

# *Research on Building a Community of University Practice and Education by Integrating Resources*

Wanyin Zhong<sup>1</sup>, Dong Yao<sup>1</sup>, Lifan Chen<sup>1</sup>, Lu Li<sup>2</sup>

<sup>1</sup>*School of Finance and Accounting, Chengdu Jincheng University, Chengdu, 611731, China*

<sup>2</sup>*School of Economics and Management, Southwest Jiaotong University, Chengdu, 610031, China*

**Keywords:** Resource integration; universities; education community

**Abstract:** Resource integration is a crucial aspect of building a university community for practical education, as it effectively provides diverse opportunities for practical experience and learning resources. This paper introduces practical models and strategies such as interdisciplinary collaboration, resource sharing and co-construction, innovative partnerships, community engagement, and industry-academia-research collaboration. These models and strategies can facilitate resource integration and complementary advantages, enhancing the quality and effectiveness of practical education. However, resource integration also faces challenges like equitable distribution of benefits, communication, and coordination of information. Hence, universities need to comprehensively consider their own situations and needs, choosing suitable models and strategies to drive the establishment and development of a community for practical education. Ultimately, through resource integration, universities can offer students richer practical experiences, cultivating outstanding talents with innovation and social responsibility.

## 1. Introduction

The establishment of a university community for practical education is a significant topic in contemporary higher education. As societal demands for university education continue to rise, traditional classroom teaching models no longer suffice to meet students' comprehensive developmental needs. As a new educational model and philosophy, the university community for practical education emphasizes the integration of resources and the promotion of cooperation to provide students with more diverse and enriched practical opportunities, fostering their innovation, practical skills, and social responsibility. This study aims to explore the key elements of building such a university community, the necessity and challenges of resource integration, as well as practical models and strategies. Through in-depth research and analysis, we aspire to provide valuable references and insights for the construction and advancement of university communities for practical education, thereby promoting the continuous development and innovation of university education.

## **2. The Concept and Characteristics of the University Community for Practical Education**

### **2.1. Definition of the University Community for Practical Education**

The university community for practical education refers to the collaborative effort between universities and various sectors of society to provide students with comprehensive practical opportunities and enriched learning environments through resource integration and cooperative initiatives. This educational model aims to cultivate students' innovation, practical skills, and sense of social responsibility. The core concept of the university community for practical education involves closely intertwining students' practical experiences with their learning endeavors, fostering mutual enhancement and support, thereby achieving the goal of enhancing students' overall qualities and capabilities.[1] The community underscores interaction and collaboration among universities, enterprises, social organizations, and individual students. Universities, as the educational entities, bear the responsibility of offering teaching resources and guiding students' learning. Enterprises and social organizations, as venues for practical experiences and providers of practical resources, offer students opportunities and experiences. Individual students are both beneficiaries and participants of the university community for practical education, as they engage in practical activities that combine theoretical knowledge with practical applications to enhance their practical skills and comprehensive qualities.

### **2.2. Characteristics of the University Community for Practical Education**

The university community for practical education is characterized by its diverse participation, resource integration, practical orientation, and student agency. Firstly, it encourages the active involvement of multiple entities such as universities, enterprises, and social organizations, pooling resources to provide students with practical opportunities and guidance. Secondly, through the integration of resources from various parties, the community can offer students more diverse and enriched practical opportunities. Universities, enterprises, and social organizations collaborate and share resources, offering a broader range of practical projects and platforms. Thirdly, the core objective of the university community for practical education is to cultivate students' practical skills.[2] Through practical projects, social internships, innovative entrepreneurship, and other means, students engage in real-world contexts, enhancing their problem-solving and innovation abilities. Lastly, the community emphasizes fostering students' agency, encouraging them to actively participate in practical activities, exercising their creativity and practical skills. Through independent project selection, planning, reflection, and summarization during practical experiences, students enhance their capacities and qualities. In summary, the characteristics of the university community for practical education enable students to receive comprehensive and diverse practical education, nurturing outstanding talents with both innovative and practical capabilities.[3]

## **3. Key Elements of Building the University Community for Practical Education**

### **3.1. The Significance of Resource Integration**

Resource integration serves as a critical foundation and key element in constructing the university community for practical education. Universities, enterprises, social organizations, and other entities possess various resources, including human resources, material resources, and technological resources. By integrating these resources, a diverse and enriched array of practical opportunities and learning resources can be provided to students. Resource integration facilitates resource sharing and synergies, thereby enhancing the quality and effectiveness of practical education.

### **3.2. The Necessity of Multi-party Collaboration**

Building the university community for practical education requires active participation and collaboration from multiple parties. Universities, enterprises, social organizations, and other entities should collaborate, collectively providing students with practical opportunities and guidance. Multi-party collaboration promotes resource integration and interchange, cultivating students' comprehensive and innovative abilities. Moreover, such collaboration facilitates the fusion of theory and practice, enhancing students' practical skills and problem-solving abilities.[4]

### **3.3. The Role of University Leadership**

University leadership plays a pivotal role in establishing the university community for practical education. University leaders should clearly articulate the significance and developmental direction of the community, establish relevant policies and measures, and offer support and safeguards for practical education. Additionally, university leadership should enhance communication and coordination with external partners, including enterprises and social organizations, to promote resource integration and collaborative development.

### **3.4. The Significance of Faculty and Student Engagement**

Active engagement of faculty and students is a critical element in building the university community for practical education. Teachers, as guides and mentors for practical education, should possess ample practical experience and professional knowledge to lead students in participating in practical activities and provide guidance and support. Students, as the central figures of practical education, should actively engage in practical projects and activities, harnessing their creativity and practical abilities. The joint participation of faculty and students can facilitate knowledge transfer and practical exchanges, enhancing students' practical skills and comprehensive qualities.[5]

## **4. The Necessity and Challenges of Resource Integration**

### **4.1. Advantages of Resource Integration**

Resource integration holds significant advantages in constructing the university community for practical education. It provides diverse practical opportunities. By integrating various resources from within and outside the university, such as corporate partners, social organizations, and government institutions, students can choose to participate in a wider range of practical projects, broaden their horizons, and gain more practical experience. Such diverse opportunities cater to the needs of different students, enabling them to engage in in-depth practice within their areas of interest, enhancing their professional competence and comprehensive qualities. Resource integration enables complementary advantages. Resources from different sources can supplement each other, enhancing the quality and effectiveness of practical education. Universities can provide professional knowledge and theoretical guidance, enterprises can offer practical operations and experiential knowledge, and social organizations can contribute with community services and practical projects. Through collaboration, the advantages of each party's resources can be fully leveraged, offering students a richer and more practical educational experience. Resource integration also realizes resource sharing and collaborative development.[6] Through collaborative construction and resource sharing, redundant resource development and wastage can be avoided. Universities, enterprises, and social organizations can jointly develop practical projects, laboratory facilities, and more, sharing resources to offer additional practical opportunities and learning resources. This not only enhances resource

utilization efficiency but also reduces costs, achieving sustainable resource utilization.

## **4.2. Challenges of Resource Integration**

Resource integration faces several challenges in building the university community for practical education. Firstly, there's the issue of benefit distribution. Different resources have varying interests and demands. Achieving fair and equitable benefit distribution during resource integration poses a challenge. It necessitates negotiation among stakeholders to establish rational distribution mechanisms, ensuring fairness and sustainability in resource integration. Secondly, challenges include information communication and coordination. Effective resource integration requires information sharing and coordinated cooperation among various parties. Communication and coordination among different organizations and institutions require time and effort, necessitating the establishment of sound communication channels and coordination mechanisms. Furthermore, cultural differences pose a challenge. Different organizations and institutions have distinct cultural differences, encompassing organizational culture, values, and more. During resource integration, these cultural differences should be fully considered and respected to avoid cooperation hindrances arising from cultural conflicts. Faced with these challenges, all parties should strengthen communication and cooperation, establish good cooperative relationships, collaboratively address issues, and facilitate smooth resource integration.

## **5. Practical Models and Strategies for Resource Integration**

### **5.1. Interdisciplinary Collaboration Model**

The interdisciplinary collaboration model involves integrating knowledge and expertise from different disciplines to collaboratively engage in practical education. In this model, universities can establish interdisciplinary practical teaching teams, engaging educators from various fields to participate in practical projects and curriculum design. This cooperative model fosters exchange and collaboration among educators, expanding the scope of teaching and improving its quality. Through collaboration among educators from different disciplines, knowledge and skills can be combined to provide students with comprehensive practical opportunities and learning resources. Moreover, interdisciplinary collaboration can provide students with more diversified and comprehensive practical opportunities. By integrating different disciplines, students can encounter a broader range of knowledge areas, broaden their perspectives, and cultivate interdisciplinary thinking and innovative abilities. During practical projects, students can collaborate with peers and educators from different disciplines to collectively address real-world problems and learn methods and techniques from various fields. Interdisciplinary collaboration can also promote mutual learning and integration among disciplines. The integration of knowledge and methods from different disciplines can complement each other, providing a more comprehensive and multi-faceted problem-solving capacity. Through interdisciplinary collaboration, barriers between disciplines can be broken down, fostering cross-disciplinary interaction and integration, thus cultivating individuals with comprehensive qualities and innovative abilities. However, the interdisciplinary collaboration model also faces challenges. One challenge is communication and understanding among disciplines. Different disciplines might use varying terminology and modes of thinking, requiring effective communication and coordination. Additionally, it is important to consider the characteristics and requirements of each discipline, avoiding oversimplification of discipline integration.

## 5.2. Resource Sharing and Collaborative Construction Model

The resource sharing and collaborative construction model involves cooperative resource sharing to achieve resource integration and complementary advantages. In this model, various parties can establish partnership relations, collaboratively constructing practical education resource platforms such as practice bases, laboratories, and training centers, offering students practical spaces and equipment. Universities, enterprises, social organizations, and other parties integrate their resources through cooperative construction to achieve resource sharing and collaborative development. As a result, redundant resource development and wastage can be avoided, providing more diverse and comprehensive practical education. The resource sharing and collaborative construction model realizes complementary advantages of resources. Parties can share each other's resources to complement each other's deficiencies, enhancing the quality and effectiveness of practical education. Universities can leverage the practical resources of enterprises and social organizations to provide practical opportunities that closely align with actual scenarios. Conversely, enterprises and social organizations can utilize the specialized knowledge and theoretical guidance of universities to enhance their practical capabilities. However, this model also faces challenges. One of these is the issue of benefit distribution. Different parties have different interest demands, and achieving fair and reasonable benefit distribution during resource sharing and collaborative construction is challenging. Stakeholders need to negotiate and establish fair and transparent benefit distribution mechanisms. Additionally, information communication and coordination pose challenges. Effective resource sharing and collaborative construction require information sharing and coordination among parties, necessitating the establishment of effective communication channels and coordination mechanisms. Timely communication and coordination are essential to ensure the smooth progress of resource sharing and collaborative construction.

## 5.3. Innovative Collaboration Model

The innovative collaboration model encourages and supports innovative abilities through collaboration. Universities, enterprises, and social organizations can jointly conduct innovative projects and entrepreneurial activities, offering support and guidance for innovation. In this model, parties collaborate to carry out innovative projects and entrepreneurship activities. Universities can provide innovation education and training, enterprises can offer practical venues and resource support, and social organizations can provide guidance and support for innovation and entrepreneurship. Through collaboration, parties integrate their strengths and resources to drive innovation development. The innovative collaboration model enhances students' innovation awareness and capabilities. Students can participate in innovative projects and entrepreneurship activities, engaging with practical problems and honing problem-solving skills. Collaborating with enterprises and social organizations, students can understand real innovation demands and learn practical innovation experiences and skills. Consequently, students' innovation and entrepreneurship capabilities can be effectively nurtured and enhanced. The innovative collaboration model can also promote the integration of industry, academia, and research, driving technological innovation and industrial development. University research findings can align with the practical needs of enterprises, facilitating the transformation and application of technological achievements. Enterprises and social organizations can accelerate innovation and development and upgrade industries by leveraging the research strength and innovative resources of universities. However, the innovative collaboration model also faces challenges. One challenge is ensuring a clear cooperative direction. All parties need to have clear cooperative goals and mechanisms to ensure smooth collaboration. Additionally, resource integration and benefit distribution are challenges. Parties need to negotiate and resolve issues related to resource sharing and benefit distribution.

#### **5.4. Community Engagement Model**

The community engagement model involves effectively integrating community and university resources through collaboration. Universities can partner with communities to conduct community services, social practices, and other activities, providing students with practical opportunities and a platform for social engagement. In this model, universities can establish partnerships with community residents, community organizations, and social institutions to jointly conduct community service activities. Utilizing their professional knowledge and resources, universities can provide services such as health consultations, legal advice, and education training to the community. Simultaneously, universities can use the community as a practical venue for students, allowing them to engage in community service, develop practical skills, and contribute to the community. Community engagement enhances students' sense of social responsibility and civic awareness. Engaging in community service activities enables students to experience real social issues and needs, understand social diversity and complexity, and cultivate social awareness and responsibility. Community engagement also increases the social impact of practical education. By applying their expertise and resources to the community, universities can address community issues and needs, enhancing residents' quality of life and well-being. Consequently, the practical education efforts of universities not only provide students with practical opportunities but also positively impact the community, enhancing the university's social image and reputation. However, the community engagement model also faces challenges. Establishing and maintaining cooperative relationships is one challenge. Universities need to build stable relationships with communities and maintain effective communication and coordination. Additionally, resource integration and benefit distribution are challenges. Universities and communities need to negotiate and resolve issues related to resource sharing and benefit distribution.

#### **5.5. Industry-Academia-Research Collaboration Model**

The industry-academia-research collaboration model involves effectively integrating university, corporate, and research institution resources. Universities can collaborate with enterprises and research institutions to conduct practical projects, research initiatives, and more, connecting theory and practice. In this model, universities can collaborate with enterprises to carry out practical projects. Through collaboration with enterprises, universities can bridge theoretical knowledge with real-world issues, providing students with practical opportunities and platforms. Students can participate in real projects, experience actual work environments and challenges, and develop problem-solving skills. Additionally, universities can leverage practical needs and resource support from enterprises to provide students with practical spaces and conditions. Apart from industry collaboration, universities can also collaborate with research institutions to conduct research projects. Through collaboration with research institutions, universities can leverage their expertise and research facilities to engage in cutting-edge research projects. Students can participate in research projects, deepening their exploration of specific fields and enhancing their research capabilities. Furthermore, universities' research achievements can benefit from better application and dissemination through collaboration with research institutions. Industry-academia-research collaboration enhances students' practical and research capabilities. Engaging in practical projects and research projects allows students to encounter real-world problems, enhancing their problem-solving skills. Students also learn practical and research methods and techniques through collaborations, improving their practical and research capabilities. This contributes to nurturing students' innovation awareness and innovation capabilities, fostering innovative development in practical education. The industry-academia-research collaboration model also drives industrial development and technological innovation. University research findings can be combined with enterprise demands to drive the transformation and

application of technological achievements. Enterprises can accelerate innovation and development and upgrade industries by leveraging university research strength and innovation resources. The expertise and research facilities of research institutions can provide support and guidance for universities and enterprises. However, this model also faces challenges. Ensuring clear cooperative direction is essential, and all parties need to establish precise cooperative goals and mechanisms to ensure successful collaboration. Additionally, resource integration and benefit distribution pose challenges, requiring negotiation and resolution among stakeholders.

## 6. Conclusion

In conclusion, resource integration plays a crucial role in the establishment of a university community for practical education, presenting both essential necessities and challenges. The advantages of resource integration encompass providing diverse practical opportunities, complementary strengths, and resource sharing, ultimately offering students enriched practical experiences and learning resources. However, resource integration also faces challenges such as benefit distribution, information communication and coordination, and cultural differences. To overcome these challenges, various practical models and strategies can be adopted, including interdisciplinary collaboration, resource sharing and collaborative construction, innovative collaboration, community engagement, and industry-academia-research collaboration. By judiciously selecting and applying these models and strategies, universities can propel the construction and development of practical education communities, offering students comprehensive and well-rounded practical education and cultivating outstanding talents with innovative capabilities and social responsibility.

## Acknowledgement

Research Project of Ideological and Political Education of Sichuan Provincial Department of Education and the Training Center of Ideological and Political Work Team in Universities (Southwest Jiaotong University) (The Study of Practical Education (No.: CJSFZ22-53) in 2022; the Special task Project of Humanities and Social Sciences of Ministry of Education in 2022 (Research on College counselors): Innovative research on Employment guidance and service of college Students under the background of normal epidemic prevention and control (No.: 22JDSZ3175).

## References

- [1] Yu, J., & Yang, H. (2023). *Research on the Construction of the "Four Elements and One Body" University Practical Education System in the New Era*. *Journal of Liaoning Province College of Communications*, 25(1), 4.
- [2] Si, F., Xie, W., Cao, J., et al. (2023). *Research on the Construction of Innovative Collaborative Education in Ordinary Undergraduate Universities from the Perspective of Comprehensive Moral Education*. *China Science and Technology*, (5), 3.
- [3] Wang, J., & Tan, H. (2022). *Construction of the Community for Innovative and Entrepreneurial Practical Education in Vocational Colleges from the Perspective of Education Supply-side*. *Knowledge Window (Teacher's Edition)*, (7), 3.
- [4] Song, L. (2023). *Reflections on the Integration of Resources and the Construction of a Community for Practical Education in Newly Established Vocational Colleges*. *Forum on Industry and Technology*, 22(04), 212-213.
- [5] Zhang, B. (2022). *Exploration of the Construction Path of University Practical Education Community Based on System Thinking*. *Educational Information*, (22), 179-182.
- [6] Yang, J. (2022). *Construction and Innovation of the University "Great Practice" Education Model from the Perspective of Community*. *Forum on Industry and Technology*, 21(12), 2.