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Analysis of Cultural Education System of Vocational Education at Undergraduate Level Based on Media Field Theory

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Abstract

In response to the current issues of single carriers and fragmented fields in cultural education at the undergraduate level of vocational education, this paper constructs a cultural education system supported by media field theory. The system focuses on three key areas, clarifies the foundational elements of actors, capital, and scenarios, optimizes a framework with horizontal synergy, vertical layering, and student-centered radiation, and establishes interactive, feedback, and incentive mechanisms to ensure its operation. This system innovatively breaks through traditional educational models by integrating resources across multiple fields, providing a new solution for the insufficient effectiveness of cultural education in undergraduate vocational education, and has practical significance for cultivating technical and skilled talents with both professional and cultural literacy.

Keywords

media field theory
undergraduate vocational education
cultural education system
system operation

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1. Introduction

China's vocational education has entered a phase of high-quality development. As an undergraduate-level vocational education bridging vocational and higher education, its cultural edification function has become increasingly prominent. However, current practices in this field face common challenges such as insufficient teacher-student interaction and misalignment between occupational demands and educational objectives, which fail to meet the comprehensive quality requirements for talents in the new era. Media field theory offers innovative solutions by emphasizing the interaction, competition, and integration of various media elements within the field. This theory enables the systematic integration of diverse communication channels and cultural resources in undergraduate vocational education[1]. Guided by this framework, our research establishes a cultural edification system for undergraduate vocational education, clarifying its construction and operational methods. This approach enhances the relevance and effectiveness of cultural

education, ultimately supporting the cultivation of well-rounded talents with disciplinary expertise, cultural literacy, innovative capabilities, and professional competence.

2. The core content of media field theory

2.1. Theoretical connotation and core elements

Pierre Bourdieu first introduced the concept of field, defining it as a social spatial unit where various elements interweave while maintaining independence. Within this space, different elements operate according to specific logic, forming dynamic networks of social relations through continuous competition and interaction[2]. Key characteristics of fields include: autonomy – once established, fields develop their own relatively independent operational rules and value systems, with developmental trajectories unaffected by external environments; competitiveness – actors within fields persistently vie for dominance through capital acquisition; and structural hierarchy – fields exhibit clearly stratified structures where participants occupy positions in power networks based on the quantity and type of capital they control[3].

As a complex social system, the media field can be analyzed from multiple dimensions[4]. First, the core elements of the field are composed of three groups: content creators (journalists, editors, and content producers), information consumers (audience who receive and provide feedback), and regulatory bodies (government agencies and industry associations) that formulate policies. Second, capital operates through three dimensions: cultural capital (professional expertise and aesthetic value), symbolic capital (brand reputation and social prestige), and technical capital (digital platforms and communication devices). Third, operational rules maintain order through three mechanisms: interaction protocols that regulate communication, adaptive protocols that ensure environmental responsiveness, and integration protocols that coordinate elements. These components interact and constrain each other, collectively forming a dynamic equilibrium system within the media field.

2.2. The congruence between theory and undergraduate vocational education culture

Media field theory and undergraduate vocational education cultural literacy cultivation align in three dimensions: goal, teaching media and process[5]. Both emphasize cultivating society-needs-meeting talents who are comprehensive, professional with expertise and humanity. Vocational education's diverse teaching media correspond to the theory's core elements, serving as both knowledge transmitters and cultural channels. In process, dynamic interactions of media field elements (teachers, platforms, audience) reflect vocational education's teaching, learning, practice and cultivation mode. Integrating the theory into traditional cultural education activates teaching elements, turning cultural literacy cultivation from one-way transmission to multi-stakeholder interactive dialogue.

3. Constructing a cultural education system for undergraduate-level vocational education based on media field theory

3.1. Sort out the elements of the field, screen out the core elements of the cultural education system

First, identify key personnel in the cultural education system. By employing in-depth interviews and social network analysis, we can deconstruct critical roles such as teachers, school administrators, students, industry experts, and corporate mentors to uncover their competency differences. For instance, teachers play a leading role in cultivating professional competence and integrating ideological education into curricula, while students need to develop self-directed learning skills and personalized development needs. Clarifying the power structures and interaction patterns among these stakeholders lays the foundation for building an education system with well-defined responsibilities and collaborative efficiency[6].

Secondly, conduct a comprehensive evaluation of capital resources. By integrating the SWOT analysis method and resource audit approach, we assess the school's technological, cultural, and symbolic assets. Technological capital includes virtual training systems and smart campus infrastructure development. Cultural

capital encompasses school-based teaching materials and vocational case repositories. Symbolic capital encompasses not only traditional skills competition awards but also the influence and scale of campus partnership brands. Through analyzing the potential and transformation pathways of these resources, we establish a dynamic resource allocation framework[7].

Finally, analyze interactive scenarios. Through methods such as focus group interviews, participatory observation, and big data analysis, conduct comprehensive research on core scenarios within the cultural education system. Specific investigation content should include: curriculum instruction, evaluating the integration effects of digital and traditional media; practical training scenarios, analyzing current applications and limitations of smart wearable devices and virtual reality technologies; campus cultural activities, examining dissemination characteristics of new media platforms to optimize educational promotion models; school-enterprise collaboration, conducting in-depth analysis of blended online-offline collaborative education mechanisms. By establishing scenario-based demand analysis models, provide differentiated and context-specific solutions for designing the cultural education system[8].

3.2. Optimize the field structure and build the overall framework of cultural education system

First, horizontal integration to break down barriers between scenarios. By using media as a link, we can bridge the gaps between classroom, practical training, campus and enterprise scenarios, forming a collaborative field of mutual penetration and resource sharing. The main contents of the four media fields are shown in **Table 1**.

Second, vertical stratification, matching career development stages. Design differentiated media field content and carriers by grade, avoiding a one-size-fits-all approach in cultural education, as shown in **Figure 1**.

Table 1. Four main media fields of horizontal integration

Types of media fields	Core content	Implementation method
Classroom	Smart teaching platform	Integrate online course resources with offline interactive media, and simultaneously advance theoretical instruction and cultural immersion.
Practical training	Virtual simulation system + training live platform	Students simulate high-risk and complex practical operations through virtual simulation systems, integrating professional ethics into skill training. Enterprise mentors provide real-time guidance to students' practices via live streaming platforms.
School campus	Online campus culture matrix + offline cultural space	Online operation of campus WeChat public accounts, Douyin accounts, and Bilibili accounts, offline construction of professional culture corridors and innovation achievement display areas, and setting up interactive screens.
Company	University-enterprise collaborative talent cultivation platform	Enterprises upload media resources such as documentary films on their development history through the platform; schools organize students to participate in online job rotations and virtual project practices through the platform.

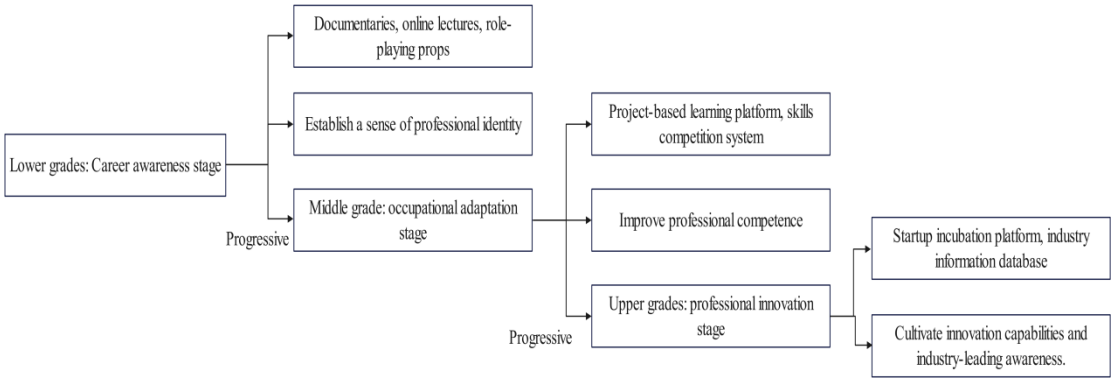

Figure 1. Vertical stratification diagram

Third, Centered Radiation: Building a Field Interaction Network. Resource Radiation: Establish an intelligent recommendation system that matches student needs with resources, collecting students' demands across vocational culture, traditional and innovative cultural dimensions, and automatically matching corresponding media resources. Actor Alignment: Construct a multi-stakeholder collaboration network, maintaining student-centered positioning where corporate mentors, teachers, alumni, and industry experts can establish connections through the student growth support platform[9]. Feedback Radiation: Implement a rapid response mechanism for student feedback and adjustment systems. Students submit evaluations and suggestions on various media resources and activities via the cultural education feedback platform, with all feedback information being instantly synchronized to field managers.

3.3. Establish field mechanisms to ensure the efficient operation of the cultural education system.

To build a multi-level, three-dimensional and multi-dimensional interactive mechanism for cultural education system collaboration, we create an online-offline integrated platform for teaching interaction. In practice, students and enterprise mentors share visualized results via cloud training log platforms. For resource sharing, schools and enterprises co-build a media integration platform to realize real-time sharing of course materials, practice cases and corporate culture videos[10].

To build a dynamic feedback system for precise monitoring and continuous optimization of cultural education effectiveness, we use big data analysis and multi-dimensional questionnaires to track students' participation in courses and practices in real time. We develop a digital enterprise evaluation platform for enterprises to assess students in professional, technical and innovative abilities, and build a cultural education effect monitoring data center to integrate multi-source data (teaching evaluation, practice feedback, social impact) and establish a dynamic evaluation model.

To innovate the capital transformation incentive model in the media ecosystem and stimulate multi-stakeholder participation, we will establish a dual-point accumulation system for students: those publishing papers in core journals get innovation points, and those winning international or national skill competitions receive college admission bonus points and special scholarships.

4. The operation of the cultural education system of vocational education at the undergraduate level based on the field theory of media

4.1. Develop a three-stage cultural education system operation process

Establish the operational process for the three stages of initiation, advancement, and conclusion, to accelerate the practical implementation of the theoretical framework.

In the initiation phase, which lasts for the first 1-2 weeks of the semester, complete the preparatory work before operations. Based on the results of the field element analysis, clearly define the semester task lists for each stakeholder, such as teachers needing to determine the content of the cultural education modules for 3 courses, and enterprise mentors needing to submit their online guidance schedules[11]. According to the inventory of capital resources, complete the resource allocation. Based on the four horizontal integration media scenarios, develop specific activity plans, such as setting the second week of each month as 'Campus Career Culture Week'. At the same time, hold an initiation meeting to clarify operational requirements and collaboration rules for all parties involved.

During the advancement phase, weeks 16-18 of the semester. Promote multi-field collaboration according to the structural framework. Horizontally, each week facilitate resource sharing between classroom and practical training environments, such as synchronizing classroom cases to practical operation references. Monthly, organize campus and enterprise environment linkage activities, such as enterprises participating in campus cultural festival lectures. Vertically, conduct phased activities by grade level, with lower grades watching one occupational documentary per month, middle grades engaging in project-based practices every two weeks, and upper grades participating in two entrepreneurial project discussions per semester. In the central radiation aspect, collect student needs every two weeks, and adjust resource matching and actor response

plans in real-time.

In the final stage, which lasts for 2-3 weeks at the end of the semester, assess the effectiveness and prepare a summary. Utilize the feedback mechanisms within the field mechanism to collect data on student satisfaction and corporate evaluations, and organize a summary meeting with all stakeholders[12]. Review the issues that arose during the system's operation, write a report on the system's operation, and determine the specific optimization directions for the next phase.

4.2. Establish a mechanism to ensure the operation and support of a cultural education system

Based on the interactive, feedback, incentive, and other field mechanisms that have been established, specific safeguard measures need to be designed to avoid the mechanisms becoming mere formalities, which would make it difficult for them to function effectively.

(1)Interaction mechanism execution guarantee. Establish an interaction frequency assessment form, clearly defining interaction requirements for each party, such as teachers having at least 2 online interactions per week, and corporate mentors providing at least 1 offline guidance session per month, which will be reviewed monthly by the academic affairs office; build a unified interaction platform, integrating MOOC discussion areas and training log systems, to achieve real-time recording of interaction data, such as automatically reminding corporate mentors to provide feedback within 24 hours after a student submits a training log.

(2) Feedback Mechanism Implementation. Establish a dedicated Feedback Data Officer to collect monthly feedback from students and enterprises, ensuring a response rate of no less than 90%[13]. Develop a feedback processing workflow: For collected issues such as inadequate practical training guidance, assign them to relevant departments within 3 working days, provide solutions within one week, and publicly disclose the resolution results to all concerned parties.

(3)Implementation guarantee for incentive mechanisms. Develop the 'Details of Incentive Implementation' to clearly define the specific criteria for credit rewards and performance bonuses, such as awarding 2 innovation credits for students publishing papers on professional culture; establish an incentive review committee to complete the qualification review for all parties within one week at the end of the semester. After the review results are publicly displayed without objections, the rewards will be realized within one month, and teachers[14].

4.3. Establish a dynamic adjustment mechanism for the operation of cultural education system

Considering the potential issues that may arise in the actual operation of the cultural education system, establish a dynamic adjustment mechanism to form a good cycle of practice, feedback, and optimization. The specific components of the dynamic mechanism are as follows:

(1) Element Optimization. When identifying underperforming actors (e.g., insufficiently engaged corporate mentors), adjust their responsibilities by reducing online guidance sessions and increasing in-person lectures. For underutilized capital resources (e.g., low adoption of legacy teaching cases), initiate resource updates through collaborative development with enterprises to create new case libraries [15]. Regarding underutilized interactive scenarios (e.g., low participation rates in school-enterprise collaborations), optimize formats by transitioning from physical campus tours to virtual corporate visits.

(2) Structural Optimization. For example, if two lateral fields (such as classroom and campus collaboration) lack coordination, introduce new collaborative activities where classroom cultural works are exhibited on campus. If a grade level in vertical stratification shows poor activity effectiveness, adjust content by replacing project-based practices with real-world enterprise task simulations. For resource matching accuracy issues in central radiation systems, upgrade the intelligent matching system by adding keyword recognition capabilities for demand identification.

(3) Mechanism Optimization. For underper forming online interaction mechanisms, introduce a new points-based system where student participation in interactions can be exchanged for learning resources. To address inefficient feedback processing, streamline procedures by reducing the processing time from 3 to 1 working day. Regarding insufficient corporate engagement in incentive mechanisms, implement additional incentives: companies meeting graduate employment rate targets through corporate recommendations will receive partnership subsidies.

5. Summarize

Based on media field theory's actors, capital and rules, this study builds a cultural education system for undergraduate vocational education. It clarifies key entities, resources and scenarios via field element analysis, optimizes structure into horizontal collaboration, hierarchical vertical advancement and student-centered radiation, and adopts interactive, feedback and incentive mechanisms. Operating in initiation-advancement-closure phases with execution safeguards and dynamic optimization of elements, structures and mechanisms, this theory-practice-integration closed-loop enhances cultural education's relevance and effectiveness, supporting high-quality technical talent cultivation.

Disclosure statement

The author declares no conflict of interest.

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