

Research on the Multisubject Participatory New Liberal Arts Education Model Integrating Industry and Education

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Abstract: This paper investigates the multi-subject participatory new liberal arts education model integrating industry and education. It identifies the existing problems in current educational practices, analyzes their underlying causes, and proposes specific strategies for multi-subject collaborative education within the framework of industry-education integration in the new liberal arts. The study aims to provide theoretical support and practical references for universities to optimize their new liberal arts talent cultivation programs, thereby enhancing the social adaptability and innovation capacity of liberal arts graduates.

Keywords: Multisubject Participation; New Liberal Arts; Integration of Industry and Education

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1 Introduction

In the new era, traditional liberal arts education struggles to meet society's demand for diverse and interdisciplinary liberal arts talents, leading to the emergence of the New Liberal Arts initiative. The integration of industry and education is central to the construction of New Liberal Arts, as it can consolidate resources from multiple subjects to form an educational synergy. Against the backdrop of strong national attention and the introduction of a series of policies supporting industry-education integration and New Liberal Arts development, research and practice on the industry-education integrated education model for New Liberal Arts hold promising potential for advancing liberal arts education to adapt to the developments of the times.

2 Problems in Traditional Educational Practices

2.1 Disconnection Between Talent Cultivation Goals and Social Needs

Most programs emphasize the in-depth exploration of cultural heritage and the construction of theoretical systems, yet neglect applied orientation in fields such as social entrepreneurship, cultural industry management, and public service administration. This tendency results in students exhibiting notable deficiencies in cross-boundary integration abilities, practical operational skills, and innovative thinking.

2.2 Low Participation of Collaborating Entities

Current university cooperation models often remain at a superficial level. Fragmented forms of collaboration, such as short-term internships and one-way visits, struggle to form systematic collaborative education mechanisms. As non-equal educational partners, external entities lack a voice in core areas such as curriculum design and teaching evaluation. This not only limits the integration of educational resources but also diminishes the overall effectiveness of collaborative education.

2.3 Underdeveloped Practical Teaching Platforms

The construction of practical teaching platforms is notably weak. Collaboration mechanisms between universities, industries, and social organizations are not well-established, leading to practical platforms lacking support from real-world scenarios. Students find it difficult to engage in creation, practice, or cultural services within simulated or authentic work environments, rendering practical teaching often perfunctory.

2.4 Low Institutionalization of Collaboration Mechanisms

Traditional educational practices often rely on individual teachers or specific project initiatives, lacking support from institutionalized mechanisms. Key components such as the top-level design of collaboration platforms, long-term cooperation agreements, and mechanisms for sharing benefits and outcomes have not yet been fully established, making it difficult to achieve sustained and in-depth cooperation.

2.5 Insufficient Integration and Utilization of Resources

Within universities, resources for talent cultivation, cultural creation, and social service opportunities often remain isolated, lacking systematic integration and utilization. Resources such as research findings, creative works, and societal feedback are not effectively transformed into curriculum materials or teaching resources, leading to both resource wastage and redundant development.

3 Cause Analysis of Problems in Traditional Educational Practices

3.1 Lagging Update of Educational Philosophy

Some universities still adhere to the traditional "discipline-centered" teaching philosophy, inadequately recognizing the cross-boundary integration characteristics and social application value of the New Liberal Arts. Instruction remains primarily classroom-based, lacking systematic cultivation of abilities in cross-boundary creation, digital cultural expression, and public participation. This outdated educational

philosophy hinders students' ability to quickly adapt and respond effectively to complex and changing social demands.

3.2 Research Orientation Overemphasizing Theoretical Exploration

Faculty research often focuses excessively on theoretical interpretation or literature review, with low integration with industry needs or creative practices. Research findings are not promptly transformed into teaching cases, creative resources, or social practice materials, leading to a disconnect between academic teaching and societal realities, and failing to provide students with valuable practical guidance.

3.3 Insufficient Willingness of Social and Cultural Entities to Participate

Universities often lack in-depth investigation of industry and social needs when designing collaborative education mechanisms, resulting in shallow collaboration pathways and low engagement. In designing collaboration mechanisms, universities also fail to adequately consider the interest demands of enterprises, making it difficult to form long-term, stable cooperative relationships.

3.4 Imperfect Institutional Guarantee Mechanisms

Cooperation agreements between universities, cultural institutions, and industry partners are often short-term framework agreements, lacking detailed provisions on rights distribution, risk-sharing, and ownership of outcomes. The absence of incentives, evaluation, and supervision mechanisms makes it difficult to dynamically optimize the effectiveness of collaborative education.

3.5 Insufficient Funding and Policy Support

Existing policies primarily focus on scientific research or talent cultivation system construction, providing limited support for the development of collaborative liberal arts education platforms. Cultural practice platforms and collaborative projects lack dedicated financial support, hindering the sustainability of cultivation mechanisms, slowing project progress, or even causing projects to be shelved.

4 Specific Strategies for Multisubject Participatory Collaborative Education

4.1 Reshaping Educational Objectives and Curriculum Systems

The goal of new liberal arts talent cultivation is to develop students' cross-boundary integration, practical, and innovation abilities. Universities should adjust teaching philosophies and methods to emphasize comprehensive competencies and practical skills, guiding students to participate in real-world projects while strengthening cooperation with enterprises for more internship opportunities. The reshaped curriculum system includes five components: general education guidance courses build a cultural foundation; humanities literacy courses cultivate aesthetic judgment; social science knowledge courses explain social operation mechanisms; communication skills courses enhance expression abilities; and applied integration courses, along with project-based practice courses, develop comprehensive application, practical skills, and teamwork.

4.2 Promoting the Integration of Research Outputs and Teaching Content

Encouraging faculty to establish collaborative projects with enterprises helps identify practical problems with applied value. These projects provide students with research and practice opportunities, laying a foundation for their future career development. Introducing research outcomes as teaching resources into the classroom represents another crucial aspect. Through case teaching and co-creation projects, teaching and social practice inform and enrich each other. Faculty can analyze real-world cases from collaborative projects, while students can apply knowledge to practical projects, exercising their practical and innovation abilities.

4.3 Enhancing the Depth of Multisubject Participation

Establishing a collaborative education alliance involving universities, cultural institutions, industries, and social organizations is key to deepening multisubject participation. In this alliance, universities are responsible for theoretical teaching and talent cultivation plans; cultural institutions provide resources and practice venues; industries offer practical platforms and market insights; social organizations contribute social resources and public service opportunities. All parties leverage their advantages to form a cooperative relationship with complementary strengths and shared resources. Regular communication meetings can be held to share information and address cooperation issues. Additionally, a cooperation project evaluation mechanism can be established to assess implementation effectiveness, continuously optimizing cooperation models and improving the quality of collaborative education.

4.4 Constructing Institutionalized Collaboration Platforms

Representatives from universities, cultural institutions, industries, and social organizations can establish a Liberal Arts Collaborative Education Center or Working Office. This body is responsible for formulating development plans and annual plans for collaborative education, coordinating resource allocation among all parties, and ensuring that each party can fully leverage its advantages, thereby achieving resource sharing and complementary strengths. The Center or Office can conduct feasibility assessments for projects, develop detailed project plans and budgets, perform regular inspections and evaluations during project implementation, and make timely adjustments to project plans and resource allocations. It can also analyze project implementation outcomes and existing problems, providing experiential references for future collaborative projects.

4.5 Expanding Funding Channels

Governments can provide financial support for new liberal arts collaborative education projects through fiscal allocations and may also establish special funds for new liberal arts collaborative education to provide financial support for cooperative projects. Social donations can

offer opportunities for enterprises and individuals to participate in educational public welfare initiatives. Enterprises can collaborate with universities on projects, providing both funding and practical platforms for higher education institutions.

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