

Evaluation of the Effectiveness of Practical Teaching Methods in a Private Higher Vocational College in China

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Abstract: Private higher vocational colleges are an important part of China's vocational education system, providing students with technical training and knowledge teaching services in specific skills or industries. They have a significant impact on both individual students and the development of related industries. Taking a certain college as an example, the author measures the effectiveness of practical teaching in private higher vocational colleges in China, explores how practical learning affects students' employment decisions and career planning, and delves into the unique learning environment of private higher vocational colleges in China. The aim is to provide references for the connotative development of private higher vocational colleges in China.

Keywords: Private higher vocational colleges; Practical teaching methods; Effectiveness evaluation

Online publication: September 4, 2025

1. Research subjects

This study takes 50 students, 10 teachers, and 20 enterprise employees as interview subjects to collect relevant data on the effectiveness of practical teaching methods in a private higher vocational college in China. The collected data are analyzed in depth to comprehensively evaluate the value of students' practical learning. These data reflect the complex influence of practical teaching methods on students' employment decisions and career planning, which can help teachers gain an in-depth understanding of the implementation effects of practical teaching methods.

2. Evaluation dimensions and results of the effectiveness of practical teaching methods in a private higher vocational college in China

2.1. Students' perspectives

This study takes students' opinions on practical teaching methods as an important dimension for evaluating their application effectiveness. An analysis of students' willingness to participate in practical teaching shows that 78%

of the students expressed their desire to have more opportunities to participate in practical teaching. This indicates that students have gained positive learning experiences during the process of participating in practical teaching activities and are relatively satisfied with the practical teaching methods of this private higher vocational college. 65% of the students believe that the practical teaching of this private higher vocational college has a significant impact on their career choices and can deepen their understanding of their selected majors. This shows that practical activities can bridge the gap between theoretical knowledge, practical applications, and career choices. The practical teaching methods of this private higher vocational college can enhance students' professional insights, increase their understanding of majors and industries, and help them plan more suitable career development paths.

2.2. Career choices and employment situations

This study analyzes the application effectiveness of practical teaching methods in a private higher vocational college in China from the dimensions of career choices and employment situations, aiming to understand how practical learning experiences affect students' career choices and explore feasible paths to strengthen students' employment guidance. 80% of the students stated that practical learning has had a positive impact on the customization process of their careers, and they can understand and adapt to the working environment of related positions through practical learning. 62% of the students indicated that there is a close connection between practical learning and future career development. The experience gained from it can not only guide them in their short-term academic pursuits but also have a profound impact on their future development. Based on this, it can be concluded that practical learning can become a key driving factor for students to understand related industries and strengthen the learning of corresponding skills, and it can also make students' views on industries and majors more mature. Moreover, 69% of the students attribute their success to this practical teaching method, which once again proves that practical teaching can serve as an important means to promote the development of vocational education.

2.3. Perspectives of colleges and enterprises

The study found that colleges and most enterprises have a positive attitude towards practical teaching, believing that this practical teaching method can help students adapt to the working environment and better prepare them for future employment. Relatively speaking, enterprises tend to recruit students with certain practical learning experience. This tendency of enterprises in talent recruitment will become a key factor affecting students' motivation for practical learning. This tendency largely reflects employers' recognition of practical experience and the close connection between teaching methods and industry needs. The research results show that there is a symbiotic and dependent relationship between private higher vocational colleges and enterprises; students with practical learning backgrounds are more likely to be recognized by enterprises.

2.4. Teachers' perspectives

From the perspective of teachers, we explored the application effectiveness of practical teaching methods in a higher vocational college in China. Teachers generally believe that practical teaching can enhance students' professional skills through hands-on operations, highlight the advantages of vocational education, and accelerate the cultivation of students' ability to apply professional knowledge and skills. 76% of the teachers believe that practical teaching can cultivate students' technical expertise, enhance their critical thinking and problem-solving abilities, and help them master the key practical skills required in their careers. 78% of the teachers believe that private higher vocational colleges need to give more emphasis to practical teaching in curriculum construction and teaching resource investment. Many teachers proposed that private higher vocational colleges need to further

strengthen the construction of practical teaching bases to provide a real-world environment for students' practical exercises. All teachers unanimously agree that private higher vocational colleges should promote school-enterprise cooperation in professional curriculum construction.

2.5. Students' experiences and career goals

The vast majority of students believe that practical teaching plays an important auxiliary role in their mastery of professional knowledge and can deepen their understanding of theoretical knowledge. This indicates that practical experience is of great significance for improving the effectiveness of classroom teaching, and practical application is the basis for students to understand the theoretical knowledge in professional courses. When students practice a certain professional skill, they often face various challenges. They discuss these difficulties, put forward their opinions and views, and finally form solutions. This learning process can deepen students' understanding of theoretical knowledge and improve their professional skills, learning ability, and problem-solving ability. A further analysis of students' opinions reveals that teachers and enterprise mentors play a crucial role in their problem-solving process. Teachers and enterprise mentors can guide them to take diverse measures to solve problems and overcome difficulties, providing them with intellectual support and encouragement. Therefore, it can be considered that the cooperative relationship between teachers and enterprise mentors conforms to the concept of symbiosis between academia and industry, and both parties can play a synergistic role in the development of students. All the students who participated in this survey agreed that practical teaching can provide them with the opportunity to truly understand the working environment and help them deepen their learning from the level of knowledge to the level of career development.

3. Evaluation of the application effectiveness of practical teaching methods in a private higher vocational college in China

3.1. Positive impact on students' practical ability

Through the analysis of the application effectiveness of practical teaching methods in a private higher vocational college in China from the above-mentioned dimensions, it is found that these methods have a positive impact on students' practical ability. As is well known, vocational education focuses on students' practical skills training and needs to help students master the practical abilities required by the job market. The positive impact of these practical teaching methods on students' practical ability indicates that they have achieved good application results in vocational education. Teachers use these practical teaching methods as a starting point to guide students to gain practical experience through specific experiences, reflective observation, and active experimentation, deepening their understanding of the theoretical knowledge in professional courses, which is in line with students' learning laws and development needs. In teaching practice, teachers can integrate more scenarios that include enterprise work scenes into curriculum design, providing students with a practical learning field that goes beyond traditional classroom teaching ^[1]. Practical teaching is an important path for cultivating students' practical ability. Its value lies not only in the skills themselves but also in shaping a virtuous cycle of "theory - practice - innovation," enabling students' practical ability to be comprehensively improved through this continuous cycle ^[2].

3.2. Promoting the construction of a symbiotic relationship between academia and industry

By using these practical teaching methods as a means, teachers integrate real-world enterprise projects into courses, guiding students to connect professional knowledge and skills with actual enterprise production, which can promote

the integration of industry and education. The in-depth research process of these practical teaching methods by teachers is a process of promoting the construction of a symbiotic relationship between academia and industry. Judging from the feedback from students, teachers, and enterprises, these practical teaching methods help solve the problem of the disconnection between students' theoretical knowledge learning and practical operation. Through the research and application of these teaching methods, teachers can promote students' experiential learning, enabling students to understand the working environment and the job market in combination with practical experience. They can also facilitate the transformation of academic theories into practical achievements. For example, students can bring academic research results (such as new technologies, models, or theories) into the industry through internships and project cooperation. Additionally, teachers can directly transform the real problems feedback by enterprises into academic research topics, promoting the precise connection between research directions and market demands, and conduct joint research with enterprise technicians, relying on research centers jointly built by schools and enterprises to tackle cutting-edge technologies. This symbiotic relationship essentially constructs a value cycle of "education - scientific research - industry": academia gains research inspiration and resources, the industry continuously obtains innovative talents and technologies, and practical teaching becomes the core hub for maintaining this cycle^[3]. With the deepening of the policy on industry-education integration, practical teaching is evolving from an auxiliary means to a driving force for enterprise innovation^[4].

3.3. Strengthening the connection between courses and positions

The research and practice of practical teaching methods in this private higher vocational college require teachers to change their educational concepts, fully recognize the advantages and prospects of practical teaching, and integrate the concept of industry-education integration into teaching activities. This provides students with the necessary learning fields to understand relevant work positions and cultivate professional skills in a targeted manner. For example, teachers can implement enterprise projects into courses and transform real-world industrial tasks into course cases or graduation project topics, effectively expanding the time and space for students' learning. This teaching method injects more practical content into professional courses of higher vocational colleges, giving students more opportunities to apply what they have learned, which is of great significance for students to master professional skills and meet the requirements of relevant work positions. The survey results show that students who participate in real-world project practices have a significantly higher degree of job - skill matching, directly demonstrating the effectiveness of these practical teaching methods in strengthening the connection between courses and positions. These practical teaching methods provide students with pre-adaptation training for positions, shortening the adaptation period after they start working^[5]. Through these practical teaching methods, teachers can integrate the educational advantages of various parties to achieve a close connection between courses and positions^[6].

4. Optimization directions for practical teaching methods in a private higher vocational college in China

4.1. Strengthening school-enterprise cooperation

In the future, to further enhance the application effectiveness of these practical teaching methods, teachers and colleges need to attach importance to cooperation with enterprises, strengthen ties with them, and formulate internship plans that suit the actual situations of colleges, enterprises, and students, to further optimize the collaboration model and provide students with more internship opportunities^[7]. In this way, it can promote the

diversification of students' learning methods, stimulate students' internal learning motivation, and enable students to immerse themselves deeply in professional course learning^[8].

4.2. Creating a tailored practical teaching model

Differences in students' practical learning objectively exist. Teachers need to build a differentiated practical teaching model based on students' specific needs^[9]. By tailoring practical teaching models to students' specific requirements, teachers can enhance the pertinence of practical teaching methods, strengthening the beneficial impact of practical teaching methods on the development of students' professional abilities^[10].

4.3. Strengthening the integration of elements

Against the backdrop of the new era, the elements of practical teaching in private higher vocational colleges need to be further integrated with those of local enterprises, breaking the "specific pattern of traditional universities" to improve the application effectiveness of these practical teaching methods^[11]. First, the integration of key elements is reflected in the integration of enterprise research and development centers, teachers' offices, classrooms, and training rooms. Their mutual integration helps to integrate high-quality practical education and teaching resources^[12]. Second, this integration is reflected in the integration of the "human" element. In the practical teaching of higher vocational colleges, it is necessary to strengthen the integration among college teachers, enterprise technical research and development personnel, and business personnel, enabling them to play a synergistic role in the all-around development of students^[13]. Under such a practical teaching model, front - line enterprise workers need to provide technical, experiential, and methodological support for the practical teaching reform of private higher vocational colleges; teachers, on the other hand, can bring novel research and development ideas and advanced technologies to enterprises, helping enterprises optimize their business models and promote technological innovation^[14,15].

5. Conclusion

In summary, the practical teaching methods of a private higher vocational college in China have achieved good application results in the field of vocational education, which have been highly recognized by teachers, students, and enterprises. The application of these practical teaching methods helps to enhance students' practical abilities, promote the construction of a symbiotic relationship between academia and industry, and strengthen the connection between courses and positions. It plays a significant role in promoting students' personal career development, the connotative development of colleges, and the high - quality development of enterprises. Teachers should further optimize these practical teaching methods through various measures, such as strengthening school - enterprise cooperation, creating a tailored practical teaching model, and enhancing the integration of elements, to improve their application effectiveness in the field of vocational education.

Disclosure statement

The author declares no conflict of interest.

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