

Research on Quality Improvement Strategies of Secretarial Undergraduate Talent Training under Outcome-based Education

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Abstract

Outcome-based education with "Student-centered, result-oriented and continuous improvement" as the core elements is consistent with the goal to cultivate the talented with applied skills. Based on problems of secretarial talent cultivation, we list strategies to enhance the quality of secretarial undergraduate talent cultivation, such as scientifically positioning talent cultivation goals through following industry standards, reconstructing curriculum system with application value orientation, investigating Student-centered teaching mode, continuously improving teaching quality monitoring system, strengthening and deepening the cooperation between the university government and enterprises, and enhancing the practical ability of secretarial undergraduate talents training quality.

Keywords

Outcome-based Education; Secretarial Studies; Talent Training; Quality.

1. Introduction

"Outcome-based education" is an educational concept based on students' learning outcomes, which was first proposed by William G. Spady, an American scholar. [1] In the early 1980s, to meet the demands of social development for high-quality secretarial talents, colleges and universities began to establish secretarial science majors. In 2012, secretarial science was officially included in the courses of undergraduate majors of the Ministry of Education, marking the formal establishment of secretarial science in China from "art" to "science" as a complete and independent discipline with important value. [2] As China's economic and social development enters a new stage of comprehensive and deep reform, there is an urgent demand for comprehensive and professional talents. This therefore sets higher requirements for the cultivation of talents in secretarial science in colleges and universities, which must see the quality of talent training as the centre.

2. Analysis of the Problems of Undergraduate Talent Training in Secretarial Science

2.1. The Goal of Talent Training and Industry Demand do not Adapt

As an Application-oriented major, the enhancement of secretarial work skills are the core of the talent cultivation of undergraduate secretarial science and the service of secretarial work is the purpose. However, most colleges and universities ignore to specialize talent cultivation, which leads to the homogenization of talent cultivation with other colleges and universities. For example, Nanchang Normal University has positioned the training goal of secretarial science as "to cultivate senior applied secretarial talents with good cultural and scientific literacy, strong learning ability, innovation ability and high business level, who can adapt to the needs of party and government organs, enterprises and institutions, and fully assist leaders in their work." Talent cultivation lacks the characteristics of college cultivation and local economic

characteristics, and it is easy to form a standardized and single talent structure, and lacks a ladder talent structure, which makes it difficult to meet the diversified needs of industry units for secretarial talents of different levels, resulting in structural supply and demand imbalance.

2.2. The Effect of Cultivating Students' Practical Ability Needs to be Improved

The teaching design and implementation of the secretarial profession are still teacher-centered, focusing on the instillation of course knowledge by teachers, with a single teaching method, and the teaching process is mainly fill-in-the-blank, neglecting students' participation, experience, interaction and other In-depth communication in the classroom, so that the practical ability of students is not well promoted. The teaching philosophy is still "teaching-centered" and "knowledge-based", but not "learning-centered" and "ability-based". "This leads to the teaching design and implementation process focusing on theoretical knowledge teaching and ignoring the teaching activities of ability output, and the quality of practical teaching needs to be improved; Also, it lacks "double-teacher and double-competent" teachers. Most of the secretarial teachers are engaged in teaching profession directly after graduating from colleges and universities, without front-line secretarial work experience, which makes it difficult to meet the demand of Application-oriented professional teaching; Additionally, the cooperation between the government and enterprises is strong enough. School-government and School-enterprise cooperation is an essential venue to cultivate the practical ability of students in secretarial science, while school-government and School-enterprise cooperation is still superficial. From the content of cooperation, it is mainly for the students to visit the units and understand the business process during the education apprenticeship, or to organize the data, document copying and other miscellaneous work. All these are not enough to exercise and improve the practical ability.

2.3. Lacking Assessment of Teaching Process and Results

Scientific and objective evaluation of teaching results is the key to improve the quality of talent cultivation. At present, the assessment of the teaching results of undergraduate secretarial science adopts the method of "classroom assignment + final examination", which is a paper-and-pencil examination of students' knowledge and memorization of books, and lacks the assessment of students' expected learning output, learning effect and learning results after experiencing the classroom education process, focusing on the result assessment, and neglecting the process evaluation. Therefore, it is difficult for teachers to make timely and dynamic adjustments and improvements to teaching programs and implementation. The teaching assessment method that focuses on the examination results but not the learning process cannot comprehensively assess whether students have the ability to understand, apply and solve problems of the course knowledge, and cannot evaluate students' comprehensive quality ability, and some courses even have the phenomenon of "high score but low ability", so that the ability achieved by students after experiencing the education process and there is a disconnection, to some extent, between the abilities students achieve after the education process and the needs of the industry enterprises.

3. Outcome-based Education: A Conceptual Choice to Improve the Quality of Undergraduate Secretarial Training

Outcome-based education is a kind of education concept that advocates the output orientation of students' ability. "Student-centered, result-oriented and continuous improvement" are its three significant elements[3]. Outcome-based education runs through the whole process of talent cultivation and has a leading role in theory and practice to improve the quality of talent cultivation in colleges and universities.

3.1. Adhering to the Student Center is the Basis for Improving the Quality of Talent Training

The quality of talent cultivation is the overall requirement for the effectiveness of students' education, and improving the quality of talent cultivation is the destination of talent cultivation work in colleges and universities. When determining the training objectives of secretarial talents, colleges and universities should take students' learning needs and social needs into consideration and cultivate students' "key abilities". As a new teaching paradigm, Outcome-based education concentrates on the educational concept of "Student-centered", establishes the centered position of students, stimulates students' learning motivation to the greatest extent, and cultivates talents who can fully adapt to market changes and personalized development. Outcome-based education takes the cultivation of knowledge, qualities and abilities that are conducive to the formation of students' "key competencies" as the starting point, and places all teaching elements and teaching links in a Student-centered network of relationships throughout the teaching process to together support the overall development of students' abilities. In addition, Outcome-based education designs course objectives and teaching contents in the reverse direction of students' graduation requirements; teaching objectives focus on the competencies to be achieved at the time of graduation requirements; teaching contents and teaching methods are chosen to meet students' graduation requirements and the competencies demanded by society as the criterion. In short, adhering to the concept of Student-centered education and pursuing the cultivation of students' "key competencies" are the basis and key to improving the quality of talent cultivation.

3.2. Ability Output Orientation Fits the Goal of Application-oriented Talent Training

Outcome-based education is an educational philosophy that advocates the output of student competencies, with the main focus on the learning outcomes that students achieve as a result of the educational process, i.e., the maximum competencies that they can ultimately achieve[4], with a focus on applications and technology, and a focus on "what students have learned" and "whether they have succeeded." The focus is on application and technology, on what students have learned and whether they have succeeded. Outcome-based education adheres to the result-oriented pedagogical thinking of designing training objectives and teaching contents in the opposite direction, which emphasizes that the whole education system should be designed and reconstructed around the achievement of students' expected learning outcomes. In terms of the relationship between "teaching" and "learning", it is different from traditional education. Outcome-based education insists on learning-based and competence-based, emphasizes the connection between curriculum and social needs and experiences, and stresses the output orientation of students' abilities. The major of secretarial studies aims to cultivate senior applied secretarial talents for party and government organs, enterprises and institutions, etc. The goal of talent cultivation is the comprehensive embodiment of service orientation, professional characteristics and basic literacy, mainly including professional knowledge goal, professional ability achievement goal and professional literacy development goal, etc. The core is the learning-to-use ability achievement goal. The goal requirement of learning to apply in the cultivation of applied professional talents is in line with the Outcome-based education, which not only considers the mastery of professional knowledge and ability, but also emphasizes the cultivation of application ability and practical ability.

3.3. Continuous Improvement is the Monitoring of Students' Key Competency Development

Talent cultivation is a dynamic process. To ensure the continuous improvement of talent cultivation quality, it is necessary to combine regular testing and periodic assessment,

evaluation and feedback, and to make timely adjustments to educational processes and initiatives according to changes in learning needs and social demands. Outcome-based education starts from meeting students' learning needs, and then gives feedback and improve through diversified teaching strategies, teaching design and teaching evaluation tools. From the perspective of teaching strategy selection, diverse choices are made based on students' learning needs, learning goals and learning bases; from the perspective of teaching design adjustment, teachers reflect and summarize their teaching processes based on students' learning needs and learning outcomes, and effectively apply educational theories to make dynamic adjustments to teaching design, which must effectively support students' graduation requirements; From the perspective of teaching evaluation tools, effective teaching From the perspective of teaching evaluation tools, effective teaching evaluation can provide dynamic assessment and feedback on educational effectiveness, thus forming a closed-loop teaching quality monitoring, helping teachers to clarify the expected form of teaching design, and at the same time assessing whether teaching expectations are achieved according to students' feedback, thus helping teachers to improve teaching design and implementation and enhance the unity of "teaching" and "learning"[5]. In order to enhance the industry ability and job adaptability, the knowledge, ability and quality that students of applied majors should have should be adjusted dynamically according to the demand of the society (industry), and continuous improvement is an effective way.

4. Comprehensive Measures: Strategies to Improve the Quality of Undergraduate Secretarial Training

Outcome-based education constructs a learning-oriented and competence-based teaching model, emphasizing that the professional education system is designed and reconstructed based on the output of learning outcomes. Secretarial studies is oriented to the secretarial industry and cultivates senior applied secretarial talents, which should focus on applicability and technicality in the process of talent cultivation and strive to achieve the application of learning.

4.1. Scientific Positioning of Talent Training Objectives by Industry Standards

Outcome-based education emphasizes the scientific positioning of talent cultivation goals, and then deduces the necessary conditions for talent cultivation from the goals in reverse. From the supply side and demand side of secretarial talents, there is a high deviation of matching degree. Based on the urgent demand for secretarial talents from party and government organs, enterprises and institutions, applied colleges and universities do their best to cultivate secretarial professionals for the society, but as an emerging specialty, they lack cultivation experience and do not effectively dovetail with the local industrial structure adjustment when positioning the cultivation goals, resulting in a certain disconnection between the structure of cultivated talents and the industry demand, and the specifications of talent cultivation do not adapt to the regional economic development needs. According to the reverse design principle of Outcome-based education, the target orientation of secretarial training should follow the industry demand orientation and ability output orientation of applied talent training, serve the individual characteristics of local economy, conform to the industry characteristics and regional economic development, and train senior applied secretarial talents for party and government organs, enterprises and institutions, etc. According to the industry standard and demand, the professional knowledge, professional skills and abilities and professional quality of secretarial talents should be scientifically positioned and taken as the final learning outcomes to be achieved by students upon graduation, and the curriculum setting and teaching contents of talent cultivation in colleges and universities should be centered on achieving the final learning outcomes.

4.2. Reconstruct the Curriculum System with the Application Value Orientation

The key to the setting of Application-oriented professional curriculum system under Outcome-based education lies in the all-round leadership of collaborative education mechanism. The reconstructed curriculum system of secretarial training should adhere to the value orientation of practical application, emphasize the cultivation of students' practical ability, and the results of students' practical ability cultivation should match with the graduation requirements. Based on the logic of reverse design and positive implementation, the curriculum system of secretarial science should be reconstructed according to the path of "industry demand → training target → graduation requirement curriculum system"[6], and the competencies that students should have at graduation should be clarified according to the industry demand and training target, and the curriculum system and supporting teachers and teaching resources should be established and focused on the competencies required for graduation, thereby ensuring the curriculum structure. The curriculum system should be dynamically integrated with the industry job requirements, forming a matrix of professional courses in secretarial studies, supporting the horizontal structure of knowledge, ability and literacy, striving for the industry requirements, training objectives, graduation requirements and the curriculum system to undertake a coherent, prominent practical application needs of applied talents. When students complete the relevant courses, they reach the corresponding competence structure required for graduation, so as to achieve the expected competence outcome goal supported by the course. Meanwhile, in order to strengthen students' professional identity, the design of the orientation education curriculum is promoted, so that the teaching of the professional courses in secretarial studies meets the level of students' psychological expectations.

4.3. Exploring a Student-centered Teaching Model

Outcome-based education changes the traditional teaching model from teaching-centered to learning-centered, actively adapts to students' individual characteristics and diversified and differentiated learning needs, emphasizes students' learning result orientation, and breaks the traditional classroom situation of "one word, full of teaching". In the student-oriented teaching process, teachers' teaching activities should focus on students' expected learning outcomes, follow students' cognitive rules, actively explore diversified teaching methods, promote the deep integration of information technology and education teaching to improve teaching quality, give full play to the advantages of "online" and "offline" teaching. To achieve the teaching based to learn based, knowledge based to ability based, classroom teaching based to the combination of both inside and outside the class, to help students achieve learning outcomes and improve the quality of talent training. The characteristic of Outcome-based education is to reverse the design of improving teaching strategies with reference to phased evaluation to reach the top results step by step, which requires strengthening the evaluation and feedback of process evidence showing students' ability growth, such as classroom participation, group discussion, group project results, learning logs, student satisfaction with teaching evaluation, and realizing the unification of result-based assessment and process-based assessment. In addition, the construction of a visual data platform for assessment results allows students to have a clearer and more intuitive perception of their classroom assignments and stage assessments, thus establishing an incentive mechanism for student status optimization and promoting timely summary reflection and rectification.

4.4. Sound Continuous Improvement of the Teaching Quality Monitoring System

Continuous improvement is the key idea of Outcome-based education, which emphasizes the sustainable improvement of teaching activities and education service work. The quality of classroom teaching plays a key role in the improvement of talent cultivation quality. Outcome-

based education realizes the transformation of teaching quality improvement from linear advancement to cyclic improvement, emphasizes evaluation, feedback and continuous improvement of the whole teaching process, and improves teaching quality by taking the expected learning outcomes as the guide. From the viewpoint of the supply and demand structure of secretarial talents, there is a mismatch between the quality of talents cultivated through the education process and the demand of the society (industry), and the demand for professional ability in the development of the society (industry) is in continuous change. According to the principle of reverse design, the expected forms of teachers' teaching design and teaching implementation are clarified beforehand, and whether the teaching expectations are achieved is assessed through the process evaluation and feedback from students, peers and teaching supervisors, etc. Teachers are urged to realize self-improvement and diagnosis of education methods and approaches according to real-time feedback data, so as to ensure teaching quality. In addition, based on the evaluation and feedback from external monitoring subjects such as society and enterprises in education apprenticeship and internship, it can also focus on students' development and expected learning outcomes on the basis of identifying students' sustainable development needs to help continuously improve education activities and effectively enhance the quality of secretarial personnel training.

4.5. Strengthen the School Government, School-enterprise In-depth Cooperation to Enhance the Practical Ability of Students

Strengthening school-government and School-enterprise In-depth cooperation is a remedy for the lack of practical teaching resources in colleges and universities, and also a key measure to improve the quality of practical ability cultivation of applied talents. The scientific positioning of talent training objectives by industry standards and the reconfiguration of curriculum system by application value orientation should eventually be implemented to the school-government and School-enterprise cooperation platform, and the actual ability output achieved by students through the education process should be tested through the practice platform, i.e. whether the key ability or maximum ability reaches the social (industry) demand. To enhance students' practical ability, one is to extend the content of cooperation, so that secretarial students can actually participate in the preparation of various types of documents, meeting organization, daily affairs, etc., focusing on the cultivation of students' ability to run documents, offices, meetings, etc.; the second is to choose the time of cooperation flexibly, according to the needs of students' curriculum teaching and practical ability cultivation, dynamic school-government and School-enterprise cooperation, enhance the relevance and effectiveness of students' practical ability cultivation .

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