

The Current Situation and Problems of Industry-Teaching Integration in Shanghai Colleges and Universities for Master's Degrees in International Business

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Abstract: Professional degree graduate students emphasize cultivating application-oriented high-level talents with a solid theoretical foundation and the ability to adapt to the industry, unlike academic degree graduate students. Providing support for national policy, Shanghai universities vigorously cultivate Master of International Business, integrating education with labor demand and cultivating MIB by integrating industry and education, thereby improving students' literacy levels and fostering the development of employment opportunities. It examines the current situation and problems associated with integrating industry and education by examining the master's degree programs in international business offered at Shanghai universities. It argues that the integration of industry and education in Shanghai universities exists in the status quo of dual tutoring, talent cultivation, school-enterprise associations, and various ways industry and education are integrated.

Keywords: Master of International Business, industry-teaching integration, Shanghai Colleges and Universities, International Business

1. Research background

As globalization accelerates, international business is becoming increasingly important. International business talents have become more profitable in globalization. Statistics show that 13 colleges and universities are enrolling in the Master of International Business (MIB) in Shanghai. The goal of a professional master's degree is to cultivate application-oriented talents with some theoretical ability and adaptability to industry needs⁰. Presently, domestic colleges and universities business degree education is facing high-speed changes in the business environment and business model, and curriculum design for student education has a certain lag. Employment has become a significant problem for students studying international business. Integrating industry and education is crucial to developing applied talents specializing in international business². The integration of industry and education refers to the schooling mode of cooperation between industry and education, which is based on industry, supported by education, and aimed at talent cultivation, deepening the cooperation between schools and enterprises²³, combining education and labor demand⁴, which can improve the quality of student training and provide certain guarantees for employment. In the current development of education and industry, industry-education integration has become a significant trend as a new cultivation mode. The critical link in cultivating international business master students is to cultivate their practical ability⁶, which cannot be separated from the integration of industry and education. Thus, it is critical to analyze the current status quo and the problems associated with integrating industry and education in international business master's degrees at Shanghai universities.

2. An analysis of the current state of industry-education integration in Shanghai universities

2.1 A dual tutoring system has been implemented at Shanghai universities for the cultivation of master's degrees in international business

Colleges and universities currently use the dual tutoring system (on-campus and off-campus enterprise tutors for joint cultivation) to cultivate master's degrees in international business. Dual tutoring can enhance the problem-solving abilities of professional degree students⁶, while international business students focus on practicality while college and university students are trained in theory; off-campus enterprise tutors aim to cultivate students'

practical abilities. MIB believes that the dual tutor system can ensure that colleges and universities begin academic work and guarantee the employment difficulties of professionals with master's degrees.

2.2 School-enterprise talent training model

Even though the training of special master students is based on employment, there is still a specific study course in accordance with the traditional cultivation method, and due to the complex curriculum, unclear cultivation program, unreasonable teaching time, and other reasons, students will not have enough opportunity to practice. As a result, some colleges and universities in Shanghai have begun exploring the talent cultivation mode of school-enterprise partnerships⁸. Considering the relative weakness of practical courses in colleges and universities, partnering with enterprises can enhance students' ability to solve problems by bridging theory and practice. In summary, for universities cultivating MIB, strengthening school-enterprise cooperation, creating available resources, enhancing students' practice opportunities, and correctly formulating students' cultivation programs are conducive to solving students' employment problems while integrating industry and education reasonably.

2.3 Diversified methods of integrating industry and education

The types of industry-teaching integration cooperation include the establishment of practice bases, curriculum development, "order class" operation, and so on⁸. These modes of industry-teaching integration exist in the current MIB program of Shanghai universities. However, since students have different employment needs and career plans, the cultivation methods differ from university to university. Colleges and universities are extensively trying to find the most suitable integration methods. They establish practice bases for students to have many internship opportunities and design the curriculum to enable students to integrate theory and practice highly.

3. An analysis of the problems associated with the integration of industry and education in Shanghai universities

3.1 The integration of industry-teaching does not reach all students

The international master's degree program at Shanghai universities vigorously promotes industry-teaching integration. However, the number of students covered is limited. Industry-teaching integration programs cannot cultivate every student this way⁸. Although for enterprises and students, such a cultivation method can guarantee the quality of employment, enterprises do not lack employment resources, so the participation enthusiasm is not high, resulting in some colleges and universities and the full implementation of the integration of industry-teaching, only through the students to find internships on their own for the accumulation of employment experience. In the context of the current employment environment Against the background of the current employment environment, students' internships are not going well.

3.2 Business-university alignment needs to be improved

Despite rapid progress in the integration of industry and education, there remains the problem of enterprises and colleges and universities not being closely connected when the objectives are different¹⁰. In general, businesses employ people, and colleges and universities convey that students and enterprises have a wide range of options when recruiting personnel for a position. There is no shortage of employees in the context of unemployment difficulties. In contrast, despite having some contacts with the enterprise, colleges and universities cannot guarantee that the employer will adequately address the needs of students when it comes to employment. Consequently, it is difficult to ensure a close relationship between enterprises and colleges and universities through the integration of industry and education.

3.3 MIB graduates have lower retention rates

Although integrating industry and education can guarantee the employment of students, more is needed to prevent personnel losses. The retention rate of interns is low at present, and students use internships as "springboards," which leads to enterprises rejecting the integration of production and education. Although the integration of industry and education will benefit enterprises and students, the lack of unity of purpose will result

in a higher turnover rate of students, resulting in a decrease in the positive degree of integration between industry and education in enterprises, resulting in a downward spiral.

4. Countermeasures to strengthen the integration of industry and education in Shanghai universities

4.1 Introducing a phase-out system to strengthen the assessment of external tutors

Dual tutor teacher team consists of on-campus and off-campus enterprise tutors¹¹ to jointly cultivate MIB and guide students to combine theory and practice. Universities should establish an assessment mechanism¹² to ensure the reasonable cultivation of students, and not only need to establish a reasonable incentive mechanism but also need to have an elimination system¹³ to ensure the significance of postgraduate education and provide a new mode for the cultivation of professional master's degrees, and to cultivate MIB as an application-oriented talent¹⁴.

4.2 Establishing mechanisms for integration between universities and enterprises

A number of universities have advocated the strengthening of ties with enterprises in order to promote the integration of industry and education further¹⁵. Colleges and universities are enthusiastic about integrating industry and education, whereas enterprises could be more enthusiastic. In order to actively develop the integration of industry and education, we must strengthen the contact with enterprises, deeply understand the needs of both sides, establish an excellent cooperative relationship with enterprises, adapt resources to enterprises, cultivate high-quality talents for enterprises, provide a stage for the development of students, and promote the development of regional economies.

4.3 Enhancing students' employability and cultivating high-quality talents in the right specialties

Industry-education integration is a rapidly developing training program that can improve students' employability and drive the development of the economy^{16,17}. Thus, universities can improve their students' employability by promoting effective collaboration between universities and enterprises¹⁸. The study direction of MIB presents diversification, and the forms of employment are also different. The important thing in international business is not only business activities but also internationalization and globalization are indispensable. Cultivating talents in this area can promote global business, and implementing industry-teaching integration in this area can facilitate the cultivation of international business talents. Teaching students with different strengths will help universities cultivate talents with the right specialties to promote industry and education integration.

5. Conclusion

Accordingly, the integration of industry and education is not a good cultivation program for international business master's degrees in Shanghai universities, despite general problems. The combination of theoretical knowledge and practical experience is essential for MIB. Considering that Shanghai has a large population, a large number of college students, and a complex employment situation, the integration of industry and education is essential not only to guarantee the quality of employees in enterprises but also to ensure the employment of students and to promote the cultivation of highly qualified individuals. There are several barriers to integrating industry and education, including inadequate coverage of students, incomplete connections between schools and enterprises, and high student turnover rates. Colleges and universities should participate actively in student training by clarifying the dual tutor training system, establishing integration mechanisms, and improving students' employability.

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