Reform and Practice of "Real Scenario-based Learning" Practice Teaching by the Integration of Production and Education

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Abstract. Under the integration of production and education, Exploring "Real scenario-based teaching" is an important path of vocational education practice teaching reform. First, this paper analyzes the theoretical basis of real scenario-based teaching, and defines the connotation of real scenario, "Project+job task" teaching, real scenario-based learning. Then, combined with the" Property landscape maintenance" course, based on real scenarios, this paper makes teaching design from practice teaching content, teaching space, teaching process, etc. and analyzes the reform and practice of "Project+job tasks" practice teaching under real scenario. Finally, it puts forward the corresponding safeguard measures from the enterprise depth participation, practice scene co-construction, school and enterprise teachers cooperation, new form of Teaching materials support.

Keywords: integration of production and education; real scenario; scenario-based learning; Project+job tasks

1   Introduction

In the context of the transformation and upgrading of the property industry, enterprises have proposed novel requirements and challenges for the cultivation of the practical application ability of property management talents. The prevailing approach to practical teaching in the property management major involves visiting enterprises or short-term on-the-job training, enabling students to gain an intuitive understanding of the service operations of enterprises, but not personally experiencing the work completion process of the positions. The practical value of learning cannot be demonstrated through practical operations, resulting in relatively low student learning enthusiasm and classroom participation. The operational skills and management abilities of students cannot match the job requirements of enterprises. Practical teaching is an important part of vocational education and training, aimed at cultivating students' practical ability to adapt to the needs of the job (Smith, 2019). The "Opinions on Promoting the High-Quality Development of Modern Vocational Education" released by the General Office of the State Council advocated for the design and development of

courses to align with real production and job requirements, the establishment of a modular and systematic practical training course system, and the enhancement of students' practical abilities[1].

In recent years, universities have deepened the integration of industry and education, school-enterprise cooperation, and close connection with the industry. They have successively deepened the 'Enterprises Engagement in Education' through the construction of modern industry colleges, and promoted a task-oriented training model that is oriented towards the real production environment of enterprises. The 'Guidelines for the Development of Modern Industry Institutes' emphasise the necessity of immersive, real-world, practical, and field teaching, utilising actual production lines and other environments that are tailored to the specific requirements of each major field. This approach is designed to enhance students' hands-on practical skills, deepen their understanding of the industry, and cultivate their ability to solve complex problems[2].

Consequently, industry-education integration is a pivotal aspect of practical teaching reform, and the exploration of 'authentic scenario-based instruction' is a crucial element in this process. This approach involves the utilisation of authentic scenarios and tasks as the medium for imparting educational content, integrating it with the practical operations of actual professional roles. The teaching process is intricately interwoven with the production and management processes, thereby fostering students' aptitude for transferring and applying knowledge in authentic work settings and cultivating their capacity to discern, analyse and resolve practical challenges. The property management major, a distinctive management discipline, boasts a rich industry-specific attribute. It emphasises the cultivation of fundamental operational and maintenance capabilities, as well as the development of operational management literacy. Consequently, significant emphasis is placed on integrating theoretical and practical learning in the training process. In recent years, the property management major at Shandong Youth University of Political Science has proactively developed a 'Four-in-One Integration' practice-oriented teaching system encompassing industry-academia-research-application synergy, establishing an innovative talent development model characterized by multi-stakeholder collaboration, whole-process integration, and authentic scenario-based immersion. The establishment of a modern property industry college, the Yinfeng Institute of Asset Management, has further advanced these efforts. This college implements work-integrated learning curricula through authentic operational environments that bridge academic instruction with real-world facility management workflows. Students are immersed in the workplace to experience the curriculum first-hand, reconstruct the knowledge system of the course, strengthen their ability to analyse and solve problems, and promote the improvement of their professional abilities and professionalism.

2   Theoretical Foundations and Connotation of "Authentic Scenario-Embedded Learning" in Practice-Based Education

2.1   Theoretical Foundations

The term 'scene' is derived from its usage in film, television and theatre performances, originally denoting the scenes and situations in movies and plays. It refers to the scenes presented by the actions of characters in a particular time and space, including elements such as time and space, tasks, events (behaviours) and environment.

The term 'scenario' is widely used in different fields, with its introduction to the field of corporate staff training being a notable example of this. This approach entails the formulation of application scenarios that are integrated with authentic work scenarios, drawing upon the challenges and issues encountered by students in their professional settings. It involves the design of scenario-based teaching activities that facilitate students in engaging with and applying the essential knowledge and skills within the scenario, thereby enabling them to assimilate these into their own behaviour. This process assists students in acquiring the necessary competencies for future employment and achieving personal growth. Ultimately, the objective is to equip students with the skills to effectively address real-world work challenges.

The adoption of scenario-based learning in educational settings represents an evolution of contextual teaching methods with the objective of cultivating students' practical application skills. This pedagogical approach involves the transformation of real-world scenarios into learning scenarios, work content into learning content, work processes into learning processes, and work evaluation into learning evaluation. The incorporation of diverse learning modes, including virtual scenarios, real scenarios, and virtual-real fusion scenarios, underscores the comprehensive nature of this educational framework.

2.2   Core Attributes

"Authentic Scenario-Based Learning" emerges as an implementation mechanism under the "Authentic Application-Driven Pedagogical Reform Framework". China's Modern Vocational Education System Development Plan (2014-2020) (hereafter referred to as the Plan) asserts that the modernization of vocational education requires establishing teaching reform mechanisms propelled by authentic workplace applications. Vocational institutions shall conduct pedagogical activities adhering to the principle of authentic environments for authentic learning and practice to cultivate genuine competencies. [3]

2.2.1 Authentic Scenario

Authentic scenarios refer to the real production, management, service and management sites of enterprises created based on the teaching content. These scenarios are based on real situations, real spaces, real production or operation processes, real work sites, real jobs and real work tasks. They include off-campus enterprise practice bases,

productive practice bases built by inviting enterprises to enter the school, technical service centres and product research and development centres, as well as entrepreneurial practice platforms. These settings are instrumental in the transformation of work domain scenarios into learning scenarios for students and the practical teaching of teaching content using scenario-based approaches.

2.2.2 Project-task Integrated Pedagogy

The 'project-task integrated pedagogy' teaching model is predicated on authentic learning and doing, and the integration of work and learning. In an authentic scenario, reliance is placed on the real business, projects and tasks of the enterprise, and the utilisation of the real technology and equipment of the enterprise. This enables the authentic realisation of 'learning by doing'. Within the work task, the identities of teachers and students are subject to change. Students select roles according to the scenario to achieve role recognition and understanding in a real-life context, and complete the corresponding work tasks according to their roles. Teachers transition from the role of knowledge transmitters to that of guides and supervisors, overseeing students by setting specific work tasks and problems.

2.2.3 Authentic Scenario-based Learning

'Authentic scenario-based learning' can be defined as the creation of authentic work scenarios for vocational positions, with the objective of achieving scenario-based learning and vocational competence development through real, immersive, experiential "project-task integrated" learning. The overarching aim of authentic scenario-based learning is to apply what is learned. The main elements of authentic scenario-based learning include the learning subject, learning objectives, learning process and learning evaluation. The student is at the core of the learning process, and the training should align with the cognitive levels of students at different levels, effectively embodying the student-centred learning concept. Learning objectives refer to the requirements and standards for students to complete their studies, and are the results expected to be achieved through learning. The learning process is the completion of work tasks, preparing students to be competent in their positions. Learning evaluation is the determination of changes in students' knowledge, skills, and literacy.

3   Practice-Oriented Pedagogical Reform and Implementation of "Project-Task Integration" in Authentic Scenarios

The Plan explicitly outlines reform strategies for curricular content, instructional processes, and pedagogical methodologies, establishing a framework for authentic scenario-driven project-task integrated pedagogy.

3.1   Constructing Practice-based Curricula Via Authentic Projects and Tasks

Following the establishment of an authentic scenario, the learning content must undergo reconstruction in a scenario-based manner, aligning with vocational competencies, focusing on actual work tasks of the position, and following the entire process of the enterprise's real production and services. The teaching content is then divided into multiple modules, with select real production and operation projects being drawn from the actual operations of the enterprise. Theoretical knowledge, operational skills, and professionalism required for typical work tasks of the position are then organically integrated.[4] The teaching approach is reformulated and modularised according to the job requirements of the enterprise, work procedures and steps, technical standards, and operational specifications. This process enables the creation of 'modularised' teaching content and 'practical' course content, aligning the teaching content with industry needs, industry standards, and the production process. Through real projects and tasks, students develop the ability to solve practical problems and prepare for future job competencies.

The course 'Property Landscaping and Maintenance' of the property management major combines the characteristics of the actual work of property landscaping and maintenance, and re-constructs the modular teaching content according to the needs of tasks such as watering, fertilising, weeding, shaping and pruning, and pest control. The course has been meticulously designed to encompass a total of 33 tasks, distributed across 10 distinct projects. These projects encompass a wide range of landscaping and maintenance tasks, including watering, fertilising, weeding, shaping and pruning, pest control, plant protection, greening and beautification, greening maintenance management, and smart landscaping and maintenance. The practical nature of the course is further emphasised by the incorporation of real-world tasks, which align with enterprise job requirements, materials and tools, workflows, technical requirements, and operating specifications. This approach serves to guide students in the execution of practical operations, ensuring a seamless alignment between their theoretical knowledge and the competencies required for successful performance of the job.

3.2   Building Practice-oriented Learning Ecosystems Via Authentic Workflows

The classroom is considered the 'main battlefield' of teaching, and the learning scenario is defined as the field in which learning activities are carried out, as well as the teaching space. The first method involves 'enterprise engagement in education' by introducing enterprises into the school and establishing production lines, workshops, departments, and so on, as teaching classrooms. The second method involves field observation, job shadowing, and positional immersion within authentic industry environments, effectively transforming enterprise worksites into situated learning laboratories. The third method integrates the process of engaging enterprises within educational institutions with the incorporation of campus and enterprise projects to construct teaching scenarios as the teaching classrooms of modern industrial colleges. The primary and secondary methods are characterised by high cost, complex operation, and limited scalability. In contrast, the third method is more suitable for authentic scenar-

io-based learning. The property management major can make full use of the school property business to cultivate students' practical abilities, and it has an inherent advantage in using the real operation and management site of the enterprise to build teaching scenarios and throughout the entire teaching process.

Practical courses are able to utilise real work sites on the premises of the educational establishment, integrating and reorganising on-site resources, and introducing real scenarios, technologies, equipment and tools, operational processes, work tasks, and enterprise management models in accordance with workplace situations and production formats. This creates an open, fully immersive base, with the classroom moving into the real work site and breaking the limitations of the traditional classroom. The integration of real work processes and sites of the enterprise with the teaching process enables students to genuinely learn and perform real work in a professional environment, thereby mastering authentic skills. This fosters a comprehensive understanding of the authentic scenarios of industrial operations, aiding students in comprehending the broader context of their future careers and roles. The property management major's 'Property Landscaping and Maintenance' course capitalises on the campus environment (which is also a management project by Yinfeng Property). A self-contained, autonomous section of the institution is designated as the instructional locale for landscaping and maintenance, and is designated the Pedagogical-Production Zone/Garden (henceforth referred to as the 'Pedagogical-Production Zone'). The overall environment of the institution is utilised as the instructional milieu for landscaping and maintenance. The campus environment, inclusive of Pedagogical-Production Zone, functions not solely as the site for landscaping and maintenance by the property management company, but also as the classroom for the course 'Property Landscaping and Maintenance'. This enables students to acquire knowledge about real work processes, tasks, equipment and tools in a genuine work environment, thereby facilitating the development of understanding and experience of the workplace. Utilising authentic scenarios in the educational process has been demonstrated to enhance students' interest in learning and improve their comprehension of vocational roles.

3.3   Workflow-driven Instructional Design for Competency Development

In order to align with job competencies, it is necessary to organise and implement productive teaching based on the real business processes of enterprise production and services[5]. The teaching format must be reconstructed according to the progress requirements of production and management tasks and the characteristics of job tasks. Furthermore, it is essential to implement an operation model that integrates teaching with job tasks, and to teach while learning and working at the same time. In addition, job competencies, craftsmanship, labour literacy, quality awareness and innovation ability must be cultivated in the process of work (learning)[6].

3.3.1 Implementation of "Learning Through Application and Application Through Learning" Via Triadic Pedagogy Integration

The conventional teaching methodology is being modified, with the objective of integrating teaching and practical experience. This integration is achieved by allocating specific tasks to students and organising the teaching process around these tasks. In this approach, students complete work tasks in authentic scenarios through perceptual observation and practical operation experience. The integration of teaching and doing is student-centred, with practical teaching activities in real scenarios designed to enable students to 'learn through application' and 'application through learning'.

The overarching teaching objective of the course 'Property Landscaping and Maintenance' is to enable students to master fundamental skills and, more importantly, to familiarise them with the work processes and standards of landscaping maintenance and with the norms of enterprise management and operation. This is to ensure that, when they participate in real property management work in the future, they can supervise and guide on-site work and effectively carry out plans and arrangements for property environmental management. 'Property Landscaping and Maintenance' organises the teaching process according to the sequence of 'on-site teaching – operational guidance – supervision and inspection', and implements 'learning through application' and 'application through learning' in the integrated pedagogy system. First, knowledge points are explained through authentic scenarios to achieve the integration of theory and practice. Then, work tasks are determined based on authentic scenarios and assigned to students, allowing them to internalise knowledge through practical operations. Finally, as managers, students conduct work inspections, identify problems, propose corrective measures, and prepare for future management positions.

3.3.2 Integration of Occupational Performance Metrics Through Role-specific Simulation

The role simulation is carried out in accordance with the actual production and operation process and work tasks, with skills, operation and management ability cultivated through division of labour and collaboration. According to work standards and assessment rules, students are guided to complete corresponding work tasks and are assessed and evaluated.

In the course 'Property Landscaping and Maintenance' of the property management major, students are divided into two roles, which are operator and supervisor. The operator's role entails the execution of rectification work in response to the supervisor's inspection findings, while the supervisor's responsibilities encompass problem identification during inspections and the orchestration of rectification by the operator. Students alternate between the two roles, engaging in work inspections and rectification in accordance with their positions' job standards and assessment rules. This approach is designed to facilitate the mastery of fundamental operational skills, as well as to develop management competencies such as supervision, planning, and scheduling. The objective is to ensure that the evaluation standards are aligned with industry standards and job requirements.

4   Instructional Delivery Assurance System

4.1   Enterprise Deep Collaboration Mechanism

In order to facilitate the healthy development of teaching reform driven by authentic scenarios, it is necessary to promote the in-depth participation of enterprises in teaching reform, and to introduce elements such as authentic scenarios, work tasks, workflows, work standards, and performance appraisals from the enterprise into teaching.

It is important to note that, in the absence of a mechanism for compensating for their interests, enterprises will not typically take the initiative to undertake practical teaching tasks. It is therefore vital to empower colleges and universities to assume a leading role, proactively addressing the production and management needs of enterprises, and establishing modern industrial colleges and productive training bases in collaboration with enterprises through the cooperative approach of bringing enterprises into schools and schools into enterprises. This collaborative approach will facilitate the execution of large-scale student teaching tasks, the cultivation of talents aligned with the needs of enterprises, the attraction of high-quality enterprises to participate in practical teaching, and the assurance of genuine enterprise participation in teaching. The establishment of an effective collaborative mechanism is crucial to ensure the interests of institutions, enterprises, and students are met.

4.2   Co-constructed Practice Ecosystems

The construction of authentic scenarios is not applicable to all courses or all teaching content, therefore, different types of authentic scenarios are selected for co-construction based on the development needs of the enterprise and the characteristics of the position, so that they are more in line with practical teaching and vocational skills training.

Through strategic collaboration with industry partners to pedagogically transform operational worksites, authentic operational scenarios have established that transcend traditional spatiotemporal constraints of instruction. This systematic integration of workplace and learning ecosystems operationalizes a work-learning continuum framework, enhances targeted competency development.

4.3   Faculty-enterprise Resource Synergy

The professional competence and quality of the dual-qualified teachers is identified as a key factor in the implementation of authentic, scenario-based practical teaching. Institutions should introduce high-level executives and core personnel from enterprises as part-time teachers, strengthen students' practical ability from the perspective of enterprise demand, and evaluate students using enterprise assessment standards. In addition, the practical teaching ability and professional quality of teachers within the school should be strengthened, with collaboration with enterprise teachers to build teaching scenarios, design teaching activities, and evaluate teaching assessments, with the objective being to improve the teaching effectiveness collectively.

The course 'Property Landscaping and Maintenance' is taught by a team of instructors consisting of Yinfeng Property executives, senior gardeners and on-campus teachers. Collaborative efforts between school and enterprise teachers are integral to the construction of teaching scenarios and the design of teaching activities. Enterprise teachers assume responsibility for leading work tasks, while on-campus teachers oversee the organisation and management of teaching. Through a division of labour and collaboration, they work in tandem to reform practical teaching.

4.4   Next-generation Pedagogical Resources Support Infrastructure

The primary medium for the dissemination of teaching content is the textbook. The Implementation Plan for Vocational Education Curriculum Development under the 14th Five-Year Plan' calls for 'the acceleration of the development of new forms of textbooks, and the organisation of joint development by institutions, industry enterprises and other industries of new forms of textbooks that are scientifically rigorous, easy to understand, and in a variety of formats, such as loose-leaf and workbooks'[7]. The existing textbooks are found to be ill-equipped to support authentic scenario-based learning, thus highlighting an urgent need for new textbook formats that can effectively facilitate this approach.

The teaching materials for the 'Property Landscaping and Maintenance' course, have undergone the following reforms to support real-scene teaching. Firstly, the materials are grounded in occupational competencies, incorporating elements of moral and physical education. The textbook employs the analysis of 'professional competence-work tasks' as its guiding philosophy, aligning with national professional teaching standards, industry standards and norms, and the professional standards for property managers. Utilising the typical work task method, it systematically categorises professional competence into 10 distinct work tasks. Each of these typical work tasks is further subdivided into 2-5 representative tasks, meticulously delineating the elements of the work process, the methods employed, the standards to which the work is to be done, and the professional competence requirements. This process culminates in a comprehensive list of professional competence requirements[8], emphasising the cultivation of a multifaceted professional skill set. Secondly, the textbook designs a plethora of greening and maintenance work scenarios, integrating work and learning in a holistic manner. The teaching materials rely on scenarios such as Xuexun Park and Shanquan Campus to design authentic learning scenarios for greening and maintenance work, focusing on job-specific technical skills training, realistically presenting specific job workflows, and sorting out and standardising the service specifications and standards for each task. The textbook utilises authentic work scenarios, such as those found in Pedagogical-Production Zone and Shanqing Campus, to provide students with practical, job-specific training. These scenarios are designed to equip students with the necessary technical skills for greening and maintenance work, while also offering a realistic depiction of the workflows involved. The textbook's approach is to provide students with real work experience through the completion of authentic tasks, thereby developing their ability to analyse and solve problems in a real business environment. This approach also fosters a dedicated and professional attitude among students,

achieving a balance between work and study. The third feature of the textbook is its modular and project-based organisation, which is based on work processes and content. This feature highlights the characteristics of vocational education, making it a valuable resource for students seeking to combine theoretical knowledge with practical experience. The textbook combines the characteristics of vocational education, connects with industry standards for greening and maintenance and professional teaching standards for modern property management, and organises the logical structure of the textbook according to the work processes of greening and maintenance positions. It also organises the theoretical knowledge, practical skills and professionalism required for typical work tasks in the position into a modular teaching unit. The teaching content of the textbook is organised according to work procedure steps, technical standards, operating specifications, and so on, based on typical work tasks or application projects in the enterprise, and guided by the work process, so as to achieve integration with industry needs, industry standards, and the production process. Fourthly, new forms such as loose-leaf, workbooks, blended media, and cloud teaching materials are integrated to meet individual needs. The teaching materials are in the form of illustrated loose-leaf books, workbooks, blended media, cloud teaching materials and other new formats, which are easy to use and more flexible and diverse in layout. Loose-leaf teaching materials are conducive to student-centred teaching and meet the individual needs of different students. Workbook-style teaching materials are designed and processed by teaching enterprise job manuals, work specifications, technical standards, and so forth, incorporating job elements such as professionalism, standardisation, and regulation. These materials are transformed into innovative thinking training, technical skills knowledge systems, and practical ability transfer and integration, thereby achieving a connection with the job and improving job applicability. The integration of paper and digital media employs a three-dimensional model of 'paper teaching materials + QR codes + digital teaching resources + digital teaching platform', facilitating precise learning and dynamic updates of teaching content.

5   Conclusion

The contemporary practical teaching model of 'project-task integration' in authentic scenarios has garnered widespread recognition among students and has been met with resounding acclaim from property management companies.

The 'project-task integration' practical teaching method in authentic scenarios aligns with the principles of vocational education and teaching, emphasising the cultivation of students' vocational competencies, the creation of authentic scenarios, and the immersion of students within these environments. Teaching activities such as observation, practical operation, and role-playing facilitate in-depth learning, encompassing cognitive learning, skill operation, ability improvement, and the cultivation of qualities. The 'project-task integration' practical teaching method in authentic scenarios is a significant manifestation of the integration of industry and education, and the combination of work and learning, and an important way to enhance the quality of vocational education and training.

The utilisation of realistic and dynamic scenarios has been demonstrated to exert a significant influence on students, effectively motivating them to engage in the learning process. Through interactive engagement, students' enthusiasm and motivation for learning is significantly enhanced, thereby leading to a substantial improvement in the overall teaching effectiveness. By emphasising the work process and tasks associated with the position, the 'learning through application' and 'application through learning' approaches are adopted, students are encouraged to explore independently, immersive experiences are facilitated, and a seamless connection and 'zero distance' are established between the learning content and employment requirements. The evaluation of students' participation in the completion of work tasks in authentic scenarios, work behaviours, professionalism, and so on, enables the analysis of students' learning goals, the reflection upon the effectiveness of the learning design in authentic scenarios, and the continuous improvement of teaching quality.

The practical nature of the course, 'Property Landscaping and Maintenance', is a pivotal aspect of the property management major. It seamlessly integrates the principles of landscaping and property maintenance, placing students in authentic work environments. This approach not only enhances their practical abilities but also fosters a sense of professionalism in management, preparing them for future roles. The teaching process employs a comprehensive, whole-process, all-factor design for the teaching scenarios, content, methods and assessment, as well as the integration of teaching and practice. This has enhanced the students' real vocational capabilities, teaching effectiveness and the quality of talent development. During the learning process, students complete work tasks through division of labour and cooperation, which improves their independent learning ability, teamwork skills and problem-solving ability[9].

Fund Project

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