

A survey of postgraduate study and life in new research universities -- A case study of School of Science, Southern University of Science and Technology

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Abstract: As a new type of research university, Southern University of Science and Technology has been among the ranks of “double first-class” universities and its main scientific research indicators are among the best in the country. How did this “Shenzhen speed” of the development of Chinese universities come about? This paper attempts to start from the School of Science, the main contributor to the scientific research index of Southern University of Science and Technology, to investigate the study and life of graduate students as a breakthrough, through quantitative and qualitative research methods, to build a map of the study and life of graduate students in the school of Science, and explore the useful experience worth learning from; At the same time, it also tries to find out its shortcomings and provide some thinking for the better development of the school.

Key words: new type research university; Graduate students; Study; Life; Research

1. Research background and purpose

With the approval of 2 doctoral degree programs and 1 master’s degree programs in 2021, the School of Science of HKUST has completed a relatively complete graduate training system of basic disciplines in just 4 years. At the same time, the number of graduate students in the School of Science has also grown rapidly in recent years, from less than 300 in 2019 to 1,196 in 2021.

The rapid expansion of the scale of graduate students poses new challenges to the work of students in the School of Science. First, compared with undergraduates, graduate students have greater differences in age, experience, origin and other aspects, more complex identity structure, and more diversified psychological characteristics and behaviors; Second, as the main force of scientific research and one of the important target groups for cultivating top-notch innovative talents, graduate students have received insufficient attention, especially their various educational needs, emotional expectations, interests and hobbies outside of scientific research have been intentionally or unintentionally ignored, and we still don’t know much about them. Third, from the recovery of the initial enrollment of graduate education of only 10,000 students to more than one million students, the orientation of graduate education has changed from training academic talents in universities and scientific research institutions to training high-level talents in all walks of life needed by the society. Although this is an inevitable phenomenon after the popularization of higher education, it has brought great challenges to the research-oriented basic discipline training model. How to maintain a balance between adhering to the academic priority and changing according to the situation will greatly affect the postgraduate experience and harvest.

Therefore, we planned and completed the survey over a period of three months starting in October 2021. We hope that through this survey, we can better understand the study and life status of the graduate students in the School of Science. By analyzing the data, we hope to clarify the context, speculate the trend, find out some rules of graduate work, carry out targeted student activities that are more in line with the needs of graduate students, build an education platform that is more conducive to the development of graduate students, and better provide high-quality services for graduate students.

2. Investigation method

In terms of research methods, this survey adopts quantitative as the main, qualitative as the auxiliary, quantitative and qualitative methods. Quantitative research is carried out in the form of questionnaire survey, and qualitative research is carried out in the form of in-depth interview.

First of all, in terms of the content of the questionnaire, after repeated polishing, a comprehensive questionnaire involving students’ study and life situation was formed, which mainly includes four parts: “Students’ basic situation”, “study”, “life” and “prospect”.

The “basic information of students” includes the basic information such as name, gender, family location, educational level and grade. We try to grasp the differences in the problems faced by students with different backgrounds in study and life, and deepen our understanding through comparative research, so that we can formulate differentiated plans in the future work of students. The “Academic part” mainly includes students’ own overall cognition of campus, major, learning status and relationship with tutors. The “Life chapter” mainly includes students’ views on romantic relationships, family relationships, interpersonal relationships on campus and campus activities. The “Prospect” chapter mainly concerns students’ future planning, that is, the choice of studying, finding a job, and employment, as well as the consideration of making the choice.

A total of 1196 questionnaires were issued and 804 were completed. The effective recovery rate was 67.2%, which was higher than the

industry standard. Therefore, the results of the questionnaire were valid.

Through data analysis, we found that the survey results highlighted some problems existing in the study and life of graduate students in the School of Science. Some of these problems were anticipated, and some were not anticipated at all.

However, through the questionnaire, we can only have a general understanding of the problems among the students, and it is difficult to get a deep understanding of some questions. To this end, we introduced a qualitative research method, that is, through face-to-face interviews, a total of 65 graduate students in various departments conducted in-depth interviews.

3. Survey results and analysis

3.1 About the way, motivation and satisfaction of postgraduate study in HKUST

More than 3/4 of the graduate students enter the School of Science through the way of admission, indicating that the School of Science is the active choice of most graduate students, which reflects that the development model and academic reputation of the School of Science have been widely recognized by the society;

Nearly 70% of the graduate students have the right motivation and clear goals for their postgraduate studies, and can actively face academic challenges;

More than 30% of graduate students only attend graduate school to get a diploma or have no clear goal, which is inconsistent with the academic concept of “pursuing excellence” and the training goal of “top-notch innovative talents” of the University of Science and Technology. Lack of motivation may also cause problems in their future study and career planning.

The graduate students who enter the School of Science by means of adjustment have the highest satisfaction with the university of Science, followed by the graduate students who come to the university by means of postgraduate entrance examination, and the graduate students who come to the university by means of exemption have the lowest satisfaction.

(1) About the way of postgraduate study in the University of Southern Science and Technology

The total proportion of the admission and admission accounts for 76.87%, more than 3/4, indicating that the School of Science of the University of Southern Science and Technology is the active choice of most graduate students, which reflects that the development mode and academic reputation of the university of Southern Science and Technology have been widely recognized by the society. The sources of graduate students transferred to the university are extensive. Through the interview, it is found that among the students transferred to the university of Science and Technology, there are students from 985 or 211 universities, and there are students from one university in the province. This shows that the overall quality of graduate students in the School of Science can be better guaranteed.

(2) About the motivation for pursuing graduate studies in HKUST

58.96% of graduate students attend graduate school for academic consideration, and 9.95% of graduate students seek to increase their employability skills. The above two categories accounted for nearly 70% of the students, indicating that most of the graduate students in the school of Science have the right motivation for their postgraduate studies, clear goals, and can actively and proactively face academic challenges.

However, it should be pointed out that 28.48% of the graduate students chose to pursue graduate studies out of consideration for job hunting in the future, while 2.61% of the graduate students chose to pursue graduate studies without ideas and follow the trend. This shows that more than 30% of graduate students only pursue graduate studies for a mixed diploma or have no purpose, which is deviated from the academic concept of “pursuing excellence” and the training goal of “top-notch innovative talents” of the University of Science and Technology. The lack of motivation may also cause problems in their future academic and career planning.

(3) How satisfied they are with their graduate studies in the University of Science and Technology

For the graduate students who came to HKUST for graduate studies, the number of students who chose surprise and satisfaction accounted for 67.18%, more than 2/3 of the total. It is worth noting that 29.27% of the graduate students think that there are good and bad places in studying in the university of Southern Science and Technology; 1.12% of graduate students felt indifferent; There are even 1.62% of graduate students regret that they came to the university of Science and technology to pursue a master’s degree. The above three types of students account for more than 30%. After in-depth interviews with some of them, we concluded that the main reasons are as follows: first, the pressure of scientific research is too great, there is no time to engage in extracurricular activities; Second, the relationship with the tutor is tense; Third, their satisfaction decreased due to the rationality of the curriculum and the lack of learning opportunities.

In particular, it should be pointed out that there are obvious differences in graduate degree satisfaction among students who come to HKUST in different ways: The students who are transferred to the University of Science and Technology have the highest degree of graduate degree satisfaction in the university, followed by the students who are admitted to the university of Science and Technology, and the students who are pushed away from the university of Science and technology have the lowest degree of graduate degree satisfaction, the satisfaction of the three are 73.1%, 70.6% and 62.0% respectively.

Through the above in-depth interviews with all kinds of graduate students with low satisfaction, we conclude that the possible reasons for this situation are as follows: First, the students who are transferred to the university of Southern Science and Technology for postgraduate study are more or less disappointed, but find that the actual situation in Southern Science and Technology University is better than they expected, so they have the highest satisfaction; Second, the students who are excluded from pursuing graduate studies in the university of Southern Science and Technology usually have excellent academic records and have higher expectations for their study and life during the

postgraduate period. The current performance of the university in various aspects still falls short of their expectations.

3.2 About the degree of recognition of their learning status

Nearly half of the postgraduates are dissatisfied or not very satisfied with their study;

Nearly 60% of them like their major;

For the social value and development prospects of their major, the overall recognition of graduate students is not too high, no more than 50%.

(1) For the question “I am satisfied with my overall learning situation” :

52.11% of the graduate students met the requirement, 11.07% of the graduate students did not meet the requirement, and 36.82% of the students in between. The results of the survey can be understood as follows: more than 50% of the postgraduates are satisfied with their study, but nearly half of the students are not satisfied or not very satisfied with their study.

(2) In the assessment of their study and life in the University of Science and Technology, the following questions:

Most of the postgraduates rated their study and life in HKUST as average (“good” and “qualified” accounted for 76.49%), less than 20% of the students considered themselves “excellent”, and 4.35% of the students rated themselves as “unqualified”.

The postgraduates’ answers to the above two questions are thought-provoking. In a positive sense, most graduate students may not be satisfied with the status quo, and think that their studies have room for further improvement, so they make great efforts. But in the negative sense, this subjective cognition may also form pressure and cause students’ psychological anxiety.

(3) Postgraduates generally agree with their major, but some of them worry about the social value and employment prospects of their major.

① In the question “I like my major”, the students’ answers are as follows:

Among the interviewees, 59.95% of them clearly like their major, and only 7.21% don’t like it. On the whole, graduate students have a high liking for their major. It is worth noting that 32.84% of graduate students have an ambiguous attitude towards their major. Through in-depth interviews, the reasons are summarized as follows: some students only regard major study as a means to earn a living in the future; Still others say that they prefer to study professional knowledge, but the great pressure of scientific research makes them less fond of their major.

However, students from different departments showed great differences in their fondness for their majors:

The graduate students in the Department of Mathematics, the Department of Statistics, and the Quantum Institute have a higher love rate of this major, all of which are more than 70%. The graduate students of physics department and Earth and Astronautics department also liked their major more than 60 percent. Only 48.2% of the graduate students in the Department of Chemistry love this major, indicating that the chemistry discipline is not attractive enough, and it is necessary to do some targeted work, such as increasing the publicity of the chemistry discipline and strengthening the employment guidance for the graduate students in the department of chemistry.

② There are also great differences in the cognition of the social value of the majors among the postgraduates:

In terms of the social value and development prospects of their own majors, the overall recognition of graduate students in the school of Science is not too high, not more than 50%. There is a strong positive correlation between the results of the comparison of departments and the students’ fondness for their majors. Through in-depth interviews, the following three possible reasons can be summarized: First, under the influence of the utilitarian trend of thought in the social environment, basic disciplines are considered “useless” and cannot produce direct products and economic benefits; Second, compared with applied disciplines, basic disciplines have fewer occupations and greater employment pressure; Third, the best way out for postgraduates of basic disciplines is to pursue doctoral studies or continue post-doctoral studies and engage in academic research in the future, but this road is highly competitive and there are too many uncertain factors, so students lack of confidence.

3.3 The problem of emotion

Most graduate students can face the problem of emotional frustration rationally;

The conflict of future planning is the main reason for the change of graduate students’ feelings.

Some students hope that the university will increase resources to support emotional communication.

(1) The marital status of graduate students in the School of Science

Among all the graduate students surveyed, 739 were unmarried, accounting for 92.03%, 46 were married, accounting for 5.73%, and 18 were divorced or remarried, accounting for 2.24%. There is no obvious difference in marital status between regions and departments, but it is related to age. Most of the married graduates are doctoral students, and the average age of doctoral students is older. In addition, the university provides good material security for doctoral students, so that they can take into account married life while engaged in scientific research.

(2) In the survey on the love status of unmarried people, most of the students think that love is a very happy thing, they think that the most important role of love is to accompany each other and relieve mental loneliness, in addition, love can also enable them to enhance communication, improve communication skills and supervise each other, and promote academic improvement. However, falling in love can also bring troubles to many students, mainly including “conflict with future planning”, “economic pressure” and “academic conflict”.

(3) The answer to the question “If I fall in love, I will not be able to get over it for a long time” can be seen:

Most of the students treat the frustration of love rationally, but there are still 14.51% of the students said that the breakup of love,

may not be able to get out of it for a long time, which indicates that this part of the graduate students need our special attention to provide them with emotional guidance. Some students also said that the imbalance between men and women around, coupled with a long time in the laboratory, the opportunity to contact the opposite sex is less, hope that the school, the college to organize some emotional exchange activities.

3.4 Questions about extra-curricular activities and student associations

Nearly 40% of graduate students hope to participate in extracurricular activities;

Nearly half said they were willing to join student associations.

Four types of associations, namely hobby, research and academic, skills and practice, and social welfare, are the most favored by postgraduates.

(1) In response to the question “Study is more important during the postgraduate period, extracurricular activities are not required”, students responded as follows:

28.86% of the students agree with this view, 39.8% of the students do not agree with this view, and 31.34% of the students have a vague attitude. In general, there is a wide range of opinions on this issue, but the students who want to have extracurricular activities account for the largest proportion. Through in-depth interviews, some graduate students said that they are under great pressure in scientific research and psychological pressure. They hope to have more activities to enrich their spare time and promote their physical and mental health. The students who think that activities are optional and have an ambiguous attitude can be divided into the following two situations: First, they are too busy in scientific research, and the pressure of scientific research is too great. They can hardly spare time to participate in extracurricular activities; Second, there is also a demand for activities, but the requirements are relatively high, hoping that these activities can play a role in relieving pressure and adjusting life.

(2) In the question “Are you willing to join the student organization”, answer as follows:

Nearly half of the students said they were willing to join a student organization, 20.9% said they were not willing, 29.73% said they did not care. The reasons for this are similar to the general views on extra-curricular activities, which will not be detailed here.

(3) To the question “If you are willing to join a student organization, what kind of organization would you prefer to join?” (multiple choice), the students answered as follows:

As can be seen from the choices, interest and hobby associations ranked first among the associations that students would like to join, accounting for 72.64%; scientific research and academic associations, skill and practice associations and social welfare associations accounted for about 40%; emotional communication associations accounted for 21.77%. Through the in-depth interview, the possible reasons are summarized as follows: First, many graduate students feel the pressure of scientific research and hope to participate in some extracurricular activities to relieve the psychological pressure. Therefore, interest and hobby associations become their first choice; Second, in addition to getting physical and mental relaxation through club activities, students also hope to gain something from club activities and serve the society, which is the reason why the next three groups are popular; Third, graduate students are eager to have more channels for emotional communication, which is the reason for the popularity of emotional communication clubs.

3.5 The question about the future

More than 40% of graduate students are pessimistic about their future development or choose to “lie flat”;

More than 60% of graduate students believe that “first-class teachers and solid academic performance” are the confidence of students in the face of fierce professional competition;

Nearly 40% of them think that the university does not give enough guidance to graduate students in employment, further study and entrepreneurship.

More than half of graduate students in science colleges choose to “further their studies” after graduation.

(1) In terms of their expectations for their future development, the number of people who choose “optimistic”, “lying down” and “pessimistic” is as follows:

Nearly 60% of graduate students are “optimistic” about their future, but the proportion of “lying flat” and “pessimistic” combined is as high as 40.55%. What is the reason?

Through in-depth interviews, the following three possible reasons can be summarized: First, it reflects the survival anxiety of Chinese young people. Facing the fierce career competition in modern society, high housing prices and living costs, they feel hopeless about struggle, so it is better to live a life with low desire; Second, some graduate students are not clear about their life goals and lack a certain vision, so they are trapped in internal study and feel tired. They do not know how to plan multiple tasks, feel difficult to learn specific courses, have no interest in what they have learned, want to develop their strengths but do not know where to start, and often feel a sense of powerlessness, and can not really find the answer to what goals they want to achieve. Third, some graduate students are older, some have worked for a period of time before graduate school, have a certain understanding of the society, they think that they are facing more urgent academic, life, family and other aspects of pressure, so the anxiety is more serious.

(2) When asked about the possible advantages of being a graduate student of the University of Science and Technology in terms of where they will go after graduation, they think their main advantages are as follows:

“HKUST is located in a first-tier city with more opportunities” (69.03%), “HKUST has first-class teachers and solid academic

performance” (60.57%), and HKUST has more opportunities for further study abroad (53.98%).

Similarly, in terms of weaknesses, “the school’s social recognition is not enough” is the most worried disadvantage of postgraduates (88.18%), followed by “the school’s guidance in employment, further education and entrepreneurship is not enough” (38.31%), the overall ability and competitiveness of students is not enough (29.6%).

(3) When asked the question “What are your plans after graduation”, answer as follows:

More than half (52.49%) of the graduate students in the School of Science chose “further study”, 45.9% chose “employment”, and only 1.62% chose “entrepreneurship”. Compared with engineering graduates and business graduates, the employment ratio of science graduates is lower.

Through in-depth interviews, the following three possible reasons can be summarized: First, the ambition of postgraduates in basic disciplines is mainly to engage in scientific research; Second, the job market is not friendly to postgraduates of basic disciplines; Third, the work of schools to help graduate students in basic disciplines to cultivate their employment awareness and improve their employability needs to be strengthened.

3.6 About the sense of belonging and identity of HKUST

More than 40% of postgraduates believe that their sense of belonging and identity to the university is not as strong as that of undergraduates;

More than 40% of postgraduates believe that they do not enjoy the same treatment as undergraduates in cultural life.

The answer to the question “My sense of belonging and identity to HKUST is not as strong as that of undergraduates” is as follows:

More than 40% (43.66%) of postgraduates believe that their sense of belonging and identity to HKUST is not as strong as that of undergraduates; 22.89% of the postgraduates answered “don’t know”. They were freshmen or didn’t know much about undergraduate students. Only over 30% of postgraduates (33.46%) clearly stated that “their sense of belonging and identity to HKUST” was as strong as that of undergraduates.

It should be pointed out that the above data are only the subjective feelings of graduate students, not objective facts. Objectively speaking, the research conditions and material benefits enjoyed by graduate students of the University of Science and Technology are leading in the country, and are the envy of many graduate students. However, the situation is not equal. Compared with the undergraduate group, the postgraduate students of the University of Southern Science and Technology do not get the same treatment in some areas.

Through the in-depth interview, the following three possible reasons can be summarized: First, the postgraduate curriculum is not flexible enough, and postgraduate students can not choose courses across majors, nor can they choose art courses; Second, the guidance for graduate students in their studies and employment is insufficient; Third, the dormitory area of graduate students lacks the same public space as the college of undergraduate students, and it is difficult to carry out extracurricular activities.

3.7 Questions about the relationship of guiding students

More than 80% of postgraduates think that the group they are most closely related to is their classmates;

Less than 10% of them think they have the closest relationship with their supervisor.

15.05% of graduate students think that the relationship between them is tense;

Nearly 80% of the postgraduates clearly stated that they could get the guidance and help of their tutors in study;

Less than 60% of them think they can get the same guidance and help in life.

The most noteworthy issue is the relationship between graduate students and their supervisors. During the period of graduate school, tutors are the first responsible person for graduate training. Tutors are not only obligated to provide students with academic guidance, but also have the responsibility to teach students by example and by word, to be a model of student behavior, and to care about the life, employment and psychological conditions of graduate students.

(1) To the question “Which group do you have the closest relationship with in school?”, the students’ responses are as follows:

The majority of postgraduates (86.19%) think that the group with which they are most closely related is their classmates; Only 7.34% of graduate students, less than 10%, thought they had the closest relationship with their tutors.

(2) To the question “Which group of students do you have the most intense relationship with in school?”, the students’ responses are as follows:

The majority of graduate students (55.97%) think that their overall interpersonal relationship in school is good. However, among the students who chose “interpersonal tension”, the tension with their tutors accounted for the highest proportion, reaching 15.05 percent.

Through in-depth interviews, the following three reasons can be summarized for some students’ dissatisfaction with their mentors: First, the mentors have a greater say in the publication of students’ academic achievements and graduation time, which is in conflict with students’ expectations; Second, tutors have a bigger say on whether students should participate in extracurricular activities or when, which is in conflict with students’ wishes; Third, the supervisor has a greater say on the adjustment of students’ research direction, which is in conflict with students’ ideas.

(3) In terms of sub-indicators, for the answer to the question “I can obtain guidance and help from tutors in study”, 75.87% of graduate students clearly indicated that they can obtain guidance and help from tutors in study; Only 5.1% of the postgraduates said that they did not get the guidance and help from their tutors in study. For the answer to the question “I can get guidance and help from tutors in life”,

compared with study, the number of graduate students who can get guidance and help from tutors in life is less than 60% (57.09%), a decrease of nearly 20% (18.78%).

3. Countermeasures and suggestions

Li Fengliang, secretary of the Party Committee of Southern University of Science and Technology, pointed out that as a new type of research-oriented university, Southern University of Science and Technology should cultivate top-notch innovative talents with both morality and ability. It is necessary to further clarify the talent training objectives, formulate the talent training standards, and form a unique top-notch innovative talent training program. It is necessary to improve the collaborative education mechanism, improve the new training path of general and professional talents, and establish a new training model of “combining general and professional talents”. It is necessary to actively expand the boundaries of disciplines, promote cross-integration between different disciplines, and establish cutting-edge courses with obvious cross-disciplinary attributes. It is necessary to use the academic frontier to inspire and enhance “scientific research sensitivity”, set up academic frontier guidance, research method training, students’ innovative research projects, academic expression ability training, students’ critical thinking ability training and other modules to help students improve their research thinking, quality, vision and research interests in the course learning, and effectively combine them with scientific research skills. It will be transformed into the scientific research strength of top-notch talents, laying a solid foundation for them to become leading talents in basic disciplines in the future.

In terms of the mission of modern higher education, it is not only to make students “become talents”, but also to make them “adults”. First-class research universities not only need first-class scientific research, but also follow the educational principle of moral cultivation, pay attention to humanistic education, pay attention to the integration of science and education, so that students can master “ability” rather than just “knowledge”.

According to the expectations of the Secretary and the mission requirements of modern higher education, compared with the current situation of graduate students, the College of Science still has a long way to go to train top innovative talents in basic disciplines.

From the perspective of student work, we put forward the following countermeasures and suggestions:

(1) Strengthen the responsibility of tutors and improve their educational willingness and ability.

As the first person responsible for postgraduates, tutors are the key forces for imparting knowledge, shaping personality and strengthening ideals and beliefs. Tutors’ educational willingness and ability play a decisive role in the quality of postgraduates’ training. First, it is necessary to pay attention to ideological guidance, and guide the supervisor to further enhance the sense of responsibility and mission of moral education; Second, strengthen the training of tutors, improve their guiding ability, especially their pedagogy, psychological knowledge and humanistic quality, and establish and improve the system mechanism to promote the improvement of tutors’ ability; The third is to strengthen the responsibility of tutors, ensure the time and energy to guide graduate students, carefully formulate and implement graduate training programs, earnestly love, respect and care for students, and truly shoulder the responsibility of cultivating and guiding the character, academic, scientific spirit and exploration and innovation ability of graduate students; Fourth, guide and encourage tutors to take the initiative to care for the physical and mental health of graduate students, help solve practical difficulties in life, and strengthen career development education and employment guidance; Fifth, safeguard the rights and interests of tutors, improve the reward and punishment mechanism, and fully mobilize the enthusiasm, initiative and creativity of tutors.

(1) Strengthen the guidance of postgraduate career planning.

Strengthening the guidance of graduate students’ career planning can help them make clear their future development direction as soon as possible and make preparations as early as possible. First, for students who plan to study further, it is suggested that language centers and colleges can provide more targeted language guidance and lectures; Second, for the students who plan to find employment, it is suggested that the career guidance center and each department carry out more activities such as “famous enterprises into the campus” and “alumni sharing meeting”; Third, for students who plan to start their own businesses in the future, it is hoped that the relevant departments and departments of the university can provide theoretical guidance and practical opportunities for entrepreneurship during the students’ study period.

(2) Increase help and support for emotional communication and interpersonal relationships of graduate students.

Good emotional communication and interpersonal relationship are of great significance to the healthy physical and mental development of graduate students, and are an effective guarantee for normal academic research. First, the Graduate Student Association of the School of Science plans to open a spiritual mailbox to receive real-name or anonymous submissions, and send special personnel to conduct regular maintenance to help solve practical problems in students’ emotions and interpersonal relationships; Second, the College of Science plans to carry out cross-faculty and cross-school fellowship activities on a regular basis to guide students out of the dormitory, out of the classroom, out of the laboratory, to meet new friends and perceive the new atmosphere; Third, the College of Science plans to regularly invite emotional experts to communicate with students and guide them to solve the emotional problems encountered by students; Fourth, the College of Science will create platforms for students to express their emotions through online platforms, such as establishing “tree holes” and “confession walls”.

(3) Create some professional graduate student associations for learning, and strengthen the integration of this research to create a group of student associations for hobbies and social welfare.

Community activities can strengthen students' professional skills, improve students' physical and mental health, and enhance students' sense of social responsibility and service awareness, so it has positive significance. First, some learning professional associations can be established to strengthen students' learning of professional knowledge and skills, and the guidance role of counselors can be strengthened in this process. For example, the TOEFL and IELTS training conducted by "Boge English Studio" established by the School of Science this semester has been warmly welcomed by the students of the School of Science; Second, we can set up some hobby associations, which can strengthen the cooperation with undergraduates and create a good place for postgraduates to relax. Thirdly, some public welfare associations can be established to enhance the service spirit and social responsibility of graduate students through public welfare activities. The "Two Seeds" activity carried out by the leaders of the Party Committee and Youth League Committee of the College of Science has accumulated rich experience, and can provide guidance for student associations.

(4) To provide more healthy and rich ideological and political courses, humanities courses and cultural activities.

Healthy, rich ideological and political courses, humanities courses and cultural activities are of great significance to strengthen students' political stance, improve students' humanistic quality, and promote students' healthy physical and mental development. First, it is suggested that the Ideological and Political Center offer more ideological and political courses for graduate students, and the College can also hold more activities with ideological and political education attributes. It is necessary to adhere to the dual attributes of ideological and political education and knowledge and skills education of the ideological and political courses. For example, the ideological and political lectures held by the famous economist Professor Lin Yifu in this semester have been warmly welcomed by students; Second, it is suggested to increase the proportion of graduate humanities courses, humanities course education is the only way to cultivate graduate students "adult"; The third is to strengthen the development of graduate cultural activities, such as the traditional culture education week, to improve the cultural quality of graduate students, strengthen the campus cultural atmosphere.

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