

Applied Social Science and Business

**Proceedings of 2017 2nd ICMIBI International
Conference on Applied Social Science and Business
(ICMIBI-ASSB 2017),**

July 7-8, 2017, Belgrade, Serbia

Harry Zhang(Ed.)



Published by
Singapore Management and Sports Science Institute

Lecture Notes in Management Science

Volume 77

Lecture Notes in Management Science

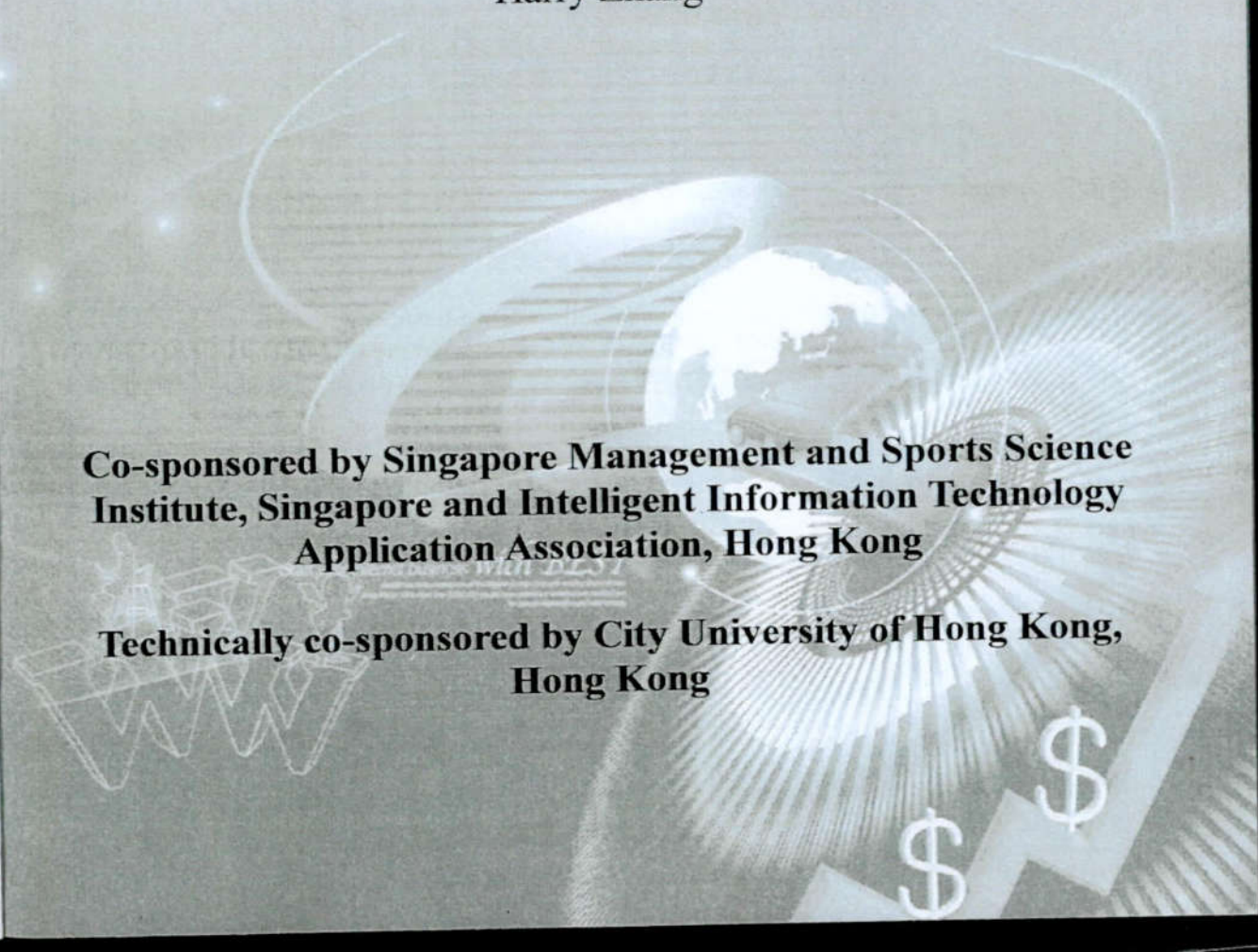
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**Co-sponsored by Singapore Management and Sports Science
Institute, Singapore and Intelligent Information Technology
Application Association, Hong Kong**

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Singapore Management and Sports Science Institute, PTE.LTD
28 Ceylon Road, #02-01 Leville iSuites, Singapore 429621

ISBN: 978-981-11-3932-1
Volume 77 of
Lecture Notes in Management Science 1 vol-set
ISSN: 2251-3051

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ICMIBI-ASSB 2017 Preface

2017 2nd ICMIBI International Conference on Applied Social Science and Business (ICMIBI-ASSB 2017) will be held on July 7-8, 2017, Belgrade, Serbia. 2016 ICMIBI International Conference on Applied Social Science and Business (ICMIBI-ASSB 2016) has been held on September 29-30, 2016, Windsor, UK very successfully. ICMIBI-ASSB 2016 Proceedings has been indexed by Web of Science Conference Proceedings Citation Index-Social Sciences and Humanities (CPCI-SSH).

ICMIBI-ASSB 2017 is co-sponsored by Singapore Management and Sports Science Institute, Singapore and Intelligent Information Technology Application Association, Hong Kong, and technically co-sponsored by City University of Hong Kong, Hong Kong. ICMIBI-ASSB 2017 will be the most comprehensive conference focused on the various aspects of Applied Social Science and Business. ICMIBI-ASSB 2017 is also a platform for domestic or abroad experts, professors, scholars and engineers in related fields to demonstrate their research results and helps them establish connection in career or research and find global partners in the future in a friendly, supportive and relaxed atmosphere.

All full paper submissions have been peer reviewed and evaluated based on originality, technical and research content depth, correctness, relevance to conference, contributions, and readability. Finally, Only 113 papers out of 340 papers have been accepted as regular papers to be published with an acceptance rate of 33.2%. And all accepted papers will be published in book series of Lecture Notes in Management Science (ISSN 2251-3051) by Singapore Management and Sports Science Institute, Singapore.

The ICMIBI-ASSB 2017 papers will focus on the following thematic areas:

- Chapter 1: Political Science, Law and Public Administration;
- Chapter 2: Business, Finance and Management;
- Chapter 3: Education, Language & Linguistics;
- Chapter 4: Social Sciences.

Finally, we wish to express our sincere appreciation to the authors who have contributed to this conference and the referees who reviewed the quality of submitted contributions.

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ICMIBI-ASSB 2017 Organizing Committee

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Research and Practice of Long-term Mechanism of Highlighting the Local Industry Characteristics of the Garden Engineering and Technical Expertise Internship

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doi:10.26602/Inms.2017.77.497

Keywords: Landscape engineering technics; School-enterprise cooperation; Internships; Long-term mechanism.

Abstract. The higher vocational education has the dual attributes of higher education and vocational education, with vocational education development pace continues to accelerate, the establishment of vocational schools and school-enterprise cooperation corporate long-term mechanism must be addressed now become a good core issues as soon as possible, to achieve effective implementation of internships, we must achieve five-win of social, school, business, students and parents, to a certain extent, for the regional industry economic development.

1. Current situation of internship practice of landscape engineering technology specialty in higher vocational colleges

1.1 Lack of a large number of relatively stable, to meet the internship requirements of the off-campus practice base

At present, the practice of vocational colleges is in full swing, most schools have established a school-enterprise cooperation within and outside the school training base, which to some extent to provide teaching, learning, do the integration of teaching platform and students to business internship opportunities, to improve the practical ability of students. But the garden engineering and technical professional students due to their own conditions and differences in business needs, making the job post is basically the construction of garden construction, conservation and management positions, these positions with mobility, employing less, work experience requires high characteristics, to the students Internships bring some difficulties.

1.2 Lack of work combined with flexible teaching plan

At present, vocational teaching plan is basically a condensed version of undergraduate, it can not match the actual operation of the enterprise. To pursue the greatest economic interests as the goal of the enterprise, has its own unique laws of economic activity, so the professional teaching plan in the internship arrangements can not cater to the actual needs of enterprises.

1.3 Lack of control of the internship long practice management system to ensure the quality of practice

Internship students are often scattered in different enterprises, different positions, in the six months of internship time, the school if there is no considerable system and mechanism protection, internship is easy to lose effective control, the formation of "sheep" phenomenon, which can not effectively ensure that the internship to achieve the desired teaching objectives.

1.4 Lack of awareness of the internship

From the school point of view: to strengthen school-enterprise cooperation, increase the practice of internships in recent years, the school's talent training model reform a huge breakthrough, but the depth is not enough.

From the teacher point of view: student internship units scattered, usually a teacher to dozens of students to guide, actually participate in student internship guidance is not enough, can not grasp the needs of internship units and student performance.

From the student point of view: garden technology professional internship period, construction, conservation of the working environment is basically in the wild, to withstand the test of the sun and rain, some students for fear of hardship to the job did not take long to give up. And some students just from the school into the community, not suited to the new environment feel confused, can not be resolved in the face of difficulties, interpersonal environment is not suited to the relationship between managers and workers are not coordinated, feel lonely, or psychological compensation to the company unbalanced.

From the parents' point of view: many parents can not change the concept of time, that their children are learning in the school rather than to do ordinary workers, so parents feel distressed children, do not want children to suffer, and even some parents dissatisfied The school's teaching links to the school to complain.

Enterprises from the effects of the economic and interest, students' legitimate rights are not protected: the purpose of some companies receiving vocational students internships is to solve the labor shortage problem, hope to have students practice when large projects, the amount of time and lack of engineering students hope Leave, and give the internship conditions are more harsh, generally low wages, and some even do not give wages, to provide students with the technical post is not high, the work of repeatability, so that students do not have the job internship is not strong, students Feel that disbursement is not proportional to income, their own legitimate rights and interests can not be guaranteed.

1.5 Schools and enterprises did not establish a good relationship of cooperation, school corporate responsibility is unknown, and coordination and cooperation mechanism is not perfect

And the school students to establish internship business relationship is not very harmonious, some enterprises to participate in the internship or with the school students internship management enthusiasm is not high. The internship unit does not sign the relevant agreement and contract with the student, the student's legitimate rights and interests can not be guaranteed when there is a problem. In the internship period, students and employees work the same, the reward is different, affecting the students to participate in the practice of internship enthusiasm.

2. Current campus professional internships engineering technology research and practice

2.1 Basic practice of internship model

Our school in the personnel training program is developed, the first is the experimental practice and basic theory of the time than the provisions of the provisions of the course to achieve more than 50% of course time), especially the internship, generally require at least one semester. Therefore, the garden engineering and technical professionals have arranged at least one semester of internship. On the one hand, through internships, students can use the professional knowledge to the real work environment to withstand the exercise, access to professional skills; the other hand, also allow students to consolidate the actual production of professional knowledge, to enhance the professional theory level, in order to achieve the desired effect of internships.

2.2 Taking post for field management organizational structure

The school on the internship to take the internship leading group is responsible for the way, in the

secondary college students to participate in the internship, the establishment of the corresponding internship leading group, the group is generally headed by the two college head, responsible for the internship leadership work. The relevant professional director of the teaching and research as deputy head of the overall responsibility for the internship during the internship period, arrange the relevant professional courses teachers and counselors responsible for the internship during the study of the guidance and management. At the same time, assigned to the student union cadres, class cadres, such as the establishment of internship student management team, in the middle of the students' self-management. In addition, to hire students to accept the internship of the business executives and engineering and technical personnel responsible for student learning in the enterprise management and guidance work.

2.3 Landscape engineering professional internship system management system

Internship, is the students to the enterprise, the completion of the school should be completed in the teaching tasks. Therefore, the internship is a very important teaching link, but because of all the staff involved in all aspects of (school teachers, students, students' parents, business personnel) has its management of the main diversification, practice site decentralized, internship content Diversification and other characteristics. In order to ensure the smooth implementation of internships to ensure that the quality of internships to strengthen the internship process management is particularly important.

2.4 Garden engineering technology professional internship management process

Garden engineering and technical professional school instructor, after receiving the internship teaching tasks, according to the internship course standards and practical internship positions, the development of internship tasks and internship process table.

According to the conditions and requirements of the internship and examination, the school informs the qualified students to register, after two-way selection, to determine the internship unit; students once confirmed the internship unit, it is not free to change. If there are special circumstances do need to change, must apply for graduation post internship transfer application form, signed by the consent of the teacher to transfer after the transfer.

According to the internship unit and job requirements, students fill out the "internship approval form", "internship tripartite agreement", "student extracurricular practice safety responsibility book" and "accept the decentralized internship unit letter".

During the internship, the instructor is responsible for the safety education of the students and strengthens the students' awareness of safety management and safety awareness. Off-campus training units to arrange safety full-time staff on the interns (teachers and students for on-site safety education. Instructors to strengthen the security tour, responsible for the internship during the internship safety management.

School instructors regularly guide students to check the progress and quality of internships. In the course of student internship, the instructor instructs students to write internship logs and summaries to ensure the quality and level of students' internships. Instructors instruct students to conduct regular guidance and examination to learn the students' dynamics. Request at least once a week with the intern unit or contact the intern 1.

Internship guidance teachers to actively care about the lives and work of students, and students often communicate, often exchange, care about their business training, ability training. Remind the internship notes, regularly check the progress of the internship, feedback internship advice to help solve the problems in the internship.

Responsible for the student's physical, property, on-site security, and from the traffic and other safety management; to understand the work during the internship and ideological trends, some of the ideological problems of students in a timely manner to guide students to establish a correct outlook on life and world view;

To assist students to handle the relevant internship procedures, such as entry, accommodation, false ground, resignation, round-trip traffic, etc.; responsible for the internship during the

attendance, work assessment and supervision; organize students to develop physical and mental health and promote the school. The relationship between the cultural and sports activities; weekly internship leaders to do the work report, timely solution to the problems in the internship process, encountered major problems to timely reporting.

Instructor is responsible for assessing student achievement. According to the internship tour, the students submit the "student internship log" to assess the school examination results, the school practice tutor on the practice of students' attitude towards labor, professional ethics, labor discipline, work ability, innovative spirit and other aspects of a comprehensive study to Out of the job examination results. School instructors are responsible for summarizing the results of corporate and school assessment, giving students an internship comprehensive results, in the internship end of the online entry results.

The internship teaching documents mainly include the internship course standard, the internship task book, the instruction book, the student internship log, the post internship examination result table and so on. The standard course is the guidance document of the internship activity. It is set up by the professional teaching and research department according to the professional training goal and the business specification. The contents include: the internship task request, the content and the way limit of the internship, the choice of the learning unit, the evaluation of the internship performance Wait.

Internship practice book, instruction book is the job practice teaching activities in the clear student internship tasks, and for students to provide guidance and reference documents, by the professional teaching and research room according to the requirements of the course requirements to choose or organize the preparation, to reflect the relevance and practicality.

Student internship log is a student in the internship during the record of daily work and study, for students to self-evaluation and performance assessment basis. Uniform design format and content by the school. Internship examination results table is mainly used to check the status of student internships, standard students and their instructors teaching activities. By the Department of the type of practice and content according to the design format and content to determine the assessment content and scoring criteria.

3. Effects of our university engineering expertise and research post teaching practice

Practice teaching links include validation experiments, individual skills training, comprehensive skills training and off-campus internships. Among them, validation experiments and individual skills training, comprehensive skills training in general schools were, and internships will need to off-campus cooperative enterprise (or practice bases) were, in Our University engineering technology through internships study Quarters with practical results mainly in the following areas:

3.1 Through the practice of school practice to implement the garden engineering and technical personnel training objectives

Arrangements Landscape Engineering Practical Teaching System in off-campus internships to students, on the one hand, allows students to advance familiar and professional environment, and strengthen the development of vocational skills and professional qualities. On the other hand, the off-campus internships, can deepen mutual understanding between companies and students, to enable students to advance to the appropriate pre-employment, therefore, off-campus internship is an important measure to achieve the goal of Personnel Training.

3.2 Through the internship, inspection garden engineering and technical personnel training quality is consistent with the local industry economic development needs

Garden engineering and technical personnel training program, the internship arranged in the second semester of junior year, in the previous teaching process, the students basically completed the individual skills of individual training and comprehensive training, the basic ability to competent with the work requires professional corresponding professional positions, by allowing students to

physical and mental
activities; weekly
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results, the school
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school-enterprise cooperation enterprise actual job work, the students fed back information can be found in the presence of the professional education and teaching issues, and future directions for improvement. Therefore, landscape engineering professional conduct off-campus internships is to check the professional quality of personnel training an important criterion.

3.3 Outside the internship practice, for the garden engineering and technology professionals' in-depth cooperation in training enterprises to open up effective way

From an international perspective point of view of vocational education, school-enterprise cooperation in personnel training is an internationally accepted way of high-quality skilled personnel training, such as "dual system" in Germany, the United States community colleges. Our school garden engineering and technical professional through the annual internship units of student visits and research, to understand the needs of business talent, strengthen cooperation with enterprises, the establishment of order classes or modern apprenticeship classes, to cultivate innovative talents to adapt to the local economic development.

3.4 In order to study and practice the teaching needs, the establishment of a more complete internal and external practice teaching conditions

In order to professional development and training to adapt to the needs of the garden industry talent, the professional establishment of the garden integrated training room as the representative of the real occupational atmosphere of the school training base.

Tab.1 Campus engineering technology professional school training base

Training (experiment) room name	Area (Square meters)	Device value (yuan)	Total		
			Quantity (m)	Area (square meters)	Device value (yuan)
Garden synthesis Training room	324.32	40240	4	Has been put into use 3550.32	1159141.2
Garden nursery training ground	600	88901.2			
Lin Xin green garden training ground	2626	1000000			
Cultivation training ground	3000	30000			

In order to further strengthen the practice of teaching, and actively create the conditions for students to provide a platform for production practice to enhance the spirit of innovation and practical ability of students to improve the overall quality of students, the professional efforts to strengthen cooperation with enterprises, the initial completion of Guangzhou City Pubei Garden Engineering Co., Ltd. , Guangzhou Sanli Horticulture Co., Ltd., Guangzhou Wo Mu Ecological Co., Ltd. and other outdoor training base.

Tab.2 Outdoor engineering training base of garden engineering technology

Serial number	Name / cooperative enterprise	Main training content
1	Guangzhou Sanli Horticulture Co., Ltd	Internship, on-site teaching
2	Guangzhou Pu Bang Garden supporting Engineering Co., Ltd	Internships
3	Guangzhou Yuejun Construction Engineering Co., Ltd	Internship, on-site teaching, teachers under the enterprise exercise
4	Guangzhou Wo Mu Ecological Technology Co., Ltd	Internships
5	Guangzhou Hengsheng Construction Engineering Co., Ltd	Internship, "order class" training

6	Jiangmen City Jianghai District Sen Lei landscape design Engineering Limited	Internships , training teachers under the enterprise
7	Fuzhou Hengda Education Equipment Engineering Co., Ltd. Guangzhou Branch	Internships
8	Chinese Academy of Sciences, South China Botanical Garden	Live teaching
9	Guangzhou Old Engineers Association	Graduation practice, related professional training

4. Conclusion

For vocational colleges and universities garden engineering and technical professional, internship is an important way to improve students 'practical skills, is the formation of students' professional ability to form the key teaching links. This stipulation is in line with the teaching arrangement of the syllabus of higher vocational education, and it is also beneficial to the intensive training of vocational students in terms of professional quality, so that the higher vocational students can understand the society in advance, enhance the job consciousness and job responsibility, and maximize their comprehensive accomplishment, And effectively cultivate the relevant areas of the job capacity and professional skills, to adapt to the industry production line of professional job requirements of the "high-skilled application talents."

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The Current Situation of Classroom Teaching Management in Vocational and Specialized Colleges

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doi:10.26602/Inms.2017.77.503

Keywords: Vocational and specialized colleges; Teaching method; Classroom teaching management.

Abstract. The expanded enrollment of universities and institutions leads to the deterioration of students' quality. In addition, the unhealthy practice in the society also made the problem worse. The evaluation mechanism of universities, the examination system of universities and the unwillingness of teachers to improve the teaching skills lead to the deterioration of classroom teaching management. In order to cope with the problem, the college should improve their managing method, evaluation system and examination mode, improve the classroom teaching management and improve the self-regulation of the teachers. Only in these ways can we improve the teaching quality and result of classroom teaching management.

1. The importance of the classroom teaching management

As the expansion of enrollment, there are more students become college students, which leads to the declination of students' quality. This phenomenon is obvious among vocational and specialized college students. Because these students are mainly only children, they are indulged by parents. These two factors lead to the noncooperation and arrogance of students. According to some teachers, the classroom teaching management of students are very difficult. In this way, improving the classroom teaching management and maintaining the order of the class are great factors to improve the quality of teaching and graduated students.

Classroom teaching is very important in cultivating and developing students. Only in classrooms can teachers have a overall grasp of the students' situation and indoctrinate knowledge altogether. The classroom management is "teachers organize, fulfill and examine his class by coordinating and regulating all the equipment in the class and after class." [1]

2. Current situation of classroom teaching management

There are broad sense and narrow sense of class teaching. The narrow sense of teaching refers to the teachers' control over students through all kinds of rules and regulations. The broad sense of teaching refers to all the regulation and coordination made by colleges, teachers and students. In this dissertation, "class teaching" refers to the broad sense of class teaching.

2.1 The problems in the perspective of colleges

The problems in colleges lies in the examination system of teachers. Generally speaking, there are following problems in the perspective of colleges: 1, the examination system in colleges mainly focus on dissertations and research, neglecting teaching quality. This leads to the contemplation of teaching quality. Many teachers put all their effort into writing a dissertation but not improving the quality of their class [2]. This phenomenon is inconsistent with the aim of vocational college:

Applied Social Science and Business

Lecture Notes in Management Science, Volume 77

This book constitutes the revised selected papers from 2017 2nd ICMIBI International Conference on Applied Social Science and Business(ICMIBI-ASSB 2017), held on July 7-8, 2017, Belgrade, Serbia.

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Editor: Harry Zhang

Lecture Notes in Management Science, Volume 72

ISBN: 978-981-11-2537-9

ISSN: 2251-3051

Sports, Health and Management

Editor: Harry Zhang

Lecture Notes in Management Science, Volume 73

ISBN: 978-981-11-2565-2

ISSN: 2251-3051

Education and Sports Education

Editor: Harry Zhang

Lecture Notes in Management Science, Volumes 74-76

ISBN: 978-981-11-2566-9

ISSN: 2251-3051



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ISBN:978-981-11-3932-1

Lecture Notes in Management Science Vol.77

ISSN:2251-3051