

# RESEARCH ON THE IMPROVEMENT OF WRITING SKILLS AND CURRICULUM PLANNING FOR APPLIED UNDERGRADUATE INSTITUTIONS

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**Abstract:** With the entry of higher education into a new stage of popularization, applied undergraduate education has gradually become a connecting window to meet the new demands of social development and enhance students' employment and professional capabilities. The role of thesis writing in improving students' logical thinking and official document writing abilities, as well as consolidating their four years of university learning achievements, has become increasingly prominent. This paper, based on the current situation of cultivating applied undergraduate students, has developed a preliminary course planning scheme guided by problems, aiming to enhance the comprehensive writing abilities of students majoring in economics.

**Keywords:** Applied undergraduate; China; Graduation thesis; Writing skills

## 1 THE ORIGIN OF PROBLEM

Recently, the rapidly rising popularity of artificial intelligence technologies (such as Chat GPT) globally has provided participants with numerous convenient options, especially for text editing work. At the same time, there are growing concerns about academic dishonesty and integrity risks [1]. To enhance students' academic literacy, deepen their awareness and identification capabilities of new technologies, centralized teaching is necessary. This is because it allows students to receive knowledge and skills from teaching instructors in a fair and efficient manner in a relatively comfortable environment. In fact, this is not easy.

Generally, there are three main factors that affect the effectiveness of writing guidance for applied undergraduate students. First, the uneven basic writing abilities. Due to the different high schools that students graduated from, they may have received varied writing training in high school, leading to significant differences among individuals in terms of paper structure, logical deduction of arguments, and language expression [2]. Second, differences in professional adaptability. Students' preference for arts or sciences and their academic freedom characteristics exerts directional influences on their focus on paper writing from both objective and subjective perspectives [3]. Third, uneven allocation of resources in the guidance process. As the guiding teachers for student paper writing, any personalized emotional preferences will have different impacts on the students being guided. Furthermore, this resource allocation attribute is also reflected in the guiding agents, for example, there are huge differences between senior professors and new teachers. Even for the same guiding agents, when facing guidance across disciplines, interdisciplinary guidance, and guidance within their own field, the level of professionalism presented may also vary [4].

To meet the above challenges, systematic, dynamic, and personalized course planning is necessary. Currently, students face two main challenges in the actual process of writing papers. The first is the lack of professional training in skills and techniques. For example, some students have weak literature retrieval skills, insufficient logical thinking ability, and a weak awareness of academic norms, all of which may be key factors restricting the improvement of students' writing level. The second is that, as the cradle for cultivating applied talents, the connection between theory and practice is essential. Different from the academic universities' guidance on thesis writing, applied undergraduate education should focus on the improvement of students' thinking on practical issues and problem-solving abilities, which poses higher demands on whether and how to establish a pragmatic and efficient academic writing education mechanism.

## 2 COURSE PLANNING

### 2.1 Integrated Course Design

First, clarify the basic requirements and goals of the course setting. Curriculum planning should focus on cultivating students' ability to comprehensively apply knowledge, enhance students' ability to solve practical problems through the close combination of theoretical learning and practical operations.

Second, keep up with the cutting-edge dynamics of the industry. The selection and arrangement of course content should take into account its timeliness, and timely incorporate the latest research results and case studies into classroom teaching, providing students with richer and more innovative knowledge resources to promote the cultivation of students' critical thinking and innovative consciousness.

Third, establish a problem-oriented learning model. During the teaching process, enhance interaction with students through common methods such as classroom discussions, case studies, experimental simulations, project research, and other learning activities to increase students' willingness to actively explore problems and their practical problem-solving abilities.

Fourth, complemented by diverse practical components. In addition to concentrated teaching processes, students should also fully participate in enterprise internships, field investigations, academic exchanges, etc., to strengthen their practical application abilities of textbook knowledge and lay a foundation for writing graduation theses.

Fifth, innovate teaching content and methods. Teachers can consider closely integrating traditional writing skills with internet tools, implementing modern teaching strategies such as "flipped classrooms" and "micro-courses", dynamically adjusting teaching plans, optimizing teaching processes, and maximizing the stimulation of students' enthusiasm for learning.

## **2.2 Dynamic Adjustment Mechanism**

First, introduce an intelligent data analysis system. This method aims to monitor the learning process and outcomes in real-time, identify the various difficulties students face during the learning process through big data mining technology, and adjust teaching content and methods regularly.

Second, establish close connections with the industry. Periodically involve industry experts in updating teaching content and adjusting courses, ensuring that the teaching content is not only limited to the theoretical level but also closely integrated with industry practice.

Third, set up evaluation and incentive mechanisms. By evaluating the learning and work outcomes of students and teaching staff regularly and irregularly, the evaluation results are used as one of the bases for course adjustments. Furthermore, teachers should be encouraged to conduct teaching reform experiments, try new teaching methods and technologies, to keep teaching activities dynamic and innovative.

## **2.3 Innovative Teaching Methods**

As a supplement to traditional teaching methods, innovative teaching methods are necessary. This method aims to implement a diversified teaching model that combines case-based teaching, simulated research practice, and Project-Based Learning (PBL).

Firstly, the case-based teaching section. Select research cases closely related to students' majors, representative, and challenging, conduct case analysis through group cooperation, learn how to extract paper topics from practical problems, and train the ability to integrate theoretical knowledge with practice.

Secondly, the research practice section. Design simulated paper writing tasks based on actual research projects, conduct a series of scientific research activities such as literature review, research question formulation, experimental design, data collection and analysis in a real research background, introduce research project management software such as Project and EndNote, enhance students' research management and academic writing efficiency. Emphasize the use of data analysis software SPSS and R language, focus on cultivating statistical analysis skills of data, ensure that students can independently process and interpret research data.

Thirdly, problem-oriented learning. This method focuses on cultivating students' independent learning abilities, including defining the scope of research, proposing in-depth research questions, outlining papers, etc., stimulating students' exploration interests through problems, and guiding students to solve these problems through teamwork and research-based learning, thereby enhancing the independence and creativity of paper writing.

## **2.4 Evaluation Feedback Strategy**

Classroom assessment and feedback strategies are the touchstone of evaluating classroom effectiveness.

In terms of classroom assessment: Firstly, assessment strategies should establish a clear evaluation index system. This system should cover all key aspects of paper writing, including the scientific nature of the topic selection, the thoroughness of the literature review, the rationality of the research methods, the accuracy of data analysis, and the innovativeness of the conclusions. Secondly, assessment tools should embody diversity and flexibility. In addition to traditional written reports and defense reviews, new forms such as online peer assessment and peer evaluation should be introduced to increase interactivity and interest, and enhance student engagement.

The feedback strategies as follows: First, students need to be provided with immediate and targeted feedback. This includes but is not limited to annotations on paper drafts, revision suggestions, face-to-face discussions, or online real-time discussions. Second, the feedback implementation process needs to rely on an efficient management system. This involves comprehensive recording of students' writing processes, periodic display of achievements, and archiving and tracking of assessment feedback. When necessary, through the use of big data analysis, the improvement trend of students' writing abilities can be dynamically tracked, accurately evaluating the effectiveness of teaching strategies, and providing data support and improvement direction for subsequent teaching activities.

## **3 IMPLEMENTATION STRATEGY**

### **3.1 Customization Strategy Framework**

When constructing a strategic framework, it is necessary to emphasize the iterative cycle of "dynamic-feedback-adjustment". The core elements of this framework are threefold: individualized cognitive differences among students, practice-oriented course content, and the transformation of the teacher's role.

Firstly, students possess individualized cognitive differences. The aim is to promote personalized learning plans, designing differentiated guidance schemes based on students' academic backgrounds, writing abilities, and research interests. By collecting student learning data through intelligent learning management systems and utilizing big data analysis techniques to track and predict students' learning progress, targeted writing guidance and feedback can be provided.

Secondly, the practice orientation of course content emphasizes the integration of knowledge and practice. The focus is on advocating case-based teaching and internship projects in collaboration with the industry, enhancing students' in-depth understanding of practical issues.

Thirdly, the timely transformation of the teacher's role. As knowledge disseminators, guides, and companions, teachers should combine student feedback and course evaluation mechanisms in the course planning and implementation process, adjusting teaching strategies and content in a timely manner to ensure that teaching objectives align with students' development needs.

### 3.2 Implementation of the Execution Plan

After establishing the optimized teaching mode for writing application-oriented undergraduate theses, the next key step is to transform the concept into specific teaching actions. First, teachers need to enhance their overall literacy, master the latest writing teaching methods and research methods, and be familiar with thesis evaluation standards to ensure the professionalism and foresight of the guidance process. Next, a detailed course plan should be drafted, covering the entire process from topic selection, data collection, framework construction, data analysis to thesis writing and revision. The course will particularly emphasize the teaching of research methods, including but not limited to literature review, experimental design, statistical analysis, etc. These contents will be delivered through case analysis and group discussions to enhance students' application and analytical abilities.

When implementing writing courses, the focus is on adopting the interactive teaching method, where teachers not only impart knowledge but also stimulate students' thinking and interest through questioning, discussions, and other means. At the same time, a diverse evaluation system is introduced, integrating students' daily performance, paper drafts, peer reviews, and final submitted papers to motivate students to continuously improve and enhance their skills. To monitor students' progress and challenges, teachers will regularly hold one-on-one meetings with students, adjust guidance strategies in a timely manner, and provide personalized feedback.

The updating and improvement of course content is an ongoing process. By relying on university resources to establish a dynamically updated database, it collects outstanding graduation theses, latest academic articles, and industry reports in recent years. Through this database, both teachers and students can access the latest information and apply it to teaching and research. In addition, establishing a school-enterprise cooperation platform encourages students to participate in practical projects to solve real-world problems, enhance students' practical abilities, and increase the applied value of theses.

Students' self-reflection throughout the learning process is also crucial. It is recommended that students regularly write learning logs, recording learning experiences, difficulties encountered, and problem-solving strategies. This not only helps teachers understand students' learning status but also deepens students' thinking about their own learning process.

### 3.3 Establishing Long-term Mechanisms

In the entire application-oriented undergraduate education model, establishing a long-term mechanism to continuously improve students' academic writing skills is crucial. In terms of specific practical measures, the primary task is to build a dynamic updating library of teaching materials. This will cover the latest research progress and industry trends, ensuring the timeliness and forward-looking nature of the curriculum and writing guidance. In terms of teaching methods, adopting the PBL mode, guiding students to integrate their school learning with social practices to develop independent research topics. In this process, emphasis is placed on interaction between teachers and students, encouraging students to regularly report progress to mentors and receive targeted feedback and suggestions for improvement. Additionally, establishing student peer evaluation groups to encourage peer learning and communication, enhancing critical thinking and self-correction skills in writing. Lastly, schools also need to provide students with opportunities to participate in real research projects such as setting up graduation thesis funds and experimental platforms to support students' involvement in teacher research projects and enrich their research experience. Building on this foundation, promoting interdisciplinary collaboration to form interdisciplinary research teams, providing students with a broader perspective and diverse research viewpoints.

## COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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