

Research on Teaching Reform of College Career Guidance Courses Based on Enhancing Students' Employability

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Abstract:

The systematic cultivation of employability is the core proposition of employment guidance course development in higher education institutions. Based on current teaching practices in employment guidance courses, this paper adopts an employability perspective to outline the strategic background and core value of curriculum reform. Addressing practical issues such as insufficient emphasis on practical teaching, relatively monotonous teaching methods, limited workplace experience among faculty, and an incomplete assessment system, the study proposes specific and feasible reform pathways from four dimensions: building a competency-oriented curriculum system, innovating diversified teaching methods, cultivating a "dual-qualified" faculty team, and improving a multi-dimensional evaluation mechanism. These measures aim to transform employment guidance courses from knowledge delivery to competency development, thereby effectively enhancing their support for students' high-quality employment.

Keywords:

Career Guidance Course, Employability, Teaching Reform, Dual-qualified Faculty

1. Introduction

With the development of economic globalization and the advent of an information society, the employment situation for college students has become increasingly complex, and employment pressure continues to rise. While higher education focuses on cultivating students' professional knowledge and skills, it also places greater emphasis on enhancing their overall competencies, making employment guidance courses increasingly important. However, many universities' employment guidance courses still face urgent issues, particularly the lack of fostering students' developmental awareness. Developmental awareness not only affects students' ability to secure employment but also impacts the sustainable development of their future careers. Therefore, integrating the cultivation of developmental awareness into employment guidance courses has become a crucial topic in current educational reform.

2. Overview of the Reform of Employment Guidance Courses in Higher Education Institutions from the Perspective of Employability

2.1. Strategic needs for cultivating the employability of college students under the new situation

At present, the deep penetration of artificial intelligence technology has changed the overall structure of the labor market. The next generation, represented by digital collaboration, cross-border integration, and solving complex problems, has an increasing demand for high-quality talent abilities in the labor market. The comprehensive professional ethics requirements for high-quality talents in the labor market are also gradually increasing [1]. The strategic position of employment ability cultivation is becoming increasingly prominent. At the national level, it is clearly stated that high-quality and full employment is a key content of people's livelihood guarantee. The relevant notices of the Ministry of Education also require universities to integrate career education into the entire process of talent cultivation, and provide guarantees for credit hours in the form of compulsory courses. A series of policy deployments have given clear strategic attributes to the cultivation of college students' employment ability, and have provided clear policy basis and direction guidance for universities to promote the reform of employment guidance courses.

2.2. Core Value of Reforming Employment Guidance Courses to Serve High Quality Employment

Career guidance courses are the main way for universities to cultivate the employability of college students. The essence of career guidance course reform is to deeply restructure the course structure, transforming the function of career guidance courses from knowledge imparting to ability generation [2]. The reformed employment guidance course should have three levels of functional transformation, namely internalizing vocational cognition into accurate self positioning ability, transforming job seeking skills training into transferable practical operation ability, and transforming career development theory into adaptability to dynamic changes in job positions. The logic of ability generation determines that curriculum reform should be guided by practice and based on abilities. By accurately aligning course content with job competency standards, it effectively shortens the ability adaptation cycle for students from campus to the workplace, and provides strong curriculum support for achieving high-quality employment goals.

3. The Main Problems in the Current Teaching of Employment Guidance Courses in Universities

3.1. The overall proportion of practical courses needs to be increased

The quality of employment guidance textbooks belongs to practical and applied courses, and their teaching effectiveness ultimately depends on the behavior exhibited by students in real job search scenarios. At present, although the curriculum design of some universities can ensure the integrity of the theoretical system, most of the content such as resume writing norms and interview etiquette essentials are taught through knowledge lectures, lacking practical transformation links such as simulated interviews and job scenario exercises. The proportion of these elements in the class

structure is relatively small. Although students can master the relevant knowledge points, it is difficult for them to effectively transform these knowledge points into their own behavioral abilities in actual job hunting. From this, it can be seen that there is a structural gap between knowledge transmission and ability generation in curriculum design. There is still a considerable distance between the systematic level of practical teaching content and the inherent needs of course application attributes. The path from knowledge learning to behavioral ability transformation still needs to be further smoothed and strengthened, and there is still considerable room for improvement in the overall proportion of practical activities in the curriculum system.

3.2. The diversity of teaching methods needs to be further expanded

At present, some employment guidance courses in universities rely heavily on traditional classroom teaching in terms of teaching format. Teaching methods that can mobilize student participation, such as case studies, role-playing, and project driven approaches, have not been systematically integrated and fully applied. The development and application of information technology teaching resources such as online micro courses and virtual simulations are also constantly advancing. The relatively centralized teaching format cannot meet the personalized learning requirements of students in various majors within a limited number of class hours, and the connection between in class and out of class, online and offline teaching needs to be further improved. Due to the limitation of homogeneous teaching methods, students lack a sense of active participation and initiative in course learning. There is a certain gap between the teaching attractiveness and actual effectiveness of employment guidance courses, and a multi-dimensional interactive and hierarchical teaching ecology has not yet been formed.

3.3. The practical experience of the teaching staff in the workplace needs to be enriched

Career guidance courses require teachers to have a high level of complexity in their knowledge structure. On the one hand, they need to have a solid theoretical foundation in career planning, and on the other hand, they need to have a direct understanding and perception of industry trends, job competency standards, and recruitment practices. At present, most of the employment guidance courses in universities are concurrently held by counselors. Due to various factors such as dispersed work focus and limited practical experience in enterprises, teachers still have a certain lag in their understanding of emerging career forms, digital job search trends, and other cutting-edge issues. Their perception channels for changes in employers' job requirements are also relatively limited. Due to the lack of real workplace practice, there is a certain cognitive distance between the content taught in the classroom and the real job market. In the process of guiding students in career planning and job preparation, teachers still need to improve their grasp of the actual situation in the industry.

3.4. The assessment and evaluation system for employment ability needs to be improved

Assessment and evaluation are important mechanisms for testing course effectiveness and promoting teaching improvement. Currently, the evaluation methods for employment guidance courses in most universities are still mainly based on attendance records, written assignments, and standardized tests. Although these

evaluation methods have some convenience for systematically sorting out students' knowledge mastery, they lack practical evaluation of resume production quality, simulated interview performance, career decision-making ability, and rarely use employers as external subjects to evaluate students. Soft skills such as teamwork and problem-solving have not been included in the assessment dimensions, and the correlation between the evaluation content and real employment scenarios is low, which makes the assessment results unable to comprehensively and objectively reflect the actual employment ability level of students. The effective feedback and guidance role of the evaluation system in optimizing course content has also been affected to some extent.

4. Ways to Reform the Teaching of Employment Guidance Courses in Universities Guided by Employability

4.1. Increase the proportion of practical teaching and build a competency oriented curriculum system

The construction of a curriculum system guided by abilities places practical training at the center of the curriculum, maintaining a relatively reasonable combination of theoretical teaching and practical transformation in the arrangement of class hours. From the perspective of specific teaching operations, the teaching content of employment guidance courses can be divided into two parts, namely the cognitive module and the training module. The cognitive module mainly teaches basic content such as career development laws and industry structure analysis, while the training module mainly focuses on specialized training activities for job seeking skills such as simple diagnosis, interview scenario restoration, and career decision simulation [3]. Taking resume system as an example, the recruitment requirements of real positions in enterprises can be introduced into the teaching process, allowing students to write personalized resumes for specific positions, and feedback can be provided through a combination of peer evaluation and teacher evaluation, thus forming substantive judgment ability on resume quality through continuous modification and comparison. During the interview training session, students in the class can be divided into small groups. In real environments such as simulated structured interviews and leaderless group discussions, videos of the interview process can be recorded for students to reflect and summarize, enabling visual feedback on the training effectiveness. In the simulation of career decision-making, a "multi position selection scenario" can be designed, requiring students to make career choices based on their own abilities and reasons in several given job conditions. Teachers can provide corresponding evaluations based on whether students' statement logic is reasonable and their self-awareness is accurate. A training method that is close to real decision-making scenarios can effectively cultivate students' judgment and action ability, make correct decisions in complex employment environments, and organically combine knowledge mastery with ability development, thereby improving the support and effectiveness of the curriculum for students' job seeking practical abilities.

4.2. Innovative and diverse teaching methods to stimulate students' active participation

The innovation of teaching methods is to stimulate students' awareness of active participation through changes in methods, making them explorers of problems. Case teaching method is currently a relatively easy to implement and effective approach.

Teachers can select real cases from recent graduates' job search processes and discuss in class whether their job search strategies are reasonable and how they would adjust their career positioning. This allows students to revise their own career cognition while analyzing other people's cases. Role playing has a strong activation effect on participation. In simulated recruitment scenarios, some students play the role of HR, while others play the role of job seekers. Both parties have a two-way understanding of the recruitment logic during the role transition process, which is much better than simply explaining skills. In terms of the use of information technology teaching resources, courses with strong universality can be made into micro lessons and uploaded to the school's teaching platform for students to preview before class and review after class. Classroom time is mainly used for interactive training that requires on-site feedback, thus achieving the goal of making the most of limited class hours [4]. In project driven teaching, specific tasks such as "designing campus recruitment plans for a real enterprise" can be used to organize group cooperation, allowing students to complete the complete process of job demand analysis, target talent portrait, publicity strategy design, etc. In the classroom, the plan report and peer inquiry can be conducted. This not only includes comprehensive training in core abilities such as employment information retrieval, job analysis, and team collaboration, but also enables students to have a more three-dimensional and in-depth understanding of recruitment logic. Linking students' real workplace confusion with classroom teaching content will naturally stimulate their motivation to participate.

4.3. Building a dual teacher team and enriching teachers' practical experience in the workplace

The creation of a dual teacher teaching team requires a systematic enrichment of professional experience for full-time teachers on campus, as well as the integration of external enterprise mentor resources. Only when the two complement each other can they play the greatest role. In terms of the training path for on campus teachers, universities can establish a system for full-time employment guidance teachers to conduct regular research in enterprises. Every year, teachers can be organized to conduct on-site inspections in enterprises that match the employment direction of graduates from the university, participate in recruitment site observations, and talk to human resources managers to timely obtain the requirements of employers for job abilities. The obtained information can be transformed into real cases in classroom teaching, forming a normalized way for teachers to perceive workplace dynamics, and maintaining a continuous information connection between classroom content and the job market [5]. In the specific design of teacher training, teachers can be required to write a structured research report after the completion of enterprise research. The report should include changes in the job competency requirements of the surveyed industry, typical recruitment standards, and suggestions for adjusting course content. During teaching and research activities, teachers can share and communicate with everyone, and turn their personal practical achievements into collective teaching resources for the teacher team. As for the introduction of external enterprise mentors, excellent alumni from various professional fields of our school or human resources managers from partner companies can be hired as guest mentors for career guidance courses. Regular workplace experience sharing courses can be held, focusing on what abilities are needed in the early stages of employment and what kind of job seekers are more likely to stand out in interviews. The dual teacher collaboration model that combines theoretical guidance on campus with practical experience outside of campus can effectively supplement the richness and authenticity of teaching content,

effectively bridging the cognitive gap between classroom teaching and workplace reality.

4.4. Improve the diversified evaluation mechanism and establish a sound employment ability assessment system

The key to improving the evaluation mechanism lies in transforming static knowledge tests into a comprehensive evaluation of students' dynamic ability performance, so that the assessment results can accurately reflect the degree of students' employment readiness. From the perspective of process evaluation, observable indicators such as clear language expression, strong logical organization ability, and fast response speed of students in simulated classroom interviews are included in the scoring system, allowing teachers and peers to score according to certain scoring criteria, thus making process evaluation objective and operable. From the perspective of summative evaluation, students can be required to complete a complete job search plan for a real target position, which includes a comprehensive portfolio of personal ability analysis, target position matching analysis, resume products, and simulated interview statements, instead of traditional written exams, thus forming a more direct mapping relationship between the evaluated content and real employment behavior. When introducing external evaluations, human resources personnel from partner companies can be asked to rate and comment on students' resumes or simulated interview performances. The evaluation results of the company will be included as part of the course grades in the total score, which improves the external validity of the evaluation and allows students to receive real evaluations of their abilities from employers during the course learning period. In terms of the application of evaluation results, teachers can identify the weak links in the overall abilities of the class, such as resume quality and interview performance, based on the distribution of scores in each evaluation dimension. The evaluation data can be used as a direct basis for adjusting course content, thereby shaping a closed-loop system of "evaluation feedback improvement" and promoting continuous improvement and enhancement of the teaching quality of employment guidance courses.

5. Conclusions

The reform of employment guidance courses in universities is fundamentally a systematic project that measures whether students' employability has been substantially improved. The reform paths proposed in this article from four aspects: the proportion of practical teaching, innovative teaching methods, construction of teaching staff, and improvement of evaluation mechanisms, are all based on the real situation of curriculum teaching and can be improved under existing conditions. The achievements of curriculum reform cannot be formed overnight. The increase in practical activities, the cultivation of dual teacher teams, and the operation of a diversified evaluation system all require universities to continuously invest and make adjustments in institutional arrangements and resource allocation.

Conflicts of Interest

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