Research on Industry-Education Integration and Innovation in Environmental Art Design Major in Private Colleges

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Abstract

Against the backdrop of the nation's vigorous promotion of vocational education reform and the deep development of industry-education integration, private universities shoulder the important task of cultivating high-quality talents that meet social needs. Environmental art design, as a discipline that emphasizes both practicality and innovation, focuses on shaping applied and skilled talents as its talent cultivation goal. Industry-education integration, as an innovative educational model, has become a key path to enhance the quality of talent cultivation in this major and precisely align with industry development needs. Based on the characteristics and advantages of private universities, and closely combined with the actual situation of students majoring in environmental art design, this paper deeply analyzes the main issues faced by private universities in the process of professional industry-education integration development. From multiple dimensions such as the deep optimization of talent cultivation programs, innovative exploration of school-enterprise cooperation models, the perfect construction of practical teaching systems, and the strengthening and improvement of faculty development, a series of targeted and operable innovative strategies for industry-education integration are proposed. The aim is to improve the teaching quality of environmental art design majors in private universities, help this major achieve breakthroughs and leaps in the wave of educational reforms in the new era, and cultivate more outstanding talents who meet industry standards, possess innovative spirit, and have practical abilities.

Keywords

Private colleges and universities, Environmental art design, integration of industry, education Innovation path.

1. Analysis of the Current Situation and Problems of Industry-education Integration in Environmental Art Major

In recent years, with the increasing emphasis on vocational education by the state and the support of relevant policies, private colleges and universities have made certain progress in the integration of industry and education in the field of environmental art design. Many institutions have established cooperative relationships with enterprises, engaging in various forms of cooperation such as the construction of internship bases, project collaborations, and teacher training. Through these collaborations, students have the opportunity to participate in practical projects, understand industry trends and enterprise needs, and to a certain extent, enhance their practical and innovative abilities. At the same time, enterprises also provide opportunities for practical training for college teachers, which has promoted the construction and development of the teaching staff.

However, there are still many prominent issues in the integration of industry and education in the environmental art design major at private universities. Firstly, the cooperation model is generally single and superficial. Currently, the cooperation between private universities and

enterprises is mostly "shallow-level" cooperation, mainly manifested in enterprises providing internship positions and universities inviting enterprise experts to teach. There is a lack of deep-level collaborative education cooperation, and enterprises are not enthusiastic about participating in talent cultivation. They often only focus on whether students can bring short-term benefits during their internship period and are unwilling to invest too many resources in core aspects such as professional course design, teaching content optimization, and practice base construction. Moreover, due to the lack of a comprehensive cooperation guarantee mechanism, there are differences between schools and enterprises in terms of responsibility division and benefit distribution, making it difficult for cooperation to continue in depth. Some internship bases even become "listed bases" and fail to truly play the role of practical teaching. Secondly, the talent cultivation program is seriously disconnected from industry needs. The talent cultivation program for environmental art design at some private universities still focuses mainly on the impartation of theoretical knowledge. The curriculum lacks integration of cutting-edge technologies and emerging design concepts in industries such as green design and intelligent design. Moreover, the content of the curriculum lags behind, and there is a significant gap between it and the actual project operation processes and design specifications of enterprises. At the same time, it ignores the characteristics of private university students, who have weak foundations but strong practical abilities compared to theoretical research abilities. The difficulty level of the curriculum is unreasonable, with some theoretical courses being too abstruse, leading to low student enthusiasm for learning. The proportion of practical courses is insufficient, making it difficult to meet students' needs to improve practical skills. This also makes it difficult to improve the curriculum system of industry-education integration, and the connection between theoretical and practical teaching is not close enough, leading to many difficulties for students in practical operations. Thirdly, the practical teaching system is imperfect and resources are scarce. Practical teaching is mainly focused on course experiments and short-term internships, lacking systematic practical training such as complete project design process training and team collaboration training. The scale of on-campus training bases is small and the equipment is outdated, making it difficult to simulate real design work scenarios. The number of off-campus internship bases is limited and unevenly distributed, unable to meet the internship needs of all students. Finally, the shortcomings of students themselves also restrict the effectiveness of industry-education integration. The cultural foundation and artistic literacy of students in the environmental art design major at private universities are generally lower than those at public universities. Some students lack clear career planning and are not enthusiastic about learning. At the same time, due to a lack of practical experience, when participating in actual projects, they often encounter problems such as unrealistic design schemes, unfamiliar construction techniques, and insufficient communication skills, making it difficult to meet the requirements of enterprise positions.

In addition, some students lack understanding of industry-education integration, viewing internships merely as tasks to complete their studies. They lack the awareness to actively participate in project design and enhance their own skills, and fail to fully utilize the practical opportunities provided by industry-education integration. This ultimately leads to numerous issues in the current development status of industry-education integration mentioned above[1].

2. Optimization and Innovative Development of Industry-Education Integration Issues in Environmental Art Major

The environmental art design major in private colleges and universities centers on cultivating applied talents. It must closely align with industry needs, consider students' characteristics, and establish a high-quality talent cultivation system through multi-dimensional reforms. The following aspects, including talent cultivation plans, school-enterprise cooperation, practical

teaching, faculty development, and student literacy improvement, encompass practical operations, program quality, team collaboration, and other methods to enhance the innovative path of industry-education integration.

2.1. Optimizing the Talent Cultivation Plan is the Foundation.

A dynamic curriculum adjustment mechanism needs to be established, and regular demand research should be conducted in collaboration with industry enterprises and associations. Cutting-edge content such as green interior space design and the integration of multiple 3D software with AI technology applications should be incorporated into the curriculum to increase the proportion of practical courses. Considering the characteristics of private college students, who have a weak foundation but strong practical abilities, modules should be set up in layers: basic, skill, and innovation. The basic module lays a solid theoretical foundation, the skill module relies on case teaching to enhance practical skills, and the innovation module cultivates innovative thinking through competitions and scientific research projects. At the same time, the project-based teaching method should be introduced, with actual corporate projects integrated throughout the entire teaching process. University teachers and corporate designers should collaborate in teaching, guiding students to participate in research, design, and construction follow-up in groups, achieving the integration of "teaching, learning, and doing"[2].

2.2. Innovating the Mode of School-enterprise Cooperation is the Key

We should build a distinctive platform for "school-enterprise collaboration", leverage the flexible system of private universities, and jointly establish industrial colleges, practical training bases, and research and development centers with leading enterprises. The industrial colleges will develop training programs and courses jointly with enterprises. The practical training bases will simulate real work scenarios and be equipped with professional equipment. The research and development centers will promote technological research and development, attract students to participate, and enhance their innovation ability. We will implement "order-based" training, sign agreements with enterprises, and allow enterprises to participate in the entire process of curriculum setting and teaching guidance. Students will become "quasi-employees" upon enrollment and directly take up their positions after graduation, accurately matching the needs of enterprises. In addition, we will expand internship bases both inside and outside the school, build online practice platforms, and integrate resources such as cases and tutorials to meet diverse learning needs.

2.3. Improving the Practical Teaching System is the Core

Build a "multi-level and comprehensive" system that encompasses basic practice, professional practice, and comprehensive practice. Basic practice focuses on skill training such as sketching and course experiments, professional practice includes course design and short-term internships in enterprises, and comprehensive practice relies on graduation design and innovation and entrepreneurship projects to deepen abilities. Strengthen resource construction, increase investment in on-campus training rooms, AI application centers, etc., and establish long-term cooperation with various enterprises. Optimize the evaluation system, break the single theoretical evaluation mode, establish an evaluation mechanism with diverse participation from university teachers, enterprise mentors, and industry experts, and strengthen the construction of teacher teams as the support. Focus on building a "double-qualified" team, formulate special training plans, support teachers to participate in project design and management in enterprises, link "double-qualified" qualifications with title evaluation and performance evaluation; introduce senior designers and engineers from enterprises to enrich full-time teachers. Improve the management of part-time teachers, establish a resource pool for strict screening, clarify teaching responsibilities and strengthen

process supervision, and enhance their enthusiasm for participating in course design and practical guidance through reasonable incentives. Regularly organize teaching seminars for teachers inside and outside the school, invite industry experts to give lectures, and simultaneously improve the theoretical level and industry vision of teachers[3].

2.4. Improving Students' Comprehensive Literacy is the Guarantee

Strengthen career planning education, offer specialized courses, invite industry experts and alumni to share their experiences, provide one-on-one guidance, and help students clarify their career paths. By collaborating with enterprises to hold design competitions and supporting students in establishing studios, we aim to stimulate their enthusiasm for learning and practice, and excellent works can be matched with actual projects. Emphasis is placed on cultivating communication skills, team collaboration, and professional ethics. Relying on project-based teaching, we strengthen collaboration abilities, and through corporate lectures and field visits, we cultivate professional dedication, thereby comprehensively enhancing employment competitiveness.

In summary, the environmental art design major in private universities needs to be oriented towards industry needs, and through multi-dimensional collaborative reforms, address training pain points to cultivate applied talents with both theoretical foundation, practical ability, and innovative qualities, thereby achieving a dual improvement in education quality and employment quality.

3. Future Development and Employment Prospects of Professional Industry-education Integration

Looking ahead, with the development of society and economy, as well as the increasing demand for quality living environments, the demand for environmental art design continues to rise. Consequently, environmental art majors in colleges and universities are embracing broader development spaces and opportunities. In the future, this major will exhibit a distinct development trend. Intelligentization and digitalization will become core directions. Private colleges and universities still need to further strengthen the construction of related courses and focus on cultivating students' digital and intelligent design abilities. The concept of green and sustainable development will be deeply integrated into the design field, and attention should be paid to shaping students' environmental awareness and sustainable design thinking, guiding them to focus on environmental protection and resource conservation. Interdisciplinary integration has become inevitable, and design will be deeply intertwined with disciplines such as architecture, landscape, interior, and art. Private colleges and universities need to establish an interdisciplinary curriculum system to comprehensively enhance students' comprehensive design abilities.

Meanwhile, in terms of employment prospects, the expansion of the environmental art design market has broadened the employment prospects for professional students. The employment directions are diverse and clear, allowing students to join design companies in architecture, landscape, interior, and other fields to provide professional design services. They can also enter real estate enterprises to participate in project planning and design management. They can join government departments to assist in urban planning and environmental management. With market development and policy support, more and more students will start their own design studios or companies to provide personalized design services.

4. Conclusion

The integration of industry and education in environmental art majors in universities is a crucial approach to enhance the quality of talent cultivation and align with industry

development needs. By implementing innovative strategies such as deepening school-enterprise cooperation, optimizing the curriculum system, and strengthening the construction of teaching staff, it is possible to effectively enhance students' practical and innovative abilities, providing strong support for their future development and employment. In the future, environmental art majors in universities should closely follow industry development trends, continuously innovate talent cultivation models, and cultivate more high-quality and innovative environmental art design talents for society.

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