

## Research On a New Type of Undergraduate Tutor System Based On "Three Repairs and Three Successes"

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**Abstract:** With the advancement of China's education reform, undergraduate mentorship has been implemented and developed, and gradually plays a positive role in the process of talent cultivation. The article analyzes the origin of the mentorship system and its implementation status quo in domestic colleges and universities, combines the actual situation of the school, analyzes the undergraduate mentorship system to adhere to the mode of "three repairs and three successes" and "four synergisms" in-depth integration of the implementation of the teacher to return to the original teaching, build the school also analyzes the actual situation of undergraduate mentorship, analyzes the mode of undergraduate mentorship which insists on the deep integration of "three repairs, three successes" and "four synergies", implements the return of teachers to the original intention of teaching, builds the "full coverage, full participation", innovates undergraduate mentorship teaching mode, clarifies undergraduate mentorship teaching responsibilities, standardizes the form of undergraduate mentorship guidance and strengthens undergraduate mentorship incentives. It explores the exploration and practice of mentorship teaching mode in the context of "Three Cultivations and Three Successes", and carries out in-depth thinking and research on how to build a more scientific and reasonable mentorship system.

**Keywords:** Three Repairs and Three Successes; Four Synergies; Teaching and Learning; Incentives

### 1. Introduction

In the 14th century, the University of Oxford in England firstly created the tutor system, which was equipped with tutors from the

beginning of the new students' admission and met regularly every week. The tutors taught the students' academics, behaviors, morals, and life, and cultivated the students' ability to look at the problems critically and to search for the intrinsic correlation between the things. It can be said that Oxford University has been able to train many outstanding scientists and politicians, and this one-to-one mentorship teaching mode is of great importance. 19th century, mentorship began to flourish in Europe and the United States in the major well-known colleges and universities. Harvard University in the United States in the undergraduate training, the first combination of credit system and course selection system to introduce the mentor system, and in the specific implementation of the process of tutors and students living in the same dormitory, so as to give full play to its role of teaching and "guide". Harvard University has driven the promotion and development of undergraduate mentorship in colleges and universities around the world, and soon the Massachusetts Institute of Technology, the California Institute of Technology, Princeton University and other well-known institutions have begun to follow Harvard University to implement the undergraduate mentorship system. The essence of foreign undergraduate mentoring system is mainly reflected in the following five aspects: first, the teaching method is based on "guidance"; second, the teacher-student relationship focuses on equality and harmony; third, it maximizes students' potential; fourth, it pays attention to the academic freedom and the cultivation of students' scientific research ability; and fifth, it encourages students to think independently [1]. The practice and research of mentorship system in foreign countries show that this unique schooling tradition and management mode has cultivated many outstanding talents in various fields and has high promotion and

research value.

## 2. Research on Undergraduate Mentoring System

The depth of China's quality education is closely related to the implementation of the credit system, in this context, the new era for the more urgent need for innovative talents, the implementation of the credit system needs undergraduate mentorship to help solve the problem, China from the 1980s, some colleges and universities have begun to implement the pilot mentorship system [2]. Since the 1980s, some colleges and universities have started to implement the pilot mentoring system. Today, mentoring system has been highly emphasized in the teaching of colleges and universities in China. The number of studies on undergraduate mentorship has also maintained a steady upward trend. In terms of journal articles, using "undergraduate mentorship" as the keyword, a total of 2,891 academic journals and 68 dissertations were searched in China Knowledge Network (CNN), spanning the period from 1987 to the present. It can be seen from the number of dissertations in different time periods that before 2000, the total number of dissertations on undergraduate mentorship was 10, which was less than the number of dissertations published in 2001, but the number of studies on undergraduate mentorship soared from 2001 to 2012, which indicates that scholars' attention to undergraduate mentorship is on the rise [3].

To date, the number of studies on undergraduate mentorship has fluctuated and risen, and the overall trend is still slowly increasing, which indicates that the research on undergraduate mentorship is still advancing.

Undergraduate mentorship is an "imported product", which is the introduction of foreign excellent education system to promote China's education reform, so the research on the connotation and extension of mentorship system can be divided into the research of domestic scholars on foreign undergraduate mentorship, the research on the connotation of domestic undergraduate mentorship, and the research on mentorship system by foreign scholars [4]. Undergraduate tutoring system originated in Britain, which is a foreign education and teaching system borrowed by China in order to promote the development of

higher education. With this background, the research on undergraduate mentoring system should naturally be divided into the research on foreign undergraduate mentoring system and the research on China's undergraduate mentoring system [5].

Mentorship itself has a more mature research in foreign countries, but the main research of this paper is undergraduate mentorship, there are few separate theoretical studies on undergraduate mentorship in foreign countries, and looking at the research of scholars on undergraduate mentorship in China, and can see that China's undergraduate mentorship research covers a wide range of research, whether it is from the connotation of defining, or the specific mechanism of system implementation, there is a wealth of research results [6]. The perspectives of research are also very rich. The number of studies on academic development is also quite large, and the main body of research covers students of all ages, the proportion of studies on undergraduate academic development is not large, and on this basis, there are still scholars who put forward the judgmental basis and influencing factors of academic development from different perspectives [7].

Although undergraduate tutoring system has been widely used in China's higher education for a short period of time, the degree of attention and discussion in the academic circles is not low. The research perspectives of undergraduate tutoring system are diversified, mainly including: undergraduate tutoring system change inquiry under the perspective of discipline education [8].

The research perspectives of undergraduate tutoring system are diversified, mainly including: the investigation of the change of undergraduate tutoring system under the perspective of discipline education, the exploration of the implementation path of undergraduate tutoring system under the demand of students, and the improvement of assessment and incentive mechanism [9].

The main research perspectives on undergraduate mentorship include: the exploration of the change of undergraduate mentorship from the perspective of discipline education, the exploration of the implementation path of undergraduate mentorship in the light of students' needs, and the research on the improvement of assessment

and incentive mechanism. Some scholars also analyze undergraduate tutoring system from a new perspective system, such as researching the change from academy to undergraduate tutoring system, analyzing the implementation of undergraduate tutoring system from the perspective of new institutional economics. The implementation of undergraduate tutoring system is analyzed from the perspective of new institutional economics [10].

### **3. Construction and Practice of New Mentorship System for Applied Undergraduates Based On "Three Repairs and Three Successes".**

The core content of this study is the new mentorship system and the four new, two-face, four-line, three-repair, three-success, and four synergies. New mentoring system and four new: The so-called new mentoring system refers to the mentoring system that is different from the past and the current mentoring system, and specifically refers to the mentoring system implemented by institutions of higher education for undergraduates. The proposal of new type is based on the "four new", which refers to the new era that is after 2020, China's realization of the great rejuvenation of the Chinese nation's Chinese dream into the irreversible historical process in the next 30 years; the new connotation refers to the new era to give the mentorship system a new mission to accurately locate the status of the mentorship system and the implementation of the main objectives of the content; the new mentor-student relationship refers to the new mentorship system in the context of the new era, the mentor and the 00 students. The new connotation refers to the new mission of the mentorship system in the new era, the precise positioning of the status and role of the mentorship system and the implementation of the main objectives; the new teacher-student relationship refers to the mentor in the context of the new era and the new generation of the new generation of 00 with the characteristics of the times, mainly in terms of lifestyle, learning style, work style, etc., fully study these characteristics to reconstruct the mentorship system under the new teacher-student relationship, to help the change of teaching style to achieve the goal of educating; the new system refers to the new mentorship based on the construction of the

system mechanism compatible with the institutional design and practice. The two sides of "two sides and four lines" refer to the two sides of the main and auxiliary channels of the nurturing system, one line in the main channel, the so-called traditional teaching; three lines in the auxiliary channels, namely: management nurturing line, extracurricular nurturing line, and behavioral nurturing line. "Three Cultivation and Three Achievements": that is, to cultivate virtue, to cultivate oneself, to cultivate one's ability, to become an adult, to become a man, to become a man, and to become a man. It is based on our school motto to further clarify the goals and levels of education, so that teachers and students can work together to achieve differentiated education methods. The "four synergies" refer to the four aspects of the new mentoring system and academic guidance (including internship, social practice, graduation design and other four-year system), career planning (including employment, graduate school, cultivating oneself to reshape the charismatic personality, and responding to the times to plan for a better life, etc.), management of human resources, and participation in innovation (participation in the dual-creation, mentorship programs, competitions), and so on. Synergy.

#### **3.1 Connotation Construction of the New Mentorship System Through "Two Sides and Four Lines"**

Throughout the documents related to the implementation of undergraduate tutoring system in many universities, most of the system content is to constrain the behavior of tutors, from the tutor's conditions of service to the tutor's responsibilities and obligations, and then to the tutor's assessment and incentives, from this point of view, the undergraduate tutor is the key to the main body of the implementation of the system. As the key to the practical elements of the undergraduate tutoring system, the undergraduate tutor has outstanding characteristics: first, the number of students guided by the undergraduate tutor is subject to certain constraints within a reasonable range; the essence of the tutoring system is personalized teaching, and the number of students guided by the tutor is too small, and the number of students guided by the tutor is too small. Although the pressure on

the tutors is reduced, under the background that the student-teacher ratio is too high, and the number of college teachers is limited in China. It is unrealistic to implement undergraduate tutoring system in colleges and universities, and if the number of students is too large, it will result in insufficient energy of tutors. If there are too many students to be supervised, it will result in insufficient energy of the supervisors and the implementation of undergraduate mentorship will become a formality; secondly, the threshold of undergraduate supervisors is not low.

The selection and recruitment criteria of undergraduate mentoring system are various, combining with the specific implementation mechanism of undergraduate mentoring system, it can be concluded that highly qualified undergraduate mentors can be recruited by the undergraduate mentoring system.

It can be concluded that high-quality tutors need to meet various requirements: in terms of political awareness, they must be firm and correct in political direction and have high political awareness. In terms of political awareness, they must be firm in the correct political direction and have high political literacy, and in terms of personal character, they must have high moral character and correct teaching attitude and be able to influence students. In terms of personal integrity, they must have high moral character and a proper teaching attitude, which can have a subtle influence on students. In terms of business ability, they have certain research achievements in their personal research fields and can help students to form academic plans and answer their academic confusions. However, tutors are not the only subject of the system.

Even though the implementation of undergraduate mentoring system is to strengthen the participation of teachers in education and teaching, the mentoring system is not the only main body in the implementation of the system.

Even though the implementation of undergraduate mentoring system is to strengthen teachers' participation in education and teaching, in the equal implementation environment constructed by the mentoring system, the undergraduate mentoring system should be a double subject, and the other

subject is the undergraduate students participating in the implementation of the system.

The other main implementer is the undergraduate students who participate in the implementation of the system. In addition to the implementation subjects and procedures of the undergraduate tutorial system, the system's guarantee system is also one of the indispensable components for the operation of the practice. The introduction mechanism provides a correct conceptual environment for the implementation of undergraduate mentorship, and the mentor selection and teacher-student interaction mechanism construct a reasonable and smooth operation mechanism, but these two points alone cannot guarantee the smooth implementation of undergraduate mentorship, and it is necessary for the university to safeguard both the system and the resources, and to construct a reasonable system guarantee system.

### **3.2 Construction of New Mentorship System**

The mentoring system contains the advanced concept of promoting academic development. The undergraduate mentoring system was established as an effective supplement to the classroom lecture system to eliminate the constraints of the classroom lecture system on students' creativity. The undergraduate tutorial system respects students' freedom of learning, but also restricts students' responsibility from the system level to ensure that students' freedom of learning is directed to the goal of academic development. Undergraduate students, a special group, are first of all free citizens, enjoying the right to free development. From this point of view, the design of undergraduate tutorial system should fully respect students' own choices and should be in line with the characteristics and laws of individual development. First of all, undergraduate mentoring system does not make specific mandatory requirements on the time, space and content of students' study, and undergraduates can enjoy full free space, which is very helpful for developing students' initiative and enthusiasm in learning and exploring the content of their majors in depth under the guidance and support of their mentors. Secondly, undergraduate tutoring system was initially implemented to make up for the shortcomings of the credit system,

which makes the tutoring system with the natural advantage of helping students to build the framework of the discipline. When undergraduates formulate the cultivation plan, tutors will assist in selecting the courses, and gradually guide undergraduates to build up the interest in the specialty they are studying, which is a process that fully respects the individuality of the undergraduates.

This process fully respects the individuality of undergraduates, and the tutor's task is to "discover the interests and hobbies of undergraduates and stimulate their potentials". Finally, the undergraduate tutorial system creates a favorable environment for students' free development, in which students can express their own opinions freely within a certain limit. The so-called certain limit is that the freedom of learning should be in line with the goal orientation of the mentorship system, the institutional orientation of the mentorship system is an extracurricular tutoring system to cultivate personalized talents, and the development of students should be subjected to the assessment within the system, in other words, students are free to arrange their study plans under the guidance of the mentor, but the academic results should withstand the test of the school, and the majority of colleges and universities stipulate that the participation of teachers and students in the annual assessment is not only a test of the mentor's work, but also an acceptance of the mentor's work. The test of the work, but also an important way to accept the students' learning achievements, only to ensure that the development of students in line with the goals of the system conceived, the implementation of the undergraduate tutor's effect is also more convincing, for the implementation and deepening of the system in the future and pave the way for a good background.

### **3.3 Construction of New Teacher-Student Relationship in the New Era**

Personality is the soul of personal quality, and quality education cannot be separated from the cultivation of students' personality. The most important thing for colleges and universities implementing the undergraduate tutorial system is to adhere to the principle of personalized development of students, change the training method of adopting the uniform standard and the same mode for students in the

past, and implement the teaching according to students' abilities to fully develop the personalities and potentials of different students. When the undergraduate tutoring system actually operates, the managers should not only pay attention to the common problems of students and understand the common problems of this group of undergraduates in various aspects of academics, life and psychology, but also regulate the duties of tutors in the form of a system during the reform, so that the tutors can pay attention to the personalized development of undergraduates and improve the level of academic development. First of all, pay attention to the individual differences among students and make personalized guidance programs for them. For example, for students who have the idea of further study and are motivated to engage in scientific research, tutors should actively encourage them to participate in various forms of academic activities such as projects and experiments during the undergraduate period, and facilitate the writing and publication of students' dissertations, and follow up the progress of the dissertation in time and provide relevant advice during the dissertation creation stage, so as to lay a solid foundation for future study; for students who aspire to devote themselves to the society and get employed as early as possible, tutors should make sure that students get exposed to the society as early as possible in the student planning. student planning, make students contact with society and production practice as early as possible, and participate in social work more often, so that students can accumulate the ability to solve practical problems. Secondly, when formulating or revising the system documents related to the undergraduate mentorship system, the importance of the teacher-student relationship regarding the one-on-one communication method should be strengthened, and it should be emphasized that the unlimited potentials of students should be tapped to the maximum extent through the multi-form mentoring activities. Mentors encourage students to take a more active role in their studies, and in the process develop the ability to study, think, work and criticize independently. Most of the implementation methods of undergraduate mentorship in China's colleges and universities stipulate the



number of meetings between mentors and students per semester in the form of rules and regulations and require mentors to take individual communication as the basic working method, and to provide specific guidance to students in various forms such as on-line communication, individual conversations, and academic salons. Finally, the evaluation results of students' personalized development should also be flexible and changeable, so that undergraduates' flash points can be amplified to the extent that they are sufficient to carry their personalized development. The goal of higher education is diversified, which is "both education and scientific research, focusing on inheritance and innovation, promoting science and relying on humanism, pursuing truth and indoctrination". Judging whether the individual value of students is realized should be based on diversified goals to cultivate personalized talents. The academic development of students should not only pay attention to academic achievements, but also to the cultivation process, and the cultivation process of undergraduates needs to play the leading role of teachers, which is also one of the meanings of the implementation of undergraduate tutoring system, and to improve the incentive and guarantee system of undergraduate tutoring system.

The incentive and guarantee system of the mentorship system can fully mobilize the enthusiasm of the mentors to participate in the work. A sound incentive and guarantee system for the mentoring system should start from the improvement of supporting policies, which should cover the tasks of the mentors, the material support given by the college to the mentors and other programs. The incentives for mentors are not groundless and should be based on the annual assessment of undergraduate mentors, the assessment standards should be clearly stipulated in the implementation measures, the rights and obligations of mentors should be clarified, and the training work of mentors should be quantified through the implementation rules.

### **3.4 Practical Path of Tutoring System Based on the Four Synergies**

Studying the synergistic mechanism of "student-oriented" means combining the mentorship system with educational and

teaching means such as students' independent study, graduate school, dual-creation and scientific research projects, and infiltrating the "Three Practices and Three Achievements" thinking into the guided learning activities through the subtle influence of the mentors to achieve a silent effect. This is to achieve a silent effect and synergize with the existing education and teaching routes. In implementing this synergy, the following measures are taken:

**Formulation of a plan for tutoring activities:** the tutoring activities are clearly planned for students' academic development, preparation for graduate school, dual-venture practice and research projects, and ensure that these activities are consistent with the school's educational and teaching paths.

**Mentor group guidance:** Mentors are grouped with students and provided with personalized guidance and support according to the students' characteristics and needs. Mentors can understand students' academic interests, career plans and personal development goals through in-depth exchanges with them, and then subconsciously guide them to cultivate themselves, their moral character and their abilities.

**Provide academic resources and opportunities:** Mentors can provide students with academic resources, opportunities to participate in scientific research projects, internships and dual-venture platforms, etc., to help students cultivate their innovative spirit, scientific research ability and comprehensive quality.

**Establishment of evaluation mechanism:** To establish a regular assessment of students' performance in academics, examinations, dual-venture and research projects, and combine it with the evaluation of the tutors in order to have a comprehensive understanding of the students' development and achievements.

Through the above measures, tutors combine students' personal development goals with the school's education and teaching routes, and through guidance and influence, subconsciously incorporate the "Three Cultivations, Three Successes" thinking into the guided learning activities. This synergistic mechanism enhances students' independent learning ability, innovation and development potential, enabling them to achieve better results in their academic and professional

fields. At the same time, it also provides a broader nurturing platform for tutors to promote their professional development and teaching standards. Since the implementation of the "Three Training and Three Achievements" mentorship system, from the beginning of the mentorship system in 2021 until now, students have won more than 100 prizes for their participation in national and provincial academic competitions, Internet+ competitions, essay collections and other competitions.

#### 4. Conclusions

This study takes undergraduate students as the object of investigation and analyzes the current situation of the operation of undergraduate mentorship system. It is found that undergraduate mentoring system is generally designed to "comprehensively cover" undergraduate education, but neglects the urgent need of undergraduates for scientific research training, and the incentive mechanism of mentors is obviously insufficient. The study concludes that the undergraduate research mentorship system should be oriented to scientific research and led by projects, and that a new mentorship system of "three training and three successes" should be constructed to strengthen the scientific research cultivation and training of students in the undergraduate stage; and that the scientific research effectiveness of undergraduates under the guidance of mentors should be incorporated into the assessment and evaluation system of mentors, so as to form an effective incentive mechanism and to stimulate and enhance the mentoring motivation and training of students in the undergraduate stage. and enhance the guidance motivation and guidance input of scientific research tutors, give full play to the unique educational advantages of institutions of higher education, and better combine the development of science and technology as the first productive force, the cultivation of talents as the first resource, and the enhancement of innovation as the first driving force. Facing the urgent needs of national and social development, they will make greater contributions to cultivating and reserving high-level scientific research talents.

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