

Strategies for Cultivating and Enhancing Professional Practical Abilities of Undergraduate Education Technology Students

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Abstract: Cultivating the professional practical ability of undergraduate students in educational technology is one of the important contents of higher education and teaching reform, and it is also an urgent need to cultivate high-quality applied talents. Based on the current problems of insufficient technical facilities and resources, insufficient practical opportunities, lack of professional mentor support, low student participation and enthusiasm, disconnection between practice and theory, and lack of evaluation system in cultivating the professional practical ability of undergraduate students in educational technology, this paper proposes strategies for cultivating and improving the professional practical ability of undergraduate students in educational technology. One is to provide sufficient technical facilities and resource support; Secondly, providing rich and diverse practical opportunities; Thirdly, provide support and guidance from professional mentors; The fourth is to stimulate student participation and enthusiasm; Fifth, promote the combination of comprehensive practice and theoretical learning; Six is to establish a diverse and effective evaluation system. By comprehensively applying the above strategies, the professional practical ability of undergraduate students in educational technology can be effectively improved, and more high-quality applied talents with innovative consciousness, practical ability, and team cooperation spirit can be cultivated.

1. Introduction

The cultivation of professional practical abilities for undergraduate students in educational technology is one of the important contents of educational and teaching reform in the field of educational technology, and it is also an urgent need to cultivate high-quality applied talents. Against the backdrop of rapid technological development and continuous updates in educational methods, cultivating the professional practical ability of undergraduate students in educational technology is not only to meet market demand, but also to cultivate their innovation ability, problem-solving ability, and teamwork spirit, so that they can stand out in the future field of education. However, how to cultivate high-quality application-oriented undergraduate students in educational technology, as well as the challenges and difficulties that the training process may face, have become urgent issues that

many universities need to explore[1-2].

2. Related research

Through the search tool of China National Knowledge Infrastructure database, it was found that the current research trends on educational technology mainly include the following four aspects. (1) Research on Educational Technology Education Model. Taking preschool education as an example, Lin Qiang integrated the education model of "on-the-job course competition and certification". Xu Fuyin and others from South China Normal University have developed a "three integration" training model to enhance the information technology application and innovation capabilities of educational technology professionals. (2) Research on teaching modes. Taking the education technology major as an example, Zhao Yan and Li Hongzhe [3] constructed a "trinity" practical teaching model of "innovative teaching system for practical courses - cross disciplinary practice system on campus - project cooperation practice system between schools and enterprises". Zhang Kunlang and Liu Xuemin [4] explored the design strategies of ideological and political education courses in educational technology majors under the background of informatization. (3) Research on cultivating practical abilities. Chen Hongye and Si Qi from Zhejiang University of Technology [5] explore a maker education model driven by both professional and social education chains to cultivate innovative and practical abilities among students majoring in educational technology. Wang Rui [6] explores strategies for practical training of educational technology abilities among normal university students from the perspective of experimental management. Yan Yu'e and Wang Haiyan [7] discussed the demand for practical abilities in educational technology and proposed to improve the practical abilities of students majoring in educational technology from the perspective of training programs. Yan Li [8] conducted a survey on the current situation of practical abilities of students majoring in educational technology, divided ability dimensions, proposed ability cultivation strategies, and verified their practical abilities through a course. (4) Research on the application of educational technology. Liu Qiongling [9] explored the application of modern educational technology in university mathematics teaching. Du Meiling [10] explored the integration of modern educational technology in primary school art teaching.

After literature review, it is not difficult to find that although there have been many studies on educational technology in the past, there are still situations where research lags behind, there are too many theories, or there is insufficient verification. Especially in the past three years, there have been very few studies on the cultivation of professional practical abilities of undergraduate students in educational technology. Therefore, it is necessary to delve into detailed and executable strategies for cultivating the professional practical abilities of undergraduate students in educational technology.

3. The significance of cultivating the professional practical ability of undergraduate students in educational technology

The significance of cultivating the professional practical ability of undergraduate students in educational technology is multifaceted. It is not only beneficial for the growth and development of individual students, but also has a positive impact on the entire society and education field.

3.1 Cultivate comprehensive qualities and abilities of students

Undergraduate students in educational technology need to comprehensively apply various knowledge and skills in the process of cultivating practical abilities, including knowledge from multiple disciplines such as education, psychology, and computer science. By participating in practical activities, they can not only enhance their professional skills, but also cultivate

comprehensive qualities and abilities, such as teamwork, communication skills, problem-solving abilities, etc.

3.2 Cultivate entrepreneurial spirit and employment creativity

Enhancing the professional practical ability of undergraduate students in educational technology can not only provide them with more opportunities in the job market, but also cultivate their entrepreneurial spirit and employment creativity. They can bring new development opportunities to the education industry through innovative educational technology products or services, while also creating more employment and entrepreneurial opportunities for themselves.

3.3 Enhancing Employment Competitiveness

With the rapid development of society and the continuous progress of technology, the demand for talents in the field of educational technology is also increasing. Enhancing the professional practical abilities of undergraduate students in educational technology enables them to proficiently use various educational technology tools and methods, possess the ability to solve practical problems, and thus enhance their competitiveness in the job market.

3.4 Promoting Educational Technology Innovation

The field of educational technology is a constantly innovative field that requires creative and practical talents to drive its development. Enhancing the professional practical ability of undergraduate students in educational technology can cultivate their innovative awareness and practical ability, promote the innovation and development of educational technology, and promote the continuous development of the education industry.

3.5 Promoting Education Reform and Development

Undergraduate students in Educational Technology, with strong practical abilities, can better participate in the process of educational reform and development. They can discover problems and challenges in education through practical activities, and propose corresponding reform suggestions and solutions to promote continuous improvement and development of education.

3.6 Improving the quality of education and teaching

Undergraduate students in educational technology usually need to participate in practical work such as teaching design, curriculum development, and educational consulting in the process of cultivating practical abilities. Through these practical activities, they can better understand the essence and needs of education and teaching, propose innovative educational solutions, and promote the improvement of education and teaching quality.

4. The Dilemma of Cultivating Professional Practice Ability for Undergraduate Students in Educational Technology

In the process of cultivating professional practical abilities for undergraduate students in educational technology, although there are many effective strategies, they also face some challenges and problems.

4.1 Insufficient technical facilities and resources

In some schools or regions, there may be insufficient technical facilities and resources, severely limiting the opportunities for students to participate in practical activities and affecting their practical ability development. Mainly reflected in: firstly, insufficient technical facilities. Shortcomings in technical facilities may include laboratory equipment, software tools, and hardware equipment. Undergraduate students in Educational Technology typically need to use various technological facilities for practical activities, such as programming, creating multimedia teaching resources, and developing educational application software. If schools or educational institutions lack advanced technological facilities, students will not be able to fully utilize practical opportunities, which limits the cultivation of their practical abilities. Secondly, there is a shortage of resources. Insufficient resources may involve educational software, teaching materials, network resources, and other aspects. Undergraduate students in Educational Technology require a large amount of resources to support their learning and practical activities, such as tutorials, references, online videos, etc. for learning related technologies. If these resources are insufficient or of low quality, it will affect the learning effectiveness and practical ability development of students. Thirdly, the network connection is unstable. In the current digital age, network connectivity has become an important means for students to engage in learning and practical activities. However, in some regions or schools, network connectivity may be unstable, resulting in students being unable to smoothly engage in online learning, practical activities, or access online resources, which can seriously affect the professional practical ability development of undergraduate students in educational technology. Fourthly, the laboratory equipment is outdated. Some schools or institutions may have outdated laboratory equipment due to funding constraints or other reasons, which cannot meet the practical needs of students. For example, problems such as insufficient high-end computer configurations and outdated software versions may affect the effectiveness and experience of students in practical activities. Fifth, there is a lack of update and maintenance. Even if there are certain technical facilities and resources, the lack of timely updates and maintenance can lead to the gradual failure of these facilities and resources or the inability to meet the needs of students. For example, if the software system is not updated for a long time, there may be security risks, and if laboratory equipment is not maintained for a long time, it may malfunction.

4.2 Insufficient practical opportunities

In the process of cultivating the professional practical ability of undergraduate students in educational technology, the lack of practical opportunities may involve internships, project participation, practical case studies, and other aspects. The lack of these practical opportunities can have a negative impact on the cultivation of students' professional practical ability. Mainly reflected in: firstly, insufficient internship opportunities. Undergraduate students in Educational Technology typically need to intern in actual educational institutions, research institutions, or enterprises to gain practical work experience. However, due to limited internship opportunities, some students may not be able to gain sufficient practical operation and project participation experience, which can affect the cultivation of their practical abilities. For example, the banking industry may not be willing to accept students for internships, or the number of internship positions may be limited, which can lead to students lacking practical experience and making it difficult to cope with real banking business scenarios. Secondly, there is a lack of real project participation opportunities. The cultivation of practical abilities in educational technology requires students to participate in real-life projects, such as designing educational courses, developing educational software, and conducting educational consultations. However, some schools or institutions may lack opportunities for students to participate in real projects due to limited resources or insufficient collaborative projects, which can affect the

improvement of their practical abilities. Thirdly, opportunities for practical case studies are limited. Practical case studies are one of the important means to cultivate the practical abilities of undergraduate students in educational technology. By conducting in-depth research on real-life educational scenarios and problems, students can better understand the application of theoretical knowledge and cultivate the ability to solve practical problems. However, due to limited case resources, students may have difficulty obtaining sufficient opportunities for practical case studies. Fourthly, there is a lack of industry exchange and cooperation opportunities. Undergraduate students in educational technology need to communicate and cooperate with industry professionals in the process of cultivating practical abilities, understand the latest trends in the industry, and gain practical experience. However, due to the lack of industry communication platforms or limited opportunities for cooperation between schools and industries, students may miss out on opportunities to communicate and learn with professionals. Fifth, there is an imbalance in practical opportunities. In some schools or regions, there may be an imbalance in the distribution of practical opportunities. Some students may have more practical opportunities due to abundant school resources or personal backgrounds, while others face the dilemma of limited opportunities. This imbalance can lead to some students not being able to fully exercise their practical abilities, affecting the overall training effect.

4.3 Lack of professional mentor support

As an interdisciplinary field, educational technology involves multiple fields such as education, technology, and psychology. Students need guidance and support from mentors in their professional practice. However, due to the complexity and diversity of the field of educational technology, there may be problems such as insufficient mentor resources and uneven mentor levels, which affect their learning effectiveness and practical ability improvement. Mainly reflected in: firstly, there is a shortage of mentor resources. As a relatively emerging discipline, the shortage of mentor teams in educational technology is a common problem. On the one hand, educational technology needs to cross multiple disciplinary fields, requiring mentors to have a wide range of knowledge and abilities; On the other hand, due to the strong professionalism in this field, the training cycle of mentors is relatively long, resulting in a relatively insufficient number of mentor resources. Secondly, the level of mentors varies. The complexity and diversity of the field of educational technology require mentors to have a high level of professional expertise and teaching ability. However, in reality, there are some situations where the level of mentors varies, and some mentors may lack the latest technical knowledge or educational theories, which cannot provide effective guidance and support to students, thereby affecting the cultivation of their professional practical abilities. Thirdly, there is a lack of personalized guidance. Undergraduate students in educational technology may face various challenges and difficulties in their professional practice, and require personalized guidance and support from mentors. However, due to limited mentor resources, mentors often fail to provide sufficient personalized guidance to each student, resulting in some students being unable to receive timely and effective assistance in their professional practice. Fourthly, there is a lack of practical experience. Some mentors in the field of educational technology may lack practical experience in applying educational technology and may not be able to provide practical guidance and support to students. In a constantly evolving and evolving field, mentors lacking practical experience may not be able to keep up with the latest technological and educational developments, thereby affecting the quality of guidance for students.

4.4 Low student engagement and enthusiasm

Educational technology spans knowledge across multiple disciplines such as education, technology, and psychology, and requires students to accumulate experience and improve their

abilities through practice. However, due to a series of reasons, student participation and enthusiasm may not be high, which affects the cultivation of their professional practical abilities. Mainly reflected in the lack of practical awareness and motivation. Some undergraduate students in educational technology may lack awareness and motivation for practice, and they may be more inclined towards theoretical learning, while lacking interest and motivation in practical operations and project participation. This lack of practical awareness and motivation leads to low student participation, which affects the cultivation of their professional practical abilities. Secondly, there is insufficient self-evaluation of students' abilities. Some students may lack a clear understanding of their practical abilities and may not know how to evaluate their practical level and abilities. This lack of self-evaluation results in low enthusiasm for practice among students and a lack of motivation to actively participate in practical activities. Thirdly, the practical process lacks sufficient challenges and incentives. In some practical activities, students may feel that the practical process lacks sufficient challenges and motivation, resulting in low interest and enthusiasm for practical activities. If practical activities are too simple or lack innovation, students may lose the motivation to participate, which affects the improvement of their professional practical abilities. Fourthly, the school education system and curriculum are unreasonable. Some schools may have problems with their education systems and curriculum, leading to a lack of opportunities or conditions for undergraduate students in educational technology to participate in practical activities. If the curriculum is too theoretical and lacks practical activities, students may lose interest in practical activities, leading to low participation.

4.5 Separation between Practice and Theory

The education technology major needs to cultivate students' solid theoretical knowledge and the ability to flexibly apply this knowledge to solve practical problems. In the process of cultivating professional practical abilities, although there are many practical projects and activities, there is a certain degree of disconnection between practice and theory in reality, that is, students encounter difficulties in practical application, cannot effectively apply the theoretical knowledge they have learned to solve problems, or the theoretical knowledge does not fully match the actual needs, which affects the cultivation of students' professional practical abilities. Mainly reflected in: firstly, the gap between practice and theory. Educational technology, as an interdisciplinary field involving multiple disciplines, has a vast and complex theoretical system. Students may pay more attention to the accumulation of theoretical knowledge during the learning process, but lack sufficient training and guidance on how to apply this theoretical knowledge to practical problem-solving, resulting in a certain disconnect between practice and theory. Secondly, there is insufficient practical curriculum design. The curriculum of some educational technology majors may be too theoretical, lacking practical content and projects. Students are unable to be exposed to real-life practical scenarios and problems in classroom learning, resulting in their inability to flexibly apply theoretical knowledge to solve difficulties in practice. Thirdly, the design of practical projects is unreasonable. Some practical project designs may lack specificity and challenge, and cannot truly reflect the actual needs and challenges in the field of educational technology. Students may only mechanically apply theoretical knowledge while completing these projects, lacking the cultivation of innovation and practical abilities. Fourthly, there is a lack of interdisciplinary integration ability. Educational technology requires students to have the ability to integrate and apply knowledge from multiple disciplines such as education, technology, and psychology. However, due to the lack of interdisciplinary comprehensive training and practical opportunities for students in the learning process, it is difficult for them to achieve effective integration of theory and practice in practical applications.

4.6 Lack of evaluation system

The cultivation of professional practical abilities requires a scientific and reasonable evaluation system to guide students' learning and development. However, in reality, there is an imperfect and unscientific evaluation system, which leads to many challenges for students in the process of cultivating professional practical abilities, and also affects the effectiveness and sustainability of student professional practical ability cultivation. Mainly reflected in: firstly, the evaluation indicators are not clear. Some educational technology majors lack clear practical ability evaluation indicators, which cannot objectively and comprehensively evaluate the practical ability level of students. The lack of clear evaluation indicators makes it unclear to students how to improve their practical abilities, and also makes it difficult for teachers to accurately evaluate their practical performance. Secondly, there is a lack of diversified evaluation methods. Traditional educational technology majors may overly rely on traditional evaluation methods such as written exams, papers, or reports, and lack diversified evaluation methods. This single evaluation method is difficult to fully reflect the actual abilities and potential of students, which can easily lead to one-sided and limited evaluation results. Thirdly, the evaluation process lacks a feedback mechanism. In some practical projects, students lack a timely feedback mechanism and are unable to timely understand their practical performance and existing problems. The lack of effective feedback mechanisms makes it difficult for students to adjust their learning direction and improve their practical abilities in a timely manner, which affects the effectiveness of cultivating professional practical abilities. Fourthly, the evaluation criteria are not objective and fair enough. Some evaluation criteria may have subjectivity and uncertainty, leading to a lack of objectivity and impartiality in the evaluation results. In this case, the actual performance of students may not receive fair evaluation, which reduces the credibility and effectiveness of the evaluation.

5. Strategies for Cultivating and Enhancing Professional Practical Abilities of Undergraduate Education Technology Students

Educational technology plays a crucial role in cultivating undergraduate professional practical abilities. In the field of banking business, this is particularly prominent because students need to not only master theoretical knowledge, but also possess practical skills and experience.

5.1 Provide sufficient technical facilities and resource support

Improving the professional practical ability of undergraduate students in educational technology requires not only high-quality teaching content and effective teaching methods, but also sufficient technical facilities and resource support. Firstly, the construction of laboratory facilities. The cultivation of practical abilities in the field of educational technology relies on good laboratory facilities, including computer laboratories, multimedia production laboratories, virtual reality laboratories, etc. These laboratories should be equipped with advanced hardware equipment and software tools to support students in educational technology related practical activities, such as software development, multimedia production, virtual simulation, etc. Secondly, the construction of multimedia classrooms. For the teaching of educational technology courses, classrooms with multimedia functions should be built. These classrooms should be equipped with modern facilities such as projectors, interactive whiteboards, and audio equipment to support teachers in multimedia teaching and provide students with practical experiences related to course content. Thirdly, the construction of virtual simulation platforms. Virtual simulation platform is one of the important tools for cultivating practical abilities of undergraduate students in educational technology. Through virtual simulation platforms, students can engage in practical activities such as virtual teaching design and

virtual experimental operations, simulate real teaching scenarios, and cultivate practical operational and problem-solving abilities. Fourthly, online learning resource support. Providing abundant online learning resources for students in universities is one of the effective ways to enhance the practical abilities of undergraduate students in educational technology. Schools can build online learning platforms for educational technology majors, providing teaching videos, teaching cases, practical projects, and other resources to provide students with anytime, anywhere learning support and practical guidance. Fifth, practical project support. Providing students with diverse practical project opportunities is the key to enhancing their professional practical abilities. Universities can collaborate with enterprises and institutions to carry out practical projects related to educational technology, providing students with practical platforms and resources to exercise skills and enhance abilities in practical projects.

5.2 Provide rich and diverse practical opportunities

Universities provide students with rich and diverse practical opportunities, enabling them to apply their knowledge and skills in real-life scenarios, exercise their problem-solving abilities and innovative consciousness. Firstly, internship opportunities. Arranging students to participate in educational technology related internship activities is an important way for universities to enhance their professional practical abilities. Schools can establish cooperative relationships with enterprises, schools, educational institutions, etc. to provide students with internship opportunities, allowing them to practice educational technology applications in real teaching environments and accumulate practical experience. Secondly, on campus project practice. Schools can organize various educational technology related on campus project practical activities, such as educational software development, teaching design, and teaching resource production. Through these projects, students can master practical operational skills, cultivate problem-solving skills, and foster teamwork spirit through on campus practice. Thirdly, social practice activities. Encouraging students to participate in social practice activities is also an effective way for universities to enhance their professional practical abilities. Schools can organize students to participate in social practice projects in the field of educational technology, such as volunteer teaching activities, science popularization, digital literacy training, etc., so that students can improve their practical abilities in the process of serving society. Fourthly, competitions and event competitions. Participating in various educational technology related competitions and project competitions is one of the effective ways to enhance students' practical abilities. Schools can organize students to participate in domestic and international educational technology innovation competitions, design competitions, etc. By competing with other universities or teams, they can stimulate students' innovative potential and practical abilities. Fifth, academic conferences and exchanges. Universities should encourage students to participate in academic conferences and exchange activities, expand their professional perspectives, and enhance their practical abilities. Schools can organize students to participate in academic conferences and seminars in the field of educational technology, allowing them to exchange and interact with industry experts and scholars, share their research results and practical experience. Sixth, mentor guidance and project guidance. Guidance and project guidance from mentors are crucial for enhancing students' professional practical abilities. Schools can arrange mentors to guide students in participating in various practical projects, and provide necessary guidance and support to help students overcome difficulties in practice and improve practical results.

5.3 Provide support and guidance from professional mentors

Improving the professional practical ability of undergraduate students in educational technology requires the support and guidance of professional mentors. Professional mentors play an important

role in the professional practice process of students. They not only provide academic guidance, but also share practical experience and stimulate students' innovative thinking. Firstly, guide practical projects. Professional mentors can be responsible for guiding students to participate in various practical projects, including on campus projects, social practice projects, and competition projects. They can help students clarify project goals, develop implementation plans, solve problems encountered in practice, and provide timely feedback and guidance during project execution. Secondly, provide resource support. Mentors can provide students with the necessary resource support for practice, including technical equipment, laboratory facilities, practice venues, etc. They can help students access relevant resources, ensure that they have sufficient support and conditions in the practical process, and successfully complete practical tasks. Thirdly, share practical experience. Professional mentors can share their practical experience and teaching methods in the field of educational technology, providing valuable guidance and reference for students. They can share their practical experience and teaching experience with students through lectures, workshops, seminars, and other forms, inspiring their thinking and innovation. Fourthly, provide personalized guidance. Mentors can provide personalized guidance and support based on the interests, strengths, and practical needs of students. They can have in-depth communication with students, understand their learning goals and practical needs, develop corresponding practical plans and guidance plans, and help students achieve personal development goals. Fifth, encourage innovative thinking. Mentors should encourage students to develop innovative thinking and be brave enough to try new educational technology applications and solutions. They can guide students to think about problems from different perspectives, cultivate their innovative consciousness and practical ability, and stimulate their creativity and potential in the field of educational technology. Sixth, provide feedback and evaluation. During the process of student participation in practical activities, mentors should provide timely feedback and evaluation, help students identify problems, improve actions, and guide them to continuously improve their practical abilities. Positive feedback and suggestions from mentors can motivate students to work harder in practice and achieve better results.

5.4 Stimulating student engagement and enthusiasm

Improving the professional practical ability of undergraduate students in educational technology requires attention to their participation and enthusiasm, and stimulating their learning enthusiasm and motivation. Firstly, design attractive practical projects. Practice mentors should ensure that the design of practical projects is attractive and challenging, and can stimulate students' interest and curiosity. The project content should have practical significance and be closely related to students' professional learning, allowing them to see the value and significance of practice. Secondly, guide students to set clear learning objectives. Practical mentors should help students set clear learning goals and stimulate their learning motivation. Students should have a clear understanding of the significance and purpose of participating in practical projects, as well as the gains and growth they can gain from them. Thirdly, provide a good learning environment and support. Universities should provide students with a good learning environment and necessary support, including technical equipment, laboratory resources, mentor guidance, etc. Schools can establish good practice bases and platforms, providing students with opportunities to showcase their talents and practical abilities. Fourthly, encourage cooperation and exchange. Universities should encourage cooperation and communication among students, promote teamwork and collaborative learning. Schools can organize team project practice activities to enable students to learn and grow through teamwork, and motivate each other to jointly complete practical tasks. Fifth, provide timely feedback and guidance. Mentors and mentors should provide timely feedback and guidance to students, helping them adjust their learning direction and methods in a timely manner. Positive feedback can motivate students to continue working hard, improve

learning outcomes and outcomes. Sixth, design incentive mechanisms and reward systems. Universities should establish incentive mechanisms and reward systems to encourage students to participate in practical activities and achieve excellent results. Schools can establish incentive measures such as scholarships and honorary titles to encourage students to actively participate in practice and enhance their practical abilities. Seventh, focus on personalized needs and interest cultivation. Universities should attach importance to the personalized needs and interest cultivation of students, and provide them with personalized learning support and guidance. Schools can design personalized practical projects and course content based on students' professional strengths and interests, to stimulate their enthusiasm and enthusiasm for learning.

5.5 Promoting the integration of comprehensive practice and theoretical learning

Improving the professional practical ability of undergraduate students in educational technology requires a combination of comprehensive practice and theoretical learning. Specifically, the following points should be achieved: first, integrate course design. Universities should combine theoretical courses with practical courses, and promote students' practical abilities by designing comprehensive course projects. These projects can simulate real-life educational technology scenarios, requiring students to apply their theoretical knowledge for analysis, design, and implementation. Secondly, a practice oriented teaching method. Practical mentors should adopt a problem oriented and project centered teaching method, encouraging students to learn and practice by solving practical problems. Mentors can design activities such as case analysis, experimental operations, and field investigations to cultivate students' practical and problem-solving abilities. Thirdly, provide practical opportunities. Universities should provide students with rich practical opportunities, including internships, practical training, and project participation. Schools can collaborate with relevant enterprises and institutions to provide students with practical venues and projects, allowing them to practice in a real educational technology environment. Fourthly, provide guidance from mentors. Professional mentors can provide targeted guidance and support to help students solve problems and improve their abilities in practice. Mentors can provide personalized guidance plans based on students' practical needs and learning progress, guiding them to continuously improve their practical skills. Fifth, emphasize reflection and summary. Mentors should encourage students to reflect and summarize during the practical process, timely record practical experience, analyze problems, and summarize lessons learned. Mentors can guide students to reflect and summarize in the form of practice logs, summary reports, and other forms, helping them gain more insights and gains from practice. Sixth, focus on interdisciplinary integration. As an interdisciplinary field, educational technology requires students to possess diverse knowledge and skills. Therefore, in the practical process, emphasis should be placed on interdisciplinary integration, guiding students to comprehensively apply knowledge and skills from related disciplines such as education, psychology, and computer science, and enhancing their comprehensive practical abilities. Seventh, promote the integration of scientific research and practice. Universities should encourage students to participate in scientific research projects and practical activities in the field of educational technology, promoting the integration of theory and practice. Schools can organize research practice teams to provide students with opportunities to participate in research projects, allowing them to deepen their understanding and application of educational technology theory in research practice.

5.6 Establish a diverse and effective evaluation system

An effective evaluation system is crucial to enhance the professional practical abilities of undergraduate students in educational technology. Firstly, design diversified evaluation methods. Universities should adopt diversified evaluation methods, including assessing practical project

reports, experimental operations, internship performance, team collaboration abilities, and other aspects. Comprehensively evaluate students' practical abilities through various methods, avoiding one-sided evaluation of their abilities through a single evaluation method. Secondly, emphasize practical achievements and effects. The evaluation system should focus on the results and effects of practical projects, rather than just the process. Students are required to demonstrate the specific results of practical projects in the evaluation, including design works, problem-solving solutions, practical reports, etc., to evaluate their practical abilities and the quality and effectiveness of the results. Thirdly, encourage self-evaluation and peer evaluation. Mentors should encourage students to conduct self-assessment and mutual evaluation, helping them better understand their practical abilities and shortcomings. Self evaluation and peer evaluation can promote students to reflect and improve their practical abilities, and cultivate their self-management and self-improvement abilities. Fourthly, provide timely feedback and guidance. The evaluation system should provide timely feedback and guidance to students, help them understand their practical performance, and adjust their learning direction and methods in a timely manner. Mentors can provide personalized guidance and support to students based on the evaluation results, helping them improve their practical abilities. Fifth, establish a reward and punishment mechanism. Universities should establish mechanisms to reward excellent practical achievements and performance, encourage students to actively participate in practical activities, and enhance their practical abilities. Meanwhile, appropriate punishment and guidance should also be given to underperforming students to help them improve their practical abilities and performance. Sixth, focus on personalized evaluation and development. The evaluation system should focus on personalized evaluation and development of students, and provide evaluation and guidance based on their strengths and interests. Schools can design personalized assessment and development plans based on students' practical needs and development directions, helping them better enhance their practical abilities.

6. Conclusion

Cultivating the professional practical ability of undergraduate students in educational technology is an important and arduous task, which requires universities and teachers to jointly explore the content of educational and teaching reform, and more importantly, students to actively learn and participate in it. To cultivate the practical abilities of students in this major, comprehensive and multifaceted implementation is also necessary to lay a solid foundation for the improvement of their practical abilities, and to cultivate more high-quality applied talents with innovative consciousness, practical ability, and teamwork spirit, making positive contributions to the development and progress of the field of educational technology. Let's work together to contribute to the development of undergraduate students in educational technology and create a better future for the cause of educational technology.

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