

Innovation and Implementation of the “Six-Dimensional Integration” Collaborative Talent Education Model in the Hainan Free Trade Port Tourism Industry College

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ABSTRACT

Industry colleges are a key pathway for cultivating new types of laborers, driving new production in the tourism industry, and building the Hainan Free Trade Port. Addressing issues such as unclear educational objectives, fragmented course content, and lack of distinctive practical teaching in current models, the Fosun Tourism Wisdom Tourism Industry College is established. Grounded in the region's distinctive industries, it has advanced both ideologically and practically, innovating its construction path and optimizing the practical teaching process, achieving deep cooperation between schools and enterprises. In this paper, the author presents an integrated, systematic design of the industry college's construction across six dimensions: strategic core, construction body, classroom reform, unique experience, co-construction path, and educational outcomes. Based on accumulated practice, a “Six-Dimensional Integration” talent education model has been developed and effectively promoted.

Keywords: *Modern industrial college, Six-dimensional integration, Talent education model.*

1. INTRODUCTION

The industry colleges, as new forms and innovation platforms for the integration of industry and education, play an important role in promoting educational reform and development. In recent years, industry colleges have received significant attention and investment in applied undergraduate institutions, vocational colleges, and general higher education institutions, producing several exemplary industry colleges that serve as valuable references for school-enterprise collaboration. However, the innovation of school-enterprise collaborative education remains a challenge for many institutions and partners, especially in regions with specific and advantageous industries, where talent cultivation models still require ongoing exploration. As China's largest free trade port, Hainan Free Trade Port has positioned tourism as a key pillar of the industry. However, there remains a gap in aligning talent cultivation strategies with industry workforce requirements. The attempt to facilitate school-enterprise cooperation and accelerate industry-

education integration through industry colleges is one effective form of school-enterprise collaboration. By effectively summarizing the collaborative talent education model of tourism industry colleges, the challenges of school-enterprise cooperation can be resolved, thereby improving the quality of tourism professional training, providing new perspectives for tourism education theory, and driving the innovation and development of tourism education theory.

2. LITERATURE REVIEW

Research on the collaborative talent education model of industry colleges primarily focuses on implementation paths, educational mechanisms, and models. Rajalo S and Vadi M(2017) analyzed the interactive relationship and conditions of university-industry cooperation[1]. Zhou (2018) emphasized that the construction of industry colleges should follow educational laws and leverage the strengths of collaborative partners[2]. Since then, there has been increasing attention to school-enterprise collaborative education,

particularly on the pathways for its implementation. Zhuang (2020) proposed future directions for the construction and management of tourism industry colleges, addressing both challenges and strategies[3]. Nsanzumuhire S and Groot W(2020) analyzed the model, obstacle and strategy of school-enterprise cooperation[4]. Wang (2021) shared the experience of industry colleges' "Five Integrations," offering strategies for the construction of these colleges, focusing on teacher teams and talent cultivation[5]. Xia (2022) discussed enhancing service capabilities, co-building practical bases, and improving institutional mechanism[6].

Regarding collaborative education mechanisms, Zheng (2022) highlighted that the key to building shared industry colleges lies in mobilizing the enthusiasm of multiple stakeholders, with the government playing a crucial role in coordination and guidance[7]. Guo (2023) proposed a "Four-in-One" school-enterprise-government collaboration mechanism integrating organizational management, teacher management, talent cultivation, and industry-university-research services[8]. Zhou (2023) advocated the construction of a "Dual-Core and Five-in-One" collaborative education mechanism for private institutions based on the collaborative education challenges in industry-education integration[9].

Additionally, much attention has been given to the exploration of collaborative talent education models, with efforts to develop scalable, mature models. For example, Hu (2023) analyzed the paths to reforming talent cultivation models from six aspects, including curriculum design, practical teaching, teaching methods, teacher teams, course materials, and teaching quality[10]. Li (2024) explored model innovations from seven dimensions, including multi-stakeholder collaboration, academic discipline construction, industry-university-research services, talent mobility, and innovation-driven educational platform[11]. Gou (2024) focuses on constructing an "industry-driven, four-chain integration" multi-dimensional collaborative education mechanism and a talent cultivation model based on the "one main line, dual main bodies, three collaborations, and four ladders" approach[12]. Yu (2024), after comprehensively analyzing the path dependence issues faced by the cultivation of applied talents, proposes a modern industrial college practice path for co-construction, shared management, and joint governance by government, schools, and enterprises, forming a new talent cultivation model based on industry

needs[13]. Wei (2024) suggests developing a high-level teaching team through school-enterprise collaboration and multi-disciplinary integration, constructing a jointly built curriculum system, and exploring a multi-stakeholder collaborative talent education model for local universities[14]. Some studies combine collaborative pathways and models in their research. From a theoretical application perspective, "spiral theory" has been frequently applied (Huang, 2024) [15].

These studies underscore the urgency of solving school-enterprise collaboration issues and seeking effective cooperation models. However, there are challenges in building industry colleges that differ according to the type of industry and institution, suggesting the need for targeted research. Tourism, as one of the pillar industries in the Hainan Free Trade Port, faces challenges in effective school-enterprise collaborative education. Therefore, it is crucial to study and refine the collaborative talent education model of tourism industry colleges in Hainan to promote high-quality development in tourism education. Thus, in this paper, we focus on the challenges encountered by the tourism industry college and propose an integrated education model and implementation pathway, offering valuable theoretical and practical insights for tourism education in the Hainan Free Trade Port.

3. ANALYSIS OF PROBLEMS IN COLLABORATIVE EDUCATION IN INDUSTRY COLLEGES

The Fosun Tourism and Culture Wisdom Tourism Industry College is a modern industrial college in the field of tourism, jointly established by Sanya University and the Fosun Tourism and Culture Group. Since its establishment in 2022, the college has been exploring and advancing various projects by national construction guidelines. However, significant challenges remain in the collaborative education between the university and industry. Firstly, the vision for collaborative education in the industry college is unclear. This hinders the foundation for in-depth joint activities, which further impacts the implementation of school-enterprise collaboration and industry-education integration projects. Secondly, the theme of curriculum reform within the industry college is fragmented and lacks systematic planning. Both internal and external instructors lack a basic consensus on the key direction of curriculum reform. Even within the university, faculty members have varying views on the reform of the

courses they teach. The absence of a logically structured plan for curriculum development prevents both the university and industry partners from aligning on objectives and effectively participating, thus undermining the effectiveness of curriculum construction. Thirdly, the form of practical teaching is outdated and lacks distinctive features. Tourism-related majors are highly application-oriented, yet the current practical teaching content and formats are overly traditional, with inadequate assessment methods. As a result, students' sense of accomplishment from practical experiences is limited. Therefore, there is a need to optimize practical teaching assessments and develop a featured mechanism. Lastly, the enthusiasm of both faculty and students in school-enterprise collaborative education activities needs to be enhanced. Due to the path dependence of traditional teaching models, both teachers and students exhibit low participation in exploring new educational activities and lack a deep understanding of the overall design and significance of industry-education integration.

To address these issues, both ideological and practical advancements need to be made. Ideologically, through internal discussions, it is crucial to cultivate a high level of awareness among faculty and students regarding the construction of the industry college. This involves a comprehensive understanding of the university's strategic layout for industry-education integration and the development direction of the industry college. Externally, communication with partner hotels should be strengthened to clarify the cooperation model, pathways, and mutual rights and responsibilities, ensuring a clearer and more precise educational vision. Practically, the college needs to establish the specific disciplines and task divisions involved in the college construction process. In terms of school-enterprise collaboration, a negotiation mechanism should be set up to enable dynamic feedback and adjustments to ensure smooth progress.

4. USING THE TEMPLATE

Through comprehensive analysis, a systematic collaborative talent education practice has been proposed, focusing on six key aspects, including strategic core, construction subjects, curriculum reform, distinctive experiences, development paths, and educational outcomes. This results in the "Six-Dimensional Integration" collaborative talent education model.

4.1 Unwavering Emphasis on the Strategic Core of Industry-Education Integration

Industry-education integration is the mainline and strategic core that the industry colleges must persist in over the long term. This is particularly crucial for applied disciplines like Tourism Management and Hospitality Management, where rapid industry development and evolving employment standards necessitate close collaboration with the industry. By staying closely connected with industry trends, the college can better understand the new talent requirements in the market and dynamically optimize the educational model and curriculum content, ensuring that talent development aligns with the demand for high-value industry positions.

4.2 Fully Leveraging the Active Participation of School and Industry

Successful school-enterprise collaboration hinges on the active involvement and cooperation of hotels in the industry colleges. Hotels, as operational entities primarily responsible for market business activities, often lack sufficient emphasis on talent development. However, by actively engaging in collaborative educational practices, hotels can gain significant advantages in talent pool development, brand management, and operational enhancement. The educational platform within the industry colleges integrates the strengths of both the school and the industry, especially by leveraging the enthusiasm of hotel partners, thus creating strong support for achieving successful outcomes in talent development.

4.3 Active Expansion of Multi-dimensional Classroom Teaching Reforms

Focusing on the core aspect of talent development, namely classroom teaching, the industry colleges have initiated multi-dimensional reforms in teaching methods, course assessments, and result conversion. Firstly, the "Five-in-One" progressive teaching model has been introduced as a core framework for systematic curriculum reform, addressing the fragmentation and lack of systematization in previous course innovations. For example, in the hotel marketing course, the "Five-in-One" model incorporates teaching sessions, professional internships, subject competition achievements, certification attainment, and thesis conversion, covering multiple aspects of

professional coursework while emphasizing progression and continuity. Secondly, course assessment reforms have been introduced to drive innovation in teaching methods and assessment criteria, stimulating student participation in daily training and academic competitions. For instance, the assessment structure for professional internships has been adjusted to include process evaluation, case studies, research reports, hotel evaluations, and video presentations, which encourages students to engage in focused learning, observation, and critical thinking during their internships, with learning outcomes showcased in digital video formats. Finally, the conversion of course results has been prioritized, using multi-dimensional indicators such as awarded certificates, video outcomes, case collections, research reports, and thesis papers to assess the achievement of teaching goals.

4.4 The Careful Shaping of Distinctive Experiences in Industry College Development

The establishment of distinctive experiences within the industry colleges is focused on four key aspects. Firstly, it is leadership through Communist Party of China (CPC) Party-building initiatives, with the active involvement of faculty and students under the guidance of the College CPC Party Branch. All members contribute to the development of the industry college and the relevant programs, playing a core role in curriculum development, practical teaching, educational reform projects, and student guidance. Secondly, it is imperative to organize faculty and students to engage in real-world activities related to professional education inside and outside the campus, such as volunteer services for major events like the Boao Forum for Asia, the Hainan Free Trade Port International Education Innovation Forum, and the ASEAN Education Forum. This enables students to apply theoretical knowledge in real-world scenarios and enhances their practical operation capabilities. Thirdly, the undergraduate mentor system provides personalized academic guidance, supporting students in academic planning, participation in academic competitions, internships, employment, and preparation for graduate school or studying abroad. Finally, it is of great significance to integrate the continuous optimization of cognitive internships, professional internships, and graduation internships into the core features of practical teaching in tourism industry colleges.

4.5 Systematic Promotion of School-Enterprise Collaborative Development Paths

Adhering to the “Five Shared” development path, school-enterprise collaboration activities are organized around five key areas, including jointly formulating talent development plans, participating in course construction, jointly developing faculty teams, collaboratively establishing practical training bases, and supporting student development. The collaborative approach ensures the implementation of shared and mutually beneficial educational practices. Notably, the school and industry partners engage in regular exchanges, offering dynamic feedback and continuous improvement of the establishment and implementation of talent development plans. High-level hotel executives are invited into the classroom to collaborate with faculty in course development. Additionally, faculty members are encouraged to participate in industry practice during holidays to familiarize young teachers with the latest industry developments, thus facilitating case writing, executive dialogues, and field research targeted at teaching demands, which significantly contributes to future teaching organization, innovations, and optimization. In terms of practical teaching, the use of real-world industry training bases, such as hotels, allows students to engage in cognitive and professional internships, fostering a deeper understanding and practical learning of the hospitality industry. Furthermore, by leveraging the multi-sector business model and developmental needs of Fosun Tourism Group, the collaboration provides continuous employment opportunities and career development platforms for students, guiding them towards high-value positions.

4.6 Achieving a Win-Win Educational Outcome for All Stakeholders

Despite varying priorities in the demands of the school, industry, and faculty in the construction of industry colleges, there remain many shared goals. By constructing and implementing the strategies described in the previous five areas, the industry colleges can effectively ensure the achievement of mutual goals for all stakeholders, leading to successful educational outcomes. For students, this process provides growth opportunities and enhances their overall competitiveness, helping them achieve their career development goals. For the hotels involved, the collaboration ensures that their workforce needs are met promptly, supporting

stable and sustainable operations. For the academic programs involved, the process enriches the outcomes of talent education, enhances the program's reputation, and strengthens its social influence, providing substantial support for the development of top-tier programs. In terms of curriculum construction, external advantages and resources can be utilized to improve the quality of professional courses, contributing to the creation of exemplary courses. For the industry colleges, the successful outcomes of school-enterprise collaboration enhance the reputation and support the colleges' overall development. Finally, for the faculty members involved, the collaboration helps them gain practical experience, deepen their professional understanding, and improve teaching capabilities, ultimately preparing them to meet the strategic demands of industry-education integration.

5. CONCLUSION

By consistently adhering to the strategic core of industry-education integration, the Tourism Industry College has effectively utilized the active participation of both the school and industry partners. It has strengthened the classroom teaching model, reformed course assessments, and focused on the transformation of educational outcomes. The college has also developed four distinctive experiences, including CPC party-building leadership, the undergraduate mentor system, real-world problem-based learning, and a three-tiered internship model. These experiences are supported by a collaborative implementation path, involving joint formulation of talent development plans, participation in course construction, co-development of faculty teams, collaborative establishment of practical training bases, and mutual support for student development. This approach has led to comprehensive educational outcomes across six key areas, including student development, enterprise workforce needs, program reputation, curriculum construction, college reputation, and faculty development. Through systematic reform and practice, both faculty and students have shown strong recognition of the "Six-Dimensional Integration" talent education model and significant achievements have been made in the college construction efforts.

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