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Exploring the Training of Film and Video Talents in Higher Vocational Colleges under the Background of AIGC

Fu Wang

Changzhou College of Information Technology, Changzhou, Jiangsu, China

Abstract: ***With the rapid development of Artificial Intelligence Generated Content (AIGC) technology, the film and video industry's production process and creation mode are profoundly transforming. This technological advancement has put forward new requirements for film and video talent cultivation in higher vocational colleges, prompting the education system to make targeted optimisation in key areas such as curriculum, practical teaching, teacher construction and school-enterprise cooperation. Based on the talent demand of the film and video industry in the context of AIGC, this study analyses the main challenges facing film and Video education in higher vocational colleges, including the disconnection between the curriculum content and the development of the industry, the insufficiency of practical teaching resources, and the weakness of the faculty. Because of these problems, the study proposes the strategies of building an interdisciplinary curriculum system, strengthening practical teaching, deepening university-enterprise cooperation and improving the 'dual-teacher' teaching team to provide effective references for the cultivation of high-quality film and video talents with innovative ability and practical skills in higher vocational colleges.***

Keywords: Talent development, Higher vocational colleges, Film and video, AIGC.

1. Introduction

1.1 Research Background

With the rapid development of science and technology, Artificial Intelligence Generated Content (AIGC) technology has gradually become an important driving force for the development of the film and video industry. AIGC technology can simulate human creativity and way of thinking through the integrated application of core technologies such as deep learning, natural language processing, and computer vision and can automatically generate high-quality, rich and diverse content. The introduction of this technology not only significantly improves the efficiency of film and Video creation but also brings new creation modes and business opportunities for the film and video industry. However, in the face of the rapid development of AIGC technology, higher vocational colleges face many challenges in film and video talent training. The traditional talent training model favours the teaching of theoretical knowledge and lacks the introduction and application of new technologies and tools, resulting in insufficient competitiveness of graduates in the job market. Therefore, how to cultivate high-quality film and video talent to meet the needs of the industry in the context of AIGC has become an important issue that needs to be solved by higher vocational colleges.

1.2 Research Objectives and Research Questions

This study aims to explore the path to optimise the training of film and video talent in higher vocational colleges under the background of AIGC. By analysing the shortcomings of the current film and video education in terms of curriculum, practice resources, teacher construction and school-enterprise cooperation, it proposes effective improvement strategies to help higher vocational colleges build a curriculum system and practice teaching mode that meets the needs of the industry, and to promote the improvement of the quality of film and video talent cultivation. This study focuses on the following issues:

- What are the deficiencies in the curriculum and teaching resources of film and Video majors in higher vocational colleges in the context of AIGC? How to build an interdisciplinary curriculum system adapted to the needs of the industry and improve practical teaching?
- In the context of the AIGC, how can faculty development and school-enterprise cooperation be optimised to enhance the quality of film and video talent training?

1.3 Research Significance

Firstly, it provides new ideas and methods for film and video talent cultivation in higher vocational colleges. Under the background of the rapid development of AIGC technology, the traditional talent cultivation mode has made it difficult to meet the needs of the industry. By exploring the introduction of AIGC technology-related courses and constructing an interdisciplinary curriculum system, this study provides a referable path for higher vocational colleges to adjust and optimize film and video talent training programmes. Secondly, it helps to enhance students' practical ability and innovative thinking. By strengthening practical training teaching and guiding students to use emerging technological tools, this study aims to create a more practical learning environment for students, cultivate their ability to flexibly apply their knowledge in real work, and enhance their competitiveness in the film and video industry. Thirdly, it helps to promote the close connection between higher vocational colleges and the industry. By strengthening the construction of faculty and university-enterprise cooperation, this study guides higher vocational colleges to improve the level of faculty, introduce the latest industry news and technology, and establish a closer industry-university-research cooperation relationship to better meet the demand of the film and video talent industry for high-quality talents.

2. Related Research

2.1 Innovation of Production Process and Creation Mode

With the rapid development of generative artificial intelligence (AIGC) technology, the production process and creation mode of the film and video industry are undergoing profound changes, and AIGC technology, with its powerful data processing and learning capabilities, has brought unprecedented efficiency and convenience to film and video production, reshaping all aspects from pre-creation to post-production.

First, in the pre-creation stage, script creation, as the core link of film and video production, benefits from the in-depth intervention of AIGC technology. Li (2024) points out that AIGC technology can learn a large number of excellent scripts and master the core elements of narrative structure, characterization and emotional expression, thus assisting screenwriters in quickly generating high-quality scripts, providing inspiration and creative expansion for creation can also automatically generate multiple versions of plots and dialogues according to a given story synopsis for screenwriters to choose and optimize, and this kind of intelligent creation method This intelligent creation method significantly shortens the creation cycle and improves the quality and innovation of the script.

Second, in the mid-production stage, AIGC technology brings digital and intelligent innovation to filming and production. Guan (2023) points out that the application of virtual filming technology in script creation and preview visualisation has brought changes to film and video production. Using virtual filming technology, production teams can create scripts more efficiently and test the expressiveness of different storylines and audience reactions. Virtual filming technology can create realistic and creative scenes, especially for scenes that are difficult or costly to build in reality, dramatically reducing filming costs and increasing production efficiency. Zhang (2023) further points out that AI face and voice-changing technology and virtual character production technology provide more possibilities for characterisation and plot advancement, greatly enhancing the audience's visual and auditory experience.

Finally, in the post-production stage, editing, special effects production and audio processing become more automated and efficient due to the application of AIGC technology. Xu (2024) points out that AI can automatically complete the editing work based on the content analysis of video footage and generate video clips that meet the requirements. By learning the special effects production skills of a large number of high-quality film and Video works, AI can automatically generate high-quality special effects images, thus reducing the cost and complexity of special effects production. Shen (2024) mentions that in terms of audio processing, AI can automatically complete sound synthesis, noise reduction and mixing work, further improving the sound quality of films.

2.2 Transformation of Talent Demand

The widespread application of AIGC technology has not only changed the process and mode of film and video production but also triggered a major shift in the demand for talent. Firstly, the integration of AIGC requires new skills, including proficiency in AI technology and an understanding of its application in the creative process. Wu and Liang (2023) suggest that talent development programmes should incorporate AIGC-related training to adapt to this technological change. Liu (2021) points out that in the context of industrial integration in the 5G era, simply training traditional creative talents such as directors, scriptwriters, and cameramen can no longer meet the needs of the industry, and film and video talents must have interdisciplinary backgrounds and technological capabilities.

Second, the application of AIGC promotes a new model of human-computer collaboration. Tang (2024) points out that film and video production requires a combination of traditional creative skills and technological expertise, especially in maintaining the logical consistency and emotional depth of the work, which is difficult to achieve by AI alone. Yin and Liu (2024) emphasise that the industry also needs to cultivate talents who can cope with ethical and legal challenges brought by AIGC, such as dealing with copyright issues. Challenges such as dealing with copyright issues and potential employment implications.

In addition, the rapid adoption of AIGC brings new challenges and opportunities. Gao and Qiu (2024) point out that the development of AI technology has greatly facilitated film and Video creation and has become an inevitable trend in the industry. Yin and Liu (2024) suggest that automation may bring about potential job losses and require new regulatory frameworks to deal with the associated ethical issues. However, this technology also provides opportunities for innovation and the development of new creative pathways. Boyle (2018) and Huang et al. (2023) state that the digital transformation of the film and Video industry is creating new jobs and expanding talent demand, particularly in digital content creation and AI-driven production processes.

While AIGC is profoundly transforming film and video production, it also provokes deeper thinking about the future of creative work and the role of human talent. The film and video industry needs to balance the need for creativity and originality while pursuing technological advancements, which calls for the development of a strategic approach to talent development to ensure that talent reaches its maximum potential in an AI-enhanced environment. As an important base for film and video talent training, higher vocational colleges should be committed to cultivating application-oriented talents with practical ability and delivering competitive and high-quality talents to the industry by strengthening practical skills and professional technology. Especially in technical positions such as film and video production and post-production should follow the pace of the industry, adjust their training strategies, and enhance students' adaptability and innovation in the AI environment.

3. Current Situation of Film and Video Talent Training in Higher Vocational Colleges

3.1 Curriculum is Out of Touch with the Industry Demand

With the rapid development of artificial intelligence, big data,

virtual reality and other technologies, the film and Video industry is experiencing profound changes. This is not only reflected in the upgrading of production technology but also affects the way of creation, dissemination and consumption of film and Video content. However, the curriculum of film and Video majors in higher vocational colleges fails to keep pace with this change, resulting in an obvious disconnect between talent training and market demand.

First of all, although traditional film and Video education emphasises the combination of theory and practice, there is still the phenomenon that theory lags behind practice, and it is difficult to cope with the rapid development of emerging technologies. This leads to the difficulty for students trained by higher vocational colleges to find a suitable position in the current changing industry environment. Lei and Zheng (2023) point out that the current curriculum mostly focuses on the cultivation of basic skills such as film and Video theory, choreography skills, post-production, etc., and dabbles less in emerging technologies such as artificial intelligence, data analytics, intelligent editing, and personalised narratives. This limitation of course content leads to difficulties for graduates to meet the actual needs of the industry.

Secondly, with the wide application of AI-driven automated editing technology, the traditional editing process has been gradually replaced by efficient computer analysis. Yu and Wang (2024) emphasise that traditional editing relies on the experience and artistic aesthetics of the editor, whereas the rise of deep learning technologies has enabled computers to analyse and process large amounts of material efficiently. Against this background, it is clear that traditional teaching models can no longer meet the needs of the industry, and there is an urgent need to revisit educational goals and methods to help students maintain their competitiveness and employment advantages in the age of AI.

In addition, according to statistics released by the China Internet Network Information Centre (CNNIC), as of June 2022, China's short video users have reached 962 million, and short video has also become an important channel for the dissemination of film and Video content. Gan (2023) points out that the short video creation course has become a compulsory course for higher vocational film and Video majors, aiming to cultivate students' practical skills, including short video topic selection and planning, script writing, filming and editing skills, so that students can publish their works on major short video platforms. However, Wei (2024) points out that despite the continuous reform of the course content, there is still a gap between the curriculum and the industry's needs, especially in the areas of new media literacy and writing skills. This disconnect leads to students not being competitive in the short video field.

Finally, the lag in the curriculum is also reflected in the sensitivity to industry trends. Su and Wang (2024) point out that with the increasing diversity of audience needs, the film and Video industry has an increasing demand for content innovation, cross-border integration and interactive experience. However, the current curriculum of higher vocational colleges often focuses on the teaching of traditional film and Video skills and lacks attention to industry trends and innovation. This lagging educational concept not only restricts the career development of students but also affects the overall innovation and competitiveness of the industry. Therefore, higher vocational colleges need to follow the pace of change in the industry, adjust the curriculum promptly, and strengthen the teaching of emerging technologies and industry trends to better meet the market demand and cultivate film and video talents with new technologies and innovative thinking.

3.2 Lack of Shortage of Practical Teaching Resources

Under the background of artificial intelligence, the demand for practical teaching resources in the film and video industry is increasing, yet the resources of higher vocational colleges in this area are insufficient, which has become one of the important factors restricting the quality of film and video talent training.

First of all, Yu and Xu (2024) pointed out that the lagging of practical training equipment is the main problem faced by film and Video majors in higher vocational colleges. With the rapid development of film and video production technology, advanced equipment such as aerial filming equipment, micro-single cameras, stabilisers, etc., have become popular in the industry, but due to financial and technological constraints, it is difficult for many higher vocational colleges to update these equipment promptly, which results in the limitation of students' learning and practice in the field of new technology. This not only affects students' mastery of skills but also limits the cultivation of their innovation ability, thus weakening their competitiveness in employment.

Secondly, the lag in the construction of practical training bases is also a major challenge for film and video talent training. Dai (2024) points out that a practical training base is a key place for students to transform theoretical knowledge into practical skills. However, the current number and scale of practical training bases in many higher vocational colleges are insufficient and limited, which makes it difficult to meet students' practical needs. In addition, Yang (2024) suggests that there are many problems in the management and operation mechanism of practical training bases, such as the lack of effective practical guidance and the disconnection between practical projects and actual work, which makes it difficult for students to obtain sufficient practical support and exercise.

More critically, the cooperation between higher vocational colleges and industrial enterprises is not close enough, and there is the phenomenon of ‘two skins of school and enterprise’. The detachment of this cooperation makes it difficult for the practical training bases to reflect the latest developments and needs of the industry promptly, resulting in a disconnect between the cultivated talents and the market demand. The knowledge and skills learnt by students during their school years are often inconsistent with the actual work requirements, making it difficult for them to quickly adapt to the industry requirements after graduation.

Therefore, higher vocational colleges should increase the investment in practical teaching resources, update practical training equipment in time, improve the construction of practical training bases, and strengthen close cooperation with industry enterprises to establish an effective school-enterprise

cooperation mechanism to meet the needs of the film and Video industry for useful teaching resources, and to cultivate film and video talents with practical ability and innovative spirit.

3.3 Weakness of Teachers

The problem of teacher staffing in film and Video majors in higher vocational colleges has become one of the key factors restricting the quality and level of talent training. With the wide application of AI technology in the film and Video industry, the weakness of faculty strength is particularly significant. Lu (2023) points out that many teachers have not yet made full use of new media technology, failed to recognise the important role of new media in film and video teaching, and failed to innovate teaching methods according to its development, failing to significantly improve the effect of film and video talent training. This not only affects students' mastery of new technologies and knowledge but also hinders the close connection between film and Video education and industry development.

First of all, the application of artificial intelligence technology in the field of film and Video has become a trend, which promotes a profound change in film and video production. However, Li (2024) points out that some teachers still stick to traditional teaching concepts, which largely limits the development of film and Video education. Some teachers lack practical experience in film and Video creation and enter the teaching position directly after graduation, and they only read from the book in the classroom, failing to analyse or demonstrate in-depth, which leads to students' imperfect mastery of professional knowledge and inability to apply it flexibly.

Secondly, the weakness of teachers is also reflected in their professionalism and teaching ability. Li and Xing (2023) pointed out that, except for a few independent art colleges and universities, the teachers of film and Video majors in many comprehensive and teacher training colleges and universities in China are mostly from literature or other disciplines and lack professional experience in film and Video. Coupled with the fact that these colleges have less involvement in film and Video technology, it is difficult to meet the demand for innovative talent training. Under such a teaching environment, it is difficult to fully improve students' professionalism and innovation ability and to meet the future needs of the film and Video industry. In addition, the rise of short videos has made short video operations an important part of the film and Video profession. Yu and Feng (2024) mentioned that many higher vocational colleges had built industrial colleges with enterprises to promote the deep integration of industry and education; however, the current lack of professional short video operation teachers in higher vocational colleges has led to obvious shortcomings of students in short video planning, production, and operation, which affects the competitiveness of students in the field of short video and constrains higher vocational colleges in the development of short video education.

It is noteworthy that the introduction of artificial intelligence technology brings new teaching possibilities for film and Video classrooms. Tang (2023) points out that AI technology can automate repetitive tasks, thus releasing more time for deep learning and practical exploration and helping to improve teaching efficiency and quality. However, this potential has not yet been effectively tapped and utilised due to the lack of professional teachers in higher vocational colleges who have mastered AI technology.

Finally, the problem of weak faculty is also closely related to the faculty introduction and training mechanism of higher vocational colleges. Restricted by funds and policies, many higher vocational colleges have difficulties in introducing high-level teachers and lack adequate training and support for existing teachers, which leads to difficulties in improving teachers' professionalism and teaching ability. This mechanism deficiency not only affects the overall level of faculty but also limits the quality and level of film and video talent training.

4. Findings and Discussion

The rapid development of AIGC technology presents both opportunities and challenges for film and Video talent training in vocational colleges. Practical talents must integrate art and technology with innovative thinking to meet market needs. Vocational colleges should shift their educational approach to cultivate 'practical and innovative' talents, emphasizing practical skills and technological innovation. The training mode centres on the film and media industry chain, with AIGC technology and short video creation as core components, promoting ‘intelligence + creativity’, ‘campus + industry’, and 'theory + practice’. By integrating industry education, work-study, school-enterprise cooperation, and international exchange, a multi-level, systematic training system is built. This approach equips students with cutting-edge AIGC knowledge, short-video creation skills, interdisciplinary integration, and continuous learning abilities, fostering composite talents with both artistic creativity and technological skills for the industry."

4.1 Keeping up with the Technological Frontier and Innovating the Content of Film and Video Courses

Under the background of rapid development of AIGC technology, film and video professionals in higher vocational colleges need to update the teaching content and keep up with the frontier of technology to cultivate high-quality film and video talents to meet the needs of the industry. First, higher vocational colleges should set up more AIGC-related courses and build a perfect curriculum system. In addition to the basic artificial intelligence and AIGC application courses, courses on short video planning, production and platform operation should be added according to the popular trend of short videos so that students can master the planning and production skills in the field of short video to meet the needs of the industry. In addition, the selection of teaching materials should keep up with the times to ensure that students can learn the most cutting-edge knowledge. Chu (2023) points out that designing the content of teaching materials in combination with students' learning habits, points of interest and vocational needs can not only stimulate learning interests but also enhance teaching effects.

Second, the cross-fertilisation of film and video with computer science, art and design, marketing and other

disciplines is particularly important in curriculum design. For example, the film and computer courses allow students to understand the algorithms and implementations behind the AIGC technology, offer film and art design courses to cultivate students' aesthetic and creative design skills, and help students understand market trends and audience needs through film and marketing courses, to support the accurate positioning and promotion of short videos.

Third, in terms of teaching methods, higher vocational colleges should adopt diversified teaching methods to stimulate students' initiative. Zhang (2024) suggests that the project-driven teaching method can help students master AIGC technology through actual projects (e.g., short video creation and special effects production); the case teaching method can help students understand the practical application effect of the technology more intuitively by analysing specific cases; and the flipped classroom can further enhance students' independent learning ability through pre-course previews, classroom discussions and post-course reflections. Meanwhile, to create a more vivid learning environment for students, higher vocational colleges should make full use of modern information technology. The online platform can realise distance teaching and discussion, while virtual reality (VR) and augmented reality (AR) technologies can build virtual film and video production environments, allowing students to perform practical operations in simulated scenes and enhancing their practical abilities.

In addition, the cultivation of film and video talent in the context of AIGC also needs to focus on interdisciplinary integration and the enhancement of innovation ability. Higher vocational colleges should encourage students to participate in interdisciplinary projects such as film and video, computer science, art design, etc., to organically integrate the knowledge of different disciplines. At the same time, through the organisation of advertising art competitions, microfilm competitions and AIGC technology competitions, students are provided with a platform to display their talents, which not only stimulates enthusiasm for creativity but also enhances innovation ability and teamwork ability.

4.2 Strengthen the Practical Teaching System and Deepen the Collaborative Education between Schools and Enterprises

With the increasing maturity of AIGC technology, practical teaching has become a key link in the training of film and video talent in higher vocational colleges. To cope with the challenges brought by technological changes, higher vocational colleges need to strengthen the practical teaching system and deepen the cooperation between schools and enterprises to cultivate high-quality film and video talents in line with the market demand. First of all, building a perfect practical teaching system is the first task of higher vocational colleges. This includes building advanced training bases and laboratories, especially introducing AIGC equipment and software, establishing short video planning and operation training bases, and providing students with cutting-edge technology platforms. Meanwhile, the practical courses should complement the theoretical courses to enhance students' practical operation ability and innovation consciousness using project practice, case analysis and simulation exercises.

Secondly, deepening school-enterprise cooperation is an important strategy to improve the quality of film and video talent training. Higher vocational colleges should establish a close relationship with film and video companies, culture and media enterprises and short video platforms to make the curriculum content closer to the industry demand through the joint formulation of training programmes, joint development of teaching materials and collaborative practice teaching. In addition, inviting enterprise experts to participate in teaching and organising internships for students in enterprises so that students can gain valuable practical experience in the real working environment and realise the organic combination of theory and practice.

At the same time, higher vocational colleges and enterprises can also cooperate in scientific research projects and technological innovation, especially in the cutting-edge fields of short video planning, production and operation, to jointly explore the application of new technologies and solve practical problems in the industry. This mode of cooperation not only enhances the scientific research strength of higher vocational colleges but also helps enterprises to obtain film and video talent with innovation and practical ability, forming a mutually beneficial win-win situation.

Finally, to ensure the quality of practical teaching, higher vocational colleges need to establish a perfect quality assurance system, including clear teaching objectives, a scientific evaluation system, and strict management of the teaching process. By organising practical achievement exhibitions and student work displays, higher vocational colleges can not only stimulate students' interest in learning but also enhance their professionalism, laying a solid foundation for future career development.

4.3 Create a Dual-teacher Team to Improve the Comprehensive Level of Teachers

The teacher team is the key element for higher vocational colleges to cultivate high-quality film and video talents. In the context of AIGC, higher vocational colleges should introduce professional teachers who master AI technology and, at the same time, strengthen the training of existing teachers to build a high-level faculty. Wu (2022) points out that the combination of introduction and training is an effective way to build high-quality and professional teachers.

First of all, higher vocational colleges should broaden the channels of talent introduction, paying special attention to professionals who master AIGC technology and short video planning and operation. These talents can not only come from colleges, universities, and research institutions but should also include practical experts on the front line of the film and video industry to integrate the latest technological developments and practical experience into teaching and improve teaching quality. In the process of introduction, attention should be paid to the diversity and complementarity of talents to ensure the balanced development of the team in terms of knowledge, experience and teaching ability.

Second, it is crucial to enhance the professional ability of existing teachers. For emerging fields such as AIGC

technology and short video planning, higher vocational colleges should organise teachers to participate in academic conferences, training courses and research projects to enhance their professionalism and research capabilities. Zhang (2024) suggests that teachers should explore methods such as project-driven and case-based teaching to stimulate students' interest and initiative in learning. Thirdly, to stimulate teachers' motivation and innovation, higher vocational colleges should establish a sound incentive mechanism, including teaching achievement rewards, scientific research funding and teaching quality evaluation systems. These systems not only motivate teachers to participate in teaching reform and scientific research innovation but also provide them with broad development opportunities, such as academic exchanges, advanced degree training and industry project participation, to enrich their teaching content and practical experience.

Especially in the field of short video planning and operation, higher vocational colleges should give priority to hiring enterprise experts with both theoretical and practical experience as part-time teachers. These experts can not only teach the core curriculum of short videos but also help students understand market dynamics and user needs and cultivate market sensitivity and innovative thinking. Through these measures, higher vocational colleges will create a high-quality faculty with both technical ability and market awareness, capable of both teaching and practice and provide solid support for film and video talent cultivation.

5. Conclusion

The rapid development of AIGC technology is leading the film and video industry into a brand-new era, profoundly changing the creation, production and dissemination of film and video works. Through an in-depth analysis of AIGC's reshaping of the production process of the film and video industry, the transformation of the creation mode and the changes in the demand for talent, this study reveals the challenges facing the cultivation of film and video talents in higher vocational colleges, including the disconnection between the curriculum and the industry's demand, the lack of practical teaching resources and the weakness of the teachers' power, and so on. Firstly, this study puts forward countermeasures such as innovating teaching content, strengthening practical teaching, and creating a ‘dual-teacher’ faculty. Firstly, by adding AIGC technology-related courses, we can keep up with the pace of the times and cultivate students' innovative thinking and technology application abilities. Secondly, it will strengthen practical teaching, deepen the integration of schools and enterprises, establish perfect training bases and practical teaching systems, and improve the practical operation ability of students. Finally, focusing on the construction of teachers, introducing professionals who master AIGC technology, strengthening the training of existing teachers, and improving the overall teaching level. Secondly, the innovation of this study is to combine AIGC technology with the cultivation of film and video talent in higher vocational colleges and put forward the strategy of talent cultivation adapted to the needs of the new era, which provides a new way of thinking for the reform and development of higher vocational education. Cultivating composite talents who know both artistic creation and new technology can effectively enhance the competitiveness of China's film and video talent and promote the healthy development of the film and video industry. Third, AIGC technology will continue to evolve and may bring more unknown opportunities and challenges. Higher vocational colleges should continue to pay attention to the industry dynamics, flexibly adjust the talent training programme, and actively explore the new model of the deep integration of artificial intelligence and film and video education. For example, virtual reality (VR), augmented reality (AR) and other technologies are used to enrich teaching means, develop intelligent teaching platforms, and achieve personalised education. At the same time, international exchanges and cooperation are strengthened, drawing on the world's leading educational concepts and technologies to cultivate film and video talent with an international perspective. In conclusion, under the background of AIGC, higher vocational colleges shoulder the important mission of conveying high-quality talents for the film and video talent industry. Only by constantly innovating the talent training mode and keeping up with the technology development trend can we cultivate film and video talents who can adapt to future demand and inject constant power for the prosperity and innovation of China's film and video industry.

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