

An In-depth Study on the Teaching Reform of the Course "Career Development and Employment Guidance for College Students" in Vocational Colleges in the Information Age

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Abstract: According to survey data released by MyCOS Corporation, the basic work abilities of college students when they leave school are worrying. Although vocational guidance courses for college students have incorporated into the professional teaching plan, but currently there are obvious shortcomings in the teaching of this course. Vocational guidance education for college students should transform its concept from focusing on cultivating 'students' quality education. To implement vocational quality education that integrates the cultivation of "students", "professionals", and "social individuals", the course 'Career Development and Employment Guidance for College Students' should be constructed to a career core systematic curriculum system, including the cultivation of mental abilities, which implements a comprehensive teaching throughout the entire stage of vocational education.

Keywords: Vocational education; Career guidance courses; Professional core competencies

1. Introduction

According to a survey conducted by McCus, the average professional matching rate of vocational college graduates nationwide in 2019 was 59%, which means that a considerable number of vocational college students did not engage in professional matching work when they graduated for employment. If vocational education in higher vocational education only focuses on teaching professional skills, how will students who fail to engage in corresponding work adapt to job requirements and seek their own career development? It is thought-provoking that through the demand statistics of employers at job fairs, we have found that different companies have put forward many similar requirements for job seekers in terms of professional ethics, attitude, and professional ability when recruiting personnel for different positions, such as requiring teamwork spirit, good communication skills, and dedication. However, the reality is that after three years of vocational education, our students can receive the training of industry-specific and job specific abilities corresponding to their majors, while there are varying degrees of deficiencies in the training of core competencies suitable for various professions and positions.

In 2007, the Ministry of Education incorporated the employment guidance course into the school teaching system. Since then, the career development and employment guidance course for college students has been highly valued by various vocational colleges as an important course. However, due to the limited employment level and lack of employment skills in the severe employment situation, it is difficult to achieve "two-way satisfaction" between graduates of vocational colleges after 2000 and

employers, Students complain that employers have high requirements and high work intensity; Employers are dissatisfied with students' negative work attitudes and low work abilities. How to use teaching to enable students to possess good professional qualities before employment, achieve "optimal employment allocation", and transform the current state of "mutual aversion" between employers and students into "mutual aversion", has become an urgent problem to be solved in vocational colleges^[1-3].

2. Current Situation and Trend Analysis

2.1. Analysis of the Current Situation of Vocational Core Competence and Vocational Guidance Course Teaching for College Students

Career core competencies are the basic abilities that people possess in their careers, in addition to their professional abilities. They are suitable for various professions and can adapt to the constantly changing positions. They are sustainable development abilities that accompany people throughout their lives. Professional core competence is the most basic ability abstracted from all professional activities, and universality is its main characteristic [1]. Vocational education should not only provide students with industry-specific and vocational specific abilities, but also provide more basic vocational core competence education.

At present, according to the professional teaching plans formulated by vocational colleges, most theoretical and practical courses focus on the cultivation of industry specific abilities and vocational specific abilities, while vocational core competence education is generally less involved. However, as shown in Figure 1, professional core competencies are at the most fundamental position in the entire professional competence system. It is impossible to achieve sustainable development of abilities by building universal and specific abilities without basic abilities. It is precisely because of the lack of basic vocational ability education that "how to make the training effect not only meet the requirements of job skills, but also possess the basic theoretical foundation and sustainable career development ability" has become a very confusing problem in vocational education. At the end of 2007, the General Office of the Ministry of Education formulated the "Teaching Requirements for Career Development and Employment Guidance Courses for College Students" (hereinafter referred to as the "Teaching Requirements"). From the regulations on the course content in the documents, the course covers various stages from students' self-awareness, professional recommendation and selection, career preparation, to job hunting and employment. At the same time, the "Teaching Requirements" also clearly states that "through the teaching of this course, college students should master self exploration skills, information search and management skills, career decision-making skills, job search skills, etc., and should also improve various general skills of students through the course. It can be seen that this course should essentially be a systematic, systematic, and comprehensive career guidance course, with the intention of strengthening the cultivation of students' core professional abilities, enhancing their employment competitiveness, and adapting to their positions. However, from the actual situation of vocational colleges, there is varying degrees of shrinkage in vocational guidance courses. This study aims to take the course teaching of the Department of Architecture and Art at A Vocational and Technical College (hereinafter referred to as the "College") as an example, analyze the main shortcomings in the teaching of the "Career Development and Employment Guidance Course for College Students", and further study the teaching reform of the "Career Development and Employment Guidance Course for College Students"^[4-5].

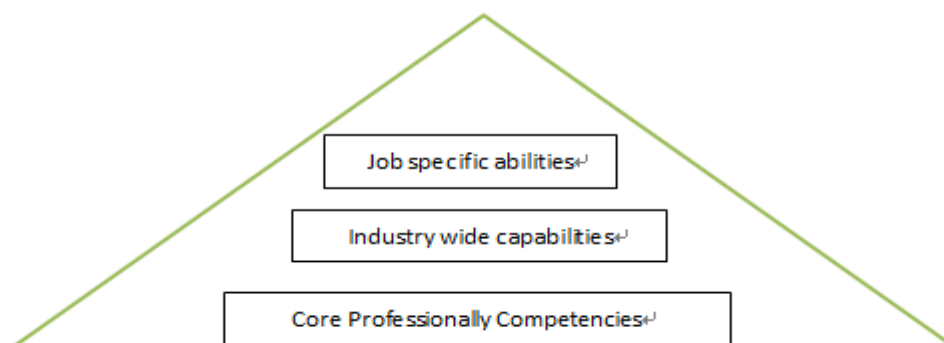


Figure 1. Occupational competency system structure diagram

2.2 The main shortcomings in the current teaching of the course "Career Development and Employment Guidance for College Students" in A College

In 2008, the college officially included the "Career Development and Employment Guidance Course for College Students" as a public compulsory course, under the centralized management of the Basic Courses Department. The course is divided into two phases, with 16 hours of "Career Planning" in the second semester and 16 hours of "Employment Guidance" in the fifth semester. Based on the investigation of the teaching practice and effectiveness of the college teachers, it was found that there are several problems in the teaching of this course.

2.2.1 The course is not highly valued and lacks corresponding teaching management and condition support

Before 2008, vocational guidance courses were carried out by the Admissions and Employment Department, with no fixed teaching staff, few class hours, and scattered opening hours. After being officially included in the public compulsory courses of various majors in the college in 2008, although managed by the Basic Courses Department, there is still a significant lack of teaching management and condition support compared to other courses^[6-8].

Firstly, there is a shortage of teaching staff. In recent years, although the college has provided vocational guidance training to the counselor team, it has not established a professional teaching staff. Instead, a former administrative personnel responsible for employment work has been transferred from the enrollment and employment department to serve as the main lecturer of vocational guidance courses. Due to insufficient teaching staff, courses are taught in large classes, sometimes with over 120 students in each class, making it impossible to achieve individual guidance.

Secondly, there is a lack of teaching resources and facilities. The version of teaching materials used in teaching is single, and the guidance, pertinence, and practicality of the content are not strong; Failure to establish a complete library of teaching resources such as teaching standards, curriculum standards, teaching content, practical training and internship projects, teaching guidance, teaching cases, learning evaluations, multimedia courseware, etc; There is no specialized vocational guidance education implementation venue (course training room).

Once again, teaching management is loose. Although there is a centralized management of the basic course department and supervision for listening and evaluating courses, there is no independent course teaching and research office and corresponding teaching team established, and a complete course standard system and effective teaching evaluation standards have not been established. The teaching of vocational guidance courses is arbitrary and the teaching effect is not obvious.

2.2.2 Inadequate goal positioning, incomplete course system, and incomplete course content

The college adopts the second approach proposed in the "Teaching Requirements" and offers two courses: "Career and Development Planning" and "Employment Guidance". From the perspective of teaching implementation, the teaching only involves two major areas: career planning and employment guidance, and the crucial core competencies of career foundation are not reflected in this course. Taking the international trade major as an example, in the 2020 professional teaching plan, only a course on the core competencies of professional extension - "Communication Etiquette" was offered through the form of professional theory elective courses. Therefore, the course system is not complete and the content is not comprehensive. The direct cause of this situation is the impact on vocational guidance courses^[9].

Insufficient emphasis, and the underlying reason lies in a biased understanding of vocational education. As mentioned earlier, vocational colleges have recognized the importance of vocational specific ability education, emphasizing the improvement of students' vocational skills, but neglecting that the ultimate goal of vocational education is to help students complete their identity transformation and enable them to possess sustainable career development capabilities. It is precisely this biased understanding that causes current education to remain focused on cultivating the quality education of "students", while neglecting the teaching of the qualities required for students as "professional" and "social" individuals.

2.2.3 Multiple management, lack of systematization and systematization in course offerings

The college curriculum system is divided into three parts: public courses, professional theoretical courses, and professional practical courses. Among them, public compulsory courses (including ideological and political theory, career guidance, university physical education, university English,

university Chinese, etc.) are managed and offered by the Academic Affairs Office, and teaching is organized by departments such as the Basic Courses Department (later divided into the Ideological and Political Courses Department and the Sports Department) and the Humanities Department (Public English Teaching and Research Office, Secretariat Teaching and Research Office); Professional theory and practical courses are offered and organized by the teaching and research departments of each major in the department; Public elective courses are planned and organized by teachers. The career planning and employment guidance sections in vocational guidance courses have been included in public courses, while the core vocational abilities section is actually determined by the teaching and research departments of each major in the department based on training objectives. Therefore, there is no unified management and overall planning by departments for the establishment of vocational guidance courses, and the curriculum lacks systematization and systematization. On the one hand, the vocational guidance course system is incomplete, and on the other hand, there are overlapping and repetitive courses before and after. For example, for students majoring in marketing in the 2015 grade of the college, in the first semester of their freshman year, the department selected the course "Social Etiquette". However, in the second semester of their freshman year, many students also took the public elective course "Business Etiquette". According to the teacher's feedback, the course content is generally consistent with "Communication Etiquette" and there is no need to choose again^[10-11].

2.2.4 The assessment method does not meet the characteristics of the course and cannot meet the requirements of the course teaching objectives

At present, the college curriculum adopts the assessment method of "regular grades+final exams". Usually, the final examination content of the "Career Planning" course is to write a career planning book, while the final examination content of the "Employment Guidance" course is to write more job resumes. This "document" assessment method is clearly not in line with the guiding characteristics of the course, and cannot truly evaluate the achievement of the teaching objectives of the course. In addition, it was found through interviews that this assessment method is also difficult for students to take seriously, and the "documents" are directly downloaded online, which cannot achieve the exam goal of promoting learning and action through assessment.

3. Strategies for the Curriculum Reform of "Career Development and Employment Guidance for College Students" in Vocational Colleges

Considering the social function of higher vocational education, it is necessary to change the current situation of "emphasizing professional skills (job specific abilities) education and neglecting vocational core ability education", and build a vocational education curriculum system that covers "job specific abilities, industry general abilities, and vocational core abilities". The cultivation of job specific and industry specific abilities is completed by professional theoretical courses and professional practical courses, while the cultivation of vocational core abilities is included in the teaching content of vocational guidance courses. In addition, when implementing vocational guidance course teaching, it is necessary to enrich and improve the teaching objectives of the course, implement vocational quality education that integrates the cultivation of "students", "professional people", and "social people", guide students to gradually develop the behavior habits and thinking methods of "professional people", and establish the professional values and ethics of "social people".

The detailed content and implementation steps of the research team's reform of this course are as follows.

3.1 Building a Systematic Curriculum Teaching System

Career guidance should be comprehensive. From the current teaching implementation situation, the course 'Career Development and Employment Guidance for College Students' only involves two parts: career planning and employment guidance, while the core competencies that are crucial for career development are not included in the teaching. Curriculum reform should be based on professional training objectives and main career orientations, based on the basic professional quality requirements of the industry and profession, and in response to the structural requirements of job abilities, integrate, enrich, and improve existing teaching content, and build a major vocational guidance curriculum system that integrates "cognitive guidance, career guidance, planning guidance, core vocational ability training, job seeking and employment guidance, and entrepreneurship guidance", targeting three major levels of knowledge, skills, and attitude. As shown in Table 1.

Table 1: Vocational Guidance Curriculum System

Course Name	Course Module	Teaching Unit	Project Task	Course Objectives	
Career Planning	College Life and Career Planning	College Life and Career Development	1. Understand higher vocational education	Attitude level: Guide students to establish a sense of autonomy in their career development, and establish a positive and correct outlook on life, values, and employment. Knowledge level: enable students to have a basic understanding of the characteristics of career development stages; Have a clearer understanding of one's own characteristics, professional characteristics, and social environment; Understand the employment situation and policies and regulations; Master basic labor market information and relevant occupational scores Class knowledge and basic knowledge of entrepreneurship. Skill level: To enable students to master job search skills and the core competencies required for their careers - career communication, teamwork, and self-management.	
		Career Development Planning	2. Profession and Occupation		
		time management	3. Understanding oneself		
Emotional management	1. Career Planning				
occupation core ability train	Self management and healthy growth	Image management	2. College Growth Plan		
		Efficient communication	1. Time management		
		team work	2. Learning Management		
		Career Personality Guidance	3. Plan Management		
			Protection of employment rights and interests		1. Stress management
			Career Adaptation and Development		2. Emotional Management
	Interpersonal communication and career development	3. Health management			
		Beginner's Guide to Entrepreneurship	1. Appearance and demeanor		
		College Life and Career Development	2. Workplace etiquette		
		Career Development Planning	Communication skills		
Employment and Entrepreneurship Guidance	Job Guidance and Workplace Life	Time management	Job search process guidance		
		Emotional management	1. Job Traps and Prevention		
		Image management	2. Labor Contract and Social Insurance		
		Efficient communication	From students to professionals		
			1. Entrepreneurship Policy		
			2. Entrepreneurship process		

3.2 Building a comprehensive career guidance system

Career guidance should be a long-term process. Many developed countries have offered vocational guidance courses since junior high school to serve students in choosing schools and majors in the future. For example, in Japan, "route guidance" courses are offered in high schools, and these courses take up a relatively large number of class hours. By comparison, our vocational guidance courses are offered late and have fewer hours. Vocational guidance for students in vocational colleges should start from the moment they enter the school and be implemented throughout the entire stage of vocational education. Curriculum reform should consider the psychological characteristics and growth characteristics of students at different stages after enrollment, and provide career guidance in stages. Different grades have different content, and implement comprehensive career guidance. The entire course has 64 class hours and is offered in four installments, each lasting 16 class hours. The specific arrangement for the establishment is shown in Table 2.

Table 2: Stage System of Vocational Guidance Education

Semester	Career Stage	Vocational Guidance Teaching Objectives	Teaching module
1	Career exploration period	Assist students in self-awareness, understanding their profession, conducting career enlightenment and planning exploration teaching	College Life and Career Planning
2	Career orientation period	Guide students to implement career plans, manage their time, emotions, and image, and provide career development education	Self management and healthy growth
3	Career sprint period	Train students to master the basic (core) vocational abilities, and provide education on the thinking and behavioral habits of "professionals"	Interpersonal communication and career development
4	Career differentiation period	Understand employment policies and regulations, learn to safeguard employment and labor rights; Master job search methods and skills, help adjust employment psychology, and prepare for employment	Job Guidance and Workplace Life
5	Career Stage	Provide recruitment information and organize on-site job fairs on campus	Simulated recruitment competition

3.3 Constructing a curriculum and textbook system that integrates teaching, learning, testing, and training

Vocational guidance course textbooks should reflect the guiding and training characteristics of the course. Curriculum reform should innovate the structure and style of teaching materials to achieve the

four major functions of "teaching, learning, testing, and training". Textbooks should adopt a combined structure of "lesson plans" and "study plans", with "lesson plans" for teachers to use in teaching and "study plans" for students to use in learning; The textbook should break away from the traditional chapter style and focus on projects and themes as units. The "lesson plan" should integrate theory and teaching projects, while the "lesson plan" should focus on practicality and training. It can be designed by referring to the training manual.

3.4 Organize industry human resource management experts to provide new forms of teaching materials for "career planning and employment guidance" in the new era

The project researchers should collect first-hand information on the development of new forms of teaching materials for "career planning and employment guidance" in the new era through market research, and invite human resource management experts to develop new forms of teaching materials for "career planning and employment guidance" in the new era, so as to use good teaching materials in teaching and improve teaching effectiveness.

3.5 Constructing an open and interactive teaching system with multiple elements and pathways

Vocational guidance teaching should be implemented in multiple ways by combining various educational elements, and establish an open teaching system that includes classroom teaching, special lectures, themed competitions, and career counseling. In terms of classroom teaching methods, traditional chapter teaching should be changed to thematic teaching, and teaching methods such as lectures, thematic discussions, case studies, scenario demonstrations, games, and interviews should be flexibly adopted to achieve comprehensive interactive teaching based on different teaching objectives of knowledge, skills, and attitudes.

3.6 Continuously innovate teaching methods and set up scientific courses

With the highly developed information technology, especially the construction and development of 5G base stations, vocational development and employment guidance courses in higher vocational colleges in China need to fully utilize innovative teaching methods of information technology and scientifically and reasonably integrate educational resources. At the same time, educators in vocational colleges for career development and employment guidance should strictly adhere to the teaching principle of "students as the main body, teachers as the guide", enhance students' autonomy and enthusiasm in learning, and avoid written and dogmatic teaching. In addition, due to the impact of the epidemic, online teaching in China has experienced rapid development this year. Vocational colleges in China can also take this opportunity to gradually shift the theoretical teaching content of career development and employment guidance courses from offline to online, in order to ensure time for discussion, communication, and Q&A. One is to enable students to learn theoretical foundations on the MOOCO platform. MOOC is the product of "Internet plus Education", and is a large-scale open online course. This platform can integrate high-quality educational resources together, and many excellent teachers will upload their own distinctive and professional teaching videos to this platform, and provide teaching and learning materials related to the course. MOOCK can basically meet the basic needs of students in pursuing career development and employment guidance courses (mainly teaching theories), and the educational videos on the MOOCK platform can be repeatedly played to meet the needs of different levels of students, thus achieving the best learning outcomes. Secondly, educators in vocational colleges can set up flipped classrooms for career development and employment guidance, in order to fully stimulate students' enthusiasm and autonomy in learning. The essence of a flipped classroom is to "learn" first and then "teach". When setting up a flipped classroom, teachers should adopt effective strategies to do a good job in the three aspects of students' pre class learning, classroom interaction, and post class evaluation^[12].

3.7 Build a professional teaching staff

This is crucial for improving the teaching effectiveness of career development and employment guidance courses. Based on this, vocational colleges can establish lesson preparation groups for career development and employment guidance courses according to specific actual situations, regularly organize teaching and research activities, and formulate scientific and reasonable teaching outlines and plans. At the same time, collective lesson preparation can be adopted to enhance the existing faculty, continuously improve or improve the teaching content of career development and employment

guidance courses, thereby achieving the goal of improving teaching quality. In addition, vocational colleges should also increase the importance of this course, formulate and improve corresponding reward and punishment systems, encourage career development and employment guidance educators to study course teaching, complete course teaching, and continuously improve the teaching level of relevant teachers, thereby facilitating the construction of a professional teaching staff^[13].

3.8 Constructing a Curriculum Assessment System Considering Multiple Values

The vocational guidance course is a systematic course composed of multiple themes, and the course assessment should consider that different teaching themes have different teaching objectives, as the teaching value is also different. The curriculum reform should establish an assessment system that considers multiple values. The purpose of 'Career Planning' is to help students understand themselves, choose career goals, and make preliminary plans. If students complete the above tasks in the course teaching under the guidance of the teacher, the teaching goals will be achieved. Therefore, the course uses the 'study plan' as an examination tool and adopts a process assessment method; The purpose of 'Vocational Core Competence Training' is to cultivate students' vocational core competencies, which requires both process control and assessment of teaching effectiveness. It can be designed in the form of a vocational basic competency process testing package, and corresponding scenarios can be set up for assessment; The four teaching units of "Employment and Entrepreneurship Guidance" have different focuses. The individual guidance unit for job seeking should be assessed by combining job resume writing and interview scenario exams, while the other three units focus on knowledge level teaching and can use traditional exam paper assessment methods^[14-15].

4. Conclusion

Due to the impact of the 2020 pandemic, the global economy has been sluggish, causing increasing employment pressure in China. In addition, the impact of continuous enrollment expansion has led to an increasing number of graduates. How to improve the employability of vocational college students has become an urgent problem that needs to be solved today. Therefore, we must continuously explore the educational concepts of career development and employment guidance, set up scientifically aligned and practical curriculum arrangements, build a professional teaching staff, and enhance career development.

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