## Bridging Academia and Industry: A Triple-Win Strategy for Communication Education in Taiwan

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#### Abstract

Media convergence has blurred the boundaries between different media sectors. The rise of digital technologies and AI presents substantial challenges, demanding a transformation in Taiwan's journalism and communication education. Based on Albert Bandura's social learning theory and taking the Department of Mass Communication case at Chinese Culture University in Taiwan, this paper proposes a one-year experimental program in which the department will collaborate with several media companies to offer paid internship positions. This industry-academia collaboration project has received funding support of NT\$800,000 (approximately USD24,000) from Taiwan's Ministry of Labor. It is estimated that 40 to 50 students will enroll in the courses, and among them, 15 undergraduate students from Chinese Culture University will be selected to work in the internship companies, including new, traditional media, and emerging tech companies. Furthermore, the companies have agreed to prioritize hiring those who perform well as future full-time employees. This study has significant academic and practical implications. First, it extends the applicability of social learning theory in Taiwan's context and communication education. Second, this industry-academia cooperation program offers students the opportunity to learn and accumulate experiences in two critical fields: the classroom and the workplace. This initiative marks a crucial milestone in communication education by bridging the gap between industry and academia. It also serves as a valuable reference model for advancing media education. Taiwan's experience can provide a valuable reference for countries with similarly competitive industrial environments requiring new generations of media professionals in communication education.

*Keywords*: social learning theory, industry-academia cooperation program, generative AI in education, internship effectiveness

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#### Introduction

In the post-pandemic era, people have begun to liberate themselves from confined spaces, and students have returned to campuses. However, following the pandemic, the education sector faces entirely new challenges. The so-called third wave of the communication revolution has arrived. Since the emergence of OpenAI in 2022, generative AI has become a sweeping trend, bringing a paradigm shift to industry and academia. The World Economic Forum (WEF) once pointed out that by 2025, 97 million new jobs will emerge, while 85 million jobs will disappear (Gregg, 2024). The changes in the skills required for work have quickly transformed from a vision of the future to a present reality.

During this period of transition, the media industry has been heavily impacted. According to media reports, the contemporary media industry continues to shrink. In January 2024 alone, hundreds of positions were cut by media organizations. Looking further back, the media sector lost over 20,000 jobs in 2023, marking the highest peak since 2009 (Becker, 2024).

Therefore, traditional media education requires an infusion of new energy. Increasingly, people need new skills to adapt to these transformative changes. First, in course design, developing new technologies and industrial transformations-such as AI, virtual reality, short video production, and the accompanying updates in industry and marketing concepts-necessitate entirely new curricula. Second, there is a shift in teaching concepts. According to Google's latest survey report, teachers were traditionally seen as gatekeepers of knowledge, focusing on one-way, passive, and static knowledge delivery. Teachers have now evolved into learning facilitators, promoting student-centered education and fostering active, enthusiastic engagement in the learning process (Google, 2024, p. 24).

Based on Albert Bandura's social learning theory, this study emphasized that people could learn more quickly by observing the behaviors of others in social contexts. The two most fundamental elements in this process are "speaking" and "listening." which means that students should not be treated as passive recipients of information (Bok, 1988). The theory also highlights the reciprocal interaction among individuals, the environment, and behaviors, aligning closely with the transformation of contemporary teaching concepts.

Therefore, this study adopts the social learning theory and uses Chinese Culture University as the setting for a teaching experiment. By selecting suitable students and integrating external media resources, the study aims to bridge the gap between academic learning and practical application through courses and internship opportunities. This approach seeks to enhance student skills, achieving a triple-win scenario for the industry, academia, and students and fostering a positive cycle among individuals, the environment, and behaviors.

This teaching practice's industry-academia collaboration project is expected to make the following contributions. First, in terms of theoretical significance, it can extend the social learning theory to contemporary media education. Second, in terms of practical significance, by designing professional practice-oriented courses, students can gain practical experience through classroom instruction and hands-on practice, followed by internships in the industry. This approach not only cultivates talent for the media industry but also provides students with opportunities to apply their skills in the workplace. Thus, it contributes to the cultivation of contemporary communication professionals.

## Literature Review

#### **Social Learning Theory**

Rotter proposed in the 1960s the interactional relationship among individual knowledge, experience, environment, and behavior, which was extended by Bandura (1968, 1977), who proposed the social learning theory. The premise of this theory is that behavior is the result of reciprocal determinism between the individual and the situation, and it is an ongoing process that can be used to facilitate learning, as illustrated in Figure 1.

### Figure 1



Source: Albert Bandura (1977) & Crittenden (2005).

Therefore, the three main elements of the social learning model are "individuals," referring to students who are usually brought into the classroom to learn; "environment," created by the professor; and finally, all students in the classroom immerse themselves in this learning process. "Behavior" becomes the interaction between the students and the classroom environment. In other words, professors create the functionality of the classroom. The students first observe the classroom stimuli, and the interaction between the two produces learning outcomes and enhances students' self-efficacy.

Albert Bandura's social learning theory offers a practical and insightful perspective on how people learn. There are two ways through which learning occurs. The first is enactive learning, or learning through concrete experiences, where individuals learn by doing and experiencing the consequences of their actions. The second is observational learning, also known as vicarious learning. Mayes (2015) defines vicarious learning as learning that occurs by observing the behaviors of others.

In typical school settings, children compare themselves with peers, observe, and learn from their teachers' reactions to understand how to achieve their goals. In simple terms, in a classroom, enactive learning involves children observing their teachers and peers, noting the rewards and outcomes associated with specific behaviors. After observing the behavior of others, children make decisions, choosing to either imitate those behaviors or ignore them.

In Bandura's framework, self-efficacy plays a crucial role in children's learning processes because it helps children believe they can achieve academic success (Beatson et al., 2020). Self-efficacy is "a person's belief in their ability to execute the behaviors necessary to achieve specific performance" (Carey, 2009; Legg, 2023). According to Bandura (1977), observing similar others performing well often inspires the observer's self-efficacy beliefs, leading them to believe they can also excel in similar activities. Besides, learning how to solve problems is also a critical part of the learning process (Legg, 2023). Students observe others as they

struggle with challenges, encounter failures, try again, and ultimately succeed. Through this process, they gain experience and build their self-efficacy.

In summary, Bandura's social learning theory emphasizes learning through observation and imitation, which can enhance self-awareness and self-efficacy.

## **Industry-Academia Cooperation**

With the rapid development of new technologies in the 1990s, the industry, particularly in software and computer science, recognized that collaboration with academia could help address problems in the work environment (Lucietto et al., 2021).

Generally, industry-academia collaboration can be divided into two types: internship-based industry-academia cooperative education and research-based industry-academia cooperative education. The former refers to industries providing internship opportunities during winter and summer breaks to supplement the shortcomings of traditional school education. Typically, interns are unpaid or receive lower salaries compared to regular employees. This type of collaboration is particularly popular in fields such as medicine and teacher training. The latter refers to problems encountered by industries entrusted to professors and students at academic institutions to conduct research projects, with companies providing the necessary funding and equipment for the research (Xu, 2023).

Scholars have previously conducted extensive reviews of relevant literature and summarized the primary forms of industry-academia collaboration. These include personal informal relationships (e.g., academic spin-offs, individual consultancy, academic exchange, and personal contacts); personal formal relationships (e.g., student internships, involvement in industrial projects, joint supervision, and personnel exchange); third-party intermediaries (e.g., technology transfer offices, government agencies, and industrial associations); formal targeted agreements (e.g., contract research, patenting and licensing, joint curriculum and research development); formal non-targeted agreements (e.g., framework agreements, endowed chairs, and industrially sponsored R&D); and focused structures (e.g., incubation centers, science parks, university-industry consortia, and cooperative research centers) (Ankrah & Al-Tabbaa, 2015).

University-industry collaboration generates many benefits for academic institutions and industrial partners. From an economic perspective, universities gain financial advantages through diversified revenue streams, licensing income, and increased commercialization opportunities while contributing to regional economic development. For industries, such collaboration leads to developing new or improved products, cost-effective R&D, increased competitiveness, and access to public grants that stimulate economic growth. On the institutional level, universities benefit from curriculum enhancement, practical exposure for students and faculty, access to advanced equipment, and promotion of spin-offs and joint publications. On the other hand, the industry gains access to cutting-edge knowledge, accelerated technology commercialization, research credibility, technical consultancy, and opportunities to influence academic research networks. Finally, on a social level, these partnerships enhance the university's societal contributions and reputation while allowing companies to strengthen their image as socially responsible organizations (Ankrah & Al-Tabbaa, 2015).

In the past decade, one of the primary forms of industry-university cooperation in the media industry has been the cooperation between the academic circle and the commercial film and television industry, which uses bilateral resources to increase the output of commercial products. For example, the University of York in the UK and Green Screen Productions Ltd. Produced the feature film The Knife That Killed Me (Mateer, 2020). Industry-university cooperation requires an entirely new model, mainly because the latest wave of technology has changed the market and reading and listening habits.

In other words, new technology has influenced the media industry, from the Internet, social media, and media convergence to AI and virtual reality. This transformation has dramatically changed media consumption habits. Hence, future media curriculum needs innovation and digitalization to build a robust professional foundation, which is the steppingstone for students to find a good job (Pavlik, 2013).

In the news industry, there is an urgent need to expand the interdisciplinary nature of journalism and mass communication education. Traditional media usually tell stories on any topic in various forms, including text, images, and sounds. However, the digital age gives storytellers more opportunities and tools. For example, data can provide the context for the story. Big data analysis and data-driven storytelling have transformed the traditional way of storytelling.

In addition, the implications of the digital age are not limited to the journalism aspect of media education. Advertising, public relations, and other professions in the media world are also affected by new technologies. Therefore, the media needs to seek interdisciplinary opportunities for extension, providing new content and skills in areas such as interactive content, video games, social networks, online courses, AI applications, digital content production, etc.

In other words, new technologies have disrupted many of the storytelling methods used by traditional industries and media education. As a result, students need to strive for new job opportunities and increase their competitiveness. Media education will inevitably need a completely new design through cooperation with the industry.

This industry-university cooperation project aims to introduce industry resources, including teachers, concepts, skills, and internship opportunities, and combine theory and practice to provide new courses for students to learn through classroom discussions, practical work, and observation, achieving better learning results.

Correspondingly, the industry can also select the next generation of communication talents outside the campus to solve the current industry's urgent need for new talents with new skills to cope with the rapidly changing industry needs and competition.

Therefore, this case selected four cross-media and new technology companies through cross-field and cross-disciplinary cooperation to create a triple-win situation for industry, academia, and students.

# The Background of Taiwan's Media Industry and Communication Education

Since Taiwan lifted martial law in 1987 and legalized cable television in 1993, coupled with the rapid development of new technologies in recent years, the media industry has gradually

transitioned from a monopoly and oligopoly market structure to a fully competitive market. As a result, the media industry now requires entrepreneurial and multi-functional media professionals.

The Department of Mass Communication at Chinese Culture University, established in 1963 (Wikipedia, 2024), is one of the history communication departments in Taiwan. Over the years, it has cultivated media elites equipped with communication theory and practical skills, earning widespread recognition in various sectors of society. Currently, the department offers three major academic tracks: Public Communication, Communication Research, and Multimedia Communication, covering audiovisual production, public relations, and research. Each year, it nurtures hundreds of next-generation media professionals.

However, facing a turbulent and rapidly changing industrial environment, new curricula are needed to support the challenges of the contemporary media industry. First, with new waves of technological development, such as AI, which has emerged as a prominent technology in recent years, academia and industry intensely try to explore its applications.

Artificial intelligence (AI) in virtual production is revolutionizing the creation and consumption of digital media by automating various aspects of the production process. AI technologies are being utilized to generate realistic environments, streamline workflows, and create interactive experiences, significantly impacting media content production. This integration reduces production costs and time, opens new creative possibilities, and enhances user engagement. The following delve into AI's specific applications and implications in virtual production.

- 1. AI in Scene Creation: AI algorithms, such as procedural generation and deep learning, create complex and realistic virtual environments, enhancing visual realism and interactivity in digital media. These technologies automate scene classification and resource allocation, allowing developers to focus on creativity and innovation (Baburao, 2024). Virtual production technology seamlessly adds 3D models to real scenes, enhancing visual effects (Chan & Zhang, 2024).
- 2. Impact on Media Content: AI tools facilitate content creation by generating scripts, editing videos, and creating animations, thus streamlining production processes and reducing costs. AI-driven simulations create immersive virtual training, gaming, and storytelling environments, enhancing user engagement and satisfaction (Mohamed, 2024).
- 3. Economic and Creative Implications in Cinema: AI integration in visual effects (VFX) leads to significant cost reductions and enhanced efficiency in cinema production while also introducing new creative possibilities. However, the use of AI in VFX raises ethical concerns and potential job displacement, necessitating the development of ethical guidelines (Murodillayev, 2024).

While AI in virtual production offers numerous benefits, it also presents challenges, such as ethical concerns and the potential for job displacement. Ethical guidelines and careful consideration of AI's impact on creative industries are crucial to ensure a balanced integration of these technologies (Azzarelli et al., 2025; Murodillayev, 2024).

In addition to AI, many other new technologies, such as virtual studios, AR, and VR, also demand skilled professionals who can leverage these technologies during the digital transformation of the media and cultural industries. Furthermore, with the rise of audiovisual trends driven by mobile devices and social media, short videos dominate people's attention,

creating a need for talents skilled in video production and creativity and professional's adept at monitoring online public opinion and managing crisis communication in the multimedia era.

To encompass the three major academic tracks initially offered by the Department of Mass Communication—Public Communication, Communication Research, and Multimedia Communication—and to address the new wave of technological advancements in communication, three new courses were introduced following internal expert discussions: "AI Virtual Filmmaking: The Technological Magic of Future Cinema," "Public Relations Image Management," and "Digital Content Production." These courses aim to deepen the content of the existing curriculum. With in-depth guidance from industry instructors, these new courses enhance the continuity and depth of the original curriculum.

This industry-academia collaboration project plans to offer three courses, each worth three credits, totaling 162 hours of instruction. Taiwan's Ministry of Labor has funded the associated expenses, including instructor compensation and course development, with NT\$800,000 (approximately USD 24,000). This funding will effectively create a triple-win situation for the media industry, media education, and students.

## Methodology

This project primarily adopts the "Practice-Based Research in Education" methodology, which is grounded in practical teaching activities. It aims to improve teaching effectiveness, innovate curriculum design, or enhance student learning outcomes. The related framework, context, curriculum planning, and evaluation are explained below.

### Framework

According to Albert Bandura's social learning theory, the interaction between "individuals," "environment," and "behavior" is emphasized. In this industry-academia collaboration project, the "individuals" refer to selected students from the mass communication department at Chinese Culture University. Professors create the "environment" through classroom instruction and engaging external media organizations to provide internship opportunities. Students achieve their learning objectives through practical work and observational learning.

Outstanding students will be recognized and awarded scholarships, creating a positive cycle to motivate students' "behavior" and enhance learning outcomes and performance. (The conceptual framework of the industry-academia collaboration is shown in Figure 2.)

### Figure 2

Conceptual Framework of the Industry-Academia Collaboration



Source: Compiled by this study.

## **Students: Undergraduate**

This study estimated that 40 to 50 students will enroll in the courses. During the 114th academic year (fall and spring semesters), students are required to complete three new courses: "AI Virtual Production: The Technological Magic of Future Film and Television," "Public Relations Image Management," and "Digital Content Production." Students who excel in these three courses, achieving an average grade of 80 or above and ranking in the top 10% of their class, will be given priority recommendations for corporate internships.

# Field: Classroom and Internship

Mass communication media originally emerged as a product of the Industrial Revolution, closely tied to social, cultural, and technological changes. This study selects the Department of Mass Communication at Chinese Culture University as the primary experimental field for three reasons:

First, the Department of Mass Communication at Chinese Culture University is one of Taiwan's oldest communication programs. It enrolls nearly 120 first-year students annually, providing a substantial sample for observation.

Second, in recent years, many higher education institutions have actively introduced AI courses to address the rapid pace of industry evolution and the demand for skilled talent. The Department of Mass Communication at Chinese Culture University has also incorporated AI into its curriculum planning and strengthened industry-academia collaboration to enhance students' competitiveness in the job market after graduation. This makes it a highly suitable and resourceful field for observation.

Third, the Department of Mass Communication at Chinese Culture University is dedicated to "cultivating professional talent" and "meeting the needs of the times" as its educational mission. Facing the changes brought by contemporary communication technologies, the department currently offers a comprehensive faculty with both theoretical knowledge and practical experience.

# Skill: AI, Production, PR

Therefore, this study uses the Department of Mass Communication at Chinese Culture University as the experimental field, integrating Albert Bandura's social learning theory to propose a one-year experimental course.

First, in the Planning (Plan) phase, the program's objectives and core competencies are established based on the Department of Mass Communication's mission and cultivation goals and students' employment needs. Teaching and guidance plans are developed through internal expert meetings. Second, in the Execution (Do) phase, teachers collaborate with industry partners for industry-academia cooperation, facilitate student participation and communication, and implement teaching and guidance.

The third step is the Evaluation (Check) phase, where the program's mission, cultivation goals, core competencies, and students' employment needs are used to evaluate and assess the outcomes of course design, implementation, and guidance. Finally, in the Action (Act) phase, a comprehensive review of course design, teaching and guidance, and evaluation results is

conducted, followed by implementing improvements and optimizations. The primary design process of this course is shown in Figure 3.

# Figure 3

Industry-Academia Collaboration Course Design Mechanism Diagram



Source: Compiled by this study.

The course planning is divided into two main sections: "Courses" and "Paid Internships." The details are as follows:

# **Course Offerings**

The Department of Mass Communication at Chinese Culture University invites industry professionals to co-teach courses, including: "AI Virtual Filmmaking: The Technological Magic of Future Cinema," "Public Relations Image Management," and "Digital Content Production. "Each course is worth three credits for nine credits. Upon completing the courses, students earn nine credits and acquire new knowledge and skills required for professionals in the modern media industry (as shown in Table 1).

Table 1	1
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Experimental Course 1 tanning					
Course	Credits	Introduction	Teaching Methods		
AI Virtual	3	Explore AI virtual production and	Classroom Lectures		
Filmmaking:		uncover the technological magic behind Hands-C			
The		it. The course begins with an overview of	Industry Visits		
Technological		the development history of film and	<b>Final Presentations</b>		
Magic of		television production, analyzes the			
Future		technological innovations of virtual			
Cinema	production, and provides an accessible				
		introduction to the application of			
		generative AI in virtual production.			
		The course invites industry experts to			
		share practical experiences in AI virtual			
		production and incorporates hands-on			
		learning activities. Students will be			
		guided through practical exercises to			
		create virtual film and television projects.			

Experimental Course Planning

Public Relations Image Management	3	The course begins with the functions and value of public relations, discussing the market operations and issue construction models in the communication industry. It also covers strategies for monitoring online public opinion and crisis management, equipping students with essential knowledge and skills in public relations and image management across various fields.	Classroom Lectures Hands-On Practice Industry Visits Final Presentations
Digital Content Production	3	The course covers basic production concepts, including mobile video shooting, editing, special effects, subtitles, scripting, and planning, enabling students to become experts in multimedia content production.	Classroom Lectures Hands-On Practice Industry Visits Final Presentations

Source: Compiled by this study.

### **Paid Internships**

This project collaborates with several leading Taiwanese media companies to offer paid internships. Outstanding students who perform well in the courses will be given priority for internships, including placements at the top-ranked new media company ETtoday, the commercial television station CTS under the Public Broadcasting Service, and two tech companies, Tiger AI, and Fengshui (as shown in Table 2).

#### Table 2

Corporate II	nernsnip I lanning	
Corporate	Internship Quotas	Notes
ETtoday	10 persons	ETtoday News Cloud launched in November 2011. It
·	-	offers News, videos, programs, live streaming, social media, personalized services, and apps users have widely accepted and loved. It has achieved an internet reach of over 80% in Taiwan.
CTS	4 persons	The Chinese Television System (CTS) was established in October 1971 and became a Public Television
		Service Group member in 2006. It provides audiences with various informative, educational, and entertaining programs, making it a microcosm of Taiwan's film and television development.
Fengshui	1 person	Fengshui primarily provides real-time integration services for virtual film production and VTuber creation
Tiger AI	1 person	Tiger AI is a startup team established by collaborating with the National Taiwan University of Science and Technology Distinguished Alumni Association and its Innovation Incubation Center. The company assists industries in implementing AI solutions and ensuring information security to maximize AI's effectiveness and success.

Corporate Internship Planning

Sources: ETtoday (2024); Feng Shui (2024); The Chinese Television System (2024); and Tiger AI (2024).

# Evaluation

Based on Albert Bandura's social learning theory and the industry-academia collaboration course design mechanism, these evaluation mechanisms are designed to understand student responses and use rewards to increase student motivation and self-efficacy. The details are as follows:

1. Learning Assessment

Assessments are conducted according to course units. Students are required to submit class assignments, feedback on learning reflections, and projects. The program coordinator and course assistants verify whether students have truthfully and qualitatively submitted their reflections and projects. At the same time, these reflections, projects, and ideas will be promptly shared with industry instructors to sustain student motivation.

2. Practical Proposals and Presentations

In addition to regular reflections, evaluations are planned for midterm and final assessments. These assessments deviate from traditional exams by requiring students to propose relevant plans or audiovisual works based on what they have learned in class, responding to topics provided by collaborating companies. This enhances students' practical experience.

3. Additional Guidance

Partner companies will send industry experts or relevant HR managers to explain current industry trends and desired talent characteristics and teach students interview skills. They will also guide students using career analysis tools to understand their traits and competitiveness. Through mutual interactions, students will gain insights into corporate expectations and develop the workplace mindset needed as new professionals. Students who perform well during internships can secure full-time positions with the internship companies after graduation.

# Action

This project will be implemented from September 2025 to June 2026, spanning the fall and spring semesters of the 114<sup>th</sup> academic year. Students at Chinese Culture University will be allowed to enroll in the courses. It is estimated that 40 to 50 students will take the courses, among whom up to 15 students will have the opportunity to participate in paid internships with companies. Additionally, the project will evaluate its overall effectiveness using the following indicators:

1. Learning Survey

Students will be asked to rate aspects such as course design, faculty, and content arrangement through a quantitative survey. These ratings will serve as a reference for subsequent optimization and adjustments. The target is to achieve a course satisfaction score of 80 or above.

- 2. Employer Satisfaction Through a quantitative survey, supervisors from the four collaborating media companies will be asked to rate interns on aspects such as work attitude and professional performance. The target is to achieve an employer satisfaction score of 90 or above for the interns' performance.
- 3. Graduate Employment Tracking Survey After the trained students graduate, follow-up surveys will be conducted to track the number of students retained at their internship companies and their employment rates.

Their internship companies are estimated to retain 30% of the trained students after graduation, and the overall employment rate will reach over 50%.

Overall, this Industry-academia Cooperation will achieve the qualitative and quantity goals as shown in Table 3:

### Table 3

The KPI of the Industry-Academia Cooperation (developed in this study)			
Item	KPI indicators		
Qualitative	Reducing the gap between the industry and academia		
Objectives	Enhancing the media technology application ability		
	Assisting the industry's digital transformation and promoting efficacy		
Quantity	Recruiting at least 15 students to participate in a Corporate Internship		
Objectives	Retaining up to 30% after trained students graduate		
	The trained students' performance satisfaction up to 90%		

Source: Compiled by this study.

Besides, trained students will obtain the production skills and marketing and PR knowledge to explore new job opportunities after graduation, as shown in Figure 4:

## Figure 4

Career Opportunity for Trained Students



Source: Compiled by this study.

### **Research Limitations and Future Recommendations**

This study presents several limitations and suggestions for future research.

First, the research was primarily conducted within the Department of Mass Communication at Chinese Culture University, which limits the experimental setting and sample diversity. This may affect the external validity of the findings. Future studies are encouraged to collect data from other universities and a broader range of participants to enhance the representativeness and generalizability of the results.

Second, the current evaluation of outcomes primarily focuses on short-term effects, such as student and internship provider satisfaction measured through questionnaires. Future research may incorporate long-term career tracking to assess the sustained impact and effectiveness of the program over time.

Third, the program's success heavily relies on the active engagement of partnering companies. To ensure the sustainability of such industry-academia collaboration models, future initiatives should consider establishing long-term and stable partnerships with selected industry players.

Lastly, given the rapid advancement of technology, curriculum design must remain adaptive. A rolling optimization and revision mechanism is recommended to ensure the courses remain competitive and aligned with current industry trends.

#### Conclusion

This industry-academia collaboration project strategically integrates resources from the industry, government, and academia sectors. The industry provides internship opportunities, positions, and professional instructors; Taiwan's Ministry of Labor has approved a job subsidy program, providing NT\$800,000 (approximately USD 24,000) to support the development of new courses, which creates a triple-win strategy for the industry, communication education, and students, bridging the gap between academic learning and practical application while cultivating a new generation of communication professionals.

Based on Albert Bandura's social learning theory, this project adopts the "Practice-Based Research" method, emphasizing the interaction among students, the environment, and behavior. The primary participants are the Department of Mass Communication students at Chinese Culture University. The project aims to enhance students' learning outcomes and self-efficacy through new courses and paid internships.

The curriculum, "AI Virtual Filmmaking: The Technological Magic of Future Cinema," "Public Relations Image Management," and "Digital Content Production," includes three courses with 9 credits and 162 hours. Students who enroll in all three courses with an average score of 80 or above and rank in the top 10% of their class will receive priority internship recommendations at four partner companies. These companies span new media, traditional media, and technology, offering abundant resources to broaden students' horizons and practical experience.

This one-year experimental program will run from September 2025 to July 2026. In the past, industry-academia collaborations were mainly focused on non-communication industries such as technology, medicine, and education. This collaboration project establishes a new model for industry-academia cooperation in media education, providing valuable references for other countries and markets. Besides, Taiwan's media education model, under policy subsidy and cross-sectoral cooperation, offers unique reference value for countries facing rapid digital transformation.

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