

The Diversified Implementation of College Students' Career Education from the Perspective of Higher Education Internationalization

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Abstract: In the wave of higher education internationalization, college students' career education is faced with problems such as inadequate integration of international elements in teaching content, insufficient depth of international cooperation in practical links, lack of international professional experience among the teaching staff, and insufficient emphasis on the cultivation of multicultural adaptability in the education model. Based on this, this paper deeply explores the new requirements put forward by internationalization for college students' career education and its diversified implementation paths from the perspective of higher education internationalization. It aims to build a comprehensive and multi-level career education system and improve students' international competitiveness through strategies such as constructing an internationalized curriculum system, expanding international cooperation practice projects, strengthening international exchanges and training for teachers, and integrating multicultural education.

Keywords: Higher education internationalization; Career education; Diversified implementation; Global competence; Cross-cultural ability

Online publication: November 10, 2025

1. Introduction

The *Opinions of the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council on Accelerating the Construction of a High-quality Employment Service System for Graduates of Ordinary Higher Education Institutions* clearly states that we should adhere to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, thoroughly implement the spirit of the 20th National Congress of the Communist Party of China and the second and third plenary sessions of the 20th Central Committee, implement the employment-first strategy, give top priority to the employment of college graduates, make overall plans for education, training, and employment, take the talent demand at the industrial end and the evaluation feedback at the employment end as the guide, optimize the services of cultivation supply, employment guidance, job hunting and recruitment, assistance and support, and monitoring

and evaluation in the whole chain, develop more employment positions that are conducive to giving full play to what students have learned, improve the supply-demand docking mechanism, strive to achieve a proper match between people and jobs, make the best use of people's talents, and improve the quality and stability of employment ^[1]. Colleges and universities should follow the national policy documents and the path that conforms to national development, so as to better cultivate more excellent talents for society.

2. New requirements of internationalization for college students' career education

2.1. Goal remodeling: From “securing a job” to “gaining global competence”

In the current era of surging globalization, the goal of internationalized career education must undergo profound remodeling. The traditional education model with the sole orientation of “securing a job” can hardly meet students' needs for future development on the international stage. Colleges and universities should shift their goal to cultivating students' sustainable “global competence,” which is the key for students to adapt to international competition and achieve long-term career development ^[2]. “Global competence” covers several important dimensions. A global perspective and vision enable students to examine issues from a global height and grasp international industry dynamics and development trends; cross-cultural communication and collaboration skills help students communicate effectively and cooperate closely with people from different backgrounds in a multicultural environment; the knowledge reserve for addressing global issues equips students with the ability to solve international challenges such as climate change and public health; self-adaptability and leadership in an international environment can help students quickly adjust their status and play a leading role in the complex and changing international workplace. By cultivating students' abilities in these aspects, colleges and universities can help them stand out in their international careers, become professionals with international influence, and contribute to promoting global development ^[3].

2.2. Content expansion: From “local knowledge” to “international information and rules”

With the acceleration of the internationalization process, the content of career education must be significantly expanded. The previous education model focusing on local knowledge can no longer meet students' needs in the international job market. Nowadays, colleges and universities need to integrate international information and rules into their educational content ^[4]. Analysis of the international job market enables students to understand the employment situation and demands in different regions around the world, providing macro guidance for their career planning; labor policies and visa systems of different countries/regions serve as important bases for students' international job hunting, and mastering such information can help them avoid detours during the job search process; the teaching of cross-cultural business etiquette helps students demonstrate good literacy in international business activities and enhance their professional image; international professional qualification certification provides students with internationally recognized professional qualifications, strengthening their competitiveness in the international job market; the introduction of global industry development trends allows students to keep up with the times and make early plans for their career development. By expanding the content in these aspects, colleges and universities can help students break down the information barriers in international job hunting and open up a broad space for their career development on the international stage ^[5].

2.3. Target differentiation: From “unified guidance” to “personalized customization”

Internationalization has brought about not only changes in students' concepts of studying, but more importantly,

it has influenced their intentions for future development. An increasing number of students are pursuing diversified career paths, including further study, working in enterprises, and starting their own businesses^[6]. Therefore, career education can shift from a “unified guidance” model to “personalized customization.” Every student is unique: the professional knowledge they have acquired determines their future career development direction; their foreign language proficiency decides whether they can adapt to the needs of international development; and their desired future career path shapes the formulation of their career goals^[7]. Thus, colleges and universities need to provide one-on-one consultation and guidance to each student based on their individual circumstances, implement a “one student, one strategy” approach for “precision empowerment,” and offer humanized guidance tailored to different career development paths^[8]. For students preparing for further study, institutions can provide information on cutting-edge international research trends and opportunities for academic advancement; for students planning to work in enterprises, guidance can be offered to help them understand the talent needs of international companies and improve the professional competencies required; for students intending to start their own businesses, explanations can be provided on international entrepreneurship policies and the entrepreneurial process. In this way, through personalized customization based on each student’s situation, the diverse international development needs of different students can be met, assisting them in achieving their international career goals^[9].

3. Diverse implementation approaches for college students’ career education

3.1. Curriculum integration to build a systematic knowledge system

Embed career education courses into the professional curriculum of design majors. In design programs at colleges and universities, teachers can incorporate the development history of the design industry into general courses such as Design Sketching, Color Composition, and Plane Composition. They can teach students about new design styles emerging in the evolution of the design industry, characteristics of the times, and society’s demand for design talents, helping students grasp the social requirements for career development at that time^[10]. For instance, teachers can introduce how, against the backdrop of the Industrial Revolution, the Bauhaus changed the teaching model of traditional art education due to the career development of design, and cultivated design talents compatible with the new industrial design of that era. This enables students to connect with the impact of artificial intelligence—prevalent in their current era—on the future design profession, and reflect on the aspects they need to work on to enhance their design capabilities^[11]. Integrate career development analysis and cases of specific professions throughout professional courses. For example, in an Interior Design course, teachers can explain how design personnel in different types of companies have clear roles and divisions of labor. They can analyze and introduce designers based on different work scopes, such as scheme design, communication with clients or construction parties, etc. This helps students clarify their goals for improvement, recognize their own strengths and weaknesses, and identify their current development needs in a specific field. Offer courses on design career development and career planning. These courses should conduct an in-depth analysis of relevant theoretical knowledge, including career types and development status in the design industry, career development paths and institutional systems, and professional career choices. Additionally, invite senior practitioners in the design industry to share their career growth journeys and development experiences with students. This allows students to gain a comprehensive understanding of their own career development prospects and lay a solid foundation for their future career development^[12].

3.2. Practice-driven learning to accumulate real-world professional experience

Practice is one of the key elements in career education for design majors. Colleges and universities should establish on-campus design studios that simulate the project procedures of design enterprises, allowing design students to participate in the entire process of a project—from negotiation, needs research, and scheme design to project submission^[13]. Take a campus greening design project undertaken by the studio as an example: the studio directly negotiates with the university to clarify requirements, then conducts on-site surveys, organizes a design team to carry out the design work, and finally presents the finished design scheme to the university. Through such practical processes, students gain exposure to real work links, which helps them develop abilities in project organization and team coordination. Meanwhile, universities should strengthen university-enterprise cooperation and jointly build internship bases with design companies^[14]. During internships at these enterprises, students engage in real commercial projects and gain access to cutting-edge industry knowledge and technology applications. For instance, when interning at a well-known interior design company, students may participate in developing the company's interior design schemes, including projects such as independent high-end residential design or commercial space design. During the internship, students learn about the company's specific and standardized design processes, advanced design software in practical use, and effective communication methods with clients. They also accumulate substantial professional experience, which fully prepares them mentally for entering society after graduation^[15].

3.3. Club leadership to cultivate comprehensive professional literacy

Student clubs for design majors serve as bases for career education. Colleges and universities can establish design and innovation-oriented clubs, and regularly organize design competitions, creative workshops, and other activities to enhance students' mastery of theoretical knowledge. In design competitions, students complete their design works independently or collaboratively—from conceptualization and creation to finalization. Alternatively, competitions may focus on addressing specific issues through design, which not only gives full play to students' innovative thinking but also fosters their practical skills. For example, universities can hold campus cultural and creative design competitions within student clubs. These competitions require students to conduct surveys to understand the unique cultural features of their campus, then create designs based on these "point-line-plane" cultural elements (e.g., iconic campus buildings, historical events, or traditional campus activities). By encouraging students to design products related to their daily campus life, such activities help improve their design innovation capabilities. Creative workshops involve inviting industry experts and scholars with profound expertise to provide guidance on students' innovative works. When participating in these workshops, students engage in practical creation centered on specific products. During the process, they not only acquire relevant knowledge and generate new ideas but also learn new knowledge and skills, thereby broadening their horizons in creative design.

3.4. Mentor support to provide targeted career guidance

Implement a mentoring system where each student is assigned both a professional mentor and a career mentor. Professional mentors are faculty members of the design program. They provide academic guidance to students, develop personalized study plans, and help clarify research directions based on students' professional strengths and interests. For example, for students interested in digital media design, professional mentors can recommend relevant cutting-edge books, encourage participation in design-related research projects, and offer guidance on research directions in digital media design. Career mentors are mainly senior professionals recruited from

the design industry, responsible for providing career planning guidance to students. They design personalized career development plans for students based on factors such as their professional skills and career orientations. For instance, for students aspiring to work in internationally renowned design companies, career mentors can analyze the overall trends of the international design industry and provide suggestions on areas such as language learning, participation in international design competitions and exhibitions, as well as insights into career prospects. This helps students identify their direction for improvement and avoid unnecessary detours.

3.5. Internet empowerment to broaden horizons for career development

Leverage the internet for career education to break free from the constraints of time and location. Colleges and universities should establish online learning platforms that centrally compile design-related vocational education courses, covering areas such as design theories, software tutorials, and industry case analyses. Students can access these courses for self-directed learning. For example, universities can utilize open course videos from outstanding international design institutions, enabling students to learn about cutting-edge international design concepts and methods. Build online career communication communities and invite design practitioners, as well as senior students (alumni who have graduated or are in higher grades), to engage in exchange activities with current students. Within these communities, students can ask questions to resolve career-related doubts and share their learning achievements and design works with peers. For instance, students can showcase their design works to seek advice from design professionals and senior students in the field. By obtaining feedback, they can identify areas for improvement and refine their work. Meanwhile, students can stay updated on industry trends through internet resources, keeping abreast of new policies, technologies, and business models in the design field, as well as their impacts on work and research. This allows students to proactively develop their awareness and capabilities in career planning, laying a solid foundation for their future careers.

4. Conclusion

From the perspective of the internationalization of higher education, the diversified implementation of career education for college students should be based on a global vision. It needs to integrate approaches such as cross-cultural communication, international practical training, and multi-dimensional competency development, so as to build a closed-loop system of “Education–Practice–Development.” Through diversified carriers including university-enterprise collaboration, international cooperation programs, and digital platforms, we can promote the in-depth integration of career awareness, skill enhancement, and global competence. This model not only helps students adapt to the needs of the international workplace but also cultivates their lifelong learning and cross-cultural adaptation abilities, enabling them to achieve a leap from “career preparation” to “career development.” In the future, it is necessary to continuously optimize the educational ecosystem, strengthen policy support and resource integration, and promote the evolution of career education towards a more open, smarter, and more humanized direction amid the wave of internationalization. Ultimately, this will realize the synchronous development of talent cultivation and social progress.

Disclosure statement

The author declares no conflict of interest.

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