Research on the Education Mode of Productive Training Base in Higher Vocational Colleges–A Case Study of Convergence Media Technology and Operation Major

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Abstract. School and enterprise jointly building productive training base is a critical way to solve the problem of disconnection between talent training and social needs in higher vocational colleges. In this paper, based on the existing productive training base facilities in the school, the author discusses the reform of education mode by establishing industrial Studios, expanding multiple channels to introduce real projects into the school, constructing an internal guarantee mechanism, establishing an integrated teaching mode of production and education based on real projects, implementing the system of double tutor responsibility, and other measures. It provides a new way for vocational colleges to reform education mode by constructing a productive training base.

Keywords: Productive training base · Convergence Media technology and operation major · Talent training · Industrial Studio

1 Introduction

Along with the rapid development of our country's economy and technology, society and enterprises are in urgent need of a large number of skilled talents. Correspondingly, vocational college graduates' professional skills do not match the demand for employment positions, which tells us that it is far from enough for vocational colleges to make great efforts only in infrastructure construction. This needs to deepen the cooperation between schools and enterprises, carry out the integration of industry and education, and reform the education mode. The fundamental method to solve the disconnection between education and market demand is to let students have more and earlier contact with the actual operation environment of enterprises and participate in productive projects [1].

By deepening school-enterprise cooperation through the integration of industry and education, higher vocational colleges can improve the teaching system and cultivate high-skilled talents. From the perspective of vocational college education, productive practical training is different from conventional practical teaching, it takes product production as practical teaching content by introducing actual enterprise production environment

and equipment to improve students' professional practical ability. Productive practical training can help students accumulate job experience and improve the intensity and density of students' job practice. It is an essential way for vocational colleges to carry out industry-education integration and school-enterprise cooperation. Also it bears the vital mission of cultivating high-skilled talents in line with the needs of enterprises and society.

2 Problems Existing in Personnel Training in Higher Vocational Colleges

With the promotion of "quality schools" and "double high schools," many higher vocational colleges have constructed or upgraded the productive training bases on campus, providing better infrastructure for students and more possibilities for deepening school-enterprise cooperation and optimizing the teaching model. However, there are still many problems on many bases, such as imperfect school-enterprise cooperation mechanisms, the lack of practical application ability of teachers, the lack of continuous enterprise real project support, and the disconnection between teaching and production.

2.1 Students' Professional Abilities Mismatched with the Demand of Enterprises

The traditional teaching mode mainly focused on classroom teaching and is supplemented by technical skills practice makes students rarely exposed to the actual working environment and process of enterprises during school, and it is difficult for them to quickly adapt to the job requirements after entering society. This leads to some students frequent job-hopping or staying at home. In the final analysis, it is due to the student's failure to obtain the position ability of ease and ease during the school period, the lack of market competitiveness, and the lack of sustainable development ability in line with the needs of the industry development. In the traditional vocational education system, the practice of enterprises is usually set in the last academic year of the school system. However, due to the influence of students' preparation for the examination for a junior college to undergraduate and the unstable enterprise environment, the practice effect of many students can't be guaranteed. Therefore, professional teaching must change for students to adapt to the needs of employers effectively.

2.2 The Imperfect School-Enterprise Cooperation Mechanism

The imperfect cooperation mechanism is the main problem of higher vocational school-enterprise co-construction of a practical training base. From the perspective of the external environment, although the national government departments at all levels have issued various relevant regulations and guidance, there are few norms for the specific construction and operation of a practical training base, and there is no clear policy guidance. From an internal point of view, enterprises and vocational colleges attach different importance to school-enterprise cooperation, and there is insufficient motivation for enterprises to participate in school teaching. There is a lack of an official coordination service platform

between the two, some guarantee systems and mechanisms are difficult to be implemented continuously, and there is a lack of a long-term mechanisms for cooperation [2]. Much school-enterprise collaboration becomes a formality, the specific work is difficult to be carried out profoundly and persistently.

2.3   The Lack of Teachers' Practical Application Ability

At present, professional teachers in higher vocational colleges are mostly from school to school, and few teachers have practical experience, most teachers' practice and application ability are weak, their social serviceability is poorer, and they are not adapted to training people with technical skills. And convergence media technology and operation is a very practical major, and the problem of insufficient practical ability of teachers is particularly prominent in the talent cultivation of the major. Positive measures to effectively improve teachers' practical application ability and introducing enterprise teachers are two ways to solve this problem.

2.4   The Practice Teaching Content and Arrangement Inadaptable to the Market Demand

The productive practical training base undertakes multiple functions such as teaching, practice, and scientific research. The conventional practical training content is mainly set on virtual projects, and students have few opportunities to contact actual projects. Generally, students can have the essential ability to participate in actual projects of enterprises after completing the study of basic professional courses. However, many actual projects in the market have high delivery standards and intense creativity, which make it difficult for students to be competent in a short period. Therefore, the actual projects enterprises can deliver to students are relatively limited. The lack of continuous enterprise actual project support is an objective problem of the productive practical training base of higher vocational colleges.

The contradiction between the teaching arrangement and the demands of enterprises is also a problem in the joint construction of productive training bases of higher vocational colleges and enterprises. On the one hand, enterprises pursue profit maximization and they hope that students with more professional skills can participate in more productive training to improve production efficiency and obtain the higher output. On the other hand, the school hopes to integrate productive practical training tasks on the premise of satisfying regular teaching. At the same time, all students can get the opportunity to participate in production practical training. The different expectations of both sides for productive training lead to the conflict between teaching and production task arrangement in many cases.

3   Education Strategy of Productive Training Base

The Convergence Media Technology and Operation is an emerging major. The main work content of the trained talents is creative and copywriter on the integrated media platform and complete them through writing, shooting, editing, recording, and other

functions [4]. It is a major with strong technical practicability and has high requirements in the laboratory and practical teaching base in practical training.

Some measures, such as the construction of productive training bases on campus, and the introduction of actual enterprise projects have been taken for our purpose to enable students contacting with the actual working environment and projects of enterprises, earlier break the time and space restrictions of practical teaching for students., make the cultivation of the student's practical ability and the comprehensive vocational ability throughout the entire system, improve personnel training and education teaching adaptability.

To solve the problem of mismatch between school education mode and market demand, based on existing productive practice base construction, an industrial Studio has been established in our school, and actual projects are introduced into the Studio. The reform of education mode are carried out around the operation of the Studio to improve the students' practical ability, improve the matching degree of job demand and talent training.

3.1 Deepening the Integration of Schools and Enterprises Through the Establishment of Industrial Studios

On the external environment, relying on the school' convergence media center we have been set up currently, such as a digital media content production training room, film, and television broadcasting training room, late edit and design training rooms, etc. in the convergence media production training base. The purpose is to create a simulation training environment to meet the needs of production practice teaching activities of professional courses and reduce the distance between the talent training environment of the college and the working environment of enterprises. In terms of internal structure, we have established industrial Studio, which focuses on short video production and carry out project teaching based on workflow. Guided by the actual workflow, the Studio builds its organizational structure, project workflow and talent growth system (Table 1). By creating high-quality operation mechanism and scientific talent growth planning, the education and teaching management mechanism will be achieved, which are the unity of school and enterprise, the unity of work environment and classroom environment, the unity of students and staff, the unity of works and products, the unity of education and production, the unity of teaching content and production project, the unity of teaching operation and enterprise production practice and the unity of student assessment and evaluation of enterprise staff.

3.2 Establishing an Internal Guarantee Mechanism to Ensure the Long-Term Operation of the Industrial Studio

We established the alliance enterprise group and the guarantee mechanism in the industrial Studio. We set up a steering committee for the industrial Studios and a team of mentors, and the experts from enterprises and industry were invited to participate in the construction of Studios. Both sides of the school and the enterprise work out the management methods, training objectives, teaching operation, and quality evaluation system of productive Studio, and the curriculum is in line with the needs of enterprises.

Table 1. Talent growth plan in the Studio [Self drawn]

Growth matters		Contents
Skills	Project special training	1. Carry out skills upgrading training around the required job skills for project completion. 2. Carry out post-distribution and capacity training combining individual ability and advantage.
	Industrial project actual combat	1. The Studio carries out the production and delivery of actual production projects, which are completed by Studio students under the guidance of enterprise mentors and campus mentors. 2. Students who participate in the completion and delivery of the project can get the corresponding practical proof and material reward.
Accomplishments	Developing skill	Capacity development courses and industry cognition courses are carried out, industry experts are invited to share the project cases, and innovative design (thinking) courses are set up to help studio students expand their comprehensive abilities.
	Cultivation of professional quality	The Studio offers professional quality courses, inviting enterprise experts to share personal development and team work, enterprise requirements for talents, career planning, professional etiquette and other aspects to improve the comprehensive professional quality of Studio students.

The mentor team consists of enterprise experts, project engineers, professional leaders, and professional teachers. With the help of the cooperative enterprises, through signing a tripartite agreement (enterprise, school, and student) to clarify the responsibilities and obligations of each Studio member, jointly strengthen the management of the teaching process, and ensure the legitimate rights and interests of students and tutors.

The industrial Studio relies on the school-enterprise cooperative alliance group of enterprises to implement the double tutor responsibility system to make up for the lack of practical enterprise experience of the teachers in the school, although they are rich

in teaching experience. We built a "double-qualified" teaching team to provide quality assurance and practical support for the construction of industrial Studios and the Studio project is completed under the guidance of the school tutors and the enterprise tutors. The Studio is staffed by a full-time teacher as the responsible teacher, assisted by 2–3 professional teachers, who are mainly responsible for the daily management and fundamental teaching of students. At the same time, experts from other universities, industries, or collaborative enterprises are invited to give comprehensive guidance to the students. During the project period, the collaborative enterprise will send corporate mentors to the school to carry out technical teaching and project guidance, and implement enterprise management of the Studio to let students zero distance contact with industrial practice, at the same time, help students quickly improve their technical ability. The enterprise tutor and the guidance teacher in the school jointly participate in the assessment and evaluation of student's academic level and Ideological and morals. The implementation process of the project also realized the improvement of teachers' teaching ability and social serviceability ability.

3.3   The Establishment of the Teaching Model Based on the Actual Project

The convergence media technology and operation is a new major. With the continuous change and upgrading of media, students need to learn and understand advanced technologies to adapt to the job as soon as possible after graduation. Enterprise actual project is an essential entrance for students to understand the development of the industry and get in touch with the forefront of the industry. So integrating actual projects into the teaching process can achieve the goal of using professional knowledge and skills to solve practical problems. First of all, designing teaching content according to the working process of the project, after the students are carried out primary knowledge teaching and skill upgrading training based on the post skills required by the project, the actual projects are introduced into the classroom immediately, the aim is for students to learn by doing to realize results of "four integration" teaching, that is the teaching content combined with actual projects, teaching resources combined with project resources, teaching process combined with the project work process, teaching evaluation combined with project stimulate. A collaborative education environment of "practical operation of production projects and actual project" is formed, and the distance between education teaching and production practice is shortened. It can stimulate students' creative enthusiasm with real projects, test students' learning achievements, and solve the problem of conflict between teaching and production. It also promotes the coordinated development of personnel training and project construction.

At the same time, we need to develop actual project sources through multiple channels. Due to the technical requirements of project delivery, time constraints, and other reasons, not all actual projects of enterprises are suitable for students to complete. It isn't easy to ensure the sustainable supply of actual projects by conducting school-enterprise cooperation with a single enterprise. Therefore, it is necessary to continuously expand the number of cooperative enterprises and establish a school-enterprise collaborative enterprise group to enrich the sources of enterprise projects. As much as possible, we will carry out cooperation with enterprises which can provide appropriate production tasks and production positions. The Studio has established a hierarchical project mechanism

of "competition projects + enterprise projects + service projects + scientific research projects [3]." In addition to introducing actual projects of cooperative enterprises into the Studio, Studio Introduce many other projects into the project work pool, such as the National College Students Advertising Art Competition, the provincial College students Media Art Creative Competition, and other competition projects of different specifications in the industry, school short video propaganda, school propaganda department multi-theme micro video production service projects and research projects of Studio instructors to expand the sources of the actual project. These provide more opportunities for students with different interests and skills to participate in and choose actual projects.

4   Conclusion

Since the implementation of the project, the Studio students have completed several brand advertisements, and published them on the official social media accounts of the brand; they participated in the filming of the television station, commercial live broadcast shooting, and school enrollment propaganda film shooting, participated in scientific script writing, short video competition of college students' science and technology Festival and other projects, which significantly improved students' learning and creation enthusiasm, learning drive, and employment confidence. At the same time, the teachers' practical guidance ability is improved. The transformation of the teaching mode is realized preliminarily.

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