

Cultural Industry Integration & AI Empowerment": Research on Construction Strategies of University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand

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Abstract: *At present, the integration of culture and industry has become the main driving force for the high-quality development of the cultural industry, and the demand from enterprises for interdisciplinary writing talents has put forward new requirements for higher education reform. There are problems with the college's writing courses, such as incorrect placement, no use of AI, and a lack of connection with industrial needs. According to the actual requirements of enterprises, this paper puts forward a trinity system of industry-university-research integration in the form of "culture-industry integration + AI empowerment + writing practice" to provide a practical plan for nurturing writing talents at undergraduate universities. It also points out the main problems in the construction of the foundation and the direction of enterprise needs, proposes a five-in-one construction strategy of "positioning-curriculum-mechanism-faculty-evaluation", and thus provides theoretical and practical support for universities to keep up with the development of culture-industry integration and AI technology and improve the quality of training for writing talents.*

Keywords: *Culture-industry integration, AI empowerment, college writing, industry-university research integration, practice base.*

Introduction

At present, the integration of culture and industry has become the main driving force for the high-quality development of the cultural industry. The 14th Five-Year Plan for the Cultural Industry in China will continue to advance the integration of culture and industry and digital empowerment. The Ministry of Education has issued some policies to promote the integration of industry and education and collaborative education. At the same time, with the spread of artificial intelligence, so too has the use of AI writing tools been increasing year by year. There is a mismatch between the teaching theories and the actual implementation of university writing courses in the current teaching mode. The current industry-university-research bases in universities only have one function and do not incorporate AI; therefore, they are out of touch with the needs of enterprises.

Therefore, by strengthening the teaching of university writing in the areas of culture-industry integration and AI empowerment, we can build a good theoretical foundation for establishing industry-university-research integration bases at universities, solve the problem of aligning writing course teaching with industry demands, provide operational guidelines for undergraduate institutions to build writing practice platforms that meet corporate needs, help university writing courses enhance students' AI application abilities, and assist enterprises to obtain versatile writing talents.

1. Culture-Industry Integration and AI Empowerment: The Need to Build a University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand

The construction of a university writing industry-university-research integration practice base based on the concept of "Culture-Industry Integration & AI Empowerment" will be beneficial to universities, enterprises and society in many ways.

First, it can help to strengthen the curriculum system of universities and promote the all-round

development of students. A training base can help students better apply what they have learned in class and develop their own methods of solving problems. With the help of artificial intelligence, generative AI writing tools and intelligent feedback systems can be introduced to improve the teaching of writing and boost students' learning outcomes^[1].

Second, a good training base can be a source of talent and promote the development of scientific research by enterprises. The foundation for talent selection and training at the company will support research and development to enhance the main competitive advantage of the company.

At the same time, the new development model of culture-industry integration is based on culture and supported by technology to promote cross-border symbiosis between the cultural industry and related industries. The practice base will help students apply what they have learned at school and improve their professional skills; at the same time, it will also provide a talent pool for companies to hire and train, thus promoting the development of artificial intelligence in our country.

Thirdly, the practice model of industry-education integration can help society advance in the upgrading and development of the artificial intelligence industry. Build and operate a foundation to promote the coordinated development of technological innovation and the economy, cultivate more high-quality talents in line with the needs of industrial development for society, etc.

2. Problems in University Writing Instruction and Practice from the Perspective of Enterprise Demand

With the demand for enterprise employment and changes in the market today, there are still many structural problems in the current university's writing instruction and application. The training of talent has not met the needs of the industry, as shown in the following cases:

2.1 Disconnect between teaching goals and the needs of enterprises; too much theory and not enough practice

The main content of current university writing instruction is traditional, such as literary appreciation, basic theories and stylistic writing, and its teaching goals are to improve students' literary literacy and standardize written expression. Therefore, the abilities that people will need for their future work in the cultural industry have not been developed.

Practical writing skills for enterprises, such as new media copywriting and brand planning, are not in the current curriculum. As a result, although the students have learned some basic writing skills, they are not proficient in the actual requirements of enterprise work and thus fail to meet the demands of the industry.

2.2 Homogenisation and a lack of regional cultural specificity in the teaching content have been overlooked

Generally speaking, the content of the university writing course is standardised, and its main purpose is to teach students some basic style training for narrative writing, argumentative writing, etc. The above courses are mainly in-class teaching, text analysis and regular writing exercises, and they do not use differentiation according to the characteristics of culture-industry integration.

At the same time, the teaching content of university writing courses in Chinese Language and Literature programs is also quite similar to that of professional writing courses in areas such as Secretarial Studies and Journalism. Therefore, the special advantages of the Chinese Language and Literature course in the creation of cultural works and the inheritance of intangible cultural heritage will not be realised. In addition, it has not been explored or creatively used the unique regional resources, such as local revolutionary culture, ethnic culture and grassland culture, so it is difficult to cultivate writing talents with cultural distinctiveness and market competitiveness^[2].

2.3 Lack of Integration of AI Technology and Lagging Development of Digital Writing Literacy

Although many tools have been released in recent years to improve the efficiency of enterprise writing, such as AI writing and intelligent proofreading, these technologies have not yet been widely applied in university writing instruction, and manual grading is still the norm.

On the one hand, the hardware facilities and technological platforms of the university's writing and teaching base have not been enhanced sufficiently, so specialised AI tools for the subject of Chinese Language and Literature have not been introduced. Many new technologies that can help teachers create teaching materials are not yet widely used in schools at present.

At the same time, there is no use of artificial intelligence in the college either. Most of the teachers have a traditional background in Chinese Language and Literature, and their research and teaching focus are still in the conventional areas of literary theory and textual interpretation. They do not have the required teaching and practical experience in integrating artificial intelligence technology with literary creation, textual research and cultural product development, so they are unable to lead students in the new practical activities of "AI-assisted literary creation" and "AI-driven cultural content operations" effectively.

2.4 Deficient Evaluation and Support System; Lack of Durability

2.4.1 Single Evaluation Index

The current evaluation system for the humanities is still in the old days; more than 60% of the students' practical performance scores are based on their understanding of theoretical knowledge and the submission of course papers. Therefore, the weight of the evaluation for the practical results of the "culture-industry + AI" integration is relatively small. It does not have an indicator for the spread of AI-assisted literary works or the conversion rate of intelligent texts to evaluations, and there is no enterprise feedback mechanism for assessments^[3].

2.4.2 Lack of Support Measures

Most universities only allocate 75% of the special construction funds for practice bases to basic expenses such as site renovation and procurement of office equipment, and only 12 per cent of this amount is used for the purchase of AI technology platforms and the development of region-characteristic tools. Therefore, the foundation will not be able to introduce special AI technology in the field of Chinese Language and Literature.

Most of the AI tools for technical support at present are general-purpose office software and do not have special functions for literary creation and text analysis. Training the staff and providing funds for new AI tools are also continuous expenses, and universities do not have much money for this. As a result, there has been a problem of "the introduction of tools followed by stagnation".

3. Construction Strategies for a University Writing Industry: University-Research Integration Practice Based on Enterprise Demand

3.1 Align Writing Teaching Objectives and Competency Systems with the Needs of Enterprise Jobs

By setting the teaching goals in this way, we can fully break down the demands at all levels of writing skills and address the deficiencies of traditional university writing education. It has raised the teaching goals from the traditional focus on basic theories and article structure training to cultivating applied, industry-oriented, innovative and digital writing abilities that are in line with industrial scenarios, serve enterprise operations and support career development.

3.1.1 Conduct research on the writing abilities of enterprises at all levels and develop a list of requirements

Universities cooperate with partner enterprises, such as cultural and media companies, to determine all the necessary writing skills for various positions by means of job interviews, analysis of recruitment information and business process maps, etc. It will present the places and necessary skills, etc. Universities then work backwards from the actual needs of the workplace to set teaching goals; thus, the focus is no longer on "being able to write an essay" but on "being able to solve practical writing problems in enterprises".

3.1.2 Reorganizing the "Four-Tier Writing Competency Objective System"

The four levels of writing ability goals are as follows: Basic Expression Tier: Standard language, clear logic and suitable style; meet the basic demands of document writing. Professional Application Tier: Undertake the actual writing work of the company, such as daily publicity, press releases, event plans and work reports. Industrial Innovation Tier: Can create original works of writing and produce

brand stories, cultural intellectual property texts, short video scripts, etc. AI-Assisted Writing and other skills in digital integration have been taught to students in the Digital Integration Tier^[4].

The four levels of writing proficiency goals work together to achieve all-round improvement from "basic writing" to "industrial writing" and finally to "digital intelligent writing".

3.2 Building a Modular and Dynamic Curriculum Content System for Enterprise Needs

Based on the actual business conditions and the demand for job skills of cooperative institutions, such as cultural enterprises, media organisations and digital content platforms, it is no longer necessary to develop courses based on the old model of "fixed textbooks, a single writing style and static content". With the new abilities that enterprises need to have, a new system of curriculum content for writing courses is being developed at present.

3.2.1 Build a three-tier modular curriculum cluster: "Basic General Education + Industry Specialization + Digital Innovation"

In line with the progressive pattern of writing competencies for enterprise positions, the curriculum has been divided into modular content that can be freely combined and customised according to different needs to form a curriculum cluster covering writing requirements in all situations.

The Basic General Module covers the basics of official document writing, business communication, logical expression and language norms. Help people in general office jobs create some basic reports and other documents for the company, improve their writing skills and professional literacy, etc.

The Industry-Specific Module is the main part for all industries in culture and brand communication. The module will provide course content on new media copywriting and all-encompassing brand planning to meet the main business writing needs of the company.

In line with the trend of industrial digitalisation, there is a Digital Innovation Module. New types of content have been added to this module to meet the needs of enterprises in the field of digital content production and new media communication, such as AI writing tools, data journalism writing, multimedia content production, etc.

The three modules cooperate and are carried out in a particular order. Given the different positions and talent demands of the partner companies, many combinations can be made to achieve the goal of "one enterprise, one plan; one position, one course".

3.2.2 Establishment of a Curriculum Content Update Mechanism with "Enterprise Proposition + Project Introduction"

Real enterprise projects, typical cases and urgent writing tasks will be used directly as course teaching materials, and virtual exercises and old cases that are out of touch with industry practice will be avoided. Directors, brand planners and other professionals from partner companies will give out a series of writing prompts at different times during the class.

At the same time, a university-enterprise content co-construction model will be built. Universities and enterprises hold joint curriculum seminars every semester to introduce the latest industry standards and communication trends in the curriculum system, eliminate outdated content, add new knowledge points, and ensure that the course content meets the current needs of enterprises^[5].

3.2.3 Introduce a "Task-driven + Scenario-based" Course Implementation Model

Therefore, we can use actual writing situations in enterprises as teaching materials to move away from the old way of teaching theory and apply project-based, task-oriented and scenario-based teaching methods in this course.

Break down the content of the course into several practical tasks for enterprises and set clear standards for delivery, completion time and quality. Therefore, we can cover the entire process of enterprise content creation and simulate a professional working environment at all times, from identifying the need and writing an outline, to drafting, revising and improving it, and finally publishing. Different teaching situations have been set up for all levels of enterprises so that students can learn in an enterprise environment and improve the practicality and relevance of the course content to actual work at the company.

3.3 Build a Dynamic Course Resource Library to promote content co-creation and sharing

In cooperation with the partner company, the university will build a course resource centre for the writing industry. All the materials in this library are based on the experience and industrial application of enterprises, such as excellent copywriting cases from enterprises, real project task sheets, industry writing standards and specifications, and tutorials for AI writing tools.

The Resource Library is jointly managed by the university and enterprises, and it is updated in real time. Add new cases and tasks according to the actual business conditions of the enterprise, teachers can customise teaching materials from the resource library, and students can access the industrial resource area at any time for self-study^[6].

Enhance the Application of Artificial Intelligence Technology in Digital Writing Teaching Environments.

With the help of artificial intelligence, big data and content production tools, all these technologies have been used in the writing of industry-university-research integration works. It will build a digital writing teaching and practice environment with intelligent teaching, intelligent creation, intelligent evaluation and intelligent management. In short, it will help to increase the teaching efficiency and creativity, extend the application of writing in industry, and promote the goal of intelligent writing, digital writing and industrial writing.

3.3.1 Building an AI Writing Teaching and Training Platform

At present, artificial intelligence technology for content creation and intelligent proofreading are being combined to build a new training platform for industrial writing with many functions, such as material collection, copywriting generation, script creation, etc.

Some functions have been added to help people create new media and brand copies, such as artificial intelligence copywriting generation, intelligent revision, title optimisation and keyword recommendation. Tools have been added to identify the logic of text, plagiarism and standardise the style of writing. Based on the actual conditions of the enterprises, a training model will be established, and AI assistance will be provided to help students learn the basic skills required of content professionals in the era of artificial intelligence, such as tool use, prompt optimisation and content reproduction.

3.3.2 Build a Digital and Scenario-Based Writing Teaching Resource Library

Artificial intelligence and Big Data technology will be employed to build a dynamic, industry-oriented digital writing teaching resource library that can provide personalised learning according to the different circumstances of all kinds of people. The library has arranged materials on the present conditions of enterprises and the industry here. AI is used to label and organise the resources systematically so that they can be retrieved quickly by location, writing style, and so on. Finally, it will be a reusable, iterative and scalable digital resource system to help with teaching and other work at the company.

3.3.3 Construction of a Digital Teaching Model Based on Online and Offline Integration

A smart teaching system will be introduced to achieve full-process digitalisation and cooperation in the teaching and learning process. The system will have prepared some learning tasks and case materials for you in advance of the class. Some of the teaching methods in class will be group activities, live screen sharing, face-to-face explanations and online help from enterprise mentors. After class, there will be AI-assisted assignment grading, online Q&A, project progress tracking, result archiving and result display.

3.3.4 Improve Teacher Training in AI Application Literacy

This will motivate teachers to introduce new concepts in their teaching, such as "AI writing", "AI cultural creativity" and "AI content operation", so that students can learn how to use the popular digital tools of enterprises and cultivate well-rounded writing talents suitable for the intelligent era.

Periodically send university teachers to work in enterprises and have them return. Joint lesson preparation, teaching seminars, skills training and mutual evaluation of teaching results are typical forms that have been used to promote the deep integration of university teaching ideas and enterprise practical experience. Motivate the instructors at the university and the enterprise to cooperate in the development of courses and joint supervision of students, improve the practical teaching ability of the

teaching team, and build a high-quality writing-teaching team.

3.4 Build a High-Quality, Closed-Loop, Enterprise-Participatory Quality Assurance System

It will no longer be a single evaluation of test scores and essays. To promote the integration of the writing industry, universities and research institutions, and to provide a foundation for job-competency development in enterprises, we will move away from the traditional university model and establish a multi-dimensional quality assessment system.

3.4.1 Establish a "Trinity" Assessment Subject Structure and Strengthen Enterprise Decision-Making Authority

A trinity assessment subject structure will be set up, consisting of on-campus instructors, enterprise mentors and industry experts, and the enterprises will be responsible for the positions and decision-making powers of the assessment work.

On-campus instructors will be responsible for evaluating the foundation of students' writing ability, theoretical literacy and task completion. Enterprise mentors are in charge of setting the direction and brand plan for the partner company, and based on the actual work situation, job requirements and project results, they will conduct professional evaluations. Some of the reasons put forward by experts for this are new industry standards, efficient distribution of content, economic benefits, innovation ability, etc.

Based on the distribution of assessment weights, the enterprise evaluation will be at least 40%, the on-campus evaluation will be 40%, and the industry evaluation will be 20%. In this way, we can use the company's employment standards to evaluate the quality of talent cultivation and ensure that the assessment results meet the actual needs of talent in the industry.

3.4.2 Design of a Three-Dimensional Assessment Content System for "Process + Outcome + Job Fit"

3.4.2.1 Process-oriented Assessment

All areas of the students' achievements in writing training, project implementation and university-enterprise tasks will be assessed. Assess the employee's speed in completing tasks, communication and cooperation skills, efficiency of document revision, sense of professional responsibility, etc. The above are all the types of training, tasks and projects at the company. At different times, it will be revised according to the actual working conditions of the company.

3.4.2.2 Outcome-Based Assessment

The main evaluation contents will be the results of students' enterprise-level writing, such as new media copy, brand planning proposals, short video scripts, public relations drafts, etc. The standards for evaluating the works mentioned above will be uniformity, originality and communication efficiency. Any work that is adopted, used, published, or has communication influence or economic value for the enterprise will be considered an outstanding achievement and will be given a high weight in the score; thus, the goal of "using works in place of test papers and application in place of assessment" has been achieved.

3.4.2.3 Job Fit Assessment

According to the competency model for industrial writing positions introduced in the previous section, this assessment will determine how well students can meet the requirements of these target positions in terms of written expression, strategic thinking, application of digital tools, content risk management and business logic. A personalised job competency report will be issued to guide the placement of students in jobs and help companies find suitable candidates.

3.4.3 Introduce all kinds of evaluation methods to improve the scientificness and practicality of assessment

Project-based assessments, skill competitions and other forms have replaced the old way of written tests. The company will carry out a review, and then the partner company will release the actual writing work; the students will be involved in all stages of creation and formally evaluated by the company. AI Digital Assessment Tools will be employed to objectively evaluate the quality of the text and logic, communication, etc., and then, in conjunction with human subjective judgment, a joint quantitative and qualitative assessment model will be constructed. At the same time, the students' performance during

the enterprise internship, project contributions and professional abilities will also be considered in the final grade to meet the all-round assessment requirements of enterprises for talent selection.

3.4.4 Build a Mechanism for the Application of Assessment Results and Incentives

It will directly affect the assessment of credit, merit evaluation, scholarship selection and recommendations for enterprise employment. Students who achieve a good score in the test and have selected works by enterprises will be jointly awarded honorary certificates and practice certificates by the university and the enterprise, and will be given first-round consideration for employment at these partner enterprises. The assessment data will be used as a reference for the construction of the practice base, provide a basis for adjusting and improving the curriculum, and thus help the quality-assessment mechanism promote the development of high-quality industry-university-research integration.

Conclusion

To solve the problem of a mismatch between university writing education and actual work, and to meet the demand for talent in the industry, we need to build a practice base for university writing, promote industry-university cooperation and research integration, and meet the actual needs of enterprises. In the future, universities should continue to strengthen cooperation with enterprises and industries, constantly improve the operating mode of the practice base, flexibly adjust curriculum content and training projects, promote the development of dual-qualification teaching teams and digital resources, etc. It will truly create a virtuous cycle of promoting education through industry, nurturing talent through education, and driving industrial development with talent; it will cultivate more high-quality applied talents with strong writing skills, a good sense of professionalism, strong innovative ability and practical experience in society. Therefore, we will be able to advance in the high-quality development of higher education and industrial transformation and upgrading.

Fund Projects

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