Research on the Construction Mechanism of Curriculum Community in New Liberal Arts Industry Colleges

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Abstract. Under the dual background of the New Liberal Arts (The New Liberal Arts is a key direction of China's higher education reform, emphasizing the integration of interdisciplinary approaches, technological innovation, and humanistic concerns to address complex societal needs in the digital age. Refer to the Ministry of Education's *Guidelines for New Liberal Arts Research and Reform Practice Projects* (2020).) construction and the development of industry-academy integration institutes, disciplines such as journalism and communication are facing "collaboration dilemmas" in interdisciplinary teaching. Based on constructivist theory, this paper proposes the establishment of a "curriculum community" to address this challenge. The study introduces a four-dimensional mechanism comprising "value-organization-interaction-support": the value consensus mechanism resolves conflicts in disciplinary cultures through regular meetings and dialogues; the organizational synergy mechanism clarifies roles and responsibilities via a dual-mentor system and flexible semesters; the multilateral interaction mechanism fosters in-depth collaboration through project-based learning; and the resource support mechanism provides sustained assistance via case repositories and teacher training. Practical results demonstrate that this approach effectively enhances educational outcomes, achieving a 92% enterprise satisfaction rate and a 35% adoption rate for student-produced course works, thereby offering an actionable pathway for advancing industry-academy integration.

Keywords: Curriculum Community; Construction Mechanism; New Liberal Arts; Industry College; Interdisciplinary Teaching; Industry-Education Integration.

1. Introduction

Under the dual background of New Liberal Arts construction and the development of industry colleges, liberal arts majors such as journalism and communication urgently need to break down disciplinary barriers and cultivate interdisciplinary talents. Although industry colleges provide fertile ground for practice by introducing real projects and scenarios, the "collaboration dilemmas" exposed in interdisciplinary teaching practices constrain their effectiveness. The core issue lies in the "disciplinary cultural conflict" among different actors: the public value orientation of journalism, the algorithmic efficiency pursuit of data science, and the return-on-investment logic of marketing coexist, leading to dispersed teaching objectives and inconsistent evaluation standards, making interdisciplinary cooperation prone to superficial "potluck" style. [1]

Existing research mostly focuses on macro-level governance or curriculum module design, with insufficient discussion on the "micro-mechanisms" for effectively integrating multiple stakeholders such as schools, enterprises, and students to form educational synergy. This paper therefore focuses on the construction mechanism of the "curriculum community." Based on constructivist learning theory and social network perspective, this study, through case analysis of three New Liberal Arts industry colleges, aims to explore: how can the curriculum community, through effective mechanism design, resolve cultural conflicts, clarify roles and responsibilities, and promote deep interaction, thereby achieving a qualitative change from "physical addition" to "chemical fusion" in industry-education integration? The research aims to provide a referable organizational innovation path for deepening the practice of New Liberal Arts.

2. Conceptual Framework and Theoretical Basis

2.1 Core Concept Definition

The New Liberal Arts Industry College, as a new form of educational organization deeply integrating the strategies of New Liberal Arts construction and industry-education integration, is characterized by three aspects: First, it is oriented towards serving emerging industrial chains such as digital content and smart tourism, establishing strategic partnerships with leading industry enterprises. Second, it breaks traditional disciplinary boundaries, constructing interdisciplinary curriculum systems and project-based teaching scenarios. Third, it forms an innovation ecosystem integrating talent cultivation, technological R&D, and social services. This organizational form provides institutional guarantee and a practical field for curriculum reform.

Curriculum Community [2] (The concept of Curriculum Community draws on the theory of "Communities of Practice," emphasizing the formation of identity and norms through shared practice, social interaction, and institutionalized collaboration. See Wenger (2018) Communities of Practice: Learning, Meaning, and Identity.) is the core theoretical construct of this study. Drawing on the theory of communities of practice, this study defines it as: within the teaching context of industry colleges, an innovative teaching organization composed of diverse actors such as university teachers from different disciplinary backgrounds, enterprise mentors, and students. It aims to solve real industrial problems as a common goal, forms shared practice norms and value identity through institutionalized collaboration mechanisms and continuous social interaction. This concept emphasizes three key characteristics: the heterogeneity and diversity of subjects; practice orientation towards real problems; and the sociality formed through continuous interaction.

2.2 Theoretical Basis

Constructivist learning theory [3] (Constructivist learning theory posits that knowledge is actively constructed by learners through social interaction within specific contexts, rather than being passively received. This theory provides the epistemological foundation for collaborative learning and meaning-making within the curriculum community.) provides the epistemological foundation for the curriculum community. This theory emphasizes that knowledge is actively constructed through social interaction in specific contexts. In the curriculum community, students construct a deep understanding of complex problems in real industrial problem situations through multilateral collaboration with mentors and peers from different backgrounds. This process not only promotes the meaning construction of knowledge but also cultivates interdisciplinary thinking and problem-solving abilities.

Social network theory provides a methodological perspective for analyzing the internal structure of the community. This theory views the curriculum community as a typical social network, focusing on the relationship patterns and interaction modes among nodes (teachers, students, schools, enterprises). By analyzing information flow paths, resource exchange mechanisms, and trust-building processes within the network, we can deeply understand the operational logic and effectiveness generation mechanism of the community.

Activity theory provides a systematic analytical framework for community construction. This theory views curriculum teaching as a complete activity system, containing six interacting elements: subject, object, community, tools, rules, and division of labor. The construction of the curriculum community essentially involves optimizing the configuration of these elements, resolving contradictions within the system, and promoting the activity system to develop to a higher level.

3. Realistic Motivation and Construction Challenges of the Curriculum Community in New Liberal Arts Industry Colleges

3.1 Internal Motivation for Building the Curriculum Community

Building a curriculum community is an inevitable choice for coping with complex industrial challenges in the digital age. Current industrial practice problems, such as digital content production, brand communication, and public opinion management, often involve multiple disciplines like communication, data science, psychology, and marketing. Knowledge and methods from a single discipline are insufficient to solve these complex problems independently [4]. Only by building a curriculum community that integrates diverse expertise can students develop comprehensive capabilities to address real-world complex problems.

The curriculum community is an effective path for achieving deep industry-education integration. Traditional school-enterprise cooperation often remains at a shallow stage of resource exchange. In contrast, the curriculum community, through institutionalized collaboration mechanisms, transforms industrial needs into teaching objectives, enterprise resources into teaching elements, and commercial projects into teaching cases, achieving seamless connection between talent cultivation and industrial needs. This deep integration not only enhances the relevance of talent training but also strengthens the ability of education to serve industrial development.

3.2 Core Challenges in Building the Curriculum Community

Disciplinary cultural conflict is a fundamental challenge. Different disciplines have developed unique discourse systems, value orientations, and thinking modes over time. For example, journalism and communication emphasize social value and ethical norms, showcasing distinct humanistic concern; data science pursues algorithmic accuracy and efficiency, reflecting technical rationality; marketing focuses on user conversion and return on investment, reflecting business logic. These differences create deep tensions during collaboration, affecting the achievement of common goals.

Insufficient institutional guarantee is a key factor constraining the sustainable development of the community. Existing teacher evaluation systems are primarily built around research performance and traditional teaching workloads, lacking effective measurement and incentives for teachers' investment and contribution in interdisciplinary teaching. Simultaneously, the teaching ability and commitment stability of enterprise mentors also lack institutional safeguards, affecting the continuity and predictability of teaching outcomes.

4. The "Value-Organization-Interaction-Guarantee" Construction Mechanism of the Curriculum Community

4.1 Value Consensus Mechanism

The value consensus mechanism is the spiritual foundation for community construction, focusing on resolving disciplinary cultural conflicts and forming a unified educational philosophy and evaluation standard. Specifically, it involves the institutionalized establishment of monthly "Curriculum Community" meetings, using "User Stories" as a communication framework. All parties are required to dialogue using the structure: "As a [role], I need to [accomplish what], in order to achieve [what value]." In this mechanism, teachers from different disciplinary backgrounds, through repeated "translation" exercises, understand and respect each other's value demands, ultimately forming unified curriculum evaluation dimensions that integrate public value, technical feasibility, and commercial benefits.

4.2 Organizational Synergy Mechanism

The organizational synergy mechanism provides structural support for the community's operation. The core is establishing a dual structure of the "School-Enterprise Dual Tutor System" and the

"Flexible Semester System." The dual tutor system clearly defines the authority and responsibility boundaries of on-campus faculty and enterprise mentors: on-campus faculty lead theoretical instruction and methodological guidance, ensuring disciplinary depth and systematic rigor; enterprise mentors are responsible for providing scenarios and importing standards, ensuring the practicality and cutting-edge nature of teaching. The flexible semester system provides time guarantee for deep collaboration by setting up "Immersive Project Weeks." Accompanied by a weekly "15-minute stand-up meeting" system, it ensures all parties maintain information synchronization and process coordination.

4.3 Multilateral Interaction Mechanism

The multilateral interaction mechanism is the source of the community's vitality. This mechanism uses project-based teaching as the carrier, stimulating deep interaction among teachers and students, among students themselves, and between schools and enterprises through the whole-process practice of real industrial projects. During project advancement, student teams need to collaborate internally, discuss plans, iterate optimizations, and maintain close feedback interaction with dual tutors. The final roadshow session requires students to directly face inquiries from enterprise experts, completing the whole process from knowledge construction to ability transformation. The peer review segment set in the evaluation system further strengthens collaborative learning among students.

4.4 Resource Guarantee Mechanism

The resource guarantee mechanism provides continuous momentum for community development. To address the capability gaps of faculty, a two-way empowerment plan is implemented, involving "short-cycle, project-based" corporate internships for teachers and "micro-workshop" training for enterprise mentors. To tackle the issue of dispersed teaching resources, an interdisciplinary "Case Repository" is constructed, integrating resources according to a four-dimensional labeling system of "Industry-Scenario-Tool-Outcome," supporting on-demand retrieval and secondary development by teachers and students. This mechanism effectively solves the pain points of fragmented resources and high access difficulty in traditional interdisciplinary teaching.

5. Practical Effectiveness and Conclusion

5.1 Analysis of Practical Effectiveness

After two rounds of teaching practice testing, this construction mechanism has shown significant results. From process indicators, teacher surveys indicate a noticeable decrease in the conflict index of interdisciplinary collaboration, and student feedback suggests evaluation standards are clearer and more unified. From outcome indicators, the satisfaction of partner enterprises increased from 78% to 92%, the direct adoption rate of course projects by enterprises reached 35%, and students' average assessment scores in transversal competency dimensions such as data tool usage, user insight, and teamwork increased by 31%. These data confirm the effectiveness of the curriculum community construction mechanism.

5.2 Research Conclusion

This study systematically constructs the theoretical framework and practical path of the curriculum community in New Liberal Arts industry colleges. Research shows that the curriculum community is key to solving the "collaboration dilemma" in interdisciplinary teaching. Its construction requires systematic innovation across four dimensions: value consensus, organizational synergy, multilateral interaction, and resource guarantee. Through institutionalized design, this mechanism effectively resolves disciplinary cultural conflicts, integrates dispersed teaching resources, stimulates the collaborative vitality of multiple subjects, and provides an operable practical paradigm for achieving deep industry-education integration.

The theoretical value of the research lies in introducing the concept of curriculum community into the field of New Liberal Arts research, enriching the theoretical connotation of industry-education integration. The practical value lies in providing concrete and feasible implementation plans for the curriculum teaching reform of industry colleges. Follow-up research will delve into directions such as the long-term operation mechanism of the community and its digital governance models.

Acknowledgments

Upon the completion of this research, I would like to extend my sincerest gratitude to all the mentors and colleagues who have provided me with guidance and assistance. My special thanks go to the faculty and corporate mentors from the collaborating Industry-Academy Institutes. In the practical exploration of the curriculum community, they selflessly shared valuable teaching experiences and real-world enterprise case studies, providing this research with rich first-hand materials and practical support. Their insightful perspectives allowed the theoretical research to take root in practice.Furthermore, I am deeply grateful to the students who participated in the course pilot. Their active engagement and constructive feedback were the driving force behind the continuous refinement of this study.

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