Reflection and Practice on Teaching Reform for Vocational Undergraduate Business Administration Program in the Digital Context

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Abstract: As digital technology deeply permeates into all industries, Business management models have been revamped fundamentally, placing higher requirements on the digital literacy and practical competencies of Business Administration professionals. Vocational undergraduate education aims to cultivate high-caliber technical talents. However, its traditional teaching model for Business Administration has struggled to meet the demands of industrial development. Therefore, teaching reform has become an inevitable choice. This paper deeply analyzes the core problems existing in the teaching of Business Administration in the digital context anchored in the vocational undergraduate education positioning, explores targeted reform pathways from four dimensions—teaching philosophy, curriculum system, teaching models, and faculty teams—and summarizes optimization strategies based on practical experience, aiming to promote the precision alignment between disciplinary instruction and the demands of the digital industry, improve the quality of talent cultivation, and provide practical reference for the sustainable development of vocational undergraduate Business Administration program.

Keywords: Digital; Vocational Undergraduate; Business Administration; Teaching Reform; Practical Pathways

1.Introduction

The digital wave has driven the transformation and upgrading of global industries. Business management has shifted from the traditional empirical, extensive paradigms to digital, refined and intelligent models. There is an increasingly urgent demand for transdisciplinary talent who possesses management knowledge, practical competencies and digital competencies. Vocational undergraduate education serves as an important vessel bridging higher vocational education and regular undergraduate education, focusing on the cultivation of high-caliber technical talent. Its Business Administration program bears the significant mission of delivering practitioners with digital management competencies. Currently, the traditional teaching model for Business Administration suffers from problems, such as outdated teaching philosophy, misalignment between courses and industries, and weak practical components, which leads to the fact that the talent fails to meet the real-world job requirements of enterprises. Therefore, anchored in digital transformation imperatives, to deeply reflect on and promote the teaching reform in vocational undergraduate Business Administration program to dismantle traditional teaching silos and achieve the deep integration of teaching with industries and positions represents both an intrinsic necessity for the discipline's evolution and an imperative obligation to underpin the digital economy transformation.

2.Core Problems in the Teaching of Vocational Undergraduate Business Administration in the Digital Context

2.1 *Outdated Teaching Philosophy, Disconnecting from Digital Talent Cultivation Objectives*

Certain teaching philosophy for vocational undergraduate Business Administration program remains still in the middle zone between traditional undergraduate education and higher vocational education, failing to adequately align with the talent cultivation objectives in the digital context. Some teachers still continue to use the traditional teaching philosophy that prioritizes didactic instruction over experiential learning, focusing on the systematic transmission of management theory in teaching, while neglecting the cultivation of digital competencies and practical competencies. This is incongruent with "practice-intensive, skill-fortified, and application-driven" vocational undergraduate ethos. Simultaneously, some teachers lack digital mindset, with insufficient understanding of the application of digital technology in business management, failing to integrate the digital concepts into the entire teaching process,

resulting in a disconnection between teaching content and enterprise digital management practice. This makes them struggle to cultivate students' digital literacy and innovative thinking [1].

2.2 *Structural Misalignment in the Curriculum System, with Insufficient Integration of Digital Competencies*

The curriculum system is the core vessel for talent cultivation. Currently, the curriculum system for vocational undergraduate Business Administration program suffers from illogical parts, particularly in terms of insufficient depth and breadth of digital integration. On the one hand, the curriculum design is still mainly centered on legacy management courses, without digital courses or with superficial implementation of digital courses, failing to integrate digital technology with management expertise effectively, resulting in the management knowledge of students being unable to meet the job requirements of digital enterprises. On the other hand, the course content is outdated. Some course textbooks are obsolete and fail to incorporate the latest concepts and practice cases in digital management. They are unable to reflect the new issues, new methods, and new demands in the process of enterprise digital transformation. Furthermore, there is a lack of synergy among the courses. The legacy management courses and the digital courses are independent of each other, and fail to forge a complete knowledge system, which makes students struggle to achieve the synergistic integration of knowledge and fail to apply digital competencies to solve real-world management problems [2]. Simultaneously, the proportion of practice courses is insufficient, and the practice content mainly consists of simulation exercise, lacking alignment with the authentic digital management scenarios of enterprises. As a result, the efficacy of practice teaching is not strong.

2.3 *Monotonous Teaching Models, Constraining the Activation of Student-driven Learning Engagement*

In the digital context, the traditional and monolithic teaching model featuring "teacher lecturing, student listening" has become unable to meet the demands of talent cultivation. However, current vocational undergraduate Business Administration program still adopts this model generally. This model is teacher-centered, disregarding the learner sovereignty, in which students merely passively receive knowledge and lack opportunities for proactive thinking, independent exploration and practical application, constraining the activation of student-driven learning engagement, and creative thinking. Concurrently, the teaching methods are relatively conventional. Some teachers still rely on traditional teaching tools, such as blackboard writing and PPTs, and fail to adequately utilize digital teaching resources and platforms, such as online teaching platforms, virtual simulation systems, and digital case libraries, resulting in a dull and uninteresting teaching process, failing to vividly and visually present the practice scenarios of digital management, which makes them struggle to facilitate students to understand abstract management theories and digital competencies [3].

2.4 *Structural Imbalance in Faculty Teams, Coupled with Insufficient Digital Teaching Capabilities*

Faulty teams serve as the core force driving teaching reform. Currently, the faulty teams for vocational undergraduate Business Administration program suffer from problems, such as structural imbalance and insufficient digital teaching capabilities, which seriously hinders the advancement of teaching reform. On the one hand, there is a structural imbalance in faculty teams. Some teachers come from regular undergraduate institutions and lack practical experience in business management, especially in digital management. As a result, they fail to integrate authentic enterprise cases and digital competencies into the teaching process. Some teachers come from higher vocational institutions. Although they have certain practical experience, they lack systematic theoretical knowledge and digital teaching capabilities, failing to satisfy the cultivation demands for high-caliber technical talents in vocational undergraduate education. On the other hand, the majority of faculty lack systematized digital training, resulting in deficient mastery of educational technologies and teaching methodologies. This impedes the design of contextually responsive digital teaching plans and effectively constrains the implementation of digital teaching activities.

3.Practical Pathways for the Teaching Reform of Vocational Undergraduate Business Administration Program in the Digital Context

3.1 *Renewing Teaching Philosophy, and Anchoring the Digital Talent Cultivation Objectives*

The renewal of teaching philosophy is the prerequisite for teaching reform. Anchored in digital transformation imperatives and vocational undergraduate education positioning, vocational undergraduate institutions must establish a teaching philosophy predicated on digital immersion, practical competence cultivation, and adaptive personalization. Firstly, they must clearly define the talent cultivation objectives, focus on the demands of corporate digital management positions to cultivate high-caliber technical talent equipped with solid theoretical foundations in Business Administration, strong digital competencies and practical competencies, as well as adaptive proficiency to navigate enterprise digital transformation imperatives. Secondly, they must change teachers' teaching philosophy, and guide them to establish a "student-centered" teaching ideology, abandon the traditional teaching model centered on theoretical instruction, prioritize Learner sovereignty, and ignite student engagement and creative thinking [4]. Concurrently, they must enhance teachers' digital mindset, guide them to deeply understand the application of digital technologies in enterprise management, integrate the digital concepts into the entire teaching process, and achieve the organic integration of theory teaching and digital practice.

3.2 *Reengineering the Curriculum System, and Deepening the Integration of Digital Competencies and Specialized Courses*

Curriculum system reengineering is the core of teaching reform. Anchored in the demands in the digital industry, vocational undergraduate institutions must dismantle traditional curriculum system silos and construct an integrated curriculum system featuring "theory + digital immersion + practice". Firstly, they must optimize the curriculum design, increase the proportion of digital courses, add core courses, such as Digital Management, Big Data Analysis, and Application of Intelligent Management Systems, and integrate digital technology with traditional management courses organically to achieve the digital upgrading of course content. For instance, they can integrate digital marketing, new media operations, and other content into Marketing course, and financial digitalization, application of intelligent financial systems, and other content into Financial Management course. Secondly, they must renew the course content, and align with the enterprise digital transformation practice to absorb the latest teaching philosophy, practice cases and position-specific skill requirements in digital management, and eliminate obsolete and outdated teaching content, ensuring that the course content precisely aligns with the real-world job requirements of enterprises. Furthermore, they must intensify the synergy of courses, systematize teaching interdependencies across curriculum architecture to forge coherent learning pathways, and construct a complete knowledge system to achieve the synergistic integration between legacy management knowledge and digital competencies [5].

3.3 *Innovating Teaching Models to Augment the Efficacy and Dynamic Interactivity of Teaching*

Innovation in teaching models is the key to improving teaching quality. Vocational undergraduate institutions must use digital technology to break through the limitations of traditional teaching models and construct a diversified, interactive and practice-oriented teaching model. Firstly, they must implement the project-driven teaching model, use authentic enterprise digital management projects as the carriers to guide students to execute end-to-end project lifecycles encompassing evidence-based investigation, scheme design, and implementation in groups, enabling students to master management knowledge and digital competencies through project practice and enhance their real-world problem-solving capabilities. Secondly, they must apply digital teaching methods, adequately utilize resources, such as online teaching platforms, virtual simulation systems, and digital case libraries, to carry out online-offline blended teaching. Online, they can feed teaching resources to students through the platforms and organize interactive discussions. Offline, they can conduct case analysis, practical operation, and group discussions, etc. This approach can transcend the constraints of time and space, and enhance the flexibility and efficacy of teaching. Concurrently, they must employ teaching methods, such as case-based teaching and scenario simulation,

select typical cases on enterprise digital management and create authentic management scenarios, enabling students to immerse in the practice process of digital management firsthand, thereby deepening their understanding and application of theoretical knowledge. In addition, they must enhance the interaction between teachers and students as well as among students themselves, and ignite learner agency and cultivate their communication and collaboration skills as well as innovative thinking through classroom questioning, group discussions, and results presentation.

3.4 *Strengthening the Construction of Faculty Teams to Enhance Teachers' Digital Teaching Capabilities*

The construction of faculty teams is the safeguards for teaching reform. Vocational undergraduate institutions must employ various measures to optimize the faculty structure and enhance the digital teaching capabilities of teachers. Firstly, they must enhance the training of in-house teachers, establish a sustained digital teaching training mechanism, organize teachers to engage in training activities, seminars and research activities about digital teaching, improve teachers' proficiency in digital teaching tools and teaching methods, guide teachers to conduct in-depth practical work in enterprises, understand the actual situation of enterprise digital management, accumulate practical experience, and improve the construction quality and efficiency of the "dual-qualified" faculty teams. Secondly, they must optimize the faculty structure, introduce high-caliber talent with practical experience in enterprise digital management and solid theoretical knowledge to enhance the faculty teams, concurrently intensify the recruitment of industry-sourced part-time teachers, establish a robust team of industry-sourced part-time teachers, and invite key figures in enterprise digital management to engage in teaching activities and share their practical experience, achieving the deep alignment between teaching and enterprise practice.

4. Safeguard Measures for the Teaching Reform of Vocational Undergraduate Business Administration Program in the Digital Context

4.1 *Refining the Teaching Management Systems to Strengthen the Reform Safeguards*

A sound teaching management system is the cornerstone for the smooth progress of teaching reform. It is necessary to revise and refine relevant teaching management systems in accordance with the requirements of digital teaching reform. Firstly, vocational undergraduate institutions must establish sound digital teaching management systems, clearly define the standards, requirements and assessment criteria for digital teaching, standardize the digital teaching process, and ensure the scientific and systematic implementation of digital teaching. Secondly, they must refine the curriculum management mechanisms and establish data-responsive curriculum renewal mechanisms to promptly adjust the curriculum content and curriculum design based on enterprise digital transformation imperatives and the development trends in the industry, ensuring the temporal relevance and targeted relevance of the courses.

4.2 *Increasing Investment in Teaching to Improve Digital Teaching Infrastructure*

Robust pedagogical investment coupled with well-established digital teaching infrastructure constitutes pivotal enablers for teaching reform. It is necessary to increase investment in the teaching of Business Administration, and improve digital teaching facilities and resources. Firstly, vocational undergraduate institutions must establish digital teaching platforms and virtual simulation laboratories, and deploy digital teaching tools, such as intelligent management systems and big data analysis software to simulate corporate digital management scenarios, provide students with authentic practice environment, and enhance the efficacy of practice teaching. Secondly, they must establish digital teaching resource libraries to collect and organize digital management cases, teaching videos, courseware and other resources, and realize resource sharing, providing support for teachers' teaching and students' learning. In addition, they must increase the efforts in maintaining and renewing digital teaching equipment to ensure their normal operations, providing safeguards for the smooth implementation of digital teaching.

4.3 *Deepening Industry-Education Integration to Construct University-Enterprise Partnership Platforms*

Industry-education integration and university-enterprise cooperation serve as the core features of vocational

undergraduate education and an important approach to promote teaching reform. It is necessary to deepen cooperation with enterprises and establish university-enterprise partnership platforms, so as to achieve the deep alignment between teaching and enterprise practice. Firstly, vocational undergraduate institutions should establish a long-term and stable cooperative relationship with digital enterprises, jointly build practical training bases, and deploy authentic digital management projects of enterprises into the teaching process, enabling students to participate in the operations and management of real-world enterprise projects, thereby enhancing their practical competencies. Secondly, they should invite corporate digital management experts to engage in the construction and teaching reform of the discipline, jointly make the talent cultivation programs, curriculum system and teaching content, and ensure that the talent cultivation is aligned precisely with the job requirements of enterprises.

4.4 *Strengthening Research on Teaching Reform to Improve the Reform Quality*

Teaching reform research is an important safeguard for improving the reform quality. It is necessary to strengthen the research on the teaching reform for vocational undergraduate business management program in the digital context, and explore reform pathways that align with the disciplinary characteristics and the needs of talent cultivation. Firstly, vocational undergraduate institutions must establish teaching reform research teams, encourage teachers to engage in teaching reform research projects, deeply study the laws and methods of digital teaching, summarize the reform experience, and make targeted and actionable reform programs. Secondly, they must strengthen cooperation and exchanges with other institutions, draw on the successful experience of teaching reform in vocational undergraduate Business Administration program at home and abroad, and optimize the reform pathways based on their own actual situation to enhance the reform quality.

5.Conclusion

In the digital context, the teaching reform of vocational undergraduate Business Administration program is an inevitable choice to adapt to the transformation and upgrading of industries, meet the demands of enterprises for talent, and achieve the sustainable development of this discipline. Currently, there are several problems in the teaching of this discipline, including outdated teaching philosophy, structural misalignment in curriculum system, monotonous teaching models, and structural imbalance in faculty teams, seriously impeding the quality improvement of talent cultivation. By renewing teaching philosophy, reengineering the curriculum system, innovating teaching models, strengthening the construction of faculty teams, and equipping with complete safeguard measures, vocational undergraduate institutions can effectively deepen the teaching reform of Business Administration, achieve precision alignment between teaching and the demands of the digital industry, enhance students' digital literacy and practical competencies, and cultivate high-caliber technical talent equipped with adaptive proficiency to navigate enterprise digital transformation imperatives.

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