

A Study on Practical Teaching of Asset Evaluation Specialty in Applied Undergraduate Schools

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Key words: Applied Undergraduate, Asset Evaluation, Practical Teaching, Vocational Belt

Abstract. In order to improve the teaching quality of higher education amid applied undergraduate schools, we must attach importance to practical teaching. Asset evaluation is a modern high-end service industry, an important professional force in economic and social development, and has extremely strong practical requirements. The theory of vocational belt tells us that the training target of asset appraisers for applied undergraduate schools is asset appraisers in the future. Due to the short development history of China's asset evaluation, there are some problems in the practice teaching of asset evaluation. In conjunction with the development of the Volatility, Uncertainty, Complexity, and Ambiguity era, we should reform the talent evaluation program for asset evaluation professionals, reshape the practice teaching system, optimize the organizational environment for practice teaching, and strengthen the quality monitoring of asset evaluation practice teaching.

1. Introduction

2019 is the 20-year expansion of higher education in China. The scale and investment of higher education are getting larger and larger, but the predicament of a general decline in the quality of education has also appeared. At the same time, the employment of college graduates is facing huge pressures and challenges. At the 2019 National General University Graduates Employment and Entrepreneurship Working Conference, China's Deputy Minister of Education, Lin Yiqing, pointed out that in 2019, the number of general university graduates in the country is expected to be 8.34 million, an increase of 140,000 from 2018, and a new high^[1]. The Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training on September 29, 2019 pointed out that Universities should effectively strengthen the construction of style of study and educate and guide students to be patriotic, inspirational, truth-seeking, and do their best. Universities should effectively strengthen the construction of study style, and educate and guide students to be patriotic, inspirational, truth-seeking, and do their best. Universities need to improve academic challenges, strengthen the quality requirements of talent training programs, teaching processes and teaching assessments, scientifically and rationally set the total number of credits and courses, increase the time students spend on learning, increase the proportion of self-directed learning, and guide students to read, deep thinking, good questioning, and diligent practice.

Applied undergraduate education is not a low-level higher education. Applied undergraduate education is not a low-level higher education. Its training goal is to face the local economy and regional economy, and it can adapt to the first-line of modern production, construction, management, and service advanced application-oriented talents who need high-tech skills and are skilled in applying for the job. Application-oriented undergraduates focus on the word "application" and require schools to closely integrate local characteristics and focus on students' practical ability in order to run high-level, distinctive, application-oriented undergraduate schools. Asset evaluation is a highly comprehensive and marginal compound discipline based on social division of labor. It requires strong practicality, involves a wide range of knowledge, requires high professional skills, and is closely related to various industries. The China Assets Valuation Association's special

research team released the "China Assets Valuation Industry Development Report 2017" to analyze the degree of competition in China's asset valuation industry. The Herfindahl Index calculated by analyzing the market share of the top 50 institutions in China's total asset evaluation industry from 2015 to 2017. From 2015 to 2017, the average value of the Herfindahl index in China's asset evaluation industry was about 67, and HHI was higher in 2015, which was 127, but it has dropped to 36 in the past two years. According to the standards set by the US Department of Justice using HHI as an indicator of the concentration of an industry, China's asset evaluation industry is a type II competition (the highest level of competition). This also means that when students of asset evaluation majors enter the industry after graduation, they will face fierce competition. However, the undergraduate teaching of asset evaluation major at this stage is still mainly focused on theoretical teaching, which is far from the training objective of asset evaluation major. In the undergraduate education of asset evaluation major, how to avoid homogeneity, achieve reform and innovation, survive by quality, develop by characteristics, establish a practical teaching system, and improve the teaching quality of asset evaluation personnel is very important.

2. Problems Existing in Practical Teaching of Asset Evaluation Specialty in Applied Undergraduate Colleges

2.1 Unclear positioning of asset evaluation professionals

2.1.1 No accurate positioning of professional personnel training in asset evaluation.

It does not combine the development orientation of colleges and universities, the characteristics of the source level, and the adaptive science of the regional economy to position professionals in asset evaluation. The "occupational belt" theory is often used internationally to explain the correspondence between education level and talent level. Express the knowledge and skill structure of various technical talents with a continuous career belt. As shown in Figure 1, each type of talent occupies an area, from A to B is the area of skilled workers, C to D is the area of engineers, and E to F is the area of technicians. The technician is in the middle, and is called middle talent. Because there is no clear one-to-one correspondence and boundary between job titles and positions, there are job areas in the occupation belt that can be assumed by both skilled workers and technicians; there are also areas that can be undertaken by technicians or engineers. The post area, that is, the overlap of various types of talents at the junction of professional belts. The upper left of the diagonal line A'D in Figure 1 represents skills, and the lower right represents theoretical knowledge. The main requirement for skilled workers is operational skills, for engineers it is theoretical knowledge, for both technicians. For example, if GG' is used to indicate a certain occupational position, the requirements for operating skills and theoretical knowledge are expressed by line lengths GG' and G'G", respectively. The training objective of applied undergraduate education is to point to the GF area in the professional belt. It is the intersection of technicians and engineers, that is, senior technical talents or junior and intermediate engineering talents. They belong to middle and advanced application talents. [2] The training objectives of the professional undergraduate asset evaluation professional education mainly point to the career of asset appraisers.

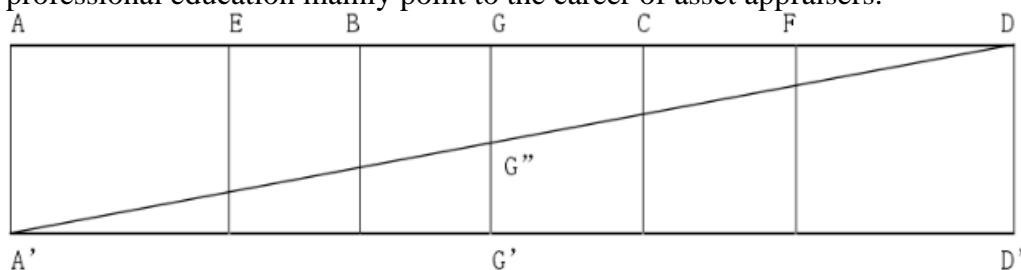


Figure1 Occupational Belt

2.1.2 The design of the asset evaluation practice class is unreasonable.

In the talent training program, apart from the graduation internship hours, the number of hours actually used by students in the practice of asset evaluation is still insufficient. The theoretical class

hours still account for a large proportion of the class hours. But often stays in form and is not really implemented.

2.2 The quality of asset assessment teachers needs to be improved

In terms of teacher quality, most application-based undergraduate teachers have no practical background in asset evaluation. A large number of young teachers directly enter universities for teaching after graduation. They do not have appraisers' certificates or special training in appraisal practice. Related practical guidance work. In the United States, the Teacher Professional Standards Outline, established in 1989, requires teachers to not only understand subject content and teaching methods, manage student learning and make suggestions, but also systematically reflect on their own practices and learn from Learn from experience. Including: (1) verifying their own judgments; (2) constantly making difficult choices; (3) soliciting suggestions from others to improve their own practices; (4) participating in educational research to enrich their knowledge. This provides us with useful lessons^[3].

2.3 Construction of asset evaluation laboratories and experimental projects need to be strengthened

The asset evaluation major lacks a simulation laboratory, and many of them still stay on the traditional computer plus software model, which restricts the cultivation of students more practical ability and it is difficult to stimulate students interest in learning. Lack of simulation experiments and lack of quality. Analysis of scarcity of evaluation case, evaluation case is a bridge between theory and practice. The case should have a good simulation, it can reflect the actual situation in the work, the content is complete, and the evaluation elements are fully described. However, as an intermediary service industry, asset evaluation agencies and personnel are responsible for maintaining confidentiality of data provided by the client, and it is difficult to collect representative and complete teaching cases in actual teaching. When teachers try to construct a complete assessment process of a certain type of assets in the minds of students, they can only use language to explain, but not through a realistic case to increase intuitive cognition, and the teaching effect is greatly reduced^[4]. From the analysis of practice bases, the number of off-campus practice bases for asset evaluation is relatively small, and the construction of some off-campus practice bases is in the form, which cannot really achieve the effect of practical teaching.

2.4 Lack of monitoring and evaluation of asset evaluation practice teaching

For a long time, it has focused on the research organization of how to carry out practical teaching, and the lack of systematic research on how to evaluate and monitor the effectiveness of practical teaching. The evaluation of teaching effect is mainly test-oriented, mainly in the form of written internship reports and as a usual performance assessment. Such assessment can only reflect the student's practice training process on the surface, and the assessment of students' practical ability is not accurate. Monitoring is still based on traditional methods of student evaluation and teacher listening, and there is no systematic monitoring system.

3. Countermeasures to Improve the Practical Teaching Quality of Asset Evaluation Specialty in Applied Undergraduate Colleges

3.1 In accordance with the development of the VUCA era, reform the talent training program for asset evaluation

Scientifically carry out the professional personnel training and positioning of asset evaluation, and establish a three-dimensional integrated application-oriented personnel training concept. In the context of internationalization, changes in the times have the characteristics of VUCA, that is, Volatility, Uncertainty, Complexity, Ambiguity. The reform of asset evaluation teaching should shift from knowledge transfer to capacity development, and from "open" to deep integration. The talent training for innovative asset evaluation makes this profession wider and deeper, with the ability to perceive and solve "unknown problems", and protect and create value for the whole

society. It is necessary to establish the integration of practical teaching and theoretical teaching, the integration of ability improvement and knowledge transfer, the integration of quality education and professional training, the three-integrated, integrated knowledge, ability, and quality, and the integration of three-dimensional application-oriented talent training concepts. It is necessary to place equal emphasis on practical teaching and theoretical teaching, equal emphasis on improving ability and knowledge transfer, and equal emphasis on quality education and professional training^[5]. Theoretical teaching is the program, practical teaching is the fundamental, and quality education is the purpose. Combining production, learning, and research, experts from industries and enterprises such as asset appraisal associations and asset appraisal firms are hired as members of the professional teaching committee of asset appraisal to reform the training program for asset appraisal professionals and achieve a deep integration of production and education.

3.2 Reshape the practical teaching system

In the training of assessment talents, emphasis is placed on practical teaching, so that future appraisers can master work skills and be able to cope with increasingly complex VUCA work environment issues. Construct four modules of knowledge innovation ability + knowledge application ability + innovation ability + career growth ability to cultivate students' practical innovation ability. The teacher participated in the assessment project in depth and collected the first-hand information. Universities, appraisal companies, and teaching software companies jointly design and develop virtual simulation experimental teaching projects, including asset appraisal training platforms and real estate appraisal, real estate appraisal, mechanical equipment appraisal, intangible asset appraisal, and corporate value appraisal. Using virtual simulation technology, trying to consider ways to enable immersive learning and use scenario planning, inspire Curiosity, lead learning with interest, and cultivate a curious mindset that will help students better predict and manage complex and unforeseen problems. Adapt to the changes of the VUCA era. Highlight asset-applied courses and update teaching content in accordance with the principles of outstanding applicability and practicality. On the basis of focusing on the systematicness and completeness of knowledge, the basic curriculum setting and teaching content should be determined according to the needs of the asset evaluation profession; the talent training program should increase the practice (practical training) and internship hours to make asset evaluation practice (practical training) And practical training hours to achieve 35% -40% of practical teaching hours; put forward a training concept that emphasizes both practice and theory, and increase the proportion of students' skills assessment scores, and some highly operable course skills assessment scores account for 50 %. The curriculum is connected with the asset appraiser qualification examination. There are four Asset Appraisers exam courses including asset evaluation foundation, asset evaluation related knowledge, asset evaluation practice 1, and asset evaluation practice 2 in the curriculum. Encourage eligible students to participate in professional qualifications, and support students to obtain certificates while completing their studies to enhance entrepreneurship and employability.

3.3 Optimize the organizational environment for practical teaching

3.3.1 Strengthen the construction of teaching staff for asset evaluation practice.

The school adheres to the continuing education and training system for teachers, attaches importance to the construction of a "double-teacher" type of teacher team, encourages teachers to exercise in asset evaluation offices, and improves their knowledge and practical ability. Hire appraisers who have rich experience in asset evaluation practice to come to the school for part-time teaching to improve the professional quality of the experimental teachers. Actively organize teachers to guide college students to participate in the asset evaluation discipline competition to improve teachers' practical teaching level. Pay attention to the preparation of asset evaluation experiment cases, organize teachers to participate in school-enterprise cooperation, build an asset evaluation case database, and improve the effectiveness of practical teaching.

3.3.2 Pay attention to the construction of asset evaluation laboratories.

Cooperate with asset appraisal firm to build a characteristic simulation laboratory. Teachers and appraisers in the school work together to guide the teaching, so that students can exercise their

professional ability in a simulated working environment, experience corporate culture, and continuously improve their comprehensive professional ability. Promote modern information technology and construct virtual simulation experimental teaching projects. Highlight the student-centered experimental teaching concept, deeply integrate experimental teaching projects, expand the breadth and depth of experimental teaching content, extend the time and space of experimental teaching, and improve the quality and level of experimental teaching.

3.3.3 Strengthen the construction of asset evaluation practice teaching base.

Schools should make plans for the construction of off-campus practice bases, such as asset appraisal firms, to meet the teaching needs of students' social practice, volunteer activities, professional ability training, comprehensive internships, course training, and graduation comprehensive practice (graduation design).

3.4 Strengthening the Quality Control of Asset Evaluation Practice Teaching

Universities do a good job of basic and standardized management of asset evaluation majors, and pay attention to the standardized management of basic teaching tasks, such as syllabus, lesson plans, teaching plans, experimental reports, test papers, graduation thesis, and so on. Combined with the asset evaluation professional talent training program, it is encouraged to work with the industry to formulate quality standards and effect evaluation indicators for various professional and practical projects. Establish a "cyclic interactive" asset evaluation practice teaching quality monitoring and evaluation system involving students, fellow teachers, teaching supervisors and industry experts. Take practical teaching as an important indicator of management by objectives, strengthen the quality monitoring of practical teaching, and promote the improvement of teachers' teaching level and teaching quality.

4. Conclusion

The asset valuation industry is a modern high-end service industry and an important professional force in economic and social development. The asset appraiser is a product of the development of the market economy. The more developed the market economy, the greater the demand for asset appraisal. When the economy is booming, foreign investment increases and asset evaluation is needed. When the economy is in a downturn, the adjustment of existing assets also requires asset evaluation. The training of talents is the top priority of the industry development. This study will further enrich the research on asset valuation disciplines and higher education, and promote the development of the valuation industry, and provide intellectual support for economic development.

Acknowledgement

This research was financially supported by the Major Project of the Social Science Research Base of Fujian Province(Grant NO. FJ2018JDZ015), and the Research Project on Major Education and Teaching Reform of Universities in Fujian Province, (Grant NO.FBJG20190295) , and the Education Research Project of Fujian JiangXia University, (Grant NO. J2019A002)

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