

Innovative Practice of New Media Majors in Vocational Colleges from the Perspective of Industry Education Integration

-- A Case Study on New Media Operations Course of Shanghai Art & Design Academy·Phoenix Industrial College

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Abstract: Vocational education is an important component of the modern national education system. The integration of industry and education plays an important role in vocational education. However, the development of industry education integration in China's vocational education system is not yet mature enough, especially lacking empirical case studies. In this article, a case study will be made focusing on the new media course conducted in Shanghai Art & Design Academy·Phoenix Industrial College. The course has included several practical projects, and they are considered as a good example of industry education integration. This experience will also be compared with those developed countries such as the United States, Japan, Germany, and Singapore who enjoy a high level of vocational education. The conclusion of this essay will also provide a practical experience for other vocational colleges.

Keywords: Vocational Education, Integration of Industry and Education, Case Study.

1. Introduction

Vocational education is an important component of the modern national education system. The integration of vocational education and general education has established a complete framework of China's education system. Vocational education includes vocational school education and professional training, with a focus on cultivating applied talents. In recent years, China has launched a series of relevant policies to vigorously promote the development of vocational education both to transform people's inherent concepts, and to improve the status and construction level of vocational education. In May 2022, the newly revised Vocational Education Law of the People's Republic of China officially came into effect, clearly stating the importance of enhancing the adaptability of vocational education. Compared with other ordinary colleges, vocational colleges have a more sensitive perception in the development of industrial technology innovation. Therefore, vocational education in China has inherent advantages in talent cultivation, especially in the field of skilled talents cultivation.

At present, since the national economy enters a new normal and a stage of high-quality development, a significant shortage of professional employees with high-quality technical and skills in China has occurred. How to fully leverage the advantages of vocational education and cultivate more high-level skilled young employees for the country has become a challenge for many vocational colleges. The classical way of vocational colleges in professional education is to establish good cooperative relationships with some enterprises. Those vocational colleges need to rely on those enterprises since they can provide those colleges with certain industrial resources, practical projects, and supporting industrial resources. Then the vocational colleges can use

those resources and support to cultivate high-level skilled talents that meet the requirements of enterprises. Industrial cooperation and integration of industry and education play an important role in the process of vocational education, especially in the field of ability improvements. However, although the framework of China's modern vocational education system has been initially established, the development of parts related to school enterprise cooperation and industry education integration is not yet mature enough. It is still lacking some empirical case experiences.

Therefore, this article will take the industry education integration project introduced in the new media operation school enterprise cooperation course of Shanghai Art & Design Academy·Phoenix Industrial College as an example to share some practical explorations in field of vocational education development. This experience will also be compared with those developed countries such as the United States, Japan, Germany, and Singapore who enjoy a high level of vocational education. The conclusion of this essay will also provide a practical experience for other vocational colleges in their way of professional education.

2. The Teaching System of Phoenix Industrial College

The integration of industry and education is a national strategy for the reform and development of vocational education. The new media operation course taught at Shanghai Art & Design Academy·Phoenix Industrial College can be seen as an outstanding representative of innovative practice for Phoenix Education Group about integration of industry and education. It can also be treated as an excellent practical experience in vocational education and professional training.

In 2008, Phoenix TV officially established Phoenix

Education Group in Beijing, relying on Phoenix TV's industrial resources and quality spirit, committed to providing leading educational services for Chinese people worldwide. Phoenix Education Group has successively partnered with numerous domestic and foreign universities to deeply carry out industry education integration and school enterprise cooperation in various forms, constantly innovating educational concepts and models, and cultivating high-quality applied and skilled employees for China's digital creative industry. As of now, Phoenix Education has cooperated with over 100 universities in China, helping them achieve fruitful teaching results and providing strong talent support for the vigorous development of China's digital creative industry.

As one of the earliest education groups in China to carry out the integration of industry and education in the field of vocational education, Phoenix Industrial College has established a unique talent training model. Setting up a combined system with both teachers from the company with the vocational colleges. When a series of courses began, Phoenix Education Group would send enterprise teachers to the vocational colleges and innovatively proposing the "trinity" teaching model, creating the characteristics of "project-based teaching", "company-style training", and "professional evaluation", with a focus on cultivating students' professional and management abilities in business field and improve innovation capabilities.

3. The Practical Performance of Phoenix Education System

In the new media operation course of Shanghai Art & Design Academy

Phoenix Industrial College, the teachers of Phoenix Education Group have brought the characteristics of "project-based teaching", "company style practical training", and "professional evaluation" into the process of course design, and comprehensively increase the value of the course content.

Firstly, in the early stage of curriculum design, the teachers will adhere to a project-based teaching approach. Usually, the teachers of Phoenix Education would possess a sound background in industrial field. Therefore, before those teachers come to a new college, they would comprehensively utilize the advantages of enterprise resources to apply several practical projects in advance. Take the new media operations course as an example, the attending teachers have made a good connection with some companies who has the demand of finishing several industry projects. Then the teacher would incorporate these resource projects into the new media operations course and combine them into the course assignments. This innovation will make the course more practical and help the students acquire the ability that matches the actual needs of the industry field.

The second is to adhere to a "company style practical training" approach in teaching during the actual course delivery stage. In terms of course content arrangement, we have changed the previous approach of cultivating students with a student-centered mindset, and then allowing them to adapt to the traditional way of thinking in the workplace. We have adopted a "reverse chronological" structure, guiding students to strengthen the technical skills that fulfill the real market demand and get well prepared for the actual business environment by organizing personal profiles and resumes at the beginning of the course. The teachers will also conducting simulated interviews to help students continuously realize

their strengths and weaknesses during the course. And combined with the previously introduced horizontal project resources, help guide students to complete a series of practical case exercises, and enrich their project experience with practical cases, providing students with real training project exercises.

Thirdly, during the homework and course evaluation stages, adhere to using "professional evaluation" as a measurement standard. Instruct students to complete a series of course practical operations, including industrial brand research, one sentence advertising, short script writing, long script writing, graphic layout, poster design, character biographies, short video script writing, short video shooting, short video editing, short video account operation, etc. Those real-life projects have helped students acquire the professional knowledge and skills for new media operations and other related fields. It will make the students from the vocational colleges more competitive.

Unlike traditional undergraduate education that focuses on cultivating students' research abilities, vocational education focuses on cultivating students' professional skills, which are mainly reflected in their hands-on and practical abilities. Therefore, in the process of designing vocational education curriculum content, creatively incorporating practical projects into students' coursework practice is equivalent to incorporating some industry education integration projects that are highly relevant to enterprises into the curriculum. This project implementation method can effectively help students develop their ability to combine their learned knowledge with practical project practices. On the other hand, it can also enhance the value of the course itself. The practical hands-on ability and understanding of the business environment of students can also be fully exercised and reflected in the process of participating in these project practices.

4. Advanced Experience for Vocational Education Abroad

This teaching method of undertaking real projects for enterprises is quite common in the vocational education systems of many developed countries. For example, Japan's "industry academia official" model can effectively mobilize enterprise factories (i.e. the business community), "education" generally refers to institutions such as universities and specialized schools (i.e. the academic community), and "official" mainly refers to resources from three aspects: the government. In March 1974, Japan promulgated the School Education Law, proposing a policy of open education and encouraging cooperation with society. Japan has significantly increased investment in scientific research through multiple technology programs, especially in the high-tech field. The government encourages and actively supports research and development cooperation between industry and academia in cutting-edge technology projects, such as the "High speed Computing System for Science and Technology Applications" and the "New Generation Computer Technology Development Plan" launched in 1981. Japan takes these projects as its leaders and organizes a research group consisting of technology personnel from enterprises, universities, and research institutions to collaborate on research and development.

In the practice process of the "industry academia official" model in Japan, many Japanese enterprises are widely active

in the field of vocational education and have formed a relatively close cooperative relationship with schools. A survey and statistics conducted by the Ministry of Education, Culture, Sports, Science and Technology of Japan on the education situation of 19 specialized vocational universities in Japan shows that both private and public vocational colleges in Japan have established close cooperative relationships with different enterprises for professional trainings.

Like Japan, the United States also attaches great importance to the improvement of the middle school education integration model in vocational education. In 1994, the then President of the United States, Mr. Clinton, signed the *School to Work Opportunity Act*, aimed at combining business, industry, and secondary education programs in a collaborative manner. With the continuous improvement of laws and the increasing participation of enterprises, cooperative education programs in the United States are flourishing. In addition, the United States has established a national career cluster framework consisting of 16 career clusters and 79 career paths, which is used to organize vocational education programs, curriculum design, and teaching in most states, providing support for cooperative education in the United States. Unlike the practice of establishing cooperative relationships between specialized vocational universities and numerous enterprises in Japan, many universities in the United States enhance the development level of vocational education and enhance the employment competitiveness of students by strengthening the construction of skill-oriented colleges or allowing enterprises to directly participate in the school's professional construction.

Taking Arizona State University (ASU) as an example, where the author studied as a graduate student. This university has a campus dedicated to cultivating vocational and technical talents. ASU has made a series of beneficial attempts to strengthen the development of skilled professionals in their campus. The most representative measure among them is to establish a strategic partnership with Starbucks and carry out professional joint construction activities in coffee research and management. Not only can students who enroll in this cooperative major systematically learn Starbucks' standard management experience during their study period, but they can also get an internship job at Starbucks. This project has indeed helped the students accumulate practical project experience, which will build a solid foundation for their future career.

As a major vocational education country, Germany's "dual system" education model is also very worthy of reference and learning. It is worth noting that the "dual system" model has a certain foundation in Europe. Germany is just one typical representative. The "dual system" education model in Germany was not achieved overnight. It has gone through a long accumulation. The "dual system" education model emerged with the development of industry and originated from the apprenticeship system of handicraft guilds in the Middle Ages. The "dual system" model emphasizes joint training between enterprises and schools in the process of talent cultivation. This joint training activity is known as school enterprise cooperation. In the process of school enterprise cooperation, enterprises usually play a leading role, while schools play a more organizational role to provide solid supports. In addition to spending a certain amount of time completing some essential theoretical learning in school, students need to spend more time completing practical

learning for their positions in enterprises. The time ratio for students to participate in practical and theoretical learning in corporate positions is generally 3:2 or 4:1. In the field of vocational education, Germany's "dual system" model is a model for professional training around the world, cultivating so many high-quality skilled talents for Germany.

In addition, Singapore's "teaching factory" model has also borrowed from Germany's "dual system". In contrast, this model emphasizes more on the cultivation of students' professional abilities. In the actual implementation process, with the goal of building a professional context, on the one hand, the real environment of the enterprise is moved into the campus, and on the other hand, advanced training centers are established on campus. Teaching activities are supported by real enterprise projects. By training students in the process of self-directed learning, teachers can enhance their skills and play a more guiding role in project teaching. This model effectively integrates and utilizes the resources of colleges, enterprises, and training centers.

5. Future Expectation for Vocational Education

At present, the teaching work and curriculum design in colleges in China are very rigorous. Through the implementation of teaching work and the design of curriculum content, colleges can build a solid professional knowledge system and establish a good foundation of professional skills for students. However, limited by the traditional "ivory tower" environment of higher education, project designs completed by students in university campus may sometimes have overly idealistic situations, which cannot fully meet the practical social needs. Therefore, more industry education integration projects need to be incorporated into the design of course content. This demand is particularly crucial for vocational education that focuses on cultivating students' professional skills and practical abilities. By introducing industry education integration projects, students can be trained to master the ability to effectively transform and present the real needs for business through professional knowledge. For students in vocational colleges, this is a very important ability to adapt to social needs. The introduction and effective implementation of this industry education integration project in the new media operation course of Shanghai Art & Design Academy· Phoenix Industrial College has effectively improved the professional and innovative abilities of students.

Although the country has now clearly stated that vocational education and undergraduate education are an indispensable part of higher education. However, constrained by some traditional concepts and practical job requirements, vocational college students still face greater competitive pressure in terms of employment compared to undergraduate students. Improving the professional skills and hands-on abilities of vocational college students from different perspectives is beneficial. Since it can help those vocational college students accumulate project experience in real business environments, which will greatly enhance their competitiveness in the workplace.

6. Conclusion

This is the case study of the new media operation course for Shanghai Art & Design Academy· Phoenix Industrial College. In this case, the practice of industry education

integration is obvious. In the case, these enterprise cooperation units can provide the college with bunches of industrial training resources and internship positions. The college students can also improve the technical level of those enterprise and help them conduct several academic research. The company can make an achievement in projects and solve the problem of labor shortage. Therefore, it is a win-win strategy for both industrial fields and vocational colleges. In the cooperative process, the company and the vocational college have built a mutual benefit. This way of cooperation has set up a good model for the future development of vocational education in the field of Integration of industry and education.

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