

Innovative thinking on media education in vocational colleges and universities in the all-media era

Che Yunxing

Jilin Radio and TV Station, Changchun, Jilin, 130000, China

Abstract: *With the continuous development of mobile Internet, China has officially entered the era of all-media, which has the advantages of national participation, diversified forms of expression and rich communication carriers, so it is deeply concerned and favored by the Chinese people. In order to promote the development of the whole media, the higher-level leading departments issued the opinions on accelerating the development of the deep integration of the media, further promoting the development and progress of the whole media. Under such a background of the times, the traditional media education methods of vocational colleges and universities can no longer meet the actual needs of China's media industry. Based on this, this paper will analyze the innovative methods of media education in vocational colleges and universities in the all-media era, hoping to give certain references and enlightenment to the leaders of each school.*

Keywords: *all-media era; higher vocational colleges; media education; Innovative strategies*

1. Introduction

The general secretary pointed out: "Promoting the development of media integration and building all-media has become an urgent issue facing us. It is necessary to use the achievements of the information revolution to promote the in-depth development of media integration, expand and strengthen mainstream public opinion, consolidate the common ideological foundation of the whole party and the people of the whole country in unity and struggle, and provide strong spiritual strength and public opinion support for the realization of the "two centenary goals" and the Chinese dream of the great rejuvenation of the Chinese nation. "In this historical context, all vocational colleges and universities should fully analyze the basic characteristics of the all-media era, and carry out drastic reform and innovation of media education around its characteristics, so that it can meet the actual needs of society and the country."

2. The concept of the all-media era

In recent years, due to the continuous development of advanced information technologies such as mobile Internet, artificial intelligence, and big data, people's ways of obtaining information have developed from traditional media represented by television, radio and newspapers to the direction of all-media. The so-called omnimedia refers to the means of information dissemination through diversified means of expression such as text, animation, web pages, audio and influence, through websites, newspapers, movies, audio-visual, television, radio and other diversified media forms, through the integration of the Internet, telecommunications network and radio and television network, and finally the user receives information through mobile phones, computers and smart TVs. Compared with traditional media, omni-media has the advantages of strong interactivity, convenient information dissemination and good interaction, so it is favored and loved by relevant departments. The all-media era has the following characteristics:

Feature 1: Full media. In the perspective of traditional media, the content broadcast by the media is often limited to the final result, and the audience lacks due understanding of the specific investigation process of the matter. The whole media is in the time dimension, and creators pay great attention to the timeliness of information content. Specifically, the so-called full-process media refers to the media person appearing, participating in an event, and reporting on the whole process from the initial occurrence to the end, which has the advantage that the whole process from information dissemination to information release is open and transparent. In this way, not only can the credibility of the media be improved, but also the information can be freed from the shackles of time and space, independently

disseminated, and communicated with the recipient of the information;

Feature 2: Holographic media. The so-called holographic media refers to the plurality of media expressions and the richness of information carriers. In the era of all-media, the media communication carrier is not only limited to traditional audio-visual and graphic products, but also integrates VR, AR and other emerging communication technologies, which can give the audience a unique audiovisual experience through diversified information channels, thereby effectively improving their immersion, and then effectively improving the communication efficiency and quality of the media;

Feature three, all-staff media. In the era of traditional media, the responsibility of producing media content is often limited to some traditional knowledge molecules, while in the era of omnimedia, the subject of publishing and receiving information has the characteristics of full staff. In this era, every citizen of our country can use the "sounding board" to speak out, tell their own stories, and clarify their own views;

Feature four, full-effect media. "Effectiveness" in full-effect media refers to efficiency, effect and effectiveness. Through full-effect media, it can integrate services, social networking, information and other functions, and bring unique entertainment and aesthetic experience to the broad audience through a variety of carriers and information technology.

3. The impact of the all-media era on higher vocational media education

As mentioned above, after entering the all-media era, traditional media have achieved unprecedented changes, and the channel barriers and methods of collecting information between media have been completely broken. At present, on the basis of traditional means of expression such as graphics, video, and audio, China's media actively embrace the information media performance strategy of H5 (5th generation hypertext markup language), AI (artificial intelligence), VR (virtual reality), and AR (augmented reality), and use diversified communication methods to promote the integration of new media and traditional media and new media, so that the presentation of media information becomes three-dimensional and fast. It is not difficult to see that in such a historical background, China's media industry urgently needs a large number of new media talents. Therefore, in the face of such a huge market, the media profession has ushered in great opportunities, but at the same time ushered in new challenges. Teachers in all schools must carry out in-depth reform of the traditional media teacher model, so that it can be in line with the all-media era, and can promote the progress and development of China's media industry while improving the employment competitiveness of students.

4. There are several problems in the teaching of media courses in vocational colleges and universities in the era of all-media

4.1 Lack of dual-teacher teachers

(1) lack of double-qualified teachers as far as the present situation is concerned, most higher vocational colleges in our country lack "Double-qualified" teachers, that is, teachers with both theoretical teaching qualifications and practical teaching abilities. Most of the teachers hold teaching positions in the school after graduation. Although these teachers have solid theoretical knowledge and are able to systematically question the ways and means of media operation, they lack practical experience and understanding of the market, leading to the separation of educational content from the actual needs of the market, students under the guidance of such teachers, it is difficult to adapt to the current media market, resulting in a serious lack of professional competitiveness, this is obviously contrary to the fundamental aim of higher vocational media education [1].

4.2 The media profession lacks diversified positioning

As mentioned above, in the all-media era, the way and strategy of media communication have undergone earth-shaking changes. However, as far as the current situation is concerned, some grassroots teachers are greatly influenced by the traditional education model in their daily education work, and rely too much on their own educational experience, and lack an efficient teaching model that meets the characteristics of all-media communication in the teaching process, which makes it difficult for vocational students to effectively adapt to the operation mode of all-media after graduation, and

cannot complete the transformation from school students to professionals [2].

4.3 Not paying attention to the individualized cultivation of talents

Due to the characteristics of national participation, this leads to increased competitive pressure, and in this historical context, if you want to obtain better communication effects, you must carry out personalized cultivation and differentiate competition through the personal characteristics of omni-media operators [3]. However, at present, most vocational colleges and universities often adopt an indoctrination teaching model and do not pay attention to personalized training, which leads to students' all-media works after graduation, although they have good technical display, they lack novelty and personality, and it is difficult to attract the attention of the audience.

4.4 Insufficient funding for some media majors

If you want to improve the teaching standards of media majors, you must have adequate funding. In China, some media majors lack teaching funds, which leads to various problems in media teaching, for example: vocational schools cannot purchase high-tech information facilities, so that students lack understanding of AI, VR, AR and other cutting-edge information technologies, and cannot skillfully use them, which has caused certain obstacles to their progress and development after graduation [4].

5. Teaching strategies of media professional courses in vocational colleges and universities in the all-media era

5.1 Build a high-level teaching team

As mentioned above, "highly educated, high-level" dual-teacher teachers play a key role in the media education work of vocational colleges, in order to improve the level of teachers, school leaders should regularly or irregularly, hire professional talents from within all-media enterprises to train prior teachers. In this way, teachers can improve their practical level and deepen their understanding of market trends, so that they can better serve students. However, it is worth noting that at present, the training work of some vocational colleges and universities is superficial and superficial, and it is difficult to promote the improvement of teachers' professional standards. Therefore, in the project of management work, school leaders should set up a scientific, reasonable and systematic training and assessment system according to the actual situation of the school, and closely link the assessment results with the actual interests of teachers (such as salary, promotion and bonus, etc.), at the same time, school leaders can also formulate a training point system, and the specific strategy is as follows: (1) Stipulate the scoring coefficient of the course. The course to be held will be scored according to the level of importance, and points will be awarded to everyone who participates in the whole course. (2) Stipulate scoring requirements. That is, regular employees must earn certain points throughout the year, and deduct part of the year-end bonus if they do not meet the requirements. (3) Stipulate the time for listening to lessons. Each person must attend a certain period of lessons each year, otherwise the training manager will not be qualified. Through the above two methods, the subjective initiative of teachers to participate in training and the final training effect can be effectively improved.

At the same time, monthly teacher exchange meetings are held within the school, on top of which school leaders can encourage all teachers majoring in media to share teaching experience with each other, explore and summarize effective teaching strategies, and if there is a problem in the teaching process, they should be described at the exchange meeting, and mobilize the collective wisdom and teaching experience of all teachers to formulate practical solutions. In addition, for those teachers who have outstanding performance in educational work, schools should carry out certain positive publicity through the school's public account, official Weibo and other channels. Lenin, the teacher of the proletarian revolution, pointed out: "The power of example is infinite. "In the advanced deeds of excellent teachers, other colleagues will take them as an example, read relevant papers, and learn from advanced educational experience at home and abroad, so that they can better serve the broad student body in their teaching work[5].

5.2 Pay attention to students' practical ability

As the saying goes: practice without theory guidance is blind practice, and theory without practice verification is empty theory. In the process of teaching, media teachers in all schools should not only

attach importance to the education of theoretical professional knowledge, but should take the road of combining theory and practice, pay attention to the professional practice ability of students while paying attention to theoretical construction, so that they can adapt to the current media market. When it comes to teaching practice, teachers in schools can adopt the following strategies:

First, school-enterprise cooperation provides practical opportunities. School-enterprise cooperation is one of the important research directions of higher vocational education in recent years. In traditional media education, there is a disconnect between curriculum design and course content and the frontier of industry development, because at present, the practical nature of most vocational colleges and universities in China is limited, and it is difficult for students to contact the real media market of the industry in school. The school-enterprise collaborative education model allows students to communicate with front-line staff in enterprise positions, and try to use VR, AR and other high-tech information equipment to communicate and exchange with the media market "zero distance", through this way, while increasing the opportunities for students to accumulate practical experience in projects, it also enhances students' understanding of industry development and market trends, timely updates knowledge and skill reserves, and can form strategic measures with student growth as the core, effectively enhancing student participation and initiative Flexibility. In addition, enterprise-school cooperation also needs to establish an extended full-chain practical training base to simulate actual work scenarios, so that students can test their comprehensive practical ability in the application of scenarios. As the most fundamental link of enterprise-school cooperation, the establishment of the whole chain base can fully exercise students' practical learning ability, which requires enterprises to exert the guiding significance of experience, increase intervention in the process of students' theoretical knowledge learning, and allow students to develop in the direction of job demand, so that students can adapt to the media market in the context of all-media in a very short time after graduation [6].

At the same time, teachers can bring media industry leaders to the school and give professional lectures. These media people belong to public figures in society and often have a certain degree of authority in society, so students are more likely to recognize the content they teach. This part of the media people have been exercising in the front line for many years, have rich market experience, and have rich experience in the operation of all media, students can ask media people in the classroom and all media related questions, media people's answers can effectively improve students' understanding and awareness of media [7]. However, it is worth noting that although most media personnel in China have rich work experience, they have not received systematic training in education, so they do not have professional and comprehensive educational capabilities, and it is difficult to systematically and perfectly describe their entrepreneurial ideas in the teaching process. Therefore, when media personnel teach lessons, teachers should guide and summarize them, so as to fundamentally improve the efficiency and quality of teaching.

Second, on-campus training to improve students' professional qualities. In addition to school-enterprise cooperation, teachers can conduct media teaching through virtual practice. For example, if a hot event occurs in society, the teacher can ask the student to report the event as a media person, and upload the specific content of the report to the class WeChat group, and the teacher can then evaluate it. It is worth noting that due to the lack of practical experience of school students, they will have a certain fear of media reports, in the face of this problem, teachers should fully discover the brilliance of students, affirm and praise students, and at the same time, guide students in equal and friend-like language, so that they can find the objective problems in their works and solve them in time. In this way, not only can students' professional qualities be improved, but at the same time, students' self-confidence can be improved, so that they can face the future work and study with a calm attitude. However, it is worth paying attention to the fact that due to the natural education mechanism and marketability of media work, the evaluation criteria of teachers should not only be students' professional knowledge and skills, but also analyze students' ideological tendencies to ensure that students' works have certain positive energy and whether they can be accepted by the people. And can subtly establish three views in line with the mainstream of society for the audience [8].

At the same time, teachers should uphold an objective and fair attitude, if the evaluation content is contrary to the objective reality, not only can not promote students' subjective initiative, but even make students have a certain distrust of teachers, causing obstacles to future teaching work [9]. In addition, when conducting teaching evaluation, we should not confine ourselves to the traditional evaluation of students by teachers, but rather conduct mutual evaluation between teachers and students, and students and students, and through students and students mutual evaluation, we can shorten the distance between students, to improve students' understanding of their profession, and through mutual evaluation between teachers and students, teachers can timely find their own teaching process in the objective

problems, and timely correction, and improve the quality of their own education, to be able to better serve students [10].

Third, build a practical teaching platform of "multi-post linkage and four-complete dissemination". Vocational colleges and universities with media majors shall build all-media time teaching platforms around professional needs. The platform can open up both online and offline channels, help students drain, produce, shoot and plan, and form a multi-post linkage all-media communication system. At the same time, students are provided with practical skills and services such as integrated media publicity, live streaming media, big data analysis, integrated media interactive operation and news gathering and editing tools, so that students can master the basic ability of operating all media, and build a full-process, full-effect, holographic and all-staff thinking integrated communication professional teaching ecosystem, so as to complete the resonance of post linkage and frequency and the mutual exchange of media resources [11].

5.3 Integrate the media profession with the development of the times

As we all know, in different eras, society and people have different needs for media. Therefore, in order to fundamentally ensure the effectiveness of educational content, teachers must fully analyze the direction and path of the development of the times when setting up courses, and conduct teaching work around the actual needs of the market, so as to ensure that students can meet the actual needs of the development of the times after formal graduation [12]. At the same time, because different media majors are also very different in the actual application process, it is required that relevant leaders should not carry out "one-size-fits-all" education, but should fully analyze the actual situation of the major when setting up media professional courses, and carry out professional knowledge guidance and education.

For example, when facing the major of text editing, the ability to organize materials and writing skills are an important part of the educational curriculum of this major. Therefore, in order to better provide educational services for students, vocational colleges and universities should integrate the above two aspects into a set of scientific, reasonable and systematic teaching system and evaluation system, and effectively implement them in daily teaching work [13].

For another example, the teaching of journalism majors in vocational colleges and universities should pay attention to students' humanistic qualities. Humanistic literacy can help future news practitioners in the following three ways: (1) humanistic literacy can improve the sense of social responsibility of news practitioners and increase the social value of news; (2) Humanistic literacy can help journalists keenly grasp social hot spots and enhance news attention; (3) Humanistic literacy can help journalists dig deep into news facts and promote social development [14]. However, it is worth paying attention to the fact that because news has a certain authority, news reports will have a certain impact on people's ideological tendencies and values. Therefore, when constructing a professional curriculum for journalism, teachers should pay attention to moral education factors, establish moral concepts for students that conform to mainstream social values, and not make kitsch or even false news reports because of news traffic.

5.4 Pay attention to the individualized development of students

As mentioned above, unlike the traditional media era dominated by intellectual elites, the all-media era has the characteristics of national participation, in this historical context, China's media practitioners have reached a historical high, in this era background, all-media practitioners face severe work pressure, in order to attract the attention of the audience, media talents should be on the path of differentiated development, constantly play their own personality, produce media content with strong audience stickiness and profound content. Empower yourself to gain a foothold in the competitive omnimedia space. Therefore, teachers majoring in media in vocational colleges should give students full space to give full play to their individuality.

For example, a media content production competition is held within the school, allowing students to produce media works with personal characteristics around their own interests and ideological tendencies, which are evaluated by teachers and classmates. For students with personalized style, school leaders should fully affirm and appreciate them, and through the channels of the school radio station and the school public account, vigorously publicize them, award them material rewards, or give them the title of "learning pacesetter", through this way, the school can allow other students in their daily work, can use the student as an example, personalized development as the work goal. Another

example is that teachers can get along with students day and night, develop student files, analyze students' personality characteristics, and formulate teaching methods that are compatible with their personalities, in this way, teachers can truly achieve "the right medicine" and "teach according to aptitude" to provide a solid guarantee for the personalized development of higher vocational students [15].

5.5 Create a campus environment suitable for the growth of talents

Cal. Karl Heinrich Marx pointed out that "people create the environment, and the environment also creates people" In order to allow media students to adapt to the all-media era, school leaders should shape a campus environment suitable for their development in their daily work. A good campus environment can be divided into two components: first, a soft environment. The so-called soft environment refers to the school motto, school rules, school history, etc., the leading department of vocational colleges can integrate the spirit of innovation and personalized development into the school motto, and invite well-known alumni who graduated from the school to tell their work stories in the field of all media, in this way, vocational colleges can establish a correct media concept through the teaching method of "moisturizing and silent"; Second, the hard environment. The so-called campus hard environment refers to the various facilities on campus, such as sculptures, portraits, etc. Schools can choose some famous quotes related to media concepts, arrange them in the classroom, or set up sculptures of famous media people, so that students can always follow the example of their media ancestors, continuously improve their knowledge and skills in the all-media era, and fundamentally meet the aesthetic needs and entertainment needs of the people [16].

5.6 Strengthen investment in education funds

Economic conditions are the fundamental guarantee for educational innovation, so the relevant departments should also increase investment in media majors according to the actual needs of vocational colleges and universities, and provide economic help and support for the development and progress of media. For example, the purchase of various types of information equipment enables students to initially grasp their use on campus, hire relevant experts to give lectures for students, and use their work experience to improve students' professional ability, laying a good foundation for their subsequent employment [17].

6. Conclusion

All in all, in the all-media era, the traditional media education method can no longer meet the urgent needs of the times, therefore, teachers of vocational colleges and universities should have the courage to make breakthroughs and innovate in their daily education work, and be able to formulate scientific, reasonable and feasible subject teaching strategies around the actual market situation of the major, so as to cultivate more high-level and high-ability professional talents for China's media industry.

References

- [1] WANG Qi, LIU Chang(2021). Sort out and summarize the existing model and put forward the "five-in-one" practical training method—Comment on "Media Education: An Analysis of the Training Path of Media Talents under the Background of Media Integration"[J].*Media*,(15):100.
- [2] GUO Qing(2021). Thinking on the Reform of Interactive Teaching Mode of Media Education in the Era of Big Data:A Review of Research on Media Education in the Era of Big Data[J].*China Education Journal*,(06):139.
- [3] LI Shuang(2021). Intelligent Practice Innovation Advocating New Teaching Mode—Commenting on "Research on Media Education under the Background of "Double First-class" Construction"[J].*Media*,(11):97.
- [4] GUO Hui, CHEN Hongmei, YAN Ruihua. Innovate Media Education Model and Cultivate Modern Media Talents—Comment on "Research on Media Education in the Era of Big Data"[J].*Journal of Shanxi University of Finance and Economics*,2021,43(06):128.
- [5] YUE Lin, MENG Fanzheng(2021). Cultural Image Promotes the Development of the Connotation of Advertising Media Education—Commenting on the Cultural Image of Media and Advertising[J].*China Education Journal*,(04):135.
- [6] ZHANG Kun(2021). Analysis on Media Education Strategy in the Digital Age—Basic Principles

- of Journalism and Communication Faculty Management*[J].*Haihe Media*,(01):1-7.
- [7] WANG Xuemei, CHEN Jinxuan, HAO Wenjing(2020). *Construction of multi-dimensional integration ecosystem of media education and entrepreneurship and entrepreneurship education in the era of intelligent media*[J].*Journal of Chengdu University of Chinese Medicine(Education Science Edition)*, 22(04):26-29.
- [8] Wu Lan(2020). *The core content and realization path of integrating excellent traditional culture into media education in ethnic colleges*[J].*Publishing Wide Angle*,(17):86-87.
- [9] Chao Naipeng(2020). *Media Education for the New Era:A Case Study of Talent Training Model of School of Communication of Shenzhen University*[J].*China Press*,(14):22-26.
- [10] Ao Yujun(2020). *Construction of SOP Management System for Practical Teaching in Higher Vocational Colleges under Big Data Environment:A Review of Media Education in the Big Data Era*[J]. *China Science and Technology Papers*,15(06):739.
- [11] HOU Dawei(2019). *Analysis of Innovative Thinking in Media Teaching under the Background of New Media—Commentary: Research on Media Education in the Era of Big Data*[J]. *China Education Journal*,(12):141.
- [12] YUAN Zhenning(2019). *The innovative model of media education reform from the construction of integrated media experimental teaching platform:A case study of "Zhejiang Chuanyun" of Zhejiang University of Media and Communication*[J].*Media*,(12):84-86.
- [13] Wang Yan(2018). *Research on the application of SPOC blended learning model in "audiovisual language" course in media education*[J].*Think Tank Times*,2019(25):182+184.)
- [14] HUANG Dan. *Teaching analysis of the practical links of higher vocational film and television media majors*[J].*Communication Research*, 2(36):180.
- [15] LIANG Yan(2018). *Six thoughts on learning and implementing the spirit of the 19th National Congress of the Communist Party of China in higher vocational media education*[J].*Beijing Education (Moral Education)*,(02):16-17.
- [16] LUO Qing, ZHAO Ruiqi(2014). *Practice and enlightenment of the International Alliance for Media Higher Education*[C]//*The Charhar Institute.Public Diplomacy Quarterly*, Spring 2014, No. 4 (No. 17). *Public Diplomacy Quarterly*, Spring 2014, No. 4 (No. 17), :103-109+135.
- [17] Wang Xing(2023). *Basic Practice Training of News Gathering and Writing in Broadcast Host in Media Environment:A Case Study of Media Teaching Department of Sichuan Film and Television College*[J].*Sound Screen World*,(03):89-91.