



# School-Enterprise Cooperative Teaching Mode Based on Wechat Public Platform

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**Abstract.** Currently, secondary vocational education has many problems such as outdated textbooks, lack of close cooperation between schools and companies, explanation of theoretical knowledge, etc. And the majority of vocational education practitioners consider changing the traditional education mode. With the development of information technology, the WeChat public platform has become a popular mobile learning platform. This paper proposes new ideas for deeply and efficiently integrating enterprise resources and classroom education through the WeChat public platform to transform the classroom model of vocational and technical education.

**Keywords:** WeChat public platform · school-enterprise cooperation · teaching mode reform

## 1 Introduction

With the active development of information technology, the information technology also plays an important role in promoting school education and learning [8]. Today, all parties are gradually incorporating information technology into their national education development strategies, education systems, and curriculum plans [6]. Smart environmental conditions not only have changed the style of education and learning, but have also begun to make a significant impact on the core philosophy, culture and ecology of education. Currently, vocational education in our country is developing rapidly, and as an important part of the advanced stage of our basic education, we have an important responsibility to develop high-quality technical talent and at the same time sustainably. At the same time, it is a solid foundation for the sustainable development of my country's socio-economics. Of course, how to improve the skills of secondary school students is also a top priority in education today.

The Ministry of Education proposes to do a good job in building a vocational education resource bank and promote the formation of an open, co-founded and shared sustainable development model of digital resources for education and education. It is necessary to actively promote action plans for capacity building, improve information resource service platforms, open high-quality electronic resource libraries to society as a whole, and promote learning and lifelong learning theories for the entire population

[11]. The Ministry of Education has issued notices of action plans to improve the quality of vocational education, raised the level of computerized construction of vocational education, promoted the development of school-based data centers in various regions, and close integration of information technology with education [4]. It explores the co-building and sharing mechanisms of vocational education resources and provides links for curriculum development, education design, education implementation, and education evaluation. At the same time, it can enable vocational school students to study independently using quality online resources.

Secondary vocational education has clearly professional, and traditional teaching methods based on theoretical education reduce student learning efficiency [7]. To do this, educators change the way they think about education, live classroom education, integrate educational strategies, personalize educational objects, achieve student initiatives in learning, effective teacher-student interaction, and diverse educational assessment goals [10]. The use of information technology to integrate the various educational resources of a company will help advance the development of secondary vocational education to a higher level. As an information carrier, the diverse capabilities of the WeChat public platform help students learn anytime, anywhere and use fragmented time to reach their learning goals [5]. In support of this, linking corporate resources to classroom education provides new insights into the reform of traditional secondary vocational classroom education modes.

## **2 Research Design and Ideas**

### **2.1 Research Design and Content**

Taking the flower arrangement skills of the landscaping department of a secondary school as an example, this course plays an important leading role in the planning and development of a student's career, and this course requires advanced technical skills of the student. Current education still exists many problems. For example students have a single way to obtain learning resources from the Internet, their selection ability is limited, and they are mostly used for answer search. The current education mode is primarily teacher-centered, in which the teacher demonstrates and then students follow and imitate, resulting in their lack of deep understanding and independent thinking ability. Educational assessment depends on the teacher's score and does not pay much attention to student ability training. Quality flower market resources cannot be reasonably used for student skills training and careers plan.

This study integrates the WeChat public resource platform through corporate interviews and surveys, uses the WeChat platform to support the education of flower arrangement skills, and summarizes the innovative educational mode of close integration between schools and businesses.

### **2.2 Research Ideas**

Combined with the educational resources of secondary vocational education, through teacher research on the current state of course education and corporate resources, a

WeChat public platform resource library suitable for secondary school students has been developed and created. Graphic, audio and video resources are included, such as sharing enterprise flower resources, introducing flower features, and creating great flower creations. Students can learn more through corporate flower resource sharing, flower feature introductions, excellent flower art production cases, and other graphic, audio, and video resource production. After using the platform to assist in teaching classes, teachers present teaching tasks to the WeChat platform to analyze student knowledge and skill acquisition.

### **3 Current Situation Survey and Platform Design**

#### **3.1 Education Status**

Currently, the teaching materials used in secondary schools are relatively old, and the contents of the teaching materials have not kept pace with the times. Secondly, the content of the textbook is complicated and there is no specific procedure for the operation content. At the same time, all materials are from the flower market, but resource utilization is low and due to classroom time restrictions, teacher-selected materials cannot be fully understood and used by students. In classroom lessons, previous skill training classrooms are theory-based and are completed by teacher manipulation and student imitation. Course education lacks the independent inquiry and development of students' ability to innovate. Finally, the method of teaching assessment is relatively simple and relies solely on the teacher to assess the learning outcomes of students who lack systematic and inclusive knowledge.

Students have been studying for a long time at school, and many of them can participate in five or more skill training courses every day. It is common for students to use the Internet, but most students rarely combine Internet with learning. If students encounter a problem while learning, some choose to solve the problem by searching for answers directly on the Internet, as shown in Fig. 1.

#### **3.2 Market Research**

There are many resources in the flower market, and all kinds of resources can be used as a source of learning materials for students. Second, both merchants and consumers present the knowledge and skills that students are expected to develop. They need to understand the characteristics of flowers, the meaning of flowers, and the maintenance and attention of flowers. These contents are reflected in the education, which is a requirement of the student's capability, and then in the reification of the teacher's education. Therefore, in floristry teaching, it is necessary to cultivate the comprehensive qualities of students, develop basic knowledge and practical skills in a coordinated manner, and continuously strengthen various abilities facing the profession. Therefore, the generally accepted WeChat public account integrates education and educational resources, facilitates school-business collaboration, and enables students to better identify and use resources. Second, it can also facilitate the realization of student autonomous learning.

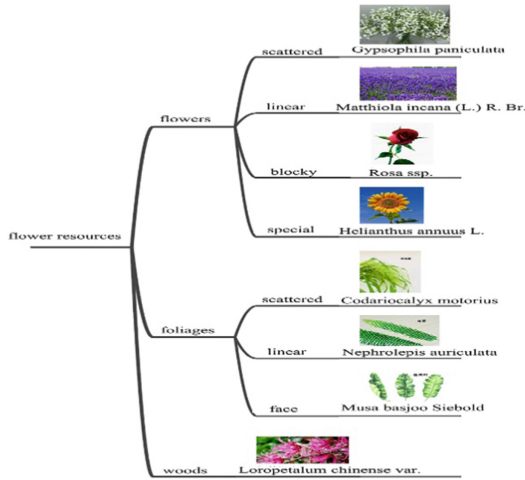


Fig. 1. Flower resource navigation map

### 3.3 WeChat Public Platform Design

Combined with the educational situation of practical courses in secondary school, the educational objectives are tailored to the situation of industry companies, consumer needs, and flower resources. By integrating the Internet and enterprise resources, we will build a WeChat public platform educational resource library suitable for secondary school students to study.

Teachers use the resources of the WeChat public platform to support classroom lessons and design and organize the display of classroom work through the platform. During education, activities are performed according to teacher and student requirements, and more complex steps can be presented through video resources on the WeChat public platform. At the end of the classroom lesson, the teacher evaluates the student's work and presents it in the work display module on the WeChat public platform. Finally, evaluate and analyze what students learn using this platform.

## 4 Instructional Design and Implementaion

### 4.1 Course Analysis

Currently, the integration of theory and practice education mode suitable for vocational education is widespread. The Flower Arrangement Technology Course also follows the educational mode of "Integration of Theory and Practice" in education. The teaching of this course has the characteristic: related to employment, that is, it has strong relevance and practicality in work choices [2]; With a combination of theory and reality, the content of the course pays more attention to developing the ability to promote; Teachers pay more attention to developing innovative abilities, based on the example of students who imitate the work

Education needs to help students understand basic concepts and acquire technical skills through the development of skill training programs tailored to the content of skill training modules, as well as reflecting professional needs. It is also the basis for the student's subsequent learning and development. By acquiring basic knowledge and skills, students can enroll in colleges of technology for further study or enter the workplace with skills.

## **4.2 Learner Analysis**

Students majoring in landscaping have acquired some knowledge related to this course and some basic skills. However, no connection has been established between these contents. In addition, students during this period also have strong, comprehensive and analytical skills. Students can outline the basic morphological features of some plants and learn the laws of growth. Therefore, education needs to continually develop student abilities based on existing knowledge levels. Second, they have a greater purpose in knowledge learning and skill mastering, as students face the problem of doing practical work through skill training.

## **4.3 Analysis of Educational Goals**

Teaching can follow a match between resulting and expressive. As students learn about flower types, maintenance methods, flower culture, and the concepts and principles of flower decoration modeling and design, the company's resources and needs are combined to determine educational goals. Second, each member of the class works together to insert a basic flower piece that meets the requirements. It also develops students' abilities for practical manipulation, communication and cooperation, independent inquiry and innovative thinking. Finally, through the acquisition of basic knowledge and skills, students can help each other develop their career planning mindset, and learn how to scientifically select and use educational tools.

## **4.4 Implementation of Education**

The stage of organizing knowledge: Students complete the acquisition and sorting of the course knowledge list based on pre-class learning tasks and a WeChat public account (Xuehuazhi). In addition to the basic knowledge points, students can create an insertion plan based on educational requirements. Selected flower characteristics are presented, including how to maintain them.

In-class education: Teacher introducing a class, combined with pre-class knowledge list content and educational design intent, allows students to successfully present the results of group implementation and organize and trigger common thoughts. And help students learn the requirements for material selection, review the basic principles of flower arrangements, and process and apply the flowers on the knowledge list. Finally, the student takes 55 min to insert the flower work and practice the angles and methods of inserting the various branches, flowers and leaves. Students can think positively and creatively throughout the educational process.

Post-class summary: This class is a new class. The teacher needs to explain in detail and help the student repeat the practice so that the student can identify the important steps and complete the flower work independently. Students also need to spend time reviewing their knowledge lists, and teachers need to organize their reviews and enhance their exercises as they practice. Finally, teachers will showcase their students' flower art works through their WeChat public account (Xuehuazhi), set up voting sessions, and help students develop practical skills and form healthy competition. And called on the corporate staff to support them.

### 5 Analysis of Educational Results

Teachers use the classroom assessment form to assess student scores. 90–100 points are rated A, 80–90 points are rated B, 70–80 are rated C, 60–70 are rated D, and less than 60 are rated E. A one-way ANOVA was performed on the score after assist teaching and the score before assist teaching on the WeChat public platform, and the evaluation of

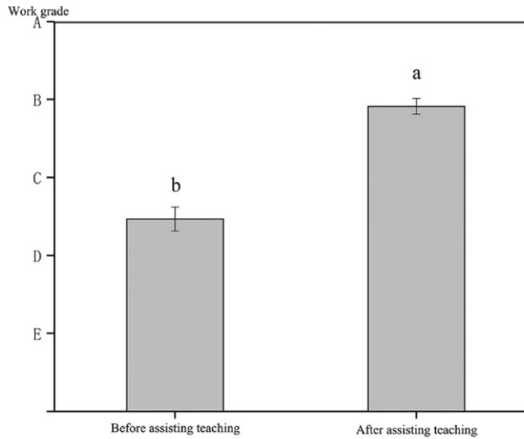


Fig. 2. Differences in the grades of works before and after auxiliary teaching

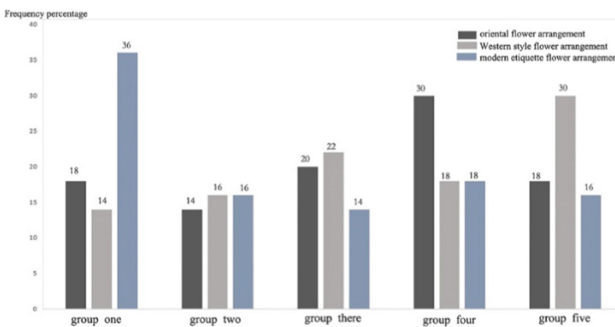


Fig. 3. Wechat Platform Work Voting Proportion Chart

the student's work after assist teaching on the WeChat public platform was significantly higher than the work before support education (Fig. 2).

View student work using a WeChat public account, and under healthy competition within the student, from parents' expectations of children's learning outcomes at school, and consumer aesthetics, each group's work is popular (Fig. 3).

## 6 Summary and Conclusion

After the WeChat platform supports education, students can become the body of the classroom, and education is no longer primarily based primarily on knowledge input, but on practical, innovative and practical educational activities involving students [3]. At the same time, different assessment methods help students more effectively reveal their learning progress and gain recognition from those around them. This is a common and unique perception of vocational school students and can be gradually improved [9].

This education highlights the benefits of the WeChat public platform, solves the problem of teaching time in limited classrooms, and complements the benefits of education. Second, the performance of the work has improved significantly compared to the score of the student's work before the WeChat platform supported education, and the voting results of each group of work are also shown relatively well.

Teachers guide education based on the company's resources and needs and gradually reflect the requirements in the education process. It is essential to connect businesses and schools, focus on fostering a comprehensive quality of students in education, adhere to the coordinated development of basic knowledge and practical skills, and continually strengthen the ability to deal with things [1]. The key is to foster the talent of a professional landscape of "integration of theory and practice".

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