On the Change of the Developing Mode of Local Colleges and Universities

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Abstract. To speed up the development of modern vocational education, and change the development mode of local colleges and universities is the need of socio-economic development and industrial transformation and upgrading, and also the necessity of characteristic development of local colleges and universities. This paper expounds the change of the development mode of local colleges and universities from the aspects of ideology, talent training mode, school-enterprise cooperation, teaching staff, teaching methods and assessment methods.

Introduction

Talent cultivation is an important function of colleges and universities. To meet the needs of different types of talents for socio-economic development is the basic value demand of colleges and universities. With the rapid popularization of higher education in China, to get employed for college students is becoming more and more difficult. However, according to the survey, many enterprises are struggling to find the right technical talents. The structural inconsistency between “relative surplus of college graduates” vs. “great shortage of technical talents” reflects that the qualities of local college graduates cannot meet the socio-economic development demand. Higher education can't very well serve the needs of economic and social development and industrial transformation and upgrading, since many local colleges and universities do not fully understand the demand of enterprises for talents, and self evaluate the quality of college students. Therefore, it is very necessary to change the development mode of local colleges and universities.

Change the Traditional Concept, and Promote the Change of the Development Mode of Local Colleges and Universities

To change the development mode of local colleges and universities, first and foremost, is to change ideology. A lot of leaders, teachers and students from local colleges and universities are not willing to accept vocational education and technical skilled orientation. They even think that vocational education is a form of "degradation" of undergraduate education. Leaders, teachers and students from local colleges and universities, therefore, must first thoroughly overcome the prejudice that vocational education is inferior to undergraduate education. It is necessary to make it clear that vocational education is not to degenerate, but one type of higher education which is socio-economic oriented, and could better serve social and economic development. Secondly, local colleges and universities should carry out a campus-wide discussion on the core issues such as “why to change the development mode of local colleges and universities, what to change and how to change”. Moreover, local colleges and universities should further make the applied technological university orientation and other top-level design clear, and write applied technological university orientation and university-enterprise cooperation into school constitution as its core articles.

Cultivate Vocational Ability, and Innovate Talent Training Mode

To deepen the reform of talent cultivation mode is the core content of changing development mode of local colleges and universities. Local colleges and universities should try to tighten its
relationship with industry and explore to set up new training mode, which should be based on socio-economic demand, and regard professional needs as the core, the professional ability training as the main line. Set up integrated framework of four ability quality structure, includes “knowledge structure”, “professional skills”, “professionalism” and “innovation”, in other words, the basic theory, basic skills, basic quality and professional spirit, which are prerequisite to complete professional task.

**Deepen School-enterprise Cooperation, and Improve the Cooperation Mechanism of Cultivating Mode**

Deepening school-enterprise cooperation and realizing deep integration of industry and higher education are the key points for the change of the development mode of local colleges and universities. Local colleges and universities must discard the traditional concept and build a close relationship with enterprises. Local colleges and universities should strengthen the cooperation of education management and service work, set up specialized agencies, to promote cooperation program with the government, industry, enterprises and research institutions, resource sharing, mutually beneficial and win-win new depth integration of production and education cooperation education pattern, to establish "cooperation in running schools, cooperation in cultivating talents, cooperation in developing, cooperation in employment" four cooperative talents cultivating mechanism, strengthen the interaction between colleges, realize mutual benefit and win-win results.

Build a high level practice teaching center. Strengthen the training condition construction according to the real production environment and working process. Local colleges and universities should seek cooperation with enterprises, and jointly build laboratories, practical training centers, through various ways, such as business investment or donation, government purchases, fund raising, financing lease and so on.

Innovate practice teaching system. Local colleges and universities should improve the practical training system for students’ in-school experiments, practical training and social practice, and build an integrated practical teaching system. Strengthen the social practice, more comprehensive and exploratory experimental project design, research, offer courses which are closely related to life and real production process. Set up a combination of “teaching, learning and doing” practice teaching mode. The proportion of practical teaching in the talent training program should be over 30%, and the time for students to participate in the internship should be up to one year. Strengthen the quality control and assessment of practice teaching link.

**Improve the “Double Qualified” Teaching Staff and Realize the Transformation of Teaching Staff**

To improve teachers’ professional practice ability and the proportion of “double qualified” teachers is the key to realize the transformation of local colleges and universities to applied technical universities. To stress more on practice, and make a teaching transformation plan, establish and improve the incentive mechanism, arouse teachers’ intrinsic motivation, to strengthen the “double qualified” teacher training, gradually make the most of the teachers have high theoretical level and has strong practical ability. Teachers should be encouraged to assess the relevant professional and technical titles, industry qualification certificates, and lean toward “double qualified” teachers in the aspects of performance appraisal and job evaluation. Strengthen the teacher training, enhance the teachers’ professional practice ability, build “double qualified” teacher training in a planned way and guide teachers to carry out technical services for the enterprise. Theoretical teachers should be trained in the practice of enterprises, and skilled teachers should learn more theory. Employ excellent technical and managerial staff as part-time teachers through the university-enterprise cooperation platform. Encourage teachers to participate in skills competitions and innovation and entrepreneurship activities. Encourage professional teachers to actively participate in and guide the various skills competitions, disciplines competitions and other activities in and out of the school.
Change the Teaching Method, and Establish Multi-assessment Evaluation System

The reform of teaching methods is the difficult point of changing the development mode of local colleges and universities. Adhere to the combination between industry and teaching, and between the teaching process and the production process. Guide and cultivate students’ ability to acquire knowledge independently, to stimulate students’ creativity, and to improve students’ comprehensive quality. Combine theory learning, practical application, problem solving and project management. To promote teaching by project, to establish innovative practical courses, to cultivate students’ innovative consciousness, practical ability and teamwork spirit.

Change the traditional assessment method and explore the establishment of a diversified evaluation system. Two changes should be made: transformation from the evaluation of students’ “academic performance” to the evaluation of students’ “vocational ability”; transformation from “examination orientated” to “learning process orientated”. The exam should focus more on the students’ understanding ability, independent thinking ability and comprehensive knowledge application ability, especially the vocational skills. In terms of the examination form, different ways of evaluation should be adopted according to the feature of the course, such as written exam, oral presentation, work design, survey and etc. In terms of constitution of the final score, students should pay attention to their technical application ability, learning process, attendance, homework, performance, etc.

References


