Issues with Innovative Humanity Programs: Possible Solutions for Initiating Them at Applied Higher Education Institutions

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Authors' contributions

This work was carried out in collaboration among all authors. Author TFY designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors XY and JS managed the analyses of the study. Author XY managed the literature searches. All authors read and approved the final manuscript.

Opinion Article

ABSTRACT

The study deals with the issues with innovative humanity programs and tries to draw some possible solutions for initiating them at applied higher education institutions. It focuses on the problems while the construction and development of a department needs to transform itself from traditional operation type to innovative ones. Our study employees the literature review method to analyze the construction of applied higher education institution. Findings show that the talent training program, the evaluation system, and the organizational pattern would be the current problems applied higher education institutions met. Furthermore, the study indicates that the goals of the construction to the department, the evaluation system, and the development of the teachers are the possible solutions to the problems. Specifically, the managers of the applied higher

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education institutions should focus more on the integration and utilization of the resources, including cross-department, cross-school, cross-industry, integration, and collaborative development mechanism is recommended.

1. INTRODUCTION

The humanities have been viewedas the words, the ideas, andthe stories which help usmake sense of our lives and world [1]. It introduces usto people we have never met, places we have never visited, and ideasthat may have never crossed our minds.One has defined it as the study and interpretation of languages, literature, and modes of inquiry that have "humanistic content and employ humanistic methods."[2]The other states that thesubject-matter of 'the humanities' is 'people,' and people studied not in the way inwhich 'things' can be studied [3].Therefore, the meaning of the humanities could be explained - both to various funding bodiesand to the general public.

Study has pointed out that the twenty-firstcentury university institution is experiencing a mutation ofits teaching practice [4]. On the other hands, it mainly, dictated by university managers or department heads. Those laws or politicaldirectives subsequently implemented by establishments and the isolated action of innovative professors are commonly met around the institutes. This means pedagogical innovation in highereducation is needed. In our paper, we refer to innovative humanity and try to verify its problems and possible solutions at the applied higher education institutions when it's been introduced.

The construction of innovative humanity is an educational strategy in accordance with the new era, new situation and new technology.It aims to overcome the negative influence of the division of specialty in modern liberal arts, to promote cross-boundary integration and collaborative innovation among the humanities, arts and sciences, humanities and new science and technologywith a view to integrating interdisciplinary research.Besides, it also can enhance the level of the humanities in serving the development of society and fostering the capacity of multi-disciplinary talents [5,6].For example, the traditional humanities only pay attentions to their own professional knowledge, such as department of accountingcouldfocus on vouchers and various bookkeeping provisions.

The professional content of other enterprise functions are lacks of attention. One more example, department of marketing might focus on a variety of market research, marketing intelligence and various marketing activities,and therefore lackingthequality of financial, human resource management and accounting parts. Consequently, it formsaphenomenon of a lack of communication and integration between humanities majors.

Furthermore, with the continuous progress of science and technology, the core of the innovative humanitiesis the newof theinnovation, and isalsothe integration ofliberal arts, humanities and social sciences, the integration ofChina and the west region cultures, the integration ofknowledge and practice of the humanities. That is, the innovative humanitiesare not only compared with the traditional humanities, but with the changes of the new era and must have the function of self-innovation [7,8]. For example, the courses of traditional history majors mainly include general history of China, general history of the world, the theory of history, the history of Chinese history, the history of Western history, the general theory of archaeology, the history of Sino-foreign relations, cultural anthropology, historical geography, literature, ancient Chinese, Chinese and foreign history and culture, the history of the Broken Dynasty, thematic history (economic history, social history, political system history, ideological and cultural history) and so on. The history major under the innovative humanity perspective can be combined with tourism to develop students' ability of guided commentary in historical attractions, and it can be combined with the journalism and communication major to develop students' writing and reporting expertise with historical view and examination view.

Reflecting on the view mentioned above, the combination of history major and tourism major, journalism and communication major is not only an innovation in curriculum construction, but also an innovation in teacher field, experimental training equipment, teaching quality assurance and student development, which is aimed to cultivate students' multi-professional qualities

and employability. However, during practice, what problemwill the innovative humanity facing with? Less research and discussion, theoretical and practical gaps. In addition, the introduction of innovative humanity into research-oriented undergraduate colleges and applied undergraduate colleges and universities may also produce different results. Therefore, the purpose of this research is to clarify the problems of introducing innovative humanityinto applied higher education institutions and put forward the corresponding countermeasures.

1.1 The Problems to the Introduction of Innovative Humanity into Applied Colleges and Universities

Aswe can see from literature table one, the problem of introducing innovative humanity into applied colleges and universities is mainly reflected in the talent training program, evaluation system and organizational pattern.

First, in the talent training program, modern enterprises are in a complex society, which is facingcomplex and changeable problems, and need to solve the problem of knowledge, technology and capabilities of many kinds and span [9,10]. However, the traditional professional division is too fine, the curriculum is narrow, and the humanities education is lacking, which leads to problems such as the students' knowledge structure is not broad, the personality development is not perfect enough, the way of thinking is relatively single, the innovation and creative ability is not strong, and it is difficult to adapt to the complex modern society. The contradiction between the narrowing of the talent training scheme and the synthesis of the real problems is relatively prominent, and the support for the talent training goal which meets the requirements of the innovative humanity needs to be strengthened urgently.

Secondly, in the evaluation system, scholars believe that the current evaluation of course learning results in colleges and universities [7,10].Although the proportion of the assessment of the learning process increased, it is still dominated by final written exams,but not common to take an exam in the form of completing the actual operation. In addition, in subject evaluation, academic evaluation, student evaluation, academic evaluation and so on, we are still adhering to the traditional disciplines, traditional professional value pursuit, so that the exploration of institutions of higher learning cross-integration innovation and innovative

humanity transformation and development incentives are insufficient. In other words, the evaluation of students from the perspective of the innovative humanity should have the idea of gradually adjusting from the final written examination to multi-evaluation. The evaluation of teachers should be conditional and targeted to gradually give teachers innovative teaching space, rather than holding the same ruler to measure different task-oriented teachers. The evaluation of academic and discipline should be conditional and targeted to classify teachers, and gradually establish a corresponding evaluation system, rather than relying on several projects (such as paper publishing, exhibition) and other assertions.

Finally, in the organizational pattern, scholars point out that most of the scholars who make up the grass-roots academic organizations of colleges and universities are the products and beneficiaries of specialized education and cannot effectively use technical tools or other theoretical and research methods to solve cutting-edge problems and major problems in their disciplines and fields of expertise [8,10]. There is a collaborative innovation center that does not fundamentally go beyond the traditional "scientific community" limitation.It is not possible to realize the cooperation and exchange between scholars of different disciplines to be involved in the liberal arts, let alone cross-border cooperation with scholars in the fields of science, engineering, agriculture and medicine. There are still many gaps to be made in dealing with the problem of innovative humanity in the cross-professional organization, cross-school peer organization and cross-industry organization.

In addition to these questions raised by scholars, in fact, applied undergraduate colleges and universities in the practice of the innovative humanity concept, the most important face is the human problem. As far as development construction is concerned, it is the problem of teacher construction and development. The innovative humanitybrings new opportunities, professional adjustment talent training program. This training program may be introduced into the new curriculum design and curriculum module. On the one hand, impact on the existing full-time teachers, on the other hand, the school wants to hire additional budget.The trouble is, to practice the innovative humanity concept, the school spent money to hire new teachers, the old teacher professional wrong, expertise does not meet, teaching hours insufficient how to deal with, has become the school's hot potato.

Table 1. Possible problems of introducing innovative humanity into applied colleges and universities

Author(Year)	Problem
Maet al.(2021)[7]	● The subject classification system is difficult to adapt to the realistic requirements and future trends of knowledgeinnovation. ● The form of grass-roots academic organization restricts the cross-integration innovation of disciplines to a certainextent. ● It is difficult for the talent training system to effectively realize the talent training goal required by the innovative humanity. ● The supporting and leading role of the evaluation system in the construction of innovative humanity is obviously insufficient.
Yuan(2020)[9]	● The application goal is unclear. ● The cultivation method is relatively single. ● The evaluation system is not perfect. ● The mechanism of co-education is not perfect enough.

Table 2. Recommendations to the introduction of innovative humanity into applied colleges and universities

Author(Year)	Recommendations
He (2021)[6]	● Pay attention to the value of deep sharing of regional cultural resources to the applied curriculum system of local colleges and university. ● Strengthen the integration of regional cultural resources development into applied curriculum resources in local colleges and universities. ● Promote the rational combination of regional curriculum resources to build and share the innovation of undergraduate curriculum system.
Ma et al. (2021)[7]	● The basic law of quasi-liberal arts development. ● Reinventing the form of grass-roots academic organization. ● Improve disciplines and innovation mechanisms. ● We will deepen the reform of the training of liberal arts personnel. ● Build an evaluation system that leads the development of liberal arts.
Qi (2020)[8]	● Master application knowledge and skills ● Strengthen the cultivation of humanistic spirit. ● Strengthen the practice of "exploratory learning and cooperation". ● Strengthen the construction of the teaching staff.

1.2 The Recommendations to the Introduction of Innovative Humanity into Applied Colleges and Universities

As we can see from the Table 2, scholars' countermeasures to the introduction of innovative humanity into applied colleges and universities focus on resource sharing, evaluation system reform and teacher construction [6,7]. For example, the innovative humanity emphasizes cross-cutting innovation, so it needs cross-industry resource integration, applied colleges and universities emphasize practice, production and school-enterprise collaborative development mechanism, to create a shared resource mechanism is very important. Therefore, when introducing the innovative humanity concept, applied undergraduate colleges and universities must focus more on the integration and utilization of resources, including cross-department, cross-school, cross-industry integration and collaborative development mechanism.

Secondly, the evaluation system should develop the innovative humanity evaluation system as soon as possible, focusing on the professional evaluation system and the teacher evaluation system[7,8]. For example, if the development goal of a profession is to train professionals in an industry, it can be measured qualitatively and quantitatively from the process and results of the training process, rather than just by the established concepts of the academic community.

Finally, the development of teachers is the biggest problem of the introduction of innovative humanity into applied colleges and universities

[6,7,8]. Applied colleges and universities should formulate relevant regulations, standardize the transformation and development of teachers, commit themselves to the placement of existing teachers, adjust to the relationship between them, or give a period to develop and cultivate their second expertise.Under people-oriented consideration,we should face up to the problem that the major teachers have studied is not the right one and that they have to take certain courses when their specialties do not match.

2. CONCLUSION

The innovative humanity is one of the components of the "four new" strategy, and it is the key grasper to realize the transformation and development of philosophy and social science and the reconstruction of the innovative humanity personnel training system. By introducing the concept of innovative humanity into applied colleges and universities, schools and majors will seize many future development opportunities. However, at the same time, he is bound to have many adverse effects on the current state of school or profession. If we can properly and rationally use the resources inside and outside the school when construct application-oriented colleges and universities in professional, we will make it better and create a new era of innovative humanity.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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