

## *Original Paper*

# Study on the Construction Path of Master Studios for Vocational Employment and Entrepreneurship Guidance

Xia Shi<sup>1</sup> & Hongyu Li<sup>2</sup>

<sup>1</sup> Associate Professor of Computer Science, School of Information Engineering, Yueyang Vocational and Technical College, Yueyang, China; Ph.D. student in Information Technology, University of the East, Manila, Philippines

<sup>2</sup> Hongyu Li, Sinopec Changling Refining & Chemical Company, Yueyang, China

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### **Abstract**

*In the process of cultivating highly skilled technical talents in higher vocational colleges, employment and entrepreneurship guidance plays a crucial role. However, there are still problems such as insufficient resources and unsatisfactory guidance effects in the current vocational colleges' employment and entrepreneurship guidance. To solve these problems, this study proposes the construction of master studios for employment and entrepreneurship guidance and discusses their construction paths in detail. Through literature analysis, questionnaires, and interviews, this paper analyzes the current status and existing problems of employment and entrepreneurship guidance in vocational colleges, explores the concept, role, and necessity, and feasibility of master studios. The research results show that master studios can significantly improve students' employment and entrepreneurship abilities and promote the teaching quality of vocational colleges. Based on this, this paper proposes a systematic construction path for master studios, including goal setting, organizational structure design, operation mode, resource allocation and guarantee, and the cultivation and development of the master team. Finally, by analyzing successful cases, the experience and insights of master studio construction are summarized to provide theoretical basis and practical guidance for the construction of master studios for employment and entrepreneurship guidance in vocational colleges.*

### **Keywords**

*vocational colleges, employment and entrepreneurship guidance, master studios, construction path, vocational education, teaching quality improvement*

## 1. Introduction

In 2014, the “Decision of the State Council on Accelerating the Development of Modern Vocational Education” proposed “promoting the co-construction of skill master studios between vocational colleges and industry enterprises”. In 2019, the “National Vocational Education Reform Implementation Plan” stated that vocational colleges must establish studios facing industry enterprises, building a teaching system integrating school and enterprise under the “studio” model. In 2022, the “Notice of the Ministry of Education on Doing a Good Job in Employment and Entrepreneurship for Graduates of Vocational Colleges in 2023” (Teaching [2022] No. 5) decided to implement the “2023 National Vocational College Graduate Employment and Entrepreneurship Promotion Action”, clearly proposing to build a high-quality employment guidance service system and further improve the employment and entrepreneurship guidance curriculum standards, creating a batch of employment guidance master studios, excellent employment guidance courses, and textbooks. The “Notice on Carrying out the Application Work of the ‘Chuyi’ Teaching Innovation Team, Master (Grandmaster) Studios, and Teaching Master Application in 2022” (Xiangjiaotong [2022] No. 330) plans to select and cultivate 300 “Chuyi” master studios by 2024, targeting vocational schools. In 2022, Hunan Province introduced a “package” of programs to assist graduates in achieving high-quality employment and entrepreneurship, developing master studios for employment and entrepreneurship guidance, and cultivating and expanding a batch of professional teams in employment and entrepreneurship guidance. Currently, Hunan Province has 70 higher vocational (junior college) institutions, with over 500,000 graduates in 2023. Despite multiple measures to aid employment, issues such as temporary locations for master studios, gaps between construction goals and practical completion, formalized work content, narrow influence of masters, and single assessment methods coexist. How to construct master studios for employment and entrepreneurship guidance in Hunan’s vocational colleges to enhance teachers’ professional abilities and students’ innovation and entrepreneurship capabilities, and promote high-quality employment development, urgently needs in-depth research and practice.

This study is both a concrete action to implement documents such as the “National Vocational Education Reform Implementation Plan”, the “Notice of the Ministry of Education on Doing a Good Job in Employment and Entrepreneurship for Graduates of Vocational Colleges in 2023”, and the “Notice on Carrying out the Application Work of the ‘Chuyi’ Teaching Innovation Team, Master (Grandmaster) Studios, and Teaching Master Application in 2022”, as well as a specific action to deepen the integration of production and education reform, providing a new idea and perspective for the research on assisting vocational colleges’ graduates in achieving high-quality employment and entrepreneurship.

Master studios, guided by educational administrative departments, are teacher cooperative communities led by distinguished teachers, connected by disciplines, and centered on research. They integrate teaching, scientific research, and training functions, aiming to provide a platform for teachers’ professional development and the self-improvement of masters. Master studios play a leading role not

only in teaching research, school-based teaching, and teacher training but also in regional scientific research. Consequently, master studios have been established in various regions. Responsibilities of Master Studios: Dedication and Professional Ethics: Members of master studios must be loyal to the education profession, dedicated to their duties, model professional ethics, actively progress, innovate bravely, be dedicated to their jobs, love students like their children, be willing to contribute, teach well, and be exemplary. Mastery of Advanced Educational Concepts: Members should master advanced educational concepts and teaching ideas, consciously study and learn, solidly grasp educational theories and subject knowledge, skillfully use modern educational technology, actively learn and understand new developments in related subjects both domestically and internationally, and explore forming their unique teaching styles in practice. They should become pioneers of new curriculum reforms and research-oriented expert teachers. Educational Responsibilities: Members should actively undertake educational and teaching tasks, play a demonstration and leading role in subject teaching, undertake teacher training tasks, and orderly carry out cross-school teaching support and mentorship activities.

Role and Significance of Master Studios: Community of Outstanding Teachers: Excellent backbone teachers in the same subject field form a community guided by advanced educational and teaching concepts and clear teaching ideas. Exemplary and Radiating Role: Master studios can play a leading, exemplary, and radiating role in teaching. Platform for Teacher Development: Master studios provide a platform for teachers to learn, communicate, and grow, promoting teachers' professional development.

#### Historical Context and Evolution of Studio-Based Teaching Models in China

Since the 1980s, China has been exploring the "studio system" teaching model in art and design majors. The earliest to introduce the "studio system" teaching model were Central Academy of Arts and Crafts and Hunan University. Guangzhou Academy of Fine Arts has explored transforming from the "class system" to the "teaching and research office + teaching studio" model. In recent years, the construction of new era master studios has focused on how to serve the improvement of teachers' professional abilities, promote the development of production, education, research, and creation, cultivate high-skilled talents, and support the innovation and entrepreneurship education in vocational colleges, promoting high-quality entrepreneurship and employment of graduates.

## 2. Current Status of Vocational Studios and Entrepreneurship Education

### 2.1 Recommendations from Scholars and Experts

Xinyu Li suggests strengthening college students' entrepreneurship education by establishing a "studio system" teaching framework. This approach enhances the role of entrepreneurship guidance and accumulates practical experience through entrepreneurship competitions, thereby improving students' core competitiveness. Li also advocates for the new media-based entrepreneurship education to expand marketing and promotional strategies. Yuliqing points out the need to enhance psychological training, improve risk awareness, and prepare thoroughly for entrepreneurship. She recommends forming a specialized guidance team to promote professional guidance in studios. Haichun Wei suggests

introducing companies into schools to conduct project-based teaching. He emphasizes the importance of strengthening the construction of on-campus and off-campus practice and training bases.

### *2.2 Research on Talent Cultivation Models in Vocational Master Studios*

Guohua Wang proposes a dual-drive model of “skill master studios + innovation and entrepreneurship studios” for cultivating craftsman-type talents. This model facilitates the rapid improvement of students’ technical levels and the quick growth of young teachers, making students more aligned with the technical standards of enterprises. Zhenbang Yu emphasizes constructing an application-oriented talent cultivation system that integrates academics, industry, and entrepreneurship (“three-industry integration”). He explores the characteristics of talent cultivation, implementation paths, ecological systems, evaluation mechanisms, and the effectiveness of integration. Chunhua Jin advocates for constructing a “three-in-one” teaching framework that includes curriculum teaching content, extracurricular innovation activities, and on-campus and off-campus practical activities. This framework effectively integrates dual-innovation education into all aspects of professional teaching. Qi Wang believes in forming a multidisciplinary and diversified guidance teacher team to enhance students’ dual-innovation abilities. He suggests improving the operation management and incentive mechanisms of studios to provide assistance for student innovation and entrepreneurship. Bin Gao highlights the positive role of innovation and entrepreneurship studios in talent cultivation. He innovates the dual-innovation talent cultivation mechanism of “competition leading, project-driven, dual-teacher guidance, and senior demonstration”, vigorously cultivating students’ innovation spirit, thinking, abilities, and entrepreneurial skills, thereby providing support for innovative technical skills talents in the province.

### *2.3 Paths and Practices of Master Studios Serving Entrepreneurship Education in Vocational Colleges*

Wanwan Liu analyzes the implementation of innovation and entrepreneurship education using dual-innovation studios as carriers from four aspects: building dual-innovation courses and practical systems, constructing practical innovation systems, cultivating dual-innovation projects, and providing practical platforms for student teamwork. These measures promote the improvement of students’ dual-innovation qualities and abilities. Xiangwen He summarizes strategies for cultivating “one-two-three-four” studio “dual-innovation” culture at the management level and designing “three-ring six-step” studio “dual-innovation” education paths at the practical level. Xiaoyi Zheng points out that using studios as carriers for integrating production and education, deepening school-enterprise cooperation, and strengthening the integration of innovation and entrepreneurship education with professional education can effectively promote high-quality employment and entrepreneurship for graduates. Additionally, actively participating in dual-innovation competitions can enhance these efforts.

### *2.4 Problems and Gaps in Master Studios in Vocational Colleges*

The research on vocational colleges’ master studios for employment and entrepreneurship guidance mainly reveals the following problems: lax selection criteria for studios, weak competitiveness, low

incubation success rates, formalized work content, narrow influence of masters, single assessment methods, and gaps between construction goals and practical completion. Specifically: Focus on Theory and Problem Analysis: There is a focus on the current status, models, paths, and practices from a theoretical perspective, with a lack of empirical research. Literature Analysis: A search on CNKI reveals that out of nine articles on the current status of entrepreneurship studios, five analyze from the perspective of student entrepreneurship studios, with none from the perspectives of teachers and enterprises. There are more studies on student-led entrepreneurship studios and fewer on teacher-led studios. There is an abundance of literature on art studios but less on other specialties, and insufficient integration of professional teaching and entrepreneurship education. Teacher Professional Development and Student Entrepreneurship: There is a lack of in-depth research on how vocational college studios serve the professional development of teachers and promote student entrepreneurship. The implementation paths and mechanisms need further exploration. Temporary Locations and Goal Completion Gaps: Many studios have temporary locations, and there is a significant gap between construction goals and practical completion.

Summary and Issues in the Construction of Vocational Employment and Entrepreneurship Guidance Master Studios. In summary, the research on the construction of vocational employment and entrepreneurship guidance master studios primarily identifies the following issues: lax selection criteria, weak competitiveness, low incubation success rates, formalized work content, narrow influence of masters, single assessment methods, and gaps between construction goals and practical completion. The specific issues are as follows: Focus on Theory and Problem Analysis: The research mainly focuses on the current status, models, paths, and practices from a theoretical perspective, with a lack of empirical research. Literature Trends: A search on CNKI revealed that out of nine articles on the current status of entrepreneurship studios, five analyze from the perspective of student entrepreneurship studios, and none from the perspectives of teachers and enterprises. There are more studies on student-led entrepreneurship studios and fewer on teacher-led studios. There is an abundance of literature on art studios but less on other specialties. There is a lack of integration of professional teaching and entrepreneurship education curriculum knowledge. The high selection criteria for entrepreneurship and employment guidance master studios lead to weak competitiveness, low incubation success rates, formalized work content, narrow influence of masters, and single assessment methods. There is limited literature on how these studios enhance teachers' professional abilities and promote student entrepreneurship and employment in vocational colleges. Insufficient Research on Practical Implementation: There is insufficient in-depth research on how vocational college studios serve to improve teachers' professional abilities and promote student entrepreneurship and employment. Further research on implementation paths and mechanisms is needed. Most studios are temporary, and there is a significant gap between construction goals and practical completion.

### **3. Current Status and Cause Analysis of the Construction of Master Studios for Employment and Entrepreneurship Guidance in Hunan Vocational Colleges**

#### *3.1 Current Status of the Construction of Master Studios for Employment and Entrepreneurship*

**Guidance in Hunan Vocational Colleges.**Faculty Construction: There is a significant disparity in the faculty construction of master studios for employment and entrepreneurship guidance in Hunan vocational colleges. On one hand, some colleges have experienced masters and external industry experts who play crucial roles in entrepreneurship and employment guidance. On the other hand, some colleges lack sufficient guiding teachers and systematic professional training, resulting in varying levels of professional competence among teachers and affecting the effectiveness of guidance.**Entrepreneurship Course System Construction:** The construction of the entrepreneurship course system is an essential part of entrepreneurship and employment guidance. The situation varies across vocational colleges in Hunan. Some colleges have established relatively systematic entrepreneurship course systems covering entrepreneurship basics, management, and innovative thinking. However, overall, the systematization and coherence of these courses need improvement, with some course content being outdated and lacking practicality and innovation.

**Course Standard Construction:** The formulation of course standards is crucial for ensuring teaching quality. Hunan vocational colleges show inconsistencies and lack uniformity in course standard construction. Some colleges have detailed course standards with clear objectives, content, and evaluation criteria, while others have rough standards lacking specific guidance and evaluation criteria, leading to unsatisfactory teaching outcomes.

**Development of New Loose-leaf Textbooks:** Developing new loose-leaf textbooks is an important means of improving teaching effectiveness. Progress in this area is relatively slow in Hunan vocational colleges. Although some colleges have started developing new loose-leaf textbooks, the overall quantity and quality are insufficient to meet teaching demands. Many textbooks have monotonous content, lacking practicality and innovation, and fail to fully stimulate students' interest in learning and enthusiasm for entrepreneurship.

**Role of Master Studios:** The role of master studios in entrepreneurship and employment guidance is not fully realized. While some studios have achieved certain results in course development, teacher training, and student guidance, overall, their exemplary and leading roles have not been fully played. Some studios face various difficulties in actual operation, such as insufficient resources and poor management.

**Management Mode:** The scientific and normative nature of management modes directly impacts the effectiveness of master studios. There are significant differences in the management modes of master studios in Hunan vocational colleges. Some colleges have established comprehensive management systems and mechanisms ensuring efficient operation, while others have rudimentary management modes lacking systematic management and assessment mechanisms, affecting the overall effectiveness of the studios.

**Construction of Temporary Locations:** Temporary locations are fundamental for the smooth operation of master studios. The construction conditions vary across Hunan vocational colleges. Some colleges provide dedicated facilities ensuring normal operation, while others face inadequate conditions, severely affecting studio activities.

**Selection Criteria:** The criteria for selecting members of master studios directly affect the quality of the faculty. Some vocational colleges in Hunan show lax selection standards. Some colleges lower selection criteria to quickly establish studios, resulting in unqualified masters affecting overall levels and guidance effectiveness.

**Competitiveness:** Competitiveness is a key indicator of the effectiveness of master studios. The competitiveness of master studios in Hunan vocational colleges varies. Some studios with strong faculty, comprehensive course systems, and standardized management exhibit strong competitiveness, while many others, due to limited resources and poor management, lack innovation and competitiveness, hindering their development.

**Incubation Success Rate:** The incubation success rate is an essential indicator of the effectiveness of master studios in entrepreneurship guidance. The incubation success rate of master studios in Hunan vocational colleges is generally low. While some studios successfully incubate entrepreneurship projects through systematic guidance and support, overall success rates remain unsatisfactory, with challenges in practical implementation and sustainable development of projects.

### *3.2 Analysis of Gaps Between Construction Goals and Practical Completion*

**Gaps Between Construction Goals and Practical Completion:** Vocational colleges in Hunan set goals for the construction of master studios to improve faculty levels, perfect course systems, and increase incubation success rates. However, significant gaps exist between actual completion and expectations.

Disparities in faculty levels, incomplete course systems, and low incubation success rates are common, restricting the overall effectiveness of master studios.

**Reasons for the Gaps:**  
**Insufficient Resource Allocation:** Adequate funds, facilities, and equipment are essential for the construction of master studios. Some colleges face resource shortages, limiting construction and operation.

**Incomplete Management Mechanisms:** Incomplete management mechanisms and lack of systematic management and assessment systems affect studio operation.

**Inadequate Faculty Training:** Insufficient investment in faculty training results in inadequate professional levels and teaching abilities among guiding teachers.

**Lack of Innovation in Course Systems:** Outdated and impractical course systems fail to meet students' needs, affecting learning outcomes and entrepreneurial enthusiasm.

**Low Student Participation:** Students' awareness and participation in entrepreneurship and employment guidance are low, leading to unsatisfactory outcomes.

**Insufficient Utilization of External Resources:** Some colleges lack effective cooperation with external enterprises and social resources, limiting support and effectiveness.

In vocational colleges, master studios are not only important platforms for teachers' professional development but also crucial for enhancing students' employment and entrepreneurship capabilities.

The construction of master studios can achieve the following: improve teachers' teaching levels and

professional qualities; provide high-quality employment and entrepreneurship guidance for students; promote educational reform and improve teaching quality; and facilitate school-enterprise cooperation, expanding employment and entrepreneurship channels.

#### Comparison of Domestic and International Employment and Entrepreneurship Guidance Models

Currently, vocational colleges in China have made certain achievements in employment and entrepreneurship guidance, but some issues remain, such as monotonous guidance content, simplistic formats, and unsatisfactory outcomes. Most vocational colleges' employment and entrepreneurship guidance is still limited to job information dissemination and job-seeking skills training, lacking systematic career planning and entrepreneurship education.

### **4. Implementation Path of Master Studios for Employment and Entrepreneurship Guidance in Hunan Vocational Colleges**

#### *4.1 Construction Functions*

**Leading Role:** Master studios should serve as a leading force in vocational education, utilizing exemplary teaching methods, research guidance, and educational innovation to promote the development of entrepreneurship and employment guidance. This involves setting high standards and acting as role models to encourage best practices in teaching and curriculum development. The studios should facilitate the introduction of cutting-edge educational technologies and methodologies, ensuring that both teachers and students stay ahead of the curve in an ever-evolving educational landscape.

**Professional Role:** The studios must ensure that guiding teachers have profound theoretical knowledge and extensive practical experience in entrepreneurship and employment. This involves rigorous selection and continuous professional development of faculty members, including participation in industry seminars, workshops, and certifications. By integrating real-world experiences and up-to-date theoretical insights, teachers can provide high-quality, relevant guidance that aligns with current industry demands and trends.

**Practical Role:** Emphasizing practical experience is crucial. The studios should incorporate real-life projects and establish training bases where students can apply their theoretical knowledge. This hands-on approach helps students develop critical thinking, problem-solving skills, and a deep understanding of business operations. Collaborative projects with local businesses and community organizations can provide students with valuable exposure to real-world challenges and opportunities to develop practical skills.

#### *4.2 Role Implementation*

**Teacher Development:** Master studios should focus on building a robust teacher team. This includes providing ongoing professional development opportunities, such as advanced degrees, specialized training, and participation in professional organizations. By fostering a culture of continuous learning, studios can ensure that teachers remain at the forefront of educational and industry developments, thus enhancing their teaching effectiveness and subject expertise.



**Youth Teacher Growth:** For young teachers, master studios should offer mentorship programs and practical project involvement. Experienced mentors can provide guidance, share best practices, and offer constructive feedback, helping young teachers quickly develop their professional competencies. Regular workshops, peer reviews, and collaborative teaching projects can further support their growth.

**Discipline Development and Innovation:** Master studios should drive the development of related disciplines by fostering a research-oriented environment. This includes supporting faculty and students in conducting research, publishing findings, and presenting at conferences. By promoting innovative teaching methods and interdisciplinary collaboration, studios can stimulate educational reform and encourage the creation of new knowledge and teaching materials.

**High-Quality Employment:** Comprehensive entrepreneurship and employment guidance should be a priority. This involves developing a curriculum that integrates entrepreneurial skills, business acumen, and career planning. Regular workshops, guest lectures from industry professionals, and internship opportunities can significantly enhance students' readiness for the job market, improving their employment prospects and entrepreneurial success rates.

#### *4.3 Management Mode*

**Funding:** Adequate funding is essential for the sustainable operation of master studios. This can be achieved through multiple channels, including government grants, private sector partnerships, alumni donations, and revenue-generating activities such as consultancy services and training programs. A transparent and strategic allocation of funds can ensure that resources are used efficiently to support the studios' objectives.

**Sales Channels:** Establishing effective sales channels is crucial for transforming student projects into marketable products. This involves developing partnerships with local businesses, online marketplaces, and industry exhibitions. Providing students with opportunities to showcase their work can also attract potential investors and customers, thus facilitating the commercialization of their projects.

**Social Value:** The impact of master studios should extend beyond the academic environment. By engaging with the local community, participating in social projects, and offering public workshops and seminars, studios can contribute to regional development. This not only enhances the studios' reputation but also creates a positive feedback loop where societal contributions lead to increased support and recognition.

#### *4.4 Team Building*

**Diversified Mentor Database:** Selecting young teachers with potential and innovation capabilities is crucial. These teachers should be the primary members of the studios, where they can hone their guidance skills through practical projects. Regular training sessions, exchange programs, and exposure to international best practices can further enhance their capabilities.

**Outstanding Alumni:** Engaging successful alumni who have excelled in entrepreneurship and employment can provide invaluable insights and inspiration for current students. Alumni can share their real-world experiences, mentor students, and help build a network of support. Their involvement can

bridge the gap between academic learning and practical application, providing students with a clearer understanding of industry expectations.

**Entrepreneurial Business Owners:** Including successful entrepreneurs as mentors can bring practical business insights and strategic guidance. These mentors can conduct workshops, lead project reviews, and offer one-on-one coaching sessions, helping students develop viable business models and strategies. Their real-world experiences and networks can also open doors for collaborations and partnerships.

#### *4.5 Project Operation and Entrepreneurship Course Integration*

**Project Operation:** Real-life projects should be at the core of the studio's activities. Students should engage in projects that mimic actual business scenarios, allowing them to apply their knowledge in a controlled environment. Collaborating with local businesses on real projects can provide practical experience and a deeper understanding of business processes. Such projects can range from market research and business planning to product development and sales strategies.

**Entrepreneurship Course Integration:** Developing a comprehensive and systematic course framework is essential. Courses should cover fundamental and advanced topics in entrepreneurship, including innovation management, financial planning, marketing strategies, and ethical business practices. Developing interactive and practical learning materials, such as case studies, simulations, and project-based assignments, can enhance the learning experience. Regular updates to the curriculum based on industry trends and technological advancements can keep the courses relevant and impactful.

#### *4.6 Improved Assessment*

**Multidimensional Assessment:** Assessment should be comprehensive and multidimensional, evaluating not only academic achievements but also practical skills and personal development. This involves regular feedback from various stakeholders, including peers, mentors, and industry partners. Tools such as project evaluations, peer reviews, self-assessments, and 360-degree feedback can provide a holistic view of a student's progress and areas for improvement.

#### *4.7 Innovative Working Methods*

**Internet+ Model:** The Internet+ model can revolutionize the way entrepreneurship education is delivered. Building an online platform can facilitate remote learning, virtual collaborations, and access to a vast array of resources and networks. This platform can host online courses, webinars, project management tools, and forums for discussion and collaboration. Virtual reality (VR) and augmented reality (AR) technologies can also be integrated to provide immersive learning experiences.

**Government-School-Enterprise Cooperation:** Effective cooperation between the government, schools, and enterprises is critical. This involves establishing formal partnerships, aligning educational objectives with industry needs, and leveraging government support for funding and policy guidance. Collaborative projects, joint research initiatives, and co-hosted events can strengthen these partnerships, ensuring that educational programs are relevant and beneficial to all parties involved.

#### *4.8 Talent Training Path*

Faculty, Textbooks, Course Standards: Continuous professional development for faculty is essential. This includes advanced degrees, industry certifications, and participation in professional networks. Developing high-quality, practical textbooks and materials tailored to the needs of vocational students can enhance learning outcomes. Establishing clear and rigorous course standards can ensure consistency and quality across all programs.

Entrepreneurship Talent Integration: Encouraging competition-based learning and certification-driven education can stimulate students' motivation and innovation. Competitions can simulate real-world pressures and challenges, while certifications can provide tangible proof of competence and readiness for the job market.

Youth Teachers and Alumni: Engaging youth teachers in actual projects can provide them with valuable experience and confidence. Leveraging alumni networks can provide mentorship, networking opportunities, and real-world insights, enriching the educational experience for current students.

Three-Industry Integration: Forming alliances that integrate education, industry, and entrepreneurship can create a synergistic environment for learning and innovation. Government support can provide the necessary infrastructure and policy framework, while schools and enterprises can collaborate on practical projects and research initiatives.

#### *4.9 Master Studio Construction*

Internet+ Model: Establishing an innovative online platform can facilitate remote learning, project collaboration, and resource sharing. This platform can host a variety of educational tools and resources, including online courses, project management software, and networking forums.

Government-School-Enterprise Cooperation: By pooling resources and expertise, these partnerships can create a supportive ecosystem for entrepreneurship and employment. Joint initiatives, such as incubation programs and research projects, can provide students with practical experience and industry exposure.

#### *4.10 Think Tank Services*

Teacher-Student Talent Training: Developing systematic talent training plans can provide comprehensive entrepreneurship and employment guidance. Offering specialized training programs, workshops, and certifications can enhance students' practical skills and entrepreneurship success rates.

Project Production and Planning: Providing comprehensive guidance on project production can help students develop high-quality, market-ready products and services. Consulting services on entrepreneurship and employment planning can assist students in formulating realistic and achievable career goals.

Legal and Management Consultation: Offering legal services can help students navigate the complexities of starting and running a business. Management consulting can provide insights into effective business strategies, operational efficiency, and leadership development.

Employment Consultation: Providing personalized employment guidance can help students identify

their strengths and career interests. Career planning services can assist students in setting and achieving their professional goals, enhancing their competitiveness in the job market.

Through these detailed and multifaceted approaches, the construction and implementation of master studios for employment and entrepreneurship guidance in Hunan vocational colleges can be significantly enhanced, fostering a robust environment for innovation, practical learning, and high-quality employment outcomes.

## 5. Conclusion and Suggestions

Through systematic research and practical exploration, constructing master studios for employment and entrepreneurship guidance in Hunan vocational colleges can enhance guidance quality and effectiveness, promoting comprehensive vocational education development. Building diversified mentor databases, integrating three industries, and establishing one-base-three-parks models can further enhance students' employment and entrepreneurship abilities, achieving high-quality employment and entrepreneurship goals.

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## Fund Projects

June 2023: Hosting the general project of higher education of the Hunan Provincial Association of Educational Science Researchers XJKX23B268 "Research on the Construction of Master Studios for

Vocational Employment and Entrepreneurship Guidance”, in progress.

June 2023: Hosting the project of the Yueyang Federation of Social Sciences 2023Y146 “Research on the Digital Pathways for the Protection and Inheritance of Intangible Cultural Heritage in Local Vocational Colleges”, in progress.

October 2023: Hosting the key project of the Hunan Provincial Basic Education Teaching Reform Research Youth Special Project Z2023040 “Research on the Training Path of Rural Music, Physical Education, and Art Teachers Based on the ‘GCTU’ Model in the Context of Rural Revitalization”, in progress.