

Thoughts on the Project Management of Social Practice in Higher Vocational Colleges

Zhengqiang Wu¹ Fenghua Kang²

^{1,2} Wuhan Business and Trade Vocational College, Wuhan, Hubei 430205, China

² Corresponding author. Email: FenghuaKang@whicu.edu.cn

ABSTRACT

In the face of the current situation that the concept of social practice in higher vocational colleges is relatively backward, lack of innovation and integration, and the process is relatively single, the project management of social practice activities can be used to improve. The project management of social practice is to treat social practice activities as projects or specific tasks and then manage them, focusing on pertinence, systematization and process, which is more in line with the characteristics of higher vocational students. The project-based management of social practice is managed through project development, platform construction, mode implementation and project evaluation, so as to improve students' practical ability and comprehensive quality, and lay a good foundation for students to go to work in the future.

Keywords: Higher vocational colleges, Social practice, Project management.

1. INTRODUCTION

Social practice is an important way of practical education in higher vocational colleges, an important carrier of student work management in higher vocational colleges, and also the application and expansion of classroom theoretical education. The project management of social practice organically combines theoretical learning with practical learning, combines school education with life experience, and combines ideological education with social exercise. It is an effective way for higher vocational colleges to implement comprehensive quality education and promote the healthy growth of students to explore and innovate the construction of social practice project management, pay more attention to social practice as an important carrier of cultivating students' quality, and give full play to the function of practice education.[1]

2. PROBLEMS IN SOCIAL PRACTICE MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

Social practice in vocational colleges is one of the important means to cultivate students' comprehensive qualities and practical abilities, and it is an important reflection of the quality and level of higher education. However, in the practical process, there are some management issues in the social practice of vocational colleges, including the following aspects.

2.1 *The Management Concept of Social Practice Lagged Behind*

The rapid development of society has more demand for the training of technical talents. For higher vocational colleges, to a certain extent, this puts forward higher requirements for social practice management. Because social practice activities play an important role in improving the practical ability and comprehensive quality of higher vocational students, laying a good foundation for students to move towards the society, in the process of social practice management, some higher vocational colleges have relatively lagged behind in their

management concepts, stuck to traditional management concepts, blindly used administrative orders and institutional constraints to manage, ignored students' learning characteristics and actual needs, ignored students' self-initiative, and caused students to have a certain resistance. Therefore, students' enthusiasm to participate in practical social activities is not high, the good effectiveness of social practice is restricted.

2.2 Lack of Innovation and Integration in Social Practice Management

It is understood that some social practice activities in higher vocational colleges often follow the practices of previous years, and do not adapt to social development and change to add new content. Some college departments and colleges lack the integration and allocation of resources, or resources are wasted repeatedly, or they are organized separately. The activities are similar to each other, lacking novelty, and students are tired of dealing with them. Due to different professional characteristics and different hobbies, students have different needs for social practice. However, in the traditional social practice management, students often participate passively and lack self-selection. The management of some colleges and universities is confined to trivial matters, and students' creativity is limited, so students lack enthusiasm and initiative for social practice.

2.3 Single Social Practice Process Management

The management process of traditional social practice activities is relatively simple and mere formality. In addition to professional practice, traditional social practice activities only provide students with some daily ideological and political education work, ignoring the guidance of mental health education, career planning and employment guidance, and guidance of social practice activities. Some higher vocational colleges can only deal with the inspection to complete the corresponding tasks, and can not combine their own reality and characteristics to carry out social practice activities. Some higher vocational education teaching theories are divorced from social practice, which makes students helpless to deal with the problems that arise. If they can't translate the theories well and apply them to social practice, the role of social practice activities will be difficult to play.

3. CONNOTATION OF SOCIAL PRACTICE PROJECT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

Project management is a kind of behavior oriented teaching method, which takes projects as the carrier, takes work tasks as the drive, organically combines theory with practice, and enables students to master knowledge and skills in the process of completing tasks. [2] Specifically, the management of social practice activities is to treat social practice activities as projects or specific tasks and then manage them, that is, to project management, transform social practice assumptions and plans into feasible projects, and use the project management model to manage, so as to improve the management philosophy and methods of students' comprehensive literacy. Different from traditional management, project-based management often does not emphasize control, restriction, system, etc., but rather focuses on students as the main body, focusing on discussion, sharing, guidance, and carrying out social practice activities with diversified projects. The concept of project-based management attaches great importance to the scientific nature, planning and significance of the objectives. Without detailed scheme planning, the objectives cannot be approved without expert demonstration and comparative identification. [3]

4. CHARACTERISTICS OF SOCIAL PRACTICE PROJECT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

For students in higher vocational colleges, social practice project management can promote the transformation, expansion and promotion of students' knowledge, enhance students' practical ability, organizational ability, innovation ability, etc., help students correctly understand the society and find effective ways to solve various practical problems, and promote their comprehensive quality in the process of continuous internalization. The project management of social practice in higher vocational colleges has the following significant characteristics:

4.1 Focusing on Pertinence

The project management of social practice in higher vocational colleges is to plan the project closely to serve the society, aim at the characteristics of higher vocational students, and

promote it around the needs of higher vocational students. Project based management takes the integration project as the focus of operation, and sets up different social practice projects for different students. Students can choose and display the projects they are interested in, and solve practical problems with a targeted view. Only such social practice projects have strong vitality, and achieve the effect of mutual integration and complementary advantages.

4.2 Focusing on Systematization

The project-based management of social practice in higher vocational colleges needs to organize and implement systematic management around project setting goals, and deeply study the theory and practice of projects from different perspectives. Through the combination of theoretical education and practical education, the effective link between school education and self-education is realized, so that students' initiative in social practice can be brought into play. At the same time, through a systematic approach, social practice activities are combined with professional learning, practical experience and career exploration, aiming to help students understand their needs and advantages, set goals for themselves, actively explore career opportunities, explore and establish a management system that combines social practice with professional learning, with serving the society, with work study, with job selection and employment, and with innovation and entrepreneurship, so as to enhance the effect of social practice.[4]

4.3 Focusing on Process

From information collection, data collection, demand analysis, direction selection, team formation to the determination of objectives and content scope, method application, scheme implementation, etc., it is necessary to give play to the function of project management, enhance the internal attraction of social practice activities in higher vocational colleges, and mobilize members' awareness of team cooperation, service and social participation. The theory and practical experience at home and abroad have proved that the effective application of project management theory can improve students' social practice ability and self-management level, and improve the social practice management mechanism of higher vocational colleges.[5]

5. THE PATH OF SOCIAL PRACTICE PROJECT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

The project management of social practice in higher vocational colleges is exploratory, cooperative and interactive. Project based management is to develop plans, build platforms, develop and implement projects, and apply practices according to project tasks, which is more targeted and practical for vocational students.

5.1 Project Development

The development of social practice project in higher vocational colleges should not only consider the project objectives and requirements, but also consider the sustainable development of students.

First, the combination of social practice activities and talent development goals helps students improve their skills, abilities, and knowledge. The project is broken down according to the training objectives of professional talents, and effectively connected with the talent training needs. The project manager designs the theme of practical activities according to the professional knowledge background of students and the actual needs of students, and determines the form of practical activities according to the project-based operation mode. At the same time, the project manager should let the students know the practice theme and organization arrangement, so that the students can make clear requirements, choose independently, and complete the practice tasks with goals, plans and steps. For example, students majoring in sociology can combine history with theory to investigate and discuss the problems of modern farmers and the construction of new countryside. Students studying economics can combine the principles of economics to investigate the changes in their hometown during the reform and opening up, and write activity experiences or investigation reports.

Second, the combination of social practice activities and students' interests and hobbies helps to stimulate students' enthusiasm and initiative. The project management needs to divide the work according to the students' interests, hobbies and personality, carry out targeted teaching, and effectively develop projects. During the implementation of the project, project managers should investigate and understand students' needs as much as possible, and understand their concerns

about their own growth, future employment, etc., strengthen specific guidance and dynamic management of social practice, so that students can truly feel the close connection between social practice and their own growth. For example, students who are interested in historical figures will take groups as a unit to collect and consult the biographical profiles, works and evaluations of historical figures, visit relevant personnel, and form video works or PPT works for display by collecting, analyzing and sorting out data. Students who pay attention to historical events can be divided into a group to interview the parties involved in major historical events, collect relevant data, understand and analyze the causes and consequences of historical events, objectively evaluate historical events, form questionnaires or survey records, and write their own experiences.

Third, the combination of social practice activity projects and the cultivation of students' innovative abilities help to stimulate students' innovative thinking and practical abilities. Students independently innovate social practice projects, form a project plan for social practice, and carry out practical projects according to the implementation plan. For example, some schools combine social practice activities with group day activities of college students' classes to carry out theme extracurricular practice activities, such as carrying forward the spirit of the May 4th Movement and carrying out activities themed on scientific development of college students. [6] The investigation and research of traditional culture can plan to excavate the social value, cultural value and industrial value behind traditional culture, analyze relevant data and hot issues, explore the problems in the investigation, implement project management, organize social practice achievements exhibition, etc., and further expand the students' organizational ability and innovative practice ability.

5.2 Construction of Project Platform

All kinds of social practice activities have enhanced the contact between students and society, and laid a foundation for promoting the development of students' comprehensive quality and future employment and entrepreneurship. Therefore, social practice management needs to build a platform for project-based operation, promote the transformation and expansion of students' knowledge, and transform it into specific service projects or product achievements.

First, social practice project-based network management makes social practice activities more standardized and scientific. Project based management encourages students to search materials online to obtain knowledge of relevant projects, pay full attention to students' feedback through the network, understand students' needs, and provide relevant information catalogs. Higher vocational colleges should timely summarize and revise according to students' feedback, improve the project and improve the operation level of project management. In addition, higher vocational colleges should actively develop network platforms, set up special columns to report social practice through official account, QQ group, school website and other network platforms, and display the results of students' social practice activities in the form of text, pictures, videos, animations and so on, so as to create an atmosphere for social practice activities and attract more people to participate in and pay attention to social practice activities.

Second, social practice project-based base management provides students with a better practical environment and services. The project management of social practice should be based on the work requirements of higher vocational colleges, follow the particularity of higher vocational students, focus on and selectively establish a series of practice teaching bases in the school, surrounding areas and surrounding provinces and cities, and build a platform for students' practice teaching. At the same time, management needs to improve the employment oriented social practice training system of higher vocational colleges, organize diversified forms of social practice, set practical goals, and enable students to complete the transformation from knowledge to ability through the gradual process of understanding society and enterprises, understanding majors, getting familiar with careers, formulating career plans, and selecting enterprises and institutions for employment. [7] On the basis of continuing to deepen the cooperation with many original enterprises, higher vocational colleges can actively contact with local or surrounding industry associations, enterprises and institutions, communities, practice and training bases through various channels and forms to form a relatively fixed social practice activity base that is convenient for activities, realize resource sharing, mutual benefit and win-win results, and promote the development of students' social practice activities, It provides broad space and necessary conditions for the development of students.

Third, social practice project-based member management can improve the organization and management efficiency of social practice activities. The concept of project-based management has been widely used in social enterprise management. Therefore, project-based management is also an important way for students to connect with and get familiar with the society. In the past, social practice activities only focused on the form of activities, ignoring the role that the project concept can play. Project management can bring team members into a goal of sustainable development, provide students with scientific, normative and sustainable management in social practice, and enable students to feel the concept of modern enterprise management in schools.

Because students' thoughts and behaviors are diverse and uncertain, and the project is completed by various parts that are interrelated and mutually restricted, in order to complete a task, project members need to be able to think about how to do from a multi-level integrity when designing and implementing the project, thus forming mutual cooperation and overall coordination among project members. Therefore, for the social practice management system, in order to achieve the intended functions, it is necessary not only to carry out structural design, but also to make clear "who and what to do", and also to make provisions and agreements in advance on "how to do", that is, how to cooperate with each other on the basis of division of labor.[8]

5.3 Implementation of Project Mode

The project-based management of social practice in higher vocational colleges is a model that comprehensively considers education, teaching and students' comprehensive quality. It involves a wide range of aspects, including project division and cooperation, activity design and operation management. It needs the support of relevant operation models.

First, professional and specialty mode is based on relevant professional qualities and interest teams to carry out project activities. The project management of social practice emphasizes the integration with students' professional skills, further strengthening students' understanding of professional knowledge, consolidating their professional foundation, giving play to their professional expertise, and improving students' enthusiasm and effectiveness of activities. In addition, social practice activities should be set up

according to students' interests and hobbies. Students can choose to participate in social practice activities independently to develop their creative and organizational talents. For example, for engineering students, the development of social practice projects will inevitably promote students to pay attention to social reality, participate in social investigation, investigation and research and other social practices, and expand their ideas and improve their innovation ability through subtle influence.

Second, scientific research and training model identifies projects with practical significance and academic value. The project based management of social practice needs to expand the working ideas, try to introduce the project based teaching and research into social practice activities, and guide students to form a team to apply for scientific research projects. The project management personnel can organize members to organize research and planning, feasibility report analysis, and write project plans to find the combination of students' practical learning and social needs, and set up projects suitable for students' participation. Projects such as the rural revitalization project, serving social governance projects, the promotion of excellent traditional culture can enable students to participate in them in a practical way.

According to the direction of students' social practice project selection, higher vocational colleges contact instructors to provide targeted and classified guidance for the project approved team, and give team rewards and support if conditions permit, so as to ensure the smooth implementation of the activities. While the team went into the society to carry out activities according to the scheduled plan, the school tracked and supervised its implementation, and solved problems in time to ensure the smooth implementation of the activities.

Third, typical and demonstration models promotes students to expand their professional skills and improve their overall quality. The project management of social practice can take the form of point to area combination. According to the requirements of social practice tasks, several social practice teams will be formed, and typical representatives will be selected to focus on building to highlight the brand effect of practical activities. Then, the team advantages of college students will be further exerted through project-based operation management to make the practice teams clear their goals, refine their plans, and achieve actual results. For example, to understand the new situation of

reform and opening up and modernization, you can go to your hometown for social investigation, or to the practice base for investigation, community volunteer service, community research and formation of a team; To learn about historical figures, you can combine video materials, investigate and record, and combine ideas with reality to write your experience; To learn red culture, you can visit historical museums, cultural sites, former residences of celebrities, revolutionary memorial sites, old industrial bases.

5.4 Project Evaluation

At present, the project management of social practice in higher vocational colleges has quietly risen, but the relatively supporting evaluation system has not been completely established. The evaluation system is an important part of implementing the effect of project-based management. It can effectively analyze the effect of social practice and evaluate the development of students in a diversified way, playing the role of incentive guidance and quality monitoring. Due to the complexity of social practice activities, the uncertainty of evaluation factors and optimal conclusions, it is necessary to conduct a quantitative evaluation of scientific data on the project-based management of social practice, so as to provide reference for the next step of social practice activities.

First, the formulation of evaluation objectives is related to the effectiveness and influence of social practice activities. In today's social transformation, how to deepen the project management of social practice, implement teaching in accordance with their aptitude, and cultivate high-quality talents is a subject that vocational colleges need to explore. The project management of social practice is action oriented and competency based. Its evaluation objectives focus on the project module as the basis and practice the concept of action oriented. In addition, project management takes value management as the goal. Value engineering is to use the wisdom of the group to systematically analyze the functions and costs of the research object. It is the research object to achieve the necessary functions at the lowest cost. [9] Teachers in higher vocational colleges can select appropriate projects based on the project's requirements for ability and quality, and finally determine the project content of social practice for guidance. In addition, project-based management needs to further improve the social practice evaluation system, pay attention

to process assessment, strengthen practice effectiveness, pay attention to students' understanding of professional quality requirements, skill requirements and employment development related to social practice activities, emphasize the concept of demand orientation, achievement orientation and continuous improvement, and clarify students' innovation ability, creativity and ability to integrate theory with practice.

Second, the feedback of the evaluation object originates from the exploration and summary of social practice activities. The evaluation of project-based management of social practice in higher vocational colleges needs to develop a set of evaluation standards that are easy to measure, regularly review and feed back the completion of their goals, and make a reasonable and comprehensive evaluation of each college, major, class and their project-based curriculum plan, curriculum teaching, and student development according to the degree of their effectiveness and the evaluation standards. In addition, it needs to pay attention to the feedback from the evaluation objects, and according to the feedback of the evaluation object, a scientific evaluation system conforming to the characteristics of higher vocational students shall be established, the project shall be adjusted in time, and the evaluation mechanism shall play an effective role in stimulating and guiding the whole project implementation process.

Third, the determination of evaluation indicators aims to understand the links and key points of social practice activities. How to accurately reflect the evaluation object on each specific index and overcome the complexity of the evaluation index is an important link in the project evaluation design of social practice.

In terms of social practice program evaluation, the project focuses on ideological and political education, evaluating teaching plans, curriculum standards, programs, etc., including judging the appropriateness of the guiding ideology, training objectives, feasibility analysis, project module settings, and related issues of social practice. In terms of evaluation of social practice operation process, the project operation of social practice focuses on how to evaluate social practice teaching design, practice design and teaching ability. The project manager organizes the examination by taking a project as a unit to understand the social practice activities from the aspects of project teaching objectives, design, operation process,

effects, student management, etc. In terms of student development evaluation, according to the conformity of social practice and operation to the ability and quality requirements, the pertinence of knowledge and skills are required by professional posts and the systematic evaluation of students' employment posts, including the evaluation of students' professional ability, method ability, social ability, innovation ability and professional quality. At the same time, students reflect on their behavior of actively participating in and experiencing social practice, and evaluate whether they have the spirit of independent inquiry and team cooperation through self-assessment.

Fourth, the application of evaluation methods promotes innovation and development of social practice activities. Evaluation methods include quantitative evaluation and multiple evaluation, static evaluation and dynamic evaluation, and combination of horizontal evaluation and vertical evaluation. In terms of quantitative evaluation and multiple evaluation, quantitative evaluation is to make the project-based curriculum evaluation practical, develop specific, operable and quantitative evaluation indicators, and make evaluation tables to make the complex evaluation indicators clear. Multi evaluation is a multi evaluation method combining society, schools, teachers and students by using interval correlation analysis and matrix correlation analysis.

In terms of static evaluation and dynamic evaluation, the static program evaluation checks industry analysis, market research, professional feasibility analysis report, curriculum syllabus, curriculum standards and other materials. The results display includes social practice investigation report, PPT display, experience, music, film and television. Dynamic tracking evaluation evaluates the implementation process and effectiveness of social practice. Teachers and students are the evaluation subjects, mainly focusing on whether the project-based curriculum achieves the expected goals; What are the advantages or disadvantages in the project implementation process, and whether it is necessary to modify and improve the project design; Whether the project operation is attractive to students; Whether social practice teaching can be developed subsequently. Teachers and students can be organized to participate in the evaluation through self-evaluation, interview, informal discussion, questionnaire or other evaluation tools. The evaluation of the implementation process should reflect its dynamics, and attention should be

paid to the collection of evaluation information in the process.

In terms of horizontal evaluation and vertical evaluation, horizontal evaluation is carried out by colleges, majors and classes. The longitudinal evaluation is conducted by semester and stage. The project-based management of social practice in higher vocational colleges requires the repositioning of students' roles. In this process, students understand the society and complete tasks in a diversified way in real situations. At the same time, they get familiar with the society, accumulate experience and enrich knowledge through various ways, thus achieving an effective combination of self-education and school education.

6. CONCLUSION

The innovation of social practice project management in higher vocational colleges is not achieved overnight. The diversity and complexity of social development and practice subjects determine that the social practice project management in higher vocational colleges is a work that keeps pace with the times. As a higher vocational college, it needs to understand the participants, and proceed from the actual problems of students, constantly explore in specific practice, innovate management concepts, and constantly promote the systematic, scientific and efficient development of social practice, so as to provide convenience for the current higher vocational colleges to actively serve the requirements of economic and social development and broaden the training and growth channels of technical talents.

ACKNOWLEDGMENTS

Fund Project: 2022 Annual Research Project of Hubei Zhonghua Vocational Education Society: Research on the Cultivation of Vocational Adaptability of Higher Vocational Students (Project No.HBZJ2022117)

AUTHORS' CONTRIBUTIONS

Zhengqiang Wu is responsible for overall design and wrote the manuscript, Fenghua Kang contributed to revising and editing.

REFERENCES

- [1] Jian Xu. Analysis on the management and operation mechanism of social practice of

- higher vocational college students[J]. China's Vocational and Technical Education, 2013(21).
- [2] Wang Hong. Exploration of the Project Teaching Reform of Ideological and Political Theory Course [J], Today Science Park, 2010(18).
- [3] Lexia Li, Qinglin Zhang, Zhiguo Huang. Research on project management of social practice teaching of ideological and political courses in higher vocational education [J]. Education and Occupation, 2013 (8).
- [4] Hao Tan and Jing Wu. Summary of college students' active participation in social practice and volunteer activities [J], Xinhuanet, 2010(5).
- [5] Rongrong Yu. Research on social practice management mechanism of higher vocational students based on project management theory [J]. Mechanical vocational education, 2017(11).
- [6] Dong Xu. The path to breakthrough the bottleneck in the teaching of the outline of modern Chinese history [J], Education and Occupation, 2011(33).
- [7] Qiongyi Peng. Research on social practice management in higher vocational colleges[D],Jiangxi Normal University, 2018(10).
- [8] Jun Gao, Zhuo Zhang, Yizhong Song: On the construction of organizational system of social practice management system, Journal of Systemic Dialectics, 2005(2).
- [9] E.Westerveld. The project excellence model linking success criteria and critical success factors[J].International Journal of Project Management, 2003,(21).