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Exploration of Practical Teaching in Film and Television Majors in Higher Vocational Education Under the Background of Industry-education Integration

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Abstract

Against the backdrop of the deep advancement of the industry-education integration strategy, the innovation of the practical teaching system for film and television majors in higher vocational education has become key to enhancing the quality of technical and skilled talent cultivation. Currently, the traditional practical teaching model faces practical challenges such as disconnection from real industry production processes, teaching content lagging behind technological iterations, and superficial school-enterprise cooperation. This paper aims to explore a new practical teaching path centered on "Three-Dimensional Collaboration": first, the collaboration between curriculum content and job competencies, constructing a modular curriculum system based on typical work tasks, and integrating industry standards and cutting-edge technologies (such as virtual production, AIGC applications) into teaching; second, the collaboration between the teaching process and project production, implementing a practical teaching model of "classroom as studio, assignment as finished work," relying on both on- and off-campus training bases and real enterprise projects to achieve seamless integration of the teaching chain and production chain; third, the collaboration between evaluation feedback and career development, introducing enterprise mentors and industry evaluation standards to establish a diverse, dynamic, and comprehensive evaluation mechanism that feeds back into teaching optimization. Through the above path, the aim is to systematically resolve the problem of the separation of learning and application, effectively stimulate students' innovative practical abilities, and provide a referential solution for cultivating versatile, application-oriented talent that meets the demands of the Film and Television Industry 4.0 era.

Keywords

Industry-Education Integration; Higher Vocational Education; Film and Television Major; Practical Teaching

With the deepening advancement of the national industry-education integration strategy and the rapid development of the digital transformation in the film and television industry, talent cultivation in film and television majors at

the higher vocational level is facing unprecedented opportunities and challenges. As a field that highly integrates technology and art, the film and television industry places higher demands on the practical abilities, innovative thinking, and job adaptability of talent. However, a critical look at the current practical teaching in higher vocational film and television programs reveals a persistent and pronounced "misalignment" with real industry needs: the content of practical courses is updated slowly, struggling to keep pace with cutting-edge technological waves such as 4K/8K ultra-high definition and virtual production; school-enterprise cooperation often remains at the superficial level of post-internships (Zhao, 2025), failing to establish an integrated ecosystem of "teaching, learning, doing, and evaluating" based on real project workflows (Zhang & Sun, 2021); the teaching evaluation system is disconnected from industry standards, resulting in insufficient job competency among graduates. This series of practical bottlenecks severely constrains the ability of higher vocational film and television education to support industrial upgrading.

Therefore, within the macro-framework of industry-education integration, how to systematically restructure the practical teaching system and resolve the chronic issue of the "disconnection between learning and application" has become a core issue concerning the survival and development of the major. Grounded in this practical context, this paper aims to deeply analyze the root causes of the current dilemmas in practical teaching and explore an innovative path for practical teaching characterized by "industry demand orientation, project-based practical training drive, and competency certification linkage," with the goal of providing theoretical reference and practical insights for the precise cultivation of high-quality, technically skilled film and television talent.

1. The Era Background and Policy Evolution of Industry-Education Integration

Industry-education integration is not an entirely new concept, but it has been elevated to an unprecedented strategic height within China's current vocational education system. It serves as a core measure to address profound changes in the global industrial landscape and meet the demands of high-quality economic and social development. The formation of this macro background stems from the combined drive of multiple factors.

First, at the level of national strategy, industry-education integration represents a top-level design aimed at constructing a modern vocational education system and empowering the national strategy for strengthening the country through talent. Since the promulgation of the State Council's "Several Opinions on Deepening Industry-Education Integration," a series of guiding documents have been intensively issued at the national level, elevating industry-education integration from the traditional "school-enterprise cooperation" model to a comprehensive institutional arrangement that promotes the organic connection of the education chain, talent chain, industrial chain, and innovation chain. Its core objective is to resolve the structural contradiction between talent supply and industrial demand, cultivate hundreds of millions of high-quality technical and skilled talents, and provide solid human resources support for "Made in China 2025" and the digital economic transformation. The subsequent revision and implementation of the "Vocational Education Law" further legally clarified the status and responsibilities of enterprises as educational entities, providing legal guarantees and practical pathways for deep industry-education integration (Zheng, 2025). This series of policy dividends has pointed the direction for the reform and development of higher vocational education and created a favorable macro-environment.

Second, from the perspective of industrial development, the new round of technological revolution and industrial transformation has posed disruptive requirements for the quality and structure of technical and skilled talents (Xiong & Azlan, 2025). Taking the film and television industry as an example, it is undergoing a transition from traditional production models to digitalization, intelligence, and networking. Cutting-edge technologies such as 4K/8K ultra-high definition, virtual production, AI-generated content (AIGC), and immersive audiovisuals are penetrating the entire process of planning, shooting, post-production, and distribution at an unprecedented speed. This has led to the rapid iteration of job skills in the industry, placing increasingly stringent demands on talents' interdisciplinary abilities, technical understanding, and continuous learning capabilities (Zhao, 2025). The rapid development of the industry has rendered the previously relatively closed and lagging academic training model unsustainable, urgently requiring vocational education to keep pace with industrial frontiers and integrate real production standards, technical environments, and project processes into the entire educational process.

Finally, from the perspective of the self-development of vocational education, deepening industry-education integration is an inherent demand and inevitable choice for enhancing its connotation construction and achieving high-quality development. For a long time, some higher vocational institutions have faced issues such as the "softening"

or virtualization of practical teaching and its disconnection from real production. As a result, graduates often lack solid theoretical foundations and up-to-date practical skills, making it difficult to meet enterprises' expectations of "being job-ready upon recruitment." The deepening of industry-education integration aims precisely to break down the "walls" between schools and enterprises. Through the establishment of industrial colleges, collaborative innovation platforms, the introduction of master studios, and other substantive operational models, it injects industrial vitality into the teaching body. It drives the alignment of program settings with market changes, curriculum content with occupational standards, and teaching processes with production processes, thereby achieving a dynamic balance and high-quality match between the supply side of vocational education and the demand side of industry.

In summary, industry-education integration is a proposition of the era shaped by the combined forces of national will, industrial drive, and educational internal demand. It is no longer a localized or superficial cooperation but a systematic project involving institutional and mechanism innovation, resource allocation optimization, and the reconstruction of talent cultivation models. Against this background, the reform and exploration of the practical teaching system in higher vocational film and television programs, as a field closely linked to the cultural industry and market dynamics, undoubtedly becomes a key touchstone for testing the effectiveness of industry-education integration.

2. Opportunities and Challenges in Practical Teaching for Film and Television Majors in Higher Vocational Education under the Background of Industry-Education Integration

The national strategy of industry-education integration has brought about profound changes to the practical teaching of film and television majors in higher vocational education. While it has opened up broad development space and injected strong external momentum, it has also exposed and amplified long-standing internal structural contradictions and adaptive difficulties. Correctly recognizing and systematically analyzing these opportunities and challenges is a prerequisite for promoting a qualitative leap in the effectiveness of practical teaching.

2.1 Multidimensional Opportunities Facing Practical Teaching

2.1.1 Policy Empowerment and Resource Integration: The Opportunity to "Break Down Walls" in the Practical Teaching Environment

Intensive supporting policies for industry-education integration at the national and local levels have broken down traditional barriers to educational resources for higher vocational film and television programs. Firstly, at the macro level, the revision of the "Vocational Education Law" and the legal recognition of enterprises as educational entities provide a legal basis and institutional guarantee for schools to introduce industry resources. Secondly, at the operational level, major projects such as the "Plan for Building High-Level Higher Vocational Institutions and Majors with Chinese Characteristics" ("Double High Plan") and the Action Plan for Improving the Quality and Excellence of Vocational Education all prioritize deepening industry-education integration as a core indicator (Hao, 2024), accompanied by special funding support. This enables higher vocational institutions to have the capability and confidence to build high-standard training bases that were previously difficult to achieve, such as co-establishing a "Virtual Production Stage," a "Converged Media Broadcasting Center," or a "Cloud-Based Film and Television Post-Production Collaboration Laboratory" with enterprises. This allows students to access cutting-edge industry hardware equipment and production processes within the campus, achieving a qualitative leap in the practical teaching environment from "simulated" to "authentically immersive."

2.1.2 Technology Diffusion and Industrial Convergence: The Opportunity for "Iterative" Updates in Practical Teaching Content

The digital and intelligent transformation of the film and television industry is driving the "diffusion" of numerous cutting-edge technologies from a few leading companies to broader application levels (Wang, 2025). Industry-education integration provides a channel for these technologies to rapidly enter the classroom. For example, virtual production technology is gradually changing traditional film and television production paradigms. Through jointly built R&D and teaching platforms by schools and enterprises, students can operate LED virtual stages firsthand, understanding core technologies such as real-time engine rendering and camera tracking. Their learning content directly aligns with the latest industry forms. Similarly, the application of artificial intelligence in areas like script creation, storyboard generation, visual effects preview, and audio processing is also quickly transformed into new

practical teaching modules through real enterprise projects or horizontal research projects. This deep integration compels the continuous iteration of practical teaching content, ensuring that the skills students learn keep pace with industry technological evolution, greatly enhancing their employment competitiveness.

2.1.3 Model Innovation and System Restructuring: The Opportunity to "Reshape" the Practical Teaching Paradigm

Industry-education integration has promoted a paradigm shift in practical teaching from single skill training to comprehensive vocational ability cultivation (Wang, 2024). The traditional linear model of "theory first, practice later" or "course + training" is being broken, replaced by various innovative models that base teaching on industry needs and are driven by projects. For instance, the "Enterprise Studio System" directly introduces real enterprise projects, technical experts, and workflows into the campus. Under the dual guidance of enterprise mentors and professional teachers, students participate in the entire process from requirement analysis to final product delivery as "quasi-employees," achieving "learning by doing" and "learning by creating." Furthermore, the flexible alignment between "Competency Matrices" and "Modularized Courses" enables practical teaching to provide precise and personalized training according to different career directions (such as Digital Matte Painter, DIT Engineer, Colorist, etc.), constructing a new, dynamically adjusted practical teaching ecosystem based on real industry needs.

2.2 Practical Challenges Requiring Urgent Resolution in Practical Teaching

2.2.1 The Predicament of "Depth" in School-Enterprise Cooperation: Lack of Benefit-Sharing and Risk-Sharing Mechanisms

Despite diverse forms of cooperation, most school-enterprise collaborations remain at a superficial stage, such as project introduction or expert lectures, failing to evolve into sustainable, deep synergy (Gong, 2024). The core issue lies in the lack of stable and mutually beneficial benefit-sharing and risk-sharing mechanisms. From the enterprise perspective, while participating in vocational education has social benefits, the input-output ratio in the short term is often low. Practical concerns such as potential leaks of commercial secrets, conflicts between project cycles and teaching schedules, and high student management costs lead to insufficient internal motivation for cooperation. From the school perspective, the existing teacher evaluation systems often prioritize research and teaching hours, inadequately recognizing the effort and outcomes teachers invest in industry-education integration projects, thus dampening their enthusiasm. The heterogeneity of goals between the two parties—enterprises pursuing efficiency and profit, while schools focus on the educational process—makes cooperation prone to being superficial, hindering an essential transformation from mere "physical addition" to genuine "chemical integration."

2.2.2 The Predicament of "Lag" in Teaching Content: The Scissors Gap Between Curriculum Update Speed and Industry Technological Iteration

The technological iteration cycle in the film and television industry is extremely short, whereas the development of professional talent training programs, curriculum standards, and teaching materials in higher vocational education has its inherent periodicity and stability. This creates a significant "time lag" or "scissors gap" between the two. By the time a school goes through the processes of deliberation, approval, and procurement to integrate a new technology into the curriculum, that technology may already be widely adopted or even undergoing upgrades within the industry. This structural contradiction keeps practical teaching content perpetually in a "catch-up" mode, making it difficult to achieve truly "forward-looking" training. Furthermore, there remains a shortage of "dual-qualified" teachers who can effectively transform the latest industry knowledge, technologies, and standards into suitable teaching projects and resources, further exacerbating the lag in teaching content.

2.2.3 The Predicament of the "Dual-Qualified" Teaching Staff: Structural Imbalance Between Practical Experience and Teaching Ability

Industry-education integration places extremely high demands on the "dual-qualified" competence of professional teachers, requiring them to be both teaching experts capable of managing the classroom and technical masters proficient in real-world industry practices. However, the reality is that a large number of in-service teachers are fresh graduates from universities. While they possess solid theoretical foundations, they lack long-term, frontline industry experience, potentially causing their knowledge base and skill set to diverge from actual enterprise needs (Yao & Tan, 2022). On the other hand, technical experts recruited from enterprises, while rich in practical experience, may

lack systematic pedagogical theories and methods, struggling to transform their experience into effective teaching practices. This structural imbalance makes the teaching staff—the core element of practical teaching—a key bottleneck constraining the deepening of industry-education integration. How to establish effective mechanisms for teacher enterprise practice and rotational training, and reforming teacher evaluation systems to recognize their industrial contributions, are pressing challenges that need resolution.

2.2.4 The Predicament of "Adaptation" in the Evaluation System: Disconnect Between Process Evaluation and Industry Standards

The current evaluation of practical teaching in higher vocational film and television programs mostly still relies on traditional methods like course assignment grading or skill assessments, which significantly deviate from real industry project acceptance standards and job competency requirements. The evaluation subjects are predominantly school teachers, with low participation from enterprise mentors; the evaluation content overemphasizes the completion of technical operations, paying insufficient attention to students' comprehensive professionalism such as communication and collaboration, creative realization, cost awareness, and problem-solving within projects; the evaluation process prioritizes results over the process, failing to fully reflect students' growth and adaptive capabilities within authentic workflows. This disconnected evaluation system cannot provide precise feedback for teaching improvement, nor can it clearly demonstrate the quality of talent cultivation and job competency to students and employers.

Therefore, while industry-education integration has brought historic opportunities in terms of resources, technology, and model innovation for the practical teaching of higher vocational film and television majors, creating favorable conditions for achieving high-quality and connotative development, challenges related to the depth of cooperation, content updates, teacher capacity, and the evaluation system remain real obstacles on the path forward. Only by confronting these opportunities and challenges with systematic thinking can precise measures be implemented to promote deep-level, sustainable reform and innovation in practical teaching.

3. Practical Teaching Strategies for Higher Vocational Film and Television Programs under the Background of Industry-Education Integration

In response to the aforementioned opportunities and challenges faced by practical teaching, this study proposes a new practical teaching pathway centered on "Three-Dimensional Synergy." This pathway aims to systematically resolve the disconnection between industry and education, promoting the evolution of practical teaching from an isolated, static, and closed traditional model towards an integrated, dynamic, and open ecosystem, ultimately achieving a high degree of alignment between the talent supply side and industry demand side.

3.1 Synergy between Curriculum Content and Job Competencies: Building a Modular Curriculum System Based on Typical Work Tasks

The curriculum is the core vehicle for talent cultivation. Achieving precise synergy between curriculum content and job competencies is the logical starting point for practical teaching reform. Traditional curriculum structures based on disciplinary systems often fail to keep pace with the rapidly evolving skill requirements of film and television industry positions. Therefore, it is essential to break down existing curricular barriers and construct a modular curriculum system centered around "typical work tasks."

Specific strategies include: First, establish a professional development committee jointly with leading local film and television enterprises and industry associations to regularly conduct competency analyses of core occupational clusters within the industry (e.g., pre-production planning, production shooting, post-production, and integrated media operations). This involves deconstructing and extracting representative "typical work tasks." Second, transform these tasks into corresponding teaching modules, such as "Short Video Project Planning and Pitching," "Micro-film Lighting and Cinematography Techniques," "Digital Image Color Grading and Retouching," and "AIGC-Assisted Visual Effects Production." Each module constitutes an independent competency unit, integrating the theoretical knowledge, software skills, artistic aesthetics, and teamwork requirements necessary to complete the task.

In this regard, the practice of Shenzhen Polytechnic University (hereinafter referred to as SZPU) provides a good example. Its Film and Television Production program has deeply collaborated with industry leaders like Shenzhen Radio, Film, and Television Group and Huawei to directly translate cutting-edge technologies from Film and

Industry 4.0, such as Virtual Production and AIGC applications, into advanced teaching modules like "Virtual Studio System Operation" and "AI Film and Television Content Generation Workflow." Curriculum content is no longer confined to traditional textbooks but is dynamically updated with technical white papers, project case libraries, and industry standards released by enterprises, ensuring that what students learn is precisely what the market needs, achieving a "zero time lag" connection between curriculum content and job competencies.

3.2 Synergy between Teaching Process and Project Production: Implementing a Practical Teaching Model of "Classroom as Studio, Assignment as Portfolio"

The updating of curriculum content must be accompanied by a revolutionary change in the teaching process. The second dimension of synergy aims to reconstruct the linear, pre-set teaching process into a non-linear, practical teaching process based on real production scenarios. Its core concept is "classroom as studio, assignment as portfolio."

The key to achieving this synergy lies in constructing an integrated environment for "teaching, learning, doing, and assessing" centered around authentic projects. On one hand, it is crucial to vigorously upgrade on-campus training facilities to make them infinitely approximate or even equivalent to real enterprise production environments. Examples include building virtual production studios equipped with LED volume walls and camera tracking systems, and constructing Dolby Atmos mixing studios that meet industry standards. On the other hand, and more importantly, it involves introducing real enterprise projects, horizontal research projects, or highly simulated commercial cases into the classroom as the main thread for teaching activities.

Through methods such as hosting enterprise resident studios on campus and co-establishing "Film and Television Technology Innovation Centers," SZPU introduces commercial projects (e.g., city promotional videos, product advertisements, short video series) into the classroom, after adapting them for teaching purposes, as comprehensive training projects for core courses. In the teaching process, students are no longer passive knowledge recipients but rather take on roles as "directors," "cinematographers," and "editors" within project teams. They need to follow genuine enterprise workflows, from client communication and budget development to planning, on-site shooting, post-production, and finally to delivery and project debriefing. Instructors and enterprise mentors play the roles of "producers" and "technical directors," providing process guidance and quality control. Under this model, student "assignments" become "portfolios" or "products" subject to market scrutiny. The teaching chain and the production chain achieve seamless integration, effectively cultivating students' comprehensive professional competence and job readiness.

3.3 Synergy between Evaluation Feedback and Career Development: Establishing a Diverse and Dynamic Comprehensive Evaluation Mechanism

Scientific and effective evaluation is the closed loop that tests teaching outcomes and drives teaching optimization. The third dimension of synergy requires moving beyond traditional evaluation methods focused mainly on final exams and single-skill assessments. It involves establishing a diverse, dynamic, and comprehensive evaluation mechanism that aligns evaluation feedback with students' long-term career development.

The core characteristics of this mechanism are reflected in three aspects: First, diversification of evaluators, involving enterprise mentors, industry experts, and even clients as assessors, whose evaluation weight should constitute a significant proportion, ensuring the industry credibility of the evaluation standards. Second, comprehensiveness of evaluation content, assessing not only the artistic and technical quality of the final product but also placing greater emphasis on process evaluation of student performance throughout the entire project workflow. This includes creative conception, teamwork, problem-solving, professional ethics, and awareness of cost and schedule control. Third, utilization of feedback; the ultimate purpose of evaluation is not just to assign a grade, but to generate diagnostic reports that facilitate teaching improvement and student career growth.

SZPU has conducted active exploration in this dimension. Firstly, at the project conclusion phase, it organizes "portfolio review panels" involving on-campus teachers, enterprise experts, and third-party peers, simulating industry project acceptance and using rubrics aligned with industry standards for quantitative and qualitative assessment. Secondly, leveraging information technology creates a "digital portfolio of vocational competencies" for each student, continuously recording their performance, outcomes, and evaluation feedback across different modules and projects, forming a visual competency map. This portfolio serves both as "proof of capability" for students during

job searches and provides precise data support for teachers to analyze teaching weaknesses and dynamically adjust teaching strategies. Thereby, it forms a closed-loop system of "teaching-evaluation-feedback-optimization," truly realizing the goals of using evaluation to promote teaching improvement and learning, and in turn fostering the continuous enhancement of teaching quality.

In summary, the "Three-Dimensional Synergy" pathway, structured around the synergy between "curriculum content and job competencies," "teaching process and project production," and "evaluation feedback and career development," constitutes an interlocking and mutually supportive organic whole. It systematically reconstructs the practical teaching ecosystem for higher vocational film and television programs from content supply, process implementation, to quality assessment. The practices of pioneering institutions like Shenzhen Polytechnic University demonstrate that this pathway can effectively stimulate students' intrinsic motivation and creativity, significantly enhance their job suitability and career development potential, and provide a referable solution for deepening the implementation of industry-education integration in the field of higher vocational education.

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