

Research on the Professional Practical Teaching System of Asset Assessment Specialty from the Perspective of Two-way Embedding of School-Enterprise Cooperation

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Abstract: Practical teaching is an important link and method in higher education. Based on the perspective of two-way embedding of school-enterprise cooperation, this paper constructs a practical teaching system for asset assessment specialty from four aspects: teachers, training bases, curriculum construction and evaluation methods. Measures such as strengthening the organization construction, perfecting the evaluation mechanism and improving the reward and punishment mechanism should be taken to ensure the quality of practical teaching of asset assessment, to promote the in-depth cooperation between schools and enterprises, and to ensure ideal practical teaching results. Through these measures, the comprehensive quality of talent cultivation can be improved.

1. Introduction

The Outline of National Medium-and Long-Term Program for Education Reform and Development (2010-2020) puts forward, we need to “strengthening the employment and entrepreneurship education as well as the employment guidance service, and create a joint talent training mechanism participated by universities, scientific research institutes, industries and enterprises.”^[1] The construction of school-enterprise cooperation mode is the core of applied talents training and an important measure to realize the cultivation of applied talents in Chinese universities. The reform of practical teaching system based on the mode of school-enterprise cooperation is the requirement of enterprises and universities to establish a cooperative education mechanism. It is also the objective requirement of colleges and universities to improve the quality of practical teaching, to improve students’ comprehensive practical abilities and to cultivate applied talents.^[2]

2. Research Background and Thoughts on the Practical Teaching System of Asset Assessment Specialty

2.1 Research background

The Plan for Talents Training and Team Building in the Asset Evaluation Industry of China puts forward that talent is the first strategic resource for national development. As the first station of asset assessment personnel training, colleges and universities are the places to find, discover and reserve assets appraisal personnel. As the asset assessment industry is still in its infancy in China, the construction of asset appraisal specialty is relatively backward and is still in the process of continuous exploration. Most of the assets assessment departments in colleges and universities focus on the education of the basic theories, rather than the refined training of talents. Due to the continuous evolution of the economic situation, many new types of assets have emerged; the demand for high-level and high-quality applied talents is increasing day by day. With the establishment and effective promotion of applied and innovative talents training mode in colleges and universities, in the process of deepening teaching reform, improving teaching qualities and teaching effects, the effective reform of practical teaching links and the implementation of

safeguard measures are imperative. Therefore, speeding up the reform of the practical teaching system for the asset assessment specialty has become a major issue confronting colleges, universities and the asset appraisal industry.

2.2 Thoughts on the reform

In order to improve the current practical teaching system for the asset assessment specialty, it is necessary to meet the needs of stakeholders such as teachers, students, enterprises, schools and the society, and to separate practical teaching links from the traditional education mode, in which the theoretical teaching occupies the leading position. The concept of “embedding” in the new economic sociology can be transplanted into the practical teaching system. Following the construction principles of “mutual benefit, responsibility sharing, joint construction and coordinated development”, the practical teaching system with the two-way embedding model of school-enterprise cooperation should be constructed. The paper analyzes the four aspects of this system, namely the two-way embedding of teachers, the two-way embedding of training base, the two-way embedding of curriculum and the two-way embedding of assessment methods. The purposes of this research include, strengthening the in-depth cooperation between colleges and enterprises, establishing a comprehensive assessment and self-examination system on students’ theoretical knowledge and operational skills, cultivating students’ abilities of solving problems through the comprehensive application of knowledge, and improving students’ practical abilities in an all-round way.

3. Contents of the Practical Teaching System of School-Enterprise Cooperation under the Two-way Embedded Model

The school-enterprise cooperation under the two-way embedding model makes full use of the resource advantages of schools and enterprises to train innovative and inter-disciplinary applied talents that can meet the needs of the asset appraisal industry development, so as to achieve the coordinated development as well as the win-win cooperation. The main content of the two-way embedding model of school-enterprise cooperation includes the two-way embedding of teachers, the two-way embedding of training bases, the two-way embedding of curriculum construction and the two-way embedding of evaluation methods.

3.1 The two-way embedding of teachers

Teachers from the school and enterprise should cooperate with each other in the professional practical teaching system, so as to improve the quality of practical teaching and better achieve the goal of cultivating high-quality applied talents.

Firstly, industry experts should be invited into the classroom. The practical teaching system should be closely related to the asset appraisal industry. By introducing experts with practical experiences and teaching abilities as “professional teachers”, experts can directly teach students about the practical part of the curriculum. In the asset appraisal industry, no matters in the real estate appraisal companies or in the land appraisal positions, all staffs need to grasp the core principles of asset appraisal, such as its basic principles, basic methods and basic procedures. “Professional teachers” need to participate in the preparation of experimental teaching syllabus and the experimental teaching plans according to the requirements for talents and the professional competence standards required by posts. Students are required to carry out evaluation cases, so that they can master the operation procedures and evaluation methods of asset evaluation, and make the personnel training system more pertinent and practical.

Secondly, professional teachers should work in enterprises. At present in colleges and universities, there are relatively few professional teachers who have practical experiences, which is not good for the development of asset assessment practical teaching. In order to further strengthen the construction of the teaching team, the school should build a teaching team with “double teachers who have both teaching ability and professional practical ability”, so as to meet the requirements of applied undergraduate education. The school authority should encourage professional teachers to

work in asset appraisal companies for off-production and on-the-job training, and participate in company operation like decision-making, company management, project evaluation and staff training. That experience can update the knowledge structure of teachers, improve their practical abilities in solving evaluation problems, and provide them with real, typical and vivid cases which can be used in classroom teaching. That opportunity enables them to combine theory with practice and stimulate students' enthusiasm for inquiry learning and active learning. Through that process, they can really become "double teachers who have both teaching ability and professional practical ability."

3.2 The two-way embedding of practical teaching base

In order to further promote the reform of personnel training mode, to improve the joint talent-training mechanism operated by both schools and enterprises, and to deepen the integration of industry and education as well as the cooperation of schools and enterprises, we need to give full play to the role of training bases in personnel training, and promote the construction and management of practical teaching bases inside and outside schools.

Firstly, a simulation laboratory should be jointly established for campus asset evaluation. The laboratory is an important base of the teaching and scientific research in colleges and universities. The level of laboratory construction is an important symbol which can measure the level of the school. In order to meet the needs of professional construction, it is necessary to continuously build and improve the software and hardware resources of the asset evaluation laboratory in campus. On the basis of making full use of existing laboratories, school authorities should establish an asset evaluation simulation laboratory under the suggestion and guidance of asset evaluation companies. Evaluation software recommended by evaluation companies could be selected according to the actual needs of teaching, so as to create a forward-looking and practical asset evaluation simulation laboratory. That laboratory can be used as the platform for talent cultivation and technical exchanges between schools and enterprises.

Secondly, schools and enterprises should jointly establish an off-campus asset assessment training base, in order to provide good training conditions for the off-campus practice. In the freshman year, students should go to the off-campus asset assessment training base for cognitive practice, so that they can have a preliminary understanding of the basic procedures and main methods of assets assessment before learning professional knowledge. That experience can help them to integrate theory with practice and enhance their perceptual understanding on the analyzing and solving of assets assessment problems. Then students can lay a good foundation for the follow-up practice in the professional courses. In the junior year, students need to go to the off-campus assets assessment training base for special practice, which can make the professional courses more targeted, and cultivate students' practical abilities as well as their practical operation abilities. In the senior year, students should go to the off-campus assets assessment training base for graduation practice, and collecting relevant materials they needed for their graduation thesis.

3.3 The two-way embedding of curriculum construction

In order to make the course construction more suitable to the needs of the industry, case teaching should be applied to the design of course. Cases should be linked with the teaching theme case closely, and provide guiding significance.

Firstly, schools and enterprises should jointly compile practical training materials for asset appraisal majors. According to procedures of specific evaluation projects, the school-enterprise cooperation unit should provide relevant data and materials of various types of evaluation cases, and compile practical teaching materials for asset evaluation students with the school. When analyzing these cases, students can act as real asset appraisers, using the professional knowledge they have acquired to choose suitable evaluation methods, evaluating the estimated results, compiling and collating the evaluation materials and completing the evaluation. These projects make the practical training textbooks more realistic, practical and operable.

Secondly, schools and enterprises should jointly establish a case base for asset assessment teaching. Both schools and enterprises formulate implementation standards and management

systems in the compilation of teaching cases and the implementation of case teaching. Enterprises provide specific cases to form a case construction system that keeps pace with the times. Illustrating problems through cases will help to strengthen the cultivation of students' practical application abilities and promote the reform and innovation of practical teaching mode focusing on the cultivation of students' practical application abilities.

3.4 Two-way embedding of evaluation methods

Through the joint formulation of assessment methods and standards by both schools and enterprises, the practical teaching process can be evaluated and assessed; an assessment system based on the needs of assets assessment posts and professional requirements can be established.

First, the evaluation methods should be diversified. The asset appraisal major is a specialty that integrates theory with practice. If the traditional form of final examination is adopted, it will not be able to effectively implement practical teaching and process assessment. Practical courses under the mode of school-enterprise cooperation can be constructed by university teachers and practitioners through the combination of practical operation and theory; the assessment methods should be diversified. For example, in the course of Principles of Asset Assessment, the evaluation companies can provide practical assessment projects. Students need to prepare assessment reports on the basis of investigation and research. The assessment reports are regarded as one of the assessment results of the course, which fully reflects the deep integration of professional construction and industry requirements.

Second, the assessment subjects should be diversified. The traditional way of single assessment by schools needs to be changed; outside-school tutors of evaluation companies should also participate in the evaluation. According to the talent training plan and the actual situation of the practice base, both schools and enterprises should jointly determine the assessment methods and means, jointly formulate the evaluation index system, and jointly evaluate the quality of students' performance in the practice base. For example, in the course of Asset Assessment Simulated Experiment, students should go to the evaluation company for a month of special internship. The evaluation company equips each intern with an off-campus tutor. The off-campus tutor evaluates students according to their practical skills from the perspective of enterprise evaluation staff, so as to realize the combination of school evaluation and enterprise evaluation.

4. Construction of the Quality Assurance System for School-Enterprise Cooperative Practical teaching under the Two-way Embedded Model

In order to make the two-way embedded practical teaching system of school-enterprise cooperation achieve the ideal practical teaching effect, we need to focus on process management, strengthen quality requirements, establish quality assurance system, and serve for the smooth transformation of application-oriented education, as well as the growth and future employment of students.

4.1 Strengthening the organization construction to guarantee the quality of practical teaching

Enterprises and schools need to establish a Practical Teaching Advisory Committee, and formulate and improve measures which can guarantee the quality of practical teaching under the school-enterprise cooperation. The main tasks of the Practical Teaching Advisory Committee are clearing the direction of professional reform and innovation and formulating the overall targets and plans of practical teaching under the guidance of policies on schools' application-oriented transformation. Its responsibilities include following aspects. First, the committee needs to hold regular meetings on practical teaching construction; second, it needs to formulate operational mechanism which can clarify the responsibilities and rights of both sides. Third, it should formulate school-enterprise cooperation plans and annual work plans, such as the development and establishment of practical courses, the formulation of standards for practical courses and the construction of training bases. Fourth, it needs to establish a stable and long-term liaison mechanism to ensure the good relationship and smooth cooperation between schools and

enterprises.^[3]

4.2 Perfecting the mechanism of practical teaching quality evaluation

Practical teaching quality evaluation refers to the quantitative assessment of the teaching situations in schools and enterprises through the evaluation index system and evaluation procedures on the basis of certain practical teaching objectives and standard. The mechanism tests the realization degree of teaching objectives of schools and enterprises, requests improvement measures based on the test results, and checks the improvement situation. The basic contents include the evaluation of practice bases inside and outside schools, the evaluation of joint research and development courses and so on. The evaluation of practical teaching quality can be carried out through various ways and channels, such as the teaching inspection, student symposiums, teacher symposiums, teachers' evaluation of learning, students' evaluation of teaching and so on.^[4]

4.3 Improving the reward and punishment mechanism on the basis of practical teaching quality

Through the establishment of school-enterprise practical teaching performance award, the "quality engineering" and "undergraduate education and teaching reform project" are included in the award category. Relevant awards are given to the teaching reform topics jointly developed, teaching papers jointly published, experimental textbooks jointly compiled, and students' asset evaluation competitions jointly guided by schools and enterprises. Outstanding and typical teachers are commended. Schools and enterprises jointly hold "Asset Assessment Skills Competition" to commend and reward the professional teachers and professional teachers who win the competition. Teachers' mutual help and guidance mechanism should be established. For teachers and professional teachers with problems, on one hand, the rotation training programs are organized. On the other hand, teachers should be equipped with instructors to promote the improvement of their teaching levels through the activities of "passing on, helping and leading".^[5] If teachers still cannot qualify for the teaching position after assistance and guidance, their posts will be adjusted.

5. Conclusions

The cooperative education mechanism jointly operated by schools and enterprises should be established through the two-way embedding of teachers, the two-way embedding of training bases, the two-way embedding of curriculum construction and the two-way embedding of assessment methods. Then a practical teaching system which integrates talent training, teacher training, technology application, as well as innovation and entrepreneurship can be created to realize the sharing of resources between schools and enterprises, as well as the cultivating of applied, innovative and compound talents.

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