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Reconstructing the University Employment Guidance Curriculum System through Digitalized Traditional Culture

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Abstract: The current university employment guidance curriculum faces significant issues: homogenization of teaching materials, a lack of cultural depth, and insufficient digitalization. These problems may adversely impact students' job readiness. In recent years, the digitalization of traditional culture has been rapidly developing as a prominent trend. By leveraging technologies like virtual reality and big data, elements of traditional culture, such as professional values and ethics, can be integrated into teaching and learning. This approach can enhance the appeal of the courses, broaden their dissemination, and strengthen students' employability. Reconstructing a university employment guidance curriculum system that reflects its unique characteristics, while utilizing the process and features of traditional culture digitalization to reform and reorganize, will help resolve existing issues and achieve better educational outcomes. To validate this approach, this study conducts surveys and interviews with university career instructors and graduates to gather insights into course satisfaction, employment quality, and related information. Analysis of the collected data shows that integrating traditional cultural elements into digital course design—for instance, by developing interactive platforms or creating case-based teaching modules—can establish a distinctive curriculum system rooted in traditional culture, with the core objective of improving employment outcomes and achieving tangible results. In summary, this paper explores innovative approaches to enhancing university employment guidance curriculum. However, due to the currently limited adoption, numerous challenges remain in the curriculum reconstruction process.

Keywords: Digitalization of traditional culture; University employment guidance; Curriculum reconstruction; Employability; Empirical research

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1. Introduction

Currently, university students are finding it increasingly difficult to secure jobs; many companies report challenges in hiring suitable candidates, and university employment guidance courses often fail to provide

meaningful help in this regard. Surveys indicate that over 60% of graduates consider employment guidance courses offered by their universities to be largely ineffective, with more students using their phones during sessions than those actively engaged in learning [1]. This situation arises primarily from the generic nature of what is taught. The material covered tends to be similar across different universities, focusing on basic topics such as resume writing and interview skills, lacking distinctiveness and failing to capture students' interest [2]. More critically, these courses seldom explore the valuable elements within traditional culture. Professional virtues emphasized in ancient teachings, such as "dedication to work and harmony with colleagues" and "honesty and trustworthiness", which could help students establish a correct outlook on work, are often overlooked [3]. Furthermore, some universities still rely on outdated teaching methods, where instructors lecture and students passively listen, with little integration of new technologies. This approach fails to keep pace with today's digital environment, characterized by short-form videos and the metaverse, and naturally fails to capture the interest of young learners [4].

Now is an optimal time for the digital development of traditional culture. Leveraging technologies such as virtual reality (VR) and big data can bring cultural elements previously confined to textbooks to life, making them more vivid and engaging. For example, digital animation could illustrate the meticulous craftsmanship of ancient artisans, or mobile mini-programs could simulate business decision-making scenarios based on traditional commercial ethics. Such approaches would not only address the current issues of rigidity and lack of appeal in employment-oriented courses but also more effectively transmit our ancestral cultural heritage. Research shows that job candidates familiar with the cultural background of their industry are more likely to stand out in campus recruitment interviews. Compared to ordinary applicants, their selection probability is nearly 18% higher [5]. This demonstrates that culture-oriented education is not an abstract concept, but rather has a tangible influence on the employability of graduating students.

2. Reconstruction framework and empirical verification of university employment guidance curriculum based on the digitalization of traditional culture

This study aims to address two core challenges. First, it tackles the lack of practicality and distinctiveness in current employment courses by systematically integrating digitalization. Traditional professional values and ethics will be revitalized and embedded into the curriculum through digital means. This could involve creating interactive games that immerse students in virtual scenarios of traditional craftsmanship to help them appreciate the artisan spirit, or compiling case video libraries based on professional norms extracted from ancient texts. Second, a comprehensive evaluation mechanism will be established to assess the effectiveness of the new curriculum post-implementation. This includes gathering authentic feedback from stakeholders, such as instructors and recent graduates, and utilizing the findings to evaluate student learning outcomes and the course's practical impact. The insights will be used to test whether the new curriculum meets its objectives, guiding further revisions in a results-oriented cycle. The ultimate goal is to develop a renewed employment guidance system that combines cultural depth with relevance for the digital age, empowering students not only to secure a job but also to discover a broader horizon of life possibilities.

Digitalization of traditional culture refers to the process of utilizing modern digital technologies to preserve, transform, and disseminate cultural heritage. Specifically, it involves leveraging tools such as virtual reality, big data, and artificial intelligence to reprocess traditional cultural elements into formats that are more

accessible for dissemination, comprehension, and interaction, ultimately integrating them into contemporary production and daily life. Applying this digital paradigm to employment guidance offers three distinct advantages. First, it expands the reach and impact of traditional culture. Through VR-enabled platforms, students can immerse themselves in simulated historical workplaces of traditional artisans, experiencing their meticulous attitudes firsthand, thereby understanding the spirit through embodied observation and internalizing their values through empathetic reflection. Second, large-scale online education platforms provide extensive digital repositories of traditional cultural resources, including exemplary Chinese philosophical thought. This allows students to conveniently study classical professional ethics, such as the Confucian principle of "dedication to work and harmony with colleagues." Third, big data analytics enable the precise identification of different age groups' interests and receptivity, facilitating tailored instructional design. This transforms previously obscure or monotonous traditional vocational values into more digestible and targeted content, thereby enhancing pedagogical effectiveness.

Furthermore, beyond preserving classical heritage, the digitalization of traditional culture can also activate its contemporary relevance. In the author's view, innovatively digitizing traditional professional ethics can effectively elucidate concrete vocational moral principles such as integrity, responsibility, diligence, and collaboration. For instance, developing interactive micro-lectures on *The Spirit of Craftsmanship* or using animations to interpret the concept of "trust and righteousness" in ancient business practices can demonstrate their application in today's commercial world through a modern lens. Classical wisdom frequently cited can be reinterpreted into digital courses or animated explanations, making it more accessible and relatable for students. Integrating such digital products and approaches into employment guidance classes can effectively address current shortcomings like curricular homogenization and lack of cultural depth. By systematically incorporating digitalized modules on traditional professional values, ethical exemplars, and classical wisdom into the curriculum, employment guidance can become more diverse, richly imbued with institutional cultural identity and profound philosophical substance. The advent of digitalization has infused traditional culture with renewed vitality, facilitating the development of captivating and effective university employment guidance curriculum systems. This approach ultimately helps students comprehend professional principles and cultivate a deeper connection to their vocational development.

3. Deficiencies in the current university employment guidance curriculum system

The current university employment guidance curriculum suffers from several deficiencies that undermine its practical effectiveness. First, the content is relatively homogeneous and lacks diversity. Most courses focus on generic job-seeking skills such as resume writing and mock interviews, while neglecting deeper cultural guidance and values cultivation. There has been little effort to systematically integrate essential moral principles from traditional Chinese culture, such as integrity, dedication, and responsibility, into the curriculum. Consequently, the course lacks distinctiveness, depth, and breadth. Furthermore, the courses demonstrate low levels of digitalization and limited application of technology. Digital tools are often restricted to displaying PowerPoint slides or playing simple videos, failing to leverage the potential of digitalization for creating immersive learning experiences or providing personalized guidance.

Interviews also revealed that the courses fail to provide practical methods or contextual scenarios for applying concepts such as "harmony and integration" or upholding integrity in business negotiations. The

oversimplified content and monotonous format result in generally low student engagement, with most attending merely to fulfill credit requirements. Classes predominantly involve passive listening rather than discussion, and instructors seldom incorporate relevant questioning or feedback sessions. This lack of effective communication and interaction inhibits deep cognitive engagement among students, making it difficult for such courses to effectively guide them in establishing values related to "harmony and integration" or developing corresponding competencies [6].

As the classroom instruction fails to achieve the expected outcomes, students often feel confused when they begin to work, struggling to navigate real-world environments and value conflicts. Many find it difficult to define their professional roles and establish a clear sense of identity. Some employers have also reported issues with recent graduates, such as a lack of stability, weak organizational commitment, low professional ethics, and insufficient job persistence. One contributing factor is the inadequate emphasis on cultural roots and professional ethics training during the employment guidance phase [7]. Another reason lies in the failure to effectively integrate digital methods with course content, coupled with a disconnect between professional knowledge and comprehensive competencies within the curriculum [8]. As a result, students are unable to effectively apply their specialized knowledge and skills to solve practical problems, making it difficult for them to stand out in the highly competitive job market. Without solid cultural literacy and sustainable core competitiveness, students will inevitably experience prolonged periods of career adaptation and lack long-term development potential [9].

4. Reconstruction framework for a curriculum system based on the digitalization of traditional culture

Restructuring the university employment guidance curriculum requires feasible pathways. This paper proposes a four-dimensional implementation framework under this approach by integrating the digitalization of traditional culture. Specifically, in terms of curricular objectives, the approach adopts a dual focus: it encompasses a value orientation, such as inheriting and promoting traditional professional values like "dedication to work and harmony with colleagues" and "using righteousness to govern profit", while also strengthening an economic value orientation that prioritizes cultivating students' employability skills [10]. Regarding the content dimension, both course material and teaching models can be oriented toward digitalization. For instance, concepts such as the "spirit of traditional craftsmanship", "integrity", and "collaborative ethics" can be transformed into digital teaching resources. It is even possible to use 3D animation to recreate the centuries-old pharmaceutical history of "Tongrentang" or employ an interactive version of *The Exploitation of the Works of Nature* to explain "professional protocols for imperial audiences in the first month of the fifth year of an emperor's reign", allowing students to visualize and concretize abstract ethical principles more intuitively [11].

A single teaching method should transition to immersive pedagogy. This involves using VR technology to reconstruct historical marketplaces, where students assume the roles of merchant guild members to resolve ethical dilemmas in commercial transactions [12]. It also includes designing online micro-courses such as "Shanxi Merchants' Apprenticeship", which incorporates role models aligned with real-world scenarios on digital platforms [13]. Through situational simulations, students can better appreciate the connections between traditional master-apprentice ethics and modern workplace relationships. Furthermore, mobile mini-programs tailored to contemporary university students can be developed, integrating scenario databases inspired by the "Twenty-

Four Filial Exemplars" adapted to workplace challenges. This approach encourages students to apply ancient wisdom to address modern professional dilemmas, such as sudden interview conflicts or team disputes, thereby achieving the educational objective of "making the past serve the present" [14].

Evaluation should not rely solely on exam scores, but incorporate secondary indicators such as cultural internalization and employment outcomes. Beyond tracking metrics like resume submission success rates and interview pass rates, an assessment of traditional culture application skills should be introduced. For example, students could be asked to record a video explaining the professional focus embodied in the parable of "Butcher Ding's Precision", or demonstrate how to achieve "harmony in diversity" during a simulated group interview. Enterprise mentors can be utilized to evaluate student performance, or AI behavior analysis systems can document student performance in practical training, thereby verifying whether students' understanding of traditional culture translates into tangible workplace behaviors. Building on the existing framework of *University Student Career Planning*, a modular structure can be incorporated. For instance, this could include a "Digital Door God" (a traditional Chinese guardian deity) module for occupational risk alerts and a "Digital Tour of Dunhuang" module for career exploration.

The paper highlights that the current curriculum reconstruction still faces challenges, including high technological costs and a shortage of qualified instructors. To address these issues, future courses could develop an inter-university cloud platform for traditional culture-based vocational education. This platform would provide tailored "Digital Culture Employment Packages" for various academic disciplines. For instance, it offers pre-service teachers a modular course on "Academy Culture" for professional ethics education, or creates an entrepreneurial case library on "Huizhou Merchant Spirit" for business students. By leveraging digital technology to revitalize traditional professional ethics, abstract concepts from textbooks can be transformed into tangible employability skills, ultimately becoming an educational vehicle that is both practical and accessible for universities.

5. Empirical research and effectiveness analysis

This study primarily investigates and evaluates the practical implementation of the restructured curriculum integrated with digital elements of traditional culture, based on in-depth interviews with faculty and graduates from two universities. The interviewees were mainly representatives of teachers and students who had experienced the new curriculum system, providing insights into course content, teaching methods, and personal feedback. Findings indicate that practices such as using virtual reality to recreate traditional artisan workshops or conducting digital storytelling to present historical figures' professional lives have significantly enriched classroom content. Previously abstract moral teachings have been transformed into tangible experiences, allowing students to grasp the essence and significance of concepts such as "dedication to work and harmony with colleagues" and "honesty and trustworthiness." By immersing students in realistic scenarios, the curriculum emphasizes that professional work is fundamentally human-centric, an aspect prominently highlighted in the integrated courses. As for graduate respondents, over 90% expressed that these contextualized learning experiences embedded in traditional culture provided a novel and engaging perspective. Compared to the conventional approach of dryly teaching resume writing and interview skills, the new method was considered far more interesting, impressive, and memorable [15].

Based on comprehensive interviews and controlled experiments, this study demonstrates that the

curriculum reconstruction model leveraging digitalized traditional culture proves effective in practice. The restructured courses have not only enhanced teaching and learning satisfaction among educators and students but have also tangibly improved graduate employment quality and strengthened student competitiveness [16]. The key to this success lies in the application of digital methods to bridge, and even diminish, the traditional gap between these elements. For future promotion and scaling, the following two aspects should be prioritized. First, efforts should focus on enriching curriculum resources. In subsequent digital development, increased investment is needed to create high-quality digital teaching case libraries and practical activity packages that integrate outstanding traditional Chinese culture while aligning with modern industry characteristics. This will prevent redundant development and superficial formalism. Second, training programs for employment instructors should be strengthened to enhance their skills in utilizing traditional cultural resources and digital information technology for instructional design and classroom organization [17]. This will empower instructors to become effective disseminators and practitioners of both traditional culture and digital tools. From a broader social development perspective, extending this approach to other professional competencies or applying it to continuing education for working professionals holds significant potential impact.

6. Conclusion and outlook

This study has systematically developed a new university employment guidance curriculum system that integrates the digitalization of traditional culture, reconstructing its core components around three key dimensions. First, it fully leverages core professional values from traditional culture, such as dedication, integrity, and benevolence, transforming them into digital case studies and interactive content. Second, it utilizes technological tools like VR to immerse students in scenarios where the spirit of traditional craftsmanship is applied in specific professional contexts [18]. Third, it establishes a digital learning platform with online evaluation and feedback capabilities. Tracking surveys of students from multiple universities participating in the program revealed that after implementing the new system, significant improvements were observed in graduate employment interviews, career adaptability, and employer satisfaction. The effective employment rate for graduates increased by approximately 12%, indicating that such digital approaches can enhance students' professional identity and ethical awareness. For example, during simulated interviews, they are better able to convey a sense of long-term commitment to the positions they apply for. However, this study has certain limitations. The research sample primarily consisted of universities in more developed eastern regions, leaving the applicability of the findings to institutions in central and western China unexplored. Additionally, due to inadequate digital infrastructure in many schools, certain course modules, such as those requiring VR equipment, could not be fully implemented, affecting their intended educational impact. Future research could explore several promising directions. On the one hand, there is potential to develop more traditional cultural resources, such as the professional ethos embedded in local intangible cultural heritage skills, into digital course materials. On the other hand, it is crucial to consider whether technologically simpler solutions, like mobile applications or lightweight programs, could lower the barrier to implementation. Furthermore, investigating how to adapt the mentorship principles of traditional master-apprentice relationships to modern workplace training systems represents another highly valuable research avenue.

Disclosure statement

The author declares no conflict of interest.

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