# From "Service Export" to "Ecological Co-construction": The Construction Path of School-enterprise Cooperation Employment and Education Community-Taking the Red Sea Digital Intelligence Employment Campus Station as an Example

**Qingying Lin**

Guangzhou University of Software, Guangzhou, Guangdong, 510990, China

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**Abstract:** At present, the traditional school-enterprise cooperation mode has limitations. In this context, this study aims to go beyond the simple "school-enterprise cooperation" and take the Red Sea Digital Intelligence Employment Campus Station as the research object and key hub to analyze the key elements of the construction of a school-enterprise cooperation employment and education community. Then explore the path of building a "community of educating people" with Red Sea and more enterprises based on the post station, sharing responsibilities, exchanging resources and blending cultures. This exploration is an urgent need to meet the current challenge of employment and education, and an inevitable choice to conform to the development trend of deep integration of education and industry. Defining the position and function of the post station, strengthening its deep cooperation with the Red Sea and actively expanding cooperation with more enterprises can effectively build a community of education. This study provides a new organizational model and system design reference for collaborative education in Industry-University-Research in the new era, which is of great significance to promote the benign interaction between tertiary education and industrial development.

## 1. Introduction

With the rapid development of social economy, the employment market situation is changing rapidly, and the demand for educating people faced by tertiary education has also undergone profound changes [1]. Although the traditional "school-enterprise cooperation" model has promoted the connection between talent training and employment to a certain extent, its limitations have become increasingly prominent with the evolution of the times [2]. In this context, exploring a more in-depth, comprehensive and fruitful mode of cooperative employment and education between schools and enterprises has become an important topic of common concern for the education and business circles [3]. The core of this article focuses on going beyond the simple "school-enterprise cooperation", aiming to build a "educational community" with shared responsibility, mutual exchange of resources and cultural integration with Red Sea and more enterprises as the key hub. This kind of exploration is not only an urgent need to meet the current challenges of employment and education, but also an inevitable choice to conform to the development trend of deep integration of education and industry.

On the research value level, this exploration provides a brand-new organizational model reference for collaborative education in Industry-University-Research in the new period. The traditional collaborative education in Industry-University-Research is insufficient in the depth and breadth of cooperation and fails to give full play to the advantages of all parties [4]. The educational community based on the post station is expected to break the barriers of previous cooperation and achieve closer and more efficient collaboration [5]. This study also provides a new idea for system design. By constructing a scientific and reasonable system, the rights and obligations of all participants in the education community are guaranteed, and the sustainability and stability of cooperation are ensured, thus laying a solid foundation for the long-term development of

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collaborative education in Industry-University-Research. This new organizational model and system design will have a positive and far-reaching impact on improving the quality of personnel training, promoting the development of enterprises and promoting educational reform, which is of great significance to promoting the benign interaction between tertiary education and industrial development.

## 2. Related theoretical basis

After a long period of development, the theory of school-enterprise cooperation has gradually evolved into an all-round and multi-level cooperation model from the early simple internship cooperation [6]. However, in the past, school-enterprise cooperation mostly focused on short-term interests and local needs, but lacked in the depth and continuity of cooperation. According to the community theory, a community is a group of individuals with common goals, interdependence and shared values [7]. In the field of education, the community emphasizes the close contact and cooperation among its members, and achieves common development through joint participation and mutual learning. Introducing community theory into school-enterprise cooperation employment and education will help strengthen the ties between schools and enterprises and form a more stable and sustainable cooperative relationship.

The theory of collaborative education points out that the education process needs to integrate the resources and strengths of schools, enterprises and other parties, and realize the maximization of education effect through collaborative operation [8]. This theory pays attention to the complementary advantages and resource sharing among the participants, and emphasizes the coordination and consistency in educational objectives, processes and evaluation.

## 3. Key elements of constructing employment education community

It is a complex and systematic project to build a community of employment and education through school-enterprise cooperation. Among them, responsibility sharing, resource intercommunication and cultural blending constitute its key elements, which are interrelated and influence each other and jointly promote the effective operation of the education community.

(1) Discussion on responsibility sharing mechanism.

Responsibility sharing is the cornerstone of the construction of school-enterprise cooperation employment and education community. In the process of educating people, both schools and enterprises need to clarify the boundaries and contents of their respective responsibilities. As the main place for talent training, schools bear the responsibilities of formulating training programs, imparting professional knowledge and cultivating students' comprehensive quality. Enterprises, relying on their own industry experience and practical resources, are responsible for providing internship opportunities, guiding students' vocational skills, and feeding back industry needs. In students' practical teaching, the school is responsible for communicating and coordinating internship positions with enterprises, and enterprises need to arrange experienced tutors to guide students, so that both parties can jointly ensure the quality and effect of practical teaching.

In order to effectively fulfill the responsibility, it is necessary to establish a perfect supervision mechanism. By setting up a special supervision team, we will regularly check and evaluate the performance of the responsibilities of both schools and enterprises. Figure 1 lists the specific indicators of supervision in detail, and considers them from many dimensions, such as the implementation of teaching plan, the management of students' internship, and the quality of tutors' guidance. This table provides a basis for comprehensively and objectively evaluating the performance of both parties' responsibilities, helps to find and solve problems in time, and ensures the smooth progress of education.

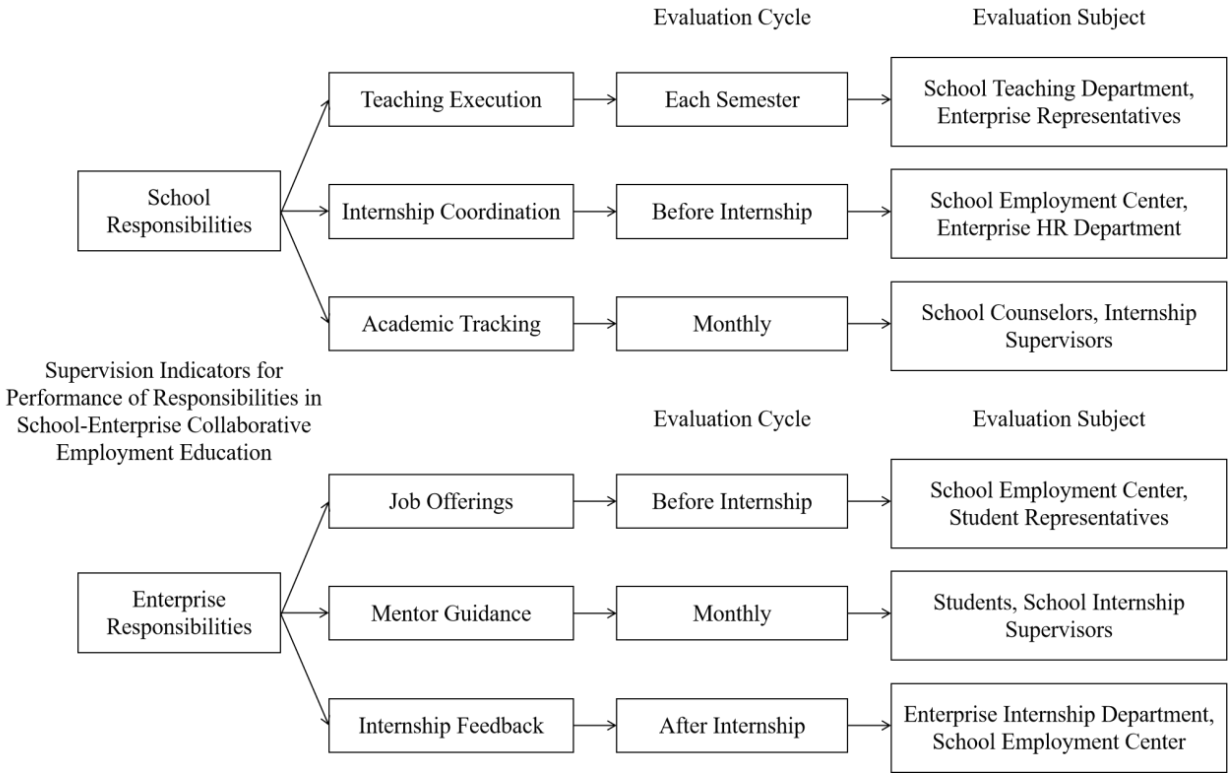


Figure 1 Supervision Indicators for Performance of Responsibilities

(2) Analysis of resource interoperability model

The school has rich academic resources, scientific research equipment and high-quality teachers, while the enterprise has cutting-edge technology, real project cases and broad market channels. Resource exchange is an important guarantee to realize the cooperation between schools and enterprises in educating people. Through the exchange of resources, the two sides can complement each other. Schools can invite enterprise experts to give lectures, introduce practical projects of enterprises as teaching cases, and let students get in touch with the most real industry scenes. Enterprises can use the school's scientific research platform for technology research and development, carry out Industry-University-Research cooperation projects with teachers, and solve the talent demand of enterprises with the help of the school's talent resources. The school laboratory can be shared with enterprises, and enterprises carry out research and development and testing of new products in the school laboratory, and at the same time provide students with opportunities to participate in practical projects, so that students can improve their professional skills in practice. This resource exchange model breaks the resource barrier between schools and enterprises, promotes the two-way flow of knowledge and technology, and creates good conditions for cultivating high-quality talents to meet the market demand.

(3) Research on cultural blending strategy

Cultural blending is the deep connotation of the construction of school-enterprise cooperative employment and education community. Campus culture pays attention to the creation of academic atmosphere, the cultivation of students' humanistic quality and the stimulation of innovative spirit. Corporate culture emphasizes teamwork, market orientation, quality awareness and social responsibility. The blending of the two cultures can create a unique cultural atmosphere for students and help them better realize the transition from campus to workplace. Schools can carry out corporate culture activities on campus, invite corporate executives to hold lectures, introduce the development history, values and business philosophy of enterprises, organize students to visit enterprises and feel the corporate culture atmosphere for themselves. Enterprises can participate in the construction of campus culture in schools, hold various innovative and entrepreneurial activities together with schools, and encourage students to combine innovative thinking with the market demand of enterprises. Through these measures, the mutual infiltration and integration of campus

culture and enterprise culture can be promoted, so that students can be influenced by the two cultures in a subtle way, and comprehensive talents with solid professional knowledge and innovative ability, good professional quality and teamwork spirit can be cultivated.

## 4. Path analysis of building a community of educating people with the post station as the hub

The Red Sea Digital Intelligence Employment Campus Station occupies a key pivotal position in building a school-enterprise cooperation employment and education community. Through accurate positioning function, strengthening cooperation with Red Sea and expanding cooperation with more enterprises, the construction of educational community can be effectively promoted.

(1) Research on the positioning and function of the post station

The Red Sea Digital Intelligence Employment Campus Station is not a simple employment service place in the traditional sense, but is endowed with multiple and important positioning and functions. It is a bridge connecting schools and enterprises, aiming at breaking the information barrier between them and providing an efficient communication platform for both sides. The post station is also the guidance center for students' career development, integrating all kinds of resources to help students plan their careers and improve their skills.

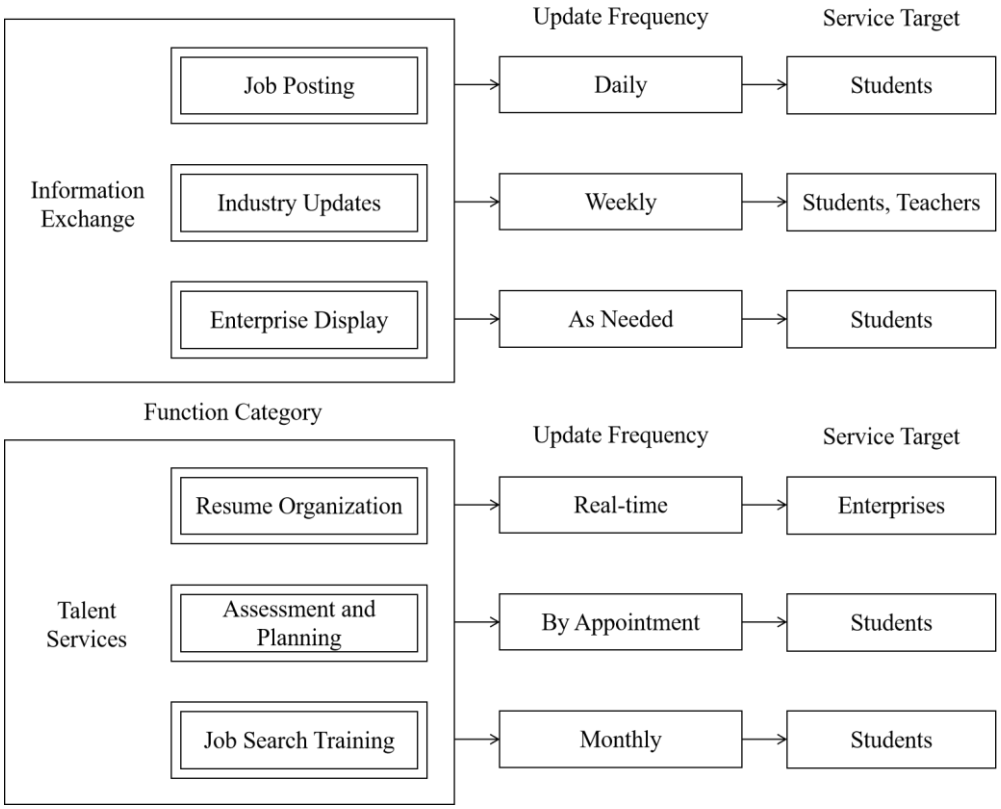


Figure 2 Functions of Red Sea Digital Intelligence Employment Campus Station

From the functional point of view, on the one hand, the post station undertakes the function of information release, and timely and accurately conveys the recruitment information, internship positions and industry trends of enterprises to students. It also has the function of talent reserve, which can supply suitable talents for enterprises by collecting students' resumes and establishing a talent pool. Figure 2 clearly shows the functions and specific contents of the post station, which is helpful to fully understand the unique role of the post station in educating people.

(2) The cooperation path between the post and the Red Sea

The cooperation between the post station and the Red Sea is an important link in building a community of educating people. First of all, the two sides cooperated deeply in the formulation of talent training plan. With its rich experience in the industry and accurate grasp of market demand, Red Sea worked with the school to optimize the curriculum to ensure that the trained students met the actual market demand. In view of the emerging digital jobs, the two sides jointly developed

relevant courses and integrated the actual projects of enterprises into the teaching content.

In practice teaching, Red Sea provides students with abundant internship opportunities. The post station assists the school to organize students to go to the Red Sea enterprise for internship, and the enterprise arranges experienced tutors to give students one-on-one guidance, so that students can master professional skills in practice. At the same time, the two sides have also established a joint training mechanism. For students with outstanding performance, enterprises can sign employment agreements in advance for customized training.

(3) The post station cooperates with more enterprises to expand

Relying on the post station, actively expanding cooperation with more enterprises is the key to building a broad educational community. The post station attracts more enterprises to participate by holding various school-enterprise cooperation fairs, job fairs and other activities. In the process of cooperation, according to the characteristics and needs of different enterprises, provide personalized services. For large enterprises, the post office can carry out Industry-University-Research cooperation projects with them, help enterprises solve technical problems with the help of the scientific research strength of the school, and provide opportunities for students to participate in scientific research practice. For small and medium-sized enterprises, the station focuses on providing talent docking services and accurately recommending suitable students according to the job needs of enterprises. Through the above path, the Red Sea Digital Intelligence Employment Campus Station can give full play to its pivotal role, build a perfect school-enterprise cooperation employment and education community together with Red Sea and more enterprises, and provide a solid guarantee for students' growth and development.

## 5. Implementation pathways and methods for using postal stations to facilitate high-quality graduate employment

To put the concept of an education community into practice, the Red Sea Digital Intelligence Employment Campus Station has established an "Integrated Body with Two Wings and Four Driving Wheels" service implementation system. Centered on digital intelligence technology, this system spans the entire job-seeking cycle for students. Through digital, intelligent, precise, and convenient services, it concretizes and streamlines employment education efforts, effectively supporting the goal of achieving high-quality employment for graduates.

### 5.1. "One body": an integrated digital-intelligent platform serving as the central hub

At the heart of the station lies an integrated digital-intelligence employment service platform for students. Serving as a "one-stop" central hub connecting students, universities, enterprises, and government resources, it aims to meet students' end-to-end needs—from career exploration to successful contract signing—through a single entry point. It breaks the time and space constraints of traditional employment services, brings support closer to students, and enables centralized management and intelligent allocation of employment resources.

### 5.2. "Two wings": dual-driven by digital intelligence empowerment and precision matching

(1) Digital intelligence empowerment wing: forging students’ core competitiveness

This wing focuses on enhancing students’ intrinsic capabilities by leveraging artificial intelligence technology to provide deeply personalized services. Key features include: AI Resume Optimization, which offers intelligent diagnostics and writing suggestions to significantly improve resume pass rates; AI Mock Interviews, which replicate real interview scenarios across multiple industries and provide smart feedback on expression logic and on-the-spot performance; AI Career Assessments, which scientifically evaluate students’ interests, personality traits, and ability inclinations to generate personalized career development reports; Intelligent Career Planning, which combines assessment results with professional backgrounds to recommend dynamic development paths and university-stage growth plans for students; and a Comprehensive Skill Enhancement Resource Library, offering online courses covering industry knowledge, software tools, job-seeking skills, and workplace soft skills, enabling students to “recharge” their abilities anytime, anywhere.

(2) Precision matching wing: connecting to massive high-quality job opportunities

This wing focuses on efficiently connecting students with external opportunities, aiming to eliminate information asymmetry. Its core functions include: AI-Precision Person-Job Matching, which provides intelligent two-way recommendations based on dynamically updated student profiles (including skills, experiences, and preferences) and corporate job requirement models; a Panoramic Enterprise Database and AI Digital Human Job Exploration, offering more credible and multi-dimensional job information through corporate digital human presentations, culture videos, salary transparency displays, and virtual on-site visit videos; One-Stop Job Application Process Management, integrating features such as resume submission and progress tracking (e.g., viewing application status and interview notifications); and an Online Job Fair System, supporting large-scale dual-selection events, real-time online communication, and remote video interviews to create a complete online job-seeking closed loop.

### 5.3. "Four-wheel drive": a comprehensive support system ensuring service implementation

To ensure the effective operation of the above services, the station has established a four-dimensional support mechanism: Data-driven decision-making: By analyzing big data accumulated on the platform, such as employment trends, popular job positions, and skill demands, it provides empirical evidence for universities to optimize talent development programs and for students to formulate scientific career selection strategies. Precision content delivery: Based on students' behavioral data and interest tags, it intelligently pushes relevant industry trends, policy interpretations, career cases, and learning resources. Online-offline integration: It combines online services such as interview guidance and course learning with offline activities like "resume clinics," one-on-one career counseling, and workshops, forming a synergistic service approach to enhance the effectiveness of education. Full-process employment management: It provides university employment management departments with a visual data dashboard to monitor overall employment progress in real time, coordinate corporate resource pools, and efficiently organize recruitment activities, achieving refined and intelligent management of employment-related work.

### 5.4. Implementation process: a five-step closed loop from "self-awareness" to "successful matching"

The station's services follow a clear user journey design, guiding students through a complete cycle of high-quality employment: (1) Starting Point (Self-Cognition): Helps students discover potential strengths and career inclinations through AI career assessments. (2) Planning (Goal Setting): Generates intelligent career planning reports based on assessment results, mapping out a personalized development roadmap. (3) Charging (Skill Enhancement): Provides access to extensive courses and skill resources to systematically build students' "skill tree." (4) Practical Experience (Job Preparation): Utilizes tools like AI mock interviews for hands-on practice, improving job-seeking skills and psychological readiness. (5) Arrival (Successful Matching): Efficiently connects students with desired positions through a precision matching system until they receive job offers.

## 6. Conclusions

This paper focuses on the method of high-dimensional feature extraction and pattern recognition of painting trajectory data in preschool art teaching scene. Aiming at the dynamic, high-dimensional and diverse characteristics of this kind of data, an improved PCA algorithm combining local area covariance analysis is proposed, and an SVM pattern recognition model based on adaptive mixed kernel function and cross-validation mechanism is constructed. The results show that the model is significantly superior to the traditional method in key indicators such as accuracy (> 90%), recall (≈85%) and F1 value (≈88%), and has the advantages of high training efficiency and strong adaptability to small samples. Results To a great extent, it verified its effectiveness and superiority in mining the deep information of children's painting behavior.

This series of method systems supported by digital and intelligent technologies not only realize

the exchange of resources and cultural integration, but also build a quantifiable and evaluable responsibility-sharing operation framework. It upgrades the traditional educational support from static feedback to a dynamic and continuous educational process. Through accurate data-driven intervention and whole-process companionship, teachers' understanding and guidance on the development level of children's painting are effectively improved, which provides a key technical path and practical guarantee for building a high-quality preschool art education ecology. In the future, the model parameters will be further optimized to enhance its generalization ability and stability, so as to provide more intelligent, accurate and comprehensive data analysis services for preschool art teaching.

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