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The Collaborative Path of Industry-Education Integration and Curriculum-Based Ideological and Political Education in Digital Media Technology

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Abstract: The coupling of digital technology empowerment and policies aimed at strengthening education through science and technology has propelled the development of digital media technology as a discipline. This field, centered on the digital industrial transformation, is an innovative educational system that emphasizes the cultivation of modern talents with high-level digital technology application skills, practical abilities, and a balanced development of morality and skills. Adopting an industry-education integration approach within digital media technology education serves as an effective bridge between universities and enterprises, breaking down barriers between educational theory and practical application, and ensuring precise alignment between talent cultivation and the development of the digital industry. Curriculum-based ideological and political education, as a crucial avenue for nurturing talents with both moral integrity and technical proficiency in higher education institutions, facilitates the establishment of correct ideological perspectives among students and cultivates their sense of social responsibility and professional ethics. Therefore, the collaborative model of industry-education integration and curriculum-based ideological and political education better meets the talent cultivation needs of the digital media technology discipline. This paper analyzes the internal logic and value propositions of their collaborative educational efforts, draws on the current state of industry-education integration and curriculum-based ideological and political education in digital technology disciplines, explores implementation paths for their collaboration, and lays the foundation for reforms in digital media technology education and the cultivation of comprehensive talents.

Keywords: Digital media technology; Industry-education integration; Curriculum-based ideological and political education; Collaborative education

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1. Introduction

The development and iteration of digital technologies have driven the continuous upgrading and

transformation of the digital media industry, thereby imposing higher demands on both the quality and quantity of talent in this field. In the new era, digital media industry professionals must not only possess solid digital skills but also adhere to correct value orientations. This necessitates that universities' digital media technology programs break away from traditional one-way teaching models and seek channels to align professional knowledge with enterprise needs, thereby constructing an industry-education integrated educational system [1]. Simultaneously, in talent cultivation, universities must fulfill their educational responsibility of fostering virtue through education from the perspective of curriculum-based ideological and political education, promoting the balanced development of morality and skills among digital media technology professionals.

2. Internal logic and value propositions of collaborative education through industry-education integration and curriculum-based ideological and political education

2.1. Internal logical connections

Industry-education integration and curriculum-based ideological and political education represent two vital avenues for talent cultivation, exhibiting certain interconnections and the ability to mutually reinforce each other, ultimately achieving the ultimate goal of nurturing talents with both moral integrity and technical proficiency. Firstly, the industry-education integration teaching model provides authentic practical references for curriculum-based ideological and political education. For instance, the emergence of numerous technicians embodying the craftsman spirit and patriotic enterprises within the current digital media industry can serve not only as cases for industry-education integration teaching but also as typical examples for curriculum-based ideological and political education [2]. Furthermore, industry-education integration teaching encompasses numerous school-enterprise collaboration projects. Student participation in these projects enhances their professional qualities and sense of responsibility, thereby enriching their experience of curriculum-based ideological and political education and achieving better educational outcomes [3]. Secondly, curriculum-based ideological and political education offers value guidance for industry-education integration. The development of the digital media industry relies on network technologies, and the diversity and persuasiveness of online information can easily lead digital media practitioners into ethical crises within the industry. Curriculum-based ideological and political education provides students with positive stance guidance, enabling them to adhere to professional ethics and industry norms during their participation in practical projects, thereby ensuring the healthy development of industry-education integration.

2.2. Value propositions of collaborative education

The value propositions of collaborative education through industry-education integration and curriculum-based ideological and political education can be summarized into three aspects: enhancing talent cultivation efficiency, promoting industrial upgrading and transformation, and improving the quality of higher education. Firstly, enhancing talent cultivation efficiency. The collaborative education model facilitates the simultaneous development of students' professional skills and ideological character, effectively eliminating the teaching drawback of emphasizing technology over qualities in traditional teaching. This ensures that students maintain correct values while learning digital media technology and strive for excellence in their future positions. Secondly, promoting industrial upgrading and transformation. The digital media industry's

talent demands have undergone significant changes, with enterprises now evaluating not only professionals' technical skills but also their comprehensive qualities during recruitment [4]. Collaborative education through industry-education integration and curriculum-based ideological and political education unifies professional skills training with comprehensive quality cultivation, ensuring that digital media technology talents cultivated by universities meet industry development needs. This effectively addresses the talent shortage in the digital media industry and provides talent support for industrial upgrading and transformation. Finally, improving the quality of higher education. Collaborative education breaks away from traditional monolithic teaching models, achieving a profound integration of professional knowledge and value guidance. This facilitates the transition of higher education from traditional mass talent cultivation to high-quality talent cultivation models, thereby enhancing the overall quality of higher education.

3. Current situation of collaborative education between industry-education integration and curriculum ideology and politics in digital media technology

3.1. Deviation in target positioning for collaborative education

In the implementation of collaborative education between industry-education integration and curriculum ideology and politics in digital media technology, the issue of teaching objective deviation is widespread, manifesting in unclear and non-unified objectives between the two, leading to an imbalanced curriculum structure. Firstly, universities focus on theoretical knowledge, practical skills, and comprehensive literacy as the core of teaching. In contrast, enterprises, in their collaborative teaching with universities, conduct practical teaching based on enterprise job requirements, neglecting the guidance of students' ideological and moral aspects [5]. Secondly, the objectives for collaborative education between industry-education integration and curriculum ideology and politics are overly broad. The digital media major fails to precisely position teaching objectives from both professional skills and value guidance perspectives in formulating collaborative education objectives. Instead, it regards corporate culture learning, vocational experience, and technical specifications during corporate internships as collaborative education objectives, thereby failing to highlight the effectiveness of collaborative education between the two.

3.2. Disconnection in content integration for collaborative education

Collaborative education between industry-education integration and curriculum ideology and politics in digital media technology does not involve simply superimposing the teaching content of the two but requires a deep integration of professional skills and value guidance based on professional characteristics, allowing mutual penetration and promotion. However, the current status of collaborative education in universities shows insufficient content integration between the two, with significant disconnection issues. On the one hand, the industry-education integration between universities and enterprises is superficial, with enterprises providing limited teaching materials for universities, including outdated cases and visit opportunities. Students are unable to access the latest technological fields and have difficulty understanding industry and job requirements [6]. On the other hand, in curriculum ideology and politics teaching, the exploration of ideological and political elements is insufficient, and most ideological and political content is theory-based, lacking guidance from professional-related practical cases. This fails to enhance students' experience of ideological teaching, thereby affecting teaching efficiency. It is evident that there is a severe disconnection in the content of collaborative education between the two, making mutual penetration difficult.

3.3. Disconnection in the links of the education process

Effective connection in the teaching process is crucial for ensuring the smooth implementation of collaborative education. However, in the current implementation of collaborative education between industry-education integration and curriculum ideology and politics in digital media technology, the issue of disconnection in various links of the teaching process remains widespread, making it difficult to form a complete closed loop and thereby affecting teaching efficiency. Firstly, due to the insufficient practical skills of professional teachers in schools, practical teaching guidance is superficial, and it is impossible to provide in-depth guidance on teaching practice based on the current development status of digital technology, resulting in difficulties in implementing industry-education integration. This also makes it difficult for curriculum ideology and politics to start from a practical perspective, rendering ideological and political teaching hollow and obscure. Secondly, most corporate practices are limited to visits, providing students with few opportunities for hands-on practice, which is not conducive to students gaining an in-depth understanding of the current development status of industry technology. Meanwhile, curriculum ideology and politics in corporate practice is limited to adhering to job rules, making it difficult to achieve value guidance. Additionally, in the teaching assessment process, students' ideological and political literacy is not included in the assessment criteria, resulting in a single assessment content that fails to provide comprehensive feedback for collaborative education [7].

3.4. Lack of support mechanisms for collaborative education

Support mechanisms play a guiding and constraining role in the collaborative education teaching model, but the lack of support mechanisms is evident in collaborative education teaching between industry-education integration and curriculum ideology and politics. Firstly, the construction of the digital media technology major is relatively short, and a comprehensive professional policy system guarantee has not yet been formed, leading to numerous challenges in university-enterprise collaboration. Secondly, the training mechanism for teaching faculty is inadequate, affecting the development of collaborative education. Most existing teachers in the digital media technology major in universities lack practical experience, resulting in an excess of theory and insufficient practice in industry-education integration teaching. Corporate mentors lack teaching experience and lack teaching awareness in practical guidance, resulting in superficial practical guidance and difficulty in forming value guidance from an ideological and political perspective. Finally, universities lack incentive mechanisms for collaborative education, making it difficult to stimulate teachers' enthusiasm for participating in collaborative education.

4. Construction of pathways for collaborative education between industry-education integration and curriculum ideology and politics in digital media technology

4.1. Improving the collaborative education objective system and clarifying the positioning of collaborative curriculum education

In the collaborative education system between industry-education integration and curriculum ideology and politics in digital media technology, establishing clear objectives is particularly important. The formulation of collaborative objectives needs to achieve unity from three aspects: university teaching, enterprise teaching, and students' personal development. Firstly, universities need to firmly adhere to the educational direction of cultivating both morality and skills in collaborative education teaching, emphasizing the effective integration

of professional skills and curriculum ideology and politics. Based on the characteristics of the digital media technology major, digital technology should be used as the framework for collaborative education, artistic aesthetics as the soul of teaching, and curriculum ideology and politics as the continuing vein of education, thereby forming a complete educational objective system [8]. Secondly, in enterprise education participation, precise objective guidance should be provided for students in different majors to ensure precise alignment between teaching in different majors and job requirements. For example, in setting technical objectives, it is necessary to ensure that students can skillfully apply digital media tools for industrial innovation. In ideological and political education, it is necessary to cultivate students' social responsibility awareness and cultural confidence from the perspective of job requirements, enabling students to always adhere to industry ethics when applying digital technology. Finally, in constructing objectives for the collaborative development of universities and enterprises, the teaching objectives of the two should be integrated to construct a coordinated teaching objective system with university teaching as the main line and enterprise practice as the auxiliary line to ensure the effective implementation of teaching objectives.

4.2. Optimizing content integration methods and laying a solid foundation for industry-education integration practice

Effective embedding of teaching content is key to promoting the effective implementation of collaborative teaching between industry-education integration and curriculum ideology and politics. However, the current issue of disconnection in collaborative teaching content in the digital media technology major is severe, limiting the implementation of collaborative teaching. Therefore, it is necessary to strengthen the reorganization of teaching content to provide a guarantee for the efficient implementation of collaborative teaching. Firstly, align with cutting-edge digital technologies to ensure the forward-looking nature of teaching content. In industry-education integration teaching, it is necessary to promote the deep integration of university teaching and enterprise practice, with cutting-edge digital media technologies as the core of teaching, incorporating industry norms, vocational standards, craftsmanship, and other teaching content. For example, using technologies such as the metaverse and AIGC as themes for curriculum industry-education integration, combining corporate projects with teaching work, enabling students to participate in simple digital media projects, and thereby enhancing their professional skills. Secondly, deeply explore the ideological and political elements in the curriculum to promote the deep embedding of ideological and political and professional content. For example, setting traditional culture themes in digital media projects enables students to gain a deeper understanding of traditional cultural knowledge through material search and media project production, thereby cultivating their cultural confidence. Alternatively, in media project production, guide students to consciously abandon vulgar content and enhance their awareness of digital technology industry ethics. Thirdly, construct linked teaching content between industry-education integration and curriculum ideology and politics to ensure the natural integration of the two. For example, incorporating ideological and political content such as responsibility awareness and team collaboration awareness into students' on-the-job internships and participation in corporate project research, thereby transforming ideological and political indoctrination into practical insights to ensure the compatibility of collaborative education content.

4.3. Innovating implementation pathways for the education process and strengthening the embedding of ideological and political education projects

The connection of teaching processes in collaborative teaching between industry-education integration and curriculum ideology and politics is key to ensuring the continuous implementation of teaching. Therefore,

it is necessary to construct a closed-loop teaching management process that integrates teaching, practice, and evaluation. Firstly, strengthen the reform of traditional teaching models. Transform lecture-based teaching methods into student-centered teaching methods such as case teaching, project teaching, and independent inquiry, thereby ensuring the full integration of corporate projects and ideological and political cases. Secondly, optimize the structure of practical teaching. Schools can jointly organize public welfare digital media projects such as rural revitalization and folk custom restoration with enterprises to achieve the purpose of collaborative education. Additionally, strengthen the improvement of the collaborative evaluation mechanism. In teaching evaluation, it is necessary to ensure the diversity of evaluation subjects and introduce multi-dimensional evaluation mechanisms involving schools, enterprises, society, and students, which is conducive to ensuring the comprehensiveness and accuracy of evaluation [9]. Meanwhile, evaluation criteria need to incorporate evaluation indicators such as students' industry ethics, vocational attitudes, and values, enabling the evaluation system to provide effective feedback for the curriculum objectives of cultivating both morality and skills.

4.4. Constructing support mechanisms for collaborative education and improving the top-level design of collaborative education

Support mechanisms for collaborative education are the foundational guarantee for collaborative education between industry-education integration and curriculum ideology and politics in the digital media technology major. In the construction of support mechanisms for collaborative education, the following four aspects can be considered: Firstly, strengthen policy guarantees for collaborative education. The cooperation between schools and enterprises needs to be guided by relevant policies to stimulate the enthusiasm of enterprises and universities for collaboration. Meanwhile, through policy guidance on industry-education integration, the standardization of teaching process implementation can be ensured, avoiding a disordered state of collaboration that causes resource waste. Secondly, improve the training mechanism for teaching faculty. Universities should actively send teachers to enterprises for on-the-job training to promote the growth of teachers' professional abilities and ideological and political awareness, providing assistance for teachers to better implement collaborative education. Thirdly, formulate a resource management mechanism for collaborative education. In resource management, in addition to strengthening the management of various facilities in practical training bases, it is also necessary to strengthen the updating and improvement of practical training equipment to ensure its nature of keeping pace with the times. In cases where schools are unable to complete equipment purchases, a resource-sharing mechanism should be jointly constructed with enterprises to meet students' practical needs. Fourthly, improve incentive mechanisms for teachers. Universities can incorporate industry-education integration and curriculum ideology and politics teaching into teacher evaluation indicators and link evaluation with title reviews to stimulate teachers' enthusiasm for collaborative education [10].

5. Conclusion

In summary, collaborative education between industry-education integration and curriculum ideology and politics in the digital media technology major is the mainstream trend in current educational development. This educational approach can not only meet the needs of industrial development but also improve the quality of talent cultivation in universities, effectively addressing the issue of emphasizing skills over literacy

in traditional university teaching. However, current collaborative teaching is still in the initial implementation stage, with numerous deficiencies that require the reconstruction of teaching by leveraging the strengths of multiple entities to promote the continuous development of collaborative teaching. In the future, it is necessary to further deepen collaborative teaching using technological means and promote the deep integration of enterprises and universities to provide society with higher-quality talents cultivated with both morality and skills.

Disclosure statement

The authors declare no conflict of interest.

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