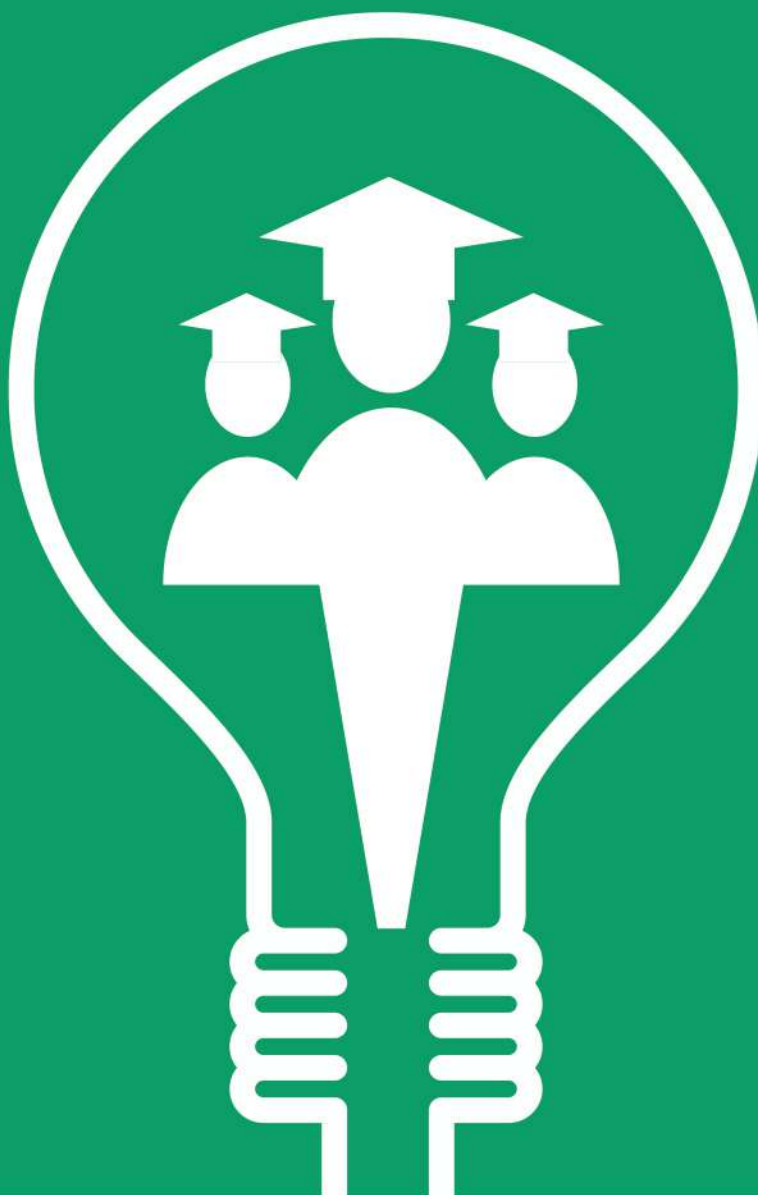


# Review of Educational Theory

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## Aim and Scope

*Review of Educational Theory* is a peer-reviewed journal that involves the realm of education. It aims to stimulate a problem-oriented, critical approach to research and practice, with an increasing emphasis on interdisciplinary and international perspectives. The journal publishes original peer-reviewed papers across the field of education research and management, covering all levels of education throughout the life span and all forms of learning. Innovative and profound articles with unique perspectives are greatly encouraged, all papers published reflect the highest quality in a wide range of perspectives, topics, contexts, and methods.

**The scope of the papers in this journal includes, but is not limited to:**

- Basic theory of education
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- Instructional design
- Educational management
- Education evaluation
- Basic education curriculum and teaching reform
- Sociology of education
- Educational economy and Finance

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**Editor-in-Chief**

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# An Exploration on Undertaking Commercial Projects in School-Enterprise Cooperation from the Perspective of Applied Talents Cultivation

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**Abstract:** With the vibrant growth of IT and strong encouragement from the "Internet Plus" policy, China's craving for high-end IT talents has been aroused to another high level. With norms in IT talents requirement become more diverse and demanding, IT talents are pushed to embody both solid theoretical software knowledge and high capability in practice. All of these make it an extremely urgent task for strengthening applied talents with their practice capability in commercial projects. This paper, based on cultivating applied talents and by exemplifying the applied IT major in one university in H province, reinforced educational and cultivating reform, explored the undertaking of commercial projects in school-enterprise cooperation and contemplated the mode construction of applied talents cultivation to raise the cultivation quality and employment of applied talents in universities, effectively enhance the commercial value of education as well as its capability in serving local economy and finally achieve the goal of intensifying the link of talents cultivation through practice.

**Keywords:** Commercial project; Talents cultivation practice; Cultivation of applied talents; School-Enterprise cooperation

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## 1. Introduction

University transformation, market demand targeting and applied talents cultivation oriented for market demand have gradually been in the lead of theoretical studies and school-running practice of China's higher education. Besides, under the national call of "mass entrepreneurship and innovation", the school-running goal of "accelerating to build applied technology universities from all sides" has become the common aspiration of numerous universities. Despite the rapid de-

velopment of IT industry, China is still lacking in millions of its talents. And the "Internet Plus" further stimulates such demand; and that the need for IT talents have diversified and become stricter, which pushes the talents to embody both solid theoretical software knowledge and high capability in practice, making it an extremely urgent task for cultivating applied talents with their practice capability in commercial projects. This paper will research from the angle of applied talents cultivation and take the applied IT major of one university in H Province as an example, explore the undertaking of commercial projects

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in school-enterprise cooperation and contemplate the construction of cultivation mode for applied talents.<sup>[1]</sup>

## 2. Reform Background and Implications

The applied talents cultivation in computer specialty of the university in H province has developed into software development and software test. The education process spurred by projects has laid the solid technique foundation and built up a certain capability of practice in the students. However, the education, though stimulating enterprise's front-line mode, cannot go beyond the "simulation", which is not entirely the same as working in a real enterprise. From another perspective, universities should step up the introduction of companies onto the campus or excavate more commercial cooperation between universities and companies, strengthen exploration in undertaking commercial projects, establish research centers for IT commercial projects, reinforce the development of a more diverse and continuous student entrepreneur team, advance the "practice in commercial project" which is normally available during students' internship to on-campus education link, upgrade the capability of students and faculties in undertaking commercial projects, so as to realize the cooperation between student-faculty and enterprise project team for the common goal of implementation of commercial projects. Above-mentioned reforms by directing students in practice in commercial projects will enhance applied talents cultivation, intensify the talent-cultivating link and also better universities capability in serving local economy and boost their reputations.

The implementation of such reforms will somewhat achieve a "four-win among students, universities, faculties and enterprises". Firstly, the implementation helps the cultivating system of universities for applied talents to become more well-covered and profession-oriented and upgrades talents' practice capability and competitiveness in their future careers; the undertaking of commercial projects will improve universities' reputation and influence in IT society, furthering commercial value and service in local economy of the education; secondly, the participation of school-led team in enterprises can ease their staff shortage and speed up project progress with better quality; thirdly, the cooperation and exchange with enterprises awakens faculties' desire for skills improvement. The undertaking will remind teachers constantly to keep up with the leading knowledge in the industry, thus promoting the building of "double-position" faculty team of teachers and realizing no-gap connectivity between university major and the industry. Lastly and most im-

portantly, studies based on projects embracing theoretical knowledge, practice skills and especially in the process of the accomplishing commercial projects with enterprise engineer teams can make students feel the real situations in project running, accumulate job-related skills and experience and speed up their transformation into professional workers. This delivers students with sense of overall quality of products, sense of responsibility and teamwork, and equally enhances their overall ability in communication skills, problem-solving, etc., shortening apparently the transformation from an amateur to a professional, basically achieving the goal of enhancing practice-based cultivation and leveling up universities training quality and employment delivery of applied talents.<sup>[2]</sup>

## 3. Reform Actions and Implementation

### 3.1 Establishment of IT Commercial Project Research Center and Make More Efforts in Undertaking "Commercial Projects" and Building Entrepreneur Teams

In order to explore the "undertaking of commercial projects", the university in H Province established IT commercial projects research center, appointed professional teachers to guide students to participate in such projects. Concerned teachers can apply theories in the actual projects, lift up their project practice capability, transform from a "teacher" to a "double-position" teacher, or even a high-profile talent for enterprise such as a "project manager, developing and testing manager"; students can also intensify their learning from project practice to uncover problems and better their skills in solving problems; the practice substantially upscale student-teacher team's capability in undertaking commercial projects. Through their joint cooperation and coordination with enterprises, the project can be implemented in actions. Accumulated projects fermented several entrepreneur teams within the university with the focus on multilevel and continuity cultivation, laying groundwork for student entrepreneurship in school-enterprise cooperation for many successful projects, such as E hospital projects, case library platform for mechanics of materials, alumni website, cinema management system, inquiry website for weighted average scores, topic selection system for thesis, ordering system for barreled water, application surrogating system for CET 4 and 6, filling and submitting page for internship information, etc. These successes draw more students in and promote their practice capability, enhance cultivation quality of applied talents, further strengthen the building of feature majors in applied technology universities and better servicing local economy.



### 3.2 Combination of Theories and Practice in Education and Linkage between Commercial Projects and Classes

In education, the university managed to improve and optimize current computer major syllabus, make it more linked to careers, introduce first-front projects into the original class sessions and progress to enhance student's power in conducting projects and employment competitiveness as well as underlying the capability of upgrading educational value and serving local economy. Firstly, the university introduced multiple projects like Beidaihe accommodation managing system, Jiujiudu supply information website, subway station project program, Sugar sugar hut project, etc. with different modules, strong business features and complex technology requirements. They presented more demanding requirements than previous projects on students. Secondly, the unfolding of projects utilized mainstream project implementation process. Taking software test sessions as an example, the project covers introduction to project implementation methods, test demand extraction, test plan drawing, test environment establishment, test samples design, testing and defects submitting, user manual drafting and test summary report writing. Third, during the implementation, interpretation and application of several managing tools such as Testlink, QualityCenter, Chandao, etc. were given in to cultivate students through practice.

### 3.3 School-Enterprise Synergy for Commercial Project Practice in Class and Bettering Practice-Based Talents Cultivation

By shifting teacher-dominated project education mode to three-party-teacher, enterprise engineer and student team cooperation in commercial projects practice, the campus IT instructors established long-term communicating mechanism with enterprise project teams with high efficiency and effective communication for the sake of project demand and progress. This mode of implementation allowed students to converse directly with front-line engineers. Assisted by OSChina (open source China) project coordination platform, the shoulder-to-shoulder work between engineers and students was realized to enrich their practice experience. In safeguarding an orderly progress of the concerned project conducted with students' participation in the class session, tons of preparation and exploration were made in the primary stage and whole-process promotion of school-enterprise cooperation. The main efforts include understanding requirements of enterprise projects, building up student teams based on different smartphone types and computer models, providing students with demand training, applying for OSChina platform accounts

and authorities, communicating enterprise evaluation and feedback, guiding and following the whole project progress, etc. By promoting practice process of "school-enterprise class project", things have gone beyond expectation. The enterprise highly praised students' performance so that it extended the original plan, which only involved students in testing project on Wechat terminal, to provide more exercise chances by enlarging backstage authorities.

### 3.4 Emphasis on Workplace Process and Engineering Norms

Modeling enterprise standardized test process of software project R&D, the university paid much attention to nursing capability of writing standardized engineering documents. The education was unfolded by completely modeling the project implementation process in mainstream enterprises and intensified the writing and submitting of standardized engineering documents in the whole process; a team-based practice mode was used in which a leader was appointed for project progress catching, coordination, project developing, test implementing, etc. team members conducted individual R&D and test strategy planning, R&D and test design and report writing, etc. By role exchange, students would eventually enhance profession quality and teamwork spirit. Using software test sessions as an example, their practices can be described as follows: firstly, in education, enterprise-level test process documents were taught. Based on enterprise standardized test process and mainstream test technologies, students were guided to conduct test work throughout the process with participation in formulating various engineering documents including Project Test Plan Document, Case Design Document of Software Test, Test Environment Deployment Document, Defects Reporting Table, Test Summary Report, User Operation Manual, Acceptance Test Report, etc. Secondly, an "innovative project driven mode based on school-enterprise cooperation" was adopted. Promoting "stage work reporting and review" during project implementation to conduct various projects review work in different stages, including: Test plan review, test case review, defects review, etc. Afterward, review report and problem suggestion table were submitted, indicating the importance of both reviewing and examination. Thirdly, the implementation of project in class was based on teamwork, which imitates multiple roles in enterprise project processes such as test manager, test leader and team members. The test leader and test manager were recommended by each team. In the process, the students in each team would report by sending emails "test manager and test leader" enterprise standardization project schedule through compiling "Daily Report" and combining with project progress.<sup>[3]</sup> This could synchronize the test leader and manager with the progress and help them

in quality control.

### 3.5 Parallel Projects Defense Test and Various Methods for Assessment

Apart from normal assessment and check before the end of teaching or completion of one stage project, project defense was also used in parallel to check team achievement and personal performance. Such implementation not only strengthened mutual learning and technique sharing among team members, but also improved students' summarizing capability, PPT making capability, expression, demonstration and adaption capabilities in Q&A process, etc.

Involved key links are: firstly, reporting project implementation and achievements in team defense and personal accomplishment demonstration, which involved team description, achievement display, personal description and accomplishment, Q&A, teacher valuing and summarizing, etc. A smooth debate would require a coordinated teamwork, thorough review and summary of the whole project on both personal and team levels and make defense PPT along with achievement material demonstration. Thirdly, the defense process welcomed a judge representative from each team for participation in the Q&A link, thus enhancing inter-team communication and sharing.

### 3.6 Emphasis on Special Employment Fair and Improving Assessment System for Applied Talents

Universities should step up to introduce famous IT enterprises on campuses, collect feedbacks from enterprises on recruitment, internship and employment and further check the effect of "undertaking commercial projects in school-enterprise cooperation"; meanwhile, make sure elite students are introduced to "project cooperation enterprises", so that their employment channels and platforms can be expanded. For the university in H province, it has established broad ties with many companies renowned in IT industry, organized many special recruitments for internship and employment of junior and senior students. Those enterprises use presentation, written examinations and interviews to choose what they want and effectively assess the quality of talents cultivation as well as practice achievement.<sup>[4]</sup>

The university also improved educational assessment system and effect checking system of internship and employment, established talent cultivation, scientific research quality standards, classroom teaching quality assessment, teaching supervision and students' evaluation on teachers, mid-term feedback session, spot check of graduation thesis, internship effect checking by visiting involved enterprises, etc. These efforts regarded students' practice capability, employment quality and practice capability in entrepreneurship projects as main criteria in assessing ed-

ucational quality and fully exercising effective assessment on the transformation of applied majors.

It also initiated internship managing platform to solve difficult managing problems due to disperse distribution of internship practice and integrated management and supervision by standardizing management in the process. Firstly, the APP socializing function enabled students to be guided by many professional teachers and enterprise hardcore beyond geographic and time limits as well as to help and learn from each other. Above all, their instructors and school department could conduct whole-process management and real-time tracing. Secondly, by resorting to excavating internship process data and assessment data, internship quality could be guaranteed and improved. The "big data" was used to propel department educational reform and enhance overall teaching quality.

## 4. Conclusion

In summary, the writer suggests all universities should grasp the development opportunity offered by the 13th Five-year Plan to cultivate IT company-adapted talents, actively push forward commercial project practice, step up undertaking commercial projects and implementing practice-based project education, cultivate teachers and student entrepreneur teams with diversity and continuity and enhance their teams' ability in undertaking commercial projects. Meanwhile, universities should create favorable policies and environment for scientific and technology translation, establish market-based operation mechanism for the commercialization of research findings and effectively scale up teacher-student team with their regional service capability.

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# An Analysis on Cultural Operation & Management for Catering

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**Abstract:** The overall competence of the employed in the catering industry, whether in terms of service concept, knowledge or professional skills, lacks behind the development of the industry. Since the competition remains to be the theme of the market economy, how to establish an unassailable position in the growing market economy which values survival of the fittest is what has been long studied and discussed among catering enterprises. Although catering business belongs to traditional labor-intensive service industry, it is against the backdrop of "demographic dividend" being turned into "talents dividend" that the cultivation of catering talents becomes of great importance. Besides, the trend of branding will be even more intensifying and innovation will certainly serve as a significant approach to the improvement of competitiveness among catering enterprises. As public catering becomes a main current in today's catering business — an accurate market positioning and food dishes get to be more exquisite and diversified with health elements taken into top priority, brand power stands to be the recipe for winning the competition. Moreover, the strategy of enterprises development through culture is an irreversible trend in modern catering operation and management. Furthermore, the education and artistic cultivation serve as core competence of modern catering enterprises and the employed.

**Keywords:** Catering management; Aesthetic experience; Culture cultivation; Enterprises development through culture

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## 1. Introduction

The culinary scene in China is booming thanks to the rapid economic growth and the remarkable improvement of people's living standard. The catering related sales saw an excess of 3 trillion RMB with compound annual growth rate reaching 10.7% by 2015. The catering business in China has been in rapid growth with strong development momentum and broad prospect<sup>[1]</sup>. The growing size of the catering industry and expanding scope of business make it become one of the fastest growing industries with biggest increase in domestic market. The Chinese food culture embodied in an old Chinese saying that "food is god for the people" is the internal drive for the enduring Chinese catering industry.

In recent years, catering market becomes so increasingly competitive along with the booming industry that catering enterprises are in operation difficulty just like "walking on thin ice". The average net profit rate of catering enterprises falls markedly to around 10% and bankruptcy rate continues to increase due to skill shortage and employment problems. The operation difficulty is analyzed to be caused by soaring cost of raw materials and labor, tax burden, increasingly fierce competition (reflected in the increase of catering enterprises and foreign companies) due to low threshold to the industry, upgrade of price war led by homogeneity competition, and lack of human resources resulting from traditional adverse attitudes towards catering business. As the era of low cost materials

is over, unbridled competition through low cost war will not work. Plus, consumers' demand for distinct features and diversity in catering business, their attention to aesthetic preference rather than just flavor of dishes and call for higher aesthetic experience and curiosity in different food cultures all greatly advance the transformation and upgrading of management of catering business.<sup>[2]</sup>

## 2. Enterprises Development Through Culture—Irreversible Trend in Modern Catering Management

Mr. YU Guangyuan, a renowned Chinese economist believes that economic growth boils down to cultural development. Culture is like the roots of a tree and economy is leaves. For a tree to grow luxuriant, its roots must run deep and strong. It is increasingly recognized that only restaurants with culture and good taste can survive in the market. Thus restaurant branding embodied with culture and unique operation philosophy becomes the top priority in terms of management concern, making many restaurants hold high the banner of "Enterprises development through culture". As a result, restaurants with unique features and characteristics are quietly thriving. This is particularly and perfectly applied into themed restaurants, which only have appeared in recent years. In such themed restaurants, the design, functional layout, decoration style and even signature dishes, service and management idea all reflect certain cultural connotations and their distinctive features.

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## 2.1 Enlightenment on Modern Catering Operation and Management from Maslow's Theory on Hierarchy of Needs

Besides, it is also of importance to master some necessary knowledge of psychology. To understand customers' psychological activities so as to provide more targeted service for customers, who will as a result get spiritual satisfaction. It turns out that providing psychological service to consumers is far more important than functional services.<sup>[3]</sup>

The theory of Maslow's Hierarchy of Needs attaches great significance to the study of people's dietary consumption. Therefore, the theory must be applied as guidance for modern catering management and service.

Enlightenment I: since dietary consumption is food-based, consumers' physiological needs should be first satisfied. Delicious food along with clean, elegant, relaxing and pleasant surroundings is people's direct need in their dietary consumption.

Enlightenment II: people's direct requirement for food as only the basic need or the lowest level is fulfilled before moving on to more advanced needs, which include to communicate with the waiter or waitress at table so as to enhance mutual understanding or to get respect from the service staffs, thus progressing up their needs to appreciate the beauty of food and to show their talents through dining, which are consumers' indirect and psychological needs.

Enlightenment III: although the current dining activity is still mainly for fulfillment of people's basic needs, consumers still can get other needs satisfied and get their needs furthered up during dining time since dining (especially the case when dining at fancy restaurants) itself is a kind of social activity. Thus dining product, with materials and spiritual aspects combined, is special commodity perfectly integrating food with spiritual aspect. Dining product includes food and such labor service as cooking skills, service attitude and skills, surroundings and dining air. It can not only satisfy consumers' material and physiological requirements but also their psychological, mental or emotional needs. That is to say, dining materials provides consumers with the need for food, water, nutrition and other direct physiological aspects, while the dining service related is mainly to fulfill customers' indirect needs for sense of security, ability to control, trust, sense of convenience and status and self-satisfaction, etc.<sup>[4]</sup>

## 2.2 Catering Operation and Management-Cornerstone for Prosperity of Modern Catering Enterprises

Dining itself is a kind of culture and lifestyle, and also a

process for cultural communication, where diners are not simply on the sideline, but actually take part in and help to promote. Quite a few endangered folk arts and crafts or traditional food or culture regains people's care and attention resulting from a strong economy and improvement of people's awareness on culture protection. Dining creativity refers to a business approach that is more attractive to diners since common dishes are packaged in an artistic, cultural, natural or other esthetic ways after being integrated with various forms.

Catering Culture is a broad concept. What and how to eat, eating purpose and result, and eating concept, preference and etiquette all fall into this category, which runs through enterprise management and dining in an all-round way.

### 2.2.1 Cuisine Culture

It is the basis of catering culture, because only with food are people able to enjoy catering culture. Chinese food culture has a long history with eight major recognized cuisines and each cuisine covering a vast region. For example, an exquisite Qiehe (a course made of fried eggplant with meat stuffing) only serves as a common dish but will be much expensive and rich in cultural connotation when placed in the Honglou banquet (originally from *A Dream of the Red Mansions*, a vernacular novel wrote by CAO Xueqin of the Qing Dynasty).

### 2.2.2 Restaurant Culture

It belongs to the environmental culture. The decoction, layout, style and preference of a restaurant are the first impression consumers will get and are surely unforgettable. Take the Rainforest Café as an example.<sup>[5]</sup> The Rainforest Café shows a culture of embracing the nature. It is designed to recreate the sights and sounds of the luxuriant forest, so that people may feel that they are in a banquet held in a pristine rainforest.

Restaurant culture is also a kind of social culture, and is an overall reflection of catering culture. It shows the highest cultural level that an enterprise can get. For example, "Man Han Quan Xi" (a Royal Feast of Complete Manchu-Han Courses) represents the delicacies of Man style and Han style; "Suiyuan Cuisine" (government food) reflects typical culture of the Qing Dynasty; "Honglou Banquet" represents Redology, any study concerning *A Dream of the Red Mansions*.

### 2.2.3 Service Culture

The culture is about people, including the waiter or waitress, who provides service to consumers as the "ambassador" of a restaurant. Their clothing, service manner, attitude and disposition combined reflect the image of the restaurant. They provide service to consumers in order to create an easy and pleasant eating environment.

### 2.2.4 Marketing Culture

It is a kind of corporate culture, a reflection of a company's business idea, principal, characteristics and marketing strategy and approach, etc. It is an important method for the company to get packaged and promoted so that to win the market.

### 2.2.5 Aesthetic Experience during Dining

Dining is an all-round aesthetic activity. The service staff is employed to make full use of their vivid language to spread knowledge and aesthetic information to customers who usually have various aesthetic preferences so that each one of them can enjoy the dining. Furthermore, because the service staffs themselves are customers' aesthetic objects, they should use their aesthetic knowledge to guide their personal grooming and demeanor. Otherwise, when the service staffs know nothing about psychology and aesthetics, or are unable to skillfully command their related knowledge, to provide quality service to customers is nothing but an empty promise.

Dining is an all-round aesthetic activity including beauty seeking, appreciation and enjoyment. The aesthetic features are fully embodied in Chinese cuisine with variety in its color, aroma, flavor, layout and design, and articles of plate, as well as beautiful dish names, seasonal materials and customized recipes for fitness purpose.

Human's nature turns cooking into a kind of art and food into culture. As people's living standard and education increasingly improve, there is a growing strong will to pursue beauty. In traditional aesthetics, beauty seems to be only in pure arts such as music, painting and Chinese opera. While with people's changing attitudes towards life, beauty becomes an integral part of people's daily life. The Chinese nation has always throughout its history attached great importance to the pursuit of beauty of food, detailed in the food aroma, layout, cutting, color, sound, decoration and carving, and plate arrangement. In the course of their pursuit, Chinese people gradually develop their distinctive cooking skills and form their unique value and attitude towards beauty. Moreover, thanks to the improving living standard, people are furthering up their food esthetic level, thus having various demands over food cooking and design in their catering consumption. Thereby consumers can be more highly involved in beauty and art.

### 2.2.6 Catering Management with Characteristics

Modern catering, based on the traditional catering mode, is functionally integrated with health concept and more entertaining activities for consumers' participation, leisure and experience. For example it's integration with food therapy, tea and wine culture, art performance, music, sports, calligraphy and painting is quite natural. Besides

contributing to the service features of catering enterprises, such kind of catering related activities endow the enterprises with new functions for social communication, business negotiation and communal reconnection with friends and families, thus bringing a brand new development opportunity for catering enterprises.

The integration of various catering cultures offers a subtle cuisine blend between the ancient and the modern flavor, the Chinese and the western taste, and the southern and the northern preference. China, in particular, sees a rapid blend of its foods from different regions, like Sichuan food heading for the east and Cantonese cuisine being catered to the northern taste. In general, it is a fresh experience that all kinds of flavors whether exotic or regional can be tried at one place.<sup>[6]</sup>

## 3. A List of Several Approaches to Restaurants Development Through Culture

### 3.1 Selection of Themed Restaurants

People going to restaurant are not only just for eating, but for beauty appreciation and spiritual enjoyment, which makes it critical that the restaurant is designed with distinct characteristics. We may have received a sneak preview of that when some restaurants with distinct features, clear themes and curious decoration enjoy great popularity amount consumers, like "the Underwater World", "the Donghai Fishing Village", and "the Rainforest Cafe".

#### 3.1.1 Cultural Connation as Theme

Those unique and distinct cultural heritages can be found all over this splendid world. As long as the local cultural heritage can be appropriately and sophisticatedly developed, we surely can get unexpected rewards. Take an example from "Peach Garden Hall" of Garden Hotel Guangzhou, the name of which is from a Chinese classic—Romance of the Three Kingdoms. Entering the hotel, we can feel its luxury, fascination and glamour for its old-fashioned decoration, including antique lanterns with color painting, elegant Ming style chairs, and the three famous classic figures who took oath in the Peach Garden in the and painted on wood pillars and partitions like that of ancient temple. And customers will feel more so when seeing the hotel waitress dressed in golden velvet cheongsam.

#### 3.1.2 Surrounding Features as Theme

Under the theme, the restaurant is designed as a place with distinctive features, which make customers feel the special culture and atmosphere during their dining time. For example, "the Mongolia Restaurant", "the Cave House", "the Sky Restaurant", "the Ocean World" and "the Grand Shanghai Restaurant", all of which are designed with cer-

tain outstanding environment, whether in an old-fashioned way or in vintage style.

### 3.1.3 Special Emotional Bond as Theme

Restaurants in this category are decorated with special surroundings to heighten the senses so that customers are emotionally involved. For example, "the Zhiqing Restaurant" (Zhiqing refers to the educated urban youths in the 1960s who were sent to work and live in the countryside.) provides a gathering place for local Zhiqing; "the Laowu-hang Bar" targets demobilized servicemen as its customers; "the Lover Restaurant" mainly serves the lovers.

### 3.1.4 High-Tech as Theme

If consumers are looking for something further afield and exciting, restaurants with high-tech is usually a good choice. Restaurants like "the Sci-Fi Restaurant", "the Space Restaurant", "the Undersea Restaurant" and "the Poetic Restaurant" all fall into this part.

### 3.1.5 Interest and Hobby as Theme

Restaurants in this category are usually designed with the theme of interests or hobbies of certain group of people, such as "the Football Restaurant" and "the Hard Rock Cafe".

## 3.2 Star Attraction of Restaurant

It is a truth that universally acknowledges that a successful restaurant must have its own signature dish. Quanjude known for Peking roast duck, Donglaishun's lamb hot pot, Taian Throne Hotel with its famous dish Man-Han Banquet enjoy great popularity in China even all around the world because of their uniqueness. The so-called "star attraction" refers to certain dish, recipe or customer service of a restaurant are peculiar to it or far better than its peers. The star attraction helps to improve the reputation and popularity of the restaurant, and yet only a dish with special taste can be called the signature of a restaurant. As for the name of a class dish, it has become a default setting to continue to use the name of generations with legends, such as "Longhudou" (the Fight between a Dragon and a Tiger), the famous dish in Guangdong Province, "Mapo Tofu" (Tofu made by woman with freckles) in Sichuan Food, "Fotiaoqiang" (Buddha Jumps over the Wall), one of Fujian cuisine, and "Shizitou" (Lion's Head) in Huaiyang dish.

A restaurant open to the public should make its menu readable and understandable. While some unusually named dishes can be quite successful if these names are given further explanation or extra recommendations at their appearance on the menu labeled with "Chef's Choice" or "Order for Good Luck" and if the aesthetic standard or catering culture behind such dishes conforms to that of customers.

The basic principal of developing creative dishes: to draw from the past while creating new things; to draw

from foreign achievements while weaving in traditional Chinese culture; to strike a balance between cooked food and light refreshments; to change cooking materials or texture of food; and to embark on new forms of cooking so that to be a dark horse among peers.

## 3.3 Promotion of Catering Culture

### 3.3.1 Transparent Kitchen

The all-glass kitchens are the choice of many modern restaurants for popularity. It falls into the category of environmental promotion. Eschewing the tradition of the dining hall in front and the kitchen at the back, such modern restaurants is designed with open kitchen to make all of the chopping and assembling of food take place in full view of customers for their supervision so as to earn their trust and satisfaction.

### 3.3.2 Ordering Dishes on TV

After diners order dishes, customers can watch the chefs do their cooking thing on TV at the dining hall so that they can supervise the whole cooking process whilst enjoy the chefs' fascinating show.

Diners may also designate certain chef in a way similar to requesting a song from repertory offered for watching or learning his cooking techniques. When a diner himself is good at cooking and has a desire to roll out his skills, he is welcomed to the kitchen with his cooking televised to the dining hall, which add more fun for his companions whether friends or families.

### 3.3.3 Promotional Strategies on Service

Newspapers, magazines, books and other videos can be put in the restaurant for customers' reading and watching use. Some restaurants are even decorated like libraries or exhibitions for calligraphy or antiques, which hold great appeal for customers from the arts and academia or in the press. The promotion through service is designed for customers who are into culture and for soul inspiration. The attempt can be made, in the name of knowledge sharing, to promote restaurants.

Some restaurants also use the performance of bands or singers, piano, dancing, live broadcast, karaoke, cooking show, tea making, wine tasting and other forms to promote themselves. This kind of activities should follow the trend and give customers visual stimulus so as to meet their psychological needs and attract more customers.

### 3.3.4 Gourmet Festival

The Gourmet Festival plays a big role in enriching modern catering culture, attracting customers and building company reputation. As customers increasingly focus the culture behind the food rather than the food itself, catering enterprises should organize various kinds of culture-relat-



ed gourmet festivals, which require the organizer to get culture fully embodied in activity arrangement, decoration, promotion and market development, and eventually for a feast of seeing, hearing, tasting, smelling and spiritual satisfaction. Besides, enterprises may organize lectures or entertaining activities with various cultures involved so as to realize the goal of market development and brand building through culture.

Catering enterprises may also take advantage of resources from all walks of life. Take the food festival with the theme of folk snacks as an example. The enterprises may invite local folk artists, folklorists or other professionals as "wisdom of outer brain" for more cultural depth in the food festival. In addition, when it is getting more creative for folk customs and cultural festivals (local tourism festival and cultural day, etc.), restaurants may cooperate with local governments through organizing various food festivals as a sub-program in the celebration of such folk customs and cultural festivals.

#### 4. Conclusion

Customers' consumption for aesthetic preference rather than just for food flavor is making the modern catering business. Catering operation and management exerts direct influence not only on the economic benefit of a restaurant, but more importantly its brand and competitiveness. Because catering brand is so often an important foundation for the expansion of influence and improvement of popularity and reputation of a restaurant.

Modern catering is a business that integrates technique and art, besides the operation and management. To explain it, catering business includes not only technical service and table service, but also operation techniques and cooking and service art, which all make it more difficult to manage restaurants. Therefore, restaurant owners should scientifically operate and manage restaurants according to local conditions on the one hand and make restaurants look more artistic on the other.

The cultural and artistic cultivation is the core competitiveness of modern catering enterprises and the employed. Yet the overall competence of the employed in modern catering business, whether in terms of their service concept, knowledge level or business skills, still lags behind the development of catering industry. When catering business is becoming more of a knowledge-intensive business than labor-intensive, the service staffs have more responsibilities to spread culture

and knowledge to enhance cultural communication. Moreover, people must be more educated and focus more on knowledge updating in future. Therefore, it is critical for each service staff to be more educated with variety of knowledge and become a specialist in certain field and to improve his or her ability to obtain knowledge and information.

As an old saying goes, "A craftsman who wishes to do his work well must first sharpen his tools." Service staffs with no good grounding in language or first-rate communication skills will never provide quality service nor make smooth cultural exchange. The art of language should be placed in knowledge, just like seeds grown in fertile soil, for good results.

Besides, it is also of importance to master some necessary knowledge of psychology. To understand customers' psychological activities so as to provide more targeted service for customers, who will as a result get their spiritual satisfaction. It turns out that providing psychological service to consumers is far more important than functional service.

Let's put it this way, "marketing is like a romantic relationship between customers and sellers." It is important to first understand what customers need and then use our understanding as guide to make recommendations to customers, who will in turn have warm feelings and get interested in food provided. Eventually it will be a pleasant eating experience, where on the one hand customers are spiritually satisfied for the aesthetic experience and cultural cultivation, and they also participate in catering activities for diverse eating culture on the other hand.

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# Create a Campus Scholarly Culture, Improve Students Extracurricular Reading Ability

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**Abstract:** Reading is an important way for students to acquire knowledge and information, develop their abilities and cultivate their language literacy. Chinese language teachers to create a good reading for students to read the atmosphere, to create a strong campus scholarly culture, open extracurricular reading guidance courses, recommended extracurricular reading excellent bibliography, to carry out a variety of reading activities, to lead students to read books, will study.

**Keywords:** Primary school students; Extracurricular reading; Reading ability

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## 1. Introduction

Well-known educator Suhomlinski's "100 Suggestions for Teachers" said: "Let the students become clever way, not make up classes, but read, read, and read." Our language curriculum standards for extracurricular reading this: "To pay attention to cultivate students a wide range of reading interest, to expand the reading surface, increase reading. Improve the taste of reading. Advocate less questions, more reading. Good reading, reading books, read the whole book is concerned with the reading of students through a variety of media to encourage students to choose their own excellent reading materials." And clearly put forward, primary school students extracurricular reading total of not less than 145 million words.<sup>[1]</sup> According to the survey, China's primary school students per semester reading 11.76 class reading, reading period 6.35 period. In the extracurricular reading of this category of choice, 43.3% of the students choose to read "cartoon animation" category. At present, with the popularization and rapid development of information network, fast food reading has become the first choice for many primary school students to read, which will undoubtedly cause the students to read the fragmentation, especially for the reading of the classic master of the fast, just get the content quickly, not worth the candle, did not realize the real pleasure of reading. The school students to read the habit of training and ability to improve the school play a vital role. In view of this, this article is about how to create a campus scholarly culture, improve students' extracurricular reading ability to explore.<sup>[2]</sup>

## 2. Create a Good Reading Atmosphere, to Create a Campus Scholar Culture

"The school should be the kingdom of books." "To read

books every day, life and books for friends, this is a day can not stop the gurgling brook, it filled the river of thought." Training students love of books, we must create a good reading atmosphere. Campus class should be filled with rich scholarly culture, so that students in the subtle love in class reading, to improve students interest in reading extracurricular. Therefore, we must strive to create a campus scholarly culture.

### 2.1 The Campus

In the eye-catching position, staircase aisle, publicity column, wall railings posted or written: classic famous, reading motto, ancient poetry, writer's story, famous painting... school book, the library, every day at a fixed time open, the school red scarf radio station every day on time to play "disciples", "three characters", "Book of Songs" and other classical Chinese reading or "idiom story", "fable story" and so on. In this way, students into the campus will be able to in the ancient, athens campus, monasteries personally feel the influence of scholarly culture, feel the infiltration of scholarly culture.<sup>[3]</sup>

### 2.2 The Class

The class every child are personally involved, make a proposal, with their own wisdom to arrange books classes: through a variety of ways to raise excellent books, carefully arranged class book corner; some classes have book bags, for extracurricular reading to provide excellent text; some classes also open up reading bar, show students reading experience, good book recommended. Some class post hanging celebrity famous words, encourage students to read interest. Students in their own design, their own class of scholarly culture, students in the class, dip in the classic reading environment, bathing in the scholarly reading atmosphere, the children read together, happy to drink books, recommend each other has become extracurricular reading life common phenomenon, the best habit.

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### 3. Open Extracurricular Reading Guidance Courses, Pay Attention to Reading Ability

Mr. Ye Shengtao said: "Chinese textbooks is nothing more than an example, with this example to enable students to learn by analogy."

Reading well, great potential. In order to make the students' extracurricular reading ability be improved substantially, it is necessary to set up some extracurricular reading instruction courses and cultivate the ability of primary school students to read extracurricular.

#### 3.1 Reading Method Guidance Lesson

A week to open a section of extracurricular reading instruction classes, teachers use of teaching materials, in accordance with the requirements of the year to teach primary school students to study the method. For example, quick browsing method, selected reading method, choose reading method... reading method is effective, can help students improve the quality of extracurricular reading, so as to enhance students' extracurricular reading ability. Junior students have a certain degree of language, the initial interest in reading, teachers should guide students to learn to use simple symbols to do reading notes. Such as: in their favorite words below painted "△" symbol, in their own beautiful sentence below a "~" wave line, do not know where to understand, painting "?" question mark and so on. In the middle and high grade used to do annotations, excerpts good words and write reading notes, write a sense of the combination of the form. For example, in the "feeling the deepest, most shocking place" write a note. Feel beautiful sentences, excerpts from the notebook, such as you want to say the characters in the book, written in reading notes.<sup>[4]</sup>

#### 3.2 Good Book Recommended Lesson

In the classroom, the teacher first through the story, recite the beautiful language, the author, the content, read the words and so on to the students recommend a good extracurricular book. Under the guidance of the teacher, the students are also involved in the recommendation, under the influence of the teacher monasteries, the students put their favorite books, with the teacher taught the way to vividly recommend to the students, this teacher recommended each other books. Read good books, talk about the recommendations of good books, broaden the students' vision of life, expand the students involved in the face, so that students can access and read more books, but also allow them to personally participate in books recommended Practice activities to cultivate self-confidence, taste the joy of reading good books because of the joy of feeling.

#### 3.3 Reading Sharing Class

After recommending books, the students are in love with reading, want to read a good book. After reading the same book in the class, you should let the children share

the harvest in time. At this point, it is necessary to read and write in time to exchange classes. The main forms of communication are: (1) Read after reading: students recite their favorite highlights. (2) Debate contest: the characters in the book or a related view of the debate, express their views. (3) Exchange comments: exchange their own reading method, the main characters in the book and description of the way to express their own ideas. (4) Show the show: select a book in a plot or a person to play a speech, self-made pieces, textbook drama for interpretation.

Students under the guidance of the teacher, learn to read the method, to develop a good reading habits, reading in the extracurricular reading to find the interest and happiness, the accumulation of students' cultural accomplishment, but also to enhance students' writing ability.

### 4. Recommend Extracurricular Reading Excellent Bibliography, Leading Students to Healthy Reading

Extracurricular reading is like the children every day to eat the same food, let these foods are nutritious and the children's appetite. Therefore, we recommend to the students of the extracurricular reading students should proceed from the reality of students, in line with the psychological characteristics of each age group and love to play the nature, to seize the interests of students as a central consideration, to lead students to read healthy, good reading of the virtuous circle.

#### 4.1 From the Children Close to the Life of the Books Recommended Children Like Extracurricular Reading

Primary school students usually like to watch jokes, cartoon animation, science fiction stories, campus fiction and other stories bizarre easy class books, these books close to the children after school life, language humor, by the children like. For example, the new US Nangji "little fox right", Yang Hongying, Qin Wenjun campus novels, Verne's science fiction "Heart Travel", "fairy tale Shakespeare". Practice has proved that the teacher from the children near the life of the books to start to recommend their favorite extracurricular reading, are very happy to accept, read up and put it down, naturally will really love to read.

#### 4.2 According to the Different Grades to Recommend Different Bibliographies.

Primary school junior students are younger, less literacy, you can recommend reading the illustrations, moving, easy to understand fairy tales, fables, such as, "108 classic fairy tale", "idiom story" and so on. Middle-Aged students because of age and the development of thinking, in literacy than the lower grades of students to make great progress, so you can give them recommend some of the story of more extracurricular reading or some popular science

books. Such as "Arabian Nights", "Oscar Wilde", "if given me three days of light" and "insects" and so on. Primary school students have formed a strong independent reading ability, cognitive level and social psychological level than the middle school students a lot of progress. So in the recommended bibliography can choose some of the content is relatively deep, slightly more thoughtful extracurricular reading. For example, "Romance of the Three Kingdoms", "the elderly and the sea", "in the world" and "Robinson Crusoe" and so on, are very classic and educational significance of extracurricular reading.<sup>[5]</sup>

### 4.3 Combined with Textbooks to Recommend Extracurricular Reading.

The recommended bibliography and teaching materials to the knowledge, content has a better combination of points, so that not only meet the existing level of knowledge of students, so that students can accept more easily, but also for students to master and understand the teaching materials also has a very good enhancement. For example, recently speaking "grass boat by arrow", then you can recommend students to read the "Romance of the Three Kingdoms", learning "Helen Keller", can guide reading "If I give you three days bright", after learning "Juvenile Runtu", the students can recommend the author Lu Xun's works, such as "Dawn Blossoms Plucked at Dusk", "Call" and so on, so that students through classroom reading to understand Lu Xun, Lu Xun study, organize students to carry out Lu Xun's works reading week activities. This recommendation helps to improve students' interest in reading, helps students understand the content of the textbook, and understand the style of the author's work. Extracurricular reading and classroom teaching closely together to effectively improve the students' language literacy.

### 5. Carry Out a Variety of Reading Activities, Training Extracurricular Reading Interest

Due to the age and physiological characteristics of primary school students, the development of extracurricular reading habits is difficult to achieve perseverance. Therefore, schools and classes often carry out a number of colorful reading activities, for the cultivation and consolidation of students' interest in reading is very effective.

1) The class can often hold some "reading", the organization "scholarly family", "scholarly", "scholar class", "reading star", "reading doctor" and other competitions, through the colorful reading activities, so that students share their reading experience, feel the satisfaction of reading and a sense of harvest. These reading experiences are very helpful for students to improve their reading interest.<sup>[6]</sup>

2) The school to Children's Day or "World Reading Day" and other festivals as an opportunity to carry out "reading activities in the school month" for students to read extracurricular

to create a good campus environment and atmosphere. To carry out "my favorite book" reading essay contest, bookmark design collection selection, good book recommendation, excellent reading notes exhibition, reading festival art show and other reading series activities, students participate in the process of training self-confidence, reading interest is also in the activities of step by step.

3) The school can also call the class set up reading community. In order to build a bridge for students to read, to create a variety of reading environment, community activities, the implementation of the school outside the combination of organizational forms. In the school, we set up a book corner, book it, to provide a variety of books for children to read; outside the school, we make full use of weekend holidays to carry out various forms of community reading activities. You can carry out the world of fairy tales, Guoxue classic reading competition, picture of the story will be, poetry recite the game, talent show, read a book and a variety of exciting activities. Children in the activities of reading the community broadened their horizons, set a self-confidence, exercise the ability to interact with people, improve the overall quality of the children.

### 6. Conclusion

In short, as long as we carefully guide and guide students through a variety of forms of methods and activities to encourage students to adhere to extracurricular reading, improve and continue to consolidate the students extracurricular reading interest and ability to develop good habits of extracurricular reading, we will let the children feel extracurricular reading of the charm, in reading to enjoy the joy, so that children really fell in love with extracurricular reading.

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# An Research on the Model Design of the Academic Education's Credit Transfer in the Open University

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**Abstract:** Based on the analyses of the credit bank both at home and abroad, explore the effective way to construct the credit transfer model, find out the main problems in the process of transferring, design a much better model, formulate a new standard for credit transfer and carry out the research on the model design of the academic education's credit transfer in the open university.

**Keywords:** Credit transfer; The open university; Model design; Research

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## 1. Introduction

Credit bank is based on the ideas of the lifelong education, the construction of the learning society, borrowing the basic functions such as storage, exchange and so on from the bank, and completes the credit transfer for all kinds of education training and learning outcomes through the accumulation and certification. On the basis of developing credit bank, construct the model design of the Academic Education's Credit Transfer in the open university, promote the development of the academic education and the vocational skill-training and lay a solid foundation for the construction of the lifelong learning society.

## 2. Research Status in China and Foreign Countries

### 2.1 The Status of Domestic Researches

In 2004, the ministry of education issued "a number of opinions on the progressive promotion of credit system in vocational schools", and offered to "explore and establish the vocational school credit accumulation and transformation information system". The outline of the national medium—and long-term plan for the reform and development of education (2010-2020) clearly requires the establishment of the "credit banking" system and the establishment of a certification system for learning outcomes. In 2012, the national open university became the first state-level credit bank to be piloted.<sup>[1]</sup> The credit bank construction has accumulated a lot in theoretically and

practically, but in the process of preparation inevitably faced with some contradictions, such as the immature credit authentication mechanism, the difficult management and the high cost.

### 2.2 Studies Abroad

Credit banks are developing rapidly around the world, such as Australia's qualification framework, Britain's qualification and credit framework, Canadian credit transfer system, American credit cohesion and transfer policy, etc. The European credit transfer system (ECTS), which is developed and implemented the European Commission, is an exchange of the credit system between the universities. The unified credit standards are used in the same level of colleges and universities, and the perfect system of credit transfer system are established. South Korea, which implemented credit banks firstly, makes some rules on how to obtain credits: first, there are limits on quantity; second, there are qualitative requirements; third, there are restrictions on institutions. The credit bank has not only met the needs of the national higher education, but also promoted the overall education quality of the social citizens greatly.

### 2.3 Enlightenment

The use of the credit bank certification to accumulate, evaluate and transform the various learning achievements is the development tendency of the world education. Based on the international successful experience, avoiding the shortcomings, enhancing the credit bank, attracting more universities and learners, and improving the training quality, is the problem which needs to be solved urgently.<sup>[2]</sup>

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### 3. Researches on the Model of the Open University Credit Mutual Recognition

With the rapid development of the open university, the modern information technology and new ways of knowledge transmission change people's learning style constantly. The people who participate in the degree education are more and more eager for new knowledge, more independent, and asking for more personalized and convenient study service.

#### 3.1. Various Ways of Obtaining Credit

The use of online TV, network education, with video, words, animation and other media, meets different learning needs. The study time accumulation and the course examination are the two sources of credit acquisition. In the various learning websites, the system automatically records the courses and credits obtained by the learners. When the course online study time meets the class hour requirement, the course credit will be obtained. You can also change course credits by completing the learning test. The learners can also attend the examination in the study center and they will obtain course credits if they pass the exams.<sup>[3]</sup>

#### 3.2 The Recognition of the Credits Equivalent

For different sources of credit, different learning training needs to be classified and tested, and the credits can be converted according to the corresponding credit equivalent. In the process of recognizing the credits equivalent, first is to determine the standard of the course credits, transforming the general course credits into the standard ones. Then the credits can be accounted in the credit banks and become the effective ones. Through the credits accumulation, the corresponding certificate could be obtained.

#### 3.3 Construction of the Credit Integrity System

The credit integrity includes both learners' personal learning integrity and the integrity of the learning institutions. On one hand, the credit integrity both supervises and records the learners' learning authenticity, including the integrity of the examination, the homework and the attendance. On the other hand, supervises the authenticity of the credit sources, including the determination of the learning process, the authenticity of the credit certification, which requests the supervision and guarantee mechanism.

#### 3.4 The Construction of the Credit Storage, Exchange and Consumption System

By the various forms of gaining credits, learners accumulate and store the credits in their individual credit ac-

counts. Through the credit consumption system, learners can not only change their credits into the open university education courses ones, but also make full use of them for reward or shopping, etc. Once the credits are consumed, the corresponding credits will be frozen in the credit bank or the learning system.<sup>[4]</sup>

### 4. The Significance of The Credit Mutual Recognition Model Construction

The credit bank could realize the mutual recognition and conversion of the learning outcomes between academic education and non-academic ones.

#### 4.1 Realizes Learners' Personalized Learning

Through the open university credit bank, all the learning results can be stored, certified, exchanged, and encourage learners to learn by themselves.

#### 4.2 Realizes Learning Convenience

Modern information technology provides learners with a convenient way to study whenever and wherever. By establishing a lifelong learning network and mobile client, we can realize the resource sharing and break the time-space restriction to facilitate learning.

#### 4.3 Realize the Convenient Management of the Learning Outcomes

Through the credit banks, the certificates of qualifications, skills, qualifications and training will be accumulated, exchanged and consummated, achieving the diversified and convenient management.<sup>[5]</sup>

### 5. The Design and Construction of the Open University Degree Education Credit Mutual Recognition Model

Credit bank building is complex and huge system engineering. The credit bank certification sub-centers will mainly finish the following four types tasks: one is to establish bank accounts for the learners, accumulate their learning outcomes and transform their achievements; second is to serve the non-academic education students, such as the members of the teacher training and other forms; third is to complete the credit bank services for learning organizations, industries and communities; fourth is to complete the credit banking system construction and establish the learning achievement certification sub-center.

#### 5.1 Institutional Construction

First of all, promote the open university credit bank construction through legislation, guarantee social members'



lifelong education rights. Second is to improve the open university learning outcome measures for the administration, curriculum standard, promote the credit bank implementation.

### 5.2 The Construction of the Organization

Credit banks need a clear, well-defined and systematic organization. It mainly includes: 1) Management committee: the credit bank provides macro guidance for its construction and operation, being responsible for the credit banking system' formulation and decision-making. 2) The experts committee: be responsible for setting up the credit bank standards and guiding its implementation. 3) The credit bank management center: be responsible for the management and approval of credit banking sub-center, also for the development and maintenance of credit management system. 4) The credit banking sub-center. Be responsible for the daily management of credit bank, including the learners' enrollment, credit conversion application, etc.

### 5.3 The Establishment of the Credit Mutual Recognition Standards

In order to further standardize the order of teaching and management, guarantee the effective operation of the credit bank, in combination with the open university degree education practice, the core is the standard curriculum, the standardization of the curriculum goal and the curriculum quality within a certain range, completing credit bank's corresponding credit transformation.<sup>[6]</sup>

## 6. The Main Problems of the Mutual Credit Recognition Model

The open university degree education, attempts to establish a variety of learning outcomes certification, assessment and conversion models. Under the condition of lifelong learning, try to build a system for all kinds of learning certification, assessment and conversion; finally successfully build up the open university degree education credits mutual recognition model.

### 6.1 Lack of the Organizational Guarantee

Building business credit recognition model is complex, the lack of a sound credit bank organization and a good plan for the policies and regulations of the credit bank credits.

### 6.2 Lack of Unified Standards for Credit Mutual Recognition

Because the different education institutions have various courses, curriculum requirements, teaching objectives, the lack of the uniform standards for credit mutual recog-

nition is unavoidable. To establish a unified standard for the credit mutual recognition, the education training of different forms should be included in the standard system of credit bank, and the credit mutual recognition will be realized under different education forms.

### 6.3 Credit mutual Recognition and Exchange Difficulties

Differences exist between the education institutions even the ones at the same level, although these differences can be solved through proper credits equivalent transformation. However, changes will affect the institutions' interests. Therefore, in the process of the credit mutual recognition and the credit exchange, there are some difficulties for the credit bank to carry out the resistance.<sup>[7]</sup>

### 6.4 Its Low Social Recognition

Presently, credit banks can't provide enough benefits for learners, and fail to pay "interest" as banks do. The purpose of the credit banks is to provide learners with credit bank services realize its accumulation, exchange functions. While some learners might attach much attention to exchanging more learning certificate and ignoring the enhancement of their knowledge and abilities.

Based on the researches on the credit banks and the construction of the credit bank management, the practical exploration will be constantly promoted. At the same time, the design and research of the credit mutual recognition model will be improved.

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# Ignite the Sparks of BYOD Teaching Mode of Universities

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**Abstract:** With the constant development of the technology and the society, BYOD (Bring Your Own Device) is an inevitable issue of the education field. Universities, as the frontier position of the educational field, properly bring the "BYOD" to the class, which enriches the teaching means and further extends the teaching space. It promotes the development of the teaching mode in the reformation of teaching process of boosting the distribution and acquisition of teaching resources, teaching interaction and effect evaluation.

**Keywords:** BYOD teaching mode

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## 1. Introduction

The modern educational technology is the application of the computer-centered information technology in the education teaching field under the guidance of modern education theories and learning theories. It is a key technology in the education teaching reform of universities. With the constant update of education technologies, it is bound to lead to the profound reform of the teaching mode. "BYOD" is one of the representative modes. BYOD, a special case of mobile learning (M-learning), can use the personal mobile equipment such as the notebook, smartphone and tablet PC to finish the learning support such as information search, resource acquisition and real-time interaction at any time and place, thus avoiding constraining students in the traditional class.<sup>[1]</sup> When BYOD is introduced to the teaching of universities, the teaching space is no longer limited to the blackboard and platform. The personal "BYOD" can carry out teaching from multiple dimensions through the high-

speed, high-efficiency and full-coverage campus teaching networks. The teaching mode of BYOD emphasizes the student-centered concept. In the entire teaching process, teachers act as the organizers, guiders and promoters of learning. They make use of the modern education technologies to help students establish the appropriate learning situations so as to make students gain more autonomous and individualized teaching choices, make students fully exert their initiative, activeness and creative spirits of learning in the teaching situations in line with their interests, thus effectively optimizing the teaching effects and creating conditions for realizing the fair education and lifelong education. Therefore, through analyzing the opportunities and challenges brought by BYOD to the traditional teaching mode of higher education, this paper combines BYOD with university teaching in an exploratory way and changes the traditional teacher-centered teaching mode so as to ignite some "sparks" for the teaching mode of domestic higher education.<sup>[2]</sup>

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## 2. Development of Teaching Mode

The mode is a direct and brief description of the internal and external mechanism of objective things; it is the simplified form of theory. The formation of mode emphasizes the abstraction and sublimation of experience accumulated by the previous people. It discovers and abstracts the objectively existing rules from repeated practice. The teaching mode refers to the structure, sequence and mode of the teaching process that has been formed through long-term education under the guidance of certain teaching theories. It is the relatively steady structure and mode of teaching activities formed in practice.

In terms of the entire development history of education, the formation of teaching modes can be done through two means. The first type is summary type. Through long-term teaching practice, it is got through accumulating experience and summarizing. Another formation mode is the deduction type. The development of traditional teaching mode has a long history. The ancient traditional teaching at the very beginning uses the "imparting-type" teaching. The mode is summarized as "speaking-listening-reading-memorizing-practicing". It emphasizes the mechanical repeated learning and requires more of the time, energy and expenses.<sup>[3]</sup>

At present, the innovation of the teaching mode based on the information technology development is mainly embodied in two aspects. On the one hand, it promotes the in-depth integration of the information technology and curriculum teaching of the school, boosts the reform of the teaching mode and creates the teaching that teachers guide and students actively participate in as the subjects rather than "being teaching-centered" nor "being learning-centered". Both "teaching" and "learning" should be emphasized, which extends the teaching length of teachers and the learning width of students; on the other hand, it deepens exchanges between teachers and students. In the traditional class, teachers give more considerations to how to finish their teaching tasks within the limited teaching hour and how to teach their class well rather than focus on how students learn well. With the information technology means represented by BYOD as the subsidiary teaching, students can preview online with the pre-class time and listen to the teaching with questions in mind. After class, teachers and students can also exchange with each other on the network platform, thus making the traditional face-to-face exchanges between teachers and students no longer restrained to the class, breaking

the "time limit" and "space limit" and facilitating the teaching exchange.

## 3. Demand Analysis of BYOD Teaching Mode of Universities

### 3.1 Teaching Demands of Teachers

Under the background of the information age, the teaching of traditional class no longer makes the teaching of teachers exert the fullest benefits. Teachers need a new kind of teaching mode, which can both guarantee their guiding status in teaching and promote learning of their students in a more efficient and forceful way. The application of BYOD well guides the development of the informationized teaching of teachers, which plays an active role in carrying out the teaching work. First of all, BYOD enriches the teaching means.<sup>[4]</sup> The appearance of BYOD enriches the teaching means of teachers. Through the informationized means, it facilitates the teaching of teachers and enhances their teaching aspects. On the other hand, students can have more autonomous time. Through the network, they can learn things on their own after class, thus well solving the one-to-more difficulty of teachers in the traditional teaching. Secondly, BYOD arouses students' interests. The purpose of teachers' teaching is to make students master knowledge. And the teaching effects of teachers ultimately depend on students' absorption of knowledge. Teachers need promote students' absorption of knowledge. Thirdly, BYOD can optimize the use of teaching resources. In the current days when the information resources show the explosive increase, the traditional teaching resources like blackboard-writing, courseware and teaching materials can no longer satisfy the teaching demands of teachers. "Being inclusive" and "contention of a hundred schools of thought" is what the teachers hope. With the help of BYOD, teachers can distribute the teaching resources such as videos, documents, MOOC curricula and micro-course to students in advance in order to promote the comprehensive use of the teaching resources of courses.

### 3.2 Demands of Students' Learning

From the perspective of learners, BYOD can provide the brand-new learning experience, which is mainly embodied in the following several aspects.

1) Take the initiative to learn. According to the investigations, the teaching "walls" such as "50-minute class hour" and "big classroom" are the important inducements that restrict the initiative learning of students. If students can gain and learn related teaching contents through the "common" or "preferred" private infor-

mationized equipment, coupled with multiple BYOD teaching forms such as "task-leading" and "problem-solving", students will turn from passive reception to initiative participation in teaching, thus truly realizing arousal of students' learning demands and driving their initiative learning behaviors.

2) Autonomously arrange the learning schedule. Influenced and restricted by multiple conditions such as the physical conditions and cognition levels, the learning progress of students cannot be fully synchronized. With the help of BYOD, students can choose not to learn or learn rapidly the contents that they have been familiar with or have mastered in the teaching process according to their actual learning conditions; for the contents they have questions about or do not understand, they can mark timely through the equipment, so as to learn by themselves through the teaching platform after class.

3) Timely communication and teaching feedback. Influenced by the equipment and capital, the communication and feedback in the teaching process have been the difficulty for the universities. BYOD can well solve this difficulty. With the help of BYOD, students can timely contact the teachers in class without disturbing the learning of others; after class, they can rapidly and conveniently set up the "one-to-one" contact with teachers and conduct teaching communication and feedback timely.<sup>[5]</sup>

### 3.3 Demands of New-Type Relations between Teachers and Students

At present, restricted by the teaching concepts, teaching method and teaching environment, the curriculum teaching of some universities still adopts the big class teaching and still use the duck-stuffing teaching form of "teachers teaching and students taking notes" in the traditional undergraduate education, thus postponing the cultivation of students' thinking ability and innovation ability. If BYOD enters the university class, students will not be restricted in the teaching category where the static information such as textbook and handouts exist; when students meet difficulties and key problems, they can use their own equipment and combine the teaching resources such as auxiliary pictures, cartoons and videos provided by the teaching platform and the abstract theories in class, so as to gain the understanding and recreation of knowledge. Meanwhile, BYOD also sets up a bridge of effective communication between teachers and students. In the traditional teaching process, influenced and restricted by factors like attention, character and expression, many teachers will meet the

embarrassing situation where they propose problems and no students answer. Through the teaching platform and the appropriate information reminder and feedback mechanism such as "group transmission", "bull screen", "private information", "grouping" and "test", with the help of BYOD, teachers can collect, arrange and analyze the problems in the entire teaching process, know about students' learning conditions, properly adjust the teaching strategies or teaching process so as to construct a kind of equal, relaxing and scientific interaction teaching mode.

### 4. Construction of BYOD Teaching Mode

The BYOD teaching mode is the mode that integrates BYOD action and university teaching. In short, it encourages students to gain knowledge through the terminal of mobile equipment and make full use of its feature of portability to extend the class. BYOD teaching mode does not simply bring "BYOD" to the teaching process, but connects BYOD and the teaching network platform set up by the universities to carry out multiple teaching activities such as teaching, self-learning, testing, communication and evaluation, further improve the teaching efficiency and learning effects and keep in line with the development standards of the international 4C teaching.

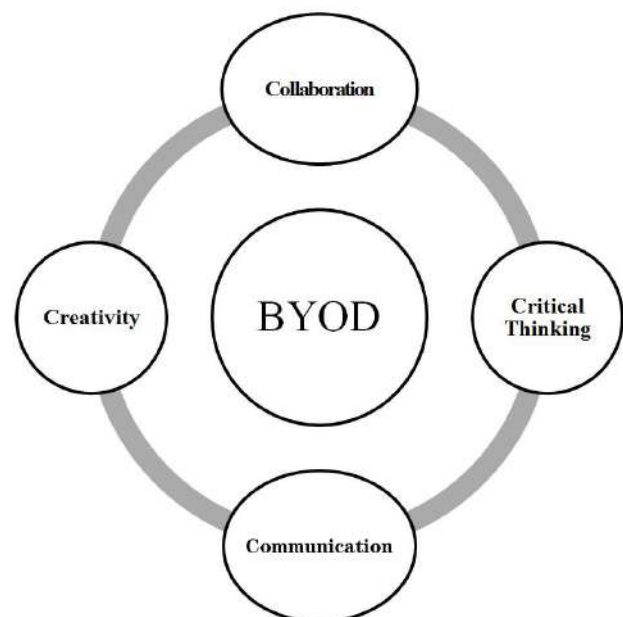


Figure 1. Construction of BYOD Teaching Mode

To be specific, BYOD teaching mode mainly involves three main parts, including students, teachers, intermediary and storage. The part of students is main-



ly composed of the private information equipment, including the intelligent cellphone, PAD and notebook; the part of teachers mainly includes the informationized teaching auxiliary equipment such as the desktop, notebook, projector, teaching display platform provided by the school; the part of intermediary and storage mainly includes the software and hardware of software APP, server, teaching management platform and electronic teaching files used for the BYOD teaching; it is the bond that connects students and teachers and is the "soul" of the entire BYOD teaching mode.<sup>[6]</sup>

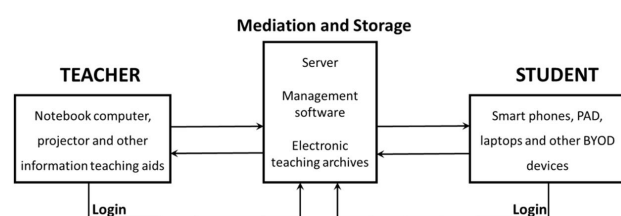


Figure 2. BYOD Teaching Mode

Under the BYOD teaching mode, teachers firstly use BYOD to set the teaching situation according to the teaching tasks, decompose the teaching objectives to the subdivided teaching tasks, guide students to illustrate the teaching tasks through the innovative thoughts, guide the solutions and methods chosen by students and provide help through BYOD. Finally, use BYOD to summarize and evaluate the completion conditions of the teaching tasks and propose the feedback opinions. Under the problem situation set up by teachers, students use the BYOD technology; with knowledge theory as the guidance, students can solve the learning problems through the experimental methods such as analysis of typical problems and simulation of process. This is a kind of BYOD teaching mode where teachers emphasize to guide students and carry out the autonomous and exploratory learning on the basis of timely interaction. Teachers set up the technical platform where students can accept in sensory and independently exert the innovation thinking for students through BYOD and construct a kind of informationized and networking environment for students; Teachers conduct process feedback and effect feedback of the mastery degree of students' knowledge points through BYOD so as to master the students' learning conditions and the problems in real time; after illustrating the key and difficult knowledge through BYOD, teachers guide students to solve the learning problems and efficiently finish the class teaching tasks. And students can coordinate and work with one another through BYOD and realize the win-win effects of joint progress. In this individual teaching process.<sup>[7]</sup>

## 5. Conclusion

BYOD, as the "newborn" of the modern education technology, is bound to attract more and more attention in the education field as related technologies gradually get mature. BYOD enriches the informationized teaching activities, which is favorable for realizing the integration of the information technology and curriculum and arousing the students' learning initiative. In the teaching practice of BYOD of universities, the digitalized learning mode of students is expanded; the informationized teaching activities of teachers keep being enriched. Students become the subjects of the learning activities and teachers become the guiders of the learning activities. Teachers and students reach the "win-win" of two-way output and transmission and further improve the teaching effects of the universities of higher education.

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# Summary of the Present Situation of Inheritance of Qiang Dance in Pre-School Education

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**Abstract:** The Qiang Nationality has a long history and forms a dance form rich in lively rhythm, beats and heroic dance postures in the long process of its development. As a member of the Chinese traditional dance culture, and affected by Qiang Nationality's no written language, the Qiang dance can only be inherited by means of oral or mental instruction. Therefore, its inheritance has already been in crisis with the Qiang people's gradually going out of the national and geographical restrictions. At this time, teaching Qiang dance in the pre-school education can achieve the purpose of cultivating the traditional dance feelings of Qiang Nationality from the early childhood, thus making the children become inheritor and disseminator of Qiang culture. At the present stage, many scholars in our country have explored the inheritance of Qiang dance in pre-school education, and have reached certain research results. After clarifying the internal and external influencing factors of the Qiang dance and its inheritance, this paper summarizes the existing research results mainly from the two aspects including the problems of Qiang dance inheritance existing in the pre-school education and its application to the inheritance strategy.

**Keywords:** Qiang dance; Pre-School education; Culture inheritance

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## 1. Introduction

The Chinese nation is composed of fifty-six nationalities and each nation has its own unique national culture, folk customs and social development status, therefore the diversified national artistic forms in different styles are formed. As a member of the Chinese nation, Qiang Nationality has a long cultural history and its dance, as an important part of the Chinese traditional dance culture, not only shows the national characteristics, but also plays a good carrier role in the traditional Chinese culture inheritance.<sup>[1]</sup> As the Qiang people's living area is relatively narrow and the Qiang population is relatively small, it is going to be difficult to inherit the Qiang dance. Most scholars in our country believe that we must attach great importance to the inheritance and development of Qiang dance, and cultivate Qiang dance consciousness and Qiang cultural thinking from the early childhood. This paper mainly summarizes the research results by some Chinese scholars of the Qiang dance inheritance in pre-school education. On one hand, I hope to systematically sort out the existing research direction, on the other hand, I hope to provide more systematic guidance for Qiang

dance teaching in the pre-school education and the inheritance of Qiang dance culture.

## 2. Introduction to Qiang Dance

Qiang nationality mainly lives in Minjiang River Basin, Sichuan Province, China, which has old civilization and cultural traditions. For the universal belief in animism of Qiang Nationality and the worship of primitive religion of ancestors, the Qiang people will dance to make themselves rejoice in the process of sacrifice. Qiang dance is of great significance in Qiang people's living and folk customs, and they will also dance to express their thoughts in hunting, planting, healing, weddings and funerals, festivals and other activities in addition to the sacrifice. The Qiang dance passing down to now is not only the full display of the Qiang's unique folk customs, but also reflects the origin and influence among Qiang culture and Tibetan culture and Han culture.<sup>[2]</sup> From this point of view, to inherit the Qiang dance in the pre-school education can not only cultivate children with dance art performance and aesthetic ability, but also be able to promote the Qiang dance culture to be more widely carried forward.

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### 3. The Influential Factors of Qiang Dance Inheritance

The inheritance of Qiang dance will be influenced by many factors, including the internal factors and external factors. We must know and master the related factors for a good teaching and inheritance of Qiang dance in the pre-school education.

#### 3.1 Internal Factors

The internal factors of Qiang dance inheritance include two aspects: belief and customs of the Qiang Nationality. The first is the impact of Qiang belief. The Qiang dance mainly originated from the custom celebration and religious sacrifices. The related rituals' hosts were the shaman, who can be called the master of the Qiang's knowledge, history and culture inheritance, of the Qiang people, which determines that the Qiang dance belongs to the sacrificial culture of the Qiang area. Influenced by the belief of Qiang Nationality, Qiang dance always possesses more melodious, inspiring and appealing characteristics and contains many themes including war, agriculture, sacrifice and so on.<sup>[3]</sup> As time goes on, this dance culture has been ingrained, and the Qiang people hope to use dance to show their own lives and emotions, and to carry forward the national culture. The second is the influence of the Qiang customs. Because Qiang dance fuses the folk custom and national customs passed down from generation to generation of Qiang Nationality, the etiquette dance and rally dance appear in the progress of the times apart from sacrificial dance, which have plain and elegant style and lively rhythm and can create harmonious and heated atmosphere. It can be said that the influence of the Qiang customs made by the inheritance of its dance culture expresses the national culture, thought and emotions.<sup>[4]</sup>

#### 3.2 External Factors

On the external influencing factors of Qiang dance inheritance, this paper mainly emphasizes geological disasters. Since Qiang is mainly located in Sichuan Province, the "5·12" Wenchuan earthquake, occurred in May 12, 2008, had a significant adverse impact on Qiang culture inheritance. This earthquake caused varying degrees of damage on 21 cities and prefectures and 140 counties of Sichuan Province, among which Mao County, Li County, Wenchuan County and Beichuan County are the Qiang autonomous regions, in addition, Pingwu County and Songpan County are Qiang ethnic townships. Under the severe influence of the "5·12" Wenchuan earthquake, the area was hammered and suffered huge losses on both the economy and culture. The intangible cultural heritage of the Qiang people is at the risk of possible faults. Moreover,

there often appear debris flow, landslides and other natural disasters in the Minjiang River Basin where the Qiang people live.<sup>[5]</sup> Therefore, the inheritance and development of Qiang cultural heritage would be affected. From this point, the inheritance of Qiang dance in pre-school education has an important positive significance on carrying forward the Qiang culture and promoting the Qiang dance to go out of Sichuan, out of the China and to the world.

### 4. Problems on the Inheritance of Qiang Dance in Pre-School Education

#### 4.1 The Existing Qiang Dance Elements do not Meet the Needs of Pre-School Education

The problem that the existing Qiang dance elements do not meet the needs of pre-school education has appeared on the inheritance of Qiang dance in pre-school education. Xu Limei (2014) pointed out in her study, to inherit folk dance in primary school education must ensure that folk dance elements meet the physical and mental development needs of primary school students. The point is true to the inheritance of Qiang dance in pre-school education. In fact, although most pre-school education in Sichuan has blended in Qiang dance elements for the effective teaching of Qiang dance, the Qiang dance elements selected cannot fully fit in well with the characteristics of children's physical and mental development. For example, in the selection of the Qiang dance movement, although the emphasis has been putting on the "crotch" action training, other body movements lack richness, and the system movements of entire dance are more complicated, which cannot be adapted to the movements according to the characteristics of children's learning.<sup>[6]</sup> In the selection of Qiang dance music, the music time is rather long and some music does not highlight the characteristics. Therefore, we can conclude that the existing Qiang dance elements in pre-school education are not conducive to cultivating children with good Qiang dance perception.

#### 4.2 The Lack of Qiang Dance Training Materials Needed in Pre-School Education

At present, the pre-school education has blended Qiang dance in the basic dance teaching of children, but lacks standardized, normative and systematic teaching materials of the Qiang dance training. From this aspect, it can be said that the teaching of Qiang dance for children in pre-school education has a large randomness. Teachers often teach students on the basis of the Qiang dance movements, rhythm and style that they have grasped, and there is not good convergence between the teaching contents. Because some teachers are limited by the Qiang dance

teaching ability, they will teach students by imitating other teachers' teaching way. This kind of teaching state is not conducive to arousing children's interest to learn Qiang dance, let alone to promote them to master certain Qiang dance skills, which cannot achieve the purpose of inheriting the Qiang dance culture.<sup>[7]</sup>

### 4.3 Deviation of Qiang Dance Teaching Idea in Pre-School Education

At present, there are some deviations in Qiang dance teaching ideas in the pre-school education. The main manifestation is that most teachers still adopt the traditional and uniform teaching idea for children basic dance. He Juan (2015) said that the Qiang dance is a distinctive national dance rich in culture, as a result, we need to develop personalized teaching methods and models in the children's cultural education. As a matter of fact, the teaching idea of children basic dance is not renewed in pre-school education and not highlighting the national style and characteristics of Qiang dance, but just teaches students some formalized and unified Qiang dance movements. At the same time, failure to choose the Qiang dance teaching methods according to characteristics of children's physical and mental development in pre-school education results in the lack of fun in teaching, which makes it difficult for children to be dedicated in the Qiang dance learning, let alone to inherit innovatively.

## 5. The Application of Qiang Dance Inheriting Strategy in Pre-School Education

Qiang Nationality is a nation with a long history and profound cultural accumulation, containing unique national style and culture in its dance, from which our scholars believe that we should extract the elements that can be educated and blend it in the pre-school education, so as to arouse the Qiang dance learning interest of children and to actively inherit it based on their knowledge of the Qiang belief and customs and the urgency of protecting the Qiang culture. In view of this, the inheritance of Qiang dance in pre-school education can adopt the following strategies.

### 5.1 Choose the Qiang Dance Elements Appropriate for Pre-School Education

The inheritance of Qiang dance in pre-school education must select the Qiang dance elements that can be understood and accepted in children basic dance education. In this aspect, scholar Han Yunjie (2012) said in her study that pre-school teachers should fully understand the characteristics of the Qiang dance to custom-make Qiang

dress for children and to make children experience the Qiang dance culture. At the same time, pre-school teachers should also sort out and analyze the folk dance forms of Qiang and Qiang dance music, and what matters the most is that the selection of elements closely related to children's basic dance education to ensure it is consistent with children physiological structure.<sup>[8]</sup> At this time, children can not only feel the Qiang national style and regional characteristics from the Qiang dance costumes, but also master the style and basic rhythm of the Qiang dance in the daily contact. Only teaching the basic dance by the selection of Qiang dance elements accepted by children can gradually train children with good musical expression and physical flexibility, which is able to further grasp the rhythm, style, posture and moving-rhythm of the Qiang dance.

### 5.2 Normatively Compile the Pre-School Education Training Materials of Qiang Dance

Yuan Xiasong (2016) said in his study that the permeation of the national dance culture in the childhood culture education can play a good effect on molding children character and cultivating children's dance and music feelings. However, we need to teach students on the basis of the standard and systematic folk dance teaching materials in order to obtain a good teaching effect. For the teaching of children basic dance in pre-school education, and for good inheritance of Qiang dance culture, we must attach importance to normatively compiling the pre-school education training materials of Qiang dance. In this aspect, pre-school teachers need to discover and sort out the basic movement and main movements of Qiang dance, and normatively compile the pre-school education training materials of Qiang dance in accordance with the step-by-step principle in teaching to ensure that children can popularize and inherit Qiang dance and culture in a more scientific and systematic manner. Attention shall be paid to make the teaching materials in line with characteristics of children's physical and mental development and the teaching materials shall be carefully selected and optimized during their compiling. Meanwhile, the teaching materials should also have the distinctive national and geographical characteristics, making it more effectively for children to grasp the Qiang dance style and moving-rhythm during learning.

### 5.3 Reconstruct the Teaching Ideas to Promote the Development of Qiang Dance

The reconstruction of teaching ideas plays an important role on the inheritance of Qiang dance in pre-school education. The children basic dance teaching is the core of

the popularization and teaching of dance and the teaching of children's folk dance has a positive significance in the inheritance and development of national dance culture. Therefore, the integration of Qiang dance into the children basic dance teaching of pre-school education can stimulate the national dance thinking of children and can also achieve the inheritance of Qiang dance. But, in the pre-school education, we must pay attention to reconstruct the traditional teaching ideas and thinking when the Qiang dance elements are blended in children basic dance teaching. Yuan Yongming (2013) said that the inheritance of national dance art in the school art education must be rooted in the traditional Chinese culture. For this purpose, pre-school education should be based on the national dance culture inheritance to highlight "entertainment", "innovativeness" and "interestingness" of Qiang dance and to make children master certain Qiang dance movements in the gradual teaching, and arouse the Qiang dance learning interest of children, thus inheriting Qiang dance in the continuous innovation.

## 6. Conclusion

The main purpose of the integration of Qiang dance into the pre-school education is to make children comprehend the unique charm of the Qiang dance in the basic dance teaching, including the Qiang dance national style, movement characteristics, etc., and then arouse their interest to learn and to inherit Qiang dance. It can be found from the existing research on the inheritance of national dance in pre-school education that the inheritance of Qiang dance

in pre-school education must not only choose the Qiang dance elements suitable for pre-school education and normatively compile the pre-school education training materials of Qiang dance, but also reconstruct the teaching ideas.

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# On the Unique Development Path of Universities of Applied Sciences

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**Abstract:** The transition of universities from academy-oriented to application-oriented has become a paramount mission for the management. And the revelation of the path for the unique development lies in the six aspects below: locating specific talents-cultivating goals, innovating educational plans, developing distinctive teaching resources, enhancing instructions for students' vocation and employment, optimizing teaching equipment and increasing publicity.

**Keywords:** Universities of applied sciences; Uniqueness; Talents-Cultivation

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## 1. Introduction

The paradox between difficult employment and tough hiring is a major social issue in China at present. It results from the unbalanced structure of higher education which is too keen to cultivate academic talents while neglects the training of applied talents. Chinese leaders, government ministries like Ministry of Education, and concerned universities have realized the issue and started relevant reformation. To begin with, under the guidance of Ministry of Education, local vocation colleges and other organizations established universities (colleges) of applied sciences union in 2013. Then on February 26th, 2014, Li Keqiang presided over a regular meeting with the State Council that aimed at promoting modern vocational education<sup>[1]</sup>. And in 2015, the long-awaited Guidance on the Transformation of Normal Universities to Universities of Applied Sciences was jointly issued by Ministry of Education, National Development and Reform Committee and Ministry of Finance.

Measures mentioned above not only adapt to the real needs of industrial restructuring and transformation and upgrading, but also fit the significant actions of classified management, adjustment of development structure and perfecting modern education system, therefore providing great opportunities for local universities to transform and upgrade<sup>[2]</sup>.

Although vocational graduates are highly needed with the rapid development of economic society, for all the universities of applied sciences, whether they have the courage to think outside the box and act beyond their comfort zone is especially important for their long-term development.

## 2. The Paramount Mission of Universities of Applied Sciences' Unique Development

Compared with regular or academic universities, this kind of universities emphasis technicality, pertinence, practicality and the adaptation of economic and social development. They can better meet the various needs in the social phase of economic development and popularization of higher education<sup>[3]</sup>.

### 2.1 The Development of Chinese Economy are Highly in Need of Corresponding Talent Support

China's economic industry is facing transformation and development. As the talent pool of this nation, the education system must transform along with the reformation of economy in order to catch up with the progress of real economy. This way it can provide talents resource guarantee for implementing technics and skills strategy, thus improving overall competitiveness.

### 2.2 Pure Academic Graduates Cannot Satisfy the Needs of the Work Market

Nurturing academic graduates is the core goal of research-oriented universities. However, academic graduates often need more time to adjust to their work due to lack of practical experience. As more academic graduates enter the working place, the needs for them will decrease year by year.

### 2.3 Pure Professional and Technical Application-Oriented Talents' Further Growth is Limited

In recent years, applied science graduates can often get complements from society better than academic graduates. Even under the grim situation of current employment, it is not difficult for them to find suitable jobs. But in the

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long run, problems exist in that their cultivation still focus too much on practice and neglect the study of theory<sup>[4]</sup>. When this kind of graduates are employed, most of them are often stuck in elementary job like production work. It might be hard for them to get promotion as they lack what it takes to tap their potential.

### 2.4 Society's Need for Excellent Compound Talents are Increasing

Nowadays China's socialist market economy gradually improves and the essence of higher education changes from elite-only to mass-friendly. The need for talents presents a trend of variation. More employers are looking for graduates that not only are good in their specialties but also have potentials for improvement. Therefore, those who have technology research and management ability as well as operation skills are often the ones that can stand out and gain social attention and favor.

## 3. The Choice of the Unique Path of Universities of Applied Sciences

It is hard to excel if universities only satisfied in meeting the standard of the majority. In order to differentiate from other universities, the following aspects can be put into consideration.

### 3.1 Unique Targeting of Talents Training

It is a top priority to meet the needs of job market. And the management of universities should focus on cultivating practical skills, business management theory and concepts of science research. This way, graduates will have advantages in both practical and theoretical level.

### 3.2 Innovation of Teaching Plans

It is important to create new cultivation mode in education. That is to say, to nurture the ability of sustainable development while training students to master practical and theoretical ability. Classes should be able to provide professional and interdisciplinary knowledge. The aim of this kind of study is training excellent graduates that can perfectly meet the future job requirements<sup>[5]</sup>.

### 3.3 The Construction of Unique Teaching Resources

In order to build a team of "Bi-Professional" teacher, bringing in people with working experience is not enough, universities should also be aware of keeping a resourceful teaching team and improving their teaching ability so that they can combine the latest techniques with class contents. Only in this way can students grasp the knowledge and development trend from the cutting edge.

### 3.4 Optimizing Practical Teaching Environment

To realize the goal of cultivating great comprehensive talents, the practical teaching environment should be improved. By building all kinds of virtual simulation training centers, cooperating with companies and establishing extra-curriculum basis, universities can provide students

with real-life-experience teaching environment and cultivate their practical working ability.

### 3.5 Enhancing Instructions for Students' Vocation and Employment Plan

The guidance for students' future employment should begin after they enter college and should continue until they graduate<sup>[6]</sup>. The point is to help them find a clear direction as early as possible and gain confidence so that they will have a better knowledge foundation for the future jobs choice and later promotion.

### 3.6 Increasing Publicity

The college management should put efforts on publicity planning, which can emphasis the schooling notion, cultivation focus and unique advantages. It is equally important to set up some brilliant case models and popular competitive specialties. These measures will absolutely bring out the characteristics of the university and enhance its overall schooling strength<sup>[7]</sup>.

## 4. Summary

Amid the society, the fiercest competition is the one among talents. The cultivation of a great number of new-fashioned competent talents can not only boost the comparative power of graduates but also improve universities' schooling volume. Only by continuous reform and innovation can higher education pave the way of cultivating more excellent and comprehensive students.

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# Research on Adaption Strategy of Higher Vocational Colleges Based on Industry 4.0

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**Abstract:** The new revolution of science and technology impacts and overturns the original human production and lifestyle widely and profoundly with the Industry 4.0 as the engine, so that the social production and the people's lifestyle, behavioral habit and thinking mode can be changed and remodeled revolution. In the national educational system, the higher vocational colleges are firstly impacted by the Industry 4.0 most widely and profoundly, and this is due to the basic function and mission of the higher vocational education in China. Under the new situation, the higher vocational colleges in China should undertake the important responsibility to build, develop and cultivate professional qualified inter-disciplinary talents, change the original ideas, integrate the Industry 4.0 technology basic ideas, adapt to the new ecological, dock with the artificial intelligence and incubate new achievement, expand new routes in order to promote the healthy development of own adaptability.

**Keywords:** Industry 4.0; Higher vocational education; Educational ecology; Talents training mode; School-Enterprise fusion

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## 1. Introduction

At present, the Industry 4.0 mode is carried out comprehensively, and the incubated new technological achievement goes deep into social production and life. Technological achievements of the fourth industrial revolution that takes the informatization and automation technology as the main means and marks are widely applied and impact and overturn the people's production and life with unprecedented strength. The industry transboundary, industry fusion, idea overturn, mode change, thinking and management mode are fermented and reconstructed deeply and permanently. The influence, innovation, creativity and fusion will change the ecological environment of all industries, create and build new existence mode and thought and thoroughly change the whole world.<sup>[1]</sup>

The issuing of 13<sup>th</sup> Five Year Plan of National Educational Business<sup>[2]</sup> clearly promotes the educational reform to provide talent support for the nation building. The Outline points out higher vocational colleges are the major component of national education system, and it should closely follow the national economic development strategy and cultivate high-skilled and professional inter-disciplinary talents as well as the "modern craftsmen" that adapt to the social development and construction. Therefore, the flourished higher vocational education in China should clear up the tide impact of the fourth industrial revolution, utilize the advantages, define the reform goal, renovate the talents' training mode, adapt to the fusion and integration of new technology quickly, build the new development route of higher vocational education and create the new advantage of personalized competition and cooper-

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ation to enhance the core competitiveness of vocational education and expand the new vision of vocation education.<sup>[3]</sup>

## 2. Influence of the Fourth Industrial Revolution (with the Industry 4.0 As the Engine) on the Higher Vocational Education in China

### 2.1 Connotation of the Fourth Industrial Revolution

The first three industrial revolutions of human social change, that is, the "Age of Steam", the "Age of Electricity" and the "Age of Information", integrate the resource of human social development with the counterattack and build a common fusion ecosystem.

The formal concept of the fourth industrial revolution that takes the "Internet +" as the main characteristic and the carrier was put forward on the Germany Hanover Industrial Fair in April of 2011, that is, the "Industry 4.0". Main characteristics: the information technology acts on the whole field of social production and life; the industrial automation technology realizes stronger transboundary fusion of all industries. Big data, cloud computing and Internet of Things realize the integration, fusion and sharing of the information technology and achievements, greatly reducing the direct intervention in human power on production and life and accelerating the participation of automation robot in production and life. The influence and overturn of the industrial revolution (with the Industry 4.0 as the engine) on the productivity liberation, social production and social life are unprecedented. Humankind has stepped into the gate of industrial automation technology.

At present, the world is just in the front end or starting period of the fourth industrial revolution, and the speed, breadth, depth and system change exceed those of all previous industrial revolutions. In general, the characteristic of industrial revolution is: all industrial revolutions took

place when the social productivity developed to a certain stage and the production relationship and productivity had many contingencies; all industrial revolutions had linear influence and promotion of the temporal social production, social life and social civilization; the influence of each revolution was deeper and deeper.

### 2.2 Influence of the Fourth Industrial Revolution in the Vocational Education in China

At present, the quantity of China vocational education is about 1,300 schools, which accounts for about 35 million of the general college student enrollments (71 million). Among them, the quantity of higher vocational education students is about 20 million.

The higher vocational education in China enters the competition winning stage from the scale expansion stage, and some areas enter the advanced stage of personalized competition and cooperation in advance. Currently, there are about 100 higher vocational demonstration and backbone colleges in China. The strategy "high-quality college" is implemented quickly to promote the personalized competition and cooperation construction, create the core competitiveness, adapt to the requirement of Industry 4.0, improve the talent cultivation quality, promote the industry-university-research incubation technical capacity, press ahead the technical application and integration and give impetus to the Chinese economic and social development.

It turns out that vocational education is the engine of social and economic development, industry expansion and enterprise growth, and its development guides the talent demand of social and economic development to some extent. "Made in China" is impossible without the talent active power of vocational education. The strategy planning Made in China 2025 aims to transform and upgrade the

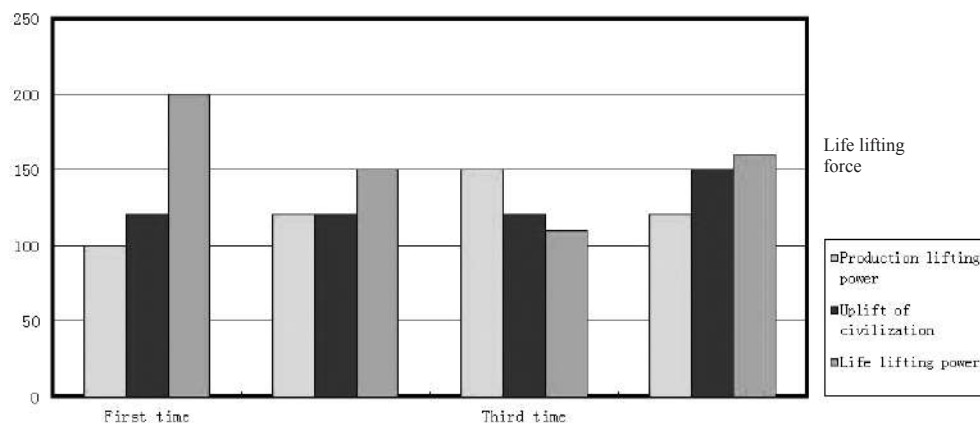


Figure 1. Influence of the fourth industrial revolution in the social and life development

manufacturing industry through the fusion of informatization and industrialization and the "Internet +" technology to realize the crossing from "Made in China" to "Created in China". Therefore, the strategic conception Made in China 2025 is basically consistent with the purpose of the fourth industrial revolution. "The Chinese high-speed railway technology becomes the world standard" is just a good example. At present, the strategy Made in China 2025 and the fourth industrial revolution promotion basically depend on and promote the revolution of Chinese vocational education. Meanwhile, the fourth industrial revolution and the changes of economy, production and public governance will definitely influence the Chinese vocational education.<sup>[4]</sup>

### 2.2.1 Changes in Human Resource Structure and Talent Standard Appeal

The emerging of automation technology revolution is to liberate the direct intervention of human power on production and life, and the liberation of manpower is the important factor in the productivity. The most distinctive characteristics of the Industry 4.0 technology and Made in China 2025 planning are informatization and intelligence, and the industry development highly depends on the integration and innovation of knowledge and the high skilled talents. Transboundary, reconfigurable production and innovative management mode can be realized through big data, cloud computing and the fusion correlation industries on the Internet of Things. Therefore, the human resources in China are lack of structure, which is mainly represented as the quantity and quality shortage of high-skilled talents.

Related studies show that the quality and time limit of the vocational education high skilled talent cultivation fall behind the industrial transformation, which results in that the enterprises and other social employing institutions have difficulties in employing the "well-liked" and "proficient" employees. According to the analysis and prediction of the McKinley Global Institute, the global enterprises will be confronted with 40 million technical talent gap by 2020; by 2020, the high-tech enterprises in China will need about 140 million high skilled talents and 22 million technical talents.

The changes of production, economic life and government governance brought by the fourth industrial revolution cause the change of talent requirement standard. Artificial intelligence becomes the orientation and the trend. For the employees in the first line of production, construction, service and management and the main tendency of talent standard are: (1) The knowledge reserve

and structure should be adjusted accordingly. (2) The requirement layout of vocational skills will go through a process of sublation and adjustment. That is, the process that the traditional skills adapting to the traditional industrial upgrading and transformation are reserved, innovated and integrated, and the process that the skills related to the emerging industries are embedded into the vocational skill system framework. (3) The attitude composition and orientation of employees tend to the cooperation, efficiency feeling and innovation spirit exploration. (4) The thought and wisdom of employees require multidimensional and diversified inclusiveness. (5) The employees tend to be the inter-disciplinary talent with high technical skills and comprehensive quality.<sup>[5]</sup>

### 2.2.2 Future Changes of Higher Vocational Education Mode and Management Process

The higher vocational education should not only cultivate many practical, high-skilled and professional inter-disciplinary talents, that is, "modern craftsmen", but also undertake the school-enterprise fusion technical integration and innovation research. Obviously, the "double shoulder task" of higher vocational education is not only different from the medium vocational education (focus on the operation ability), but also different from the education above the undergraduate (focus on management and research). The practice proves that the higher vocational education and vocational education play an irreplaceable role in talent cultivation and integration innovation. In the national economic construction and social life, the higher vocational education is the easiest to make achievements. Among the model workers and the innovation, patent, invention and tools reformation that commended by the country each year, most models have good higher vocational education background. In the future, under the promotion of the Industry 4.0 automation technology revolution, the higher vocational education will make rich achievements in "dream lighted by science and technology" of school-enterprise deep fusion and the talent cultivation quality accelerated by modern craftsmen. The specific influences are as follows:

The first influence is that the educational technique and mode of vocational education are faced with the infiltration of new technology. The educational technology, education communication means, instructional design and teaching mode in the vocational education field will be changed definitely. The classroom teaching method change of teachers is the integration organization planner of information resource rather than the leader of classroom teaching. We should concentrate on the comprehensive use technology of information resources, internet



technological means and multimedia.<sup>[6]</sup>

The second influence is that the management style of vocational education is faced with transformation. (1) The new technology will further penetrate the whole process of vocational education management, and this situation, including the management process of informatization, automation, intelligence and mobile internet, digital identity and Internet of Things is melted into the education decision, management process and quality/efficiency evaluation. (2) The scientific management develops further. It not only represents as the wide application of modern management theory, but also represents as the strong intervention of other relevant science. (3) The behavioral process and management process of higher vocational education are faced with replacement and transformation.

The third influence is that higher requirement is put forward for the social functions of vocational education. (1) As the main supplier of social human resource, vocational education plays a key role in leading the economic change of the fourth industrial revolution. (2) Vocational education, especially the higher vocational education, is not only the education institution of science and technology, but also has the functions of social communication, production and science and technology service of new science and technology knowledge, and the effect of the latter is unusual for the fourth industrial revolution. (3) The political function of vocational education should be further strengthened and followed appropriately. (4) The deep promotion of the fourth industrial revolution requires that the vocational education further plays the cultural function, so that culture atmosphere can be built for the employees and society.

The fourth influence is that the new requirement is put forward for the teaching staff construction of higher vocational education. (1) For the emerging technology of the fourth industrial revolution, the teaching staff professional composition or a knowledge reserve of vocational education is obviously insufficient. (2) The new requirement is put forward for the teaching staff of higher vocational education on thought quality, behavioral mode and value. (3) The new requirement is put forward in the education teaching ability of vocational education teaching staff.

The influence of the fourth industrial revolution tide on the vocational education and the solution to vocational education will be carried out quickly. The emergency plan should be prepared for the starting period of the fourth industrial revolution; various national development strategy superposition advantages of vocational education shall be

utilized; the strategic policy of the fourth industrial revolution is embedded in the overall development planning and "action system" of vocational education; play the "active molding function" of education, influence the fourth in the fourth industrial revolution in the subjective form of talent cultivation; all the above is the task that vocational education, especially the higher vocational education should be confronted with and actively explored and solved.

### **3. Strategy for Higher Vocational Colleges Coping with the Influence of Industry 4.0**

#### **3.1 Based on Top-Level Design**

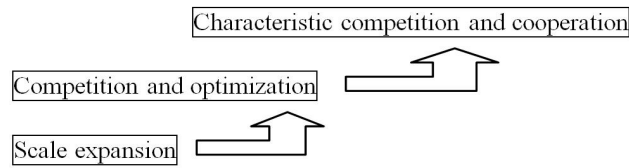
The country has made new deployment and positioning for the higher vocational education. By 2020, a modern vocational education system with reasonable structure and complete functions will be basically established basically. Stress on the features, optimize the structure, improve the quality, enhance the vitality, focus on cultivating high-quality workers and skilled talents and gradually build the modern vocational education system that the vocational education and social training are developed simultaneously, labor employment and economic adapts to the social development, various education and vocational education are mutually connected, general and vocational education are accommodated, and further studies and employment are equal important. Clear higher vocational college development route diagram is built based on the labor force talent market matched with the national human resource and social development.

The effect of implementing the "higher vocational demonstration project" and "higher vocational backbone project" is good. The 2015-2018 Development Planning Outline for Higher Vocational Colleges is the so called "higher vocational high-quality Elite School Project". Accelerate the characteristic competition and cooperation, and explore the road adapting to the social development self-growth.

Local education groups focus on promoting the fusion and development of "teaching, scientific research, training, development, production and information service" to realize the large scale, grouping and chain of teaching, scientific research and service.

Elimination and integration of vocational education and professional qualification certificate system. The country divides the emerging occupation. At present, there are about 1,300 vocational colleges in China, wherein 700 higher vocational colleges participate in the national strategy, plan the path and explore the development law of

higher education.



**Figure 2.** Three development stages of higher vocational education in China

### 3.2 Create New Type Teachers

The main body of the school is teachers and students. The main responsibility for cultivating "modern craftsmen" is high quality teachers. In terms of the characteristics of the current higher vocational colleges in a stage that competition wins, the status quo of teachers cannot match. It mainly manifests in: the professional competence and level of the team of teachers need to be improved. Their career and vision is not wide enough, and they are at disadvantage in the level of knowledge, design level of teaching, scientific research transformation capacity and other aspects.

The task and mission of talent training in higher vocational colleges determine the basic requirements of "three kinds of teachers". Teachers shall be equipped with a very deep level of professional knowledge, and at the same time, they shall have the experience and ability in the associated profession as well as skills in the integration of the incubation of industry-university-research-teaching. In general, teachers in higher vocational colleges shall teach a lesson, do experiments (practical training) and establish enterprises, that is, "professional teachers, masters of craftsmen and professional managers", as well as "capable people" who are able to coordinate the integration of industry-university-research-teaching in the aspect of professional knowledge, production practice and management operation.<sup>[7]</sup>

Higher vocational colleges shall strengthen the construction of team of teachers. They shall furnish teaching reference, full-time and part-time teachers reasonably. They shall recruit good teachers, cultivate double-position teachers, manage and take advantage of good teachers. Higher vocational colleges shall pay attention to the optimization in knowledge updating and structure of knowledge skills of teachers. Connect Industry 4.0 and the concept of the results of new technologies and automation technology, and build consciously adaptable "mental structure" and "value system". Team of teachers shall have the world vision, establish international stan-

dards, strengthen local characteristics, and consciously use new technologies, new means and new ideas, improve and enhance the ability and level of educational research business and cultivate high-quality "modern craftsmen".

### 3.3 Professional Transformation and Upgrading

As higher vocational colleges exposed to the revolutionary tide of Industry 4.0, transformation and upgrading of traditional profession has become a key link.

A batch of new professions comes into being. Higher vocational colleges shall speed up the transformation of profession settings and traditional professions, and shall optimize the layout of profession settings and structure of professions. For example, a higher vocational college characterized by shipping actively connects the construction and operation of automated terminals, develops clusters of the profession of container transport, clusters of port equipment and electrical profession and other popular professions, strengthens cooperation with the corresponding domestic enterprises with automated container terminals, upgrades and transforms traditional professions, promotes the construction of key professions in provinces and cities, and actively develops and constructs new courses. Actively broaden the internationalization path of talent cultivation combined with the ocean economy and the "Belt and Road Initiative". Make important progress in the order class, minority language class, school-enterprise cooperation class, 3+2 class from secondary to higher vocational schools, 3+2 cooperation undergraduate class and other aspects, which has achieved good results and shown gratifying changes in the stage of constructing national backbone higher vocational colleges and integration of characteristics.

Higher vocational colleges shall consciously adapt to the national strategy, follow the pace of the industrial revolution, get rid of the dependence on traditional professions, take the pulse of new requirements proposed by scientific and technological revolution on the talent cultivation and profession settings, actively explore and accelerate the upgrading and transformation of traditional professions, and establish the correct positioning in the new round of development.

### 3.4 Characteristic Course System

One of the important goals of the development of higher vocational colleges is to develop and construct the course system that keeps up with the times. If there is no precise profession settings, unique course system, it is difficult to achieve the transformation and innovation of teaching contents and construction and reorganization of the course system, and it is also difficult to establish advantages in

the new round of development and competition of higher vocational colleges, and it's more tough to adapt to Industry 4.0 and Made in China 2025.

The characteristic course system of higher vocational colleges shall focus on: serving the local economy, taking the pulse of intelligent industry, inheriting and developing the original courses, professional background of teachers and scientific research ability; setting up a good platform for teachers to develop new and characteristic courses. Higher vocational colleges actively build a platform to give teachers with scientific research ability the corresponding care in time, treatment, foreign training and other aspects to solve the worries behind. Build the good "mental model" and "value recognition", so that the majority of teachers are willing to develop and happy to develop with accurate development.

### 3.5 Teaching Operation System

In view of the impact of the industrial revolution, higher vocational colleges shall actively develop and construct in the aspects of informatization, cloud computing and big data in order to build a new high quality and efficient teaching and management system of higher vocational colleges.

Strive to re-create the original teaching operation and management process, speed up the integration, analysis and application of teaching information under the background of digitalization, informatization and intelligentization, upgrade teaching services, and develop and apply the teaching mode and technology based on the modern teaching theory and learning theory.

Highlight the construction of the associated project of the operation and management of intelligent teaching.

### 3.6 Integrate the Quality School Spirit

In the current and future period of time, the way for higher vocational students to be enrolled by filling out the college application through the national entrance examination still will not change. After students passing the national entrance examination are selected and admitted to higher vocational colleges, there is a certain gap between knowledge base and learning habits of them and undergraduates. At the same time, society does not highly recognize the value of higher vocational students. The survey discovers: how to improve the effect of classroom teaching of students in higher vocational colleges is a problem that troubles the majority of teachers. In the future, teachers shall make great efforts in the interesting and substantive teaching.

Excellent school spirit requires the long-term and un-

remitting persistence and efforts of several generations of people. In the future, China may consider enrolling and filling out the college application in the enrollment of higher vocational colleges and colleges according to different scores. As society carries forward "the spirit of modern craftsmen", recognition of the value of students and teachers in higher vocational colleges shall be deepened. A batch of application-oriented higher vocational colleges appears.

Higher vocational colleges shall focus on the living and learning habits of students in the aspects of teaching management, student management, and daily life of students and exploration of promotion of fine traditions, centralized strict control and different individual treatment are necessary. In addition to cultivating "modern craftsmen", it is more important for higher vocational colleges to form the concepts and habits of the school so that students can inherit and pass on, and students who have graduated can grow up and make a difference in the growth of and changes in society and enterprises. This is the so-called school spirit and style of study.

### 3.7 New School-Enterprise Integration

Led by local governments with independent higher vocational colleges, promote the deep integration system of "zero distance docking" between vocational colleges and affiliated enterprises in the profession settings, talent cultivation, application of new technologies, tackling key problems in applicable projects and other aspects, so that benign interaction between colleges and enterprises can be realized, benign interaction between higher vocational colleges and affiliated enterprises can be achieved, higher vocational education and market demands are closely linked, and goals of win-win for schools and enterprises common progress and development will be realized.

Higher vocational colleges strive to build the platform for cooperation and application of new achievements and technologies in the enterprises, set up the project tackling team to customize "diagnosis" for the development of enterprises with continuous follow-up and promotion and form long-term cooperation mechanism. In the stage that characteristic professions win, higher vocational colleges shall create conditions to facilitate the echelon of "double-position and triple-position teachers" to implement the deep school-enterprise integration. Explore models of "studying while working", "work-integrated learning" and "flexible length of schooling"; professional backbone teachers implement directed training of the "naming class"; build and create the famous brand of the "project of training employees in enterprises" in the industry; cre-

ate the "brand of internship for students"; further open and enrich the "alumni directory of intelligent campus", track the quality for market to use talents, highlight the positive energy through the romantic alumni of "modern craftsmen" in the era, and ultimately form the comprehensive effect of a good talent market, so that the talent market and enterprises can inspect the achievements of running higher vocational colleges.

#### 4. Conclusion

The social changes in the higher vocational education caused by the plans of Industry 4.0 and Made in China 2025 will be the first to produce profound changes. To handle new techniques and technologies, big data, cloud computing and Internet of things, high vocational education 4.0 will also be ready to come out.

The adaptation strategy for higher vocational colleges to face the fourth scientific and technological revolution has experienced the accumulation in the stage of scale expansion, and it will go through the tough stage of competitive optimization to accumulate energy. Through characteristic competition and cooperation, this comprehensive and three-dimensional project will enter the right track of adaptable development, which is the only road with difficulties and exploration.

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