

On the Problems in Career Planning Education and its Possible Improvement in Higher Vocational Colleges: On the Basis of the “Three Educations Reform”

Zhouqin Tan^{1, a}, Yong Wang^{1, b}

¹Department of Intelligent Manufacturing and Automotive School, Chongqing College of Electronic Engineering, Chongqing 401331 China

^acqztzq2014@163.com, ^bwycowboy@cqcet.edu.cn

Abstract

A vital fuel to promote higher vocational education and college students' employment, furthering the reforms concerning the career planing education grows ever more important. On the basis of “Three Educations Reform”, specifically, reforms of the teaching staff, of teaching materials, and of teaching methods, this paper aims to analyse the extant problems as regards the aforesaid career planning education, and, accordingly, proposes the solutions.

Keywords

Three Educations Reform; Vocational Education; Career Planning.

1. Introduction

Underlain by education is the grand plan of the century. “Three Educations Reform”, featured by reforms of the teaching staff, teaching materials, and of teaching methods, has long since been the very focus of vocational education. And as China's economy and society continue to develop thus creating more jobs for the college students, we cannot go and miss the fact that college students are having much difficulty in getting employed, whereas companies are having much trouble in getting staffed. Given the circumstances, career planning education targeted at ameliorating the professional competence and facilitating employment of the college students claims attention from a good many sectors. Therefore, it is of much reformational relevance to define the career planning of higher vocational college students, and to account for the problems and shortcomings in their career planning education, so that, last but not least, we can find out the solutions.

2. Definition of Relevant Concepts

2.1. “Three Educations Reform”

Put into effect in 2019, The National Vocational Education Reform Implementation Plan (for short, “20 items of vocational education” will be used in this text) has made it clear that “reforms of the teaching staff, of teaching materials, and of the teaching methods are to be advanced.” The term “Three Educations Reform” is short for promoting the teaching staff, teaching materials, and teaching methods. Of the three respects, the teaching staff, as the basis of the reform, is primarily to address “who to teach”; the teaching materials, as the core, address “what to teach” with a view to the improvement of the materials and the contents; the teaching methods, as the key, address “how to teach”[1]. The three have positive effects on one another, constituting a logically integral whole. “Three Educations Reform” is closely pertinent to the implementation of the “20 items of vocational education” ; it is prerequisite in furthering the supply-side reform of vocational education and in boosting the quality of students in order to

react positively to the industrial transformation and update. It plays an irreplaceably constructive part in implementing the reform and development of vocational education.

2.2. Career Planning Education

Career planning education originated in the US. It denotes “the strategic project and systematic scheme” whereby an individual analyses the objective environment and the subjective condition, determines the professional goals, draws up the blueprint for them, takes targeted measures for them, and in the end achieve them[2]. Via systematic education in both theory and practice, vocational education is centred upon helping the students set up scientific and rational career goals, foster their ability to plan for their academic, professional, and future career, and as a result fully develop[3]. Different from the employment-oriented instructions offered when students seek a post, career planning education is throughout an individual’s career, focused on the choosing and planning of careers. Therefore, career planning education has a huge role to play in boosting college students’ employment and in bettering their choosing of occupations. He that does his career planning effectively is more likely to find the smooth way into society and achieve his life goal.

2.3. An Analysis of the Mutuality of “Three Educations Reform” and Career Planning Education

2.3.1. “Three Educations Reform” and Career Planning Education Have in Common the Values and Ends

“Three Educations Reform” aims, by way of reform of the teaching staff, teaching materials, and teaching methods, to fulfil the fundamental mission of cultivating wholesome citizens; it sets out, by way of specialisation, professionalisation, and utilisation, to advance the quality of teaching, so as to fulfil the goal of fostering “quality working adepts excellent not only morally but also professionally”[4]. Albeit career planning education stands rather alone from major-wise courses, it, as an integral part to the curriculum of higher vocational education, also regards cultivating wholesome citizens as its major mission. It, at the service of the high cause that calls for the development and reform of higher vocational education, sees fostering quality working adepts excellent not only morally but also professionally as its innate responsibility. On that account, “Three Educations Reform” and career planning education have in common the values and ends.

2.3.2. The Theoretical Significance of “Three Educations Reform” Provides A Viable Way for Reform of Career Planning Education

“Three Educations Reform” dynamically unites the teaching staff, teaching materials, and teaching methods. In such a unity, the reform with regard to the teaching staff lays stress on bettering the “double-quality” teaching staff as a whole; the reform of teaching materials demands that they be closely relevant to the reality and advance practicality; the reform concerning teaching methods accents the innovation of the pedagogical methods and the integration of digital means. Reform of career planning education must fully meet the demand for students not just qualitatively able but also skill-wise able. It must also cover all the three respects: the teaching staff, teaching materials and teaching methods. This is to form the power bank that renders the college students conscious of the importance of carer planning, that drives them to acquire skills at career planning, that helps them boost the job market competence, and that aid them in obtaining an enduring will to develop. That being the case, “Three Educations Reform” not only arms the reform of career planning education with theoretical support and evidence, but also brings to light for it the viable way.

3. An Analysis of the Problems of Career Planning Educations in Higher Vocational Colleges on the Basis of “Three Educations Reform”

3.1. The Teaching Staff: Too Exclusively Sourced, Irrationally Structured, Double-Quality Unfulfilled

An outstanding teaching staff wields an enormous influence on the realisation of an able citizen, but the influence regarding career planning education that a higher vocational college can have is more often than not restricted by the competence of the teaching staff. At present career planning education suffers from an inadequate teaching staff, in particular from the lack of double-quality teachers. The problems are arrayed as follows:

3.1.1. The Teaching Staff Is Currently Too Exclusively Sourced, Its Structure Irrational

To paraphrase the surveys concerned, at present career planning education is primarily charged with cadre members of student affairs and student supervisors. The want of co-operation between colleges and enterprises, between colleges and the local governments, and, moreover, of resources sharing poses a grave challenge to the formation of a joint force from multiple sectors. This lack ends up in an exclusively sourced, weakly forced teaching staff. Of the collegiate teaching staff, however, some of the teachers who teach major-wise courses are more than experienced in terms of working in an enterprise, yet they are less than enthusiastic about partaking in career planning education. To translate the surveys concerned, at the present stage teachers employed exclusively for career planning education account for but 2.35 per cent[5], the ratio vis-à-vis whom and the non-exclusive ones is not well-founded.

3.1.2. A "Double-Functions" Teaching Staff remains to be desired

Career planning education is the study of management, psychology, and sociology all rolled into one. It is supposed to be comprehensive discipline, where the teachers' theoretical and practical competences have a crucial role to play in the fulfilment of the goals of teaching. But yet the teaching staff charged with career planning class in higher vocational education is on the whole ignorant of the specialised knowledge concerned. This reason, along with a lack of professionalism and down-to-earth experience, partially accounts for the less than satisfactory reception of the students. More specifically, judging from the current formation, the majority turn out to be student supervisors, most of whom are, having just graduated, more likely to be comparatively young of age, hence short not only of the expertise but also of practical experience from society. The veteran supervisors may be adroit at dealing with student affairs and teaching, but they lack for theoretical studies in career planning and practical experience in enterprises, thus stretching the distance between the class content and the realities in the workplace. Besides, some colleges charge accomplished entrepreneurs with career planning education, but despite their rich practical experience, they lack the very experience in teaching. As a result, they cannot be said to be satisfactory in terms of the teaching competence, as well as the effect.

3.2. The Contents: Theory Wrongly over Practice, Curricula and Materials Bare of Characteristics

Contents, primarily directed by teaching materials, are the weighty embodiment of “Three Educations Reform”. And yet they, in the practice of career planning education in higher vocational colleges, still fall short of the following aspects:

3.2.1. Theory Is Currently Wrongly Over Practice

At the present stage, some higher vocational colleges are still caught short of a “link” between career planning education and that of the major. Practice-targeted bases for major-wise education abound, whilst those for career planning education remain to be desired. Besides, the mutual accessibility and interaction still remain to be improved; in terms of the teaching

contents, theories are much preferred in class, with extracurricular practice education stunted; the colleges put too much emphasis on theoretical studies such as concepts, frameworks, and origins, whilst too little attention is paid to the applied studies such as assessment tools and concrete usage.

3.2.2. The Curricula and Materials Lack Characteristics Expected of Higher Vocational Colleges

At the present stage, a great many higher vocational colleges still pay scant attention to career education courses, only to attach to them inadequate credits, insufficient course hours, and an ill-organised course scheme. Still some higher vocational colleges only draw a faint line between career planning education and that of innovation-entrepreneurship, where satisfactory professionalism of career planning is still found missing. In terms of the organisation of contents, career planning education in higher vocational schools fail to tally with the growth pattern of students and create a curricular system characterised by the college period. Instead, career planning education is often found replaced with a mere course, far from being systematic. In terms of the choosing of materials, at the present stage most higher vocational colleges follow the national plan, using the approved and designated textbooks. In so doing, the usage of materials is unified, yet it ends up ill fitting the down-to-earth needs of the colleges, which remain unsatisfied.

3.3. Teaching Methods: Unvaried Means of Teaching, Inadequately Fulfilled “Three Classrooms”

In order to put the ideals and contents of teaching into practice, the methods are essential. To put them into perspective, career planning education in higher vocational colleges still face the following defects:

3.3.1. Means of Teaching Are Unvaried

The means by which, the tools with which, and the forms in which career planning education is now conducting is incessantly converging: some higher vocational colleges feature lectures, which cannot be said to be consistent and efficacious; others downplay career planning education by simply holding career planning contest, CV contest, or by conducting “disconnected” modules, such as giving instructions targeted at employment rate boosting. These hardly enduring means of sheer “formality” reduce career planning education to mere formalism, deprived of its expected effect.

3.3.2. Coordination Amongst “Three Classrooms” Are Inadequate

“Three Classrooms” features the classroom on campus, the classroom beyond campus, and the classroom on line, whereas in higher vocational colleges, when it comes to career planning education, the classroom beyond campus and that on line are often found missing. As to the classroom beyond campus, some higher vocational colleges, putting much stress on theory in lieu of practice, fall short of practice-targeted bases outside the campus, thus failing to complement the classroom on campus with the supportive classroom beyond campus; as to the classroom on line, despite the introduction of some novel online teaching methods such as MOOCs (massive open online courses) and flipped class, such methods are left what they are, disconnected with the reality and practice.

4. A Tentative Analysis of the Possible Improvements regarding Career Planning Education in Higher Vocational Colleges: On the Basis of "Three Educations Reform"

4.1. The Teaching Staff: Facilitate the Access to the Post, Rationalise the Formation, March towards a "Double-Functions" Teaching Staff

The teaching staff defines the "Three Educations Reform." As a specialised, practical, and comprehensive discipline, career planning education wants competent teachers. And that is why it is imperative that the access to the post be facilitated, the formation be rationalised, and a multi-sourced teaching staff comprising mentors on and beyond campus be brought to existence, so that the competence of the teaching staff on the whole can be sharpened.

4.1.1. Assert the Leading Role of Organisation

In order that the goals of career planning education can be achieved, it is necessary that a type of organisation be tentatively set up in higher vocational colleges. The organisation is expected to assume the responsibility for making overall arrangements of the teacher resources on and beyond campus, for strengthening the co-operation with enterprises and social organisations. It is also prescribed that the teaching morality construction be conducted, and the sense of responsibility, the spirit of vocation in teachers be firmly entrenched. It is expected that the teaching staff can excellently play their instructive role in career planning education.

4.1.2. Diversify the Sources of Teachers

As regards the arrangement of the teacher resources, it is of vital importance that the selecting and employing mechanism be established, which is expected to build up the career planning teaching staff by enlisting them from the collegiate resource tank, so as to end the irrational monopoly of supervisors and workers of student affairs in the career planning education; it is necessary that a distinguished teachers' workshop be established tentatively to foster a team of skeleton teaching staff, who are supposed to devote themselves inspiringly and exemplarily to the theoretical studies and practical researches of career planning education; It is likewise essential that a teaching and research section with regard to career planning education be set up, which is expected to update the ways of teaching, improve the curriculum as a system, and make overall plans concerning the affairs pertinent to the theoretical studies of career planning education. On the arrangement of teacher resources beyond campus, it is necessary that qualified teachers adept at career planning beyond campus be employed. In so doing, higher vocational colleges can bring in non-collegiate teachers whereby a talent tank of such teachers can gradually be established, complementing the existent teaching staff that may comparatively trail behind them in terms of practical experience in the workplace and theories concerning career planning. Students, therefore, will be made able to know more about the trades and sectors as to their development and their needs for talents, whereby they can draw up their career planning blueprints with sharpened precision. On the management of the teaching staff, it is urgent that the policies closely relevant be made, and a group of teachers readied to dedicate themselves to career planning education be firmly assembled, so as to make sure the teachers beyond campus "CAN stay here" and "WILL stay here". In so doing, a strong and stable teaching staff beyond campus, specialised or part-time, can gradually be established.

4.1.3. Boost the Competence of the Teaching Staff

It is desirable that a rather rational mechanism for the training and development of the teachers be slowly but surely brought into being. It is likewise important that, in order to enhance quality of the teaching staff, a regular training session be organised. Besides, it is believed to be rewarding that the incentive mechanism and evaluative mechanism be experimentally rationalised, and that more resources be distributed to career planning education. On the one

hand, it is urgent that the workload evaluation for teachers be rationalised so as to encourage them to conduct instructions for students based on their individual circumstances. On the other, it is equally important that career planning education be included in the evaluation of teaching so as to stimulate teachers in terms of both teaching and researching.

4.2. The Contents: Combine Theory with Reality, Underscore the Higher Vocational Characteristics of the Curriculum and the Materials

Contents, the materials included, are the embodiment of “Three Educations Reform”, which wield an enormous influence on the awakening of the consciousness of career planning education, and the acquisition of the relevant skills. It is, therefore, necessary that curriculum scheme and materials be endowed on the higher vocational characteristics and the idea of combination of theory and practice.

4.2.1. Further the Reform of the Contents of Teaching

It is essential that the teaching materials as regards career planning education be rationalised, directed at the higher vocational students, and extended to cover curricula from the freshman year to the junior year; moreover, education on the work values is to be underpinned, and theories such as DonaldE-super’s factors of work values are to be incorporated into the teaching, where the specialised knowledge is expected to go abreast of that of the career planning education; on the integration of the courses, it is required that the leading role of the ideological and political work be asserted as always, so that students can achieve well-rounded development with the help of the practical experiences and fruits gained from the work, as well as the help of work values and general values correctly engrained at the guidance of Core Socialist Values.

4.2.2. Rationalise the Curriculum Scheme

On the career planning curriculum, it is imperative that more credits and class hours be added to the original. Good attention should be paid to courses such as the employment instruction course and the career planning course, which appertain to the career planning education on the whole; moreover, career planning education should not confine itself to the courses alone, but it should be taken into consideration in the overall arrangement of the specialised courses, as well as the general ones, so as to actively and experimentally achieve the vigorous integration of the specialised courses and the career planning courses, so as to realise “the coalition of major-wise study and career planning”; in terms of organisational effort, a teaching and researching section targeted at career planning is to be established, dedicated to updating the materials, enhancing the ways of teaching, strengthening the courses as a system, and conducting researches of the teaching materials.

4.2.3. Raise the Proportion of Practice Teaching

On the one hand, curriculum schemes are of vital important. Experts and scholars concerned are to be invited to design and contribute to them, where they can, in view of the ever changing industries and occupations, as well as the down-to-earth conditions of the students, devise a career planning curriculum featured by both theory and practice, and carefully manoeuvre the contents from the classroom to the workplace; on the other hand, considering career planning being dynamic, timely adjustments should be made to the contents, in order to underscore the applicability and practicality of career planning education, and to put more weight on the practice class in the whole curricular system.

4.3. Teaching Methods: Further Reform of Teaching Methods, Realise the Coordination of “Three Classes”

Teaching methods are the major means and ways of “Three Educations Reform”. They provide tools for the teaching activities of teachers and students. The reform of career planning

education in higher vocational colleges as regards teaching methods is expected to, out of due respect for the differences of students, enrich the teaching activities and methods. It should also, by virtue of “bringing in” and “going out”, hold an interesting assortment of activities with regard to career planning, fuelling “Three Classes” to yield a joint effort.

4.3.1. Enrich the Teaching Methods and Further the Reform of the Classroom on Campus

It is desirable that a diversified classroom teaching ecology be slowly but surely established. Specifically, it should entail enriching the ways of teaching in the classroom on campus, such as a theme class meeting, a League lecture, a reciting contest or a speech contest and other theme activities alike regarding career planning education; it should also, in view of students’ majors, entail research-oriented societies, where students can cultivate interests. Besides, in light of students preferring face-to-face career planning consultation, it should still incorporate one-to-one consultative service in addition to the collective service so as to make possible a customised service of career planning consultation for students. Furthermore, via “bringing in”, experts in the workplace, model workers are to be invited to do topical reports, by which with the help of face-to-face communication and lucid presentation of the effects of career planning, the stimuli in students can be ignited to do career planning.

4.3.2. Remedy the Classroom Beyond Campus and the Classroom On Line

In terms of the classroom beyond campus, it is to be enriched slowly but surely by virtue of “going out”, whereby divers practical activities, such as in-post practice and internship, will be organised and arranged. In so doing, not only can students be motivated, but they can also be informed, with a broadened horizon, of society and the realities of a trade, so that the students can be stimulated to do career planning. In terms of the classroom on line, by virtue of the innovation of teaching media such as QQ, WeChat, Weibo, and platforms featuring short videos, students are to be cultivated with their educational influence. It is imperative that the classroom on line be enriched, and the new normality where the Internet educates be established.

Acknowledgments

This research was funded by the Chongqing Higher Vocational Education Reform Research, (Grant No. Z212013).

References

- [1] K.D. Liang, Y.N. Wang: Innovation and Reformation of Career Planning Education: On the Basis of “Three Educations Reform”, Chinese Vocational Education, vol. 28(2019), p.19-24+41.
- [2] J. Yang: An Analysis of the Features. Principles and Ways of Career Planning Education in Higher Vocational Colleges, Party Construction of School and Ideological Education, vol. 22 (2018), p.60-62.
- [3] Z. C. Zhao, Y. Cao: Problems and Solutions in the Collegiate Career Planning Education, Advanced Project Education Studies, vol. 06 (2019), p.114-117.
- [4] R.C. Wang,Y. LONG:Deepening the reform of “three education”and improving the quality of talents cultivating in vocational colleges,nol.17(2019),p.26-29.
- [5] H. J. Zhang, X. J. Liu: Predicaments and Solutions in Career Planning Education in College, Education and Occupation, vol. 11 (2017) no. 11, p. 79-84.