New Exploration of Social Practice in Colleges and Universities under the Background of Collaborative Education

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ABSTRACT. *Based on the construction of collaborative education platform and the analysis of the significance of collaborative education, this paper explores the functional orientation, management operation, team building and resource sharing of the university-enterprise cooperation platform for social practice activities in colleges and universities, and establishes collaborative innovation practice. Education guarantee mechanism. The aim is to achieve organic integration of production and education, and to form a long-term mechanism for school-enterprise collaborative education and collaborative innovation.*

KEYWORDS: *Collaborative education; Social practice in colleges; Integration of production and education*

1. Introduction

The ability of colleges and universities to serve regional economic and social development, to serve the technological advancement of industrial enterprises, and to enhance the ability of learners to create value is the key to the transformation of colleges and universities. Through the in-depth cooperation between schools and enterprises[1], we will build a platform for collaborative education and collaborative innovation (hereinafter referred to as collaborative education), making it an innovation center and learning workshop for talent cultivation, technological innovation, technical services, and industry think tanks. Integration and rational integration have a positive effect on the promotion of the three major capabilities of colleges and universities.

First, adapt to higher education teaching. Collaborative Education as a resource sharing platform for school-enterprise cooperation, can integrate the tangible experimental resources and human resources of both schools and enterprises, form a combination of engineering and learning, and promote the professional setting, course content, teaching methods and production practices of colleges and universities. Docking.

The second is to adapt to the national innovation drive strategy. University joint-industry enterprises can jointly build and educate people, and can integrate the innovative resources and elements of both schools and enterprises. Through multi-disciplinary integration, multi-team collaboration, and multi-technology integration, we can form integration advantages, share results and resources, and effectively improve innovation efficiency.

2. The Function Positioning of Social Practice Collaborative Education Platform in Colleges and Universities

2.1 Talent Training

Both schools and enterprises follow the rules of education and the law of talent growth to jointly formulate talent training programs and reflect the ability standard. According to the ability to cultivate the law, the integration, reconstruction, theoretical teaching and practical teaching of the integrated design curriculum system, knowledge system learning and professional ability training mutual penetration[2]. The teaching content is integrated into professional standards and industry norms, focusing on transforming actual engineering projects, scientific and technological innovation achievements, and teaching reform results into teaching content. The course materials closely follow the industry and technology development, embody the cross-disciplinary and integration trend of the disciplines, which is conducive to the cultivation of students' engineering practice ability and comprehensive innovation ability. Establish a student-centered teaching model, advocate the combination of engineering and learning, seamlessly connect the in-school learning phase and the off-campus practice phase, and integrate professional training, engineering training and job training.

2.2 Technology Innovation

In view of engineering and technical issues in the development of regional industries or industries, schools and industry enterprises concentrate their strengths and resources, conduct joint research, develop technological innovation or secondary technology development, solve technical problems, and improve the efficiency of transformation of results[3]. Carry out engineering research and provide mature and supporting technologies, processes, equipment and new products for industrialization.

2.3 Technical Services

The company implements open services and accepts engineering technology research, technical services, technical consulting, and product promotion commissioned by government departments and industry enterprises. In addition, the school cooperates with industry, enterprises and other units to develop a relatively

mature training course system and teaching resources, provide training services for social personnel, and provide more qualified personnel for the development of the industry[4].

3. Current Situation of Social Practice Education in Colleges and Universities

3.1 Teachers and Students Participate in School Organization, Social Practice Lacks Initiative

The social practice of the school's education and teaching master plan and syllabus, stipulations of hours and credits, means that all students must participate in social practice, teachers must participate in practical teaching. However, there are no social education activities and no social practice activity credits. Therefore, students participating in social practice are generally student cadres, human party activists, volunteers, and families with financial difficulties. Other students are less motivated to participate. Social practice activities do not have a teaching plan, and full-time teachers do not have the task of social practice activities. Therefore, in addition to professional internships, student social practice activities generally only involve the academic system and ideological and political teachers[5].

3.2 No Coordination Mechanism is Formed, Lack of Unified Leadership Guarantee

The members of the social practice education group only include the responsible persons of the relevant functional departments of the school, without the participation of social practice bases, student representatives, lack of schools, practice bases, and student coordination. Most of the summer social practice activities of the school are mainly arranged by the Youth League Committee. In addition, the Student Affairs Office and the Ministry of Science and Technology also arrange some social practice activities[6]. There is no system for social practice work, lack of unified leadership, and relatively insufficient budgetary support.

4. Building a social education collaborative education mechanism in colleges and universities

4.1 Management Operation Mechanism

The collaborative education platform should establish a joint management system for schools and enterprises and a regional open sharing mechanism. In the choice of cooperative enterprises, based on regional industrial development planning and industry development planning, priority should be given to industry leaders with advanced scale, advanced technology, high influence, standardized management system, advanced corporate culture, good social reputation and social responsibility.

Representative enterprises in enterprises and regions. In accordance with the company's operating model and process, the use of professional business philosophy. The council of relevant experts of political schools and schools will be responsible for guiding and supervising the construction and operation of the platform, formulating policies and systems, reviewing development goals and development plans, and solving major problems in the development of the platform. To build a unified open, expansive, compatible and forward-looking management and sharing platform, to break the "wall" between universities and enterprises and between internal teaching and research institutions, integrate and integrate and use all kinds of resources. Classify laboratories with the same function or similar resources and duplicate resources, and give full play to the overall function of the experimental platform, open up the operation, and improve the efficiency and efficiency of use.

4.2 Education Team Building

The "double-skilled and dual-energy" teacher team is the premise of school-enterprise collaborative education and collaborative innovation. In accordance with the principle of "not seeking all but seeking for use", we will build a mechanism for interoperability and flexible mobility between school and enterprise talents. By setting up flexible personnel policies and corresponding salary conditions such as special positions and part-time positions, we will attract outstanding professional and technical personnel, management talents and highly skilled personnel from universities, industries and enterprises. Establish a part-time teacher resource pool for docking industry and dynamic adjustment in the region, carry out pre-job training for part-time teacher education and teaching ability, and improve the teaching and teaching ability of part-time teachers. Advocate the use of projects as a link, organize and gather relevant personnel to form a project team, carry out talent training, technology research and development and technical service work, and achieve the complementarity of school and enterprise human resources advantages. Formulate a reasonable team building plan, and jointly develop a team of teachers to reform the teaching evaluation, performance appraisal, job title (professional title), salary incentives, school-enterprise exchanges and other systems, and support professional teachers to borrow, hire or part-time to the enterprise. Receive training, work and practice, master the transformation and upgrading of industrial structure, development of cutting-edge technologies, and application of key technologies. Guide and motivate professional teachers to actively carry out teaching reforms in combination with the work and production of cooperative units and platforms, promote the transformation of scientific research and production practice results into teaching resources, enhance the initiative and enthusiasm of teachers to improve their practical ability, and enhance the professional ability of "double-skilled" and Professionalism. It is also necessary to build an incentive mechanism for talent innovation capabilities, and carry out measures such as the trial of equity and dividends for job-related scientific and technological achievements.

4.3 Establish a Project-Oriented System with the Social Practice Base

At present, the social practice activities of college students are volunteer service, public welfare activities, work-study and summer practice in the three rural areas. The objects and locations of services are not very concealed, and the project activities and sustainability of practical activities are not strong. Practice has proved that projectization and sustainability are the basis and guarantee for the effect of social practice. Only when the university determines the project and keeps the project for a certain period of time can the effect of practicing education be achieved; the social base can only obtain stable benefits if it receives effective and continuous services. For example, if the activities of college students are limited to one-off, rather than continuous, then the meaning of these activities is greater than the actual meaning. The schools and students receiving the service will return to the original appearance soon after leaving the team. But if you accept a few years of teaching activities, schools and students will gain far-reaching benefits. Therefore, colleges and universities can only achieve common benefits if they establish a stable social practice base and fully communicate with them and establish an effective system.

5. Conclusion

Only in the context of collaborative education, establish a platform for collaborative learning of social practice in colleges and universities, and use this platform to better carry out innovative education for collaborative education and cultivate comprehensive talents for social development.

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