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The Integration of Industry and Education Promotes the Optimization of Teaching Models in Performance Majors

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Abstract

In the context of deepening industry-education integration and university-enterprise cooperation, acting programs confront mismatches between curriculum design and labour-market needs. This study constructs a conceptual framework to examine how industry-education integration drives optimization of teaching models in acting education. Through comparative literature analysis and case synthesis, this study identifies three optimization dimensions-teaching philosophy renewal, talent-training model reform, and curriculum reconstruction. It also proposes practical strategies, including digitalized instruction, dual-mentor project-based learning, modular competency pathways, and tiered experiential practices. Findings show that coordinated resource investment by universities and enterprises facilitates modularization, digitalization, and hierarchical progression in training, while mechanisms such as immersive practice platforms and enterprise co-designed courses improve students' professional adaptability, practical competence, and employability. The paper argues that embedding industry practice into pedagogy creates a sustainable pathway for aligning artistic cultivation with industry standards and recommends institutional support, faculty development, and evaluation reforms to consolidate long-term collaboration. These conclusions offer both theoretical propositions and actionable guidance for reforming acting programs under an industry-education integration paradigm.

Keywords

Industry–education integration; Acting program; Teaching model

1. Introduction

In the higher education system, industry-education integration has significantly accelerated the pace of educational reform, laying a foundation for improving talent cultivation quality. In the field of arts education, acting programs are a key component, and teaching quality affects students' artistic literacy and professional skills. However, under the current situation, although segmented teaching methods and practical teaching models (e.g., staged teaching, Practical Teaching Method) are implemented in acting teaching—aligning with university talent cultivation plans—industry-education integration imposes new requirements. There is a disconnect between teaching content and industry needs, failing to meet market demands for acting talents. This necessitates optimizing teaching models from multiple dimensions under industry-education integration to balance theory and practice. Therefore, this paper conducts an in-depth study on the optimization of acting teaching models promoted by industry-education integration, aiming to provide effective references for university teaching reform.

This study explores how industry–education integration drives the optimization of teaching models in acting programs, aiming to provide theoretical and practical insights for curriculum reform in higher education institutions.

2. The Concept of Industry–Education Integration

Industry–education integration represents the fusion of industrial and educational systems—a modern educational philosophy and operational model that aligns with the future needs of higher education. Following the implementation of "The National Pilot Program for Industry–Education Integration", higher education institutions have begun embedding the concept into specialized programs such as acting, accelerating educational reform and development.

Under this framework, the focus of talent cultivation has shifted from theoretical instruction toward enhancing employability and producing high-quality, multidisciplinary professionals. For example, the participation of acting students and recent graduates in popular television programs such as "The Character of the Actor" and "I Am the Actor" has demonstrated the practical benefits of integrating social resources with professional training. These initiatives enhance students' hands-on experience and strengthen the linkage between the film and television industries and acting education.

Thus, industry–education integration has become a core direction for higher education reform, simultaneously meeting students' practical and career needs while supplying industries with highly qualified creative talents (Gong & Zhang, 2025).

3. Content of Teaching Model Optimization in Acting Programs

Under the guidance of industry–education integration, the optimization of acting pedagogy focuses on three major dimensions:

3.1 Renewal of Teaching Philosophy

A paradigm shift is needed from stage-centered to market-oriented pedagogy. This entails embedding the concept of industry–education integration into curricula, increasing the proportion of practice-based learning, and aligning educational content with industry demands. Students should not only master fundamental acting techniques but also gain competencies in dramaturgy, production planning, promotion, and performance management.

3.2 Reform of Talent Cultivation Models

The establishment of a "dual-subject, dual-mentor" system—where universities and enterprises jointly design project-based curricula—enables the co-development of both faculty and professional practitioners. Regular enterprise placements for university teachers enhance their industry experience, while co-created courses such as "Short Video Production" or "Cultural Tourism Performance Creation" foster practical competence and collaborative innovation.

3.3 Reconstruction of Curriculum Systems

Curriculum restructuring involves the modular division of competencies into "foundational", "industry-specific", and "technical" modules, integrated with digital technologies such as virtual scene simulations and digital performance platforms. Modularized instruction in acting, dance, and vocal performance allows phased skill development aligned with industry needs, thereby enhancing students' employability and professional adaptability (Yang, 2024).

4. Strategies for Optimizing Acting Pedagogy under Industry–Education Integration

4.1 Constructing a Digitalized Teaching System

A digital teaching ecosystem should be established based on industry–education integration practices and the evolving requirements of the performing arts sector.

First, "pedagogical structures" must be redesigned through project-based, studio-based, and cooperative teaching approaches that blend theory and practice. Universities and enterprises should co-develop curricula and establish internship bases with tailored employment support services.

Second, "curriculum innovation" should emphasize digital performance and virtual production courses, such as "VR Acting" and "Digital Sound Design". For instance, vocal performance training can incorporate digital audio

workstations to enhance auditory precision and artistic expression.

Finally, "digital resources" such as e-textbooks, micro-lectures, and online interactive platforms should be developed to enable real-time teacher–student engagement and personalized learning pathways (Tan, 2024).

4.2 Optimizing Drama Performance Pedagogy

As immersive theatre and interactive performance forms emerge, acting education must expand beyond traditional stage presentation to include audience interaction and environmental engagement.

Students should receive training in "spatial awareness" and "interactive improvisation", learning to perform within non-traditional venues and to develop narratives through objects and space.

Courses on "audience interaction techniques"—such as micro-expression control, responsive dialogue, and situational improvisation within a 1.5-meter performance radius—should be introduced. Additionally, universities can partner with theatre companies to produce "original corporate-commissioned performances", diversifying students' acting experience and strengthening professional confidence.

To ensure quality implementation, course sequencing, module coherence, and differentiated instruction must be carefully designed to accommodate students' individual artistic trajectories (Wen, 2022).

4.3 Implementing Dual-Embedded and Tiered Practice Systems

The optimization of acting pedagogy must emphasize "application-oriented cooperation" through dual-embedded and multi-tiered experiential learning models.

4.3.1 Dual-embedded mechanism

Teaching objectives, content, processes, faculty development, and evaluation must reflect bidirectional integration between universities and enterprises.

Objectives: Align academic and corporate training goals by mapping professional competencies to real industry projects.

Content: Combine classroom-based exercises with field projects (e.g., the immersive performance "The Eternal Three Gorges" in Yichang).

Faculty: Pair academic instructors with industry mentors to co-supervise projects, ensuring pedagogical innovation informed by current artistic practices.

Assessment: Utilize multi-dimensional evaluation involving self-reflection, instructor assessment, and enterprise feedback to improve curricular design.

4.3.2 Tiered practice system

Practical training should progress through five levels: I. Basic technical drills; II. Skill enhancement via songs or contemporary projects; III. Style-based repertoire analysis; IV. Integrated project modules; V. Contextualized ensemble simulations (Shaidullina et al., 2014).

4.4 Developing University–Enterprise Cooperative Courses

Universities should collaborate with performance companies and cultural enterprises to design co-branded courses derived from real-world professional contexts.

Such courses help students understand professional ethics, labor awareness, and performance standards while fostering innovation. Examples include "On-Site Performance Observation" and "Immersive Theatre Practicum", where students experience live performances (e.g., "The Eternal Three Gorges") and analyze audience engagement techniques.

Courses should be scheduled flexibly—such as during summer terms—to complement academic workloads and facilitate immersive learning in authentic settings (Jackson & Cook, 2025).

4.5 Transforming Educational Philosophy and Clarifying Talent Cultivation Objectives

Educational institutions must realign their teaching philosophy around industry–education integration. This includes embedding experiential learning and applied creativity into curricula, collaborating with local cultural tourism projects to provide authentic performance opportunities, and emphasizing the development of students' artistic competence and professional disposition.

Furthermore, talent cultivation should differentiate between “theatre performance” and “film/television acting”, offering specialized training modules such as “Stage Acting Techniques”, “Acting Theory”, and “On-the-Job Practicum”. Integrating case-based analysis (e.g., “Dying to Survive”) into instruction fosters analytical and creative thinking (Jackson & Dean, 2022).

5. Conclusion

In summary, the ongoing transformation of higher education has positioned industry–education integration as a pivotal strategy for enhancing teaching quality and efficiency. The optimization of acting pedagogy should, therefore, be guided by this paradigm through strategies such as redefining teaching philosophies, clarifying training objectives, establishing cooperative curricula, implementing dual-embedded and tiered practices, developing modular systems, and constructing digital learning environments (Xun, 2024).

Looking ahead, acting education should incorporate “big data” and “artificial intelligence” technologies within the framework of industry–education integration to further advance the intelligentization and innovation of performance pedagogy.

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