



東南大學  
SOUTHEAST UNIVERSITY



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大学

Proceedings of The **9<sup>th</sup>** International Conference  
on Modern Industrial Training

# Creating Contents and Enhancing Quality of Modern Industrial Training

Nanjing, China  
27-30 October 2009



东南大学出版社  
SOUTHEAST UNIVERSITY PRESS



Proceedings of The 9<sup>th</sup> International Conference on Modern Industrial Training

**Creating Contents and Enhancing Quality  
of  
Modern Industrial Training**

Edited by

Zhang Yuanming    Ji Min    Tang Wencheng  
Wong Ho Ching    Chu Kam Piu    Lau Wai Man

SOUTHEAST UNIVERSITY PRESS

*Nanjing, CHINA*

**图书在版编目(CIP)数据**

现代工业训练的内涵创新与质量提升: Creating Contents and Enhancing Quality of Modern Industrial Training: 英文/东南大学, 香港理工大学等著. 南京: 东南大学出版社, 2009. 10

(Proceedings of The 9<sup>th</sup> International Conference on Modern Industrial Training)

ISBN 978-7-5641-1891-4

I. 现… II. ①东…②香… III. 机械工程—文集—英文 IV. TH-53

中国版本图书馆 CIP 数据核字(2009)第 176227 号

出版发行: 东南大学出版社

Published by: Southeast University Press

Telephone: 86-25-83792328

经 销: 全国各地新华书店

Marketed by: Xinhua Bookstores

印 刷: 南京玉河印刷厂

Printed by: Nanjing Yuhe Printshop

开 本: 880mm×1230mm 1/16

印 张: 36

字 数: 1 400 千

版 印 次: 2009 年 10 月第 1 版第 1 次印刷

Date of first publish: October 2009

书 号: ISBN 978-7-5641-1891-4

定 价: 150.00 元

Price(RMB): ¥ 150.00

# PREFACE

High growth of Chinese economy and increasingly intense competitiveness in international market have made still greater demands on cultivation of qualified personnel. In order to sustain the continuous growth of the industry and economy and foster the compound talents with creativity, Chinese government has greatly increased strength and deepness of the reform on high education of engineering, especially on practicing teaching and bases construction. In the last ten years, basic changes have been taken and unprecedented achievement and development have been made in practicing teaching and bases construction. The goal of practicing teaching in engineering education has been preliminarily fulfilled that learning processing knowledge and training operating skills have been transferred into learning processing knowledge, strengthening practicing abilities, enhancing comprehensive character and cultivating creative spirit and ability.

From 2006 to 2009, thirty-three training centers have been chosen as demonstrating centers, and about nine engineering training courses have been chosen as fine courses, and two teachers have been chosen as prominent teachers in nation. The most of universities with engineering majors have set up engineering training centers and relating courses. The reform and exploration on practicing teaching have become the most active and creative part of the reform on the teaching system of engineering education, some of which have won a prize in the public appraisal of sixth national teaching achievement prizes which was just over.

As large-scale building of engineering training centers has been basically completed, the focal points of the reform and exploration on engineering practicing teaching must be made to create contents and enhance quality of engineering training in coming few years, and meantime the ideas and ways merging modern industrial training into engineering practicing teaching should be sought, which is the theme of the 9<sup>th</sup> CMIT. Through the conference educators and trainers can review and exchange innovative ideas and experience in the reform and exploration on modern industrial training, so as to promote the further development of engineering practicing teaching and modern industrial training.

Finally, we greatly appreciate the hard work and contribution of the paper authors, and specially Members of the Organizing Committee and the Academic Committee.

**Editors**  
**28 September 2009**

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# CONTENT

## Research on Theories, Models and Systems of Modern Industrial Training

<b>Enhancing Practicality and Innovation to Build New Talent Training Pattern</b> <i>Sun Kangning, Fu Shuigen, Sun Chang</i> .....	3
<b>An Enabling Framework Facilitating Research, Development and Innovation</b> <i>Kwong Kwok-kuen</i> .....	8
<b>Training and Development of Personnel in Small to Medium Enterprises, SME's</b> <i>Nick Bennett</i> .....	12
<b>NAIT Corporate and International Training: Working with Industry, for Industry</b> <i>Sam Shaw</i> .....	16
<b>Main Directions for Professional Training of Specialists in Organization, Management and Economics of Modern Industrial Production and Rational Management of Nature</b> <i>Gnezdilov E. A., Zhukov A. V.</i> .....	19
<b>Innovation and Sustainable Development of Engineering Training</b> <i>Hu Xiuli, Yang Hongliang, Xing Zhongwen</i> .....	21
<b>Engineering Training System for Teaching and Research Integration</b> <i>Hu Qingchun, Tang Mingzhen</i> .....	24
<b>Developing the Entrepreneurial Education of the Instruction Modules in Taiwanese Vocational and Technological Schools</b> <i>Shen Chien-hua, Chou Chun-mei, Hsiao Hsi-chi, Lee Yu-je, Chung Ming-kuo</i> .....	29
<b>Knowledge Management of Teaching and Learning Teams to Provide High Quality Integrative Training</b> <i>W. F. Elsa Tang</i> .....	32
<b>The Comparative Study of Training Model on Engineering Practice Ability of Chinese and Foreign Undergraduate Students</b> <i>Zhou Shiquan, Wang Chunhua, Lin Pinghua</i> .....	35
<b>Transforming Traditional Metalwork Practice to Modern Engineering Training</b> <i>Ma Pengju, Li Ye, Wang Liang, Hu Dianming</i> .....	40
<b>The Formation and Approach to Recognised Engineering Professional Qualification -experience from the System in Hong Kong</b> <i>Albert HP Chow, WH Fok</i> .....	45
<b>Work-integrated Undergraduate Programme in International Shipping and Transport Logistics at the Hong Kong Polytechnic University</b> <i>TSZ Leung Yip, Steve Y. W. Lam</i> .....	49
<b>Research on Teaching Practice Based on Students' Multiple-level Comprehensive Quality and Development of Their Innovative Ability</b> <i>Fan Dapeng, Wu Zhenghong, Zhou Jiwei, Lu Yaohui, Xiong Feituan, Xiao Ling</i> .....	57
<b>Following the Development of Science and Technology, Fix Attention on the Application of Industry</b> <i>Wei Sijian, Zhang Liguang, Hu Yuhua, Feng Kun, Jin Xiaomin</i> .....	61

<b>Students' Industrial Attachment in Ghanaian Polytechnics-challenges and Prospects</b>	
<i>Apori, Samuel Obeng Nkrumah, Maame Afua Adjei, Nobert Adja Kwabena</i>	65
<b>The Changing of Industrial Training: from Integrative Training to Innovative &amp; Interest-based Learning</b>	
<i>K. C. Ron Cheng, W. F. Elsa Tang</i>	69
<b>Engineering Training Strategies under the Concept of Education of Creation Science</b>	
<i>Yuan Haiyan</i>	72
<b>The Discussion of the Practice Teaching System of Engineering Training Throughout the Undergraduate Courses*</b>	
<i>Kan Xuping, Zhu Huabing, Xi Yun</i>	78
<b>The Exploration on Innovative Practice Education in Modern Industrial Training</b>	
<i>Wang Zhihai, Shu Jingping, Wu Yushan</i>	82
<b>Some Thoughts about Engineering Practice Teaching and Training of Industrial Manufacturing Skills</b>	
<i>Zhu Min</i>	86
<b>The Construction and Practice of Open-style Engineering Training System for Undergraduates*</b>	
<i>Liu Huixia, Yuan Yinnan, Zhou Jiangzhong, Huang Shu, Xu Zhenying, Liu Donglei, Chen Hansong, Lu Zhangping, Wang Guicheng, Xu Youyi, Wang Weixin, Wang Fuliang, Ruan Hongyan</i>	89
<b>Exploration of Modern Engineering Training Applied on the Cultivation of Engineering Postgraduates' Innovation Capability</b>	
<i>Chen Songmao, Tang Ye, Xu Zhongyang, Chen Yuli, Hu Qingchun</i>	94
<b>Constructing Engineering Training Teaching System with the Goal of Fostering Training Innovative Talent</b>	
<i>Lu Mowu, Li Xiaomei, Wang Linlin</i>	97
<b>Exploration about Multi-module, Multi-level Engineering Training Practical Teaching</b>	
<i>Wang Wenling, Zhu Ming</i>	101
<b>The Optimizing of Education Resources, Reforming of Teaching Methods to Train High-quality Engineering Students</b>	
<i>Wang Hongfei, Chen Yuli</i>	104
<b>Innovation and Practice on Education for Engineering Training*</b>	
<i>Guo Zhongning, Yu Zhaoqin, Luo Shaomin, Zhang Kun</i>	108
<b>Reinforcing Practice, Fostering the College Students' Synthetic Ability—Seeking of Management Model about Modern Engineering Training Center</b>	
<i>Hu Yigang, Shen Yonggang</i>	113
<b>Analysis of Teaching Reformation of Engineering Practice*</b>	
<i>Zhang Juxiang, Shen Xiaoping, Huang Wei, Ju Chenming, Li Ming</i>	118
<b>Deepened Contents of Teaching Reform and Establishing A Metalworking Teaching System with Local Characteristics*</b>	
<i>Hao Xingming, Rong Xingfu, Yao Xianhua</i>	121
<b>Research and Explore on the Method of Modern Engineering Training*</b>	
<i>Yu Zhaoqin, Guo Zhongning, Wu Fugen, Peng Duan, Bao Hong</i>	125
<b>Strengthening Modern Industrial Training to Improve College Students' Engineering Quality</b>	
<i>Ma Jianmin, Li Xiaodong, Zhao Shijun, Liu Zhifei, Jiang Wanxi</i>	129
<b>Focusing on Cultivating Comprehensive Engineering Quality, Reform and Innovate Engineering Training Model</b>	
<i>Cheng Qiong</i>	133
<b>Improving the Practice Education System to Foster Innovative Engineering Talent*</b>	
<i>Yuan Yinnan, Xu Zhenying, Liu Huixia, Wang Yun, Zhou Jianzhong, Zhou Lian</i>	138



**The Discussion about Innovation Practice Raise Pattern**

*Zhang Yanrui, Li Shijie, Wang Tiecheng, Bi Haixia, Zhang Yupei* ..... 143

**Developing Trend of Engineering-based Metalworking Practice Teaching**

*Zhang Liangfeng, Liu Mingwei, Wang Gaosheng* ..... 148

**Discussions on Measures for Improving Practical Engineering Competence for College Students**

*Chen Yongzhi* ..... 151

**Research and Practice on the Engineering and Practice Training Course for Innovation**

*Lu Jijun, Luo Li, Yang Wendi* ..... 154

**Constructing “Three-level, Five-stage” Teaching System of Engineering Training Program to Enhance Students’**

**Application Competence**

*Zhang Xinghui, Zhang Yuzhou, Li Jie* ..... 158

**Construction of the Curriculum**

**A Discussion about the Construction of Engineering Training High-quality Curriculum**

*Liang Yande, Zhang Hongzhe* ..... 165

**To Build Industrial Training Courses System with Tapping Connotation and Broadening Extension**

*Li Shuangshou, Fu Shuigen, Wu Jing, Li Shenglu, Lu Darong* ..... 168

**Construction and Reform of Mechanical Manufacturing Engineering Training**

*Li Yan, Liu Shun Yao* ..... 172

**Sharing Excellent Teaching Resources and Concurrently Building the Elaborate Course and Demonstration Center**

*Wang Ling, Luo Yang* ..... 176

**Construction and Research for Practice Teaching Excellent Course of Modern Education Technology**

*Zhang Muqing, Hu Qingchun, Xie Hongxi* ..... 180

**Exploration of Engineering Training Curriculum System from Large-scale Engineering Perspective**

*Jiang Shuyong, Liu Sijia, Ren Zhengyi, Zhao Lihong* ..... 185

**Research on the Teaching Courses Reform of Electronic Technology Exercitation**

*Wang Jianhua, Mao Shu* ..... 189

**“Basic of Machinery Manufacturing” Essential Course Construction and Practice\***

*Hu Dachao* ..... 193

**The Construction and Practice of Industry Training Courses with Petroleum and Petrochemical Characteristics**

*Song Yujie, Tian Mi, Zu Haiying* ..... 198

**Exploration of the Construction of Online Courses in Engineering Training Education\***

*Liu Jianwei, Liao Weiqi, Gui Hui, Lu Rujing* ..... 202

**Research on Engineering Training Practice Teaching Course System\***

*Liu Yanling, Xie Ning, Chen Guanglai* ..... 206

**Creation of New Training Programs and Teaching Methods**

**Implementing European Studio Design Practice with Boat Design at NUST**

*Andrew Beck, Sean McCartan* ..... 211

**Beyond Outcome-based: Competition-based Learning for Engineering Students**

*Vincent Li, KK Lau, S.K. Li, Lawrence Lee, Christine Chow, David CC Lam* ..... 217

<b>An Engineering Culture Experience Based on General Research Resource and Liberal Arts Resource (I) — The Teaching Practice and Research of “Exploration to Scientific Research of Lab” Course of Tsinghua University</b>	
<i>Tang Bin, Lu Darong, Li Shuangshou, Fu Shuigen</i>	220
<b>An Engineering Culture Experience Based on General Research Resource and Liberal Arts Resource (II) — The Teaching Practice and Research of “Exploration to Scientific Research of Lab” Course of Tsinghua University</b>	
<i>Lu Darong, Tang Bin, Li Shuangshou, Fu Shuigen</i>	224
<b>Computer Training Course Design Based on A Pedagogical Framework</b>	
<i>Simon C. S. Hui, D. J. James Liu</i>	228
<b>Evaluation of A CADD E-learning Portal Developed for Construction Students</b>	
<i>Albert W K Kwok, Cham Yui Kei, Tong Oi Yi</i>	231
<b>Non-linear Editing System and Training Methodology</b>	
<i>Yang Hongliang, Hu Xiuli, Xing Zhongwen</i>	235
<b>An Idea of Developing Social-need Based Training Program for Advanced Quality Professionals</b>	
<i>Sun Hui, Xiao Feng, Zhang Yuanming</i>	238
<b>E-portfolio for Industrial Training and Workshop Practices</b>	
<i>C K Yip, Gary C W Chan, Jackson Kong, Albert W K Kwok</i>	241
<b>Exploration and Implementation of Cad/Cam Integrative Practice</b>	
<i>Fan Shengbo, Li Qing, Che Jianming</i>	244
<b>The Depth Extend Training of the Lathe Practice Teaching Content</b>	
<i>Liang Yande, Tang Yongchao, Lin Bo, Yang Jing</i>	248
<b>The Implementation of Mentoring Scheme in Industrial Practical Training</b>	
<i>Y. O. Andy Lau</i>	251
<b>Machinery Innovative Design Contest Is the Best Testing for Practical Teaching Results</b>	
<i>Wu Jing, Liu Ying, Fu Shuigeng</i>	254
<b>Virtual Experiment of Cylindrical Deep Drawing Die and Process Design*</b>	
<i>Bao Jun, Xing Zhongwen, Du Lijuan, Han Xiuqin</i>	256
<b>Investigation of Project-based Teaching Method in Engineering Training</b>	
<i>Qu Xiaohai, Zhang Hongzhuang, Sun Zhijie, Zhao Xin</i>	259
<b>Introduce the Processing Machines in the Numerical Era to the Practical Education</b>	
<i>Wu Jing, Xu Weiguo, Zuo Jing, Gong Xin</i>	261
<b>Innovative Experiment Teaching Based on Creative Mix Models</b>	
<i>Tang Yongchao, Liang Yande</i>	264
<b>On Implementing of the Integration Concept of Scientific Research and Teaching in the Courses Teaching</b>	
<i>Xu Weiguo, Wu Jing, Fu Shuigen</i>	267
<b>CNC Punching and Its Teaching Practice in Engineering Training</b>	
<i>Bao Jun, Xing Zhongwen, Han Xiuqin, Han Qianghui, Zhang Dejin</i>	270
<b>Training System of Numerical Control Milling Connected Virtualization and Reality for Engineering Training</b>	
<i>Wu Shangsheng, Mo Haijun, Li Yuling</i>	274
<b>The Exploration and Practice of Engineering Training Mode of the NC Machining Center</b>	
<i>Li Zhe, Yao Yan, Xu Li</i>	279
<b>Internship Program of Industrial Demonstration Robot</b>	
<i>Liu Shiping, Ma Ning, Zhao Yi, Wang Chunhua, Bei Enhai, Zhou Li</i>	283

<b>RP Technology in Engineering Training Teaching</b>	
<i>Han Chengshun , Hu Xiuli , Cai Zhigang , Xing Zhongwen</i> .....	286
<b>Engineering Training Program Optimization and Innovation</b>	
<i>Mo Haijun , Hu Qingchun , Wu Shangsheng</i> .....	289
<b>Study and Reform on Integrated Practical Training about Mechanical Processing in Metalworking Practice Teaching</b>	
<i>Zhao Yanbo , Xu Xianghong</i> .....	294
<b>Elementary Exploration of FMS Teaching in Engineering Training</b>	
<i>Liu Hongsheng , Lei Chengxi , Xing Zhongwen</i> .....	298
<b>Engineering Practice Education Promotes Students' Psychological Quality—An Analysis for Psychology Survey of Engineering Practice Education in Tsinghua University</b>	
<i>Wang Tan , Fu Shuigen</i> .....	302
<b>Discussion on Content and Mode of Training Course of Advanced Manufacturing Technical Lecture Under New Situation</b>	
<i>Liu Meihong , Li Yuxian , Chen Hua , Huang Minghua</i> .....	305
<b>New Methods for SOC Training*</b>	
<i>Sun Zhiquan , Xu Baowen , Zhou Yan , Chen Lu , Liu Huixia , Xu Zhenying , Yuan Yinnan</i> .....	308
<b>Industrial Practice Training Systems Based on Packaging-logistics Production Line*</b>	
<i>Zhang Xinna , Wang Dong , Xu Xianghong</i> .....	311
<b>Top-down Design and Practice of Engineering Training</b>	
<i>Wu Jianhua , Yu Guogang , Mao Shufan , Zhao Xin</i> .....	315
<b>Profession-oriented Personnel Training Model</b>	
<i>Tong Xingsheng</i> .....	319
<b>Two Tests on Modern Industrial Training at DGUT</b>	
<i>Liu Youhe</i> .....	323
<b>Break Through Traditional Teaching Method and Improve Quality of Benchwork Practice Teaching</b>	
<i>Zhao Rongqiang , Gu Rong , Jiang Long</i> .....	326
<b>Promotion Students' Practical Ability with the "Industrial Training Recording Book"</b>	
<i>Shen Zhaokui , Dong Chao , Xue Ming</i> .....	329
<b>Practice of the Measures to Improve Exercitation Teaching Effect</b>	
<i>Liang Yan , Fan Xiaolan</i> .....	332
<b>Application of Solidworks in Basic Engineering Training*</b>	
<i>Chen Shenggui , Liu Youhe , Sun Zhenzhong</i> .....	335
<b>Construction of NC Training System Aimed to Cultivate Career Post Abilities</b>	
<i>Shang Guangqing , Sun Chunhua</i> .....	338
<b>Application of Powermill on CNC Training*</b>	
<i>Lee Rongyong , Chen Haibin , Wang Weiping , Sun Zhenzhong</i> .....	342
<b>Self-awareness Cultivation and Training for College Students in Engineering Practice</b>	
<i>Yan Danniang</i> .....	346
<b>Discussion and Practice of Metalworking Item Design; Casting Processdesign on Computer</b>	
<i>Gu Zhisheng</i> .....	349

## Infrastructure and Management of Training Bases and the Sharing of Training

### Resources

#### Connotative Construction and Sustainable Development of Engineering Training Center in China

*Fu Shuigen, Li Shuangshou, Wu Jing, Li Shenglu, Pei Wenzhong* ..... 355

#### Seizing Opportunities and Promoting Acceleratively the Transformation of the Engineering Training Center into High-quality Educational Resources

*Liang Yande* ..... 360

#### Construction of Engineering Practical Platform of Local Institution Creative Talent Cultivating

*Chen Junruo, Li Ziliang, Wei Jingtao, Ge Xiawen, Wang Shengmin* ..... 365

#### Discussion of the Sustainable Development Problem of Engineering Training Center\*

*Zhu Huabing, Kan Xuping, Cao Bin* ..... 369

#### Establishment and Practice of Engineering Training Center Based on Large-Scale Engineering Perspective

*Ren Zhengyi, Jiang Shuyong, Liu Sijia* ..... 374

#### Constructing A Competence-based University-culture to Establish A Modern Engineering Training Center

*Li Tao, Wang Jianhua* ..... 378

#### The Construction and Management of Engineering Training Center for Dongguan Region\*

*Ye Jing, Chen Shenggui, Sun Zhenzhong* ..... 382

#### Practice and Exploration on Construction of the Productive Exercitation and Innovative Experiment Base

*Yang Shucai, Zhang Yuhua, Zhang Jiyong* ..... 385

#### Promoting Teaching Intension of Practice, Pushing the Construction of State Experiment Model Center

*Xu Zhenghao* ..... 390

#### The Training Base Construction for the Goal to Train Students' Abilities of Engineering Practice

*Xu Xianghong* ..... 394

#### Study on the Building of A New Engineering Practice Innovation Training Platform\*

*Xu Zhenying, Yuan Yinnan, Liu Huixia, Wany Yun, Sun Zhiquan, Zhou Lian* ..... 397

#### Essential Factors and Constructions of Innovative Engineering Training Platform

*Zhu Jianfeng, Chen Hongling* ..... 401

#### Constructing Laboratories Cooperatively between University and Enterprises to Foster Innovative and Applied Talents

*Yu Hanqi* ..... 404

#### The Practice and Thinking on the Establishment of the Modern Industrial Training Center in Local Engineering and Polytechnic Universities\*

*Wen Xiqin, Wang Dongjing, Zhang Haitao* ..... 409

#### Research and Practice on the Construction of National Demonstration Center in General Universities

*Liao Weiqi, Liu Jianwei, Gui Hui, Lu Rujing, Zhou Dingli* ..... 413

#### Thinking and Exploring about the Sustainable Development of Engineering Training Centers

*Yan Yuejuan, Tian Mi, Lu Haihong, Wu Zemin* ..... 417

#### High-level Construction of Practice Base in College

*Chai Zengtian, Wang Guoyong* ..... 421

<b>The Exploration on Teaching Reform of Training Center of Engineering in Local Engineering Colleges and Universities*</b>	
<i>Ma Yuping, Yuan Genfu, Yao Yansheng</i>	427
<b>Work-study Combination for Construction of Productivity Training Base</b>	
<i>Su Haiqing, Liu Xiangyu, Ma Shihui</i>	431
<b>Rely on National Experimental Teaching Demonstration Center to Realize High Quality Teaching Resource Sharing</b>	
<i>Luo Yang</i>	434
<b>Construction of Equipment Resources Maintenance System for Engineering Training Center</b>	
<i>Wang Yongtao, Chen Lifang, Liu Kairan</i>	438
<b>Optimal Allocation of Engineering Training Resources*</b>	
<i>Wu Xiumei, Yu Zhaoqin, Wu Fugen, Ding Zheng, Deng Haixiang</i>	441
<b>The Practice and Exploration of the Sharing of Resources in Engineering Training Center</b>	
<i>Wang Yongtao, Liu Kairan, Chen Lifang</i>	445
<b>The Proper Location and Management of College Current Engineering Training</b>	
<i>Ding Changjing, Zhou Guilian</i>	448
<b>The Construction of "Engineering Library" under the System of Great Project Concept</b>	
<i>Wubin, Jiang Suyong, Tong Yongxiang, Wang Dong</i>	451
 <b>Development and Management of Teaching and Training Team</b>	
<b>Teaching Intent and Faculty Structure of Engineering Training</b>	
<i>Wang Liang, Ma Pengju, Wu Baolin, Hu Dianming</i>	459
<b>Enforcing Teaching Team Construction to Promote Sustainable Development of Engineering Training</b>	
<i>Ding Hongsheng, Zhou Chenzhi, Yang Zhibing, Su Wei, Liu Jia</i>	462
<b>Research on Improvement of Engineering Training Teachers' Quality</b>	
<i>Wang Lianchao, Wu Wei, Tao Zeliu, Li Xiaoyun</i>	468
 <b>Development and Application of Modern Education Technology</b>	
<b>Design and Development of Modern Training Virtual Learning Environments Using Knowledge Based Engineering</b>	
<i>Ardavan Amini, Craig B Chapman, Peter T Rayson</i>	475
<b>Virtual Workshop for Modern Industrial Training</b>	
<i>Wilton Fok</i>	479
<b>Applying Modern Education Technology to Promote Teaching Reform of Engineering Training</b>	
<i>Hu Xiuli, Yang Nan, Han Chengshun</i>	483
<b>A Simply Method of Remote Solidworks Training</b>	
<i>Liu Youhe</i>	486
<b>Construction of Network Teaching Platform on Engineering Training</b>	
<i>Zhu Junhua, Wang Chunrong, Ma Jian, Gao Feng, Li Yuxian</i>	489
<b>Thinking of Establishing Information Network Sharing Platform for Engineering Training</b>	
<i>Zhou Qing, Hu Jiande, Gao Xiang</i>	493



<b>The Practice of Engineering Colleges On-line Practical Teaching</b>	
<i>Liu Zhifei, Zhao Shijun, Ma Jianmin</i>	496

<b>The Application of Modern Educational Technology in Modern Industrial Training*</b>	
<i>Wang Dongjing, Wen Xiqin, Zhang Haitao</i>	501

## Quality Assurance of Teaching and Training

<b>Improving the Quality of Industrial Training by Means of Innovation Motivation</b>	
<i>Wang Shaochun, Du Lujuan, Wang Xiaoxiang, Fu Xiuyun</i>	507

<b>The Exploration of Taking ISO9000 Quality Management System into Modern Industrial Training Teaching Management</b>	
<i>Shu Jingping, Wang Zhihai, Wu Yushan</i>	512

<b>Investigation on Enhancing the Teaching Effect of Engineering Courses of Liberal Undergraduates in Universities</b>	
<i>Zheng Zhijun, Hu Qingchun, Chen Yuli</i>	516

<b>Construction of Supervision Assurance System of Teaching Quality of Engineering Training</b>	
<i>Yin Hongyou, Ma Junwu, Fang Kunsheng, Zhou Junwen, Tian Fengyang</i>	519

<b>Strengthen the Construction of Organizational Culture Establish an Effective Quality Management System</b>	
<i>Wang Weixin, Xu Youyi</i>	522

<b>Some Advices for Enhancing the Quality of Engineering Practice in Institutions of Higher Education Based on the Total Quality Management*</b>	
<i>Yang Gang, Zhang Jixiang, Zhong Li</i>	526

## Professional Training in Environmental Safety and Health

<b>The Key Factors in Forming "Health Capability" and their Relationship</b>	
<i>Fu Shuigen</i>	535

<b>The Challenge of Introducing Engineering Ethics to First Year Students</b>	
<i>Greg Evans</i>	538

<b>Security System of Workshop of Dreams and Ideas in Kanazawa Institute of Technology*</b>	
<i>Wang Jing, Song Chaoying, Zhang Chunmei</i>	542

<b>The Establishment of the Safety Safeguard System under Modern Engineering Training Environment</b>	
<i>Mei Xiaoqin, Luo Yang</i>	547

<b>Study on the Information Security of Wireless Networked Manufacturing System</b>	
<i>Yang Yanqing, Chen Jiansong</i>	551

<b>Cultivating University Students' Consciousness of Industrial Safety and Environmental Protection on Engineering Training</b>	
<i>Han Xiuqin, Xing Zhongwen, Yang Hongliang, Bao Jun</i>	556

<b>A Probe into Building Security System of Engineering Training Center</b>	
<i>Li Xiaomei, Lu Mowu, Wang Linlin</i>	559

# **Research on Theories, Models and Systems of Modern Industrial Training**



## ENHANCING PRACTICALITY AND INNOVATION TO BUILD NEW TALENT TRAINING PATTERN

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### ABSTRACT

In this paper, based on the investigation and analysis of the problems in the existing talent training pattern, a new one that emphasizes teaching, practice and innovative training was pointed out and preliminarily practiced.

### KEYWORDS

the practice of training; innovation training; talent training pattern; teaching resources

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## 1. INTRODUCTION

Recently, practice and innovation training have become the focus of engineering education reform and the hot-spot of social concern. Although it is generally felt that the weakening of practice and innovation in talent training resulted in the disjunction between the social demand and the personnel training, but the tradition of emphasizing theory and neglecting practice, the significant deficiency of teaching resources and the costs of practice and innovation are still restrict the improvement of teaching environment. Science research fund input is more than teaching research one, but the science research support for undergraduate teaching is still inadequacy. Therefore it's immediacy to improve the practice and innovation training. The author holds that coordination of new educational idea, straightening out professional setting, the general unified design of curriculum, teaching operational system and teaching content and careful analysis of problems in existence is the only way of improving reform talent educating pattern. By means of teaching and scientific research resource integration and decrease of teaching cost through management, new talent training pattern should be constructed.

## 2. THE TRADITIONAL TALENT TRAINING PATTERN AND THE MAIN PROBLEMS

Acquiring knowledge broadly and laying a good foundation of basic theories have always been the starting point for the undergraduate students' cultivation. Especially in the 90s last century, since we had brought forth the teaching philosophy of wide caliber and thick foundation, a teaching and training pattern for undergraduates had been formed in fact. The main body of the talent training pattern was the theory teaching, and the supplement was the practice teaching. Also in this training pattern, we strengthened the foundation of general knowledge, and ignored the differences between majors. Moreover, because of the deepening of the reform and opening-up, the explosive growth of scientific knowledge, the expansion of the existing teaching-learning system and the decline impact of off-campus internship environmental, gaining more new technologies, new knowledge and new curriculum seemed inevitable. Compressing the basic curriculum, the professional curriculum and the practice curriculum academic period was also a necessity. Since in the limited 4-years study period, on the one hand, the new curriculums and new content have been increasing, this pushed us to compress the corresponding academic period to give way. A direct result of compressing academic period was that it breaks out the integrity of many curriculum systems and it made a number of curriculums with depth becoming the curriculums of the Introduction. On the other hand, in order to ease the inadequacy of practice teaching investment and the teaching resources, we can only cut off part of the teaching time in practice passively. In fact, such a training approach which was broad rather than depth, valuing the theory rather than looking down