

A Guide to the Development the Non-Academic Education in Local Application-Oriented Universities--A Case Study of Zhejiang L University

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Abstract: The objectives of this study were (1) to study the current situation of the development of non-academic education in local applied universities; and (2) to propose guidelines for the development of non-academic education in local applied universities. The study population was 277 trainees of non-academic education in Zhejiang L College, China. The research instrument was a questionnaire to collect data. The reliability of the questionnaire was 0.817, and the sample size was determined using Yamane's formula with simple random sampling. The statistics used for data analysis were percentages, means and standard deviations. The current status of the trainees of continuing education at L College was analyzed. The main findings are as follows: (1) the status of non-degree education in local applied universities L College non-degree education is good, with high training evaluation (M=4.14) and slightly lower training design (M=3.85), teaching implementation (M=3.22), curriculum development (M=2.96), and training effect (M=3.45); (2) the development guide of non-degree education in local applied universities by (1) training design (2) teaching implementation (3) curriculum development (4) training evaluation (5) training effect.

Keywords: Local Applied University, Non-academic education, Development Guide

1. Introduction

This paper takes the development guide of non academic education in Local Applied Universities - Taking L College as an example "as the main line, and uses literature research and questionnaire survey methods to investigate and analyze L College. Through mining and discovering the problems existing in the development of non academic education in L College, this paper puts forward the development guide of non academic education in Local Application-oriented Universities.

1.1 Objectives

1. To study the current situation of the development of non-academic education in local applied universities.
2. A Guide for the development of non-academic education in local applied universities.

1.2 Research Framework

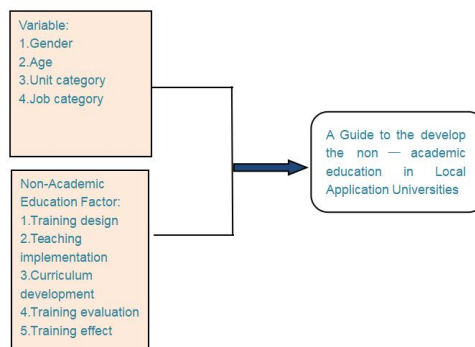


Figure 1 Research Framework

1.3 Research Methodology

1. The Population: There are 419 students in 10 training courses held by Zhejiang L College during 2021.
2. The Sample Group: In the 10 training courses held by Zhejiang L College during 2021, 300 points were distributed, and 277 valid questionnaires were recovered, using simple random sampling technology.
3. Research Instruments: Questionnaire.
4. Statistical method: (1) Frequency distribution (2) Percentage (3) Mean (4) Standard deviation.

2. Result

Sample analysis results: In this empirical study, 10 training classes of Zhejiang L University in 2021 were selected. 30 questionnaires were distributed to each class, a total of 300 questionnaires were distributed, and 285 questionnaires were recovered, of which 277 were valid.

Reliability reflects the consistency or stability of measurement results. The higher the reliability of the measurement is, the more reliable the measurement result is. Generally speaking, the reliability coefficient Cronbach's alpha can reach more than 0.9, and the reliability of the scale is very ideal. The reliability coefficient Cronbach's alpha is greater than 0.8 and less than 0.9, indicating that the reliability of the scale is high. The small sample data collected through prediction is analyzed with computer software, and the results are as follows.

Analysis results of the current situation of teachers' professional development in the new era: (1) Among the 277 students interviewed, 172 were male, accounting for 62.9%, and 105 were female, accounting for 37.91%; There were 39 students under 30 years old, accounting for 14.08%, 130 students aged 31-40 years old, accounting for 46.93%, 78 students aged 41-50 years old, accounting for 28.16%, and 30 students aged 50 and above, accounting for 10.83%. This may be because the staff under 30 years old are still in the work running in period, and there are few opportunities to go out for further education. Most of the staff over 50 years old have become senior leaders of the unit, participated in various non-academic education and training, and have acquired relevant abilities and qualities, Less need to go out for further study. The types of units are mainly concentrated in the county (District) level departments, with 125 people, accounting for 45.13%; the departments below the county (District) level have 28 people, accounting for 10.11%; the municipal (prefecture) level departments have 64 people, accounting for 23.10%; the provincial departments and above have 60 people, accounting for 21.66%. The post categories are mainly concentrated in the comprehensive management category, with 130 people, accounting for 46.93%. The distribution of professional technology, administrative law enforcement and other categories accounts for 18.77%, 23.47% and 10.83%. The sample selection basically covers different types and levels of non-academic education and training programs. This survey can comprehensively and objectively reflect the basic situation of non-academic education and training in L College, so as to further explore the main problems and Countermeasures in its development process. (2) Teaching implementation, curriculum development, training evaluation and training effect are analyzed descriptively, and the mean value and standard deviation are calculated respectively. Comparing the average score of the five dimensions, the average score of training evaluation ($M=4.14$) is higher than that of training design ($M=3.85$), teaching implementation ($M=3.22$), curriculum development ($M=2.96$), and training effect ($M=3.45$).

In general, the training evaluation factors of Zhejiang L University are relatively high, and the training work is generally satisfactory. However, training design, teaching implementation, curriculum development and training effect mainly focus on the general and good aspects. In other words, there is still much room for improvement in training design, teaching implementation, curriculum development and training effect, and there is still a lot of work to be carried out. Therefore, it can be seen that the current situation of training design, teaching implementation, curriculum development and training effect is uneven, reflecting the existing problems.

3. Conclusion and Discussion

By analyzing the current situation of the trainees of continuing education in l College. The main research results are as follows: (1) the training situation of l College of non academic education in local applied universities is good, the training evaluation ($m=4.14$) is high, and the training design ($m=3.85$), teaching implementation ($m=3.22$), curriculum development ($m=2.96$) and training effect ($m=3.45$) are slightly low; (2) The development guide of non academic education in local applied universities consists of (1) training design (2) teaching implementation (3) curriculum development (4) training evaluation (5) training effect.

3.1 Guidelines for the development of non academic education in Local Applied Universities.

Training design: improve the practical value of training content.

Teaching implementation: we should strengthen the ability to design teaching objectives.

Curriculum development: we should strengthen the pertinence of the curriculum.

Training evaluation: we should expand the coverage of full participation in training.

Training effect: we should strengthen literacy education in training.

4. Recommendations

4.1 Implications

The ability improvement of professional and technical personnel is directly related to the construction of a high-quality professional and innovative teacher team satisfactory to the party and the people. It is the strategic cornerstone of accelerating educational modernization and building an educational power. This paper mainly takes the local applied universities in Zhejiang Province of China as an example to make a specific analysis of the current situation of non academic education in local applied universities, but the development of non academic education is a project that needs to be adhered to for a long time, which needs to be combined with the system and practical operation, involving all aspects of work, so as to provide ideas for the competent departments of continuing education and other colleges, so as to speed up the "old city transformation" of non academic continuing education, Solve the problem of limited talent quality, improve the status of running schools, and expand the space for running schools. Due to the limitation of postgraduate study years, the development ideas of non academic education in local applied universities can also be further explored in combination with their regional differences.

4.2 Future Researches

When proposing the development guide of non academic education in local applied universities, first, only the 1 College was surveyed by questionnaire, and the sample was single as a whole. At the same time, due to the differences in nature, scale, status and region, the lack of comparative research and cross regional sampling, the conclusion is limited in the scope of application. In future practice, if conditions permit, we can consider expanding the sample and including the training courses of other brother units in the study, which will certainly reduce the deviation of the research results. Second, through longitudinal research, we can obtain the changes in the development of non academic education in local applied universities, so as to reveal the development law and make the research results more valuable.

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