

# Research on the construction of digital media technology major in universities based on school-enterprise cooperation

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**Abstract:** Digital media technology is a newly emerging major in recent years. The reform of its curriculum system, teaching content and school-enterprise cooperation mode are of great significance to students' employment and entrepreneurship. However, in the process of professional construction, some colleges and universities have problems such as lack of professional understanding, insufficient investment in teaching resources and weak teachers, which leads to slow professional construction and development. In view of these problems, this paper puts forward effective strategies for the construction of digital media technology major based on the school-enterprise cooperation model: building practice and training bases inside and outside the school that meet the needs of industries and enterprises; Based on the post ability, build the capability-based curriculum system; Reform the teaching mode of the course to meet the requirements of enterprises and students on skills, so as to train more excellent digital media professionals for the society.

**Key words:** School-enterprise cooperation; Colleges and universities; Digital media technology; Professional construction

## Introduction

There is no doubt that school-enterprise cooperation has become an important way for the current development of higher education. It can effectively integrate the resources of schools and enterprises, improve the quality of education and teaching, and at the same time provide students with more opportunities for practical operation and practical training, and enhance their employment competitiveness. With the rapid development of digital technology and the rapid change of the media industry, the major of digital media technology, as an important major of colleges and universities, is facing great challenges and opportunities. In order to meet the needs of the market and improve the level of professional construction, many colleges and universities have begun to try to carry out stable and lasting cooperation with enterprises to better serve the training of professionals in the field of digital media.

## I. The professional positioning of digital media technology in universities

The major of digital media technology in colleges and universities aims to combine theoretical knowledge and practical skills to meet the various needs of today's digital, networked and intelligent media environment. This major is positioned to cultivate interdisciplinary talents who master the professional knowledge and skills required by modern information technology and new media industries, and have the ability to use these knowledge and skills to think creatively and solve problems. Driven by the development of the new generation of information technology, the focus of the major of digital media technology has been broadened from a single digital media technology to how to use these technologies to better meet the needs of users and how to take into account social, economic, ethical and other issues in the process. Therefore, the major pays more attention to analysis from a diversified perspective, including design, planning, management, technology, market analysis and so on.

The main courses of Digital Media technology major include Digital Image Design, Vector Image Design, Web Design, Video Editing Technology, Digital Special Effects, 3D Modeling, etc. Through the study of these courses, students can master the skills of image, video, audio and other multimedia data processing and how to effectively use these data to design and implement interactive media applications.

To sum up, digital media technology majors in colleges and universities are positioned to cultivate applied, innovative, research-oriented and practice-oriented composite digital media technical talents to meet the diversified needs of the current user-centered new media industry that focuses on interactive experience.

## II. University-enterprise cooperation model overview and its application value

School-enterprise cooperation mode is a new type of education mode, which refers to the establishment of long-term, stable and mutually beneficial cooperative relations between universities and enterprises to jointly carry out personnel training, scientific research and social services. The core of the school-enterprise cooperation model is "win-win", that is, universities and enterprises through cooperation to achieve the common educational goals, but also achieve their own development goals. As far as the professional construction of digital media technology is concerned, the application value of the school-enterprise cooperation mode is very significant.

First of all, it is conducive to the optimal allocation of educational resources. Enterprises and schools have their own advantages in different fields. Enterprises have rich experience in technology research and development and market operation, while schools have profound heritage in theoretical research and technological innovation. Through school-enterprise cooperation, they can effectively complement each other's advantages and improve the competitiveness of both sides. Through school-enterprise cooperation, enterprises can obtain the scientific research resources of the university, and schools can obtain diversified practical opportunities through enterprises. By sharing resources, both sides can improve the utilization efficiency of resources as much as possible, so as to achieve the purpose of mutual benefit and win-win between the school and enterprise. Secondly, it is conducive to improving the quality of teaching. Digital media technology is a highly practical profession, which requires a lot of practical operation. In the school-enterprise cooperation mode, students can learn and

practice in a real working environment through enterprise internship and project cooperation, so that practice feeds back theory, which will greatly improve students' ability to combine theory with practice, thus improving teaching quality, and play a positive role in improving students' professional quality. At the same time, since the demand for digital media technical talents is often more precise, they are better able to understand the market demand and industry dynamics. Through the school-enterprise cooperation model, schools can understand the needs of enterprises and adjust the teaching content according to the needs of enterprises, so that students' learning is more targeted, and thus improve the effectiveness and timeliness of students' learning.

### **III. Effective strategies for the construction of digital media technology major in colleges and universities based on school-enterprise cooperation**

1. Building in-school and out-of-school practice and training bases that meet the needs of vocational positions in industries and enterprises

Practice and training bases are key links in the construction of digital media technology majors in colleges and universities, such as all media or financial media training bases. In order to meet the needs of the industry and enterprises, colleges and universities should set up corresponding internship stages and practical training contents according to the actual job needs. For example, setting up internship positions such as image processing, audio and video production, network programming and data analysis, and setting up practical courses around these positions can not only help students find connections between theoretical learning and practical operation, but also enhance students' practical operation skills. In addition, the establishment of a digital media technology training room can also help provide students with a real practical environment, so that students can better understand the operation model, project process and technology application of enterprises, etc., while also providing enterprises with more human resources and technical support. Under normal circumstances, the training room should be equipped with industry-leading technical equipment and excellent teachers to ensure that students are provided with a real practical environment, including audio and video processing, animation design, game development and other aspects, which requires colleges and universities to strive to obtain strong support from enterprises in terms of capital, human and material resources. In order to constantly update equipment and technology according to the needs of enterprises and the development of the industry, such as software training system, workplace layout, and strive to keep pace with the industry. The school shall work with the enterprise to develop an internship training plan that meets the actual needs, which should include the internship time of each semester, a detailed description of the internship position, the required technology and skills and the expected work results. Through the edification of real jobs and working environment, students' comprehensive ability, such as interpersonal skills, innovation ability, teamwork ability, etc., will be significantly improved. At the same time, their knowledge and skills can also be seamlessly connected with vocational positions in an all-round way, which is conducive to laying a solid foundation for their future employment and entrepreneurship.

2. Build a capability-based curriculum system based on job ability

To build a capability-based curriculum system, first of all, it is necessary to clarify the demand for ability in the post. For digital media technology majors, the requirements may cover the use and understanding of digital media technology, innovation ability, cooperation ability, communication ability, etc. At this stage, schools can gain insight into the real job needs through in-depth school-enterprise cooperation, enterprise field research or expert questionnaire survey, and pragmatically determine the abilities to be cultivated in the curriculum system of digital media technology majors. After defining the skills required for each position, curriculum setting and development can be carried out. For example, if you find that project management and teamwork are common needs in the enterprise, you should consider adding related courses to the curriculum system. In other words, majors can design digital media technology courses to be experimental or project-oriented, so that students have enough practice space to learn and understand professional knowledge. At the same time, teachers should actively introduce innovative curriculum design concepts and constantly update, adjust and optimize the curriculum. For example, for the position of new media operation, the knowledge and skills students need to learn include content planning, editing and production, data analysis, user operation, project management and other aspects. The school can design and arrange corresponding courses according to this demand, such as new media content creation, new media data analysis, etc. Each course is closely related to the post ability requirements. To cultivate students' practical operation ability. Such a curriculum system can not only improve students' professional quality, but also improve their employment competitiveness. Finally, regular course evaluation and feedback can provide continuous improvement suggestions for competency-based curriculum design, and also help students better optimize their learning styles, so as to achieve a significant improvement in learning quality and efficiency.

3. Reform the teaching mode of the curriculum to meet the skills requirements of enterprises and students

In the era of rapid development of information technology, the demand for digital media professionals in architectural art, industrial design, animation and other industries is becoming more and more urgent, and at the same time, it is accompanied by higher requirements. If we blindly adhere to the traditional education and teaching model, it is difficult to cultivate more digital media talents who can meet the needs and requirements of enterprises. At this time, under the vigorous promotion of the school-enterprise cooperation model, the reform of the teaching model of digital media technology professional is particularly important, which is also the only way for professional construction.

First, the implementation of project-oriented teaching mode. The project-oriented teaching mode is to divide students into several groups, and each group is responsible for a practical project, such as new media operation project and game design project. The biggest advantage of the similar teaching mode is that it can effectively introduce the problems or challenges in the actual operation of enterprises

into the classroom, and students can further understand and master the practical skills of strong operability and combining theory with practice in the process of solving the project problems. At the same time, through the project-oriented teaching mode, students can also grasp the soft skills such as teamwork and project management, which are highly valued by enterprises.

Second, the teaching mode of “two teachers” studio system is adopted. The teaching mode of “double teachers” studio system has four obvious characteristics: 1. It takes the studio as the organizational unit; 2. Arrange the teaching environment according to the enterprise environment; 3. Carry out teaching based on real projects; 4. Enterprise technical experts and school backbone teachers to form a double teacher team. For the equipment environment, schools and enterprises should take the initiative to provide financial assistance, especially enterprises, should actively buy drones, rendering machines, VR panoramic cameras, SLR cameras for the studio; For the software environment, enterprises and schools should jointly purchase software resources such as OC renderer, Baidu Cloud Disk member and Yihu network, so as to provide corresponding tutorial resources and software resources for students to learn digital media technology knowledge and skills online in their spare time. For the introduction of projects, colleges and universities should introduce real projects of enterprises in a timely manner, such as electronic shopping mall scene production projects, digital people production projects or platform pictures and video material real shooting projects, so that students can exercise skills and improve personal comprehensive ability and professional quality with the help of real projects. In addition, digital media technology “double master” studio should also take the initiative to participate in national digital media works competition, national college students Advertising Art Competition and other national competitions, aiming to achieve the purpose of promoting teaching and learning through competition. During the competition, students will have more opportunities to participate in teamwork and group discussion projects. If they can achieve excellent results in the competition through hard work, it is believed that this will become a strong motivation for students to learn.

## Epilogue

To sum up, it can be seen that the research on the construction of college digital media technology major based on school-enterprise cooperation can effectively solve some puzzles and problems faced by the education industry, better respond to the needs of society, and play a positive role in cultivating graduates with more practical experience and skills to achieve a win-win situation with enterprises. Based on this, both universities and enterprises should actively explore and practice the new model of school-enterprise cooperation, and strive to provide new ideas and new directions for the construction of digital media technology major, promote the development of the discipline, and make greater contributions to the development of the country and society.

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