

Research on the Teaching and Cultivation Mode of Media Talents in Colleges and Universities from the Perspective of Industry-Education Integration

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Abstract: *The modern media industry is experiencing rapid development, with a growing demand for diversified and high-quality media talents. Traditional higher education media models exhibit deficiencies in fostering practical skills and meeting industry demands, necessitating urgent transformation. Research on university media talent cultivation models from the perspective of industry-academia collaboration emphasizes the integration of corporate resources, deepening of university-industry cooperation, and reform of curriculum systems, aiming to cultivate highly skilled media professionals equipped with both theoretical knowledge and practical abilities. The study finds that industry-academia collaboration not only effectively addresses the shortcomings of traditional teaching methods but also optimizes the allocation of educational resources, enhancing students' comprehensive capabilities and employability. The model proposed in this research holds significant guiding implications for media talent cultivation, warranting further promotion and application.*

Keywords: *Industry-teaching integration; college media; talent teaching training*

1. Introduction

With the advent of the information age, the media industry has undergone profound transformation. The rapid development of new media technologies and the diversification of communication channels have presented unprecedented challenges and opportunities for nurturing media talents. Universities, as pivotal institutions for cultivating media professionals, face a significant gap between theoretical instruction and practical application, thus struggling to meet the industry's demand for versatile talents. Hence, exploring a more effective educational model for media talent development is imperative. Industry-academia integration, as a novel educational approach tightly integrating education with industry, offers new perspectives for universities in fostering media talents. By enhancing collaboration between academia and industry, and facilitating deep industry involvement in the teaching process, this approach not only enhances students' practical abilities and employability but also ensures that academic content and methods are continuously updated in accordance with industry demands. This paper aims to explore the educational model for media talent development under the perspective of industry-academia integration, analyzing its feasibility and implementation effects, and proposing specific suggestions for improvement, aiming to provide theoretical and practical references for reforming media education in universities.

2. Theoretical basis of integration of industry and education

2.1. The concept and connotation of industry-education integration

The integration of industry and education refers to the collaboration between educational institutions and the industrial sector through various forms of partnership, aimed at achieving a profound synergy between educational and industrial resources to cultivate high-quality, application-oriented talents suited to societal needs. This concept stems from a reflection on the contradictions between traditional educational models and contemporary industrial demands, with the goal of enhancing the relevance and effectiveness of talent development through strengthened school-enterprise cooperation and educational reforms. Industry-education integration is not only a direction for educational reform but also a crucial means for industrial upgrading. In essence, industry-education integration emphasizes a close connection between theory and practice. While

traditional educational models often prioritize the impartation of theoretical knowledge, they frequently neglect the development of practical skills. Industry-education integration introduces real industrial projects, expert lectures, and external practice bases into the classroom, enabling students to engage with and solve actual problems during their learning process, thereby enhancing their comprehensive capabilities and practical skills. Additionally, industry-education integration underscores the diversification of educational resource allocation. Through school-enterprise partnerships, educational institutions can leverage advanced equipment, technologies, and management experiences from enterprises to enrich teaching content and methods, thereby improving the effectiveness and foresight of education. The core of industry-education integration lies in the profound cooperation between schools and enterprises. This collaboration extends beyond teaching to encompass curriculum design, talent cultivation programs, teacher training, and research cooperation [1]. By involving enterprises in the educational process, the content of teaching becomes more aligned with market demands, thus boosting students' employability. Conversely, the scientific achievements and innovative ideas of higher education institutions can be applied and promoted through enterprises, transforming them into practical productivity and driving industrial development and upgrades. Industry-education integration represents not only a win-win solution for education and industry but also a vital component of the national innovation-driven development strategy. The implementation of this integration requires policy support and institutional guarantees. Governments should introduce relevant policies to encourage and support school-enterprise cooperation, create platforms for industry-education integration, and provide financial and resource support. Simultaneously, educational institutions and enterprises must continually explore and innovate collaborative models to establish sound mechanisms for sustainable development. Through industry-education integration, the cultivation of versatile talents with both solid theoretical foundations and practical skills will offer robust support for societal and economic development.

2.2. Demand of media industry for integration of industry and education

The media industry, driven by the waves of digitization and globalization, is undergoing unprecedented transformation. The advancement of new media technologies has brought about profound changes in traditional media formats and communication methods. Professionals in the field must continuously update their knowledge and skills to keep pace with the industry's rapid development. Against this backdrop, the industry's demand for integrating production and education has become particularly urgent. The media industry heavily relies on technological innovation and application. With the widespread adoption of technologies such as artificial intelligence, big data, and virtual reality, media enterprises urgently require interdisciplinary talents with diverse knowledge and skills. Traditional educational models often struggle to meet this demand, as their curricula and teaching content tend to lag behind, lacking timely reflection of the latest technologies and practical applications. Through integrating production and education, media enterprises can directly engage in the teaching process of universities, ensuring that students have access to and learn cutting-edge industry technologies and tools during their academic years, thereby enhancing the targeted effectiveness of talent development. The industry places a high premium on practical skills. Whether in journalism, advertising planning, film production, or public relations, professionals need strong practical operational capabilities. Traditional theoretical teaching alone cannot fully cultivate talents with such capabilities. Through integrating production and education, students can directly participate in practical media work through internships, project practices, and other forms, gaining valuable hands-on experience. This not only helps improve students' comprehensive qualities and professional ethics but also provides enterprises with opportunities to observe and select talents, achieving seamless integration between education and employment. The rapid changes in the media industry also require professionals to possess continuous learning and innovation capabilities. Integration of production and education is not only a necessity for talent development but also a crucial means to promote joint progress between education and industry. Through deep cooperation with universities, media enterprises can access the latest research outcomes and innovative ideas for practical application, thereby enhancing their competitiveness. Simultaneously, the needs and feedback from enterprises can prompt universities to continuously adjust and optimize their teaching content and methods, ensuring the advanced nature and adaptability of education. Integration of production and education provides a win-win opportunity for both the media industry and universities. The industry's demand for high-quality talents drives the practice of integration, while the deepening of integration in turn promotes the reform and development of media education. This interaction and cooperation not only meet the industry's talent needs but also provide students with a broader platform for development, ultimately achieving mutual benefits among education, industry, and talents [2].

3. Analysis of the current situation of media talent training in colleges and universities

Currently, the cultivation of media talents in higher education faces numerous challenges and bottlenecks. Traditional teaching methods primarily emphasize the imparting of theoretical knowledge, neglecting the development of practical skills. Consequently, graduates often lack hands-on experience and innovative abilities upon entering the workplace. The gap between theory and practice stands out as a major issue in current media education at universities. While some institutions have recognized this problem and attempted to address it through on-campus labs, simulated projects, and similar initiatives, the effectiveness of these measures remains limited, failing to meet the media industry's demand for highly skilled, versatile professionals. In terms of curriculum design, many universities' media programs still heavily focus on the knowledge systems of traditional media, overlooking the application of new media technologies and digital communication methods. With the advent of the digital age, new media has progressively become the mainstream communication channel, leading to increasing demand within the media industry for talents in new media operations, data analytics, and content creation. However, existing curriculum frameworks fail to comprehensively cover these emerging fields, thereby preventing students from systematically learning and mastering relevant skills during their academic tenure, which to some extent restricts their career advancement opportunities. Regarding faculty expertise, the overall quality of teachers in university media programs is commendable, yet they generally lack practical industry experience. Many instructors possess strong academic backgrounds but insufficient practical experience in media work, making it challenging to provide students with practical guidance and training. The shortage of dual-role teachers hampers the organic integration of theoretical instruction and practical guidance, thereby affecting teaching effectiveness. Additionally, uneven allocation of teachers' energy between research and teaching also somewhat impairs the quality of instruction. Collaboration between universities and media enterprises remains relatively loose, with opportunities for university-enterprise cooperation needing substantial enhancement in both depth and breadth. While some universities have initiated collaborations with enterprises for talent development, these partnerships often remain confined to short-term internships or lectures, lacking systematic, long-term cooperative mechanisms. Such superficial collaborations fail to fully leverage the advantages of integrating industry with education, thereby inadequately driving innovation in teaching content and methods, and consequently failing to enhance students' overall competencies and employability. In conclusion, comprehensive reform and innovation are urgently needed in higher education media talent cultivation across theoretical teaching, practical skill development, curriculum design, faculty development, and university-enterprise collaboration. Only through deepening the integration of industry and education can we truly cultivate high-quality talents adaptable to the demands of the new era media industry, thereby providing robust support for the industry's sustained development.

4. Construction of media talent training mode under the view of industry-education integration

4.1. Design of new teaching mode

In the context of industry-academia integration, the design of innovative teaching models is crucial as it directly impacts the quality and effectiveness of media talent cultivation. Traditional teaching methods emphasize theoretical lectures with weak practical components, insufficiently meeting the modern media industry's demands for innovation and practical skills. The new teaching model should abandon monotonous classroom instruction in favor of diverse, highly interactive teaching approaches, enabling students to grasp knowledge through practical application [3]. This model emphasizes project-based learning, where students participate in real media projects, experiencing the complete workflow and gaining valuable hands-on experience. This approach not only enhances students' practical abilities and problem-solving skills but also deepens their understanding and adaptability within the industry. Project-driven teaching necessitates instructors with extensive practical experience and teaching proficiency, capable of integrating theoretical knowledge with practical application to assist students in applying learned concepts to real-world problem-solving scenarios. Interdisciplinary integration is another hallmark of the new teaching model. Given the rapidly evolving nature of the modern media industry, media professionals require proficiency not only in media-specific knowledge but also in related fields such as new media technologies, data analysis, and content creativity. The new teaching model introduces interdisciplinary courses, breaking traditional disciplinary boundaries, allowing students to comprehend and resolve issues from multiple perspectives, fostering their comprehensive abilities and innovative capacities. Personalized development is also a crucial

component of the new teaching model. Each student possesses unique interests and strengths, challenging uniform teaching methods to fully unearth their potential. Through personalized learning path designs, diversified course selections, and flexible learning modes, the new teaching model respects individual student development, igniting their passion for learning and creativity. Teachers should focus on individual student differences during the teaching process, providing tailored guidance and support to help students identify the most suitable development paths. Successful implementation of the new teaching model requires close collaboration between universities and enterprises. Universities should actively incorporate corporate resources, collaborating with industry experts to jointly design courses and teaching content that align with industry development trends. By establishing joint mentorship teams, leveraging the advantages of dual-teacher instructors, universities can offer students comprehensive and practical teaching guidance. In conclusion, the design of the new teaching model not only innovates upon traditional teaching methods but also profoundly revolutionizes the concept of media talent cultivation. Through project-driven learning, interdisciplinary integration, and personalized development, the new teaching model will provide broader horizons and a more solid foundation for the growth of media talents.

4.2. Deepening of school-enterprise cooperation

Deepening cooperation between universities and enterprises is a pivotal approach to achieving the integration of industry and education, forming the cornerstone of media talent development models. Currently, collaborations between universities and media enterprises largely remain superficial, revolving around internships and lectures, lacking systemic and long-term engagement. To genuinely promote university-enterprise cooperation, several key areas must be addressed. Initiatives should commence with establishing cooperative mechanisms to build enduring partnerships. Universities and media enterprises can foster resource sharing and complementary advantages by signing strategic cooperation agreements, jointly establishing industry-focused colleges or research centers. Such collaborations not only enable universities to acquire the latest industry trends and technological support but also provide enterprises with cutting-edge theoretical guidance and talent reserves, fostering a mutually beneficial outcome. Collaboration should delve deeper and encompass a broader spectrum. Enterprises can participate in curriculum design, textbook development, and teaching processes at universities, ensuring educational content aligns closely with industry trends. Universities can regularly invite industry experts and practitioners to deliver lectures, conduct advanced seminars, and provide skills training, enhancing students' understanding and practical capabilities within the industry. Enterprises can offer authentic projects and cases for student training and research, fostering innovation and problem-solving skills through project-based learning. In practical training, university-enterprise collaboration can provide students with more hands-on opportunities through joint laboratories and practice bases. Enterprises can assign technical experts to teach at universities, guide practical courses, and assist students in mastering operational skills within real work environments [4]. Universities can organize students for long-term internships and project engagements in enterprises, facilitating their growth and development in authentic work settings. Furthermore, deepened university-enterprise collaboration should emphasize the establishment of evaluation mechanisms. Both parties should periodically assess collaboration outcomes, promptly adjusting and optimizing cooperative content and methods. By instituting a rigorous evaluation system, the quality and effectiveness of university-enterprise collaborations can be ensured, providing a solid foundation for talent development. In the context of globalization and informatization, the demand for versatile and innovative talents in the media industry continues to grow. Only through profound university-enterprise collaboration can high-quality media professionals, who meet the demands of the times, be cultivated. This not only represents a crucial direction for university education reform but also serves as an essential pathway to enhancing the competitiveness of the media industry. Deepening university-enterprise collaboration will truly realize the integration and development of education and industry, bringing profound transformation and sustained momentum to media talent development models.

4.3. Construction of Dual-Teacher Teaching Team

The establishment of a dual-teacher faculty is pivotal in achieving the integration of industry and education, thereby enhancing the quality of media talent cultivation. Dual-teacher educators possess not only a robust theoretical foundation but also extensive industry practice, enabling them to incorporate the latest industry dynamics and practical skills into classrooms. This approach assists students in better confronting future professional challenges. The selection and development of dual-teacher educators

necessitate collaborative efforts between universities and enterprises. Universities should actively engage industry experts and seasoned professionals through flexible appointment mechanisms, inviting them as adjunct professors or visiting lecturers. Enterprises can delegate outstanding technical and managerial talents to universities to participate in curriculum design and teaching implementation. This approach not only compensates for the lack of practical experience among university faculty but also exposes students to cutting-edge industry technologies and real-world cases, thereby enhancing their practical capabilities. To ensure the long-term stability and high-quality development of dual-teacher faculty, universities should establish comprehensive training and incentive mechanisms. Regularly organizing faculty for secondments and practical learning in enterprises enhances their industry sensitivity and practical skills. Universities can collaborate with enterprises on research projects and technological breakthroughs, encouraging faculty participation in practical projects to obtain the latest industry information and technological advancements. Additionally, a scientifically reasonable assessment system should be established to comprehensively evaluate the teaching and research work of dual-teacher educators, providing rewards and promotion opportunities to outstanding teachers. In the teaching process, dual-teacher educators should emphasize the integration of theory and practice, employing various methods such as case-based teaching and project-driven approaches to stimulate students' interest in learning and innovative thinking. By sharing their practical experiences and insights from the industry, they help students integrate classroom knowledge with real-world applications, thereby enhancing their overall competence and employability. Educators should focus on cultivating students' practical skills and spirit of teamwork through internships, practical training, and collaborative projects, allowing students to grow in authentic work environments. Against the backdrop of globalization and informatization, the rapid development of the media industry imposes higher demands on talent. Only by developing a high-level dual-teacher faculty can true integration of industry and education be achieved, fostering high-quality media professionals who meet industry demands. Dual-teacher educators are not only conveyors of knowledge but also guides to students' career development; their mentoring will profoundly influence students' growth. Strengthening the construction of a dual-teacher faculty will undoubtedly provide solid support for the innovation and enhancement of media talent cultivation models [5].

4.4. Innovative Talent Cultivation Mechanism

In the context of the integration of industry and education, innovating talent development mechanisms is a crucial path to enhancing the teaching quality of media professionals in higher education. Traditional educational models are increasingly inadequate to meet the demands of the modern media industry for multifaceted and innovative talent. There is an urgent need for mechanism innovation to cultivate media professionals with interdisciplinary knowledge and practical skills. An innovative talent development mechanism should focus on diverse educational models. Universities should dismantle disciplinary barriers by offering interdisciplinary courses, thus nurturing students' comprehensive abilities across various fields. The rapid development of the media industry necessitates that practitioners possess not only media expertise but also skills in data analysis, new media technologies, and other relevant areas. Through interdisciplinary education, students will gain broader perspectives and stronger adaptability, enabling them to navigate the complex and ever-changing industry environment. Another critical aspect of an innovative talent development mechanism is the introduction of project-based teaching methods. Universities can collaborate with enterprises to develop real-world projects as platforms for student learning and practice. During project implementation, students will not only apply theoretical knowledge to solve practical problems but also develop teamwork and project management skills. This approach enhances students' innovative thinking and practical abilities, laying a solid foundation for their future career development. Personalized training is at the heart of an innovative talent development mechanism. Each student has unique interests and potential; personalized educational programs can help students identify their strengths and find the most suitable development paths. Universities can offer a variety of elective courses and flexible learning methods to meet individual needs. Additionally, the introduction of mentoring systems provides one-on-one guidance and support, helping students achieve greater success in their academic and professional pursuits. University-enterprise cooperation plays a vital role in innovative talent development mechanisms. By establishing long-term and stable partnerships, universities and enterprises can jointly design curricula and practical projects, ensuring that teaching content aligns with industry trends. Enterprise involvement not only provides up-to-date industry dynamics and technological support but also offers more internship and employment opportunities for students. Through collaborative efforts, universities and enterprises can cultivate high-quality media professionals who possess both a solid theoretical foundation and rich practical experience. In an era

characterized by information technology and globalization, the demands for talent in the media industry are continually increasing. Only through innovative mechanisms can we cultivate media professionals who meet the needs of the times. The innovation of talent development mechanisms represents not only a reform of educational models but also a profound transformation of educational philosophy. By integrating diversity, project-based approaches, and personalized training, we can provide ample space and limitless possibilities for the growth of media professionals.

5. Conclusion

This study explores the educational model of media talent cultivation in universities from the perspective of industry-education integration, revealing its unique advantages in optimizing educational resource allocation, enhancing students' practical abilities, and improving their competitiveness in the job market. Practical evidence demonstrates that industry-education integration not only addresses the shortcomings of traditional teaching methods but also effectively promotes deep cooperation between universities and enterprises, achieving a mutually beneficial development between education and industry. Moving forward, further strengthening policy support and institutional guarantees, deepening the mechanism of university-enterprise cooperation, and enhancing the construction of dual-qualified teaching staff will provide solid assurance and extensive development space for the cultivation of media talents in universities. The model and recommendations proposed in this study not only offer strong reference points for reforming media education in universities but also hold significance for the industry-education integration in other disciplines. As a crucial direction in educational reform, industry-education integration will undoubtedly play an increasingly important role in nurturing high-quality applied talents.

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