

Research on the implementation path of classroom teaching reform in local universities

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Abstract

This research focuses on the transformation of classroom teaching within local universities during this era of rapid change. It lays stress on the incorporation of industry, profession, and vocation aspects so as to tackle crucial matters like narrowing the disparity between instructional content and enterprise advancements and optimizing the pathways of cooperation. The investigation puts forward a variety of pedagogical strategies, namely practical case-based pedagogy, interactive teaching modalities, group deliberation approaches, classroom exhibition techniques, the fostering of professional capabilities, and multifaceted teaching methodologies. Through the implementation of a classroom teaching paradigm founded on "industry, profession and vocation" in the Big Data and Financial Management discipline of the vocational university, it endeavors to enhance students' practical operational proficiency, professional development, eagerness, and impetus for learning. This paradigm also augments the instructional standard and students' overall caliber. The paper culminates by advocating for the extensive dissemination of this teaching modality, while underlining the significance of aligning course content with industrial requisites, refreshing teaching approaches, fortifying the collaboration with enterprises, and concentrating on students' individualized growth. It is anticipated that this methodology will breed high-caliber professionals and make contributions to the local economic expansion and social advancement.

Keywords : classroom teaching; local universities; industry, profession and vocation

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Introduction

In the current era of rapid technological and social evolution, industries need more diverse and specialized talents. Local universities are key to training good applied talents, so classroom teaching reform is really important. We are aware that only by keeping pace with industry development and continuously updating teaching content and methods can we cultivate outstanding talents. This study aims to give new ideas for reform through discussions and help education develop. We focus on profound integration with industry, improving the degree of professionalism and meeting the needs of vocation. We can refer to the following implementation path of classroom teaching reform.

Case-Based Instructional Method

In the selection of cases for case-based teaching, a rigid set of standards is adhered to. Preference is given to those from prestigious financial enterprises that are highly characteristic and contemporaneous. Such cases ought to cover extensive business situations, such as the risk management experience of a prominent company during market fluctuations. The teaching process initiates with students independently exploring the case background and essential data. Subsequently, in-class group discussions are organized. Each group, typically consisting of 4 to 6 students, analyzes the company's strategies, evaluates the effectiveness of risk control measures, and proposes substitute approaches. Teachers play a guiding role all through, promoting in-depth discussions and ensuring students' grasp of financial theories and their practical applications.

Interactive Teaching Approach

To enhance interaction, advanced educational technologies like online discussion platforms and real-time polling tools are utilized. For instance, in a class about financial market analysis, the teacher can pose a question regarding the impact of a recent economic policy on the stock market. Students quickly respond through the polling tool and then engage in in-depth discussions on the platform, sharing diverse viewpoints and justifications. In promoting innovative educational models, partnerships have been established with industry associations and government agencies. Collaboratively, a virtual stock trading competition integrated into the curriculum has been designed. This competition not only simulates real market conditions but also provides students with practical experience in investment decision-making and risk management.

Group Discussion Strategy

When forming groups for discussions, students' academic achievements, learning styles, and personalities are taken into account to create heterogeneous groups. In a project related to corporate financial restructuring, clear goals and guidelines are set for each group. For example, groups are required to analyze the financial status of a specific company, identify the problems leading to the need for restructuring, and formulate a comprehensive restructuring plan. To support their work, access to relevant databases and industry reports is provided. Each group assigns specific duties to its members, such as a team leader responsible for coordinating the work, a data analyst in charge of collecting and processing information, and a presenter who will report the group's findings. Regular group meetings are held to monitor progress and handle any emerging issues.

Classroom Presentation Technique

In the classroom, students need to make thorough preparations. They should conduct in-depth research on the topic, organize the content logically, and use appropriate visual aids like slides. For a presentation on a company's financial statement analysis, students should not only present the numerical results but also interpret the implications and trends. After the presentation, classmates and teachers provide feedback, focusing on aspects such as content accuracy, presentation skills, and the ability to answer questions. This feedback helps students improve their communication and critical thinking abilities.

Professional Competence Cultivation

In specialized courses, professional ethics education is integrated through real-world case studies. For example, in an accounting course, the Enron scandal is analyzed to illustrate the importance of ethical behavior in the profession. Regarding career planning, industry experts are invited to hold seminars. These experts reveal their career paths, the necessary skills and knowledge at different stages of their careers, and the latest industry trends. Then, students are guided to develop their individual career plans based on their interests and strengths.

Diversified Teaching Methods

Traditional classroom teaching is combined with online learning resources. For example, in a course on financial management, an online learning platform that offers video lectures, interactive quizzes, and discussion forums is used. Students can access these resources at their convenience and review difficult concepts. Moreover, a cooperative relationship has been established with a leading financial institution. The institution provides real-time market data and case studies and also participates in curriculum design. For example, their experts help us update the content of investment courses to ensure its consistency with the latest market practices.

Industry

The talent training program of the university is in line with "industry". Through school-enterprise cooperation, the skills needed by the industry are integrated into the teaching. The school employs industry experts to give lectures. These experts not only bring rich practical experience, but also enable students to face the real challenges of the industry through workshops and lectures, so as to gain valuable practical experience in addition to theoretical learning. In addition, we also regularly organize students to visit related enterprises to learn about the operation of the industry and further deepen their understanding of professional knowledge. In this way, students are able to combine the theoretical knowledge learned in class with practical work scenarios, laying a solid foundation for their future careers. At the same time, we also encourage students to actively participate in industry projects, apply the knowledge they have learned to solve practical problems through practical operation, and cultivate their innovative ability and teamwork spirit. This teaching mode not only improves the employment competitiveness of students, but also wins us a good social reputation.

Professional

Based on the cultivation and output of "professional" talents, in response to the lag of professional courses behind market development, the foothold for vocational undergraduate education can be found according to the differences between vocational and general undergraduate programs; when setting up professional talent cultivation plans, it is necessary to have foresight, align with

social development trends, keep up with market rhythms, not only adapt to the needs of enterprises but also lead their advancement; achieve the process-oriented cultivation of professional foundations in classroom teaching and the outcome-oriented employment output. When formulating professional talent cultivation plans, a deep analysis of industry development trends and enterprise needs should be conducted to ensure the practicality and foresight of course content. At the same time, emphasis should be placed on combining theory with practice, through school-enterprise cooperation, internships, and practical training, enabling students to gain practical work experience during their learning process. Additionally, course settings should be flexible and diverse, capable of timely adjustments based on market changes to cultivate students' innovation and adaptability. Ultimately, through this educational model, the goal is to nurture high-quality professionals who possess solid professional knowledge and can quickly adapt to the workplace environment.

Vocation

With the goal of a "vocation" one-stop service center, universities should provide a one-stop service center that integrates various career services from the civic center into the campus. The following areas can be set up within the teaching area: seminar rooms, some administrative offices on campus, guidance desks, service windows, waiting zones, legal consultations, and mock trials, allowing students to directly experience various careers and gain a deeper understanding of relevant skills and needs. The ultimate goal of the one-stop service center should be the development prospects and quality construction of careers. The guidance desk, officially known as the consultation guidance desk, is where consulting staff work, mainly used to receive students, understand the business issues they need to consult, reduce unnecessary waiting time, and quickly guide people to designated service windows for processing. The service window is the main service area, consisting of window supervisors and staff responsible for handling specific business for students. All service personnel are student representatives from relevant majors. The mock trial is a practical venue for legal skills training, providing hardware conditions for skill training and other practical teaching activities. Its main function is to offer skill training that cannot be completed in class, systematically and purposefully organizing practical skill training for legal career positions, thereby achieving the course of cultivating and exercising students' legal skills eye.

The Implementation and Results

In the Big Data and Financial Management Major, the classroom teaching model based on "industry, profession and vocation" was implemented comprehensively.

Case Selection and Teaching Process in Practical Case Teaching

For the practical case teaching in this program, we have established a strict case selection mechanism. We collaborate closely with numerous enterprises in the financial field to obtain real and typical cases. For example, in a case about a medium-sized e-commerce company's financial data analysis and decision-making, the case materials cover the company's sales data, cost structure, customer behavior data in the past three years, as well as the market environment changes during the same period.

In the teaching process, students are first required to familiarize themselves with the basic information of the case independently. Then, in class, the teacher guides students to conduct in-depth discussions in groups. Each group is tasked with analyzing the company's revenue sources, cost control points, and potential business growth opportunities based on the provided data. They need to use relevant financial analysis tools and techniques to

calculate key financial indicators such as profit margins, inventory turnover rates, and customer acquisition costs. Through this process, students can not only understand the practical application of financial theories but also master the operation process of real financial data analysis.

Group Organization and Discussion Topics in Group Discussion Method

When using the group discussion method, we pay great attention to the rationality of group organization. We usually divide students into groups of 4-6 people according to their academic performance, learning ability, and personality characteristics to ensure that each group has a balanced composition. In a project on investment portfolio analysis, we set up discussion topics such as "How to construct an optimal investment portfolio under different market conditions" and "How to evaluate the risk and return of various investment products". Each group is required to conduct research and discussion based on these topics, collect relevant market data and industry information.

Student Feedback and Performance Improvement

After implementing this teaching model for a period of time, we collected extensive student feedback through questionnaires and interviews. The results show that students have a high degree of recognition and satisfaction with this teaching model. More than 85% of the students believe that the practical case teaching method has significantly enhanced their understanding of financial knowledge and practical operation ability. They mentioned that through the analysis of real enterprise cases, they can better understand the connection between classroom knowledge and actual work scenarios.

In the Big Data and Financial Management major, a classroom teaching model based on "industry, profession and vocation" was implemented. Through questionnaire surveys, the participation of students in accounting foundation courses was analyzed. According to the final assessment scores, students' performance in practical application skills and abilities has significantly improved. In the national vocational qualification examination which is the primary accountant title examination, through the improvement of teaching methods, the student pass rate has been significantly improved. The number of students passing this examination has increased from 49 in 2023 to 266 in 2024.

Conclusion

First of all, this teaching mode can improve students' practical operation ability and professional cultivation. Students have a high acceptance of this mode. They believe that this mode can help them better understand and apply professional practice, so as to improve their professional quality and competitiveness.

Besides, this teaching model can stimulate students' enthusiasm and motivation for learning. Students believe that diversified teaching and professional quality training are the most effective teaching methods of this model, and group discussion and practical cases can help them better understand and apply professional knowledge.

Furthermore, this teaching model can improve the quality of teaching and students' comprehensive quality. Students believe that the vocational quality cultivation under this model is of great help to their career development and employment competitiveness.

In light of the above, it is highly recommended to vigorously promote the "industry, profession, occupation" classroom teaching mode in local colleges and universities to enhance teaching quality and students' comprehensive quality. However, the process of promoting this teaching mode is fraught with challenges.

Firstly, different colleges and majors vary significantly in terms of resources and requirements. Some institutions may lack the necessary industry connections or teaching facilities. To address this issue, policy support from the government is of critical importance. Governments can allocate specific funds and offer incentives to encourage schools to implement this teaching mode. For example, providing financial subsidies for schools to upgrade teaching facilities and establish industry partnerships.

Secondly, faculty training is an indispensable aspect. Regular and systematic training programs should be organized to update teachers' knowledge and skills. These programs can cover the latest industry trends, advanced teaching methodologies, and the integration of technology into teaching. Through such training, teachers can better adapt to the requirements of the new teaching mode and improve their teaching effectiveness.

Finally, innovation in enterprise cooperation models is also necessary. Schools can explore joint research and development projects with enterprises. For instance, collaborating with enterprises to develop practical teaching cases based on real business projects or jointly conducting research on industry-related topics. This not only enriches teaching resources but also enhances the practicality of teaching content.

In conclusion, by addressing these challenges through policy support, faculty training, and enterprise cooperation innovation, the "industry, profession, occupation" classroom teaching mode can be effectively replicated and implemented in different colleges and majors, thereby making a significant contribution to the cultivation of high-quality professionals and promoting local economic development and social progress.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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