

Exploration and practice of teaching reform of journalism and communication course group

Cao Rui

Literature and Media Department, Taishan University, Tai'an, China
408158112@qq.com

Abstract: "Introduction to Journalism", "Introduction to Communication", "Introduction to New Media" and other core theoretical courses in journalism and communication are compulsory main courses for majors such as radio and television editing and directing, Internet and new media, broadcasting and hosting art, and are also the cornerstone of the training of journalism and communication professionals. In order to solve the practical problems faced by the journalism and communication course group in teaching practice, the teaching team adheres to the Marxist news outlook as the value guide, and adopts immersive ideological and political education, strong basic orientation, interaction between theory and practice, and integration of knowledge and action to build a dynamic news communication theory course group with professional characteristics.

Keywords: Journalism and Communication, course group, teaching reform

1. Research background

Cultivating outstanding journalism and communication talents are the foundation for doing good propaganda, ideological and cultural work in the new era. In recent years, with the rapid development of information technology, the media landscape has undergone profound changes, and our country's higher education of news communication is facing an important transformation, which requires substantial innovations in educational concepts, curriculum systems, teaching models, and professional practices.

A complete curriculum system often contains several course groups. Taking media majors as an example, there are journalism and communication theory course groups, journalism and communication practical course groups, etc. Course groups (groups) are basically composed of several courses with related knowledge content and adjacent teaching time and space. [1] Core theoretical courses in journalism and communication such as "Introduction to Journalism", "Introduction to Communication" and "Introduction to New Media" are compulsory courses for majors such as radio and television editing and directing, Internet and new media, broadcasting and hosting art, and are also required for journalism and communication professionals. The cornerstone of training determines the professional background of talent cultivation, and is an important basis for cultivating news and communication talents who can spread the excellent Chinese culture in the new era and be worthy of the important task of national rejuvenation.

For students in majors such as radio and television directing, the content of news communication theory, especially the education of Marxist news concepts, is usually boring, ideological and political education is a bit stiff, and students learn mechanically. With the rapid development of emerging technologies, media forms, communication environments, and new situations faced by news communication work are all undergoing tremendous changes. At the same time, the current "Internet Generation" students have also undergone significant changes compared to the past. They are generally more individual and have diverse values, and their "networked" and "circular" characteristics are prominent. In the face of the new media environment and academic situation, if the theoretical education of news communication still remains in the traditional teacher-taught teaching and student acceptance, this teaching method and concept will obviously not keep up with the requirements of the times. Specifically, in daily teaching practice, the following issues need to be addressed:

Firstly, the problem of combining implicit teaching with explicit teaching. That is, how to use more flexible and diverse methods to not only have a clear-cut stand, but also subtly enhance students' value and emotional identification with Marxist news concepts, and maintain its dominant position and

leading role?

Secondly, there is the issue of the connection between teaching content, teaching strategies and academic performance. That is, how to build a solid theoretical foundation for students' news communication while solving the problems of single classroom format, boring theoretical teaching, and low student participation and low achievement of teaching goals?

Thirdly, there is the issue of combining news communication theory with news communication practice. That is, how to integrate abstract news communication theory with specific news communication practice, how to train students to get out of the ivory tower, grow in cultivation, train in actual combat, and acquire the professional quality and ability to devote themselves to news communication practice?

Fourthly, the issue of the integration of traditional media and new media. That is, how to adapt to the new media landscape and changes in news production under the Internet background, so as to better link the Marxist news concept and online news practice?

2. Reform path

Guiding ideology: Guided by the value of Marxist journalism, we insist on immersive ideological and political education, strong basic orientation, interaction between theory and practice, and the integration of knowledge and action, and build a dynamic news communication theory course group with professional characteristics.

2.1. Strengthen value guidance: Integrate Marxist journalism education into the entire process of knowledge transfer

The teaching team adheres to the educational philosophy of being student-centered and guided by the Marxist view of journalism, adopts flexible and diverse teaching methods, deeply explores the ideological and political education elements contained in news cases, and subtly makes the Marxist view of journalism become the actions of students. We strive to cultivate students into innovative journalism talents with a sense of social responsibility and media mission. Teachers enable students to understand the specific connotation of the concept of news through the problem guidance method and case analysis method. Through case analysis, question guidance, etc., we focus on the concrete expression of abstract concepts, and through real news practice, we transform the "Malaysian-New Outlook" into the "Malaysian-New Outlook in Practice", arouse students' emotional resonance and value identification, and transform The Marxist view of journalism is internalized as a guide to action for students.

2.2. Strengthen the foundation, improve content quality, and reconstruct modular teaching content

Breaking the previous "knowledge system"-oriented teaching content setting characteristics, focusing on the three major functions of "value shaping, knowledge teaching and ability cultivation" in the context of new liberal arts, and focusing on the three major functions, the introduction to journalism, introduction to communication, and new Theoretical courses such as Introduction to Media have been reconstructed into modular teaching contents. For example, the content reform of the Introduction to Journalism course pays more attention to the study of news ontology, breaking the chapter division of past textbooks, adopting the news theoretical framework of "journalism foundation-journalism-journalism work", and re-constructing the course into three modules and eleven themes. The teaching content as the main body shows the underlying logic and theoretical system of socialist journalism thought with Chinese characteristics.

2.3. Optimize teaching design and improve teaching effect

2.3.1. Student as center, creating a full-chain teaching closed loop

Before class, teachers use online learning platforms such as Xuetong and WeChat groups to issue preview tasks. Students independently collect case materials and preview corresponding knowledge. Teachers use the learning platform to monitor learning feedback, participate in learning discussions, and clarify key points and difficulties.

During the class, teachers conduct teaching in multimedia classrooms based on corresponding

learning platforms. Through case scenario simulation and industry project docking, it emphasizes problem awareness, breaks down the learning content through multiple specific problems, enhances students' awareness of inquiry, and connects theory and practice through specific cases.

After class, we will understand students' knowledge mastery through course tasks and question feedback, and provide expansion learning packages to enrich students' horizons.

The examination of students runs through the entire teaching process. Student grades consist of the following components:

The first is the process assessment score, which accounts for 40%. It is evaluated based on students' pre-class previews, interactive discussions in class, participation in practical sessions, and completion of thematic cases. It mainly assesses students' basic news literacy, critical thinking and practical abilities;

The second is the final examination, which is conducted in the form of a written examination. It mainly tests the mastery of basic theoretical knowledge of journalism, and the final score accounts for 60%. At the same time, the original traditional assessment method that accounts for a large proportion of final exams will be gradually changed, and the proportion of procedural grades will gradually increase.

2.3.2. Adhere to the combination of problem-oriented, case-based teaching and cutting-edge media practice

In the specific teaching process, relatively boring theoretical content is connected with questions, students are stimulated to think through continuous questioning, and students' cognition is enriched through the analysis and discussion of real cases. At the same time, students are guided into literature to enhance the depth and breadth of knowledge in the historical context. Finally, through various media practices such as news interviews and public account operations, knowledge can be "grounded" and interests can "take root".

2.4. Interaction between theory and practice and implementation of scenario-based practical teaching

Construct a "4+4" scenario-based practical teaching model. In the teaching of courses such as Introduction to Journalism, Introduction to Communication, Introduction to New Media, we focus on the two-way interaction and integration of theory and practice, adhere to problem orientation, adhere to the unity of theory and practice, and apply what we learn to promote learning and consolidate students' theories. Improve students' ability to analyze and solve problems by strengthening practical teaching. Practical teaching is an important part of student education in news communication.[2]The "4+4" scenario-based practical teaching model refines four major practice sections based on the teaching content, and creates four types of practice scenarios based on the characteristics of different sections and specific media work. The four major sections correspond to the four types of practice scenarios. Through the practice teaching, this method can truly enable students to internalize the Marxist journalistic concept in their hearts and externalize it in their actions.

2.5. Build a teaching team and improve teaching standards

We created a teaching team for journalism and communication courses. With team members as the main body, we built a normalized, shared, and collaborative communication and learning platform, formed a development community of similar disciplines on the basis of resource cooperation. The teaching team regularly carries out course seminars, creating a good teaching and research atmosphere, and improving the teachers' teaching ability. Taking various teaching competitions at all levels as an opportunity, team members collaborate with each other, learn from each other, and constantly hone their basic teaching skills, prompting and motivating teachers to promptly "transport" the "nutrients" learned from competitions into classroom teaching, and promote teaching through competitions. Through the above measures, the quality of classroom teaching has been continuously improved. So far, team members have won two first prizes and two second prizes in the Shandong Provincial Young Teacher Teaching Competition and three first prizes in the Taishan College Young Teacher Teaching Competition.

3. Characteristics of results

3.1. Build souls and educate people, and adhere to the guidance of Marxist news values

The ideological and political case collection of the journalism and communication course and the four types of practical teaching scenarios in the "4+4" scenario-based practical teaching model take the Marxist view of journalism as the starting point and foothold in both case selection and practical training projects, and adhere to the correct values Orientation is subtly cast in the classroom, allowing students to establish value identity in emotional resonance. For example, relying on the "China News Communication Lecture Hall" platform, we fully explore front-line news practices, and use the vivid narration and review of front-line reporters such as "Despite the Wind and Rain", "Wuhan Documentary" and "The Loveliest Person" to set examples. The force drives students to integrate the "Four Forces" into their thinking and continuously practice the Marxist view of journalism in their studies.

3.2. The teaching team opens up a "three-dimensional integration" course group construction path driven by ideological and political education-journalism and communication theory-media practice

Guided by the Marxist concept of journalism, based on the core theoretical knowledge of journalism and communication majors, and driven by cutting-edge media practice innovation, the program is based on "Introduction to Journalism", "Introduction to Communication", "Introduction to New Media" and "Chinese and Foreign Journalism History". The core group of core theoretical courses on journalism and communication helps students form a solid foundation and profound knowledge structure to adapt to the requirements of cultivating outstanding journalism and communication talents in the era of integrated media.

3.3. Unity of knowledge and action, collaboration between schools and media, and scenario-based practical teaching

In teaching, we pay attention to the two-way interaction and integration of theory and practice, adhere to problem orientation, adhere to the unity of theory and practice, apply what we have learned to promote learning, consolidate students' theoretical foundation, expand their knowledge; strengthen practical teaching and increase their knowledge and courage to improve students' ability to analyze and solve problems. Relying on school-enterprise resources such as the School Media Center, Tai'an Media Group, Time Coordinate Film and Television Media, Shandong Cultural Tourism Media Group, and Li Video, the practical teaching process is associated with the industry's front-line resources, and through news interviewing and writing, news short video production, etc. Specific news projects allow students to participate in real news practice throughout the entire process, strengthen students' news business practice capabilities, and deepen students' understanding of theory.

3.4. Pay attention to the cutting-edge, keep up with the development of online media, and emphasize the integration of news concepts and practices

The change of media environment puts forward new requirements for the construction of journalism and communication and the cultivation of students. [3] The teaching team keeps up with the development of media technology, shifts its vision from traditional news to news practice in the online environment, adheres to the practical orientation of integrated journalism teaching, and strives to improve students' digital humanities literacy. The teaching team integrates data news, H5 news and VR news into the teaching process, so as to improve students' ability to make online news. Relying on this project, the teaching team has established a resource library of net online works represented by the data news sample reels.

4. Construction results

4.1. Curriculum construction

In recent years, team members have continuously polished the courses, updated teaching concepts, improved teaching content, and iterated teaching design. The construction of the news communication course group has achieved initial results. Among them, the course "Introduction to Journalism" was

approved as a first-class course in Taishan University in 2020. The course "Introduction to Communication" was approved as the 2021 Ideological and Political Normal Course of Taishan University. Relying on the "Introduction to New Media" course, the project host was approved for the 2020 Ministry of Education's industry-university collaborative education project.

4.2. Winning prizes in teaching competitions

Relying on the journalism and communication course teaching team, team members promote each other and make progress together, and have repeatedly won awards in provincial and school-level teaching competitions. Among them, Cao Rui won the second prize in the 2022 Shandong Province Young Teacher Teaching Competition, the second prize in the 2020 Shandong Province Young Teacher Teaching Competition, and the first prize in the 2019 Taishan University Young Teacher Teaching Competition. Shi Chunxiu won the first prize in the 2022 Shandong Provincial Young Teacher Teaching Competition. Li Wenzhu won the first prize in the 2021 Shandong Provincial Young Teacher Teaching Competition. Fan Kai won the second prize in the 2020 Taishan College Teaching Innovation Competition.

4.3. Teaching and research project establishment and paper publication

Currently, members of the research team are actively applying for various topics at all levels and publishing teaching and research papers around curriculum reform and construction. Among them, the Taishan University teaching reform project "Research on College Students' Internet Literacy Education from the Perspective of Internet Public Opinion Governance" and "Exploration and Practice of the Effectiveness of the "Divided Classroom" Teaching Model under the Background of Industry-Education Integration - Taking "Introduction to Communication" and Cultural Tourism "Industrial Convergence as an Example" will be approved for project approval in 2022. The Ministry of Education's industry-university cooperation collaborative education project "Research on the Construction of "Introduction to New Media" Curriculum Based on Cloud Platform" was approved in 2021. "Construction of a practical teaching system for cultivating all-media talents in the era of intelligent media" was published in the 2022 issue of "Omni-Media Exploration".

4.4. Students win awards

Through practical exploration in recent years, students' sense of identification with Marxist news concepts has been further enhanced through the sharing and sorting out of news stories and news practices, and has gradually been internalized into the action guide for media people. The learning attitude has also been significantly improved. A large number of students use their spare time to actively participate in the campus media center and local media for journalism practice and training. Students have shifted from passive learning in the past to active exploration, and their problem awareness and practical awareness have been activated, which has steadily improved the learning atmosphere and learning effects.

At the same time, students' practical abilities have been greatly improved, and their documentary and news video works have won numerous awards in various competitions. In terms of new media, students actively participate in actual news reporting through platforms such as Douyin and WeChat. The videos of "Taiyuan Two Dormitories", "Hongdou Ni News Bar", "Taiyuan Fun" and other Douyin accounts have been played more than 100,000 times.

4.5. Promotion of results

At present, this achievement has been promoted within the school through typical cases, demonstration courses, etc. Among them, "Construction and Implementation of the "4+4" Practical Teaching Model Based on the Marxist View of Journalism" won the third prize in the 2021 Taishan College Third Typical Teaching Case. "Introduction to Communication" was awarded the 2020 Ideological and Political Demonstration Course of Taishan University. Relying on "Introduction to Journalism", ""Theme Report"-People Center, Social Responsibility" won the 2020 Taishan College Ideological and Political Excellent Course Case. At the same time, team members have repeatedly demonstrated demonstration classes in schools, colleges, etc., and conducted exchanges and discussions on issues such as curriculum construction, teaching design, and teaching methods.

Acknowledgement

This article is a phased result of Taishan University 2020 school-level first-class course "Introduction to Journalism" and Taishan University 2022 teaching reform and research project "Research on College Students' Internet Literacy Education from the Perspective of Internet Public Opinion Governance" (project number JG202216).

References

- [1] Zhang Kun, Chen Wei. *Thoughts on the teaching reform of the journalism and communication history course group* [J]. *Chinese University Teaching*, 2020(9).
- [2] Li Yaping. *Analysis of the practical teaching reform path of journalism and communication science* [J]. *Journal of News Research*. 2022 (8).
- [3] Liu Xiaolan, Li Yanping. *Research on the collaborative and integrated cultivation of students majoring in journalism and Communication*[J]. *Youth Journalist*,2022(9).