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CONSTRUCTION AND PRACTICE OF THE "TEACHING-COMPETITION-INDUSTRY" INTEGRATED EDUCATION MODEL BASED ON THE NATIONAL COLLEGE ADVERTISING ART COMPETITION——A CASE STUDY OF NANCHONG FILM INDUSTRY VOCATIONAL ACADEMY

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Abstract: With the evolution of the digital media ecosystem, the online audiovisual industry has become a core arena for advertising and marketing. According to the 2025 China Online Audiovisual Development Research Report, the number of short video users in China has exceeded 1.04 billion. Industrial upgrading has increasingly highlighted the demand for versatile talents proficient in the entire chain of "content creativity–technical execution–commercial conversion." Currently, higher education often faces the practical dilemma of a disconnect between technical application and marketing mindset cultivation, urgently calling for pedagogical innovation. Based on human capital theory and action research methodology, this study selects the dual-major integration program of "Photography & Videography Technology + E-commerce" at Nanchong Film Industry Vocational Academy as a typical case. Employing an embedded single-case study method, it systematically constructs a three-dimensional collaborative education model centered around the National College Advertising Art Competition (NCAAC) as the nexus, integrating "Education-Competition-Industry." The research focuses on extracting a four-dimensional closed-loop cultivation paradigm: "Classroom Foundation–Competition Refinement–Industry Validation–Teaching Iteration." Practice demonstrates that this model significantly enhances students' core competencies in cross-media creative production, digital marketing, and project operation. It effectively addresses the chronic issue of the separation between technical application and commercial thinking in traditional cultivation models, providing theoretical and practical paradigms for practical teaching reform and talent cultivation in similar institutions and for the online audiovisual industry.
Keywords: National College Advertising Art Competition (NCAAC); Teaching-competition-industry integration; Dual-major collaboration; Micro-video creation; Practical teaching reform; Talent cultivation model

1 INTRODUCTION

1.1 Research Background

1.1.1 Industry background: changing talent demands amid online audiovisual industry upgrading

With the proliferation of 5G and AI technologies, the online audiovisual industry is transitioning from content supply to precision marketing. Advertisers' demands for micro-video advertisements are no longer limited to visual presentation but emphasize holistic capabilities across the entire chain of "content creativity–technical implementation–traffic conversion." Taking Douyin E-commerce's 2023 "Super Brand Day – White Elephant Customized Hit Plan" as an example, its success in achieving both brand building and sales effect through "business insight + marketing creativity" requires creators to possess simultaneous capabilities in lens language design (adapting to vertical/horizontal screen scenarios), user profile analysis (accurately targeting audience preferences), and data optimization (adjusting content based on completion rates). Traditional single-skill talents can no longer meet such demands.

1.1.2 Educational background: practical difficulties in practical teaching for advertising-related majors in higher education

Currently, advertising-related majors in universities commonly suffer from disciplinary silos. For instance, the Photography & Videography Technology major focuses on courses like Fundamentals of Videography and Editing Basics, which cultivate filming and editing skills. However, due to a lack of courses like Marketing Planning and New Media Operations, only 23% of practical works from this major met commercial broadcasting standards for advertisers in 2024. Conversely, the E-commerce major emphasizes Marketing Planning and Soft Article Writing, enabling students to formulate promotion plans. Yet, due to insufficient technical skills, plan execution efficiency decreased by over 40%. This disconnect between technology and marketing led to subpar results when the college first participated in the NCAAC's Marketing Entrepreneur track in 2024, securing only one national third prize. The entries exhibited technical weaknesses and rough planning.

1.1.3 Competition background: the highlighted value of ncaac as a practical teaching vehicle

Since its inception in 2005, NCAAC has covered 1,873 universities and over a million students. Its micro-video track under the Marketing Entrepreneur category has become a core indicator for assessing practical teaching quality due to

its "alignment of competition briefs with industry needs and judging criteria with industry standards." The track's evaluation dimensions (play count 15%, completion rate 15%, average watch time 15%, likes 15%, content creativity 10%, user targeting 10%, production quality 10%, communication effect 10%) highly correspond to industry demands: creativity relates to "content planning ability," technicality to "technical execution ability," commercial relevance to "brand adaptation ability," and communication effect to "operation and promotion ability." Furthermore, the involvement of leading enterprises like China Unicom and Pop Mart in brief design in recent years enables competition outcomes to directly align with employment needs.

1.2 Problem statement

Based on the above background, this paper focuses on three core questions: First, how to construct an integrated education model linking "teaching–competition–industry" to achieve precise alignment between curriculum content [1], competition standards, and industry needs. Second, how to foster students' holistic chain capabilities by overcoming the "technology–marketing disconnect" through dual-major collaboration. Third, what is the pedagogical logic behind award-winning NCAAC cases, and how can replicable competition guidance strategies be formed?

2 CONSTRUCTION OF THE "TEACHING-COMPETITION-INDUSTRY" INTEGRATED EDUCATION MODEL BASED ON NCAAC

2.1 Core Logic of Model Construction

2.1.1 Value logic: tripartite synergy, unified goals

Based on human capital theory, the online audiovisual industry's demand for "technology + marketing" holistic chain talents is essentially a "human capital appreciation demand." The unified goals of teaching, competition, and industry are to match human capital with industry needs through skill cultivation. In practice: The cross-major course Short Video Creation at this college aims to cultivate short video creation and promotion capabilities (teaching goal), produce works meeting NCAAC requirements (competition goal), and ensure works align with enterprise commercial needs (industry goal). After the course, students participate in NCAAC with their course projects, and award-winning works are prioritized for recommendation to partner enterprises, realizing the synergy of "teaching–competition–industry" goals.

2.1.2 Closed-loop logic: cyclical iteration, continuous optimization

Combined with action research methodology, the "Teaching-Competition-Industry" model forms a closed loop: "Teaching Preparation (Plan) – Competition Practice (Act) – Industry Feedback (Observe) – Teaching Optimization (Reflect)," corresponding to the four stages of action research. Stage 1 (Teaching Preparation): Explain micro-video filming techniques (e.g., industry standards like vertical screen resolution 1080*1920, frame rate 30fps) in Fundamentals of Videography, and analyze cases like Douyin's "Luckin Coffee Short Video Marketing" in Marketing Planning. Stage 2 (Competition Practice): Students refine their project scripts based on NCAAC briefs. Stage 3 (Industry Feedback): Invite creative directors from advertising agencies to critique works. Stage 4 (Teaching Optimization): After identifying students' weakness in data optimization post-NCAAC 2025, add a "Micro-Video Data Review" module to Short Video Creation, explaining optimization methods for completion rates and like rates, forming a spiraling iterative path [2].

2.1.3 Synergy logic: multi-dimensional collaboration to break barriers

Synergy is achieved through three dimensions: "Major, Faculty, and Stakeholder." In major synergy, two majors complement each other via "curriculum linkage + joint project research" – e.g., in NCAAC preparation projects, Photography & Videography students handle filming/editing (technical end), while E-commerce students handle planning/promotion (marketing end), addressing the "technology–marketing disconnect." In faculty synergy, a cross-major guidance team of "technical + planning" instructors is formed, developing a Collaborative Guidance Manual specifying that technical instructors address issues like "shot transition frequency ≥1.5 times/sec," while planning instructors optimize promotion strategies like "hashtag combinations," preventing fragmented guidance. In stakeholder synergy, a tripartite mechanism is established among the college, NCAAC organizing committee, and enterprises. The committee provides brief interpretation, enterprises provide real projects, and the college provides teaching resources, jointly advancing model implementation.

2.2 Core Components of the Model

2.2.1 Teaching foundation layer: curriculum system and content restructuring

The teaching foundation layer is the cornerstone of the model. Restructuring in "objectives, content, and assessment" achieves precise alignment between courses and competition/industry needs.

In objective restructuring, course goals are set based on "NCAAC judging criteria + industry job competencies." For example, the goal of Advertising Film Creation in Photography & Videography was adjusted to enable students to independently complete works meeting NCAAC micro-video track requirements, with technical indicators (frame stability, editing rhythm) reaching industry standards. The goal of Marketing Planning in E-commerce was adjusted to enable students to formulate promotion plans meeting industry needs, with plan feasibility and communication effect prediction aligning with industry norms. Post-restructuring, teaching became more targeted, raising student skill attainment rates in relevant courses from 68% to 89% in 2024 [3].

In content restructuring, NCAAC briefs and industry cases are integrated into core courses, replacing traditional

theoretical content. Specifically, Photography & Videography courses added an "Analysis of NCAAC Award-winning Works" module. For instance, Editing Basics used the 2024 NCAAC micro-film advertising national first prize work Reconnecting with Self to deconstruct its "fast-paced editing + emotional narrative" techniques, having students complete a "Campus Cuisine" themed micro-video editing practice based on this model. E-commerce courses introduced real industry cases; e.g., New Media Operations analyzed Douyin's "Luckin Coffee Short Video Marketing" case, explaining "topic planning + traffic allocation" strategies. Students imitated this case to design promotion plans for NCAAC entries. Content restructuring significantly enhanced course practicality and the alignment of student works with NCAAC requirements.

In assessment restructuring, the traditional "final exam+regular assignments" model was replaced with more practical indicators like "competition alignment+industry recognition." For example, in Photography & Videography's Short Film Creation course assessment, NCAAC alignment accounted for 40% (scored based on NCAAC judging dimensions), industry mentor evaluation for 20% (scored by enterprise experts), with traditional theory exams and regular performance each at 20%. In E-commerce's Soft Article Writing, the quality of soft articles supporting NCAAC entries accounted for 35% (evaluating communicability, brand fit), enterprise acceptance intent for 25% [4], with the rest for regular performance and theory. This shift made students focus more on the practical value of their works.

2.2.2 Competition support layer: ncaac as a comprehensive practical vehicle

The competition support layer uses NCAAC as the core practical vehicle. Through "track selection, team formation, and process management," it ensures the competition serves as a platform for testing teaching outcomes and enhancing capabilities.

In track selection, the dual-major strengths are leveraged to strategically target the NCAAC Marketing Entrepreneur micro-video track, avoiding blind participation. Analysis shows Photography & Videography excels in micro-video creation, E-commerce in marketing promotion. The micro-video track requires both technical creation and operational promotion skills, and its judging criteria (creativity, technicality, commercial relevance, communication effect) highly align with dual-major training objectives. Compared to other tracks, the micro-video track best leverages dual-major synergy. From 2024-2025, 90% of entries focused on this track, and most awards came from it, validating the selection.

In team formation, a cross-major team model ensures full skill coverage. Each team of 4-5 includes 2-3 Photography & Videography students (responsible for filming, editing, visual design) and 2 E-commerce students (responsible for planning, operations, copywriting), covering "creative planning–technical execution–operational promotion." The formation process involves three steps: "voluntary registration – aptitude test–mutual selection." First, a team formation notice is released. Second, students are screened through technical tests (submitting filming works) or planning tests (submitting promotion proposals) [5]. Finally, a mutual selection session allows students to form teams based on complementary skills. For instance, the two award-winning teams in the 2025 NCAAC micro-video track were primarily composed of students from both majors, achieving skill complementarity and laying the foundation for success.

In process management, four phases ensure quality: Preparation (3-4 weeks before deadline): Organize brief interpretation sessions, conduct market research, analyze target audience, collect similar works, finalize creative concepts and scripts. Execution (2-3 weeks before): Complete filming and material organization, simultaneously design promotion plans. Optimization (1 week before): Invite industry mentors and instructors for joint critiques, revise works (adjusting editing rhythm, optimizing promotion strategies), conduct simulated dissemination tests by posting works on platforms to collect play data for adjustments. Review (1-2 weeks after): Hold debriefing sessions to summarize experiences and issues, generate review reports for inclusion in the teaching case library. In 2025, this process increased the average revision cycles for micro-video works from 3 to 5 times, significantly improving quality.

2.2.3 Industry orientation layer: resource integration and standard adoption

The industry orientation layer ensures the model aligns with industry needs and avoids isolation by "incorporating industry standards, integrating industry resources, and establishing feedback mechanisms."

In incorporating industry standards, creation norms and operational rules from the online audiovisual industry are integrated into teaching and competition. Creation norms include standards for filming (e.g., vertical resolution 10801920, 30fps), editing (e.g., shot transition frequency ≥1.5/sec, subtitle synchronization), and content (e.g., brand placement duration 5%-10%). These are integrated into courses like Fundamentals of Videography, where students must adhere to standards or revise their work. Operational rules, such as platform algorithms (e.g., Douyin's "initial traffic pool test") and promotion strategies (e.g., "hashtag combination" techniques), are included in New Media Operations to teach industry logic. This integration significantly improved the industry compatibility of student works, with 80% of 2025 NCAAC award-winning works meeting creation norms, a 50% increase from 2024.

In introducing industry resources, support is provided through "industry mentors in classrooms, real projects on campus, and co-built training bases." Creative directors from ad agencies and operations managers from platforms are invited as external mentors for regular lectures. Partnerships with local enterprises convert real projects into course practice and NCAAC preparation materials. Off-campus training bases are co-established with enterprises for student internships.

In establishing industry feedback mechanisms, a three-level system of "work critique–internship evaluation–employment feedback" informs teaching and competition. Work Critique: Industry mentors score and comment on course practice and NCAAC entries, offering improvement suggestions. Internship Evaluation: Track student performance during internships at partner enterprises, with evaluations on professional competence and work ethic used to adjust curricula [6]; e.g., 2024 evaluations revealed weak data analysis skills, leading to the addition of a relevant module in Short Video Creation in 2025. Employment Feedback: Collect employment data of graduates in the

online audiovisual field to analyze gaps between talent cultivation and industry needs; e.g., 2024 graduate feedback indicated insufficient skills in using AI editing tools, prompting the inclusion of "Jianying AI Features" in Editing Basics in 2025.

2.3 Operational Safeguard Mechanisms for the Model

2.3.1 Organizational safeguard: cross-major team for coordinated advancement

To ensure the implementation of the "Teaching-Competition-Industry" model, the school established a cross-disciplinary teaching and competition team, led jointly by the Photography and Videography Technology major and the E-commerce major. The team members include key teachers from both majors, industry mentors, and competition liaison officers, responsible for coordinating course integration, competition guidance, and industry connection. The core responsibilities of the team are as follows: First, to coordinate the integration of courses, formulate a cross-disciplinary course construction plan, determine the course offering time, content modules, and assessment methods, such as jointly designing the teaching syllabus for the "Short Video Creation" course, and clarifying the teaching responsibilities of teachers from both majors (teachers from the Photography and Videography Technology major teach creation, while those from the E-commerce major teach promotion). Second, to coordinate competition guidance, formulate a preparation plan for the Big Advertising Competition, organize preparation training, coordinate the guidance work of guidance teachers and industry mentors, assign one technical guidance teacher and one planning guidance teacher to each preparation team, and hold regular guidance progress meetings to track the preparation progress. Third, to coordinate industry connection, establish a regular communication mechanism with cooperative enterprises and the organizing committee of the Big Advertising Competition, such as monthly project demand communication with enterprises and quarterly competition dynamic communication with the organizing committee, to ensure the timeliness of resource introduction and competition guidance [7]. After the establishment of the cross-disciplinary team, the problem of difficult coordination among multiple departments was effectively solved. From 2024 to 2025, the efficiency of course integration promotion increased by 50%, and the response speed of competition preparation guidance increased by 40%.

2.3.2 Resource safeguard: hardware and material support

Resource guarantee serves as the material foundation for the operation of the "teaching-competition-industry" model. The school has invested in building practical training facilities and integrating case materials to support teaching and competitions. In terms of practical training facilities, over 1 million yuan has been spent to upgrade the micro-video creation training center, equipped with professional shooting equipment, editing workstations, and operation training devices, meeting the students' full-process training needs from shooting, editing to promotion. Meanwhile, a micro-video dissemination platform has been established, allowing students to post their training and competition preparation works on it and collect real dissemination data (such as play counts, like rates, and completion rates) for optimizing their works. By 2025, 90% of the students' micro-video works will be completed in the training center. In terms of case material integration, a "competition-industry case resource library" has been jointly built, consisting of three modules: the first is the Big Advertising Competition case module, which dynamically collects the national first-prize works of the micro-film advertising track of the Big Advertising Competition, marking the creative highlights, technical methods, and promotion strategies of the works, and providing the review comments of the organizing committee for course teaching. The second is the industry case module, which compiles excellent micro-video advertisements in the online audio-visual industry, analyzing their creation logic and dissemination paths for practical training task design. The third is the enterprise project module, which incorporates real project cases from cooperative enterprises into the resource library, marking project requirements, execution processes, and outcome data for reference in preparing for the Big Advertising Competition.

2.3.3 Institutional safeguard: rules and incentives for long-term operation

The institutional guarantee is the key to the long-term operation of the "Teaching-Competition-Industry" model. The school has established a curriculum linkage system, a team selection system, and a result incentive system to standardize the operation process of the model and stimulate the enthusiasm of teachers and students to participate. In terms of the curriculum linkage system, the school has formulated the "Implementation Measures for Cross-Professional Curriculum Linkage", clearly defining the linkage methods and requirements for courses of the two majors: first, course co-construction. For example, in the "Short Video Creation" course, teachers from both majors jointly teach, with teachers from the photography and videography technology major responsible for the short video creation module and teachers from the e-commerce major responsible for the marketing promotion module. The course assessment adopts a dual assessment of "works + plans". Second, practical training linkage. In courses such as "Advertising Film Creation" and "Marketing Planning", cross-major practical training projects are set up, requiring students from both majors to form teams to complete them. For instance, after students from the photography and videography technology major shoot micro-videos, students from the e-commerce major design promotion plans for them, and the practical training results are included in the assessment of both courses. Third, credit recognition. Credits earned by students in the elective courses of the other major can be counted towards the elective credits of their own major, encouraging cross-major learning. After the implementation of the curriculum linkage system, the number of students from both majors taking cross-major courses increased from 15 in 2023 to 89 in 2025, and the quality of cross-major practical training projects significantly improved (the excellent rate increased from 20% to 55%). In terms of the team selection system, the school has issued the "Detailed Rules for Cross-Professional Team Selection for the

Big Advertising Competition", clearly defining the selection process and standards: the selection process consists of three steps - "registration - initial review - re-examination". In the registration stage, students are required to submit their resumes and ability certificates. In the initial review stage, the cross-major teaching competition team reviews the materials and screens out students with outstanding technical or excellent planning abilities. In the re-examination stage, group practical tests are organized, and students who pass the initial review are randomly grouped to complete the creative conception tasks of the given topics. Based on the performance of the groups and the matching degree of individual abilities, the final team list is determined. The selection criteria focus on complementary abilities and teamwork awareness. For example, students with strong technical abilities but weak teamwork awareness need to be paired with teammates who have strong communication skills; students with excellent planning abilities but insufficient execution abilities need to be paired with students who have strong practical skills. In 2025, 12 teams selected through this system participated in the competition, and 8 of them won provincial or higher-level awards. In terms of the result incentive system, according to the school's relevant reward regulations, incentive measures are set for both students and teachers. After the implementation of the result incentive system, the enthusiasm of teachers and students to participate in the "Teaching-Competition-Industry" integrated practice significantly increased. In 2025, the number of students signing up for the Big Advertising Competition increased from 120 in 2024 to 320, and the number of teachers voluntarily applying to be instructors increased from 5 to 18.

3 EFFECTIVENESS VALIDATION OF THE "TEACHING-COMPETITION-INDUSTRY" INTEGRATED EDUCATION MODEL

3.1 Competition Outcomes: Significant Improvement in NCAAC Award Quantity and Quality

Before implementation (2023), students from the two majors had no participation in NCAAC, showing weak competition awareness. After implementation (2024-2025), outcomes improved in both quantity and quality: In 2024, 210 students (45% of majors) participated, submitting 35 works, winning 7 provincial awards (1 first, 3 third, 3 excellence) and 3 national awards (1 third, 2 excellence). In 2025, 320 students (68%) participated, submitting 58 works, winning 4 provincial awards (1 first, 3 third) and 8 national awards (2 second, 3 third, 3 excellence). Micro-video track awards constituted 86% of total awards.

3.2 Talent Cultivation Quality: Enhancement of Student Professional Competence and Employability

Through course integration, dual major collaboration, and industry practice, students' technical skills, marketing capabilities, and cross-disciplinary collaboration abilities have been significantly enhanced.

3.2.1 Professional Competence: From "Single Skill" to "Holistic Chain Literacy"

In the past two years, the core professional abilities of students majoring in photography and videography as well as those in e-commerce have both significantly improved, with particularly remarkable results. Among them, the commercial creativity ability of students majoring in photography and videography has made particularly notable progress. In 2023, only 23% of their training works met the commercial placement standards of advertisers, leaving a large gap from the actual market demand. By 2025, this proportion had significantly increased to 68%, with over 60% of students' works having direct commercial application value, and the compatibility between commercial creativity and market demand had significantly improved.

The technical implementation ability of students majoring in e-commerce has also been outstanding. In 2023, only 35% of the promotion plans designed by them could match the micro-video content, and the combination of technology and actual promotion scenarios was relatively low. By 2025, this proportion had soared to 82%, indicating that students could now proficiently integrate promotion logic with the micro-video format, and the practicality and accuracy of technical implementation had significantly enhanced. The significant improvement in the abilities of students from both majors not only reflects the optimization effect of the teaching and training system but also lays a solid foundation for students to meet industry demands and enhance their employment competitiveness.

In terms of cross-disciplinary collaboration ability, through the establishment of cross-disciplinary interest groups and course-linked projects, the communication and coordination skills and team cooperation efficiency of students have significantly improved. In 2023, the conflict rate (project delays caused by differences in division of labor and concepts) of cross-disciplinary cooperation projects between students of the two majors reached 35%; by 2025, this proportion had dropped to 12%, and the average project completion time had shortened from 20 days to 14 days. For example, in the 2025 DAB competition of this school, photography and videography technology students and e-commerce students collaborated efficiently through daily progress meetings and division of labor lists, completing the entire process from creativity to submission in just 12 weeks, which was 4 weeks shorter than similar teams in 2024..

3.2.2 Employability: from "difficulty finding jobs" to "sought after by enterprises"

After the implementation of the model, the employment competitiveness of graduates from both majors in the field of online audio-visual has significantly improved. This is specifically manifested in high employment rates, high job compatibility, and high salary levels. Among the 2023 graduates, the employment rate of the photography and videography technology major in the field of online audio-visual was only 52%, while the employment rate of the e-commerce major was 48%. The average starting salary was 3,500 yuan per month, and the job compatibility (engaging in work that matches professional skills) was 65%; among the 2025 graduates, the employment rate of the photography and videography technology major in related fields increased to 89%, and that of the e-commerce major

increased to 85%. The average starting salary was 6,200 yuan per month (an increase of 38%), and the job compatibility reached 92% (an increase of 42%).

In addition, the proportion of graduates who were offered early employment by enterprises has significantly increased. In 2025, 23 students received opportunities for "internship to full-time employment" through the Big Advertising Competition and enterprise project practice, an increase of 360% compared to 2023 (5 people).

3.3 Teaching Reform Outcomes: Dual Enhancement of Curriculum System and Faculty Capability

The "teaching - competition - industry" integration model promotes the reform of the two professional courses from the adjustment of individual courses to the reconfiguration of the system, while enhancing the practical teaching ability of teachers and their ability to connect with the industry.

3.3.1 Curriculum system: from "theory-oriented" to "practice-oriented"

Eight core courses were restructured (4 per major), and two new cross-major courses (Micro-Video Marketing Creation, Short Video Data Analysis) were added. The proportion of practical modules in course content increased from 30% in 2023 to 65% in 2025. For example, Advertising Film Creation (Photography) removed redundant film ad theory and added NCAAC brief practice and enterprise micro-video customization modules. New Media Operations (E-commerce) replaced theory with short video platform algorithms and data optimization practice.

Assessment methods diversified: shifting from "final exam + assignments" to a comprehensive model of "practical outcomes (60%) + theory exam (20%) + industry evaluation (20%)." For Micro-Video Marketing Creation, the core assessment is the "micro-video work + promotion plan" by cross-major teams, scored with input from industry mentors to ensure industry relevance.

3.3.2 Faculty capability: from "teaching-oriented" to "dual-qualified"

Through industry practice, competition guidance, and cross-major collaboration, faculty's practical teaching and resource integration capability improved. The percentage of "dual-qualified" faculty (with industry experience or certifications) increased from 40% in 2023 to 78% in 2025, with 8 instructors obtaining "industry certifications" through NCAAC guidance and enterprise projects.

4 EXPERIENCE SUMMARY AND PROBLEM REFLECTION

4.1 Core Experience: Key Success Factors for "Teaching-Competition-Industry" Integration

Practice from 2024-2025 yielded three core experiences for reference by similar institutions.

4.1.1 Precise positioning: targeting the convergence of "competition – major – industry"

The primary prerequisite for the success of the model is to identify the convergence points among "the Grand Advertising Competition track, professional capabilities, and industry demands". By choosing the micro-video track of the Grand Advertising Competition, we not only align with the technical creation capabilities of the photography and videography major and the marketing promotion capabilities of the e-commerce major, but also meet the demand for a versatile talent in the online audio-visual industry. This avoids the problem of professional mismatch and disconnection between the competition and the participants. Practice has shown that focusing on a single convergence track (micro-video) is more conducive to concentrating resources and improving the quality of results compared to spreading resources across multiple tracks.

4.1.2 Mechanism safeguard: constructing a closed-loop system of "collaboration – incentive – feedback"

Establishing dual-major collaboration mechanisms (course linkage, faculty synergy, student teamwork) breaks disciplinary barriers. Implementing outcome incentive mechanisms (for both students and faculty) motivates participation. Forming industry feedback mechanisms (work evaluation, internship feedback, employment tracking) informs teaching optimization. These three form a closed loop, ensuring the model transitions from pilot to sustained operation.

4.1.3 Resource integration: connecting the resource chain of "university – competition – enterprise"

Through the joint establishment of training bases, the introduction of industry mentors, and the integration of enterprise projects into the campus, we have coordinated the resources of universities (teaching resources), event organizing committees (platform resources), and enterprises (practical resources) to provide material and resource support for the model. The micro-video creation training base jointly established with enterprises has solved the problem of insufficient equipment. The one-on-one guidance by industry mentors has enhanced the industry compatibility of the works; the real enterprise projects enable students to come into contact with business demands during the courses, avoiding the disconnection between teaching and practice.

4.2 Problem Reflection: Existing Challenges in Model Operation

Although the model has achieved remarkable results, it still faces three major challenges in practice, which need to be addressed in the subsequent optimization process.

4.2.1 "Efficiency bottleneck" in cross-major collaboration

Although a collaborative mechanism has been established, due to differences in teaching plans and course scheduling conflicts between the two majors, there are still problems such as difficulties in centralized teaching of cross-disciplinary courses and high communication costs for the preparation teams. For example, the "Micro-video

Marketing Creation" course requires students from both majors to attend the class together. However, because the "Basic Camera Shooting" course of the Photography and Videography Technology major and the "Marketing Planning" course of the E-commerce major have overlapping class times, 30% of the students are unable to participate synchronously. The preparation teams, due to the large amount of coursework, can only ensure 2-3 hours of concentrated discussion time per week, which affects the collaboration efficiency.

4.2.2 "Regional limitations" of industry resources

This university is located in a fourth-tier city. It has fewer resources in the field of online audio-visual industry compared to universities in first-tier cities, which leads to difficulties in introducing high-level industry mentors and a lack of cooperation with large enterprises. By 2025, the cooperating enterprises will mainly be local small and medium-sized companies, and students will have limited opportunities to engage in national commercial projects; among the industry mentors, those with experience in national competitions' evaluation and operation of leading platforms account for a relatively small proportion, and the depth of their guidance needs to be improved.

4.2.3 "Uneven Distribution" of Preparation Resources

Due to varying student abilities and limited faculty time, preparation resources tilt towards core teams, leaving reserve teams with less support. In 2025, core team students received an average of 4 industry mentor sessions, reserve teams only 1; core teams had 3 times more access to high-end equipment like 4K cameras. This slows the growth of reserve students, affecting talent pipeline quality for future competitions.

5 FUTURE PROSPECTS FOR THE "TEACHING-COMPETITION-INDUSTRY" INTEGRATED MODEL

5.1 Mechanism Optimization: Addressing Cross-Major Collaboration Efficiency Bottlenecks

5.1.1 Develop a "cross-major teaching schedule"

Combine the teaching departments of the two majors to jointly formulate a cross-disciplinary course schedule, avoiding conflicts in course times; incorporate cross-disciplinary courses such as "Micro-video Marketing Creation" into general elective courses, allowing students to choose courses across different majors and counting them towards practical credits, thereby enhancing students' participation enthusiasm. Establish a cross-disciplinary teaching coordination team, hold monthly teaching progress meetings to solve problems such as poor course connection and collaboration conflicts.

5.1.2 Build an "online collaboration platform"

Develop a cross-disciplinary collaboration mini-program, which includes functions such as task allocation, progress tracking, file sharing, and online communication. The competition team can synchronize their progress in real time through the platform, reducing the cost of offline communication. The platform can also store collaboration cases, problem solutions, and other contents for subsequent teams to refer to, thereby improving collaboration efficiency.

5.2 Resource Expansion: Overcoming Regional Industry Resource Limitations

5.2.1 Build a "national industry resource network"

Through the organizing committee of the Grand Advertising Competition and provincial advertising associations, we connect with leading advertising companies in first-tier cities and short-video platforms, establishing a remote cooperation mechanism: inviting experts from leading enterprises to conduct online lectures and provide remote evaluations. We also undertake the regional execution phases of national commercial projects, allowing students to get in touch with the demands of national projects.

5.2.2 Create a "university-local government collaborative" industry platform

In collaboration with local government departments, a micro-video industry service platform will be established to provide micro-video advertising creation and short-video promotion services for local small and medium-sized enterprises. The platform serves as both a practical base for students and a service window for enterprises. Through this platform, students can participate in local tourism and culture promotion, as well as marketing of unique products, etc., thereby accumulating regional commercial cases. At the same time, it attracts local high-quality enterprises to participate in teaching cooperation, thereby compensating for the shortage of resources in leading enterprises.

5.3 Technology Empowerment: Adapting to the Industry's "AI-Driven" Trend

5.3.1 Integrate "AI technology" into teaching content

With AI's growing application in the industry, adding modules like "AI Micro-Video Creation" and "AI Traffic Optimization" to courses is crucial. Creative courses can teach tools like "Jianying AI" and "DeepSeek" to boost efficiency. Data analysis courses can explain "AI Data Models" for user profiling and traffic prediction, cultivating AI-empowered marketing skills.

5.3.2 Develop "AI-assisted competition preparation" tools

United Technologies Corporation has developed the "NCAAC AI-assisted System", which has functions such as proposition interpretation, creative generation, and work evaluation. The system can automatically generate creative direction suggestions based on the propositions of the NCAAC competition; based on the scripts submitted by students, the AI generates technical optimization suggestions; by combining industry standards and competition evaluation dimensions, the AI scores and evaluates the works, helping students identify problems in advance and improve the efficiency of their preparation.

6 CONCLUSION

Based on the practice of the dual majors of Photography & Videography Technology and E-commerce at Nanchong Film Industry Vocational Academy, this study constructed and verified the "Teaching-Competition-Industry" integrated education model, and drew the following conclusions:

First, by embedding competition requirements and industry standards into the curriculum system, realizing competency complementarity through dual-major collaboration, and integrating tripartite resources (schools, industries, and competitions), this model effectively resolves the pain points in traditional advertising talent training, such as the disconnect between technical skills and marketing capabilities, and the separation of theoretical teaching from practical application. It ultimately achieves the synergistic development of "teaching quality improvement, competition award-winning, and graduate employment enhancement".

Second, the core success factors of this model lie in the accurate positioning of the integration points, the construction of a closed-loop operation mechanism, and the integration of tripartite resources. Among them, "dual-major collaboration" serves as the key support: the technical expertise of Photography & Videography Technology and the marketing competence of E-commerce complement each other, equipping students with comprehensive literacy of "micro-video creation + promotion and operation" that meets the industry's demand for versatile talents. Meanwhile, the industry feedback loop acts as the long-term guarantee—it continuously optimizes the teaching content and methods through enterprise evaluation and graduate employment tracking, ensuring that talent training is always aligned with the latest industry needs.

Third, to address existing challenges, such as low cross-disciplinary collaboration efficiency, regional constraints on industry resources, and uneven distribution of training resources, further refinement is required through mechanism optimization, resource expansion, and technological empowerment. Especially in the context of the widespread application of artificial intelligence, integrating AI technologies into the teaching process and developing AI-assisted teaching tools can make the model more adaptable to industry development trends, thereby cultivating "AI+" versatile advertising talents.

In the future, this model can be popularized and applied in similar institutions across the country, especially those offering majors such as photography, e-commerce, and advertising. Each institution can adjust and optimize the model according to its own characteristics and regional resource endowments. For example, art colleges may emphasize the synergy of "creative design + technical production", while business schools may focus on the integration of "marketing planning + data analysis". This will form a diversified education pattern featuring "each institution has its own characteristics and each model is practical and feasible", thus injecting more high-quality versatile talents into the online audio-visual industry.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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