

Research on the Coordination and Integration Mechanism of Five Educational Platforms in High-Level Private Universities: A Case Study of the School of Economics and Finance

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Abstract

In recent years, with the rapid development of higher education and the increasing demand for educational quality, traditional educational models based on knowledge can no longer meet societal needs. This study starts from the educational model of universities, first analyzes the current problems of private universities, and proposes a "Five-in-One" educational model based on the actual conditions of the School of Economics and Finance. This model aims to cultivate applied and versatile talents with strong practical abilities and innovative spirit by establishing five major platforms: industry, teaching, research, competition, and innovation entrepreneurship, thus promoting the comprehensive development of students.

Keywords

Private university; Hankou University; Five-in-One; Educational model.

1. Introduction

How high-level private universities can cultivate high-quality socialist builders and successors capable of bearing the great responsibility of national rejuvenation during the "Five-in-One" educational process has become a major issue facing the reform and development of schools. Domestic scholars generally believe that the "Industry-Education-Research-Competition-Innovation" Five-in-One educational model is an effective way to cultivate applied and innovative talents. They emphasize that this model, through close integration with industry needs, academic research, practical activities, and innovative competitions, can significantly enhance students' practical skills and innovative abilities[1]. However, scholars also point out the challenges in implementation, such as insufficient depth and breadth of industry-education integration, inadequate coordination between research and teaching, and weak systematicity in competition and innovation education[2]. To overcome these issues, it is recommended to strengthen school-enterprise cooperation, optimize curriculum structure, enhance research support, and build a complete system for competition and innovation education to achieve precise alignment of talent cultivation with societal needs. Although these studies provide a certain theoretical framework for the innovation of private university educational models, attention still needs to be paid to talent cultivation models for different regions and majors[3]. Therefore, this study takes the School of Economics and Finance at Hankou University as an example and employs methods such as case analysis, logical analysis, and field investigation to study the Five-in-One educational model, deeply exploring the innovative ideas and methods of university education models to provide reference for other private universities.

2. Current Problems of the Educational Model of High-Level Private Universities

High-level private universities refer to private higher education institutions that have reached a certain level in educational teaching, scientific research, faculty team, and academic reputation, and are in a higher position in specific fields or overall strength. The educational model of private universities refers to a specific educational philosophy and method advocated in the process of implementing educational teaching, which focuses on cultivating students' comprehensive qualities and practical abilities, aiming to achieve comprehensive development of students in terms of knowledge, skills, and attitudes. This educational model emphasizes cultivating students' innovative spirit, practical abilities, teamwork spirit, and sense of social responsibility, aiming to equip students with the ability to adapt to societal development needs and future challenges.

2.1. Homogenization of Training Objectives

The training objective refers to specific training requirements proposed based on the national educational purpose and the nature and tasks of various levels of schools. Currently, many private universities have a single training objective orientation, excessively pursuing exam performance while lacking the cultivation of students' comprehensive qualities, resulting in students generally having similar knowledge structures and ability levels, lacking innovative spirit and practical abilities. Moreover, overemphasis on Spoon-Feeding and exam training teaching methods also limits students' initiative and creativity.

2.2. Insufficient Depth of School-Enterprise Cooperation

Insufficient depth of school-enterprise cooperation is an important issue existing in the educational model of private universities. Although some private universities cooperate with enterprises, they often limit themselves to simple internship opportunities or a few project collaborations, failing to fully utilize the role of enterprises in talent cultivation, lacking depth and breadth. This cooperation model fails to truly combine school education with actual market demands, restricting the cultivation of students' comprehensive qualities and vocational abilities. Additionally, some private universities lack stable partnerships with enterprises, leading to frequent changes in cooperative projects, preventing students from obtaining lasting practical opportunities and further understanding and adapting to actual work environments.

2.3. Revelation of Outdated Teaching Modes

The teaching modes of private universities are relatively outdated, mainly manifested in: old teaching methods, lagging curriculum design, and a lack of personalized teaching in learning modes. In teaching, teachers use traditional teaching methods, such as merely emphasizing knowledge delivery while neglecting interaction, practice, and innovative teaching methods, resulting in poor learning outcomes for students. Curriculum designs mostly focus on theoretical knowledge, lacking practical operations and project practice sessions, making students lack hands-on abilities and practical application abilities. Learning modes lack personalized teaching, unable to meet the different learning needs and styles of students, making it impossible for some students to fully unleash their potential. With the rapid changes and development of society, the demand for talents in various industries is also evolving continuously. If private universities fail to update their practical teaching according to market changes timely, it will cause a certain degree of waste of educational resources and a decline in students' employment competitiveness.

2.4. Lack of Operating Resources

Compared to public universities, private universities have relatively less financial investment. They face difficulties in purchasing experimental equipment and constructing laboratories. Lack of advanced teaching facilities and laboratories will limit students' practical operation abilities and innovative abilities cultivation, affecting the quality of applied talent cultivation. The faculty is relatively weak; private universities may struggle to attract and retain high-level teachers, especially those with doctoral degrees or senior titles, which affects teaching quality and academic research abilities. Limited books and information resources, such as insufficient library collections, incomplete electronic resources and databases, will restrict the academic research and knowledge updating of students and teachers.

3. Target Positioning for Building the Educational Model of High-Level Private Universities

High-level private universities differ significantly from ordinary private universities: Firstly, in terms of teaching quality, high-level private universities focus on providing high-quality teaching resources and services, possessing complete educational facilities and advanced teaching technologies, with more innovative and practical curriculum designs. Secondly, in the construction of the faculty team, the teaching team has rich teaching experience and research capabilities, able to provide students with more comprehensive academic guidance and career planning advice, helping them achieve greater achievements in both academia and career. Thirdly, they are more competitive in scientific research and academic influence, actively carrying out high-level scientific research projects, publishing high-quality academic papers, and achieving significant research results. Their academic reputation and influence are more prominent than ordinary private universities, able to gain more recognition and respect in the academic community and society. This study believes that the target positioning of the educational model of high-level private universities should not only focus on comprehensiveness and diversity but also highlight applicability and pay attention to regional characteristics.

3.1. Emphasis on Comprehensiveness and Diversity

The target positioning of the educational model of high-level private universities should focus on comprehensiveness, i.e., cultivating talents with comprehensive qualities and abilities. The comprehensive educational goal first emphasizes the breadth and depth of subject knowledge, providing students with a solid disciplinary foundation. However, subject knowledge alone is not enough; more importantly, it is necessary to cultivate students' innovative abilities, practical abilities, and teamwork abilities, enabling them to solve problems comprehensively by applying knowledge. High-level private universities should achieve the organic combination of disciplinary education and comprehensive ability cultivation through innovations in curriculum design, teaching methods, and evaluation mechanisms[4]. The target positioning of the educational model of high-level private universities should also emphasize diversity. The diverse educational goal means respecting individual differences among students and meeting the needs of different students. Each student has their own interests, strengths, and aspirations. High-level private universities should provide a rich variety of courses and educational resources, allowing students to develop personally according to their interests and strengths. Moreover, private universities should encourage students to participate in social practices and internship projects, broaden their horizons, and cultivate practical operation abilities.

3.2. Prominent Applicability

The applicability of talent cultivation refers to paying attention to the combination of theoretical knowledge and practical applications during the process of education and training,

aiming to cultivate talents with practical operation abilities and problem-solving abilities. National educational policies encourage the transformation of higher education, especially the transformation of private universities towards applicability, better serving local economic and social development. This determines that its cultivation model should primarily focus on applied talents to adapt to job positions faster and achieve person-job matching. To meet the urgent societal demand for professional skill talents, the talents cultivated by private universities need to highlight applicability, i.e., cultivating applied talents with solid theoretical foundations, strong professional skills, and outstanding practical abilities.

3.3. Attention to Regional Characteristics

The innovation of private universities lies in distinctive development, and the best way to achieve distinctive development is to pay attention to locality. Firstly, cultivating talents with local characteristics helps serve local economic and social development by cultivating talents that meet local needs, promoting local economic prosperity[5]. Secondly, emphasizing the inheritance and promotion of local culture helps cultivate students' sense of identity with local culture, facilitating the inheritance of cultural traditions. Additionally, cultivating talents with local characteristics can promote local industrial upgrading by cultivating professional talents that meet local industrial needs, driving economic transformation. Meanwhile, this cultivation model can improve the running level and influence of private universities, establish a professional brand image. Cultivating talents with local characteristics also helps solve talent shortages in local specific fields, enhancing the overall quality of local society. Most importantly, this cultivation model can enhance students' employment competitiveness, making them more adaptable to local market demands, laying a foundation for both personal development and local social progress together.

4. Conclusion

The Five-in-One educational model refers to integrating industry, teaching, research, competition, and innovation into one comprehensive talent cultivation model. This educational model strives to cultivate high-quality talents with practical abilities, innovative spirit, and market competitiveness through resource integration and cooperation among schools, enterprises, and research institutions. Among them, "industry" refers to cooperation with the industrial sector, integrating industrial demands into curriculum design and teaching practice to make students' learning closer to actual industrial needs, enhancing their employment competitiveness. "Teaching" refers to classroom instruction, which is the main way to impart subject theoretical knowledge and basic concepts. Through systematic course arrangements, students can establish a solid academic foundation. "Research" refers to research practice, encouraging students to participate in scientific research projects, laboratory work, etc., cultivating their research thinking and practical abilities, ultimately achieving person-job matching. "Competition" refers to competition practice, encouraging students to actively participate in various subject competitions to exercise their teamwork abilities and adaptive abilities. "Innovation" refers to innovation and entrepreneurship, cultivating students' innovative spirit and entrepreneurial awareness, encouraging them to dare to innovate and start businesses.

4.1. Industry Connection

Industry connection is an important component of the Five-in-One educational model for high-level private universities. The School of Economics and Finance at Hankou University actively cooperates with enterprises from various industries to establish industry colleges, promoting the in-depth development of school-enterprise cooperation. In June 2024, the School of Economics and Finance established an Artificial Intelligence Digital Industry College in

conjunction with its characteristics and professional settings with the support of enterprises. It aims to align with the cross-border e-commerce and financial big data industry development strategies of the country and Hubei Province. Adopting a school-enterprise co-construction model, it strives to become a demonstrative educational platform integrating discipline construction, talent cultivation, applied research, and innovation entrepreneurship. During the preparatory period of the industry college, it already cooperated with Shanghai Shuoze Data Technology Co., Ltd. According to the cooperation requirements, more than 30 excellent students were dispatched to various places across the country to successfully complete the fifth economic census related work, receiving praise from the company and all sectors of society. Moreover, nearly ten students have already directly employed by relevant companies, marking a significant step forward in the integrated development of education and industry. By closely integrating with enterprises, high-level private universities can effectively understand industrial demands, keep up with the times, and precisely cultivate talents needed by societal development. Through integration of industry and education, students have opportunities to participate in real project practices, enhancing their practical abilities and problem-solving abilities[6].

4.2. Teaching Mode Update

Teaching mode is also a key link in the Five-in-One educational model for high-level private universities. High-level private universities pursue personalized customization in education, focusing on cultivating students' innovative abilities and practical hands-on abilities. They stimulate students' interest in learning and innovative thinking by introducing domestic and international high-quality courses, building innovation and entrepreneurship education platforms, and implementing project-driven teaching. Meanwhile, high-level private universities should also focus on cultivating students' sense of social responsibility and teamwork spirit by carrying out social practices and team projects to cultivate their leadership and collaboration abilities. The School of Economics and Finance at Hankou University offers interdisciplinary courses to broaden students' knowledge horizons, promoting interdisciplinary learning and collisions of ideas. It introduces project-driven learning to allow students to exercise their problem-solving abilities and teamwork abilities through practical projects. It provides personalized learning support, including mentor guidance, academic tutoring, career planning, etc., helping students better develop and grow. The college has established long-term cooperative relationships with enterprises and financial institutions to provide students with practical internship opportunities, promoting the combination of theory and practice. It encourages students to participate in internship projects to enhance their practical operation abilities and professional qualities.

4.3. Research Platform Construction

Constructing research platforms is an important means for high-level private universities to implement the Five-in-One educational model. By actively building research platforms, high-level private universities provide more opportunities for students to engage in practical research. These platforms include research laboratories, research projects, research competitions, etc. Through participation in research activities, students can cultivate innovative thinking and scientific research abilities, laying a solid foundation for their future career development. Meanwhile, these research platforms also provide a good foundation for school-enterprise cooperation, promoting deep integration of production, education, and research. The School of Economics and Finance at Hankou University sets up diversified research projects and topics that match students' interests and professional directions, encouraging students to participate in research projects to cultivate their research interests and practical abilities. It regularly organizes research lectures, academic exchange meetings, etc., to expand students' academic horizons. It encourages students to participate in academic

conferences and publish papers to enhance their academic communication and expression abilities. Next, it will set up a research achievement display platform to showcase students' research achievements and accomplishments.

4.4. Innovation in Competition Projects

Innovation in competition projects has been widely applied as an effective way to cultivate high-level talents in the School of Economics and Finance. The college actively organizes students to participate in various subject competitions and innovative projects, encouraging them to exert their independent innovative abilities and practical abilities. Through participation in competitions, students can exercise their abilities to solve practical problems, cultivate teamwork and communication skills, enhance innovative thinking and practical abilities. Innovation in competition projects provides students with a practical platform, promoting the combination of theory and practice and cultivating high-level talents.

4.5. Integration of Innovation and Entrepreneurship

Integration of innovation and entrepreneurship has become one of the important characteristics of industry-university-research innovation in high-level private universities. The School of Economics and Finance at Hankou University actively cooperates with enterprises and governments to build industry-university-research cooperation platforms, providing more innovation opportunities and practical platforms for students. Students can participate in actual enterprise projects, obtain practical work experiences and innovative achievements, enhancing their innovative abilities and competitiveness. The integration of innovation and entrepreneurship combines industrial demands with students' innovative abilities, achieving a benign interaction and cooperation among industry-university-research, promoting the comprehensive cultivation of students' qualities.

In summary, the construction of the Five-in-One educational model for high-level private universities is an important direction for the development of current private higher education. This model fully leverages the advantages of innovation in competition projects and integration of innovation and entrepreneurship by combining them, achieving an organic combination of industry-university-research innovation. Meanwhile, through comprehensive cultivation of morality, intelligence, physical fitness, aesthetics, and labor, it cultivates high-level talents with more comprehensive qualities and innovative abilities. This model not only provides more practical opportunities and development platforms for students but also offers more innovative motivation and talent support for societal development. It will also promote further development of China's private higher education cause.

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