

Discussion on Teaching Reform of Real Estate Evaluation Course Oriented by Cultivating Innovative Ability

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Abstract

The cultivation of innovative talents puts forward new requirements for the teaching of real estate evaluation, but the traditional teaching methods have not been adjusted according to the market demand. Based on this, the paper analyzes the problems existing in the current teaching of real estate evaluation, and studies the teaching design and teaching strategy of real estate evaluation from the aspects of teaching content, teaching method and teaching process.

Keywords

Innovative Talents; Real Estate Evaluation; Teaching Design and Strategy.

1. Introduction

Real estate evaluation industry has become an indispensable part of China's real estate market economic system, which requires asset evaluation practitioners to master the basic knowledge of economy, accounting, finance, taxation, financial management, law and so on related to real estate. The course of real estate evaluation covers a wide range of knowledge and requires knowledge of different disciplines. It is a highly comprehensive applied discipline, generally supported by course teaching and practical teaching, but it generally emphasizes more practical teaching, while the latter is relatively weak. How to strengthen the curriculum construction, improve the role of the course teaching link in the training of the evaluation practical ability, so as to improve the students' evaluation practical ability better, is worth us to carry out in-depth exploration and practice. Therefore, it is urgent to reform the teaching method of construction engineering evaluation. Based on this, this paper takes the real estate evaluation course of Chongqing Technology and Business University as the research object, and discusses the teaching reform of the real estate evaluation course oriented by the cultivation of practical ability.

2. Organization of the Text The problems existing in the course of real estate evaluation teaching

2.1 Based on book knowledge, separated from practice

The problems existing in the teaching of Real Estate Assessment are mainly based on book content which is out of touch with practical needs. At present, the teaching materials of real estate evaluation used by domestic colleges and universities are highly logical and can clearly reflect the basic principles of the discipline system. However, most textbooks have not been adjusted in time according to market demand. In the teaching of real estate evaluation, book knowledge is usually the main part. As the book knowledge does not keep pace with the market demand, it leads to the disconnection between the teaching content and practice in the teaching of real estate evaluation, which is not conducive to the cultivation of students' practical ability.

At present, there are mainly two problems in the teaching content of asset evaluation: First, in the aspect of real estate evaluation methods, it introduces in detail the four basic evaluation methods of market method, income method, cost method and hypothesis development method, but it does not involve many methods other than these four methods; In addition, the theoretical basis of these four basic assessment methods is rarely discussed. For example, the market method in the transaction correction factor, the income method in the discount rate, capitalization rate and other coefficient calculation method. Second, there are few explanations on emerging knowledge, such as the Asset

Evaluation Law of the People's Republic of China and the new Asset Evaluation Criteria promulgated and implemented in 2016.

2.2 The teaching method is single, and the interaction is not strong

For a long time, most colleges and universities in China mainly focus on teachers' teaching of theoretical knowledge in class, and then combine exercises to help students master book knowledge. The teaching of Real Estate Evaluation course is no exception. In terms of knowledge impart, teachers mainly use the combination of blackboard writing and PPT to explain the basic theory, evaluation methods and important knowledge points of asset evaluation to students face to face in class. In the content of teaching, often mainly from the textbook. In terms of learning, students passively receive knowledge by listening to lectures, taking notes, reading books and other ways, and then consolidate what they have learned by doing a lot of exercises. In the assessment, it often follows the traditional assessment method, that is, the final examination is a closed book examination, combined with the usual results, to give a comprehensive result.

This traditional "one speech class" emphasizes the teacher as the subject of the class, neglecting the students' subjectivity in learning, one-sided emphasis on indoctrination, single teaching model, and little interaction between teachers and students. In addition, real estate evaluation is a highly professional and practical course, and the theoretical knowledge in the textbook can hardly directly show the process and characteristics of asset evaluation, and the simple teaching method can hardly arouse students' interest in learning. Therefore, students find the class boring, have little enthusiasm for learning assets evaluation, and the teaching effect is poor.

2.3 Lack of practical teaching links and practical operation ability

In theory, in the teaching process, practical teaching and theoretical teaching are equally important; However, in the practical teaching, the theoretical teaching often takes precedence over the practical teaching, that is, the teaching of theoretical knowledge in class is completed first, and then the cultivation of students' practical ability is carried out. To separate the two is not only easy to cause students to learn the theoretical knowledge can't be applied to practice in time, it is difficult to form the evaluation thinking in practical work, and more serious is that in the case of insufficient time, often crowded out the practice teaching link. As a required course of real estate evaluation major or elective course of other major, real estate evaluation course is usually only arranged for 48 or 32 class hours. It is obviously unrealistic to explain thoroughly the assets evaluation theory which involves a wide range and is difficult in such a short period of time. Therefore, teachers can only selectively teach some of the most basic and relatively important theoretical knowledge, let alone practice teaching. This teaching mode of "textbook based, lack of practical training" often leads to students' understanding of real estate evaluation stay on paper books, with high theoretical level but poor practical ability, which may not well meet the market demand for evaluation talents.

3. Teaching design and strategy of real estate evaluation course based on cultivation of innovative talents

Real estate evaluation is a practical and technical subject, especially in the process of cultivating innovative talents, real estate evaluation teaching can not only be satisfied with the teaching of theoretical knowledge. Students are required to combine theory with practice on the basis of mastering relevant evaluation theories, so as to cultivate assets evaluation talents with solid theoretical and practical abilities that can adapt to the development of society and modern enterprises. Based on this goal and in view of the existing problems, the teaching of "asset evaluation" course can be designed from three aspects: teaching content, teaching method and teaching process.

3.1 Enrich the teaching content and broaden the students' knowledge

In view of the fact that the theoretical basis of the three basic evaluation methods is not involved in most current real estate evaluation textbooks, teachers can add the theoretical basis of these evaluation methods in class, so as to help students better master these evaluation methods and reasonably choose

the evaluation methods in the future practice. In addition, in order to cope with the new market needs, we can also explain some new evaluation methods (such as option method), so as to make preparations in advance for the new evaluation business that may appear in the future.

There are two ways to let students know about the new content that is constantly emerging. First, add new knowledge where it is related to the textbook. For example, when explaining the subject of asset evaluation, the rights and obligations of the subject of real estate evaluation in the Asset Evaluation Law of the People's Republic of China can be supplemented. Second, if the class hours are not enough, or the need to supplement the new content is too much, can provide students with relevant information, guide students to consult information, independent learning. For example, guide students to look up and learn new real estate evaluation standards on the website of China Asset Evaluation Association.

In addition, the time layout of the teaching content should be as clear as possible so as to explain more knowledge as much as possible within the limited class time. For the knowledge points that need to be focused on and the value evaluation of assets with large business volume in real work, we can distribute more class hours to give more detailed and in-depth explanations. Correspondingly, for those knowledge points that are easy to grasp and the value assessment of assets with relatively small business volume, fewer class hours can be distributed.

3.2 Diversify teaching methods to stimulate students' interest

Over the years, both teachers and students have become accustomed to the traditional "teacher-giving, student-receiving" approach to teaching. In this kind of cramming teaching, teachers are unable to timely understand the degree of students' mastery of knowledge points. Meanwhile, students passively accept knowledge and seldom think deeply. In basic subjects, the disadvantages of this approach may not be obvious, but in subjects with strong practicality, such as asset evaluation, students trained in this way often have a disconnect between theory and practice, which leads to the phenomenon of "high scores but low abilities" when facing specific evaluation business. In order to change this situation, we must change the traditional teacher-oriented single teaching mode, and achieve student-oriented diversified teaching, so as to stimulate students' learning enthusiasm, so that students become active learners. At the same time, the main function of the teacher is transformed into the guide of teaching. The teacher provides learning materials to realize the transfer of knowledge, and flexibly uses multimedia and other equipment to assist teaching, so as to help students deepen their understanding of knowledge and improve the quality of teaching. Combined with the current situation, we can start from the following three aspects.

(1) The combination of online schooling and offline teaching. Collect good online resources (such as MOOC) or self-created resources for students to learn online, and summarize the knowledge points they have not mastered or not mastered well enough. Then, teachers will explain these problems to students one by one through the Internet or offline. This not only allows students to arrange their own learning, so that the enthusiasm is stronger; and the teacher's explanation is more targeted, the teaching efficiency is higher, the effect is better, in this way, the advantages of traditional classroom teaching and online learning can be combined to make all kinds of teaching resources, teaching elements and teaching links, through integration, combination and mutual integration, generate aggregation effect on the basis of overall optimization, so as to promote the fundamental change of traditional teaching methods, to achieve the goal of cultivating innovative spirit and practical ability.

(2) Combination of classroom teaching and comprehensive exercises. In the existing teaching materials of Asset Evaluation, the contents of each chapter are often independent, and the following exercises also focus on the knowledge points of this chapter. However, in the practice of asset evaluation, practitioners not only need to master a single knowledge point, but also need practitioners to have the ability to comprehensively use a single knowledge point. In order to improve the comprehensive application ability of students as much as possible under the existing conditions, some exercises can be designed to connect the knowledge points before and after combining with the real assets evaluation business, so that students can do comprehensive exercises and explain them in a targeted way according to the feedback of the answers.

(3) Combine theory teaching with case teaching. In classroom teaching, increasing the proportion of practice teaching and combining theory teaching with case teaching can promote students to combine theory with practice and help cultivate students' ability of knowledge application and innovation. In the process of teaching, the teacher provide assessment case happened in reality, or some of the simulated real situation, combining with the theory of knowledge, listed a series of problems, guides the student to check data, discussion, and timely according to the situation in the discussion guide, such not only can make students feel what may face problems in the real estate evaluation practice, Moreover, it is helpful to deepen students' study and understanding of theoretical knowledge, cultivate students' innovation ability, and improve their ability to analyze and solve problems. In the design of discussion problems, try to combine the knowledge points in books with the real situation, that is, to simulate the real assets evaluation business, and integrate the teaching of theoretical knowledge into the case analysis. For example, in order to help students master asset valuation assumptions, students can discuss whether any two assumptions can be used simultaneously in a given case or simulation. In the process of discussion, students should not only learn the meaning of the asset valuation hypothesis and the prerequisites for its application, but also consider the compatibility between different hypotheses, so as to link the theoretical knowledge with practice.

3.3 Standardize the teaching process and strictly request students

In order to train the professional talents of real estate evaluation with innovative spirit and innovative ability to meet the needs of the market, besides enriching the teaching content and changing the single teaching method, we must also standardize the teaching process to strictly request the students. Specifically, it can be implemented from the following aspects.

(1) Strengthen classroom management. Although the teaching method is no longer limited to the traditional teaching mode, and the teaching and learning place is no longer limited to the visible classroom, there are still classes, but the current class can be online or offline class. Whether the classroom is visible or invisible, students' learning behavior should be managed, such as entering the classroom on time to learn, participating in the discussion on time, and doing classroom exercises on time. In the classroom, teachers should be able to grasp each student's behavior at any time, and take corresponding actions to improve students' learning enthusiasm and class participation.

(2) To promote learning through evaluation. The traditional evaluation model cannot comprehensively measure students' mastery of the theoretical knowledge related to real estate evaluation and their flexible application ability. Therefore, it is necessary to abandon the traditional evaluation model based on examination results and make the evaluation more scientific, more able to promote students to better learn knowledge and improve their ability to use knowledge. In practical operation, it can be considered to increase the usual assessment proportion on the basis of theoretical results. For example, students' learning attitude, learning enthusiasm, case analysis, class participation and discussion, homework completion, etc. are taken as part of the evaluation to improve the comprehensiveness of the evaluation. At the beginning of the course, the performance evaluation system is announced to students, and the evaluation criteria for each performance are detailed. In this way, the initiative and enthusiasm of students can be promoted through the improvement of the evaluation criteria, so as to improve the ability of students to apply the knowledge of asset evaluation.

4. Conclusion

In order to achieve the goal of cultivating innovative talents, colleges and universities should take classroom teaching as the breakthrough point, perfect classroom teaching methods, deepen teaching reform, and constantly improve the quality of personnel training. As a comprehensive and practical course, the teaching of real estate evaluation also needs to be reformed. Based on the detailed analysis in the assets evaluation in colleges and universities based on the main problems existing in the course teaching, combined with the innovative talents training target, from the teaching content, teaching methods, teaching process of the real estate evaluation curriculum design and teaching strategies are studied, so as to provide reference for the related teachers.

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