

Primary Investigation on reform of post practice mode based on school-enterprise collaborative innovation

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Abstract. As one of the research hotspots in higher education at present, school-enterprise collaborative innovation mainly aims at establishing a collaborative and innovative post practice platform and related mechanisms between schools and enterprises to carry out talent cultivation in order that schools' objective of talent training individual and overall development of student and practical demands of enterprises can achieve collaboration. Considering the current status that Chinese schools' post practice mode is not optimistic, we must realize the foundation based on school-enterprise collaborative innovation to carry out reform and innovation for post practice mode energetically, i.e., we should construct and implement a win-win-win (schools, enterprises and students) post practice mode to improve students' comprehensive practice and theoretical ability and make them become talent with high vocational skills.

1. Introduction

With continuous reform of our higher education mode, an increasingly number of schools begin to pay attention to cultivating and improving students' practical ability, hoping to cultivate comprehensive talent with high schools. Then, many schools try to make and implement a post practice teaching mode with school-enterprise collaborative innovation practically according to the reform orientation of talent cultivation mode, i.e., 'employment-oriented and ability first'. In doing so, they hope to improve students' innovation ability and practical skills. However, there are lots of unsatisfactory parts in the process in which the post practice mode of many schools is carried out in China at present. It is essential for us to carry out bold and effective reform for the post practice mode based on school-enterprise collaborative innovation and cultivate qualified and excellent high-skilled talent really.

2. Related introduction to collaborative innovation and post practice

2.1 Collaborative innovation

It was a German scholar that put forward the concept collaborative innovation in his collaborative innovation for the first time. Since then, the thought of collaborative innovation has been deepened and expanded continuously. Although people have not had consistent comprehension about the concept up to now, its basic connotation contains the following points: it treats win-win benefits of innovation subjects as a fundamental goal and establishes a deeply crossed innovation system by collaboration to make all innovation subjects become an inseparable and organic integrity and achieve '1+1>2' synergistic effect. Then, we may divide collaborative innovation into different types in accordance with differences in collaboration subjects, such as government-leading, industrial organization and college-leading. In detail, there is a school-enterprise collaborative innovation mode in college-leading collaborative innovation subjects, which refers to a cooperative and innovative school-running mode formed between schools and enterprises to make schools realize their talent cultivation goals and enable enterprises to obtain better support of theory and scientific research.

2.2 Post practice

Post practice is important reflection of the situation that practical teaching is emphasized in higher education, which is a teaching mode where students, schools and all social organizations and

teams participate jointly. If we want to operate the teaching mode successfully, we must rely on deep and effective cooperation between schools and enterprises. In another word, post practice is a relatively stable three-level school-enterprise collaborative innovation mode established by three directly related subject elements including industry, enterprises and schools to deal with relationship among these elements and improve quality of post practice comprehensively.

3. Current status and problems of post practice mode

(1) Posts are chaotic and dispersed. Dispersion exists in the process in which the post practice mode is carried out in higher education of China at present, which causes chaotic management and difficulty in controlling practice quality and level effectively. Specifically, the number of practice posts is large for students currently, their geographical distribution is dispersed and most of such posts locate in the suburbs or remote regions, which adds difficulty to teachers' guide. As a result, the number of times when teachers give face-to-face guide is small. Besides, the number of students is large. Thus, overall guide effect is unsatisfactory. Finally, quality of post practice is low;

(2) Post quality differs. Currenyly, quality of practice posts obtained in higher education of China differs. Some posts are high-quality and may make students obtain some practical experience in the process of practice and some salary and welfare. Nevertheless, some practice posts do not have much potential for improvement but lack good development prospect. In addition, some practice posts belong to labor intensive ones and have low technical content. All of these are low-quality posts. Enterprises providing some posts will give systematic training to students, while some small enterprises treat students as interns unilaterally, solve their labor shortage temporarily and lack long-term and strategic planning about post supply;

(3) Comprehensive quality of students is low. According to background of changes in the era, a number of enterprises pay more attention to students' comprehensive quality rather than are limited to their professional knowledge when they choose interns. However, according to current status of higher education, a great many of students do not have high comprehensive quality. Especially, they lack some adaptation to meet enterprises' demands for talent. Thus, it is difficult for them to show a splendid rising trend. All of these cause difficult in improving quality of students' post practice at enterprises practically;

(4) Stability of practice is poor. When some students practice at posts, their enthusiasm is broken by reality since the lack surveys and comprehension in advance. Under the situation that there is a too large gap between ideal and reality, they will generate some emotions or ideas about demission. If this is not settled well, a tide of realistic demission will be caused. Some students leave companies because of long working hours and high labor intensity, some students choose demission since they are rather lonely at practice posts and some others have sense of imbalance because of too bad practice conditions or too low salary. All of these points make stability of practice posts fail to be guaranteed practically so that students' demission occurs frequently.

4. Reform schemes about post practice mode based on school-enterprise collaborative innovation

Considering various problems existing in current status of post practice, we must take effective reform schemes as soon as possible, i.e., adopting the post practice mode based on school-enterprise collaborative innovation to let students realize innovation of post practice by school-enterprise collaboration, achieve better practice effect and cultivate students with higher comprehensive quality. Specific reform schemes are elaborated as follows:

(1) Establish a strategic alliance about post practice based on school-enterprise collaborative innovation. In another word, we should pay full attention to differences in various aspects of all collaborative elements, such as location, resources and ability exertion, in the process of innovation. Besides, following framework of the said organization culture that they have formed by themselves or standards of behaviors, we ought to work hard to break respective limitations, form appropriate tolerance and permeation for culture and values among all elements and establish mutual sense of

identity and strategic cooperation in order that all elements can be benefited to form win-win psychological expectation and generate a collaborative and innovation relation in the aspect of their values and culture. At the same time, we should judge location of each collaborative element accurately according to their advantages and disadvantages, find an integrating point of collaborative innovation, which is appropriate for them, and combine teaching science research of innovation with production effectiveness and efficiency to make all innovative elements establish a mechanism and platform for communication and exchange based on their respective sense of trust, eliminate potential communication barriers or information asymmetry and realize mutual progress of both parties in cooperation. Actually, this is a vision coordination pattern on the basis of trust and communication. In addition, we should guide all stakeholder subjects to find the point at which their risks and interests can be balanced through consultation, let them undertake risks jointly and share common interest and establish a stable and long-term school-enterprise collaborative alliance to realize collaborative innovation in the concept of risks and interests and obtain reciprocal effect of collaborative innovation actually.

(2) Construct a post practice platform and related operating mechanism of school-enterprise collaborative innovation. In other words, we should confirm a clear post practice goal for school-enterprise collaborative innovation firstly to make all participants of school-enterprise collaboration realize win-win interests based on the practice goal and cultivate high-quality and innovative talent needed by economic and social development through employment-oriented and the practice mode that combines with industry-university-research collaboration. At the same time, we ought to know three main subject elements of school-enterprise collaborative post practice clearly, including industry association, employers and schools. In detail, the industry association is a non-profitable organization, but it has guide and management functions to some extent and may drive establishment of an organic and collaborative entity after collaborative relationship has been established. Employers are profitable economic entities, act as main implementers of collaborative and innovative post practice and pursue maximum economic interest and goal. Then, schools need serve as decision-making and responsible subjects of collaborative innovation to make a real internets community formed between schools and enterprises. Additionally, it is essential for use to set up a stable three-level school-enterprise collaborative and innovation organization, make all subjects of school-enterprise establish a unique and mixed-type inter-organization relation under new-type management technique and organizational structure and build a good atmosphere where enterprises take part in school-enterprise collaborative innovation actively;

(3) Realize collaborative innovation in the aspect of talent cultivation in the process of post practice. This requires that we should reform existing talent cultivation modes firstly. We should construct a specific operation platform about post practice according to specific talent demands and standards of industrial enterprises. Then, School-enterprise Planning Committee re-locates its talent cultivation goals. Meanwhile, School-enterprise Management Steering Committee checks schemes about talent cultivation and will give instructional suggestions for revision in case of improper parts. Next, School-enterprise Practice Service Committee directly devotes itself to specific reform process of talent cultivation mode and lets the post practice mode of school-enterprise collaborative innovation realize effective connection between teaching process and production and service process as much as possible. At the same time, it is essential for us to reform corresponding links of practical teaching, implement post practice according to the school-running concept ‘professional skill + comprehensive quality’, strengthen links of practical teaching in campus and outside school, carry out post practice teaching of professional skill from a lower level to a higher one gradually and finally form the teaching system that combines theory with practical teaching perfectly. Moreover, we should monitor and evaluate results of talent cultivation. For this, we need reform existing detection methods, and monitoring system as soon as possible, ask School-enterprise Planning Committee to establish a third-party talent evaluation mechanism, let School-enterprise Management Steering Committee to re-construct target system to evaluation students’ vocational ability, have School-enterprise Practice Service Committee to make ways to evaluate students’ vocational ability and finally integrates all evaluation results to make talent cultivation have more

pertinence and effectiveness;

(4) In accordance with students' individual development and enterprises' demands, carry out post practice mode teaching of collaborative innovation. First of all, as for collaborative from the perspective of students, demands or vocational ability of students who are direct participants in post practice are quite practical. They must own the vocational skill needed by the society and change from traditionally single skilled talent to versatile, high-quality and even innovative and entrepreneurial talent. For this, we need reform specialized curriculum about vocational ability, i.e., we should curriculum system and specific teaching content, realize innovation of teaching process, design innovative schemes and curriculum system about vocational ability, guide students to implement independent study and improve their vocational ability and let them obtain the spirit of vocational innovation and ability needed by the society in the process in which they carry out innovation for starting a business. Meanwhile, we may reply on post practice platform of school-enterprise collaborative innovation to develop a series of competitions about vocational skills, let all competition projects be similar to typical work tasks of enterprises and strengthen verisimilitude of these practice projects. This is helpful for students to obtain more authentic experience in practice and can enhance their confidence in practice and drive them to establish horizontal relations between courses and skills more confidently. Schools may also drive their course teaching reform further by competitions. Secondly, considering enterprises' demands, we should implement post practice mode reform of school-enterprise collaborative innovation in accordance with practical demands for human resources, try to realize broad cooperation and profound development of all participants in practice as much as possible, cultivate talent needed by enterprises and carry out post practice of collaborative innovation according to enterprises' demands for technical innovation. For this, schools need provide some practice sites and equipment, technical support and training service. Beside, schools and enterprises should offer corresponding resources and enterprises' ability to impellent technical innovation can be improved comprehensively.

5. Conclusion

In short, we should reform post practice mode based on school-enterprise collaborative innovation in the reform process of higher education at present, i.e., traditional enterprise employment mode is changed into a win-win-win (schools, enterprises and students) post practice mode. Specifically, we should pursue changes from the number of cooperative enterprise in post practice to their quality and from passive acceptance of students to active participation. As for management concept, supervision should be change into guide and motivation and enterprises should change their pursuit from cheap labor to cultivation and maintenance of talent. In doing so, enterprises may grow together with talent. What's more, we should provide powerful organization guarantee for this kind of post practice mode, i.e., we ought to enhance construction of post practice management system and mechanism, built information communication platforms via many channels, strengthen psychological guidance for interns and let them obtain innovative and comprehensive vocational ability practically.

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