

# Research on the Implementation Path of Developing High-Quality Courses in Modern Industrial College: A Case Study of Fosun Tourism and Culture Intelligent Tourism Industrial College

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**Abstract.** The construction of high-quality course is an important goal for the development of modern industrial colleges and majors, as well as a key task for the integration of industry and education. Facing the industry background of digital and intelligent development, tourism management majors urgently need to cooperate with enterprises in developing quality courses in the construction of participating industrial colleges to adapt to the new requirements for talent training in the development of the industry. Through the case study, it is found that there are still problems such as inconsistency in the importance attached by schools and enterprises to course development, insufficient investment in course construction, biased understanding of quality course, uneven sharing of course results, unstable continuous updating of course, etc. It is also suggested to optimize the mechanism of course co-construction and sharing, increase the investment in course, improve the feedback and continuous updating of curriculum, expand the co-operative units for co-construction of curriculum, and explore the use of excellent graduates' resources, so as to practically improve the quality of course development and promote the development of modern industrial colleges. This will effectively improve the quality of courses development and promote the high-quality development of the modern industrial college.

## 1. Introduction

The contemporary industrial college serves as a commendable educational model within China's modernization efforts, fulfilling a significant role in addressing the demands for disciplinary advancement and talent acquisition necessary for the nation's social and economic progress. Presently, numerous universities in China have undertaken the establishment of contemporary industrial colleges, and have initiated reforms and innovations in the objectives, collaborative mechanisms, management procedures, project execution, and outcomes dissemination of these industry-oriented institutions through the deepening of school-enterprise cooperation. Simultaneously, pertinent governmental entities have initiated demonstration construction endeavors for industrial colleges. These initiatives involve the selection of industrial colleges that possess a solid foundation, notable distinguishing features, and robust demonstration capabilities, in order to apply for provincial and national modern industrial college status. Additionally, these institutions receive specific project support. In the process of constructing new industrial colleges, the establishment of high-quality courses plays a crucial role in attaining the objective of collaborative education. However, the course building encounters certain challenges. This paper examines the Fosun

Tourism and Culture Intelligent Tourism Industrial College, which is representative of the industry in the region, as a case study to analyze the factors and challenges that influence the co-construction of high-quality courses. Additionally, it proposes a development strategy for high-quality courses.

## 2. Literature Review

The literature review reveals that the relevant research focuses on the construction of ideological and political education courses, the development of digital courses, innovation in teaching models, and collaborative development between universities and enterprises. For example, Dong (2020) discusses the co-construction, sharing, symbiotic ecosystem between ideological and political education courses and other courses in application-oriented universities, and demonstrates the complementary relationship of these courses for the mutual contribution to educational goals [1]. From the aspect of course attributes, Xin (2021) further emphasizes the need to strengthen the high-level nature of course objectives, stimulate innovation in course reform, and ensure the challenge of course implementation when creating a 'gold course' in ideological and political education [2]. In terms of the importance of digital courses and online platforms,

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Yanmei (2020) studies the shared pathways of digital course resource [3], and Fuqiang (2020) suggests utilizing online teaching platforms to develop high-quality courses for postgraduate students from the perspectives of course content and teaching models [4]. In order to improve the quality of talent cultivation, Jiahuan (2021) recommends expanding the effective supply of high-quality educational resources and providing diverse, high-quality course offerings for different types of students [5]. Jingjing (2021) believes that it is necessary to innovate the construction of experimental teaching systems, methods, and evaluation approaches to improve the quality of experimental course [6]. There is also research focused on the curriculum construction of industrial colleges. Bin (2021) examines the mechanisms employed in the development of new courses within contemporary industrial colleges. These mechanisms encompass the alignment of course offerings with the needs of enterprises, the incorporation of technical knowledge and experience, collaborative execution, and ongoing improvement [7]. Hong (2021) addresses issues such as conflicting goals, value differences, technological contradictions, and course transformation in industrial college course development. Meanwhile suggests balancing the responsibilities of both universities and enterprises, enhancing their course-developing capabilities and awareness, and optimizing the evaluation standards for both parties [8]. Jun (2021) proposes specific suggestions for the collaborative developing of course clusters in industrial colleges, which including highlighting job adaptability, fully leveraging the advantages of integrating industry and education in teaching models, implementing strategies of 'going out' and 'bringing in', and constructing an assessment system centered on student abilities [9]. Changchun (2021) suggests integrating ideological and political education into the entire process of skills competitions through collaborative efforts between universities and enterprises [10]. Lili (2022) proposes innovative reform ideas for industrial college 'gold courses' in terms of teaching content, teaching modes, assessment methods, and teaching evaluation [11]. Zongmei (2023) emphasizes that the path to constructing 'gold courses' lies in the combination of ideological concepts and continuous practice, adjusting the rigid connection between student evaluations and teaching assessments, and restructuring teaching content and innovative teaching methods [12]. In recent years, scholarly research on international school-enterprise cooperation has predominantly concentrated on the trajectory of industrial evolution and the joint construction of curriculum and educational programs. Secundo et al. (2017) contend that the essence of school-enterprise collaboration should encompass "the generation, utilization, application, and evolution of knowledge in conjunction with external stakeholders and the broader society." This paradigm shift positions universities as pivotal contributors to addressing socio-economic challenges [13]. Concurrently, Yelena (2014) posits that such collaborative ventures are increasingly becoming a crucial attractant for those interested in the role of higher education within the national economic

framework. This collaboration also enables universities to more precisely discern the talent requirements of enterprises, thereby facilitating a more strategic design of their educational curricula [14]. Silas (2020) advocates for the role of universities as capacity builders within these cooperative contexts. He emphasizes that certain higher education disciplines should prioritize students' practical engagement in capacity development over theoretical knowledge [15]. These studies provide multidimensional and valuable references for the development of high-quality courses in modern industrial colleges. However, challenges still exist in the coordination of course development between both parties involved. Therefore, it is essential to pay more attention to the construction of a collaborative education community and effective implementation of course development. This article takes the example of a characteristic industrial college in the author's region and organization to discuss the influencing factors and problems in the development of high-quality courses and propose specific optimization paths..

### **3. Current Situation and Influencing Factors of High-quality Course Development**

#### **3.1. Inconsistent Emphasis on Course Development between Schools and Enterprises**

There exist different opinions between educational institutions and businesses on the objectives associated with the development of well-crafted courses. Schools play a pivotal role as primary educational institutions, assuming the primary responsibility for the development of curricula and the cultivation of talent. The primary objective is to enhance the caliber of talent development and professional competitiveness, while also addressing industrial requirements by means of the production of superior quality courses. The cooperative units of industrial colleges are operational entities that prioritize market orientation and assume responsibility for the survival and growth of firms. For enterprises, the cultivation of professional abilities serves as a crucial avenue for fulfilling their talent requirements. Consequently, educational institutions and businesses exhibit certain parallels while also emphasizing distinct aspects such as the provision of top-notch educational programs and the nurturing of talent. Educational institutions prioritize the allocation of resources towards the development and implementation of specialized, high-caliber courses. Conversely, corporations perceive their role as supportive and collaborative contributors, as their primary focus lies in generating market value and maximizing profitability. Engaging in the creation of professional courses not only establishes a valuable basis for fostering corporate culture, enhancing brand recognition, and cultivating customer relationships, but also demonstrates the enterprise's commitment to fulfilling its social responsibility through active involvement in educational initiatives. Nevertheless, it is

imperative that it does not disrupt regular company activities.

### **3.2. High Cost of Investment in High-quality Course Development**

The development of high-quality courses, which are collaboratively created by educational institutions and businesses, necessitates a methodical approach encompassing many stages such as script writing, topic selection, instructional design, and video recording. At present, the allocation of resources for course creation primarily relies on schools, who provide support through project approval or dedicated money. Additionally, firms engage their executives in teaching and recording specific course chapters. The digital recording of high-quality courses is typically conducted in dedicated recording studios by experienced educators and industry mentors during non-traditional teaching hours, with the aim of enhancing the visual presentation of videos. This practice, however, imposes additional responsibilities on both internal and external instructors, thereby increasing their workload. Furthermore, given that the intended recipients of the instruction are individuals pursuing professional education, it is imperative that the guidance provided by mentors from the business sector be adapted to conform to the fundamental principles of pedagogy, which diverge considerably from the training methods employed inside the confines of their respective organizations.

### **3.3. Different Definitions of High-quality Courses**

Educators within the school system primarily prioritize the preservation of theoretical knowledge within their disciplinary framework, although they may exhibit a deficiency in practical implementation. Enterprise mentors place significant emphasis on the utilization of modular and fragmented scenario applications. However, their knowledge and comprehension of the theoretical underpinnings and logical frameworks that underlie these practical applications are limited. Enterprise mentors have a limited understanding of students' learning situations and possess a restricted comprehension of the status, functions, and sequence of courses due to the constraints of limited content and time available to them. The primary objective of collaborative efforts between educational institutions and businesses in constructing high-caliber courses is to facilitate the development of skilled individuals capable of effectively adapting to future high-value roles. This, in turn, indirectly contributes to the advancement of the industry. Nevertheless, variations in the interpretation and implementation of instructional content and methodologies exist among internal and external educators, owing to divergent viewpoints. It is imperative to leverage the capabilities of individuals, efficiently organize both internal and external teaching resources, optimize curriculum offerings, and enhance the overall quality of talent development. The seamless

integration of modular application teaching and theoretical knowledge system teaching poses challenges, as enterprise mentors encounter difficulties in exploring the theoretical underpinnings of management phenomena, while internal teachers face limitations in their observation and comprehension of real-world contexts. Simultaneously, educational authorities have established distinct criteria for categorizing courses into several tiers, namely first-class courses, key courses, superb courses, and premium courses. However, it has been seen that certain company mentors lack a comprehensive grasp and practical implementation of these standards, leading to the production of courses of inferior quality.

### **3.4. Unequal Sharing of Course Results**

Following the collaborative production of courses of superior quality by educational institutions and corporate entities, a potential challenge that may arise pertains to the unequal distribution of outcomes derived from those courses. On one side, the advancement of high-caliber educational programs can facilitate the nurture of talent. On the other hand, it can also stimulate the pursuit of more advanced projects or accolades, and perhaps be converted into digital educational materials for educational institutions. Nevertheless, firms have not sufficiently reaped the advantages of course development. The full realization of the knowledge spillover effects resulting from the collaborative development of high-quality courses by educational institutions and businesses remains incomplete. Furthermore, it is worth noting that hotel groups typically develop comprehensive training programs and resources in-house, which differ from the high-caliber courses offered by educational institutions. The suitability of high-quality courses, as perceived by educational institutions, may not align with the specific requirements of firms. Consequently, jointly designed courses may only incorporate a limited amount of their material that is applicable to the internal needs of businesses. Furthermore, the digital video courses developed by educational institutions are not fully accessible to collaborative firms as a result of technological and security considerations, hence impacting the level of enthusiasm for enterprise engagement. The important factor in guaranteeing effective school-enterprise cooperation is open sharing, whereby all parties have equal access to information and resources. By safeguarding the investment rights and interests of both schools and enterprises, the excitement and commitment of individuals involved may be maximized.

### **3.5. Unstable Continual Updating of High-quality Courses**

The advancement of industries and the progression of academic disciplines necessitate the acquisition of new skills and knowledge by individuals. Consequently, there is a growing demand for high-quality courses that

possess a dynamic updating mechanism to meet these evolving requirements. Academic institutions typically exhibit a notable degree of stability within their respective faculties, which enables them to sustain a steadfast commitment to advancing knowledge within their fields of expertise. Nevertheless, enterprise mentors who are engaged in the collaborative development of courses encounter unpredictable variables, such as employee resignations and job relocation, which can disrupt the continuity of their involvement. Additionally, their comprehension of the internal dynamics and emerging trends within the industry may be insufficient. This results in a dearth of communication and discourse platforms and procedures between internal and external faculties. Maintaining the ongoing process of upgrading and allocating staff resources poses a significant challenge.

## **4. Developing Path of High-quality Courses**

### **4.1. Optimizing the Mechanism of Course Co-construction and Sharing**

The industry and the institution exhibit variations in their organizational nature, resulting in divergent levels of concentration, investment, and participation in high-quality courses. The development of courses holds immense importance in fostering talent and promoting high-quality growth in the industrial college. It also serves as a physical manifestation of the collaboration between the two entities. The development of high-quality courses necessitates a precise delineation of co-construction goals, enhancement of co-construction funding and distribution mechanisms, and the fulfillment of the interests of all parties involved in the course development process. This is particularly crucial in ensuring the protection of the lawful rights and interests of enterprises engaged in course construction. The co-construction of courses should remain unaffected by personnel changes through the implementation of various measures, including regular communication and exchange mechanisms, platform construction, agreement, and project promotion. Additionally, it is imperative to genuinely encourage the participation of both internal and external teachers. Simultaneously, it is imperative to enhance the knowledge spillover effect of course development on both professional educators and students, as well as enterprise training. This will serve to broaden the scope of influence and effectively showcase the impact of professional education through the implementation of high-caliber courses.

### **4.2. Increasing Comprehensive Investment and Guarantee for Courses**

The development of high-quality courses necessitates a substantial investment in various aspects, including financial support, team establishment, time allocation, equipment provision, and technical assistance. In order

to enhance the quality of education, it is imperative to prioritize the selection of core courses within various academic disciplines and augment the provision of construction support. This entails actively seeking funding support from university-level or provincial-level initiatives dedicated to course construction and reform. The allocated funds should be utilized for various purposes, such as the recording and editing of courses, remuneration for external tutors, procurement of materials, field research, platform application, teacher training, student competitions, and certifications, among other essential expenditures. Courses of high quality are not merely transformed into digital format from traditional courses. In order to establish a robust framework for course development and implementation, it is imperative to ensure adequate deliberation and assurance regarding course objectives, content selection, teacher consultations, teaching documentation, utilization of digital platforms, student evaluation, provision of supplementary tutoring, and involvement of off-campus tutors. These considerations should align with the Golden Course standard and adhere to industry best practices. Simultaneously, it is recommended that universities provide professors with preferred treatment in workload allocation and annual evaluation, with the aim of fostering their intrinsic drive to engage in course development.

### **4.3. Improving Process Feedback and Continuous Updating**

The construction of high-quality courses is not a one-time event, and both the construction process and subsequent use should maintain an open mindset and keep process feedback and dynamic updating of courses. The tourism and hotel majors which participating in Fosun Tourism and Culture Intelligent Tourism Industrial College, and enterprises are facing huge changes in the new era. The college should accelerate the reform and construction of professional courses with a product-oriented thought to drive the ability system that can connect with high-value positions. Comprehensive planning should be done for content discussions, lesson plan design, teaching methods, teaching approaches, and assessment management in course development, and the course team should reply to various challenges by brainstorming. Meanwhile, scientific research results can be transformed into important content of the course to promote the integration of science and education, achieve practical results, and improve the quality of the course, which can meet the needs of industry development and maintain continuous improvement.

### **4.4. Expanding Cooperative Units for Co-construction of Courses**

Graduates serve as not only a manifestation of the outcomes of professional education, but also a valuable complement to the development of high-caliber curricula in industrial colleges. Outstanding graduates possess extensive industry work experience, exhibit a deep

understanding of the competency requirements associated with high-value job roles within enterprises, and demonstrate practical perception and judgment on the curriculum system and teaching activities within their chosen profession. Taking the Fosun Tourism Intelligent Tourism Industry College as an example, the Atlantis Hotel, on which it is based, has already absorbed a number of graduates from the co-operating colleges and universities, and has become the backbone of positions in a number of departments. Therefore, the outstanding graduates of the profession can be fully explored in the co-construction units of the industrial college to supplement into the curriculum construction force as external tutors, and participate in the development of the co-constructed curriculum of the university-enterprise cooperation. These off-campus tutors have a more direct and dynamic grasp of the operational practices and frontiers of enterprises, which can provide strong support for the construction of the courses with real materials and actual contents, and improve the quality of the courses through the organic combination of practice and theory.

#### 4.5. Utilizing Excellent Graduates Resources

Graduates are not only the embodiment of professional education but also a beneficial supplement to the construction of high-quality courses in the industrial college. Excellent graduates have rich industry working experience, are familiar with the ability requirements of high-value positions in enterprises, and have practical perception and judgment of the course system and teaching activities in their majors. Taking Fosun Tourism and Culture Intelligent Tourism Industrial College as an example, which the Atlantis Hotel relies on, has absorbed many graduates from cooperative universities and has become the core persons of many departments. Therefore, excellent graduates from cooperative units of industrial colleges should be fully tapped as off-campus tutors to supplement the course construction force and participate in the co-construction of courses in school-enterprise cooperation. These off-campus tutors have a more direct and dynamic grasp of enterprise operation practices and frontiers, can provide strong support for the course construction with real materials and practical content, and improve the quality of the course through the organic combination of practice and theory.

#### 5. Conclusions

The development of high-quality courses requires the joint participation of universities and enterprises, and it is also a key support for the development of industrial academy. In the face of existing challenges, clarifying the construction mechanism, increasing investment, sharing course achievements, and leveraging the advantages of university-enterprise cooperation will provide more powerful guarantees for the development of high-quality courses.

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