

Problems and Countermeasures Faced by “School-Local Collaboration” in the Education of Local Universities

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Abstract: School-site collaboration and school-enterprise cooperation is an important way for local universities to cultivate socially applied talents, but generally speaking, there are problems such as limited cooperation, insufficient cooperation motivation, poor dynamic mechanism and lack of thinking and political education in school-site collaborative education of local universities. In order to effectively improve the effectiveness of “school-local collaboration” in educating people in local colleges and universities, we can expand the specific path of school-local collaboration and education-industry integration.

Keywords: Local universities; University-local cooperation; Talent cultivation

In the past 20 years or so, the “school-site collaboration” has made a lot of achievements and accumulated rich experience, especially in teaching methods, and has formed a more systematic talent training model. However, we find that there are still some problems to be solved when we examine the actual situation of “school-local collaboration” education in local universities.

1. Problems of collaborative education in local universities

1.1 The number of local enterprises is limited, and students’ experience is hindered

On the one hand, many local universities are located in cities below the third tier, the local economy is less developed, the number of enterprises is small and the scale is small, so the number of students that can be accepted at one time is limited. On the other hand, because of the short period of time, students’ experience of the workplace is also mostly at the initial perception stage, and more often than not, they are unable to get in touch with the deeper level of business.

1.2 Insufficient motivation for collaboration and poor cooperation results

The purpose of school-enterprise cooperation is different. The purpose of local universities choosing school-enterprise cooperation to cultivate talents is to make up for the shortage of teachers’ theory over practice on campus, and to make use of the equipment, software and sufficient positions of enterprises and institutions to exercise students in practice, but the enterprises and institutions do not get corresponding benefits in this process, and the motivation of cooperation is obviously insufficient and not high.

1.3 Poor dynamic mechanism, the system still needs to be improved

At the present stage, most of the school-enterprise cooperation is negotiated between specific majors and enterprises, and no special school-level functional departments such as school-enterprise cooperation committees have been set up to unify the management of school-enterprise cooperation, and the relevant cooperation system, reward system and resource utilization system are not perfect.

1.4 Lack of ideological education, students are confused

The development of school-enterprise cooperation mode has shifted the ideological and political education of students from within the school to a combination of inside and outside the school. The original ideological and political education environment has been changed, and students themselves have changed from the status of students to that of social workers, which has increased the probability of various non-mainstream ideas of society penetrating into students, while the new ideological and political education mode of school and enterprises guiding students’ thoughts together has not been constructed in time.

2. Countermeasures for the collaborative education of local colleges and universities

2.1 Firmly establish the development concept of win-win cooperation between schools and local communities

Based on the local area, local universities can put forward the service concept of “let local universities contribute to every development achievement of the local area, and let local universities become bigger and stronger in serving local economic and social development”, and base on local needs, focus on “cultural inheritance and innovation”, “regional economic development” and “regional economic development”. Based on local needs, the university will continue to look for more win-win points around new industries such as “regional economic development”, “development and utilization of local tourism resources” and technical transformation of traditional industries, and strive to make effects at each point to substantially promote the cooperation. The university and the place (enterprise) use each other as talent base. Universities employ elites from industry enterprises to take to the pulpit and encourage professors, doctors and managers from the university to come out of the university. The local community actively accepts school graduates, so that the school can really become a work mother machine to incubate local talents in urgent need; the school and the local community (enterprises) use each other as research bases. The university encourages teachers’ scientific research achievements to be transformed and promoted to the local area, and takes the difficult and hot issues in local economic construction as the main direction of scientific research of the college. The local area takes the school’s science and technology staff as the leading force in scientific

research, soliciting scientific research topics, commissioning projects, providing financial support and commending meritorious personnel; the school and the local area (enterprises) use each other as cultural support. The school introduces local cultural achievements into the classroom and enriches the content of the curriculum, while actively participating in major local cultural activities, enriching the content of the activities and enhancing the cultural taste, so that the excellent local culture can be inherited and promoted.

2.2 Make every effort to build a talent training system with interaction between schools and enterprises

Create professional clusters and build an application-oriented professional system. Establish a professional steering committee with the participation of industries and employers, optimize and adjust the structure of majors, constantly reform majors, follow the market, follow the conditions of majors, and follow the conditions of funding, and “align key majors with leading industries, and align professional clusters with industrial clusters”. In accordance with the idea of “the key majors follow the market, the conditions follow the majors, the funding follows the conditions” and “the key majors dovetail with the leading industries, the professional clusters dovetail with the industrial clusters”, the university focuses on the development of applied majors that are urgently needed for local economic and social development, and forms special professional clusters that meet the needs of regional economic development, supported by key and advantageous majors and the coordinated development of related majors. “Open teaching”, to realize the alignment of course teaching contents with vocational standards, professional settings with industry needs, and practical teaching processes with actual production processes. Employ experts from relevant enterprises (industries) or research institutes to participate in the revision of talent training programmes, and dynamically set up application-oriented professional directions or directional module courses, etc. in line with market demand, so as to fully reflect the synergy between school running and industries and enterprises; improve the diversified dual-teacher and dual-competent teacher training modes such as enterprise attachment, engineering integration, base practice, industry introduction and qualification certification, and train more dual-teacher and dual-competent teachers.

2.3. Strive to build a long-term mechanism of cooperation with local governments

As a local university jointly built by the province and the city, it should build a long-term mechanism with the local municipal government, and local colleges and universities should take the initiative to sign the “Industry-University-Research Cooperation Agreement” with the local government, and set up the “College Development Advisory Steering Committee” with the participation of the municipal leaders and the main persons in charge of the municipal units. The university has set up a “university development advisory and steering committee” with the participation of municipal leaders and major officials of relevant municipal units, and held meetings at appropriate times to listen to their suggestions and views on the overall development of the university, the construction of disciplines and specialties and the mode of talent training. The university insists on reporting the progress of construction to the local government and various departments from time to time, collecting suggestions and opinions extensively, identifying the main problems and seeking solutions. On this basis, the university should sign comprehensive cooperation agreements with local counties and municipalities, as well as with local departments and colleges, large enterprises and institutions, and establish a system of mutual visits to introduce each other’s developments, enhance mutual understanding, and promote in-depth cooperation between government, industry, academia, research and application. With the normalisation of interaction, the university can obtain local financial and policy support in various aspects such as talent training and campus construction, and the positive interaction between the university, the local community and the university enterprises can jointly participate in the internal governance of the university and the training of applied talents, which can better create an external environment for the development of the university.

2.4 Focus on humanistic care and strengthen students’ ideological and political education

Establish a mechanism for school teachers and enterprises to communicate with students and listen to their voices, understand the dynamics of students’ thoughts in a timely manner, channel misconceptions, help solve practical problems in students’ work as far as possible, encourage students to complete role transformation as soon as possible, establish career awareness, and let students truly experience the care and warmth of enterprises and enterprises; make short videos and micro lessons of key contents of ideological and political teaching, and disseminate them through WeChat groups, QQ groups or Tencent meetings. In this way, not only can the problem of students’ difficulties in convening during practical training be solved, but also the relevance and timeliness of the ideological education can be effectively enhanced, and the whole process of educating people can be truly realized.

In general, the application-oriented talents training mode of school-local cooperation can better solve the series of practical problems in the development of local colleges and universities, effectively improve the level of talent training and service capacity of the school, and local enterprises and institutions can also benefit from it, actively explore and build a new type of school-local and school-enterprise cooperation in the development system of industry-education integration, which is an effective path to realize “school-local cooperation” in educating people. This is an effective path to achieve “school-ground collaboration” in educating people.

References:

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