

# Study on the Application Effectiveness of Craftsmen Learning Resources in the Context of “Model Workers and Craftsmen on Campus”

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## Abstract

This study aims to understand the demand and satisfaction levels for craftsmen skill learning resources among teachers and students within the Open University system. The primary approach used in this study is theoretical research and survey research. It includes basic information, an assessment of the watching experience, an assessment of the learning experience, and an evaluation of the teaching effect. The survey reveals that most learners have a positive view of the quality and effectiveness of these resources, yet there are still some remained issues and challenges. Based on the survey results, suggestions for improvement are proposed in this paper to enhance the learning outcomes and satisfaction of the learners.

## Keywords

Skills, Learning Resources, Application Effects, Learning Effects, Viewing Experience

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## 1. Introduction

“Model workers and craftsmen on campus” refers to the practice of bringing exceptional entrepreneurs, model workers, and other essential talent into educational institutions to engage in face-to-face interactions, experience sharing, and teaching students new skills. The objectives are to foster a culture of respect for workers, provide students with a greater grasp of the meaning & importance of the spirit of craftsmanship, and provide opportunities for them to observe the

commitment & professionalism of model workers and craftsmen (Editorial Board of the Journal, 2023).

The Open University is a new type of university for lifelong learning for all people, with a wide range of subjects at different levels involving children, adults, and the elderly (Zhang, 2021). Multimedia teaching is based on the mode of tele-information transmission, which has inherent advantages in terms of system, platform, and technology (Weng & Wang, 2014).

The use of new media technology, the development of visual learning resources based on the promotion of the spirit of craftsmen, and learning the skills of craftsmen, may be able to alter the conventional pattern of “model workers and craftsmen on campus”. The goal of this research is to confirm the efficacy of the use of craftsmen skill learning resources, so that more model workers and craftsmen from different places and sectors may approach students and sink to the bottom of society.

## 2. Survey Questionnaire on Application Effectiveness

### 2.1. Research Ideas

The process is followed as “identify problems—develop and produce—apply & promote—analyze problems—solve problems”. Conduct literature reviews using search parameters such as “handicraft”, “dissemination mechanism”, “government documents” and “local records” in order to gather & organize pertinent theoretical background and provide a theoretical framework for further investigation. We invite representative people around certain topics, such as non-legacy and rural revival, based on area features & endowments in cultural resources. We also develop learning tools with rich cultural implications and usefulness. It consists of two parts: one is a series of short videos on skills, which focuses on teaching skills & showing humanistic sentiments. The other is a micro-interview on craftsmanship, which aims to discover the spirit of craftsmanship, nurture craftsmanship culture and inspire craftsmanship sentiments. To cohere and amplify the mainstream voice, the pre-production resources will be distributed in the province school system through the dissemination matrix made up of Zhejiang Lifelong Learning Digital Resource Library, ZOU WeChat, ZOU WeChat Channel, ZOU TikTok, ZOU B Station, and Zhaxuetong App. Carrying out follow-up research on the efficacy of creating & sharing resources early on, creating survey programs, creating questionnaires, locating respondents & samples, carrying out surveys, processing & evaluating data, and lastly providing findings & suggestions.

### 2.2. Respondents and Questionnaire Design

The written questionnaire was distributed to a selected group of lecturers & students from the Open University system. The survey comprises 25 questions that address four main areas: general information, assessment of the viewing experience, assessment of the learning experience, and assessment of the teaching effect. This

action allows for a thorough analysis of the real efficacy of the craftsmen learning resources used in the activity as “Model workers and craftsmen on campus”.

### **3. Effectiveness**

By utilizing the Questionnaire Star platform to distribute the questionnaire to a random sample, a total of 723 valid questionnaires were gathered. In this survey, there were 20.47% men and 79.53% women. In addition, 8.3% of people have completed high school or secondary education, 64.9% have earned a college degree, 27.1% have completed undergraduate study, and 0.69% have completed postgraduate work. The majority of the legitimate fillers have bachelor’s degrees and are in higher education. The distribution of occupational groups revealed a wide range of characteristics among individuals using craftsmen learning resources. Courses in accounting, art design, music performance, interior design, kindergarten teaching, environmental design, news gathering & editing, traditional Chinese medicine, and business English made up 20.6% of the total, followed by preschool education (51.6%) and e-commerce (20.6%).

#### **3.1. Assessment of the Viewing Experience**

##### **3.1.1. Viewing Methods**

The primary watching channels include ZOU TikTok, ZOU B Station, ZOU WeChat, ZOU WeChat Channel, ZOU WeChat, Zhejiang Lifelong Learning Digital Resource Library, and Zhaxuetong App. These five choices accounted for 97.75% of the overall percentage.

With ZOU WeChat accounting for 85.62% of the total, it is clear that users are increasingly aware that the public number is a valuable tool for promoting craftsmen learning resources. With ZOU WeChat Channel accounting for 62.1%, consumers are likely to utilize this frequently. ZOU TikTok and ZOU B Station contributed 51.73% and 32.23% of the total, suggesting that people are also aware of new media websites. 32.5% of the total comes from the Zhejiang Lifelong Learning Digital Resource Library, which is used by users on a regular basis. Zhaxuetong’s share of 23.24% of the total is low compared to other choices, suggesting that consumers are not very frequent users of this site.

##### **3.1.2. Viewing Frequency**

The research indicates that a majority of individuals (63.9%) have irregularly monitored craftsmen learning resources. According to these statistics, students may choose their learning resources according to a distinct timetable or schedule. At 18.26%, a comparatively high proportion of students use craftsmen learning resources on a daily basis. This particular group of students is very interested in and in need of educational materials. At 13.42%, the percentage of students who watch once a week is quite low. Resources for learning about craftsmen may be of interest to this particular group of students. They don’t have the time or need to look at them every day. The monthly percentage of learners who viewed it was only 4.43%, which is a very modest percentage.

### 3.1.3. Duration of Resources

The hours of craftsmen learning resources are widely acknowledged in accordance with the data. In particular, 92.12% of respondents deemed the length to be “appropriate”, signifying that they were content with the resource’s duration. Furthermore, very few individuals had an issue with its length; 2.49% thought it was “too short” and 5.39% thought it was “too long”. The majority’s modest satisfaction with the duration of the craftsmen learning resources is further supported by this data.

### 3.1.4. Content of Resources

The learners acknowledged the substance of the craftsmen learning resources extensively, with a high percentage of 70.82% evaluating it as “very informative”. An additional 26.56% of the students selected “fair”. The information indicates that while the material was passable, it may have been better. Remarkably, just a small percentage of students voiced discontent with the material, with 0.83% describe it as “not very informative” and 1.8% as “not innovative”. It illustrates the possibility that some aspects of the craftsmen learning resources’ content still require improvement & innovation.

### 3.1.5. Form of Resources

The structure of the craftsmen learning resources was highly welcomed by a wide spectrum of audiences, with 69.57% describing it as “very lively” and 28.63% as “average”. Only 0.69% of respondents believed the format was “not very vivid”, while 1.11% said it was “not innovative”. The significant majority of learners considered the format of the craftsmen learning resources appealing and capable of holding their attention. So, the craftsmen learning resources’ presentation is dynamic & interesting, effectively attracting learners’ attention.

### 3.1.6. Soundtrack of Resources

When asked whether the soundtrack was acceptable for the craftsmen learning resources, the majority of learners, 65.84%, chose “very appropriate”. It was followed by the “suitable” choice at 19.78%. Few learners selected the “average” and “unsuitable” alternatives. Most students gave the soundtrack a favorable rating, feeling that it suited the video’s topic and improved the viewing experience. It also implies that using appropriate soundtracks in resources might improve the environment & emotional resonance for students.

### 3.1.7. Convening Power of Resources

More over half of respondents (60.86%) said the craftsmen learning resources had a high affinity, attraction, & effect. A further 24.48% of respondents evaluated it highly for all three aspects, while 13.97% were ambivalent or deemed their performance ordinary. Only 0.69% of respondents had a negative opinion, feeling that craftsmen learning resources lacked accessibility, appeal, and effect. It also demonstrates that the package of resources was more effective in engaging, inspiring, and bringing learners together.

## 3.2. Assessment of the Learning Experience

### 3.2.1. Satisfaction

59.47% of learners were “very satisfied” with the craftsmen learning resources, while 25.73% were “satisfied”. It is worth mentioning that just a few people selected the categories “dissatisfied” and “very dissatisfied”, indicating that the majority of the population recognizes the value of craftsmen learning resources. It represents not only the general community’s appreciation for craftsmen’s fine talents, but also the public’s want and expectation for high-quality handmade resources.

### 3.2.2. Information Expectation

More than 80% of respondents said the craftsmen learning resources matched their expectations, with 60.17% stating they were completely satisfied and 24.9% indicating they were partly satisfied. Only a few respondents sensed little to no compliance.

When asked if the skill explanations in the craftsmen learning resources were clear, more than 60% chose the “obvious” option, while nearly a quarter chose the “clear” option, indicating that the majority of users recognize the skill explanations in videos. Although a tiny percentage of users picked “average” or “not very clear”, this fraction is insignificant and will have little influence on the total ranking.

Over 80% of respondents agreed that the pace of the craftsmen learning resources was acceptable for their learning rate, with 60.44% saying it was completely appropriate, 23.24% saying it was fit mostly, and 14.38% saying it was somewhat appropriate. Only 1.11% of respondents believed it was appropriate, while 0.83% said it wasn’t. The majority of respondents considered the pace appropriate for their learning style.

The majority of responders (57.26%) felt the content of the craftsmen learning resources to be extremely useful in their understanding & acquisition of relevant skills. Furthermore, a large proportion of respondents (26.56%) believed that the content helped them develop their skills. Only a tiny percentage of respondents reported that the content was fairly helpful (14.66%), not very helpful (0.69%), or unhelpful (0.83%) in their understanding of the abilities in question. According to the findings, the majority of respondents believed that these resources improved their comprehension of relevant abilities.

## 3.3. Assessment of the Teaching Effect

### 3.3.1. Learning Motivation

The primary motivation for 66.67% of people who watched craftsmen learning resources was to learn relevant skills, with 12.86% watching for entertainment. A further 7.88% said they watched to unwind, with the remaining 12.59% saying they watched for other reasons. Overall, the major goal for most people is to acquire applicable abilities.

### 3.3.2. Impact of Resources

More than 67% of respondents felt the spirit of craftsmanship in the craftsmen

learning resources had a positive or substantial impact on their future learning and work. The proportion of “very high impact” was the highest at 48.27%, followed by “high effect” at 19.23%, and only 4.15% of respondents indicated “no impact”. These resources have a good impact on the viewers, allowing them to improve their skill & professionalism.

More over half (51.04%) stated that the applicable abilities in the craftsmen learning resources will be “useful” in their future education & employment. 21.02% rated these skills “more useful”, while 23.1% found them “somewhat helpful”. 2.9% said they were just “marginally useful”, while only 1.94% said they were “not helpful”. Overall, the majority of respondents believed that the skills in the craftsmen learning resources would benefit their future study & job.

When asked if they would be willing to learn more about the required abilities if interested, more than half of respondents said: “very much”. Only 2.62% replied “no”. 50.21% of respondents interested in the abilities required preferred to study them independently through online courses. In comparison, less than one-fifth of respondents picked alternative methods of learning. Classroom learning and guidance percentages were relatively low, at 17.43% and 13.69% respectively.

### **3.3.3. Recommended Index**

According to the findings, 79.7% of respondents stated they would definitely or very likely promote craftsmen learning resources to others. In comparison, little under 3% stated that they would never do so. As a result, the resource has a quite high recommendation rating, which offers us tremendous motivation to continue marketing and advertising it.

## **4. Conclusion and Suggestions**

Overall, learners rated the craftsmen learning resources positively across several categories. Most students believed it fulfilled their expectations for it is instructive, nicely stated, reasonably paced, diverse, and entertaining. Most students stated that their major motivation for examining the resources was to develop relevant skills. The resources’ craftsmanship had a great influence on their learning & work, and they were eager to dig deeper and learn more. In addition, they strongly praised the resources.

However, the poll revealed certain limitations. As a result, we suggest the following recommendations to increase the quality, attractiveness, and effect of professional learning resources while also providing high-quality learning experiences to more learners.

The first step is to increase the interaction & feedback systems. More interactive sessions, (such as quizzes, polls and surveys) can be used to better understand students’ needs and expectations. At the same time, communication with students is enhanced. Students are urged to submit comments so that resources can be continuously updated.

The second step is to expand advertising outlets. While learners are already aware of current channels, consider collaborating with other educational or oc-

cupational platforms to broaden the reach of craftsman learning resources. Furthermore, offline events or workshops may improve contact with learners even further.

The third step is to adjust the learning pace and the resources' length. Most learners found the speed & duration of the craftsmen learning resources to be reasonable enough to fulfill the demands of diverse learners. It may be worthwhile to investigate giving versions of varying paces and durations or allowing learners to self-pace based on their progress.

The last step is to enhance the development of craftsmanship and professionalism. The beneficial influence of craftsmanship on learners may be enhanced by encouraging additional model workers and craftsmen to share their experiences & tales, providing learners with more role models from whom to learn & emulate.

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### **Conflicts of Interest**

The authors declare no conflicts of interest regarding the publication of this paper.

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