

Differences between Chinese and Japanese Graduate Students' Participation in High Impact Educational Activities

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Abstract

Due to the differences between Chinese and Japanese graduate students in terms of culture, basic education system, etc., such differences will also be reflected in their participation in high-impact educational activities. Comparing and contrasting the differences and taking advantage of the strengths and weaknesses of the two countries can more effectively promote the enthusiasm of graduate students to participate in high-impact activities and improve the quality of education. In this paper, we use the literature survey method to compile examples of Chinese and Japanese graduate students' participation in high-impact activities, and the existing literature on this issue, and find that Chinese graduate students are relatively more likely to participate in independent educational activities, whereas Japanese graduate students tend to work more in teams. This difference is a result of the different educational systems and cultures of the two countries and their national conditions.

Keywords

Japanese and Japanese graduate students, high impact activities, education, culture.

1. Introduction

1.1. Backgrounds

Graduate education is extremely important in both China and Japan, and plays an important role in cultivating high-level and high-quality talents, as well as promoting the progress of social science and technology and economic development [1]. However, due to the differences between China and Japan in educational systems, cultural habits and national environments, there are bound to be some differences in the participation of graduate students in high-impact educational activities. For example, the social culture of China and Japan affects the way graduate students engage in educational activities. In Japanese culture, there is a strong emphasis on teamwork and social responsibility, and Japanese graduate students are more actively involved in community service, volunteer activities, and other activities [2]. In China, on the other hand, graduate students may be more focused on their individual academic achievements and mainly participate in academic competitions, mathematical and scientific competitions, etc. This paper lists some differences between Chinese and Japanese graduate students in the education system.

1.2. Purpose and significance

The purpose of this study is to explore in depth the differences between Chinese and Japanese graduate students' participation in high-impact educational activities and to conduct a comparative analysis in order to gain a deeper understanding of the performance and characteristics of Chinese and Japanese graduate students in high-impact educational activities and the effects. To reveal the commonalities between Chinese and Japanese graduate students

in high-impact educational activities and to make future prospects. To enrich the literature on this topic.

The purpose and significance of this study is aimed at exploring the differences in high-impact educational activities of graduate students in China and Japan, and comparing the situations in the two countries. The comparative analysis will enable a deeper understanding of the educational experiences and social engagement of graduate students in the two countries, as well as provide a reference document for the reform of the educational system and the development of relevant graduate student policies.

2. Differences in the Educational Systems of Japan and China

2.1. Status of existing research

Most of the relevant domestic studies focus on the domestic postgraduate-related education system, as well as the effects and characteristics in terms of high-impact educational activities. For example, Gai Zuoqi argues for good basic teaching, teaching and research. Compared with China, Japanese master's degree students, although a two-year program, are not sloppy about basic courses [3]. On the contrary, in China, the importance of teaching should be increased from teachers to graduate students. Teachers give lessons to graduate students will have the phenomenon of compressing the class time, not preparing the lessons seriously, and coping with the assessment and so on. Even some instructors do not stop students from skipping classes in order to do projects, and students in vain can't be interested in classes, thinking that classes are a waste of time.

According to Zhang Huafeng, the massification of higher education in China has expanded the scale of higher education as well as the opportunities for young people. The fact that more than 70% of the students in this study's sample are first-generation college students shows that the rapid development of higher education in China has improved educational equity in terms of access to schooling to a certain extent, and that the fact that more families have first-generation college students is a symptom of the enhancement of the human capital of the family and the society. For first-generation college students, access alone is not enough; the quality of their educational process, especially their participation in high-impact educational activities, must also be improved.

In the relevant Japanese literature, Haruta's study evaluated the effectiveness of online high-impact educational activities, but it is still highly informative about offline high-impact educational activities. This study shows that students who actively participate in high-impact type activities tend to achieve higher grades. Participation in high-impact educational activities by Japanese graduate students is also effective in reducing student dropout rates and increasing attendance. Research has shown that students who participate in these activities can learn deeply, and that generalist high-impact educational activities improve personal development and practical skills.

This dissertation analyzes the quality of graduate education in Japan from the perspective of comparative education, differences in participation in high-impact educational activities. The thesis analyzes the education of Japanese graduate students on innovativeness in the learning process, as well as the history of entrepreneurship-related education in Japan, the current status of graduate students' participation in high-impact activities, and relevant comparisons with international aspects. Information and trends regarding Japanese graduate students' participation in innovative and entrepreneurial activities are provided.

This paper was able to fill the gap in the above literature in terms of comparison between China and Japan by analyzing and summarizing the differences between Chinese and Japanese graduate students' participation in high-impact educational activities in China and Japan.

2.2. Characteristics of Graduate Education in China and Japan

2.2.1. Characteristics of graduate students in China

There are nine main characteristics of graduate education in China. First, competition within China is fierce and very intense. China has a large population, a complex higher education system, and a small number of graduate school places, so the competition for graduate school advancement is extremely fierce. Many high-achieving undergraduates compete for the limited number of graduate places, resulting in an admission rate that appears to be very low [4]. Second, China's graduate education emphasizes academic research, especially at the graduate level, and pays great attention to cultivating students' academic research ability, innovation ability, and logical thinking ability. Graduate students are all required to independently complete highly specialized research projects and create academic papers [5]. Third, China has implemented the academic supervisor system, which has a profound history and plays an indelible role in graduate education. Graduate students are usually required to choose a mentor, who guides the student's daily academic research and helps to develop academic growth plans. Fourth, specialization and interdisciplinary integration. While emphasizing specialization, China's graduate education actively promotes integration with other fields and disciplines, focusing on the multiplier effect. Some schools have rich and diverse areas of specialization, while at the same time encouraging students to integrate across different disciplines [6]. Fifth, the huge academic pressure and the burden of experimental and practical research. Due to the fierce academic competition among Chinese universities, graduate students face greater academic pressure and experimental, practical burden. They have to study the specialized courses as well as meet the requirements of their supervisors for research projects, academic publications and other aspects, and time management and self-adaptation play an indispensable role in the learning process. Sixth, the trend of global village is getting stronger and stronger. With the development of China's economy and culture, more and more Chinese graduate students are going abroad to study in order to gain international academic experience and more advanced knowledge and insight. International exchanges and cooperation are becoming more and more important in China's graduate education. Seventh, the direction of career development has seen a huge change. With the development and progress of Chinese society, graduate students have begun to pay more attention to their future career development after graduation. They are eager to obtain more ideal employment opportunities, realize their potentials and have good career development through graduate education. Eighth, sufficient research funds and rich programs. Graduate students in many famous Chinese universities and colleges can apply for research funds and participate in research projects, which is very helpful to develop their scientific academic research ability and practical experience [7]. Ninth, the sense of social responsibility and public awareness, and the sense of mission to serve the public are enhanced. Some postgraduates have broadened their horizons through university education and started to focus on social issues, and their participation in public welfare activities has become more and more active, reflecting a high sense of social responsibility and sense of mission.

As mentioned above, Chinese postgraduate students are facing a lot of competition and challenges while their desire for knowledge and academic pursuits are getting stronger and stronger in China's unique education system and research and academic environment. They play an extremely important and indispensable role in academic research, professionalism, and society.

2.2.2. Characteristics of Japanese graduate students

The Japanese graduate school system also has several characteristics. First, Japanese graduate students face the same rigorous selection and competition. Especially at many well-known institutions, Japanese graduate school examinations are usually extremely competitive.

Especially in the world's top-ranked universities and research institutes, applicants are required to pass a rigorous entrance examination or interview, in which they are assessed on their academic performance, research plans, language skills, creativity, etc. Secondly, Japan focuses on academic research and innovation. Japanese graduate education emphasizes the cultivation of academic research and innovation. Graduate students are usually required to study their fields in depth, write academic papers, and participate in research projects. Third, institutionally, Japan also has an academic supervisor system similar to that of China. Graduate students are usually required to choose a mentor, who will guide them in their research program, progress and future direction of academic development. Fourthly, the compact schedule of the program. Japanese graduate programs are more efficient than those in China, usually lasting one to two years, which is relatively short compared to China. Within this period of time, graduate students need to complete the selected courses, as well as the supervisor's requirements of the research project and thesis writing. Fifth, emphasize practice and inter-industry exchange and cooperation. Japanese graduate education pays great attention to practice and industrial integration and exchange. Some graduate programs are closely related to the actual industry, and Japanese institutions encourage students to apply their academic knowledge and research to practice to solve practical problems. Sixth, many universities provide strong support for students' career development. They help graduate students to find employment or to advance to doctoral programs for more in-depth research. They also provide career guidance and internship opportunities for graduate students.

As mentioned above, Japan's graduate education system emphasizes academic research and innovation, and offers a wide variety of disciplinary choices and emphasizes the application of knowledge to practice. Graduate students in Japan can gain in-depth academic training and practical experience, understand the importance and methods of multi-industry integration and cooperation, and lay a solid foundation for future career development and research.

3. Differences in Graduate Students' Participation in High-Impact Educational Activities in China and Japan

The previous chapter on the characteristics of the Chinese and Japanese graduate education systems provides a glimpse of some of the differences that may exist between graduate students in China and Japan in terms of their participation in high-impact educational activities. Influenced by the educational systems of the two countries, their cultures and histories, their economic situations, and their general environments, the differences are as follows.

First, there are differences in educational systems. There are significant differences between the educational systems of China and Japan, which have an impact on the ways and opportunities for graduate students to engage in high-impact educational activities. For example, Japanese graduate education focuses on academic research and innovation, with a greater emphasis on high-impact academic activities such as academic conferences, research projects, and so on [8]. In contrast, Chinese graduate students may be more involved in research projects, social innovation, and other activities. Second, there are differences between Chinese and Japanese cultures. The historical trajectories of China and Japan are different, and the differences in their societies and cultures are also significant. This directly affects the way graduate students engage in educational activities. For example, Japanese culture emphasizes teamwork and social mission, and graduate students can be more involved in community service and volunteer activities after school. In contrast, in China graduate students pay more attention to individual academic achievement and competition and actively participate in academic competitions, innovation contests, and other kinds of professional activities because of fierce competition as well as a strong sense of aggressiveness. Third, the degree of internationalization is different. Many Japanese universities started the internationalization

process early and encouraged graduate students to actively participate in international exchanges and cooperation [9]. Therefore, Japanese graduate students are more naturally involved in international high-impact educational activities. Many graduate students have distinguished themselves in international academic conferences, transnational cooperation programs, and so on. Fourth, the difference in career orientation. There are differences between Chinese and Japanese graduate students in terms of their future career development. For example, some Japanese graduate students focus more on industrial cooperation and industrial innovation, and actively participate in actual industry-related projects. In contrast, Chinese graduate students focus more on academic research and actively participate in high-level academic research and seminars.

4. Findings and Conclusions

This paper reveals possible differences in high-impact educational activities of graduate students in the two countries by examining factors such as educational systems, cultural backgrounds, and social environments. The differences are derived by comparing the educational systems of China and Japan. These differences will vary from person to person depending on individual circumstances. In addition, as globalization and international exchanges become more frequent, the similarities in the ways in which graduate students in China and Japan participate will increase.

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