

# Research on Innovation and Entrepreneurship Teaching in the School-Enterprise Cooperation Model for Art Majors in Vocational Undergraduate Institutions

Zhan Chen\*

Guangxi Agricultural Vocational and Technical University, Nanning 530001, China.

\*Corresponding author: 76679614@qq.com

**Abstract:** With the development of vocational education and the changing market demands, innovation and entrepreneurship education has gradually become an essential component in the training of art professionals. The school-enterprise cooperation model provides an effective educational approach to meet the practical needs and career skills development of art students in vocational undergraduate institutions. This study explores the challenges and countermeasures within this teaching model, and conducts an in-depth analysis of aspects such as resource allocation, alignment between education and industry demands, faculty development, student motivation, and policy support. The findings indicate that although the school-enterprise cooperation model faces various challenges in innovation and entrepreneurship education for art majors, strategic adjustments and optimizations can significantly enhance educational quality and students' entrepreneurial abilities.

**Keywords:** Vocational Education; Art Majors; School-Enterprise Cooperation; Innovation and Entrepreneurship Education; Teaching Challenges; Teaching Strategies

## Introduction

In the context of current economic globalization and cultural diversification, cultivating innovation and entrepreneurship skills among art students has become a focal point of educational reform. As a primary arena for talent development, vocational undergraduate institutions need to modernize their educational models for art majors by incorporating elements of innovation and entrepreneurship education. The school-enterprise cooperation model, as a novel educational practice, not only facilitates the integration of theory and practice for students but also provides a mutually beneficial platform for educational institutions and industry sectors. Therefore, researching innovation and entrepreneurship education within the framework of school-enterprise cooperation for art majors holds significant theoretical and practical value. This paper will explore the implementation challenges and effective strategies of this model, aiming to provide scientific guidance and practical references for the development of vocational education.

## 1. Challenges in Innovation and Entrepreneurship Education under the School-Enterprise Cooperation Model in Art Majors at Vocational Undergraduate Institutions

### 1.1 Dilemmas in Resource Allocation

In vocational undergraduate institutions offering art majors, the implementation of the school-enterprise cooperation model faces numerous challenges related to resource allocation. First and foremost, inadequate funding is a significant issue. Many art schools operate under strict budget constraints, making it difficult to provide sufficient financial support for innovation projects and industry partnerships. This shortage of funds directly affects the maintenance and updating of teaching facilities and the procurement of experimental materials, which severely impacts teaching quality and students' practical experience. Students are unable to engage in hands-on learning with the latest equipment, resulting in insufficient development of their technical skills and innovative practice.

Additionally, art education relies heavily on modern facilities and technology. Art majors often require high-quality studio environments and the latest design software for their studies and creative work. However, due to financial constraints, many vocational undergraduate institutions struggle to update their teaching equipment and technology in a timely manner. This not only affects the students' learning experience but also weakens the alignment between educational outcomes and industry standards. Consequently, students may lack familiarity with the latest industry technologies or trends, posing greater challenges when they enter the workforce.

Lastly, limitations in external support and collaboration opportunities are also significant concerns. Art-related enterprises are often smaller in scale and may lack the resources or willingness to participate in educational projects. Furthermore, the limited number and quality of industry partners restrict the expansion of cooperation models and the increase of practical opportunities for students. These external constraints not only reduce the chances for students to engage with real industry projects but also hinder their ability to develop practical problem-solving skills. Therefore, schools and enterprises need to establish more effective cooperation frameworks to optimize the allocation of educational resources and maximize students' practical opportunities.

### ***1.2 Mismatch Between Education and Industry Demands***

In vocational undergraduate institutions offering art majors, there is a significant mismatch between education and industry demands, primarily manifested in the disconnection between curriculum content and market needs. Many current art education programs continue to focus on traditional skills and theories, struggling to keep pace with the rapid changes in new skills and concepts demanded by the art market and enterprises. This gap between the curriculum and market demands results in students facing difficulties in adapting when they enter the workforce, unable to meet the complex requirements of real-world jobs, thereby impacting their employment competitiveness and career development.

Additionally, the significant difference between teaching methods and industry practices is a key issue. The art industry places a strong emphasis on creative practice and project experience, whereas the existing academic education system often prioritizes theoretical knowledge, lacking teaching models that integrate with real work environments. This limitation in teaching methods hinders students from developing a practical understanding and skill set of real work scenarios during their studies, making it difficult for them to quickly adapt to industry demands after graduation, which affects educational outcomes and students' career prospects.

An important factor contributing to the mismatch between education and industry demands is the inadequacy of feedback mechanisms in the school-enterprise cooperation model. Currently, there is a lack of efficient and direct communication and feedback channels between vocational undergraduate institutions and their partner enterprises. The actual needs and feedback from enterprises regarding educational content are often not communicated promptly to educational institutions, making it difficult for curriculum adjustments and educational reforms to effectively respond to the latest developments in the market and technology. This communication gap impairs the timely updating of educational content and further exacerbates the disconnection between education and industry. To address this issue, it is essential to establish more efficient information feedback and adjustment mechanisms to ensure that educational content can flexibly adapt to the rapid changes in the industry, thereby improving educational quality and students' employability.

### ***1.3 Limitations in Faculty Expertise and Professional Development***

In art education, teachers' practical experience plays a decisive role. However, many instructors in vocational undergraduate institutions rely on their academic backgrounds and lack necessary industry experience. This deficiency in practical experience limits their ability to impart real-world skills during teaching, resulting in students missing out on hands-on experience and problem-solving skills closely related to the workplace<sup>[1]</sup>. Therefore, the faculty needs to enhance their practical teaching abilities through close connections with the industry and regular participation in practical activities to better meet students' real needs.

Moreover, the rapid changes in the art market and technology require teachers to continually update their professional knowledge and skills. Due to limited opportunities for continuing education and professional training, many teachers struggle to keep pace with the latest industry developments. This lag in professional development not only affects teaching quality but also weakens students' learning

outcomes and the cultivation of their innovative abilities. Therefore, providing more professional development opportunities and systematic teacher training programs is crucial for enhancing faculty expertise and teaching effectiveness.

The age structure of the faculty is also a significant factor influencing the modernization of teaching. In many art institutions, the faculty's age structure tends to be older, which may affect the updating of teaching concepts and methods. Although older teachers excel in traditional art skills and theoretical teaching, they may fall short in innovation education and entrepreneurship guidance. This limitation restricts the development of students' innovation capabilities and entrepreneurial spirit. Updating the faculty by bringing in younger teachers with modern teaching philosophies is an important step in advancing teaching reform and meeting the educational demands of the new era.

#### ***1.4 Insufficient Student Engagement and Motivation***

A significant factor contributing to low student engagement in the school-enterprise cooperation model is the lack of awareness among students. Many students have insufficient understanding of this cooperation model and are unclear about the actual learning opportunities and potential career development paths it offers. This information asymmetry leads to students being less proactive and enthusiastic about participating in cooperation projects, thereby missing out on valuable opportunities to enhance their skills and professional abilities. To increase student engagement, educational institutions need to provide effective information dissemination and educational guidance to help students fully understand the benefits and potential career opportunities associated with school-enterprise cooperation<sup>[2]</sup>.

Art students' career motivation is often driven by personal creative interests rather than market demand, which limits their receptiveness to entrepreneurial education. If students cannot align their career goals with market needs, they may lack the motivation to actively participate in school-enterprise cooperation projects. This lack of motivation and unclear goals not only reduces their opportunities to engage in practical projects but also affects their ability to derive maximum benefit from entrepreneurial education. Therefore, educational institutions should help students clarify their career direction and stimulate their career motivation through career planning counseling and market trend education.

Unequal distribution of practical opportunities among students is also a challenge. In the school-enterprise cooperation model, high-quality practical opportunities often tend to be allocated to students with outstanding performance or better resource backgrounds, leading other students to feel unfairly treated and affecting their enthusiasm for participating in entrepreneurial education activities. This inequality not only undermines educational fairness but also weakens the overall effectiveness of teaching. To address this issue, educational institutions need to implement measures to ensure fair distribution of practical opportunities, such as establishing transparent selection criteria and increasing the total number of practical opportunities, to promote balanced development and active participation among all students.

#### ***1.5 Constraints of Policies and Regulations***

The complexity and instability of policies and regulations present a significant challenge for vocational undergraduate institutions implementing the school-enterprise cooperation model. The current policy environment may inadequately support art education and entrepreneurial innovation, while frequent changes in relevant regulations can expose institutions and enterprises to unforeseen legal risks during collaboration. This unstable policy environment not only affects decision-making by both parties but may also lead to the sudden disruption or redirection of ongoing educational projects, thereby impacting teaching quality and student learning outcomes.

Regulatory constraints in the cooperation model often involve various legal issues, such as intellectual property protection, adherence to contract law, and safeguarding students' internship rights<sup>[3]</sup>. If these legal issues are not properly managed, they may lead to legal disputes, resulting in unnecessary legal consequences for schools and enterprises. For instance, copyright issues related to artistic works are particularly sensitive in school-enterprise cooperation. Without clear legal terms and a reasonable copyright management mechanism, there could be unfair distribution of creative results, leading to disputes between teachers, students, and cooperating enterprises.

Existing education policies and regulations may also fail to fully adapt to the new needs of the school-enterprise cooperation model. For example, current policies might primarily support traditional teaching methods and academic research, while lacking adequate guidance and support for the practice-oriented entrepreneurial education in vocational training. Furthermore, the rigidity of regulations during implementation may limit the pace of educational innovation. Therefore, policymakers and educational institutions need to collaboratively explore and revise existing policies to better support school-enterprise cooperation and entrepreneurial education in art programs, aiming to cultivate art professionals who meet market demands.

## **2. Innovation and Entrepreneurship Teaching Strategies in Art Programs under the School-Enterprise Cooperation Model in Vocational Undergraduate Institutions**

### ***2.1 Strengthening Strategic Cooperation for Industry-Education Integration***

Strengthening strategic cooperation for industry-education integration is a crucial approach for vocational undergraduate institutions to achieve innovation and entrepreneurship education in art programs. First, institutions should establish long-term and stable partnerships with leading companies in the industry to jointly develop teaching plans and internship projects, ensuring that educational content aligns closely with industry needs. Through deep integration of industry and education, students can acquire not only theoretical knowledge but also practical skills, better adapting to future career requirements.

Additionally, establishing industry-education integration bases and laboratories can fully utilize the resources and technological advantages of companies, providing students with real work environments and platforms for innovation and entrepreneurship. This collaborative model allows students to engage with cutting-edge technologies and market demands during their studies, stimulating their innovative thinking and entrepreneurial enthusiasm. Simultaneously, companies can identify and cultivate future talents through collaboration, achieving a win-win situation.

Finally, institutions should actively participate in industry associations and professional organizations, and organize school-enterprise cooperation seminars and exchange activities. <sup>[4]</sup>This not only helps to broaden cooperation channels and understand industry development trends but also attracts more companies to participate in educational projects, enhancing the breadth and depth of school-enterprise cooperation. By promoting multi-level and multi-form industry-education integration, art programs can continuously advance in innovation and entrepreneurship education.

### ***2.2 Optimizing Curriculum Design and Teaching Methods***

Optimizing curriculum design and teaching methods is crucial for improving the quality of innovation and entrepreneurship education in art programs. Curriculum design should fully consider market demands and industry development trends, updating and adjusting course content in a timely manner to increase the proportion of practical and application-oriented courses. By incorporating real project cases and business needs, the curriculum can enhance its practical relevance and specificity, allowing students to better acquire the skills necessary for innovation and entrepreneurship.

Teaching methods should be diversified, focusing on the integration of theory and practice. Various teaching approaches such as project-based learning, case analysis, and team collaboration can be used to enhance students' hands-on skills and problem-solving abilities. Additionally, utilizing modern teaching tools and technologies, such as virtual reality and online teaching platforms, can enrich teaching methods and improve instructional effectiveness.

Moreover, a comprehensive curriculum evaluation system should be established, with regular assessments and improvements. By collecting feedback from students and businesses, teaching content and methods can be continuously optimized to ensure that the curriculum remains up-to-date and meets the needs of innovation and entrepreneurship education. Through scientifically rational curriculum design and teaching methods, students' learning outcomes and innovative abilities can be comprehensively enhanced.

### ***2.3 Enhancing the Professional Quality of the Faculty***

Enhancing the professional quality of the teaching staff is a crucial guarantee for ensuring the quality of innovation and entrepreneurship education. Institutions should increase their efforts in training teachers by regularly organizing industry training and enterprise practice sessions to improve their professional skills and practical experience<sup>[5]</sup>. Through collaboration with enterprises, teachers can gain a deep understanding of the latest industry developments and actual needs, enabling them to impart knowledge and skills more accurately in their teaching.

Teachers are encouraged to conduct academic research and innovative teaching research, and constantly improve their scientific research ability and teaching level. Through the establishment of scientific research funds and innovative teaching awards, teachers are encouraged to actively explore new teaching methods and models, and improve the teaching quality. At the same time, teachers are encouraged to cooperate with enterprises to carry out scientific research projects, promote the transformation and application of scientific research results, and realize the benign interaction between teaching and scientific research.

A diversified faculty evaluation and incentive mechanism should be established to comprehensively assess teachers' teaching and research work and encourage continuous improvement. By incorporating enterprise evaluations and student feedback, institutions can gain a thorough understanding of teachers' teaching effectiveness and professional quality, and formulate scientifically reasonable incentive policies to enhance the overall level of the faculty. Continuously improving the professional quality of the faculty will provide strong support for innovation and entrepreneurship education.

### ***2.4 Stimulating Students' Entrepreneurial Interest and Abilities***

Stimulating students' entrepreneurial interest and abilities is a key objective of innovation and entrepreneurship education.

Firstly, institutions should strengthen entrepreneurial education publicity and guidance to enhance students' awareness and interest in entrepreneurship. By organizing entrepreneurship lectures, seminars, and inviting successful entrepreneurs to share their experiences, institutions can ignite students' entrepreneurial enthusiasm and help them develop a proper entrepreneurial mindset.

Secondly, a variety of entrepreneurial practice opportunities should be provided to improve students' entrepreneurial skills. Establishing entrepreneurship incubators, providing entrepreneurial funds, and other support platforms can offer students space, funding, and technical support for their ventures. Encouraging students to participate in various entrepreneurial competitions and innovation projects can help them develop innovative thinking and entrepreneurial capabilities. Practical entrepreneurial experiences in real business environments can enhance students' chances of success.

Thirdly, a comprehensive entrepreneurship education system should be established and integrated into talent development programs. Through systematic course design and diverse teaching methods, students can acquire the necessary knowledge and skills for entrepreneurship. Additionally, a sound entrepreneurship guidance and support system should be developed to offer comprehensive support for students' entrepreneurial endeavors. By employing a multifaceted approach, institutions can stimulate students' entrepreneurial interest and abilities, and cultivate more innovative and entrepreneurial talent in the arts.

### ***2.5 Policy Support and Incentive Mechanisms***

Policy support and incentive mechanisms are crucial for the successful implementation of innovation and entrepreneurship education. The government should develop and implement policies and regulations that favor university-business collaboration and innovation entrepreneurship education, providing legal and policy support for deep cooperation between vocational undergraduate institutions and enterprises. Through policy guidance and financial support, the government can encourage institutions and businesses to actively engage in innovation and entrepreneurship education, jointly cultivating art talents with innovative spirit and practical skills.

Institutions should align their incentive mechanisms with national policies and adapt them to their specific circumstances. By establishing special funds and providing research grants, institutions can

support teachers and students in participating in innovation and entrepreneurship activities. Encouraging teachers to engage in teaching reform and innovation can stimulate their enthusiasm and creativity.<sup>[6]</sup> At the same time, setting up entrepreneurship scholarships and subsidies can motivate students to actively participate in entrepreneurial practices and enhance their entrepreneurial drive.

Additionally, a comprehensive policy implementation and supervision mechanism should be established to ensure that policies and incentives are effectively implemented. Regular evaluations and supervision should be conducted to identify and address issues in policy implementation, continuously optimizing the policy system. Through the joint efforts of the government, institutions, and enterprises, a favorable policy environment and incentive mechanisms can be created to promote the healthy development of innovation and entrepreneurship education.

## Conclusion

Through the in-depth analysis conducted in this study, it is clear that the university-business cooperation model in innovation and entrepreneurship education for art majors faces various challenges, but it also offers a range of solutions. In the future, research should focus more on how to enhance the effectiveness and sustainability of university-business partnerships through policy development and optimization of the educational environment. Additionally, future studies need to explore more effective ways to stimulate students' entrepreneurial interest and innovative thinking, as well as how to assess and improve the impact of teaching methods on enhancing students' entrepreneurial capabilities. Such research will not only enrich the theoretical framework of innovation and entrepreneurship education but also provide a more solid theoretical foundation and practical guidelines for vocational education practices.

## Fund Project

Research on the Construction and Exploration of Innovation and Entrepreneurship Practice Teaching System in Art Majors of Vocational Undergraduate Institutions, Project No.: 2022ZJY2760

## References

- [1] Wei, Y. (2024). *Research on the Innovation of the "Triple Integration" Model of Industry-Education Integration in Art Design Majors under the Digital Perspective*. *Education Informatization Forum*, (01), 12-14.
- [2] Lu, L. (2023). *Talent Cultivation Pathways for Advertising Art Design Majors Based on Industry-Education Integration*. *Western Quality Education*, 9(24), 98-101.
- [3] Wei, C. (2023). *Research on the Reform of Practical Teaching in Art Design Majors under the Guidance of Vocational Ability Training*. *Education and Teaching Forum*, (28), 86-89.
- [4] Zhou, H. (2023). *Exploring Innovative Paths in Environmental Art Education under the Perspective of University-Enterprise Cooperation*. *Journal of Guangxi Radio and Television University*, 34(03), 92-96.
- [5] Hou, Y. (2021). *Research on the "University-Enterprise Cooperation" Talent Cultivation Model in Higher Vocational Colleges: A Case Study of Art Design Majors*. *Anhui Science and Technology*, (12), 35-37.
- [6] Liang, S. (2022). *Reflections and Practices on Innovation and Entrepreneurship Competitions in Vocational Art Design Education*. *Research and Practice in Innovation and Entrepreneurship Theory*, 5(08), 185-187.