

Study on Practical Teaching Application of Real Estate Majors in Vocational Colleges Based on “Bidirectional Empowerment”

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Abstract: “Bidirectional Empowerment” presents opportunities for the enhancement of practical teaching in real estate programs at vocational colleges. However, through practical research, it has been observed that there are prominent issues in practical teaching practices within the context of Bidirectional Empowerment, such as insufficient practical teaching equipment and imperfect design of practical course systems. In response to these issues, this study proposes measures to improve practical teaching equipment and optimize the construction of practical teaching course systems.

Keywords: Bidirectional Empowerment; Real Estate Program; Practical Teaching

Introduction

Under the context of Bidirectional Empowerment, the significance of practical education in real estate programs at vocational colleges is self-evident. Through research, it has become evident that at the current stage, there are prominent issues in hardware, software, and teaching methodologies in practical education within vocational college real estate programs. Addressing the above-mentioned issues has become a worthy research topic, prompting the need to explore which measures should be adopted.

1. Overview of Practical Teaching Content in Real Estate Programs at Vocational Colleges

The content of practical education in real estate programs at vocational colleges primarily encompasses customer reception training, product presentation training, negotiation training, contract signing training, and information system usage training.

First, customer Reception Training: Customer reception training primarily employs the scenario-based teaching method. This involves students simulating customer reception processes in role-play scenarios, utilizing their professional knowledge and business communication skills to facilitate transactions. Second, Product Presentation Training: During product presentation training, students are organized into class groups, and they assume various roles to role-play according to pre-planned sales routes and with the aid of sales props. They focus on presenting products effectively. Third, negotiation Training: In negotiation training, students engage in scenario-based role-play, assuming the roles of both customers and real estate agents, simulating the negotiation process. Fourth, Contract Signing Training: During the intermediary contract signing process, relevant templates and filling guidelines are provided, encompassing various contract types and forms. Blank real estate brokerage contracts are also provided for student practice, with teachers conducting assessments. Fifth, Digital Brokerage System Usage Training: Practical education in this area primarily enables students to proficiently master digital analysis and information management through practice. This includes proficiency in property VR data collection and publication, as well as online transactions, equipping students with digital skills.

In light of the challenges and opportunities presented by Bidirectional Empowerment, addressing the aforementioned issues has become a worthwhile research topic, necessitating the exploration of which measures should be adopted.

2. Analysis of Issues in Practical Education in Real Estate Programs at Vocational Colleges Under the Bidirectional Empowerment

2.1 Insufficient Practical Teaching Equipment

The impact of practical teaching equipment on education is significant, as well-equipped facilities can enhance teaching effectiveness. Through research, it has been found that 67% of students believe that the current practical teaching equipment in real estate programs is inadequate, while only 12% of students consider it to be very well-equipped. This highlights the prominent issue of insufficient practical teaching equipment in vocational college real estate programs.

2.2 Imperfect Design of Practical Course Systems

In the practical education system of real estate programs, the configuration of practical content, evaluation indicators, and management systems are interdependent and essential. Real estate programs encompass courses such as real estate development and management, real estate appraisal, real estate investment analysis, real estate marketing, and property management. It requires reasonable planning of teaching content in practical segments. Since vocational education in China is still in the exploratory stage, there is no scientifically established theory and technology for practical education assessment. The practical education system is still in the trial and error phase, and the management mechanism is incomplete. The assessment of practical teaching results is too simplistic, lacking a robust evaluation system. According to research, 73% of students believe that under the backdrop of Bidirectional Empowerment, the practical course system in real estate programs at schools is imperfect, representing the majority.

2.3 Insufficient Depth in School-Enterprise Cooperation

School-enterprise cooperation is one of the vital channels for practical education in current vocational colleges, and the degree of integration has a significant impact on teaching effectiveness. Survey results indicate that 68% of students believe that under Bidirectional Empowerment, the integration of practical courses with enterprises in the real estate sector is relatively low, representing the majority. There is a prominent issue of insufficient depth in school-enterprise cooperation in practical education within vocational college real estate programs.

2.4 Unreasonable Teacher Structure

The teacher structure also plays a significant role in vocational education, with a higher proportion of teachers possessing strong practical skills being considered reasonable. In the research, 58% of students express that under Bidirectional Empowerment, the teacher structure in practical courses within real estate programs is not reasonable, representing the majority. Furthermore, 11% of students even believe that, the teacher structure in practical courses within real estate programs is extremely unreasonable.

2.5 Outdated Teaching Methods

Practical education should cultivate students' ability to apply knowledge flexibly. Currently, in specific professional practice training, students mainly engage in cognitive internships and simulated operations. These activities are generally completed under the guidance of teachers, and there is a lack of experiential learning and creativity. The absence of case-based teaching, project-based teaching, and simulation-based teaching methods is evident. Survey data shows that 65% of students believe that the teaching methods for practical courses in real estate programs are relatively outdated.

3. Optimization Measures for Practical Education in Real Estate Programs at Vocational Colleges Under Bidirectional Empowerment

3.1 Enhancing Practical Teaching Facilities

Practical education places relatively high demands on teaching equipment, and the importance of teaching equipment becomes even more pronounced under Bidirectional Empowerment. Well-equipped facilities can significantly enhance the effectiveness of practical education. Therefore, under Bidirectional Empowerment, vocational colleges offering real estate programs should timely upgrade and improve teaching facilities for activities such as customer reception training, product presentation training, negotiation training, contract signing training, and information system usage training. Continuous improvement of teaching facilities is essential to enhance the effectiveness of practical education in real estate programs at vocational colleges and meet the demands of the industry's current development.

3.2 Optimizing the Construction of Practical Course Systems

Under Bidirectional Empowerment, in practical education within vocational college real estate programs, a unified disciplinary founda-

tion course platform can be established based on professional categories, broadening the scope of professional training. A curriculum system can be developed that includes general education foundation courses, disciplinary foundation courses, elective courses, discipline-specific elective courses, concentrated practical teaching modules, public elective courses, and cultural quality education elective courses. By constructing a comprehensive education framework that integrates humanities, science, engineering and technology, as well as fundamental skills, students can receive a broad-based education that emphasizes flexibility in setting professional directions based on their individual characteristics, thereby achieving an optimal practical course system.

3.3 Strengthening Deep Integration Between Schools and Enterprises

In the current context, school-enterprise cooperation is a crucial channel for vocational colleges to conduct practical education. Under Bidirectional Empowerment, vocational colleges offering real estate programs should further enhance cooperation between schools and enterprises. Specifically, it involves formulating practical plans and programs based on the current demand for talent in the real estate sector, extending the social practice duration for real estate students, and inviting experienced real estate brokers to deliver lectures and share their expertise at vocational colleges.

3.4 Optimizing Teacher Structure

Teachers are the direct executors of educational activities, and the teacher structure has a significant impact on teaching effectiveness. Generally, an overrepresentation of theoretical teachers results in students gaining more theoretical knowledge, while an overrepresentation of practical teachers highlights students' practical abilities. Facing the issue of an unreasonable teacher structure in practical education in real estate programs at vocational colleges under Bidirectional Empowerment, vocational colleges should appropriately increase the proportion of teachers with strong practical abilities. They should also actively recruit or cultivate "dual-qualified" real estate education professionals, continuously optimizing the teacher structure to enhance the effectiveness of practical education.

3.5 Adopting Innovative Teaching Methods

Teaching methods have a direct impact on teaching effectiveness. Given the issue of outdated teaching methods in practical education in real estate programs at vocational colleges under Bidirectional Empowerment, vocational colleges should encourage teachers to learn and adopt innovative teaching methods actively. These may include flipped classrooms, scenario-based teaching methods, and blended learning approaches that combine online and offline teaching. Additionally, modern teaching equipment should be leveraged, and more visual teaching resources such as virtual simulations, micro-lessons, animations, and other intuitive tools should be used to assist teaching, thereby improving the effectiveness of practical education in real estate programs at vocational colleges.

References

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