

Research on the Construction of University "Alumni Oral History" Resource Library and Cultural Inheritance from the Perspective of Skilled Talents' Growth

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Abstract: Against the backdrop of industrial upgrading, digital economic transformation and the construction of a skilled society, the cultivation of skilled talents has shifted from a single technical mastery to a composite development model of "technical capability + comprehensive literacy + cultural identity". However, current vocational education generally suffers from problems such as disconnection between skill training and cultural inheritance, static cultural inheritance models, and biased social images of skilled talents, which restrict the high-quality growth of talents and the effectiveness of cultural inheritance. As a dynamic carrier connecting the education chain, talent chain, industrial chain and cultural chain, the university "Alumni Oral History" resource library provides a new path to solve the above dilemmas. Based on the needs of skilled talents' growth and the practical challenges of cultural inheritance, this paper first defines the core concepts and expounds the theoretical foundations such as situated learning and the three-dimensional path of cultural inheritance. Then it systematically analyzes the practical dilemmas of cultural inheritance in the growth of skilled talents, including utilitarian marginalization, static models, image bias and the cultural fault in industry-education integration. On this basis, it deeply discusses the dual value of the alumni oral history resource library from two dimensions: "support for talent growth" and "empowerment for cultural inheritance". Finally, the paper constructs a systematic construction path from six aspects: concept reshaping, resource co-construction, curriculum integration, platform construction, evaluation optimization and operation maintenance, with case analysis. This research aims to provide theoretical references and practical frameworks for promoting the deep integration of skilled talent cultivation and cultural inheritance through the alumni oral history resource library.

Keywords: Skilled Talents' Growth, Alumni Oral History, Resource Library Construction, Cultural Inheritance, Vocational Education.

1. Introduction

Facing the national strategies of self-reliance and self-improvement in science and technology, high-quality economic development and the construction of a skilled society, vocational education, as the core position for cultivating high-quality skilled talents, is missioned not only to impart skills but also to nurture compound talents with profound cultural identity, professional spirit and innovative literacy. Research shows that the competitiveness of skilled talents is increasingly reflected in the coordinated development of "technical capability + comprehensive literacy + cultural identity". Nevertheless, current vocational education practices often fall into a utilitarian orientation, artificially separating skill training from cultural nourishment. If traditional culture still adheres to the "museum-style" static preservation, it will inevitably lose vitality—a judgment equally applicable to cultural inheritance in the field of skilled talent cultivation. Such static models are difficult to integrate into the professional practice and growth context of talents^[1]. Meanwhile, social perceptions of skilled talents still carry stereotypes, further weakening the attractiveness of vocational education and the social recognition of cultural inheritance.

University alumni, especially a large number of skilled talent alumni, are witnesses and pioneers spanning the education and industrial sectors. Their vivid career growth

experiences, precious technical practice experiences and stories carrying cultural inheritance constitute extremely valuable "living" educational resources. Systematically collecting, digitally organizing and platform-building these resources in the form of "oral history" to form a university "Alumni Oral History" resource library can transform individual tacit knowledge into shareable explicit educational resources. It is not only a link connecting the past, present and future of universities, but also an important bridge linking classrooms and workplaces, personal growth and social development. Therefore, from the perspective of skilled talents' growth, this paper explores how the construction of the "Alumni Oral History" resource library can solve the dilemmas of cultural inheritance and support the comprehensive development of talents, so as to provide new ideas and schemes for the high-quality development of vocational education and the dynamic inheritance of culture.

2. Definition of Core Concepts and Theoretical Foundations

2.1. Definition of Core Concepts

Against the macro background of a skilled society and industrial upgrading, the growth of skilled talents has been endowed with new era connotations. It is no longer limited to the proficient mastery of single operational skills, but a dynamic and systematic development process^[2]. Starting

from vocational education and industrial practice, its goal is to gradually develop individuals from initial skill learners into compound talents with the ternary composite ability of "technical practice, digital literacy and humanistic accomplishment", integrated with innovative ability and profound cultural identity. Its core essence lies in breaking the barriers between competency elements, realizing a systematic leap from single skills to composite skills, from static skills to dynamic skills, from traditional skills to digital skills, and from technical skills to intelligent literacy. The cultivation of skilled talents should be oriented to the dual needs of industrial development (ID) and students' career development (CD)^[3]. To effectively support this growth process, the university "Alumni Oral History" resource library has emerged as the times require. It aims to systematically excavate the precious but scattered tacit knowledge (such as key career choices, technical tackling details and industrial cultural insights) possessed by alumni from all walks of life—especially skilled talent alumni. Through professional oral history interviews and digital recording, sorting and storage in multi-modal forms such as audio, video and text, the resource library has built an open and shared educational resource platform. Its essential function is to realize the transformation from individual experience to collective wisdom and from private memory to cultural heritage, providing vivid and authentic "meta-resources" for students' situated learning. Based on this, cultural inheritance from the perspective of skilled talents' growth has a clear carrier and path. It specifically refers to organically and contextually integrating abstract professional culture, craftsmanship spirit, industrial culture and even national cultural genes into professional teaching and practical training with the help of resources such as "Alumni Oral History" in the whole chain of talent cultivation. Its goal is to guide students to perceive, understand and ultimately internalize these cultural values synchronously in every link of skill refinement, so as to fundamentally break the traditional shackles of "valuing skills over culture" or "separating skills from culture", and realize the integrated promotion of technical refinement and cultural literacy cultivation.

2.2. Theoretical Foundations

Based on the above core concepts, this study integrates three key theories to construct a theoretical framework supporting the construction of the "Alumni Oral History" resource library. Firstly, situated learning theory emphasizes the context dependence of knowledge, the initiative of learning subjects and the systematicness of context, providing a basis for the basic functions of the resource library. It stresses that knowledge is constructed in the interaction of real situations^[4]. By presenting alumni's vivid career stories, the resource library creates a highly simulated career growth context and technical application scenario for students, enabling skill acquisition and cultural perception to occur synchronously in a specific and vivid "situation", thus transcending abstract preaching out of context and significantly deepening the learning effect. Secondly, the three-dimensional path theory of cultural inheritance further points out the unique role of the resource library in cultural education. This theory advocates that cultural inheritance should break away from the stereotype of "static knowledge instillation" and form a dynamic cycle of "skill imparting-cultural perception-practical innovation". The resource library precisely transforms real cases of alumni practicing

craftsmanship spirit and integrating industrial culture in the workplace into teaching resources, thereby turning culture from a knowledge object in books into a practicable process that can be observed, analyzed and transferred, guiding learners to shift from passive cultural recipients to active cultural experiencers and innovative participants. Finally, the theory of skilled talent image construction reveals the macro value of the resource library from the perspective of social cognition. Social cognition of skilled talents has gone through a process from academic concept shaping, to media communication, and finally to public impression. As an authoritative and authentic narrative platform, the resource library can systematically display the rich, three-dimensional growth trajectories of skilled talents full of innovation and cultural connotations, thus effectively intervening and reconstructing their social images, strongly reversing the stereotype of "simple manual laborers", demonstrating their irreplaceable innovative value and cultural contributions, and ultimately enhancing the social attractiveness and recognition of vocational education fundamentally. These three theories progress layer by layer, laying a solid theoretical foundation for the construction of the "Alumni Oral History" resource library from the three dimensions of learning mechanism, inheritance path and social cognition respectively.

3. Practical Dilemmas of Cultural Inheritance in the Growth of Skilled Talents

At present, cultural inheritance in the growth of skilled talents faces multiple challenges, restricting the realization of the goal of compound talent cultivation.

3.1. Cultural Inheritance Is Systematically Marginalized Under Utilitarian Orientation

Under the pressure of quickly adapting to industrial needs, the curriculum system and evaluation standards of vocational education often tilt highly towards technical skills, while cultural literacy courses are in a subordinate or decorative position. Enterprises and schools pay more attention to the "immediate combat effectiveness" of technology in industry-education integration, ignoring the integrated cultivation of "soft power" such as craftsmanship spirit and industrial culture, resulting in a lack of cultural nourishment in talent growth and weak professional identity and humanistic heritage.

3.2. Static Inheritance Models Are Detached from the Real Needs of Talent Growth

Public opinion and media often focus on the "instrumental" value of skilled talents when presenting them, ignoring their cultural literacy and innovative potential. This distorted media image solidifies the public cognitive bias of "valuing mental work over skills", which not only reduces the attractiveness of vocational education, but also makes skilled talents lack identity confidence and social recognition in cultural inheritance, with insufficient internal driving force for participation.

3.3. Biased Social Image of Skilled Talents Weakens the Driving Force of Cultural Inheritance

Public opinion and media often focus on the "instrumental" value of skilled talents when presenting them, ignoring their cultural literacy and innovative potential. Media frame bias and cognitive frame stereotype jointly lead to the narrow cognitive image of skilled talents^[5]. This distorted media image solidifies the public cognitive bias of "valuing mental work over skills", which not only reduces the attractiveness of vocational education, but also makes skilled talents lack identity confidence and social recognition in cultural inheritance, with insufficient internal driving force for participation.

3.4. There Exists a "Cultural Fault" in Industry-Education Integration

The core goal of industry-education integration is to realize the organic connection between the education chain and the talent chain, industrial chain and innovation chain^[6]. However, existing practices mostly focus on the docking of technical standards, equipment and courses, failing to realize the deep integration of campus culture and corporate culture (such as quality culture, innovative culture and craftsmanship spirit). This leads to cultural adaptation challenges for students from campus to workplace, poor cultural connection between the education chain and industrial chain, affecting the continuity of talent growth and the continuity of cultural inheritance. Meanwhile, the lack of in-depth industry-education integration in the running of vocational colleges affects the maturity of skilled talent cultivation, further exacerbating the problem of cultural fault^[7].

4. Dual Value Dimensions of the University "Alumni Oral History" Resource Library

The construction of the "Alumni Oral History" resource library can effectively respond to the above dilemmas and exert irreplaceable value in both the growth of skilled talents and cultural inheritance.

4.1. Supporting Value for the Growth of Skilled Talents

The core value of the "Alumni Oral History" resource library lies in providing three-dimensional and situated strong support for skilled talent cultivation from three levels: personal growth, education deepening and social cognition. Firstly, it provides an indispensable context for the growth of real composite abilities. The stories of alumni's personal experiences in technical tackling, complex human-machine collaboration scenarios and key career choices in the resource library constitute a vivid industrial practice map far beyond textbook descriptions. For example, an oral account of intelligent operation and maintenance of photovoltaic power stations or debugging of intelligent production lines can vividly and concretely interpret how "precision technology, digital tools and green concepts" are intertwined and integrated in actual work, helping students intuitively understand the comprehensive application of abstract competency requirements in complex scenarios, thus building a bridge from knowledge to practice. Furthermore, it profoundly improves comprehensive literacy and strengthens

internal professional identity. The natural flow of alumni's narratives-persistence in skills, pursuit of perfection, awe of norms and desire for innovation-constitute the most persuasive literacy textbooks against impetuous utilitarianism. These real life stories and spiritual portrayals can resonate emotionally and identify with values among current students, thus greatly consolidating their professional confidence, cultural confidence and aspiration and determination to engage in the industry for a long time. Ultimately, it is committed to reconstructing a positive social image of skilled talents. The resource library itself is a powerful communication medium. Through systematic editing and dissemination of alumni's innovative achievements, cultural contributions and full life stories, it can continuously output a new image of contemporary craftsmen with "skills, culture, feelings and contributions" to the society. This image reconstruction based on real narratives can effectively reverse the stereotype of "simple repetitive laborers", fundamentally improve the social public opinion environment of vocational education, and enhance its attractiveness and appeal.

4.2. Empowering Value for Cultural Inheritance

The core empowerment of the "Alumni Oral History" resource library for cultural inheritance lies in promoting a profound transformation of cultural inheritance from concept to practice through three interrelated levels as a living carrier. Firstly, it constructs a dynamic and three-dimensional inheritance path. The resource library transforms alumni's personal practices such as integrating traditional crafts into modern design and practicing craftsmanship spirit in enterprise management into perceptible, analyzable and transferable dynamic teaching resources. This turns cultural inheritance from museum-style "static display" to "living practice", laying a complete and connected learning path for learners from "skill imparting" to "cultural perception" and then to "practical innovation". Secondly, it promotes the deep cultural connection between the education chain and the industrial chain. The resource library naturally gathers real cultural samples from the front line of the industry-including enterprises' quality stories, innovative cases and collaboration ethics. Systematically implanting these vivid industrial cultural genes into courses and campus activities can realize the organic integration of campus culture and future workplace culture in the early stage of talent cultivation, significantly reducing the "cultural adaptation cost" for students from study to employment. Finally, it carries and activates diverse cultures. The resource library consciously collects typical cases of alumni in inheriting national culture, regional culture and industry-specific culture, such as the modern expression of intangible cultural heritage by arts and crafts masters and the innovative narration of local culture by tourism managers. These contents deeply bind abstract cultural inheritance with specific professional skill cultivation, realizing a benign interaction of "inheriting culture through skills and cultivating skills through culture", and stamping a unique and profound cultural brand on skilled talents.

5. Systematic Construction Path of the University "Alumni Oral History" Resource Library

Constructing a vibrant "Alumni Oral History" resource library requires systematic planning, multi-subject

collaboration and deep integration into the whole process of education.

5.1. Concept Reshaping: Establishing the Dual Goal Orientation of "Skill Cultivation" and "Cultural Inheritance"

The premise of construction is to unify thinking. The school management must first break through narrow utilitarian cognition, and clarify at the strategic level that the resource library is not only an educational resource platform assisting skill teaching, but also a dynamic inheritance carrier carrying and continuing craftsmanship spirit and industrial culture. Through top-level design, policy guidance and special seminars, a value consensus of attaching importance to cultural inheritance should be promoted across the school, providing a solid ideological foundation and sustainable conceptual support for resource library construction.

5.2. Resource Co-construction: Building a Collection and Convergence Mechanism for Multi-subject Collaboration

High-quality resources are the cornerstone of the library. A resource co-construction alliance led by the school and participated by alumni, industry associations, cooperative enterprises, research institutions and cultural units should be established. Interviewees need to be carefully selected to cover alumni of different eras, professional fields, industrial backgrounds and career development paths to ensure the diversity and typicality of content. Interview design should take "skill growth" as the main line, adopt modular outlines, deeply dig their key technological breakthroughs, major career choices, industrial cultural insights and life philosophy reflections, and form three-dimensional oral archives.

5.3. Curriculum Integration: Deeply and Systematically Embedding Resources into the Whole Process of Talent Cultivation

The value of resources lies in application. Oral history resources must be systematically integrated into the talent training program: in professional courses, embed them as real case modules to analyze technical application and decision-making logic; independently offer general courses or workshops such as "Alumni Oral History and Professional Culture" for special seminars; design project-based learning, case competitions or innovation and entrepreneurship training based on oral history resources, guiding students to shift from passive "watching" to active "exploring" and "practicing", realizing the internalization and transfer of knowledge, and jointly formulating talent training programs with enterprises guided by enterprise needs^[8].

5.4. Platform Construction: Building an Intelligent, Interactive and Experiential Digital Platform

An advanced technical platform is the support. A special digital platform with powerful functions needs to be built, whose core functions should include: multi-modal resource management (supporting high-definition audio, video, images, documents); multi-dimensional intelligent retrieval (accurate search by tags such as person, major, skill point, cultural theme and industrial scenario); interactive learning community (supporting notes, annotations, bullet screens, Q&A and special discussions); integrated teaching toolkit

(providing teaching design templates, discussion guides and evaluation rubrics for teachers); and ensuring smooth experience of the platform on mobile terminals to support fragmented learning anytime and anywhere.

5.5. Evaluation Optimization: Establishing a Comprehensive Evaluation System with Three Dimensions of "Skill-Culture-Development"

Scientific evaluation is the baton. The academic evaluation method should be reformed to include students' cultural interpretation of alumni cases, innovative plans based on oral history resources, and professional ethics reflection reports into course assessment. Meanwhile, an effectiveness evaluation mechanism for the resource library itself should be established, taking students' professional identity, cultural participation, comprehensive quality performance, as well as employers' satisfaction and alumni's continuous participation as key performance indicators, ensuring that resource library construction always serves the fundamental goal of education and realizes closed-loop management and continuous improvement.

5.6. Operation and Maintenance: Establishing a Sustainable, Open and Co-evolutionary Long-term Mechanism

Sustained vitality relies on mechanism guarantee. A full-time operation team across functional departments and faculties should be set up to be responsible for daily maintenance, content update and promotion. A dynamic mechanism for regular alumni return visits, story follow-up collection and resource update should be established. Actively seek in-depth cooperation with enterprises to jointly develop industrial special resource packages. Build an open and collaborative ecosystem by setting up special funds, issuing relevant research topics, holding annual brand activities, and establishing inter-school resource sharing alliances to ensure the vitality and sustainable development of the resource library.

6. Conclusion

The construction of the university "Alumni Oral History" resource library is a strategic measure to solve the dualistic opposition dilemma of "skills" and "culture" in vocational education based on the growth law of skilled talents. By transforming alumni's real, rich and culture-rich growth experiences into structured educational resources, it provides indispensable professional context and cultural samples for current students, strongly supporting their composite ability development and comprehensive literacy improvement, and reconstructing a positive social image of skilled talents at the same time. The resource library also provides an operable platform for dynamic and in-depth cultural inheritance by activating cultural inheritance paths and connecting industry-education culture.

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