foreign educational cooperation. Moreover, from the research of Li (2016 : 56-60), it was found that diverse operational models in transnational education significantly affect educational quality and outreach, corresponding to the research of Lane, J. E., & Kinser, K. (2013 : 9-11), who explored different ownership models in branch campuses and their impact on academic freedom and risk management.

Component 6: Teacher quality. This research finding was in accordance with the theories or research of Xia (2018 : 171-173) who emphasized the necessity of cross-cultural communication skills and teamwork in creating exceptional international teaching teams. Also, from the research of Huang & Yun & Long (2022 : 66-68), it was found that structuring a robust management system for the international faculty supports the overall integration and effectiveness of educational cooperation. This corresponds to the research of Song (2023 : 90-92), who discussed the development of a globally competent teaching staff.

Component 7: Policy environment and social Impact. This research finding was in accordance with the theories or research of Chen (2019 : 3), who outlined the need for a well-structured, legally backed system of accreditation, approval, and evaluation to uphold educational sovereignty and public good. Also, the findings were in the same direction with Lin (2017 : 35-37), who advocated for a strategic approach to tackling the new characteristics and challenges of Sino-Foreign educational cooperation. Moreover, from the research of Shaw, A. J., Shaw, K. J., & Blake, S. (2016, p.88-105), it was found that vocational education teachers

need to adopt new strategies to overcome barriers to international collaboration and skill-sharing.

## **Recommendations**

### **1. Recommendations for Policy Formulation**

(1) **Improve Policy Transparency.** Initiate regular policy discussion forums involving education experts, partner institutions, and other stakeholders to gather diverse inputs and enhance policy acceptance.

(2) **Strengthen Policy Support.** Provide financial incentives such as tax breaks and funding to encourage foreign high-quality educational institutions to collaborate with local entities.

(3) **Encourage Diverse Cooperation Models.** Support a variety of educational cooperation models beyond traditional setups, such as online collaborations and joint research initiatives, to meet the evolving demands of global education.

(4) **Develop a Dedicated Quality Control Policy.** Establish a comprehensive quality assurance system that evaluates all aspects of educational cooperation, including teaching quality and student satisfaction.

(5) **Promote Cultural Exchange and Integration.** Organize international cultural events and exhibitions to enhance mutual cultural understanding and showcase diverse artistic achievements.

### **2. Recommendations for Practical Application**

(1) **Strengthen the Construction of Teaching Staff.** Increase the recruitment of foreign teachers to introduce diverse teaching methodologies and cultural perspectives, enhancing the international atmosphere. Enhance international training for local teachers through exchange opportunities, international conferences, and visiting scholar programs to improve their teaching skills and global understanding.

(2) **Optimize Teaching and Course Design.** Adopt blended teaching models that integrate online and traditional classroom learning to increase course accessibility and interactivity. Focus on internationalizing course content by incorporating global perspectives, international case studies, and multicultural team projects to prepare students for global competitiveness.

(3) **Improve Student Experience, Services, and Support Systems.** Strengthen academic support systems by providing personalized academic advising and enhancing library and learning resources to support research and learning needs. Offer comprehensive career development services, including career counseling, internships, and job placement assistance to help students align their education with career aspirations.

### **3. Recommendations for Further Research**

(1) **Interdisciplinary Research.** Form interdisciplinary research teams including education scholars, management scientists, cultural scientists, and psychologists to tackle the multifaceted challenges of Sino-Foreign educational cooperation. Develop a comprehensive research framework that integrates educational theory, management strategies, cultural insights, and psychological factors to assess and enhance the effectiveness of educational cooperation.

(2) **Long-Term Impact Studies.** Initiate longitudinal studies to track the long-term development of students who participate in Sino-Foreign educational cooperation, focusing on career progression, income trajectories, and career stability. Examine how educational

cooperation influences students' cultural adaptation, identity formation, and cross-cultural communication skills, providing insights into the socio-cultural impacts of these programs.

(3) Comparative Research. Conduct comparative research across different regions and countries to identify effective management models and educational strategies within Sino-Foreign cooperation.

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