

An Analysis of Experimental Teaching in Undergraduate Economics and Management Major Under the Background of Industry-Education Integration

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Abstract: The integration of education and industry is a deep integration. It improves the degree of enterprises participating in college education. Undergraduate colleges should make full use of the opportunity of “industry-education integration” to realize the effective connection between the skill needs of enterprises and experimental teaching ^[1]. This paper analyzes the current situation of experimental teaching in undergraduate Economics and Management specialty under the background of industry-education integration and proposes specific experimental teaching strategies to realize the integration of “production, teaching, and learning” as well as nurture a large supply of applied talents for the society.

Keywords: Industry-education integration; Economics and Management major; Experimental teaching

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1. The current situation of experimental teaching in undergraduate Economics and Management major under the background of industry-education integration

1.1. Formalized professional teaching

At present, the teaching in colleges and universities for Economics and Management majors tends to be formal. Although practical teaching activities have been designed and implemented, theoretical explanations are still the focus in professional teaching. The professional teaching system lacks corresponding hierarchy and systematicness; additionally, professional course teachers will usually explain cases when carrying out teaching activities and display the courseware with the help of multimedia. It can be appreciated that the teaching mode and method are relatively single and formalized ^[2].

1.2. The need for “double-qualified teachers”

Although the teaching in undergraduate colleges and universities for Economics and Management majors has a solid curriculum, the students rarely have the opportunity for part time employments with enterprises. Therefore, they lack practical experience. They tend to place high value on theoretical explanations, which is not conducive to improving their professional skills. Additionally, the teaching staff in undergraduate colleges and universities are mostly young teachers, who are fresh graduates. Very few teachers opt to

practice in enterprises before taking office; hence, the accumulation of practical experiences is not solid enough. Therefore, the construction of “double qualified” teachers is an exigency.

1.3. Loopholes in experimental training bases

In the context of industry-education integration, the experimental training base construction must be strengthened. Taking the International Trade specialty as an example, the experimental training base is mainly aimed at e-commerce enterprises or small enterprises, in which the scale and quantity are very limited^[3]. Although local securities companies and banks will cooperate with colleges and universities, due to the demand for trade secrets, very few financial institutions and units are willing to accept practical students for training in their own units. Hence, students do not really understand the internal operation process of the financial industry. On the other hand, although they are allowed to visit the training bases in batches, they do not spend much time on practical training, thus leading to a failure in developing a deep understanding of certain posts^[4]. Moreover, there are students who will be assigned to market development positions during their internship. The job scope is more stylized; thus, students will find it difficult to improve their comprehensive quality. In view of these issues, there is an urgent need to explore the “off-campus training and on-campus experiment” mode through virtual simulation experiment design of the workflow and required skills in future practical work, as well as systematic experimental teaching to make up for the shortcomings in the practice link of off-campus training base.

1.4. A relatively single professional assessment form

At this stage, the assessment of most Economics and Management courses is still based on paper examinations. Although summative assessment results will also be considered, they do not weigh as much, accounting for only 30% of the overall assessment results. Additionally, the summative assessment content is also relatively fixed. Some professional courses will assess students via investigation reports, summary reports, and in-class tests. However, the majority of students do not really carry out investigation activities; thus, their practical skills remain uncultivated. In addition, many colleges and universities do not incorporate the results of competitions into the assessment system, so the skills of students cannot be accurately assessed. Therefore, in order to explore the organic integration of theoretical teaching and experimental teaching, it is necessary to create an innovative and integrated professional assessment form.

2. Experimental teaching strategies for undergraduate Economics and Management specialty under the background of industry-education integration

2.1. Forming “double-qualified” experimental teaching teams

When forming a “double-qualified” teaching team, colleges and universities should design the overall plan in advance and integrate the construction of “double-qualified” experimental teachers into their development strategy. Colleges and universities should also adjust the framework of teachers according to their own positioning, formulate cultivation plans and schemes according to the guidance documents and policies on “double-qualified” teachers’ training issued by the education department, as well as improve the relevant training systems for teachers^[5]. Secondly, when cultivating “double-qualified” teachers, colleges and universities should improve the feasibility of the cultivation plan based on their own development and the career development of students. When training teachers, they should consider the needs of the industry, strengthen the process management of teachers’ training, clarify the objectives of cultivating teachers, optimize the existing training mode, and organize various activities to enrich the cultivation content. Finally, colleges and universities should actively communicate with various enterprises, deepen the cooperative relationship with various industries, prioritize the training of “double-qualified” teachers in the cooperation, and use the educational resources provided by enterprises to improve the overall

quality of teachers. In addition, colleges and universities should also send professional course teachers for part-time employment with enterprises to help them accumulate and consolidate their practical experiences.

2.2. Clarifying the talent training objectives

The goal of colleges and universities in cultivating talents is to supply application-orientated technical talents for social development, so as to promote the continuous progress of society. The industry's demand for talents directs colleges and universities in their talent cultivation task. In the context of industry-education integration, it is necessary to strengthen the cooperation between schools and enterprises, so as to cultivate high-quality talents for social development ^[6]. Therefore, colleges and universities need to formulate specific training plans based on the needs of enterprises to cultivate skilled talents in line with the actual needs of enterprises. In addition, when formulating training plans, enterprises should also participate in process to improve the pertinence of these plans. Colleges and universities, on the other hand, should actively develop school-based courses and clearly clarify their standards. In the development of these courses, it is necessary to consider the local economic development and enterprise management, so as to enhance the competitiveness of students in the industry. Taking finance as an example, it is necessary to cultivate solid financial knowledge, skillfully operate various businesses in the industry, and nurture the skill in analyzing and solving financial problems.

2.3. Improving the training bases

In the context industry-education integration, colleges and universities should not only deepen the cooperative relationship with enterprises and optimize the cultivation objectives with the specific needs of enterprises for talents, but also arrange students to practice in enterprises or training bases to deepen their understanding of professional knowledge while training ^[7]. In regard to this, colleges and universities should not only actively strengthen the training base, but also establish an on-campus experimental training base, introduce advanced supporting experimental facilities, design an experimental training platform to improve students' professional skills, and consolidate their practical experience. They should also set up an economic management experimental training center based on the characteristics of Economics and Management majors, make full use of their educational resources, and rely on cooperative enterprises ^[8]. For example, it is possible to create work situation scenarios similar to those of enterprises, develop a systematic virtual simulation experimental teaching software and database, as well as realize the teaching, training, and work experience of students majoring in Economics and Management, all of which will exercise students' practical skills. In addition, colleges and universities should also strengthen the construction and planning of training bases, increase capital investment, purchase sufficient instruments and equipment as well as virtual simulation experiment software, and integrate them into the operation and management of enterprises, so as to cultivate the professional skills of students and improve the quality of both, training and teaching. At the same time, they should plan the experimental teaching contents in a reasonable manner to ensure that students have enough time to think while carrying out practical training activities.

2.4. Innovating the teaching methods

On the premise of industry-education integration, professional course teachers should innovate the teaching methods of the Economics and Management specialty, further promote the reform of professional teaching, and improve the effectiveness of teaching ^[9]. For example, teachers can organically combine the teaching content with enterprise projects, guide students to analyze the projects using relevant enterprise management virtual simulation experimental teaching software, encourage students to share their operation ideas, promote chain operation ideas, and ensure the effective implementation of industry-education

integration^[10]. Teachers can also invite their students to choose certain projects that they are interested in, form teams, and design marketing plans from the aspects of e-commerce, chain operation, and marketing, so that the students will be able to reflect on the conditions required for enterprise operation. Secondly, teachers can also use the MOOC experimental teaching platform to guide students in learning high-quality operation concepts. In that way, students will be able to learn anytime and anywhere, thus cultivating their innovative thinking and the sharing of knowledge. With the help of the online review board, it is convenient for students to take part in professional review and improve their pertinence in the online review class; moreover, teachers can also carry out group cooperative exploration. Students are free to form groups based on their preferences and carry out group cooperative learning. Teachers should choose typical marketing management problems faced by enterprises, guide students to explore these problems, consolidate students' foundation via exploration, and improve the quality of professional teaching.

2.5. Establishing and optimizing the assessment system

Colleges and universities should optimize their assessment system based on the concept of industry-education integration. In addition to final assessment and summative assessment, they should also include experimental training assessment, certificate assessment, and competition assessment into the system, which can enrich the diversity of the assessment forms. In addition, colleges and universities should also expand the assessment subjects through virtual simulation experimental teaching platforms; some of which include students' self-evaluation, students' mutual evaluation, teaching and research group evaluation, teachers' evaluation, and parents' evaluation. All these will ensure the diversification of assessment subjects, so as to mobilize the enthusiasm of students' practical practice and improve the pertinence of the assessment system, thus improving the teaching quality of the Economics and management major in undergraduate colleges and universities.

3. Conclusion

In conclusion, under the background of industry-education integration, the experimental teaching of the Economics and Management specialty in undergraduate colleges and universities must be optimized. Teachers should update their teaching ideas in time to ensure the effective implementation of the integration. Colleges and universities can begin by forming "double-qualified" experimental teaching teams, clarifying talent training objectives, improving experimental training bases, innovating teaching methods, as well as establishing and optimizing the assessment system, all of which can improve students' comprehensive ability and eventually cultivate a large number of high-quality economics and management talents for enterprises and the society.

Disclosure statement

The authors declare no conflict of interest.

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