Research on the Curriculum Reform of Real Estate Planning and Marketing Based on P²BL Teaching Method

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Abstract

This paper attempts to combine P²BL (Project-based learning and Problem-based learning) teaching method with real estate planning and marketing course, and design a teaching mode and curriculum design mode which is problem-solving-oriented and student experience-centered in the real project learning background. In the practical project learning operation process based on P²BL teaching method, students collect geographical data in the project field through group learning, find out the development, positioning or product problems of the project, and solve the corresponding problems to achieve the purpose of applying what they have learned. Combined with the actual project case for project development, planning, design, marketing, investment and financing, it is designed to help students understand and learn, the focus of the actual real estate project marketing planning. After teaching through P²BL teaching mode, students' positivity, curriculum achievements and practical ability have been greatly improved, which lays a foundation for the continuous construction of follow-up courses.

Keywords

P²BL, Real estate, Curriculum reform

1. Introduction

"Real Estate Planning and Marketing" is a core course of real estate development and management major. It is an elective course of real estate major based on marketing theory, combining real estate investment, development, design, sales, real estate system and policy, integrating theory, practice and cases, and characterized by comprehensiveness and applicability. Through the study of this course, students can fully understand the whole process knowledge system of real estate marketing planning, and the theory and practice of real estate project marketing planning, master the procedures and contents of real estate project marketing planning, and initially have the ability to engage in real estate market research, project planning, project marketing, among others, so as to lay a solid theoretical foundation for students to engage in real estate related work in the future.

Therefore, this paper mainly starts with the teaching reform by comparing the existing teaching methods and their shortcomings and discussing the teaching experience with the teachers of this course. It also conducts a questionnaire survey from all walks of life, communicates with students in depth, and makes relevant theoretical analysis for the construction of the teaching reform system of this course. The main content of P²BL ("Project-based learning" is a variety of complex, unpredictable and interdisciplinary knowledge problems in real life and real situation. And "Problem-based learning" is problem-oriented, including six links namely designing problems, setting up study groups, determining learning objectives, students' independent inquiry learning, group exchange and reporting, evaluation and reflection) (Huber et al., 2016). P²BL teaching method is different from traditional teaching and case teaching. Compared with
traditional teaching in which teachers explain students' exercises, or teachers provide a case for analysis and ask students to analyze similar cases, P²BL teaching method emphasizes students' active learning, and teachers' guidance is an auxiliary means of PBL teaching method (Price et al., 2019).

2. Teaching mode

The application of P²BL teaching method in the course teaching process is divided into two parts: PBL problem and PBL project learning. P²BL problem is the core task of students' project research activities. In the teaching process, it is divided into several different task nodes with project development, positioning, marketing promotion and other issues as the core. In the project, team members work out PBL schedule together, divides work into different categories and cooperates to carry out practical exploration. The team members communicate internally, summarize the team results and sort out the research results of this group, solve the project problems, display them in the college after the end of the semester, and form a real case library for lower-level students to refer to. According to the learning results of each group, the instructor gives evaluation. While other project groups conduct peer evaluation, and this group conducts self-evaluation and reflection to form the final results of the group, and the solved P²BL schedule is included in the final results.

Gardner believes that human intelligence is pluralistic, which is composed of speech, body, vision, logic, music, interpersonal communication and natural intelligence (Kwan et al., 2015). Gardner believes that human intelligence is composed of these eight kinds of intelligence, and the all-round development of human beings cannot be separated from any one of them. Our education and teaching should cultivate students' multiple intelligence for common development. P²BL teaching is an educational activity to cultivate students' multiple intelligence through practice in real environment. Taking project-based teaching as an example, real projects bring students into real geographical situations and cultivate students' spatial intelligence development with real visual experience. Moreover, the curriculum results are to complete tasks together in the form of teamwork, which can improve students' interpersonal communication ability.

In the learning process, students need to communicate with team members and local residents. This spontaneous communication can cultivate students' interpersonal communication intelligence. In this geography study tour, students can set up operable geography experiments, and those geographical problems can cultivate students' mathematical intelligence. After completing the evaluation scale, the students reflect on their performance in the research and cultivate their introspective intelligence. In the research activities, students come to nature in person, do social interviews and social investigations in person, which can help to cultivate students' ability to explore nature and society, that is, natural intelligence. Research travel can meet the requirements of Gardner's theory of multiple intelligence, which emphasizes cultivation of students' creative ability, practical ability and all-round development. Moreover, Gardner believes that everyone's intelligence development is different, which may lead to "poor students" in a certain field, especially in the cultivation of traditional courses, which emphasizes the cultivation of mathematical intelligence. In the research trip, every student has room to play in the real situation, and the so-called "poor students" can also get the opportunity to perform through different research tasks, and give full play to their superior intelligence to cultivate their self-confidence and self-esteem, so that they have the courage to overcome difficulties and improve their weak intelligence (Tobias S., 2010).

3. Sampling Survey

According to the needs of this study in this research, the students of real estate development and management in a university in Xi'an were selected to collect data by questionnaire survey, and the relevant data were collected from the sensory situation of students' courses, the feedback of students' learning, and the matching degree between teaching mode and students' needs. According to the survey data, this paper analyzes the problems existing in students' learning and whether this teaching mode conforms to the actual situation of students' learning, so as to lay the foundation for the continuous construction of follow-up courses.

In this survey, 55 students majoring in real estate development and management of Grade 2019 were selected and participated in the questionnaire survey, with a recovery rate of 100%. Students majoring in real estate development and management in Grade 2019 have studied the course and entered the internship position. They have worked for about 6 months and have a certain understanding of related industries. 98.18% of the students think that the practical project teaching adopted by P²BL teaching method is more attractive than the traditional teaching mode, which will make them more interested in participating in it. 96.36% of the students think that P²BL teaching method can help them master relevant knowledge better and play a positive role in the integration of theoretical knowledge. 78.18% of the students think that group work is more effective, which can bring better learning experience, increase the ability of team cooperation and lay the foundation for follow-up work. 76.36% of the students think that compared with the traditional
teaching mode, the P²BL teaching mode is more attractive and more suitable for their own situation.

4. Discussion and Conclusion

P²BL teaching method emphasizes focusing on problems and practical projects. Compared with traditional teaching methods and case analysis, it pays more attention to students' problem solving as the starting point of learning and emphasizes students' subjective initiative. P²BL teaching method starts from the project problem, that is, PBL problem. In the process of geography research travel, the research team works together to formulate the research plan, with clear division of labor, cooperative exploration and practice, and exchange and share the practice results within the research team. Teachers and other students give multi-party evaluation feedback to them. Through feedback, students continue to improve the research plan and conclusion of P²BL problem, and finally realize the problem solution (Markhamt, 2011).

After reasonable and effective development, local curriculum resources with practical research value can be transformed into available resources serving local teaching. Local curriculum is the material carrier of a variety of local information. Combined with the unique local market background, it can develop local practical curriculum resources with research value. Local geography curriculum development should be combined with the requirements of curriculum standards and teaching materials, combined with the local overall environment and market background. Teachers' participation in the curriculum development of local practical projects can better understand local resources and effectively guide students to apply curriculum theoretical knowledge, which is of great significance to carry out curriculum practice teaching and enhance curriculum application-oriented teaching (DUKE NK, 2015). Through the development of local representative local courses, we can enrich teaching resources, enhance the adhesion between schools and industries, enrich students' learning content, strengthen teachers' practical teaching and research ability, and enhance their professional quality.

According to the results of the questionnaire survey, students are more motivated to participate in the P²BL teaching mode, and students generally think that this teaching mode is closer to the needs of the industry and can play more help in the later work. Students lack the ability of goal, inquiry and cooperation in the process of P²BL teaching, so the curriculum should pay attention to the setting of curriculum objectives, inquiry questions and group division of labor and cooperation. P²BL teaching mode is multidisciplinary, and curriculum design should contact other pre-courses and related industry knowledge to meet the requirements of educating people together (Cowden et al., 2016). According to the survey of students' satisfaction with the course of this P²BL teaching mode, the overall satisfaction of students is very high, which is convenient for follow-up promotion. More local projects can be used as the learning background to impart theoretical knowledge. From the perspective of communication with teachers, we should pay attention to the educational value of training, clarify the curriculum content and requirements, and establish the connection between teaching materials and actual projects. We should give full play to teachers' inspiration and emphasize students' experience in the teaching process. From the perspective of school management, a perfect project case management system can be established and communication channels with enterprises can be opened up in order to avoid subsequent related legal issues. In the process of learning, we should not only expand students' knowledge and improve students' ability, but also help students establish the concept of serving local development as well as cultivate students' feelings for their home and country, with a sense of national pride and cultural self-confidence through various practical activities.

References


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