

Exploring the Role of Teachers' Enterprise Practice in the Teaching Reform of the Digital Media Technology Major



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Abstract: With the continuous development of the digital economy, the technological applications and job competency requirements of the digital media industry are constantly changing. Traditional teaching models have gradually shown deficiencies in updating course content, cultivating practical skills, and adapting talent cultivation. As an important way to deepen industry-education integration, teachers' enterprise practice plays a positive role in the teaching reform of the digital media technology major. Focusing on the relationship between teachers' enterprise practice and professional teaching reform, this article analyzes its promoting role in improving teachers' abilities, updating course content, innovating teaching methods, and reforming talent cultivation models. It also discusses practical problems such as insufficient depth of teachers' enterprise practice, lagging updating of teaching resources, and imperfect school-enterprise collaboration mechanisms. Specific implementation paths are proposed from the aspects of practice mechanism construction, course content optimization, project-driven teaching, and school-enterprise collaborative education.

Keywords: teacher development, enterprise practice, digital media technology major, teaching reform

1. Introduction

The rapid development of digital technology has promoted the continuous transformation of the digital media industry. Fields such as 3D animation, virtual reality, and digital film and television production have placed higher demands on professional talents' technical application ability and innovative practical ability. The digital media technology major is highly practical and applied, and its teaching quality is closely related to teachers' professional skill levels, industry cognition, and practical teaching experience. However, professional teaching in some institutions still suffers from slow updating of knowledge content and insufficient connection between practical teaching and job requirements. Traditional talent cultivation methods are difficult to fully adapt to changes in industry development. As the main implementers of professional teaching activities, teachers' professional competency structure directly affects the quality of talent cultivation. In the context of deepening industry-education integration, strengthening the connection between teachers and actual enterprise production activities has important practical significance for narrowing the gap between school teaching and industry needs and promoting the high-quality development of professional education.

2. The Promoting Role of Teachers' Enterprise Practice in the Teaching Reform of the Digital Media Technology Major

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2.1 Updating teachers' professional knowledge and improving practical teaching ability

The digital media technology major is characterized by rapid technological updating and high requirements for practical application. Teachers' professional knowledge reserves and practical operation abilities directly affect classroom teaching quality. With the continuous development of technologies such as 3D modeling, virtual reality, digital image production, and interaction design, the traditional professional knowledge system has become increasingly unable to fully meet the real needs of industry development and talent cultivation (Li et al., 2026). By entering relevant enterprises for practice, teachers can be exposed to the actual working environment of digital media product development, understand mainstream industry software tools, technical specifications, and project production processes, and further recognize the specific requirements of different positions for professional knowledge and operational skills. When participating in actual projects such as digital content production and interactive product development, teachers can not only master the application methods of relevant technologies in real business scenarios but also deeply understand the technical selection, teamwork, and quality management requirements involved in project implementation, thus making up for the shortcomings of previous teaching that relied excessively on textbook knowledge and simulated cases.

2.2 Promoting course content updating and enhancing the job adaptability of teaching content

The division of labor in the digital media technology industry is becoming increasingly refined. Different positions impose more specific requirements on practitioners' technical abilities, project experience, and professional qualities, and whether professional course content can remain consistent with actual job needs directly affects the adaptability of talent cultivation. During enterprise practice, teachers can gain an in-depth understanding of the work content of positions such as digital film and television production, 3D animation design, and interactive media development, master the technical standards, production specifications, and business processes adopted by enterprises during project implementation, and then identify differences between the existing curriculum system and job competency requirements. Compared with curriculum development based on textbook knowledge and established teaching syllabi, enterprise practice can provide more direct job information for course content adjustment, enabling teachers to form a clear understanding of the application scope of professional knowledge and skill cultivation requirements. For example, in courses related to digital image production, teachers can, based on actual enterprise production processes, re-recognize the importance of teaching content such as material management, post-production editing, visual effects, and work delivery, avoiding course teaching remaining for a long time at the level of single software operation and basic skill training.

2.3 Promoting innovation in teaching methods and improving the practicality of classroom teaching

Traditional digital media technology major teaching is mostly based on knowledge lectures, software operation demonstrations, and imitative exercises. Although students can master basic operation methods, they often lack experience in independently analyzing and solving problems when facing comprehensive and open-ended actual projects. After participating in enterprise practice, teachers can gain an in-depth understanding of the complete process of digital media projects from needs analysis and scheme design to work production, revision and improvement, and deliverable delivery, and recognize the actual requirements of enterprises in project organization, task allocation, and technical collaboration. These practical experiences help teachers change the teaching approach centered on single-skill training and place greater emphasis on students' knowledge application and practical exploration in real task situations (Yuan et al., 2026).

2.4 Deepening industry-education integration and promoting the reform of the professional talent cultivation model

Industry-education integration is an important direction for the digital media technology major to adapt to industry development needs and improve the talent cultivation system, and teachers' enterprise practice can strengthen the connection between schools and enterprises, providing a realistic basis for the reform of the professional talent cultivation model. During teachers' participation in actual projects in enterprises, they can not only understand the job settings, talent needs, and professional ability standards of the digital media industry but also deeply recognize enterprises' specific requirements for practitioners' innovation awareness, teamwork, and project execution ability, enabling schools to obtain reference information closer to industry reality when formulating talent cultivation plans. At the same time, the communication relationships established between teachers and enterprise technical personnel during project cooperation help expand the content and forms of school-enterprise cooperation, promote the integration of enterprise technical resources, project cases, and practical experience into professional teaching, and change the cultivation method dominated by unilateral teaching organization by schools (Xiao et al., 2026). Enterprises' actual requirements for the talent ability structure can also prompt schools to re-examine course arrangements, the proportion of practical teaching, and student ability evaluation standards, making talent cultivation place greater emphasis on the coordinated development of professional knowledge and vocational skills.

3. Practical Problems in the Teaching Reform of the Digital Media Technology Major in the Context of Teachers' Enterprise Practice

3.1 Insufficient depth of teachers' enterprise practice and limited transformation effect of job skills

At present, some teachers of the digital media technology major still engage in enterprise practice at the levels of visiting and learning, job observation, and short-term technical training. Opportunities to actually participate in enterprise project development and business work are relatively limited, resulting in a certain gap between the depth of enterprise practice and the needs of professional teaching reform (X. Wang, 2026). Because daily teaching tasks in schools are relatively heavy, some teachers find it difficult to leave teaching positions for a long time to participate in enterprise production activities. Their enterprise practice time is relatively scattered and lacks continuous follow-up on the complete project cycle, which limits teachers' understanding of the digital media product development process to individual work links. In professional fields such as 3D animation production, digital film and television post-production, and interactive media development,

although some teachers can access software tools and technical equipment used by enterprises, they lack in-depth understanding of technical standards, task division, and complex problem-handling methods in actual projects, making it difficult to fully master the comprehensive practical skills required by positions.

3.2 Disconnection between course content and industry technology development and lagging updating of teaching resources

The digital media technology industry has a rapid pace of technological iteration. Technologies such as AI-assisted creation, virtual reality, and real-time rendering are constantly expanding industry application scenarios, but the professional course content of some institutions still focuses on traditional software operations and basic production skills, and there is a certain gap between the course knowledge structure and enterprises' actual technical needs. Some courses have long used established textbooks and teaching cases, paying insufficient attention to new industry technologies, new tools, and production specifications, resulting in students' knowledge content being inconsistent with actual job requirements. Especially in courses such as 3D animation, digital film and television production, and interaction design, some teaching tasks still remain at the level of simple effect production and single-skill exercises, lacking reflection of current enterprise project production processes and technical application requirements (Q. Wang, 2026).

3.3 Insufficient connection between practical teaching and real projects and limited cultivation of students' comprehensive application ability

In practical teaching of the digital media technology major, some institutions still mainly use software operation training and simulated project production. Teaching tasks usually revolve around a certain technical knowledge point and differ significantly from the implementation process of real enterprise projects. Most practical projects that students encounter in class have characteristics such as fixed task requirements, simplified production processes, and single evaluation standards. They lack work situations such as real customer needs, project cycle limits, and team division of labor, making it difficult for students to fully understand the actual requirements of digital media product development. For example, in 3D animation and digital film and television production courses, students often complete works according to materials and operation steps provided by teachers, rarely participating in early-stage needs analysis, creative planning, and later-stage revision, and lacking systematic understanding of the complete project process.

3.4 Imperfect school-enterprise collaborative education mechanism and lack of continuous support for teaching reform

School-enterprise collaborative education is an

important foundation for the teaching reform of the digital media technology major, but cooperation between some institutions and enterprises still mainly consists of short-term teacher training, student internships, and project exchanges, and a stable collaborative education mechanism has not yet been formed. Because schools and enterprises differ in talent cultivation goals, work arrangements, and resource investment, their cooperation often lacks long-term planning, and the degree of enterprise participation in professional course development, practical teaching design, and talent cultivation evaluation is relatively limited (Qi, 2025). Some enterprises pay more attention to project production efficiency and economic benefits and are insufficiently motivated to participate in teaching reform, resulting in relatively single school-enterprise cooperation content that is difficult to extend into specific links of professional teaching. At the same time, some institutions lack sound cooperation management and achievement transformation mechanisms. Project experience and technical resources accumulated by teachers during enterprise practice have not been continuously utilized, and related teaching reform activities are easily affected by factors such as personnel changes and the end of cooperation projects.

4. Implementation Paths for Teachers' Enterprise Practice to Empower the Teaching Reform of the Digital Media Technology Major

4.1 Improving the teachers' enterprise practice mechanism and enhancing teachers' professional practical ability

In response to the insufficient depth of enterprise practice for teachers of the digital media technology major, institutions should, in combination with professional construction needs and teachers' actual teaching tasks, establish a normalized and tiered enterprise practice mechanism, clarify practice objectives, job content, and competency assessment requirements, and avoid enterprise practice becoming a mere formality. Schools need to strengthen cooperation with related enterprises in digital film and television production, 3D animation design, interactive media development, and other fields, arrange corresponding positions according to the courses teachers undertake and professional development directions, and enable teachers to participate in links such as needs analysis, technical development, work production, and deliverable delivery of real projects, so as to deeply master the complete workflow of enterprise projects (Luo & Xu, 2024). Considering that teachers' daily teaching tasks are relatively heavy, schools can adopt a combination of centralized practice and phased job shadowing, reasonably arrange practice cycles, and ensure that teachers have enough time to participate in project

implementation. At the same time, institutions should establish a process recording and outcome evaluation system for enterprise practice, incorporate project participation, professional skill improvement, and teaching application outcomes into the assessment scope, and change the practice of determining training effectiveness solely based on practice duration. For technical problems encountered by teachers in enterprise practice, schools should also strengthen communication and collaboration with enterprise technical personnel to provide continuous support for teachers to accumulate practical work experience and improve professional practical ability.

4.2 Aligning with enterprise job competency needs and optimizing professional course teaching content

The optimization of course content for the digital media technology major should be based on enterprise job competency requirements and focus on the connection between professional knowledge and actual work tasks (Zheng, 2023). Institutions should organize teachers, in combination with enterprise practice experience, to deeply analyze the job responsibilities and skill standards of positions such as digital film and television production, 3D animation design, and interactive media development, sort out the specific requirements of different positions for software operation, technical application, and project collaboration ability, and use them as important references for adjusting course content. In the process of curriculum development, teachers need to systematically analyze existing teaching content, appropriately compress repetitive basic operation training, and increase knowledge of commonly used industry technical tools, project production specifications, and comprehensive application, so that course content better meets actual job needs. For example, in a digital film and television post-production course, teachers can, in combination with the production process of enterprise projects, incorporate content such as material organization, editing and color grading, visual effects, and final film delivery into teaching arrangements, enhancing the connection between different knowledge modules.

4.3 Introducing real enterprise project tasks and innovating the project-driven teaching model

The introduction of real enterprise projects needs to take into account both job work requirements and classroom teaching principles. Teachers should, in combination with project experience accumulated during enterprise practice, appropriately screen and pedagogically process actual production tasks, and select projects with moderate technical difficulty, complete workflows, and a certain degree of comprehensiveness as classroom teaching carriers (Huang et al., 2022). In the specific implementation process, teachers need to

change the previous method of arranging operation exercises according to textbook chapters, organize teaching activities according to the actual production process of enterprise projects, integrate professional knowledge into practical tasks with clear work objectives, and enable students to understand the connections between different technical links during project implementation. For example, in a 3D animation production course, teachers can select an enterprise product display animation as a teaching project, set tasks such as creative planning, scene modeling, material production, animation design, and post-production compositing around product characteristics and customer needs, and reasonably allocate work content according to students' technical foundations, encourage students to independently discuss production plans, and enhance participation in classroom practice.

Project teaching should not only focus on the completion of the final work. Teachers should also refer to enterprise project management requirements and provide continuous guidance on students' task progress, technical application, and teamwork. During work production, teachers can set phased outcome checks, organize students to communicate and revise regarding issues such as model precision, animation effects, and visual presentation, and integrate situations common in actual enterprise projects, such as requirement adjustments and technical connections, into teaching scenarios, so that students gradually adapt to the handling requirements of complex tasks. For completed projects, teachers can also invite enterprise technical personnel to participate in outcome evaluation, provide specific opinions on works in combination with industry production specifications, and help students understand the differences between classroom works and actual commercial projects.

4.4 Deepening school-enterprise collaborative education and improving the practical teaching and evaluation system

In the teaching of the digital media technology major, teachers should make full use of project experience accumulated during enterprise practice, transform enterprise projects with practical application value into teaching tasks suitable for classroom implementation, and change the traditional teaching method centered on software operation demonstrations and single-skill training. Teachers need to combine course teaching objectives with students' knowledge foundations, reasonably select typical projects in fields such as digital film and television production, 3D animation design, and interactive media development, design teaching links according to actual enterprise workflows, and retain key content such as project needs analysis, creative design, technical production, and outcome acceptance (Xu, 2022). For example, in a digital film

and television post-production course, teachers can use the production of an enterprise promotional video as the task background, organize students to carry out work such as material screening, shot editing, image color grading, and special effects compositing according to customer needs, and assign group divisions according to actual production positions, enabling students to understand the technical requirements of different work links during collaboration. During project implementation, teachers should set phased inspection tasks according to enterprise work quality standards, pay attention to students' specific performance in scheme adjustment, technical processing, and team communication, and invite enterprise technical personnel to participate in work review, propose revision suggestions in combination with real business requirements, and enable students to gradually develop project execution ability that meets job requirements.

5. Conclusion

In summary, teachers' enterprise practice is closely related to the teaching reform of the digital media technology major. Its value is not only reflected in the accumulation of teachers' professional knowledge and practical skills but also involves the construction of the curriculum system, teaching organization methods, and the improvement of professional talent cultivation quality. In the face of continuous changes in technological updating and job competency requirements in the digital media industry, institutions need to pay greater attention to the actual effectiveness of teachers' enterprise practice and avoid disconnection between enterprise practice and daily teaching. At the same time, professional teaching reform cannot rely solely on the accumulation of teachers' individual experience; it also requires schools and enterprises to establish stable cooperative relationships in teaching resources, project implementation, and talent cultivation evaluation. As the teachers' enterprise practice mechanism continues to improve, the connection between industry technical experience and professional teaching will become closer, providing strong support for the digital media technology major to cultivate application-oriented talents with practical ability, innovative awareness, and vocational adaptability.

Conflict of Interest

The author(s) declare that there are no conflicts of interest to this work.

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