Conceptions and Pathways to Practice of Local Humanistic Literacy Courses Under the Background of "Double High-level" Plan Initiative-- A Case Study of *Exploring Langzhong* Course

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Abstract: In the context of the "Double High-level Plan" initiative, the development of Local Humanistic Literacy Courses holds great significance to the improvement of higher vocational education. By taking the *Exploring Langzhong* course as an example, this research explores the conceptions and pathways to practice of Local Humanistic Literacy Courses. Based on the optimized objectives and content reorganization of Local Humanistic Literacy Courses, an PB-IE-L teaching modal is proposed, which combines Project-based Learning with Immersive Experiential Learning, aiming to stimulate students' learning interests and initiatives, and cultivate their practical abilities, innovative thinking and teamwork skills. Additionally, a continuously optimized S-D-D-F-M assessment framework is devised. Finally, pathways to practice of Local Humanistic Literacy Courses are proposed, which provides guidance for Local Humanistic Literacy Courses both theoretically and practically.

Keywords: "Double High-level Plan" initiative, local humanistic literacy courses, implementation conceptions, pathways to practice

Introduction

Amid the new era, profound changes have been witnessed in China's higher education. Especially with "Double High-level Plan" Initiative (The Scheme for Premier High-level Vocational Schools and Majors with Chinese Characteristics), the quality of higher vocational education has hit the next grade. Local Humanistic Literacy Courses, as a major part of college ones, are conducive to students' all-round development and contribute to the initiative. For college students, well-developed humanity literacy serves as a catalyst for sound personality, thinking patterns and all-round development[1]. Additionally, Ji noted that Humanistic Literacy is essential to moral education and student's comprehensive qualities[2], which will be underlined by characteristic local traditional culture. Accordingly, by means of distinctive local traditional culture as well as diverse educational and pedagogical activities, the content of Humanistic Literacy education will be enriched and the educational methods improved[3]. The 14th Party Congress of Langzhong proposed to boost cultural tourism, and drive the upgrading and innovation of cultural tourism, for the purpose of a modern service industry

system with cultural tourism at the forefront. Langzhong, renowned for its history and culture, abounds in cultural heritages and distinctive local culture. Given that higher vocational colleges are dedicated to catering to the local, those situated in Langzhong ought to design Local Humanity Literacy Courses reflecting local characteristics, so that local excellent traditional culture will be well-inherited and widely-spread, facilitating "Reform of Teachers, Teaching Materials and Teaching Methods", as well as "Double High-level Plan" Initiative. This study aims to investigate the conceptions and approaches concerning Local Humanistic Literacy Courses.

1. Literature review

Previous studies mainly involved the application of Humanistic Literacy Courses in science and engineering, and medicine[4]. Specifically, Yang et al. examined Humanistic Literacy Education for medical students after the epidemic, and developed a "three-stage" education model[5]. The importance of Humanistic Literacy Courses for General Practice Medical Students was emphasized in the research of Jia[6]. Additionally, Cui analyzed the current state of Humanistic Literacy Education in business colleges against the backdrop of the new liberal arts, and proposed strategies for the existing issues[7]. Humanistic literacy is fundamental for the well-rounded development of college students. Therefore, a framework for Humanistic Literacy Education, based on moral education, is inevitable to develop students' humanistic literacy, worldviews, outlooks on life and values[8]. From the perspective of personality development, cultural immersion, behavior and practice, and virtual experience, Huijuan Wu et al. proposed effective measures to cultivate humanistic quality college students majoring science and engineering[9]. Higher vocational colleges prioritize skills over humanistic literacy, which will be altered by optimizing educational objectives, innovating the classrooms and adapting to social expectations[10].

Based on literature review, it proves substantial works on Langzhong's traditional culture, including literature and monographs. Given diverse perspective, there is a scarcity of works concerning Local Humanistic Literacy that are applicable to higher vocational colleges. Zhang proposed designing school-based courses of Local Humanistic Literacy and integrating local culture into classrooms[11], contributing to a world-famous tourist destination characterized by an ancient city.

2. Curriculum development framework

Local Humanistic Literacy Courses are bound to focus on "whom to cultivate" and "how to cultivate them", striving to develop a noble spirit, patriotism and correct values. Meanwhile, emphasis should be put on students' professional ethics, professional qualities as well as professional behavior and habits, which is crucial to moral education.

2.1 Curriculum objectives

Core objective: The Local Humanities Literacy courses are required to build on all-round students with broad vision, sound humanistic literacy, sterling moral quality and innovative capacity. It requires courses not only impart knowledge to students, but also cultivate their abilities and values, which is detailed as follows.

Knowledge objectives: Through systematic learning of humanities courses, including literature, history, philosophy, and art, a solid foundation for student's humanistic knowledge will be laid.

Ability objectives: Enhancing students' comprehensive competencies, including critical thinking, logical reasoning, analytical and judgment capabilities, interpersonal interaction, aesthetic appreciation, and social adaptability.

Quality objectives: Cultivating students' inner qualities such as values, a sense of history, a sense of responsibility, self-awareness, etc., with the aim of shaping a noble humanistic spirit.

2.2 Curriculum content reconstruction

It requires that the reorganization of curriculum content should be based on local culture, and adhere to modular design, step-by-step progression, and flexible adjustment.

2.3 Innovation of teaching model

Constructivist Learning Theory posits that learning is a process where learners actively construct knowledge instead of passively receiving it. It emphasizes the initiative, sociality and situatedness of learners and advocates teaching in

real-world context and students' learning through problem-solving. Based on the theory, this study takes *Exploring Langzhong* as an example and proposes PB-IE-L teaching model (combination of PBL and IEL), which is project-driven and student-centered, as shown in Figure1.
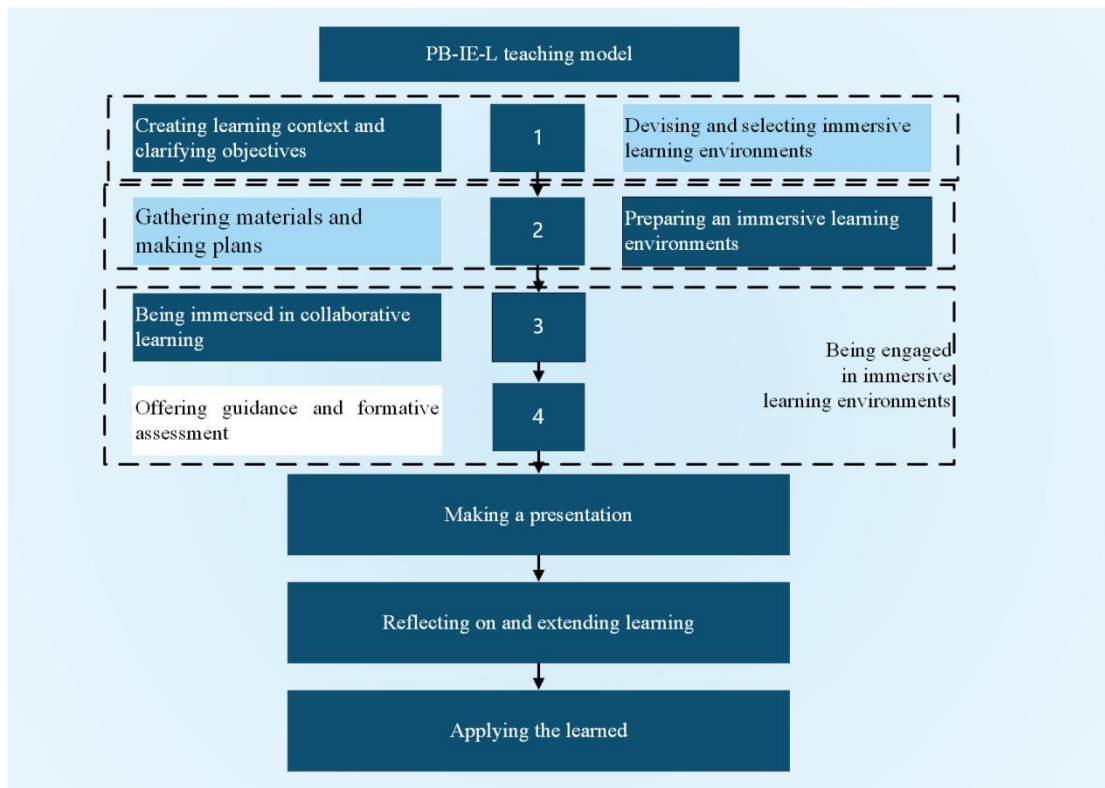

Figure 1 PB-IE-L teaching model

This teaching model combines PBL with IEL, in which the real projects and immersive learning contexts will stimulate students' learning interests and initiatives, cultivates their practical abilities, innovative thinking and teamwork skills, thereby achieving the objectives of the curriculum. More details are as follows.

a. Creating learning context and clarifying objectives. Teachers are required to design a project relevant to students' learning objectives, interests and real life. Meanwhile, an immersive learning environment, whether virtual or real, ought to be designed and selected, with the key to fully engage learners.

b. Gathering materials and making plans.Once the project has been determined, students proceed to collect materials on the theme and make a plan, thereby clarifying the learning steps.Teachers are tasked with preparing an immersive learning   environment, covering technological aspects, physical settings, and psychological conditions.

c. Being immersed in collaborative learning. In this process, learners ought to be engaged in learning context and content instead of being distracted. Through interacting with the given context, learners will understand the content more thoroughly, and uncover the underlying patterns. Additionally, learners will apply knowledge to particular contexts, thus deepening their understanding. By virtue of collaborative learning, learners will jointly analyze problems, explore solutions, and engage in practical activities.

d. Offering guidance and formative assessment. During the learning, teachers   guide learners timely to overcome obstacles. Meanwhile, teachers are required to check the progress at regular intervals.

e. Making a presentation. After learning, students will showcase and assess the attained achievements in the immersive learning context.

f. Reflecting on and extending learning. Students will make a reflection on their leaning experiences, including learning process, acquired knowledge and skills, and how to apply what they learned.

g. Applying the learned. Students are encourage to apply what they have learned to real-life contexts, so as to fulfill the practical value of their learning.

In conclusion, the seven steps of PB-IE-L teaching model, as an integral learning process, are intertwined and mutually reinforcing. In this model, students are motivated to acquire knowledge and skills with greater proficiency and to refine their capacities for self-directed learning, cooperative teamwork and effective problem-solving.

2.4 A continuously optimized assessment framework

S-D-D-F-M Assessment Framework is rooted in scientization, Digitalization, Diversification, Full process, Multidimensional, which is demonstrated in Figure2.

Figure 2 S-D-D-F-M Assessment Framework

2.4.1 Scientization

When designing an apt assessment framework, the following aspects should be taken into consideration. a. Assessment criteria that are clear, specific and measurable should be set, considering the features and needs of the evaluated objects, along with industry norms, laws, regulations and social expectations. b. The assessment process adheres to scientific research methods and standardized procedures. c. Diverse assessment tools ought to be employed. d. The assessment process demonstrates a dynamic nature. e. The assessment procedure is made publicly available and accessible.

2.4.2 Digitalization

Digital teaching platforms allows for data-based assessment and optimizes teaching: a. Digitalization endows the assessment with enhanced objectivity. b. In-depth data analysis reveals potential teaching issues and strengths, conducive to teaching improvement and assessment accuracy. c. Digitalized assessment, advantageous in timely data collection, in-depth analysis, and prompt feedback, underpins teaching decisions and ensures assessment timeliness.

2.4.3 Diversification

Diversification highlights that assessment entails not only teachers, but also others, including students, enterprises, and the community. a. Diverse assessment entities ensure comprehensive and objective results. b. Learner's engagement in assessment stimulates the self-directed learning and self-reflection. c. The engagement of enterprises and community will not only enhance their understanding and recognition of teaching, which in turn contributes to social connections, but also benefits teaching.

2.4.4 Full process

Whole-process assessment focuses on the entire process, differing from the prior practice of merely assessing learning results. a.Via whole-process assessment, learners' development is thoroughly grasped, allowing for a more precise determination of their actual and potential capabilities. b.Whole-process assessment benefits to the timely spotting of learners' deficiencies, thus offering them tailored advice on continuous progress. c.Full-process assessment makes sure the fairness and objectivity of assessment, rather than potential bias of summative assessment.

2.4.5 Multidimensional

Multidimensional involves diverse aspects of learners, including knowledge, learning ability, information literacy, humanistic spirit and so forth. Also, it mitigates the subjectivity and bias associated with a single assessment dimension, thereby making the the assessment be more fair and objective.

2.4.6 Continuous optimization

It is essential to continuously optimize the assessment framework, involving regular reflection, evaluation, and flaw-adjustment. Meanwhile, it's suggested that new technologies and methods should be continuously introduced and draw on international advanced conceptions and experiences to improve the assessment framework. Accordingly, a scientific, fair, effective and practical assessment framework will take shape, ensuring the well-rounded development of learners.

3. Pathways to practice

3.1 Strengthening school-locality connection

School-local cooperation should be deepened and local humanistic literacy courses jointly devised and shared, for the purpose of enrichment of college teaching, inheritance and development of local culture, as well as the win-win situation between education and society.

3.1.1 Jointly devising courses

Based on in-depth research, the key elements of course development will be determined. It's advisable that experts in certain area and scholars in terms of local culture engaged in course design to ensure the cutting-edge and practical nature of the course content.

3.1.2 Sharing resources

(1) Shared teachers. Local university faculties and cultural experts are encouraged to engage in mutual exchange programs, bringing about mutual improvement.

(2) Shared infrastructure. With resources, such as college training laboratories and libraries, as well as local cultural establishments and enterprises, learners will have access to diverse learning resources.

(3) Shared information. Colleges cooperate with the local to establish an information exchange platform, allowing for the timely sharing of industry developments, research findings, and teaching experiences.

3.2 Enhancing community involvement

Community residents serve as both the creators and inheritors of local culture. Hence, it is essential to enhance community involvement during the development and

and teaching of Humanistic Literacy Courses, thereby facilitating the dynamic interaction among teachers, students, and community residents. Such multi-party interaction promotes knowledge sharing, enhance the practicality and depth of learning, and also cultivate students' social responsibility and civic awareness. Besides, students can apply the knowledge they've learned in real-life situations, which in turn boosts their problem-solving skills. As for teachers, they can adapt teaching approaches and optimize teaching via interactions with students and the community.

3.3 Improving teacher qualities and abilities

Professional training and academic exchange programme should be arranged for teachers, aimed to enhance their teaching abilities and humanistic qualities. Besides, it's advisable to invite scholars and experts to conduct lectures and workshops, sharing the latest teaching concepts and methodologies. Specifically, teachers of different disciplines such as

literature, history, and art are motivated to get involved in interdisciplinary cooperation, jointly developing Humanistic Literacy Courses.

3.4 Bringing the achievements in practice

Students are encouraged to engage in a diverse social practice activities, including volunteer services, internships and practical training programs, as well as social surveys, so that their abilities can be improved and horizons broadened. For example, students can undertake internships in local cultural institutions or enterprises, with an immersive experience of the local culture. Additionally, students are inspired to innovate and start businesses with the acquired knowledge, thereby turning theory into practice. Through school-enterprise cooperation, colleges can launch industry-university-research integration projects to jointly develop cultural products or services with market prospects, like cultural tourism routes and digital cultural products, driving industrialization development of local culture.

4. Conclusion

This research, based on the situation of Langzhong, explores development of Local Humanistic Literacy Courses under the background of the "Double High-level Plan" Initiative and proposes the conceptions and pathways to practice of the course. In detail, based on Constructivist Learning Theory and with *Exploring Langzhong* course as an example, PB-IE-L teaching model and continuously optimized S-D-D-F-M assessment framework are proposed. That's how pathways to practice of Local Humanistic Literacy Courses are presented. The teaching model inspires higher vocational colleges in Langzhong and beyond. Particularly, it sheds light on how to integrate local culture into students' all-round development within the framework of "Double High-level Plan" Initiative. However, this research has some limitations. Firstly, due to time and resource constraints, it only focuses on Langzhong, limiting the universality of the conclusions. Secondly, the sole reliance on qualitative research methods also entails some limitations. Future research involves expanding the sample and adopting both qualitative and quantitative research methods to test and revise the research results, so as to make the conclusions more universal.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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