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Considerations for Building a Practical Training Platform for Program Production Majors in Vocational Colleges: A Case Study of the “Campus Film and Television Workshop” at Yunnan Radio and Television School (Postprint)

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Abstract

Against the backdrop of media convergence development, the rapid advancement of the media industry has imposed higher demands on the professional competence of practitioners. In response to industry development needs, vocational colleges have gradually deepened teaching reforms, optimized disciplinary structures, engaged in school-enterprise cooperation, and implemented integration of industry and education, thereby exploring new pathways for the teaching and practice of media arts majors. The establishment of practical training platforms for program production majors in vocational colleges significantly enhances the innovative practical abilities of students majoring in program production. This paper examines the construction of the practical training platform for the program production major at Yunnan Radio and Television School, systematically reviewing the exploratory process of establishing such platforms for program production majors. It presents four key considerations: the purpose of constructing practical training platforms for program production majors in vocational colleges, the overall conceptual framework, general methodologies for implementation, and prospects for platform development. Using the establishment of the “Campus Film and Television Workshop” by the program production major at Yunnan Radio and Television School as a case study, this paper demonstrates specific approaches to cultivating practical abilities and achieving the integration of work and study for program production majors in vocational colleges.

Full Text

Reflections on the Construction of Practical Training Platforms for Program Production Majors in Vocational Colleges: A Case Study of the “Campus Film and Television Workshop” at Yunnan Radio and Television School

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Abstract

Against the backdrop of integrated media development, the rapid evolution of the media industry has imposed higher demands on the professional competence of its practitioners. In response to these industry needs, vocational colleges offering media arts majors have gradually deepened teaching reforms, optimized disciplinary structures, and engaged in school-enterprise cooperation to promote integration between education and industry, thereby forging new pathways for teaching and practice in media arts disciplines. The establishment of practical training platforms for program production majors plays a vital role in enhancing students' innovative and practical capabilities. This paper examines the construction of such a platform at Yunnan Radio and Television School, tracing the exploratory process of establishing a practical training platform for program production majors. It presents four key considerations: the guiding principles, overall framework, implementation methods, and future development prospects for constructing these platforms in vocational colleges. Using the “Campus Film and Television Workshop” at Yunnan Radio and Television School as a concrete case, this study demonstrates practical approaches to cultivating professional competencies and realizing the integration of work and study for program production majors in vocational education.

Keywords: media convergence; school-enterprise cooperation; program production; vocational colleges; practical training

1. Construction of the Practical Training Platform for Program Production Majors at Yunnan Radio and Television School

President Xi Jinping, General Secretary of the Communist Party of China, has emphasized that vocational education holds broad prospects and great potential in the new journey of building a modern socialist country. Since the 18th Party Congress, particularly following the promulgation of the “National Vocational Education Reform Implementation Plan” (commonly known as the “Vocational Education 20 Articles”), China’s vocational education reform and development has entered a fast track of quality improvement and capacity enhancement, resulting in transformative changes to the landscape of vocational education.

Concurrently, with the rapid development of internet media, the era of “integrated media,” where traditional and emerging media converge, has arrived swiftly. This media convergence era has compelled the rapid reorganization of old industry structures, creating an urgent demand for skilled professionals. In recent years, enrollment in universities and vocational colleges across China has increased annually, and the number of students majoring in media arts has grown substantially. However, professionals trained at the undergraduate level and above tend to possess stronger theoretical research abilities than practical operational skills, creating a situation where their expertise is “too high to be applied.” Conversely, students from vocational colleges excel in hands-on operations but lack critical thinking and innovation capabilities. This stark contrast reveals that vocational education in media arts must place greater emphasis on cultivating practical abilities. Professional skills can only be developed through prolonged practice, which is an objective reality. Therefore, schools should maximize students’ time on campus to conduct practical training activities. Repeated practice has proven that the closer the training environment resembles real workplace conditions, production lines, and actual operational processes, the higher the quality of talent produced. For the development of media arts majors in vocational colleges, education must adopt integration between education and industry and combine work with study as its fundamental model, reform teaching methods, and build effective training bases that allow students to enhance their talents and skills through practical work.

1.1 Early-Stage Practical Training for Program Production Majors

Since its establishment, Yunnan Radio and Television School has consistently cultivated technical professionals for radio and television systems and related enterprises throughout the province. Centered on this educational mission, the school developed its curriculum and launched a film and television program production major in the mid-1990s. Due to its industry-based educational model, the school maintained close ties with the sector, ensuring clear internship directions and smooth employment channels for students despite being a secondary vocational institution.

1.2 Professional Practical Training in Response to Industry Development in the Early 21st Century

Entering the 21st century, revolutionary changes in media technology and the rise of internet platforms and new media have fundamentally transformed the media industry landscape. Traditional media faced unprecedented challenges, and teaching methods centered primarily on television production became disconnected from the new industry environment, preventing students from experiencing real-world professional demands. In 2006, the Ministry of Education’s Document No. 16, “Several Opinions on Comprehensively Improving the Quality of Higher Vocational Education,” called for “actively exploring new school-enterprise partnership models for establishing campus-based productive training

bases.” In response, the school’s academic affairs department established a campus television station as a student organization guided by professional teachers, creating an on-campus practical training platform that integrates new media communication methods to construct authentic industry scenarios. This platform enables students to understand traditional media production workflows while also exposing them to new media communication methods and self-media marketing models, forming a two-tiered promotion model both on and off campus.

The campus television station operates three WeChat public account columns: “Yun Guang Must Learn,” “Yun Guang Must Know,” and “Yun Guang Must Watch.” “Yun Guang Must Learn” regularly updates micro-lecture courses for various majors, with video content filmed and edited by students under teacher guidance, providing a resource library for online learning. “Yun Guang Must Know” covers campus news, teaching and research activities, and student events, allowing students to practice traditional media production workflows. “Yun Guang Must Watch” serves as a creative outlet where students can produce short videos, documentaries, promotional films, and micro-movies based on their interests. Additionally, the station dispatches teacher-student teams to collaborate with local government departments, neighboring institutions, and enterprises, forming an external promotion model that explores industry and market orientation for the program production major.

However, due to students’ relatively young age, limited learning capacity, and restricted school hours, the campus television station cannot yet function as a true practical training platform. Furthermore, the educational bottleneck of secondary vocational school credentials prevents many technically proficient students from entering relevant professional units, resulting in talent loss to some extent.

1.3 New Explorations in Practical Training After Secondary-Higher Vocational Integration

In September 2020, the Yunnan Provincial Department of Education approved the integration of secondary and higher vocational education between Yunnan Radio and Television School and Yunnan Vocational College of Culture and Arts. In September 2021, the broadcasting and film program production major, as the first full-time tertiary program at Yunnan Radio and Television School, will officially welcome its first cohort of three-year college students. This development necessitates the school’s transition from secondary to higher vocational education and has prompted active exploration of establishing a new on-campus practical training platform adapted to higher vocational program production majors. The concept of establishing the “Yunnan Radio and Television School Film and Television Workshop” has been formally proposed, led by all professional teachers in the program production teaching and research group, supported by existing teaching equipment and facilities, and based on school-enterprise cooperation, integration of education and industry, and com-

bination of work and study for three-year college, five-year integrated college, and three-year secondary vocational students.

2. Construction of the Practical Training Platform for Program Production Majors at Yunnan Radio and Television School

Teachers and students in the program production teaching and research group at Yunnan Radio and Television School must adapt to changes and update their concepts. While adhering to Party leadership, maintaining the correct educational orientation, and fulfilling the fundamental task of fostering virtue through education, they should also optimize professional positioning, adjust teaching approaches, and deepen integration between education and industry and school-enterprise cooperation to advance reform in curriculum ideology, teaching models, management systems, and service mechanisms.

2.1 Cultivating “Dual-Skilled” Teachers with Specialized and Multiple Competencies

In recent years, vocational colleges have prioritized high academic qualifications in teacher recruitment, resulting in many recent graduates entering teaching positions directly. While these new teachers possess rich theoretical knowledge, they lack professional work experience. Heavy teaching loads leave them with limited time for professional practice, and department-level training opportunities are scarce, preventing teachers from gaining practical experience in their fields for extended periods. To cultivate “dual-skilled” teachers with both specialized and multiple competencies, schools can closely integrate campus practical training platforms with enterprise projects. Employers can assign professional technicians as mentors for young teachers, who can then participate in actual project production on campus using their professional expertise. This approach enhances their professional skills while developing proficiency across different industry roles, ultimately cultivating them into “dual-skilled” teachers.

2.2 Actively Exploring School-Enterprise Cooperation and Project-Based Production to Achieve Integration of Education and Industry

Through the campus professional practical training platform, students participate in company projects via project-based training. Professional teachers can adjust teaching plans and progress according to actual project requirements, integrating projects into teaching and practice, while companies can compensate students for mature and high-quality practical training outcomes. Since the school began exploring the construction of on-campus practical training platforms, project-based teaching methods have been employed for task-driven instruction in courses such as “Photography Fundamentals,” “Television Photography,” “Photoshop Image Processing,” “Premiere Video Editing,” “AE Film and Television Post-Production Special Effects,” and “C4D Film and Television

Animation Production Technology.” Teachers utilize actual cases, combining theoretical explanations with practical demonstrations to strengthen students’ hands-on practice. While this approach enhances students’ operational skills, it limits them to campus environments far removed from real workplace conditions, with training cases frequently disconnected from actual enterprise projects. Therefore, the construction of on-campus practical training platforms should focus not only on improving hands-on abilities but also on creating authentic work environments to cultivate students’ professional awareness.

4. Overall Methods for the Practical Training Platform at Yunnan Radio and Television School

The construction of the practical training platform relies on the school’ s program production professional teaching staff and emphasizes school-enterprise cooperation as a crucial pathway. The platform aims to establish a student innovation and practical ability cultivation model guided by “conceptual direction, integration of learning and practice, teacher mentorship, specialized competence with multiple skills, cyclical rotation, and effectiveness evaluation.” Through professional practice projects based on the platform, the cultivation of students’ professional practical abilities is integrated throughout the entire process of training innovative professionals. This approach internalizes the development of professional practical skills, media management and operation capabilities, teamwork abilities, mobile internet thinking, and new media literacy into normalized, project-oriented, task-driven teaching. It promotes integration between education and industry and school-enterprise cooperation, striving for both economic and social benefits.

The platform adopts a “normalized project” approach to drive practical training. “Normalized projects” refer to series projects with fixed production schedules and unified technical standards, such as regularly broadcast television columns, various programs invested by online video platforms, and series short videos regularly updated by production companies. These projects share common characteristics: standardized selection criteria, scope, and production and broadcasting standards. Using such “normalized projects” as task drivers for program production major training ensures both regularity and authority while enhancing professionalism, thereby providing more valuable references for evaluating student performance.

5. Development Prospects for the Practical Training Platform at Yunnan Radio and Television School

The establishment of the practical training platform for program production majors at Yunnan Radio and Television School can effectively link the education chain, talent chain, industrial chain, and innovation chain.

5.1 Developing School-Based Curricula and Courses and Conducting Research Cooperation with Enterprises

In practice, the practical training platform can optimize school-based curricula and teaching methods, provide professional guidance for competitions, enhance research capabilities, and explore dual-subject talent training models between schools and enterprises. The platform can implement a “three integrations” curriculum system for program production majors: integrating skill competitions into courses, incorporating enterprise elements into courses, and embedding vocational qualification certification into courses. By combining project applications with specific enterprise projects, the platform can generate teaching achievements through school-enterprise collaboration.

5.2 Improving the Teaching Resource Library for Program Production Majors

Building upon existing teaching resources, the platform should further develop a comprehensive teaching resource library that provides a communication platform for teachers and students during daily practical training. This facilitates resource sharing and enhances the timeliness of experience summarization while serving as an exhibition platform for practical training outcomes. The resource library can include excellent audio and video productions by teachers and students, training courseware, case studies, and raw audio-visual materials from enterprise projects (including scripts, storyboards, video and audio materials, post-production source files, and final projects). As fresh resources continuously enrich the library, students will gain clearer and more explicit understanding of the latest industry demands and professional standards.

5.3 Order-Based Talent Cultivation According to Employer Needs

Leveraging its industry-based educational advantages, the school can comprehensively integrate resources with radio and television stations, film and television media companies, and new media platforms. Based on the specific needs of different employers within the industry, the school can select students to form order-based classes for advanced training in the Film and Television Workshop. During internships, students work at employer sites under the guidance of industry mentors, and those meeting employer standards can be hired directly after graduation.

As an important model for talent cultivation and professional development, establishing an on-campus practical training platform significantly enhances professional reputation and builds distinctive brand characteristics. It also substantially improves teachers’ practical teaching capabilities and students’ practical skills. Conducting professional practice on campus and internships at employer sites saves talent cultivation costs. The platform also provides support for exploring apprenticeship systems with Chinese characteristics, fostering craftsmanship and meticulous work habits, cultivating high-quality technical and skilled

talents, and providing solid support for building a modern socialist country in all respects.

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

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