Enterprise Culture Entering Classroom in Vocational and Technical College

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Abstract. In order to assist the enterprise culture entering into the classroom without interrupting the normal teaching in vocational and technical college, we design the connection methods of them by case, ontological, situational and training views based on the reviewing cultural requirements of enterprise and education departments. By the concrete practice of project, video, online and training in the classroom on the basis of the designed methods, the connection on the enterprise culture with class teaching can be achieved in vocational and technical colleges.

Introduction

Enterprise culture is a kind of connection to pre-work and pre-position which is currently popular in nowadays in accord with the requirements of enterprise, society and education in various tiers of high school [1-4]. With the development of high education, more and more students walked into the high school for deep digging on the knowledge whether from the theory or from the practice.

Vocational and technical colleges, one tier of high school, play more and more important role in society requirements of professional talent in all kinds of fields [5-8]. The aim of them is to transport the vocational talent with technical requirements in the responding position quickly and economically. In classroom of students, the main work is the deep into the knowledge of professional and basic theory, with the help of practice, such as experiment and limited training in labs, they all get some ability on the operations in the practice.

Enterprise is a real place of productivity with professional and technical activities, where is much more need of personal ability holistically, especially the strong hands-on ability in the professional or technical fields [9]. It is not only the theory to consult the activity in the workroom, but also the solving ability on the spot facing all kinds of surroundings existing in ordinary or crisis [10]. How to get this is a big repertoire and enterprise culture, as a collective expressing method, is a pioneer to connect the students to the enterprise [11,12].

It is ideal to finish the connection or keep connecting by the classroom teaching and education though it is difficult to adapt to the requirements of enterprise and society [12]. Get it earlier and better to the enterprise and personal development, it is imperative to absorb enterprise culture into the classroom in vocational and technical college.

Cultural Requirements and Researches

Enterprise culture is not only the culture itself, which includes the cooperation, organization, humanity, life and so on except the professional and technical knowledge, where the requirements of subjective will be more than in the classroom [7,8]. Meanwhile, the society development and talent
plan require more than the knowledge gained in the classroom whether the college, the teachers, the parents, or the students and enterprises with the identical minds [4-6].

Whether the civil or the abroad, there are so many sounds about enterprise cultures entering into the classroom from the different educational tiers. Smyth J had paid attention to various practice problems between enterprise culture and schooling educations [1]. But enterprise culture developed much with the process of society and education [2], which brought new concepts, contents and challenges for everyone concerning on the enterprise culture which has entering into the campus culture and mixed together changing cultures of university [3] where McNay I put forward the changing from the collegial academy to corporate enterprise with a control model by detailed characteristics standing four roles including collegium, bureaucracy, corporation and enterprise. Mawer G emphasized the real surrounding in the teaching, practicing and managing from concepts and challenges by education and training [9]. Gibb A also demonstrated the currently popular theme of enterprise culture from the respect of education and training focused on concepts and designs [10]. In this vein we can regard it as the requirements of the enterprise to help student working into the place where they live, practice, study and work in most of their lives.

Not only the enterprise, the education and the executer had the identical requirements, especially the vocational and technical college and the students. Colley H stated that the vocational and technical education emphasized the acquisition of technical skills and knowledge to foster behavioral competence in the enterprises; meanwhile the campus cultures and the vocational cultures could transform the students who would enter the enterprises in the future [4]. Clarke L and Winch C detailed highlighted the relationship between vocational education and society developments from the international approaches, developments and systems viewpoints by the system of vocational education and training methods [5]. And it is a requirement of globalization and education to integrate and contest the abilities and effects across cultures transmission from Stromquist N and Monkman K researches [6]. Cantor L ever generalized the detailed accounts of the policy in vocational education by training in five developed countries and demonstrated various requirements and methods on how to provide the skill at corporate [11]. Bentley T argued that the focus on connections between schools and society would make young students more effective and same roles for school or college [12]. In this view, it can be thought as the demands of vocational education to help student connect to the enterprise more effective fitting for the position and surrounding when they graduated from college and seeking an appropriate professional selections.

Except that, enterprise culture entering into classroom includes many other factors with the development of society and education. First and foremost is the urgent demand of students who want to touch with enterprise culture ahead of graduation so as to fit for the working position well. The teachers want to see the ideal scene that the product of their teaching and educating are all in their good state in the workspace, also the parents of the students.

From a third part standpoint, the requirements are direct and indirect to all of the bodies. Direct to enterprise, college, student, and the working and indirect to the society, development, economy, culture and process of education, are all the current requirements to improve the quality of talent training, education and society. The demands are also subjective and objective. Subjective to the characters of student, quality of teachers, wishing of parents and opinions of enterprise managers and objective to the training of talent, fitness of surrounding, mixing of culture and so on, are all exist in the vocational and technical education and enterprise talent recruitment.

As a caveat, enterprise entering classroom never dedicates to erode the campus culture or take place of the normal knowledge and education [13]. Moreover, the requirements of enterprise cultures are not only concerning on the enterprise, also on the social interaction, the cultural conventions [7], and the culture impacts from campus, society and so on [8]. Altogether, enterprise culture entering classroom is consistent to the requirements of talent training in the education especially in vocational and technical college.
Methods Design

How to facilitate the enterprise culture entering classroom to connect with each other and base the preparation for students in favor of walking into the enterprise is a vital and challenge mission for the college education, teacher teaching and student following. From method sides, Karp M reviewed related evidence and gave four pieces of guidance, the balance of program pathways, integrated approach of career counseling, services to students on the basis of need level and strategically resources for developmental advising [14]. Jackson D put forward a new method of work-integrated learning to develop the employability skill in the real enterprises [15]. Woods P and Pollard A discussed the ways where the sociology of education can support educational practice [16]. Based on the investigation, researches and practice, we focused on four parts to design the entering into classroom.

**Case Design.** Case is one of most vivid process to transmit the surrounding and culture requirement for the receiver, which is an effective method to transfer the enterprise culture into classroom teaching activities. By the cases of all kinds of enterprise culture, the contents of requirement to enterprise can be delivered to students avoid the tedious and custom theory teaching. The case first should be come from enterprise real surrounding with different expressing modalities the best for the active and dynamic information types, secondly, some space of contents, thoughts, activities and motivations should be left to students to think about and heuristic so as to leave enough imagination and interesting in the mind and practice, the last, the case must be state-of-the-art in the contents and frame to the current frontier so as to attract all the objects of students.

**Ontological Method.** There are two ontologies in enterprise culture entering classroom topic from the relationship possession, the culture and the student, which are main facts to complement the process. The ontology of student should be gazed than the culture due to the final owner of the main body and process reason whether from the requirements or from aim or object. Taken student as main body is a new and great reform for the teaching and training whether from the results or the process of education, we must put student on the center position and requirement from the teaching and living, bodies and minds so as to guarantee the effect on talent training of education, we should absorb student into our teaching design and best let them stand on the podium. Only proactive can achieve the expected goal.

**Situational Approach.** Real situation is more meaningful than any other references in the form and contents where students can achieve the theoretical and professional knowledge which can make them eligible for the working position. Situational simulation provide a real scene where make all the things vivid and concrete easy to accept and understand, more interesting nuance than the theory or experiment in the classroom. Situational approach can combine the theory and practice together to clear the doubts of students about if it is useful and what use of that, and make the knowledge changing from theoretical to practical in the real surrounding by the simple example. It is more interesting and attractive topic for students to demonstrate the detailed operations.

**Training Connecting.** Training is a popular method hither to now in many professional and technical educations [9-11]. Training walks out of the campus knowledge and combines the enterprise knowledge together to strengthen the technique and face the enterprise requirement directly. It is a concentrating time for the trainer to elevate the professional knowledge in a compressed space so as to focus on one thing to promote and generalize the related skills. Training comes from the enterprise based on campus so as to connect them together without gap to maximize the knowledge of theory and practice in the short and independent stage without any other disruption and interruption. It is the role of connection the best in the independent stage for the enterprise whether from time or the form though it is difficult to implement for campus teaching. It can be flexible and accommodate by campus with enterprise culture to improve the connection so as to fit for the requirements of society and students.
Practice Design

Practice is an effective process to test the theory and method designs so as to put them in the education and teaching where we can make the enterprise culture merge into the campus culture, but it is more challenge and difficult to implement the design in the vocational and technical education combing with the normal professional teaching and training. In order to provide the assistance with the practice, we also equipped four pipelines to promote the process of enterprise culture entering into the classroom based on the investigation and references in other colleges.

Project Teaching. Transform the enterprise culture into cases and assign them into one holistic surrounding forming a whole project where provide the concrete and integral situation unit that is convenient to the students is a popular practice and demand in the teaching process. Using the case in the real situational make it more reality for the student to accept the knowledge and nearer to the enterprise, it is easier for teacher and students to corporate in the teaching whether from the subjective or the objective standpoints. Project has the advantage of holistic in the knowledge and realistic in the practice so that it can provide the active effect on the campus culture and enterprise culture where makes the classroom teaching more attractive and interesting from the form and contents. By project teaching, the teachers and students come near to the enterprise and connect the vocational and technical college near to the enterprise requirements, meanwhile, the double-quality teachers can be set up by the project teaching.

Video Teaching. Video has the indisputable roles for the student. It will be effective and attractive for student proactively to study the theoretical and professional knowledge with correct design and arrangement. It has more infecting power in express the culture and more random in time and stage for studying and reviewing the knowledge.

Online Teaching. With the development of information technology and network, online teaching provides a whole-merit way for the selection on anything including the knowledge transmitting and spreading by the online system or small application of the software. The online system is selective and randomized for students and teachers where they can learn any contents in online system anytime, anywhere and any times with different styles in contents and communication. It can be the assistance for the culture delivering in classroom.

Training Practicing. Practice is always an effective test for the theory where in campus or enterprise [9-11]. With no much practice in campus by the experiment and other training, professional training is an active complement to the practice. More and more vocational and technical colleges set up training center or training basis with training plan to improve the professional abilities even put the students to the workplace of enterprise to experience the process and invite the enterprise tutor into the campus and stand on the podium to take part in the teaching and training face to face the students. Training satisfies the demands of enterprise with professional strengthen before going into the working place, increasing the connecting technique and shortening the gap of theoretical to professional students whether from the time or the minds. Importantly, training helps to eliminate the anxious of graduating and working which makes a good fitness and link to the enterprises and colleges, the theory and practice, students and workers and so on.

Summary

In this paper, facing the challenge of enterprise culture entering into the classroom, we designed the concrete methods to satisfy the requirements of enterprise culture and campus culture in the class teaching in the vocational and technical colleges. The conflict existing the campus culture and enterprise culture is challenge for the working requirement of students orient to the enterprise position. In order to merge them in the class and provide a test and basis, we leveraged the case, ontological, situational and training standpoints as the breakthroughs to meet with the conflict. Meanwhile, based on the methods, we designed the practice process and pipelines so as to in accordance with the designed theory methods where need the effect test to verify the design and results. It is still a
beneficial attempt even anything new test needs long-term practice and real data to validate so as to extend and apply.

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