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“GRADUATE SCHOOL CONFERENCE 2022 iHappiness: ความสุขและคุณภาพชีวิตที่ดีอย่างยั่งยืนในยุคสังคมดิจิทัล”

## Research on the Problems and Countermeasures of Practical Teaching Management of Applied Undergraduate Lvliang University in My Country

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### Abstract

Applied undergraduate practical teaching management plays an important role in college teaching activities. Practical teaching is not only the test of classroom teaching results, but also the link between theory and practice, but also the bridge between college learning and social work. Therefore, the purpose of this study is to analyze the practical problems existing in the practical teaching management of Lvliang University, and formulate solutions to the existing problems. The participants in the study were randomly selected from the students who participated in the training. The research tool is a questionnaire survey of teaching forms and performance evaluation in practice. The data were analyzed by frequency and percentage. The research results show that in carrying out practical teaching management, we should actively adopt OBE concept, improve students' dominant position, and constantly improve teaching management under the guidance of results.

**Keywords:** Applied Undergraduate, Practice, Teaching Management

### Introduction

In the new era, there is a great demand for high-quality talents, especially applied talents, which can provide professional skills support for all walks of life and play an important role in the development of all fields. However, whether the practical teaching arrangement of applied undergraduate is reasonable or not will directly affect the quality of talent training. Therefore, we should analyze in detail the problems existing in the application-oriented undergraduate teaching management, focus on the current situation of teaching management, actively solve teaching problems, optimize the content of teaching management, adopt reasonable management methods, improve the quality of teaching management in Colleges and universities, achieve the basic goal of educational reform, and promote the good development of Application-oriented Undergraduate Colleges and universities.



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## Objectives

### 1. problems in practical teaching management of Lvliang University

Through the questionnaire survey of students participating in practical teaching, it is found that there are still problems in the practical teaching process of Lvliang University, which is not perfect. Firstly, the forms of practical teaching are not diverse enough, and all students cannot be considered in a balanced way in practical teaching. Secondly, the formulation of the assessment content of practical teaching results is not comprehensive enough, which leads to the inability to directly reflect the students' mastery of knowledge and skills.

### 2 practical teaching management improvement countermeasures of Lvliang University

Strengthen the dominant position of students under the concept of OBE. In carrying out teaching management, teachers should pay full attention to practical teaching, scientifically design practical content, and provide good practical opportunities for every student (Li Qingfeng, Hu Wanshan, 2015). In the process of practical teaching, we should optimize the evaluation standards of practical teaching, fully introduce the concept of OBE, constantly improve the traditional standard content, make it fully comply with the development of students, provide good help to improve teaching quality, quickly achieve teaching management goals, help promote the long-term development of Lvliang University, an applied undergraduate, and quickly improve its overall school running level (Liu ran, Li kunjie, Hu Yongqi, 2020).

## Research Scope

### 1. Population scope

450 college students who have participated in internship and training in Jiaokou branch of Lvliang University.

### 2. Variable scope

The independent variables are teachers' teaching methods and teachers' formulation of students' performance assessment content, and the dependent variables include practical teaching quality and students' satisfaction.

### 3. Time boundaries

From December 2021 to April 2022, Jiaokou branch of Lvliang University.



## Literature Review

### 1. relevant research

By reviewing the process of Applied Undergraduate Practical Teaching in recent years, researchers all believe that the biggest difference between the OBE concept and the traditional concept is that its focus has shifted from teachers' teaching to students' learning (Ye Hui, Xie Mei, 2020) In practical teaching, teachers should be able to accurately grasp the learning trajectory of each student, pay attention to students' learning weaknesses, pay attention to balanced development, and provide targeted practical teaching methods and assessment standards for students' practical teaching, so as to finally achieve the goal of skill training (Shi Jinlian, 2010)

### 2. conceptual framework

Applied Undergraduate: refers to the ordinary undergraduate colleges and universities with the application technology type as the school orientation, rather than the academic type as the school orientation. It is a relatively different undergraduate type from the academic undergraduate.

## Methodology

### 1. Research methodology

Through the training feedback questionnaire survey on the students of Lvliang University who have participated in the internship and training: 69 students majored in food quality and safety, 82 students majored in food science, 118 students majored in mining engineering, 84 students majored in mechanical design and manufacturing and automation, and 82 students majored in mechanical and Electronic Engineering. (as shown in Figure 1)

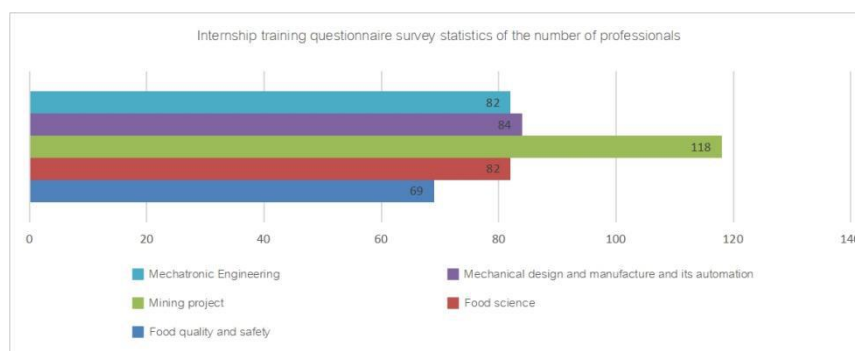


Figure 1 Practical sample survey statistics



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## 2. Research process

By formulating a questionnaire survey on the diversity of teachers' teaching methods and the content of performance assessment, SPSS 20.0 is used to test the reliability and validity of the survey data. The analysis results show that Cronbach's  $\alpha$  the coefficient is 0.901 (shown in Table 1), and the reliability is acceptable. The validity test is carried out through factor analysis, and the kmo result is 0.915 (shown in Table 2).

Table 1 Reliability test

Cronbach's $\alpha$	Number of items
0.901	10

Table 2 Validity test

KMO	Bartlett Sphericity Test	P
0.915	2087.514	<0.05

## 3. Data Collection

The electronic version of the questionnaire was sent by 450 college students who had participated in the practical training in Jiaokou Branch of Lvliang University. The students clicked the link of the questionnaire star or scanned the QR code of the questionnaire star to evaluate the teaching methods and achievements in the teaching management process of the practical training. A total of 450 questionnaires were distributed in this survey, and 435 were recovered, with a recovery rate of 96.7% and an effective rate of 100%.

## 4. Data analysis

Analyze data by frequency and percentage.



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## Research Results

There are various forms of practical training teaching, which can combine theory with practice, actively explore, and improve the quality of teaching

	Frequency	Percentage	Effective percentage	Cumulative percentage
	4	3	0.7	0.7
	6	20	4.6	5.3
Efficient	8	72	16.6	21.8
	10	340	78.2	100.0
Total	435	100.0	100.0	

Figure 2 Survey and statistics on diversity of teaching forms of practical training

Internship training performance assessment content is comprehensive, which can directly reflect students' mastery of knowledge and skills

	Frequency	Percentage	Effective percentage	Cumulative percentage
	4	1	0.2	0.2
	6	17	3.9	4.1
Efficient	8	91	20.9	25.1
	10	326	74.9	100.0
Total	435	100.0	100.0	

Figure 3 Comprehensive survey and statistics of performance assessment

Figures 2 and Figures 3 of the questionnaire survey results show that in the practice teaching management of Lvluang University, the cumulative percentage of diversity evaluation of the practice teaching form is 5.3%, and the cumulative percentage of the comprehensive evaluation content of the training performance is moderate and poor. It is 4.1%, which shows that most students can accept and are satisfied with the setting of teachers' training methods and training performance assessment, and a small number are not satisfied. It is only necessary to continue to strengthen the dominant position of students under the OBE concept. In the development of teaching management work, scientific design Practical content, fully introduce



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the concept of OBE, and apply it to the formulation of evaluation standards, so as to improve the practical technical level of each student.

## Conclusion and Discussion

### 1. Conclusion

There is a close positive correlation between the practical teaching management of applied undergraduates and the quality of practical teaching in China. The practical teaching management work is related to all aspects of the whole teaching process, and the quality of teaching directly affects the satisfaction of students. Measures are an important way to promote the coordinated development of teaching management and teaching quality, and are of great significance to promoting the long-term development of colleges and universities.

### 2. Discussion

When there are problems in the practical teaching management of applied undergraduate colleges and universities in my country, the problems should be discovered and analyzed in time, and reasonable countermeasures should be used to solve the problems. The research results show that in the teaching management, it is necessary to actively adopt the OBE concept, improve the main body status of students, continuously improve the teaching management work under the guidance of the results, gradually improve the teaching management content, and strengthen the application of new concepts.

## Suggestion

With the implementation of the OBE concept and the rapid development of Internet technology, the education management of college students has ushered in a new perspective. At the same time, optimize the use of advanced multimedia technology to realize the interaction between the network and reality, skillfully introduce contextual management, and focus on flexible management.

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