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Exploring the Construction of a Long-Term Mechanism for the Co-Establishment of Animation Talent Cultivation Bases by Schools and Enterprises

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Abstract. The cooperation between schools and enterprises is a necessary path for the development goal of cultivating application-oriented talents. The core of this research is how to effectively establish a cooperation base for school-enterprise, joint talent cultivation, industry-education integration, and to establish an efficient base construction operation mechanism. This article takes the animation major of the School of Digital Media at Liaoning Communication University as a practical teaching base to introduce the methods and strategies for the construction of school-enterprise cooperation talent cultivation bases, focusing on the long-term mechanism for the construction and operation of school-enterprise cooperative talent cultivation bases.

Keywords: School-Enterprise Cooperation; Talent Cultivation; Teaching Model; Base Construction.

1. Analysis of Domestic and International Situations

(1) Domestically, the *National Medium and Long-term Education Reform and Development Plan Outline (2010—2020)* issued by the State Council explicitly mandates the vigorous promotion of school-enterprise cooperation and the integration of work and study, advocating comprehensive and deepened cooperation between schools and enterprises. However, an objective analysis shows that talent cultivation through school-enterprise cooperation in Chinese colleges and universities remains extensive. Such cooperation has not yet received due attention from the government, universities, enterprises, and society. Whether it's the government, enterprises, or even the educational institutions themselves, the theoretical understanding and practical conception of the necessity and objectivity of school-enterprise cooperation in talent cultivation are still in the preliminary stage. As a subject with strong applicability, animation majors link to actual enterprise projects to some extent. Facing continuously updated new knowledge, new fields, and new technologies, there is a need to better adapt to the opportunities and challenges of the new era and meet the current demand for talents in the animation major.

Application-oriented colleges and universities carry the significant mission of providing talent for socio-economic development. Cultivating application-oriented talents with practical and innovative abilities requires strengthening educational reform, especially in practical teaching. Students cultivated by application-oriented colleges should possess professional literacy suitable for corresponding positions. Moving the classroom to the enterprise to integrate classroom learning with the workplace is an effective way to achieve the integration of schools and enterprises and the co-cultivation of talents. The foundation for implementing "school-enterprise cooperation and talent co-cultivation" is having appropriate practical bases as a guarantee. Therefore, how to construct school-enterprise cooperation practical bases to achieve talent co-cultivation is an important topic. This paper, combining the construction practice of the landscape architecture major's school-enterprise cooperation practical base, analyzes the current situation of such base construction, summarizes the "invite in, go out" school-enterprise cooperation practical base construction model and its implementation process. Through this construction model, both schools and enterprises benefit, jointly cultivating comprehensive talents needed for social development, providing references for the cultivation of complex application-oriented talents.

(2) Internationally, vocational school-enterprise cooperation has a development history of nearly a century. With the development of higher education and market demands, the model of school-enterprise cooperation has been adopted by world-renowned institutions such as Stanford University and the Massachusetts Institute of Technology. Currently, there are seven modes of university-enterprise cooperation abroad: 1) The "work-study alternating" model of British universities, where the government leads enterprises to support vocational education; 2) The "school-enterprise contract" model of American universities, established through the intervention of commercial organizations and the government; 3) The "modern apprenticeship" model of Australian universities, introduced by government training objectives; 4) The "dual system" teaching model of German universities, a combination of modern vocational education theory and traditional apprenticeship training; 5) The "apprenticeship training" teaching model of French universities, offering a mix of part-time work and study, and alternating work-study options; 6) The "corporate visit" model of Japanese universities, where students determine their future job positions and employment institutions through corporate visits; 7) The "industry-academia-research cooperation" model of South Korea, where company employees receive on-the-job training.

Currently, most research on "school-enterprise cooperation for talent cultivation in China" is focused on the experiences and operating mechanisms of talent cooperation and cultivation between specific university majors and enterprises. There is a lack of research outcomes that propose a systemic cooperation mechanism in a multidimensional, holistic, and comprehensive manner, especially regarding the mechanism construction of school-enterprise cooperation talent cultivation bases. It's evident that for universities to carry out cooperative talent cultivation with enterprises, especially following the Ministry of Education's proposal of the "Excellent Engineer Plan", universities face new tasks and requirements in talent cultivation. Innovatively constructing school-enterprise cooperative talent cultivation bases offers a broad research space.

(3) Models for Construction of Practice Bases for Talent Co-Cultivation by Application-Oriented Colleges and Universities. The animation major actively explores the construction of practice bases, allocating specific areas within the school to co-establish practice bases with enterprises, achieving commendable results. Building on this foundation and combining it with the traditional "send out" school-enterprise cooperation model, a "invite in, send out" model for constructing school-enterprise cooperation practice bases is proposed. This model stimulates the participation enthusiasm of enterprises, integrating talent co-cultivation throughout the entire cultivation model.

2. Countermeasures for the Construction of Joint Training Bases in the Animation Major

(1) Prioritizing the Construction of a Long-term Mechanism for Base Cooperation

School-enterprise cooperation for joint cultivation of application-oriented talents in local undergraduate animation majors can not only create an academic atmosphere, actively exploring teaching and engineering training pathways with enterprises but also provide technical guidance for enterprises and business units, expanding their industry influence. Gradually establishing a long-term mechanism for talent cultivation cooperation between colleges and enterprises is essential. Constructing professional degree joint training bases forms a good pattern of complementary advantages between schools and enterprises, resource sharing, and mutual benefit.

(2) Constructing a Talent Cultivation Evaluation System for Practical Teaching Bases

During their study period at the joint training base, students must strictly adhere to various institutional arrangements of the base, following all directives. Students should regularly report to their respective schools about their specialization, and the base should also establish a reasonable assessment system to scientifically evaluate the performance of students during their training period at the base. Building an application-oriented talent cultivation quality evaluation system that covers the entire process of talent cultivation and usage, incorporating multidimensional assessments and participation from multiple entities, allows for dynamic tracking and comprehensive evaluation of

the quality of talent cultivation, promoting the scientific and rational development of talent cultivation bases.

(3) Avoiding Unidirectional Giving Between Schools and Enterprises/Business Units, Building a Mutually Beneficial Bridge

By innovating the systemic mechanism of school-enterprise cooperative talent cultivation bases and broadening the depth and breadth of school-enterprise cooperation, the traditional model of "governmental oversight, school dominance, and enterprise support" is broken through, truly transforming school-enterprise cooperation. Considering the needs of schools, governments, and enterprises, a new model of comprehensive cooperation and co-construction from shallow to deep, from point to surface, is established. Placing school-enterprise cooperative talent cultivation base construction within the scope of integrated school-government-enterprise cooperation tightly links the roles and functions of local governments in school-enterprise talent cultivation with the mechanism construction of the cooperation base, providing a legal foundation and governmental regulatory bridge for a long-term cooperative model between schools and enterprises.

(4) Addressing the Orientation and Individualization Issues in Talent Cultivation

The school-enterprise cooperation model for talent cultivation must adhere to employment orientation. By establishing cooperative training bases with enterprises through various means and forming a long-term cooperation mechanism to support talent cultivation, the model fully leverages the advantages of all parties involved. It truly realizes the "dual determination of plans, dual guidance in the process, dual management of quality, and dual evaluation of outcomes" in talent cultivation between schools and enterprises, orienting talent cultivation cooperation towards individualization.

(5) Resolving the Relationship Between Social Occupations and Academic Systems

Off-campus talent cultivation bases are vital platforms for school-enterprise cooperation in talent cultivation. These bases are at the intersection of social occupational needs and academic system requirements, bearing the dual responsibility of cultivating talents for academic disciplines and meeting the talent needs of society. Therefore, base construction should target the actual hiring needs of local enterprises and industries, adhere to local characteristics, align with the traits of local industrial clusters, and clearly define local distinct talent cultivation features and application-oriented research directions, thereby better serving the local economic development. Local characteristics are a main approach to developing animation major teaching reforms in universities. Based on local culture, these characteristics are crucial for the teaching reform and development of animation majors, and highlighting the unique features of design works is an inevitable path for enterprises to enhance brand image, improve product quality vitality, and enrich cultural content. Our school's animation major closely revolves around the "Belt and Road" initiative and the national high-speed rail strategy for digital propaganda, aiming to better serve the development of Liaoning's regional economy. It focuses on designing and researching comprehensive management and service positions for local government agencies, enterprises, and educational institutions, striving to cultivate application-oriented talents with firm beliefs, outstanding design abilities, solid professional foundations, and good professional images.

3. Professional Foundation, Project-Driven

An effective school-enterprise cooperation course model based on real-world projects and practice not only can timely promote the realization of the school's professional cultivation goals based on social realities and needs, offering students opportunities for practical exercises but also can expand the influence of enterprise products, thereby enhancing the butterfly effect of the enterprise brand, targeting the cultivation of a reserve force, and preparing for the development of the enterprise.

(1) Co-establishment of Projects through School-Enterprise Cooperation

The overlap between the needs of enterprise projects and the educational goals of animation major courses is a prerequisite for school-enterprise cooperation. The content of professional course teaching, with cooperative enterprise projects as carriers, bases its primary objectives on professional course teaching goals. Enterprise project practices provide practical significance for professional practice teaching, and professional theoretical learning enriches the practical operation of enterprise projects with more profound support. With the advent of the education informationization 2.0 era, our school's Superstar Learning Pass electronic application software and open online course platforms are dedicated to serving the development of educational informationization, aiding the growth of animation professional teachers. When the development and needs of an enterprise align with the practical course teaching goals to a certain extent, enterprise practical projects can be introduced into professional course teaching. Under the cooperative efforts of enterprises and teachers, comprehensive talents with diverse skills are jointly cultivated, laying the foundation for graduates to quickly adapt to their job positions.

(2) "Jinran Technology Studio"

Against the backdrop of national encouragement of school-enterprise cooperation and the characteristics of the animation major, Jinran Technology Co., Ltd., in conjunction with our college, has improved the effectiveness of practical teaching, provided comprehensive solutions for the construction of college training bases, helped the college create industry-leading practical training software and hardware conditions, and enhanced the conditions of the training base. It provides full technical guidance and consulting throughout the process, improving students' hands-on operational skills and broadening their perspectives, thereby raising the level of practical teaching in the school. Fully leveraging the technological advantages of Jinran, technology engineers delve into universities to assist in the formation of competition project teams and provide full guidance and tracking, going all out to help participating teams win awards. Projects are developed based on simulated job positions, completing multiple design projects.

(3) "Animation Major Practical Training Center"

The Practical Training Center for the Animation Major of the School of Digital Media is a construction project that our college is currently vigorously remodeling. Upon completion, it is expected to add multiple new practical training projects on the basis of the existing training rooms, including computer digital classrooms, digital museums, and graduation projects. These practical training projects can enhance students' practical abilities, hands-on skills, and team cooperation capabilities, promote better student engagement in learning discussions, stimulate creativity and learning enthusiasm, and better serve the cultivation of application-oriented talents. Practical operations at the training base are important means to strengthen classroom practical teaching and are the material basis for curriculum reform. Modernized equipment at the training base can serve as an integrated teaching venue for design courses, achieving multiple functions in one venue and maximizing the use of space, thus alleviating the current strain on computer rooms and multimedia classrooms. This is the inevitable trend of teaching development in application-oriented universities.

(4) Inviting Enterprises to Schools: Building Practical Training Bases with an "Introduction-Based" Teaching Model

The deep integration of industry and education benefits the enhancement of professional capabilities. In this context, our institute has established an "introduction-based" model of school-enterprise cooperation in teaching. This involves bringing actual business entities into the educational process for "cooperative education and collaborative talent development", and implementing a blend of in-school and external productive practical training. This integration includes introducing enterprise projects to drive project-based learning; incorporating enterprise equipment to fulfill the requirements of productive practical training; adopting enterprise management models to establish student-run entrepreneurship bases within the school; and creating vocational assessment centers within the institute. These centers introduce vocational qualification assessment points, enabling students to obtain "dual vocational qualifications certificates" related to their majors. The co-construction model

between schools and enterprises has laid a foundational platform for our faculty to conduct practical teaching and research, providing related businesses with professional design and production works, and serving as a demonstration of the cultivation of relevant design skills and teaching methodologies at the School of Digital Media. This model not only strengthens the comprehensive capabilities of the school but also significantly enhances the level of teaching. From a broader perspective, it facilitates academic exchanges between our school and other domestic universities and research institutions, accelerates the transformation of scientific and technological achievements, and generates better economic and social benefits.

(5) Guided by the "Quasi-Employee" Concept, students greatly improve both in foundational knowledge and practical skills through various types of practical experiences, gaining an in-depth understanding of businesses. Based on assessments during the practical period, businesses can select a portion of students as "quasi-employees" and arrange for these "quasi-employees" to intern at specific positions. Enterprises should treat "quasi-employees" as part of their workforce, involving them in all related job activities and evaluating them according to relevant policies, with internship salaries provided based on assessment criteria. The "quasi-employee" practice facilitates the transformation of students from "scholars" to "corporate professionals", enhancing their professional etiquette and career planning capabilities.

4. Collaborative Cultivation Projects

(1) Concurrent Course Practical Teaching and Corporate Real-World Projects

Professional teachers, according to the talent cultivation plan, can comprehensively arrange the teaching schedule to integrate project design throughout the entire teaching process. At the beginning of the course, project enterprise leaders can be invited to conduct product introduction sessions for the students, preparing them for the smooth progression of project design work. During the practical teaching process, enterprises may not directly participate in teaching activities but can provide relevant learning support timely, such as project support, software and hardware support, and technical guidance. By the end of the term, upon achieving the course teaching objectives, the complete project design and production work is accomplished.

(2) Exhibition of On-Site Project Design Outcomes

Course assessment standards should be based on the entire process of project design and production, including six stages: project background, target audience needs analysis, preliminary project design, specific implementation of the project, post-project evaluation, and reporting and exhibition of project design outcomes. Reporting and exhibiting project design outcomes help enhance students' teamwork skills, allowing them to accumulate experience through live sharing, and learn to vividly showcase the unique features of their animation specialty, team strengths, and project design outcomes within a limited time. Concurrently, the design outcome exhibition activities also provide a platform for students of the same major from different grades to reference and exchange learning experiences.

5. Conclusion

In the new educational context, by synthesizing the current state of school-enterprise cooperative talent cultivation in both domestic and international universities and addressing the significant gap in research on the construction mechanism of school-enterprise cooperative talent cultivation bases, this article proposes a systematic design for mechanism construction, offering comprehensive and all-encompassing mechanism support for the talent cultivation in the animation specialty through school-enterprise cooperation. With the impact of new educational philosophies, traditional educational concepts cannot develop in a business-as-usual manner. This indirectly promotes the Liaoning Communication University School of Digital Media to explore and discuss talent cultivation thinking models within the animation major, in the context of school-enterprise cooperation base construction.

The animation major should consider its own professional development characteristics, seize this opportunity, and continuously promote its own progress, development, and leap forward.

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