Postprint: Teaching Innovation Strategies for Digital Media Programs Based on Industry-Education Integration

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Abstract

Industry-education integration essentially promotes the formation of an organically connected entity between industry and education, enhancing vocational college students' innovation and entrepreneurship capabilities by leveraging the practical value of industry, and achieving the development of their professional disciplines by leveraging the theoretical value of education. Therefore, the contextual environment of industry-education integration has also promoted the integrated development of the entire higher vocational college education and teaching system in China, with the most prominent manifestation being its ability to further promote the flexible and diversified development of teaching methods. This article selects the digital media major in vocational colleges as the entry point in its research process, and based on the research and analysis of the main teaching content of this major as well as the fundamental connotations and characteristics of industry-education integration, proposes some personal insights and optimization proposals for the innovative development of digital media major teaching in the new environment.

Full Text

Preamble

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Innovative Strategies for Digital Media Education Through Industry-Education Integration

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Abstract: Industry-education integration essentially transforms industry and education into an organically connected entity. It leverages the practical value

of industry to enhance the innovation and entrepreneurship capabilities of vocational college students, while utilizing the theoretical value of education to advance the development of academic disciplines. This integrated context has propelled the overall development of China' s vocational education system, with its most prominent manifestation being the promotion of more flexible and diversified teaching methods. This study selects the digital media major in vocational colleges as its entry point. Based on research and analysis of this major's primary teaching content and the fundamental characteristics of industry-education integration, the paper offers personal insights and optimization proposals for the innovative development of digital media education in the new environment.

Keywords: Industry-education integration; Digital media major; Teaching innovation; Development strategies

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1. Analysis of Research Necessity

To clearly define the fundamental value and role of vocational colleges, we can articulate the following: Vocational institutions are the cradle for cultivating practical talents and the primary organizations that deliver skilled professionals to enterprises and society. They play a crucial and significant role in social development. Among the various majors in vocational colleges, digital media has emerged as an entirely new field derived from the rapid development of information technology and continuous scientific innovation.

The digital media major is highly integrated with modern information technology. Through the cultivation of digital media professionals by vocational colleges, a large number of practical talents can be delivered to society. Consequently, many educators have explored and analyzed ways to enrich the teaching content and innovate teaching methods for this major. Whether optimizing content or increasing methodological flexibility, all efforts must align with the fundamental concept of "industry-education integration."

Before formally launching this research, the author collected and reviewed domestic literature on teaching development based on industry-education integration, organizing several representative viewpoints. For instance, scholars Li Guangfu and Gu Qunye (2020) analyzed the basic connotation, value, and directional guidance of industry-education integration, using the digital media major as their research object and offering insights from the perspective of teaching

methodology. They argued that industry-education integration essentially represents a high-level fusion of production and education, requiring educators to provide students with more practical opportunities while emphasizing theoretical instruction. [1] Gu Dongyang, Liu Zengyan, and Zhang Zongyuan (2019) also proposed ideas for the teaching development of digital media from the perspective of industry-education integration, viewing it as a macro-level value orientation proposed by the government. They contended that implementing this educational concept requires the government to play a policy-supportive role by formulating more detailed educational regulations, while also necessitating continuous advancement and implementation by vocational colleges, as well as high-level cooperation from enterprises. [2] These examples demonstrate that many Chinese scholars have offered ideas and insights regarding countermeasure exploration. Building upon previous theoretical research, this study presents the author' s own analysis and proposals.

2. Interpretation of Industry-Education Integration in the New Era

Examining the current educational environment in vocational colleges reveals that the deepening promotion of educational system reform activities in the new era and context has profoundly impacted not only primary and secondary education but also, to some extent, affected teaching activities in vocational institutions. Industry-education integration represents one such innovative and modern educational concept proposed for vocational colleges. What exactly is industry-education integration? How should it be implemented? At what levels does its positive value and key significance manifest? These are core concerns for vocational educators. To truly leverage the foundational role of industry-education integration, we must first elaborate on its connotation.

From the connotative dimension, "industry" refers to the industrial sector, while "education" refers to the educational system. The concept of industry-education integration is based on mutual cooperation between these two sectors. It is a teaching approach that cultivates students' practical and innovative abilities by exposing them to real-world scenarios. This practice-based method enables students to acquire knowledge through hands-on experience, thereby deepening their understanding. Industry-education integration closely connects industry with teaching and links enterprises with schools, playing a vital role in cultivating students' innovation and entrepreneurship capabilities while improving professional education standards. Its advantages manifest in three primary aspects: First, it stimulates students' learning enthusiasm, enhances their innovation capabilities and professional knowledge, and can provide them with economic income, creating conditions for work-study programs that allow students to gain knowledge and experience through enterprise work. Second, it improves teachers' instructional capabilities. Most vocational teachers enter teaching directly after university graduation, lacking practical experience and practical application skills. The industry-education integration context enables

teachers to gain rich practical experience, positively impacting their teaching level and enhancing their practical application abilities. Third, it promotes economic development. Vocational education cultivates practical application-oriented talents, and the industry-education integration approach can foster a group of creative and innovative skilled professionals, injecting new vitality into local enterprises.

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3. Countermeasures for Digital Media Teaching Innovation Under Industry-Education Integration

Industry-education integration represents a new development orientation and a "compass" guiding the optimization of digital media teaching in vocational colleges. The key question this paper explores is how to effectively utilize this directional guidance.

3.1 Emphasize Curriculum Development and Enrich Course Content

Analyzing the current state of digital media education in vocational colleges reveals numerous deficiencies in the design and development of professional curricula. Therefore, it is essential to promptly design relevant curriculum systems to make the teaching content they carry more rich and diversified. On one hand, we should explore a new curriculum system that provides comprehensive coverage of digital media education. Through differentiated and personalized teaching activities, students with different abilities and foundations can access courses that meet their individual needs. This demonstrates responsibility toward vocational students and represents a key path to achieving personalized teaching. [4] On the other hand, we should develop a "theory + practice" curriculum system. In vocational colleges, majors such as mechanical design and accounting have established their own on-campus training laboratories and off-campus training bases. This approach is well worth emulating, as it enriches courses through practical opportunities and enables students to apply classroom knowledge to real-world work. Digital media education particularly needs practice. Through teacher-guided practical training, students can better identify their own problems and deficiencies to avoid setbacks in real entrepreneurial and employment environments.

Specifically, curriculum development for the digital media major in vocational colleges can be advanced from two dimensions. First, we must emphasize curriculum development and extension within textbooks. A comprehensive investigation of teaching content for digital media arts majors in vocational colleges shows that students face a considerable workload, including computer fundamentals, information and communication engineering, interactive media, and

media networks—all within the scope of digital media arts education. Different course materials have varying content designs and arrangements. Therefore, teachers should focus on developing and extending curricula from textbooks, conducting deeper exploration of relevant content. They can use the internet to collect more useful materials and information, which is crucial for broadening students' horizons and extending their thinking.

Second, we must emphasize the penetration and introduction of real-life practical content. Essentially, the media arts major is a new professional field derived from the rapid development of information technology. This major is closely connected to students' daily lives. Digital media professionals are essential talent support and intellectual resources in many industries. Therefore, teachers must closely integrate content design and arrangement with real-life requirements and market demands. The renowned Chinese educator Tao Xingzhi once proposed a key educational theory: "Life is education." This theory applies equally well within the context of industry-education integration and under the goal of digital media teaching development. [5]

3.2 Integrate Multiple Subjects and Leverage Their Respective Advantages

Industry-education integration is a scientific educational concept and development decision proposed by China' s government based on a thorough understanding of current vocational college development trends. In recent years, the Chinese government has attached great importance to optimizing vocational education, with strategies such as "revitalizing the country through science and education" and "strengthening the nation with talented personnel" serving as the foundation and guidance for industry-education integration. Under this new educational context, the development of digital media teaching in vocational colleges must fully align with the fundamental concept of industry-education integration, emphasizing the integration of multiple subjects so that different stakeholders can actively leverage their own advantages. While highlighting their respective strengths, they can provide more solid support for teaching optimization. Here, the author primarily explores the roles of government, higher education institutions, and enterprises in the process of digital media teaching development under industry-education integration.

First, from the government subject dimension, industry-education integration is a scientific educational concept and development decision proposed by the government. From an operational perspective, we must formulate more detailed implementation rules and support plans based on the fundamental concept of industry-education integration, starting from the dimensions of educational fields and educational objectives. Only in this way can the government' s macro-regulatory role be further leveraged.

Second, from the higher education institution subject dimension, industry-education integration provides direction and guidance for the development of

digital media majors in vocational colleges. Teachers of digital media majors in higher education institutions should innovate teaching methods by following this basic direction.

Finally, from the enterprise subject dimension, the more essential role of industry-education integration is to deliver more practice-oriented digital media professionals to enterprises. Therefore, enterprises are the greatest beneficiaries of optimized digital media teaching under industry-education integration. However, in the process of achieving specific goals, enterprises must not be bystanders; they should become key participants. Under the macro-environment of industry-education integration, providing more internship opportunities for digital media students represents a prominent manifestation of the enterprise role.

3.3 Design Innovative Methods to Improve Teaching Efficiency

Essentially, industry-education integration only points out a direction for the innovative development of vocational education. Under this guidance, what direction should digital media teaching strive toward? What expected outcomes should be achieved? What should the implementation path for these goals look like? How can we develop to maximize the quality and effectiveness of digital media education? These are key issues that educators should address. As a teacher with many years of experience in digital media education, the author believes that under any teaching orientation, failing to innovate methods will inevitably prevent the achievement of expected results. Therefore, digital media majors must continue to adopt innovative methods and approaches in future development to lay a solid foundation for improving teaching quality and efficiency. The core element of practical innovation in teaching methods is to further implement the "theory + practical training" teaching reform model. While theoretical teaching content remains important in the new environment, comprehensively improving students' practical training abilities and combat skills is also a particularly crucial element. [6] In the teaching process, we can break through the limitations and constraints of traditional concepts, integrating and consolidating the advantageous roles of on-campus training platforms and off-campus training bases, which will be highly beneficial for improving the quality and effectiveness of digital media teaching. For teachers, continuous exploration and analysis on the path of teaching optimization will contribute greater value to the cultivation of high-quality, composite talents.

Vocational colleges are important bases for cultivating composite, professional, and practical talents. Analyzing the overall development trend of current vocational colleges reveals that disciplinary divisions have become more refined, and greater attention has been paid to developing students' practical skills. The digital media major is an entirely new professional type that has emerged against the backdrop of rapid information technology development, and it has attracted significant attention and importance from many enterprises. Even in some traditional enterprises, digital media has become an important means of

marketing innovation. Therefore, under the background of industry-education integration, we must emphasize innovation in digital media teaching methods and effectively deliver more practical talents to society and enterprises. To this end, based on an analysis of the basic connotation of industry-education integration, the author has collected and organized daily teaching experience and proposed several ideas and suggestions: First, emphasize curriculum development and enrich course content; second, emphasize the integration of multiple subjects and leverage their respective advantages; and finally, emphasize the design of innovative methods to improve teaching efficiency. [7] It can be said that industry-education integration has become a goal-oriented guide for the optimized development of digital media majors in vocational colleges. Under the support of this goal, digital media majors in vocational colleges should continue to develop and progress in a more scientific direction. The ultimate realization of this goal requires active exploration by teachers and high-level cooperation from students. Only by integrating the value and strength of multiple subjects can we build a more solid platform support for improving the quality and efficiency of digital media teaching.

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Note: Figure translations are in progress. See original paper for figures.