Cultural Industry Integration & AI Empowerment": Research on Construction Strategies of University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand

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Abstract: *At present, the integration of culture and industry has become the core engine for the high-quality development of the cultural industry, while enterprises' demand for interdisciplinary writing talents has put forward new requirements for higher education reform. There exist problems in college writing courses such as inaccurate positioning, insufficient AI empowerment, and disconnection from industrial demands. Based on real enterprise needs, this paper constructs a trinity industry-university-research integrated practice base system of "culture-industry integration + AI empowerment + writing practice", providing an operable plan for the cultivation of writing talents in undergraduate universities. It also clarifies the core pain points of base construction and the orientation of enterprise needs, and puts forward a five-in-one construction strategy of "positioning-curriculum-mechanism-faculty-evaluation", so as to provide theoretical and practical support for universities to align with the development of culture-industry integration and AI technology and improve the quality of writing talent training.*

Key words:*culture-industry integration; AI empowerment; college writing; industry-university-research integration; practice base*

Introduction

Currently, the integration of culture and industry has become the core engine for the high-quality development of the cultural industry. The national "14th Five-Year Plan" for the cultural industry emphasizes that China should strengthen the integration of culture and industry and digital empowerment. The Ministry of Education has subsequently introduced policies to promote the integration of industry and education as well as collaborative education. On the other hand, with the large-scale application of artificial intelligence, the penetration rate of AI writing tools has been increasing year by year. In the existing teaching models of universities, the teaching theory and practice of university writing courses are not perfectly integrated. The existing industry-university-research bases in universities have a single function and lack AI elements, resulting in a disconnect between talent cultivation and enterprise demands.

Under such circumstances, enriching university writing instruction from the perspectives of culture-industry integration and AI empowerment, and improving the theoretical system for the construction of industry-university-research integration bases in universities can fill the research gap in aligning writing course instruction with industry demands, provide operational guidelines for undergraduate institutions to establish writing practice platforms that meet corporate needs, and help university writing courses enhance students' AI application capabilities while assisting enterprises in acquiring versatile writing talents.

1. “Culture-Industry Integration & AI Empowerment”: The Significance of Constructing a University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand

The construction of a university writing industry-university-research integration practice base

centered on “Culture-Industry Integration & AI Empowerment” holds significant importance for universities, enterprises, and society as a whole:

First, for universities, it helps improve the curriculum system and strengthen the cultivation of students' comprehensive abilities. Through the construction of the practice base, students can better integrate theoretical knowledge with practical application, thereby enhancing their ability to solve practical problems. With the empowerment of AI, technologies such as generative AI writing tools and intelligent feedback systems can be leveraged to optimize writing instruction and improve teaching outcomes[1].

Secondly, for enterprises, the practice base serves as a crucial platform for talent reserves and the incubation of scientific research achievements. Enterprises can rely on the base for talent selection and cultivation while utilizing its research resources to drive technological innovation, thereby further enhancing their core competitiveness.

Meanwhile, culture-industry integration represents a new development model that takes culture as its core and technology as its support, enabling cross-border symbiosis between the cultural industry and related industries. The practice base not only provides students with a platform to transform theoretical knowledge into practical abilities but also offers enterprises a cradle for talent selection and cultivation, further promoting the upgrading and development of the artificial intelligence industry.

Third, for society, the practice model of industry-education integration can effectively promote the upgrading and development of the artificial intelligence industry. Through the construction and operation of the base, it can facilitate the coordinated development of technological innovation and the economy, and cultivate more high-quality talents that meet the demands of industrial development for society.

2. Problems in University Writing Instruction and Practice from the Perspective of Enterprise Demand

When examined against the backdrop of enterprise job requirements and market standards, numerous structural problems still exist in the current university writing instruction and practice. A clear disconnect persists between talent cultivation and industrial demand, which is specifically reflected in the following aspects:

2.1 Disconnection between Teaching Objectives and Enterprise Job Requirements, with a Pronounced Emphasis on Theory over Application.

Current university writing instruction primarily focuses on traditional content such as literary appreciation, basic theories, and stylistic writing, with teaching objectives leaning toward the enhancement of literary literacy and the standardization of written expression. Such an approach lacks alignment with the cultivation of competencies required for real-world positions in the cultural industry.

Practical writing skills commonly demanded by enterprises, such as new media copywriting and brand planning, are insufficiently covered in the existing curriculum. As a result, although students possess a foundational command of writing, they struggle to quickly adapt to the actual requirements of enterprise work, leading to a structural mismatch between talent supply and industrial demand.

2.2 Homogenized and Traditional Teaching Content, Lacking Culture-Industry Integration and Regional Cultural Characteristics.

The content of university writing courses largely follows a generalized writing framework, focusing on foundational stylistic training in narrative writing, argumentative writing, and practical writing. Such courses center on classroom instruction, textual analysis, and routine writing exercises, failing to implement a differentiated approach that incorporates the characteristics of culture-industry integration.

Meanwhile, the teaching content of university writing courses in Chinese Language and Literature programs bears a high degree of similarity to that of professional writing courses in fields such as Secretarial Studies and Journalism. This approach fails to highlight the unique advantages of the Chinese Language and Literature discipline in areas such as cultural text creation and the transformation of intangible cultural heritage. Moreover, it demonstrates insufficient exploration and

creative transformation of distinctive regional resources, including local revolutionary culture, ethnic culture, and grassland culture, making it difficult to cultivate writing talents with cultural distinctiveness and market competitiveness[2].

2.3 Insufficient Integration of AI Technology and Lagging Development of Digital Writing Competencies.

Enterprises have widely adopted tools such as AI writing, intelligent proofreading, content generation, and data analysis to enhance production efficiency; however, university writing instruction still relies primarily on traditional pen-and-paper methods and manual grading, with a low level of AI technology application.

On the one hand, the hardware facilities and technological platforms of university writing teaching bases lag behind in development, failing to introduce specialized AI tools tailored to the Chinese Language and Literature discipline. Modern technological support, such as AI writing tools, intelligent content platforms, and corpus analysis systems, remains largely absent from instruction.

On the other hand, a notable gap exists in the faculty's capacity to apply AI technology. Most instructors have a traditional background in Chinese Language and Literature, with their academic research and teaching focus concentrated in conventional areas such as literary theory and textual interpretation. They lack the teaching and practical experience necessary to integrate AI technology with literary creation, textual research, and cultural product development, rendering them unable to effectively guide students in innovative practical activities such as “AI-assisted literary creation” and “AI-driven cultural content operations.”

2.4 Incomplete Evaluation and Support Systems, with Insufficient Sustainability

2.4.1 Single Evaluation Indicator

The existing evaluation system remains centered on traditional assessment standards for the humanities, with over 60% of students' practical performance scores derived from their mastery of theoretical knowledge and submission of course papers. Such a system assigns insufficient weight to the assessment of practical outcomes in “culture-industry + AI” integration. It neither incorporates metrics such as the reach of AI-assisted literary works nor the application conversion rate of intelligent texts into its evaluation, nor does it establish an enterprise feedback mechanism for assessment[3].

2.4.2 Lack of Support Measures

In terms of financial support, in most universities, 75% of the special construction funds for practice bases are allocated to basic expenditures such as site renovation and office equipment procurement, with only 12% of the funds used for the acquisition of AI technology platforms and the development of regionally characteristic tools. This situation makes it difficult for the bases to introduce specialized AI technologies tailored to the Chinese Language and Literature discipline.

At the level of technical support, existing AI tools are largely general-purpose office software that lacks customized functions for literary creation and textual analysis. Furthermore, the upgrading and maintenance of AI tools require sustained investment in both manpower and financial resources, which universities, constrained by funding limitations, struggle to afford. This has resulted in a predicament where “the introduction of tools is followed by stagnation.”

3. Construction Strategies for a University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand

3.1 Aligning with Enterprise Job Requirements to Restructure Writing Teaching Objectives and Competency Systems

In terms of establishing teaching objectives, this strategy fully deconstructs the writing skill requirements of specific positions and thoroughly overturns the limitations of traditional university writing instruction. It upgrades the teaching objectives from a focus on basic theories and article structure training to the cultivation of applied, industry-oriented, innovative, and digital writing competencies that are oriented toward industrial scenarios, serve enterprise operations, and support career development.

3.1.1 Conducting Research on Enterprise Writing Competencies for Specific Positions to Produce a List of Requirements

Universities collaborate with partner enterprises such as cultural media companies to systematically extract the core writing competency requirements for different positions through job interviews, analysis of recruitment information, and business process mapping. This collaboration clarifies position types, essential skills, and competency standards. Universities then reverse-engineer their teaching objectives based on real workplace demands, shifting the focus from "being able to write an essay" to "being able to solve practical writing problems encountered by enterprises."

3.1.2 Restructuring the "Four-Tier Writing Competency Objective System"

These four tiers of writing competency objectives are as follows: the Basic Expression Tier (standardized language, clear logic, appropriate style, fulfilling basic document writing requirements); the Professional Application Tier (ability to complete practical writing tasks for enterprises, such as daily publicity, press releases, activity plans, and work summaries); the Industrial Innovation Tier (possession of creative writing abilities, including brand stories, cultural intellectual property texts, short video scripts, and livestreaming scripts); and the Digital Integration Tier (mastery of skills in AI-assisted writing, digital content generation, and multi-platform content adaptation)[4].

The four tiers of writing competency objectives operate in concert to achieve a progressive enhancement from "basic writing" to "industrial writing" and then to "digital intelligent writing."

3.2 Creating a Modular and Dynamic Curriculum Content System Tailored to Enterprise Needs

Centered on the real business scenarios and job skill requirements of cooperative entities such as cultural enterprises, media institutions, and digital content platforms, this approach breaks away from the traditional structure of writing courses, which is characterized by "fixed textbooks, single writing styles, and static content." It establishes a new curriculum content system for writing courses, thereby achieving a seamless connection between course content and enterprise competency requirements.

3.2.1 Constructing a "Basic General + Industry-Specific + Digital Innovation" Three-Tier Modular Curriculum Cluster

Based on the progressive pattern of writing competencies required by enterprise positions, the curriculum is deconstructed into modular content that can be freely combined and adapted as needed, thereby forming a curriculum cluster covering writing needs across all scenarios.

The Basic General Module focuses on core content such as official document writing, business writing, logical expression, and language standards. This module meets the writing needs of basic enterprise positions such as administration, secretarial work, and internal support, solidifying students' foundational writing skills and professional document standards.

The Industry-Specific Module aligns with core industry positions in areas such as cultural creativity and brand communication. This module offers course content including new media copywriting and comprehensive brand planning, directly corresponding to the core business writing tasks of enterprises.

The Digital Innovation Module keeps pace with the trend of industry digital transformation. This module incorporates cutting-edge content such as the application of AI writing tools, data journalism writing, and multimedia content production, adapting to the needs of enterprise positions in digital content production and new media communication.

These three modules support one another and progress in a stepwise manner. They can be flexibly combined according to the position types and talent needs of partner enterprises, achieving the goal of "one enterprise, one plan; one position, one course."

3.2.2 Establishing a Curriculum Content Update Mechanism Featuring "Enterprise Proposition + Project Introduction"

Real enterprise projects, typical cases, and urgent writing tasks are directly transformed into course teaching content, thereby eliminating virtual exercises and outdated cases that are disconnected from industry practice. Directors, brand planners, and other professionals from partner enterprises issue phased writing task packages that are embedded throughout the entire course teaching process.

At the same time, a university-enterprise content co-construction mechanism is established.

Universities jointly hold curriculum seminars with enterprises each semester to incorporate the latest industry standards and communication trends into the curriculum system, eliminate outdated content, and add cutting-edge knowledge points, ensuring that the course content consistently aligns with the latest enterprise needs[5].

3.2.3 Implementing a "Task-Driven + Scenario-Based" Course Implementation Model

This approach transforms the traditional teaching method centered on theoretical instruction by using real enterprise writing scenarios as the medium and adopting project-based, task-based, and scenario-based teaching methods to advance course implementation.

The course content is deconstructed into a number of enterprise-level practical tasks, with clear delivery standards, completion timelines, and quality requirements established. This approach reproduces the complete workflow of enterprise content creation, simulating the professional work environment throughout the entire process: from needs analysis and outline writing, to draft creation, revision and refinement, and final finalization. Differentiated teaching scenarios are designed for various enterprise positions, allowing students to complete their course learning within enterprise contexts, thereby significantly enhancing the practicality of the course content and its alignment with specific job requirements.

3.2.4 Establishing a Dynamic Course Resource Library to Achieve Content Co-Construction and Sharing

Universities collaborate with partner enterprises to create a writing industry-university-research integration course resource library. All resources in this library are derived from enterprise practice and industrial application, including outstanding enterprise copywriting cases, real project task sheets, industry writing standards and specifications, and tutorials on AI writing tools.

The resource library is jointly managed by the university and enterprises and is updated in real time. Enterprises can upload the latest cases and tasks based on business needs, teachers can rely on the resource library to adjust their teaching content, and students can access industrial resources at any time to engage in self-directed learning[6].

3.3 Deepening AI Technology Empowerment to Construct a Digital Writing Teaching Environment

Supported by artificial intelligence, big data, and content production tools, this approach deeply integrates these technologies into the entire process of writing industry-university-research integration. It creates a digital writing teaching and practice environment that features intelligent teaching, intelligent creation, intelligent evaluation, and intelligent management. This initiative comprehensively improves teaching efficiency, creative quality, and industrial adaptability, thereby facilitating the transformation of traditional writing instruction into intelligent writing, digital writing, and industrial writing.

3.3.1 Building an AI Writing Teaching and Training Platform

This initiative integrates mainstream AI content generation, intelligent proofreading, and text analysis tools to establish an AI writing training platform oriented toward industrial writing, creating a digital training environment that combines functions such as material retrieval, copywriting generation, and script creation.

The platform introduces features including AI copywriting generation, intelligent rewriting, title optimization, and keyword recommendation to support training tasks such as new media copywriting and brand copywriting. It is also equipped with tools for text logic detection, plagiarism checking, and writing style standardization. This configuration establishes a training model that combines real enterprise scenarios with AI-assisted creation, enabling students to master the essential skills required for content professionals in the AI era, including tool usage, prompt optimization, and content re-creation.

3.3.2 Constructing a Digital and Scenario-Based Writing Teaching Resource Library

Relying on AI and big data technologies, this initiative builds a dynamically updated, industry-oriented digital writing teaching resource library to achieve precise resource delivery and personalized learning. The library categorically collects resources such as outstanding enterprise cases and industry standards. Using AI, these resources are managed with tagging and structural organization, supporting rapid searches by position, writing style, and other criteria. Ultimately, this forms a reusable,

iterative, and scalable digital resource system that provides immediate support for course teaching and enterprise tasks.

3.3.3 Creating a Digital Teaching Model Integrating Online and Offline Approaches

Relying on an intelligent teaching system, this initiative achieves full-process digital management and collaboration before, during, and after class. Before class, the system uses AI to deliver learning tasks and case materials, enabling precise previewing. During class, it uses interactive teaching tools to facilitate group creation, real-time screen projection, on-site commentary, and online guidance from enterprise mentors. After class, it supports AI-assisted assignment grading, online Q&A, project progress tracking, outcome archiving, and result presentation.

3.3.4 Strengthening Teacher Training in AI Application Capabilities

This initiative encourages teachers to carry out teaching innovations in areas such as "AI writing," "AI cultural creativity," and "AI content operations," enabling students to master the digital tools commonly used by enterprises and cultivating versatile writing talents who are well-adapted to the intelligent era.

A regular exchange mechanism for university and enterprise teaching staff is established. Through formats such as collaborative lesson preparation, teaching seminars, skills training, and mutual evaluation of teaching outcomes, this mechanism promotes deep complementarity between university teaching concepts and enterprise practical experience. It encourages university and enterprise instructors to jointly develop courses and co-supervise students, comprehensively enhancing the practical teaching capabilities of the instructional team and building a high-quality writing teaching team.

3.4 Establishing a Multidimensional, Closed-Loop, and Enterprise-Involved Quality Assessment Mechanism

This initiative completely abandons the traditional single evaluation model centered on test scores and essays. Focusing on the construction objectives of the writing industry-university-research integration practice base and taking enterprise job competency as the core benchmark, it breaks away from the traditional university model and establishes a multidimensional quality assessment mechanism.

3.4.1 Constructing a "Trinity" Assessment Subject Structure and Strengthening Enterprise Decision-Making Power

A trinity assessment subject structure is established, involving on-campus instructors, enterprise mentors, and industry experts, with the core position and decision-making weight of enterprises in the assessment work clearly defined.

On-campus instructors are responsible for evaluating students' foundational writing skills, theoretical literacy, and completion of course tasks. Enterprise mentors, who serve as content directors and brand planning supervisors from partner enterprises, conduct professional evaluations based on real work standards, job requirements, and project delivery quality. Industry experts focus on professional assessments in areas such as cutting-edge industry standards, content communication effectiveness, commercial value, and innovation capability.

In terms of assessment weight distribution, enterprise evaluation accounts for no less than 40%, on-campus evaluation accounts for 40%, and industry evaluation accounts for 20%. This approach truly uses enterprise employment standards to examine the quality of talent cultivation and ensures that assessment outcomes align with the actual talent needs of the industry.

3.4.2 Designing a Three-Dimensional Assessment Content System of "Process + Outcome + Job Fit"

3.4.2.1 Process-Oriented Assessment

This assessment focuses on students' comprehensive performance in writing training, project execution, and university-enterprise tasks. It evaluates core job competencies such as task response speed, communication and collaboration skills, document revision efficiency, and professional norm awareness. This assessment covers all aspects including classroom training, enterprise tasks, and project creation. It adopts regular evaluation methods and replicates the assessment logic of real

enterprise work scenarios.

3.4.2.2 Outcome-Based Assessment

Students' completed enterprise-level writing outcomes serve as the core assessment vehicle, including new media copy, brand planning proposals, short video scripts, public relations drafts, and similar materials. The assessment focuses on evaluating the standardization, creativity, and communication effectiveness of these works. Any work adopted, utilized, published, or generating communication impact or economic value by an enterprise is directly recognized as an outstanding outcome and is assigned a high weight in scoring, thus achieving the principle of "using works in place of test papers and application in place of assessment."

3.4.2.3 Job Fit Assessment

Based on the previously established competency model for industrial writing positions, this assessment comprehensively evaluates the degree of alignment between students and target positions from dimensions such as written expression, strategic thinking, digital tool application, content risk management, and business logic. It generates a personal job competency report, which serves as a direct basis for recommending students for employment and assisting enterprises in selecting top candidates.

3.4.3 Implementing Diversified Assessment Methods to Enhance Scientific Rigor and Practical Relevance

Project-based assessment, skills competitions, and other methods are adopted to replace traditional written examinations. An enterprise-proposed assessment component is established, in which partner enterprises release real writing projects, and students complete the entire creative process either as teams or individually, participating in formal enterprise evaluations. AI digital assessment tools are introduced to objectively evaluate text quality, logical structure, and communication metrics, which are then combined with human subjective evaluation to form a comprehensive assessment model that integrates quantitative and qualitative approaches. Meanwhile, students' performance in enterprise internships, project contributions, and professional competencies are incorporated into their final grades, ensuring that the evaluation aligns fully with the comprehensive criteria used by enterprises for talent selection.

3.4.4 Establishing a Mechanism for the Application of Assessment Results and Incentives

This initiative directly links assessment results to credit recognition, merit evaluations, scholarship determinations, and enterprise employment recommendations. For students who achieve outstanding assessment results and whose works are adopted by enterprises, universities and enterprises jointly issue honorary certificates and practice certifications, and grant these students priority recommendations for employment with partner enterprises. Assessment data are also incorporated into the evaluation indicators for practice base construction, serving as an important basis for curriculum adjustment and the deepening of university-enterprise collaboration, thereby enabling the quality assessment mechanism to become a core driver for promoting high-quality development of industry-university-research integration.

Conclusion

Building a university writing industry-university-research integration practice base oriented toward real enterprise needs is a crucial pathway to resolving the current disconnect between university writing instruction and workplace application, as well as the misalignment between talent cultivation and industrial demand. In the future, universities should further deepen collaborative cooperation with enterprises and industries, continuously optimize the operational mechanisms of the practice base, dynamically update curriculum content and training projects, and strengthen the development of dual-qualification teaching teams and digital resources. This will genuinely achieve a virtuous cycle of promoting education through industry, cultivating talents through education, and driving industrial development through talents, thereby cultivating a greater number of high-quality applied talents with solid writing skills, strong professional awareness, robust innovative capabilities, and practical competencies for society. Such efforts will provide strong support for the high-quality development of higher education and industrial transformation and upgrading.

Fund Projects

Ministry of Education Industry-University-Research Project: “Culture-Industry Integration & AI Empowerment”: A Study on the Construction Strategy of a University Writing Industry-University-Research Integration Practice Base Based on Enterprise Demand (Project No.: 251203818110154).

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