Research on the Teaching Reform of Asset Appraisal Course under the Background of Intelligent Education

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Abstract: In the era of "Intelligence +", intelligent technologies represented by big data, Internet, intelligent identification, 5G are influencing the future direction of higher education and bringing profound changes to the college classroom. In order to study the importance of smart tools in the teaching of asset evaluation courses and promote the deep integration of information technology and teaching, the problems of asset evaluation course teaching under the traditional teaching mode, the significance of smart education to the course teaching reform, the application of smart education tools in the teaching of asset evaluation courses, and the key issues in the use of smart education tools in asset evaluation courses are examined through the method of literature research and case study analysis. It is found that the use of wisdom tools can improve the overall teaching effect, make students participate in the classroom, improve their professional skills, make teachers enhance their curriculum design ability, and improve their teaching level. However, in the process of applying intelligent teaching tools, there is also the problem of distracting students' attention. Teachers should play their own guiding role, so that the educational efficiency and teaching effect can be gradually improved.

Keywords: Intelligent Education; Asset Valuation Course; Intelligent Teaching Tools; Blended Learning; Evaluation System

1. Introduction

1.1 Research Status of Intelligent Education

The introduction of intelligent technology can help teachers analyze the learning characteristics and learning needs of students, and by analyzing a large number of data samples, it can help teachers clarify their teaching goals, improve teaching efficiency and enhance teaching quality [1].

Wisdom education has changed the traditional mode of teacher education and student learning, and its penetration in university teaching reform has not only changed the traditional education mode and education method, but also changed the traditional way of education decision-making and education service management [2].

In the construction and development of universities, smart education has become a common trend. The ultimate purpose of smart education is reflected in the application and practice of intelligent courses, while the reform of smart program teaching mode is a prerequisite for the realization of smart education [3].

In this era of continuous development of information technology, intelligent education has become the main direction of educational development, and one of its important features is the combination of information technology and teaching activities. Classroom teaching evaluation is an important part and important link of educational activities, and plays a pivotal role in improving the quality of teachers' teaching [4].

1.2 The Current Situation of Asset Evaluation Course Research

In "Asset Valuation", the course is "blended" through four modules: "pre-study", "classroom lectures", "after-class activities" and "learning assessment". The course was taught in a "blended" mode through four modules: "pre-preparation", "classroom lecture", "post-class activities", and "learning assessment". The results of the study show that the blended teaching mode based on the learning platform can stimulate students'

interest in learning, enhance their autonomy and teamwork ability, strengthen the communication between teachers and students, and thus improve the quality of teaching and learning [5].

By analyzing the problems in the traditional teaching mode, we propose a teaching mode with "big classroom" as the core, and apply diversified teaching methods in the course of Asset Appraisal. By applying this teaching mode, the absenteeism rate of students can be effectively reduced, the enthusiasm of the classroom can be improved, the participation in the classroom can be increased, the differentiation of grades can be improved, and the comprehensive ability can be improved. This research opens up a new way for the teaching of applied technology majors [6].

The cultivation of innovative talents has put forward new requirements for the teaching of "Asset Appraisal" course, while the traditional teaching method of the course has not been adjusted accordingly to this market demand. Based on this, the problems existing in the teaching of Asset Appraisal course are analyzed, and the teaching design and teaching strategy of Asset Appraisal course are studied from the aspects of teaching content, teaching method and teaching process, etc. [7]

The educational objectives of the Asset Appraisal specialty require that its curriculum must be oriented to the workflow. Based on this, based on the analysis of skills in the practice of asset valuation, the corresponding information expression is proposed, and with the help of new technologies, new teaching platforms, and the combination of case study teaching, the composite teaching design process of the "Asset Appraisal" course is constructed [8].

1.3 Research Review

In order to enhance students' interest in learning, improve their comprehensive quality, cultivate their ability to solve practical problems, and better adapt to the development of the society and the times, this paper discusses the application of smart education tools in asset valuation courses and the key issues to be paid attention to by means of the literature research method, the case study method, and the descriptive analysis method, and finds that in order to ensure the quality of

the application of the smart education tools, the quality of online teaching resources should be guaranteed, and the simulation of case resources should be improved. quality, improve the simulation of case resources, combine online and offline teaching organically, and improve the learning management and supervision mechanism, which provides a new impetus for the course teaching reform, provides new ideas for optimizing the teaching content, enriches the methods and means of course teaching, improves the quality of teaching, and is of great significance to the cultivation of applied professionals in asset evaluation.

2. Problems in the Teaching of Asset Valuation Courses under the Traditional Teaching Mode

2.1 Book-based Knowledge, Disconnected from Practical Needs

At present, the asset valuation teaching materials used in domestic universities are logical and can clearly reflect the basic principles of the subject system. However, with the development of the industry, all kinds of professional information are updated rapidly, and most of the teaching materials are not adjusted in time according to the market demand, so that the updating of teaching materials lags behind the updating of industry information. The classroom needs to provide up-to-date teaching content like news, and at the same time, it also needs to provide students with more and wider learning resources. In the teaching of asset valuation, book knowledge is often the main focus, as the book knowledge has not kept pace with market demand, which leads to the content taught and practice is out of touch, is not conducive to the cultivation of students' sense of innovation and innovative spirit [9].

At present, there are mainly three problems in the teaching content of asset valuation as follows: first, in terms of asset valuation methods, the three basic valuation methods, namely, the cost method, the market method and the income method, are introduced in detail, but not much is involved in methods other than these three; second, not much is explained about newly emerged knowledge, such as the Asset Appraisal Law of the People's Republic of China, which was

promulgated and implemented in 2016, and the latest Asset Appraisal Standards, etc., are seldom mentioned in conjunction with the lectures. Thirdly, among different asset value appraisals, the main emphasis is on traditional asset item appraisals, such as machinery and equipment appraisals, real estate appraisals, intangible asset appraisals and enterprise value appraisals, etc.; by contrast, less is involved in professional asset appraisals such as motor vehicle appraisals, mineral rights appraisals and jewelry appraisals, for which there is a great deal of demand in the market.

2.2 Single Teaching Method, Poor Interaction

For a long time, most of China's colleges and universities are mainly based on the theoretical knowledge taught by teachers in the classroom, and then combined with exercises to help students master the book knowledge, and the teaching of the "Asset Appraisal" course is no exception.

In terms of knowledge transfer, teachers mainly use a combination of board books and PowerPoint to explain to students face to face in the classroom the basic theory of asset valuation and valuation methods as well as important knowledge points. In terms of learning, students mainly passively accept knowledge through classroom listening, note-taking and reading, and then consolidate what they have learned by doing a lot of practice problems. In terms of assessment, the traditional assessment method is often followed, i.e., a closed-book examination is used at the end of the semester, which is combined with the usual grades to give a comprehensive grade.

This traditional "one-word" classroom, emphasizing the teacher as the main body of the classroom, ignoring the subjectivity of students in learning, one-sided emphasis on indoctrination, a single mode of teaching, and little interaction between teachers and students. In addition, asset appraisal is a professional and practical course, and the theoretical knowledge in the textbook can hardly show the process and characteristics of asset appraisal intuitively, and it is difficult to arouse the students' interest in learning by simple lecturing. As a result, students find the classroom boring, have little motivation to learn asset valuation, and the teaching effect is

poor.

2.3 Lack of Practical Teaching, Poor Practical Ability

Theoretically, in the teaching process, practical teaching and theoretical teaching are equally important; however, in actual teaching, theoretical teaching is often prioritized over practical teaching, i.e., the teaching of theoretical knowledge in the classroom is completed first, and then the cultivation of students' practical ability is carried out. Split the two, not only easy to cause students to learn the theoretical knowledge can not be applied to practice in a timely manner, it is difficult to form the assessment of practical work in the thinking, but also more serious in the case of insufficient time, often crowded out of the practice of teaching sessions.

As a professional elective course or a compulsory course of direction, the course of "Asset Appraisal" is often arranged for only 48 credit hours, and some schools have practical credit hours, while others do not. It is obviously unrealistic to teach the broader and more difficult asset valuation theory in such a short time. Therefore, teachers can only selectively talk about some of the most basic and relatively important theoretical knowledge, and practical teaching is needless to say. This teaching mode of "textbook-based, lack of practical training" often leads to students' understanding of asset appraisal stays on paper books, with high theoretical level but poor practical ability, which can't satisfy the market's need for appraisal talents. This is especially true in schools that do not have a major in asset appraisal [10].

2.4 Single Assessment Mechanism, Ignoring Students' teamwork Ability

At present, the teaching of asset valuation courses to take a single lecture, students learn individually to individual mastery of knowledge to assess and measure the learning effect of students. Through the simple examination results plus the usual results and other ways to assess the students to master the knowledge of the good and bad, emphasizing the written knowledge mastery of the degree of "results", the lack of "process" assessment of the assessment mechanism, this mode of teaching will inevitably result in a lack of communication and exchange between

students, and it is difficult to cultivate students in the knowledge learning. This teaching mode will inevitably lead to a lack of communication and exchange between students, making it difficult to cultivate students' teamwork ability in knowledge learning interaction and affecting the formation and development of innovation ability.

To sum up, classroom teaching urgently needs to seek a new teaching mode to solve the above problems, and the intelligent education system, as a diversified, comprehensive, systematic and advanced teaching mode, is able to solve the current problems of asset evaluation courses.

3. The Significance of Wisdom Education on the Curriculum Teaching Reform

3.1 Change the Traditional Teaching Mode

Wisdom education is a new model of education that has arisen and developed based on the development of information technology. The traditional classroom teaching mode takes the teacher as the main body and uses the lecture method and other ways to teach, and there is a lack of interactive communication and cooperative learning between the teacher and the students, and between the students and the students. Smart education, however, is based on the smart classroom, the network platform as a carrier, and independent learning as the core concept, on which an open, interactive and shared learning environment is created. After the introduction of wisdom education software in the classroom, two-way communication and interaction between teachers and students, and between students and students can be realized. For example, the microteaching platform can be used to explain the knowledge content and analyze the difficult points of the Asset Appraisal course; the learning and discussion module in the platform can be used to understand the knowledge points, expand the knowledge and apply the knowledge; the assignment submission module in the platform can be used to carry out independent assignments, group assignments, teacher's approval and evaluation and feedback, and so on.

3.2 Mobilize Students' motivation to Learn

With the support of intelligent technology,

provide students with an intelligent learning environment that supports their personalized, adaptive and ubiquitous learning, collect data on students' learning characteristics, learning process and learning results, and comprehensively and accurately analyze students' learning based on learning big data, so as to carry out intelligent diagnosis, resource pushing and intelligent tutoring, support students' high-quality personalized learning, cultivate students' disciplinary core qualities, and promote students' intellectual Diversified development. Through intelligent technology, we build a smart learning environment that can support students to carry out individualized learning activities using new learning styles, collect students' learning data, and carry out intelligent diagnosis and regulation based on the data, so as to promote students' comprehensive development and individual development.

The application of intelligent teaching tools in the teaching of asset valuation courses allows students to actively participate in the classroom and learn in an active, cooperative and exploratory manner during the learning process, making the classroom the students' "main position", truly reflecting the students' subjectivity, and cultivating the students' ability to learn and explore independently. At the same time, through the use of intelligent teaching tools, can also mobilize the enthusiasm of students to learn, is conducive to students to clarify ideas, clear goals, grasp the key.

3.3 Improve the Course Evaluation System

Under the intelligent education environment, the course evaluation system can be reformed to enhance the guidance, inspiration and motivation of students' learning. The traditional evaluation system of the asset evaluation course is mainly based on the teacher's evaluation, ignoring the problems and deficiencies that exist in the learning process of the students; after the introduction of intelligent teaching tools into the course teaching under the intelligent education environment, the reform and improvement of the teaching evaluation system of the asset evaluation course can promote the students' self-reflection and mobilize the students' initiative to learn and explore the enthusiasm of knowledge.

4 Application of Intelligent Educational Tools in the Teaching of Asset Appraisal Courses

4.1 Task-oriented Completion of Extracurricular Related Knowledge Learning Reserve

The course of Asset Appraisal requires students to master enough theoretical knowledge on the one hand, and at the same time, they have to apply the theoretical knowledge flexibly to the practical courses, which cover a variety of disciplines, such as architecture, economics, accounting, etc. Therefore, such courses require students to master as much knowledge as possible during the learning process. Therefore, such courses require students to master as much knowledge as possible in the learning process, but traditional teaching is hindered by the influence of time and space, resulting in the output of knowledge. With the third-party education platform for the integration and release of teaching resources, teachers can integrate the subject knowledge and resources related to Asset Appraisal and upload them as PowerPoint and teaching videos to teaching platforms, so that students can learn more subject knowledge in a fragmented way offline and complete exercises on the platform.

4.2 Interactive Inquiry Practice Classroom Teaching Mode Based on Wisdom Tools

Asset Appraisal is a course with high requirements for students' practical ability, and improving the theoretical level of Asset Appraisal through practical operation is also an important teaching method. However, many colleges and universities lack the necessary teaching environment and facilities in the teaching process of Asset Appraisal. For example, real estate appraisal is one of the most numerous appraisal practices, and it is very important to carry out real estate appraisal practice in the course. Taking the market approach as an example, it is necessary to have a large number of real transaction cases as the basis, and it is also necessary to make field visits, collect information, and carry out team division of labour and coordination. However, the traditional practical courses do not meet the real needs of students. Most of the time, all the work is done by the team leader, while other members in the team do not get any honing, and the teacher usually takes the group evaluation as the main basis for analysing the teaching effect, which makes it difficult to have a comprehensive understanding of each student's practice of the task [11].

Teachers can group students, usually 5-6 students per group, by randomization, student choice, and group leader construction in the teaching software. Teachers follow the assessment procedure to break down the practical tasks layer by layer, with each group member initiating a focused discussion, clarifying the division of labor among group members, and completing the specific practical work within the time limit set by the teacher. Through the software, students can interact and communicate with other members of the team online, so as to realize the sharing of information, which will play a positive role in improving the efficiency of practice, but also allows team members to work closely together, so that teachers can understand the actual learning status of all students. In addition, teachers can also use the software to evaluate students' practice sessions from multiple perspectives, such as teacher evaluation, intra-group evaluation, etc., which can most objectively and truly reflect the actual learning situation and status of all students.

4.3 Multi-dimensional Analysis of Course Data

Smart teaching tools are not only a platform to provide students with more learning resources, but also a platform to help teachers analyze students' learning. Teachers can use the data collection and analysis functions of the software to continuously optimize their teaching content and teaching methods [12]. With the help of data, teachers can evaluate the actual situation of students from multiple perspectives. For example, in the process of evaluating the learning effect of students' Asset Appraisal, the following dimensions can be divided:

(1) The time spent by students to complete the teaching content of each chapter;
(2) The overall completion and accuracy of homework;

(3) The overall participation in classroom activities;

(4) The completion of practical activities;

(5) Results of midterm, final and regular classroom tests.

For example, there is a statistics function in Super Star Learning Platform, in which students' actual learning situation can be detailed and analyzed, such as the specific data of students in the process of completing various teaching activities, including the number of points gained from completing tasks, the number of completed assignments, etc. Through this function, teachers can quickly and accurately get the students' overall course grades. Through this function, teachers can quickly and accurately get the students' comprehensive course results, greatly improving the efficiency of teachers' final grade statistics.

5. Key Issues in the Utilization of Smart Education Tools in Asset Valuation Courses

5.1 Guaranteeing the Quality of Online Teaching Resources

The new teaching mode that integrates online and offline teaching is compared with the traditional mode, in which the students have a stronger subjective position, and the updating speed of the policies related to asset evaluation is also relatively fast, so the teachers need to effectively update the syllabus, teaching plan, teaching courseware, and practice question bank. However, through actual research, it can be found that the teaching content of some online teaching resources does not adhere to the principle of keeping up with the times, and the knowledge presented is relatively old. At the same time, when teachers upload online resources in smart teaching tools such as Super Star Learning Channel and Rain Classroom, they mainly upload Word and PPT files, and relatively few resources such as questionnaires and videos, which also leads to the impact of online teaching. Therefore, teachers should continue to improve their computer skills in the daily work process, and actively carry out animation production, video recording and other aspects of the learning work, so that online teaching resources can continue to develop in the direction of diversification, and continue to stimulate the

enthusiasm of students' participation. In addition, teachers should also release resources as much as possible with the hot issues of current affairs, screening out the key and difficult issues in the teaching content, and actively guide students to deep learning, and constantly improve students' understanding.

5.2 Improve the Simulation of Case Resources

The course of Asset Appraisal puts forward high requirements on students' practical ability, so in order to improve the final teaching effect, it is necessary to use high-quality appraisal cases, but at present, most of the teachers in the process of teaching the information collected from the Internet, resulting in a large discrepancy between these cases and the actual situation, which will have a certain impact on the final teaching effect. Therefore, in order to meet the needs of online resources, it is suggested that teachers can collect the latest and most realistic case resources during practice, and analyze and study them in conjunction with the teaching materials, so as to select representative cases and achieve a seamless connection with the teaching content, thus improving the teaching effect of the course.

5.3 Realize the Organic Combination of Online and Offline Teaching

For the teaching mode based on wisdom tools, in the specific operation process, there also exists the situation that online resources and offline teaching are separated from each other, although online resources can meet the actual requirements of students' independent learning, but there is a lack of reasonableness in the release of content and time arrangement, especially the pre-course orientation, task arrangement, key points, knowledge analysis and other specific content arrangements have certain deficiencies, which makes it difficult for teachers to It is difficult for teachers to understand the actual online learning situation of students from multiple channels, which affects the classroom teaching design of teachers and also leads to a reduction in the learning enthusiasm of many students [13].

If you want to fundamentally solve the existing problems in this area, the key is to carry out comprehensive planning and

utilization of online and offline resources, in the process of uploading online resources, take into account the specific learning progress of the students, the focus of each stage of learning and the difficulties of the problem to be clear, and equipped with a certain amount of learning videos and learning courseware, etc. Teachers in a timely manner before the class on the student's learning on-line supervision and analysis of online learning problems for the record, and will be used as an important basis for offline teaching adjustments to the obtained feedback results. Teachers monitor and analyze students' online learning in a timely manner before class, record the problems of students' online learning, and use the feedback results obtained as an important basis for adjusting offline teaching. Teachers in the process of offline teaching, should also foresee a series of situations that may occur as much as possible, appropriate to leave a certain degree of suspense, through a series of innovative activities, and constantly strengthen the students' learning content and learning, focusing on the students' knowledge to check the gaps and fill in the gaps, and at the same time, improve the students' ability to think on their own initiative.

5.4 Learning Management and Supervision Mechanism Needs to be Improved

Online learning is that students learn through the online resources released by teachers, which has high requirements for students' self-consciousness. In the process of conducting actual research, it was learned that some students may plagiarize the assignments and tests released on the learning platform, while some other students only play the video in the process of watching the video and do not actually watch it. Therefore, it can be seen that although over the years many intelligent teaching tools continue to improve their own learning data statistical analysis functions, but there are still loopholes in online learning supervision, which also leads to the negative impact on the actual learning effect of students. Therefore, it is imperative to continuously improve the supervision function of online learning management, for students in the learning process may be delayed, coping with a series of measures to deal with the problem, such as setting up

homework reminder function, the value of time reminder function, video viewing playback drag and drop function, video viewing process answer function, and so on.

Due to the requirements of the teaching process design, students need to use cell phones to complete the classroom teaching activities in the offline classroom teaching process, however, the use of mobile learning platforms will lead to some students being distracted by their cell phones, and it is very difficult for teachers to distinguish the students' cell phone applications in the offline teaching process, which affects the teachers' control over the classroom teaching. The solution to this problem relies to a large extent on the technological upgrading of the smart platform to increase the relevant auxiliary functions of offline classroom teaching, such as classroom cell phone locking function, classroom activities, such as monitoring functions.

6. Conclusion

In the overall context of the rapid development of the information age, the overall teaching effect can be improved through the application of intelligent teaching tools, which can lay a solid foundation for the teaching content of the Asset Appraisal course. Students can obtain a good sense of identity in the process of learning, and continuously improve their professional skills and innovation ability. From the teachers' own point of view, careful planning should be carried out when designing the teaching process, selecting the teaching content, and determining the teaching methods, so as to maximize the value of intelligent teaching tools. As there are still many problems in the application of intelligent teaching tools, such as more mobile devices and student distraction, teachers should also play their own role in guiding the efficiency and teaching effectiveness of online education can be significantly improved.

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