

Three-dimensional Teaching Mode of the Course "On Camera Journalists and Live Reports" under the Background of Media Integration

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Abstract: With the rapid development of information technology and the wide application of the Internet, media convergence has become an important trend in the field of news communication. Media convergence has not only changed the ways and means of news dissemination, but also brought new challenges and opportunities to news education. In this context, the traditional news teaching model has been difficult to meet the needs of the media convergence era, so it is necessary to introduce a new teaching model to adapt to the development of the times. Therefore, this paper studies the three-dimensional teaching mode of the course "On camera Journalists and Live Reports" under the background of media integration. First of all, it expounds the importance of the course "On camera Journalists and Live Reports"; Secondly, the reporter's on-the-spot reporting skills are clarified under media integration; Finally, the three-dimensional teaching mode of the course "On camera Journalists and Live Reports" is constructed through the online and offline teaching reform, the combination of field practice and case analysis, and the establishment of course evaluation and feedback mechanism. The implementation of the three-dimensional teaching mode is aimed at improving students' comprehensive quality and practical ability, enhancing their competitiveness in the future field of news communication, and providing reference for the reform of news communication education.

Keywords: Media integration; Appearing reporter; Live report; Course assessment; Stereoscopic teaching

1. Introduction

Media convergence refers to the process of delivering news information to the audience through the combination and cooperation of various media forms, using new technical means such as the Internet and mobile devices ^[1]. Traditional media forms such as newspapers, television and radio can no longer meet the diverse needs of audiences, and people are more inclined to obtain news information through emerging social media platforms and live video broadcasts. This change of media convergence has put forward higher requirements for traditional media practitioners, requiring them to have a wider range of knowledge and skills and be able to respond flexibly to changing needs ^[2]. In this context, the three-dimensional teaching mode has become an effective way to cultivate the on-the-spot reporting ability of reporters. Three-dimensional teaching mode is a new teaching method, which transmits knowledge and skills in a multi-dimensional perspective and diversified ways, aiming at improving students' comprehensive quality and practical ability ^[3]. The three-dimensional teaching mode enables students to master theoretical knowledge and practical skills comprehensively by integrating theoretical study, strengthening practical operation and implementing case analysis. The introduction of three-dimensional teaching mode in the course of "On camera Journalists and Live Reports" can not only help students master the professional skills and quality of journalists who appear in camera, but also cultivate their innovative thinking and practical ability to meet the needs of the media convergence era. Under the background of media integration, the construction and practice of the three-dimensional teaching mode of the course "On camera Journalists and Live Reports" is of great significance. This can not only enable students to master the basic skills of news reporting, but also improve their adaptability and competitiveness in today's multimedia era. At the same time, this model can also promote the improvement of teachers' teaching ability and the renewal of curriculum content, and promote the benign interaction between schools and society. This paper introduces the importance of the course "On camera Journalists and Live Reports", analyzes the skills of reporters' live reporting under the media integration, and discusses the construction of three-dimensional teaching mode in the

course "On camera Journalists and Live Reports". Through theoretical teaching, practical operation and case analysis, students can master the core skills of media integration and on-site reporting in an all-round way, so that students can effectively apply theoretical knowledge to on-site reporting practice. Research is conducted to improve students' professional skills and quality, laying a solid foundation for their future career development.

2. The Importance of the Course "On camera Journalists and Live Reports"

The course "On camera Journalists and Live Reports" is an important professional course of journalism and communication, and its goal is to cultivate students' ability to report on camera, observe and judge on the spot and react quickly. These abilities are of great significance to students majoring in journalism and communication^[4]. Appearing reporters are an important role in news reports. They need not only solid knowledge of news theory, but also excellent oral expression ability, image temperament and improvisation ability. In emergencies or major news events, reporters who appear in the camera need to arrive at the scene quickly and deliver accurate, objective and vivid reports to the audience, so that the audience can understand the whole picture and details of the event^[5]. Therefore, it is of great significance to train excellent reporters to improve the quality and level of news reports. On-the-spot report is one of the important forms of news report, which emphasizes the observation, experience and description of reporters on the spot. On-the-spot reporting requires reporters to have keen observation, accurate judgment and quick response ability in order to transmit as much information as possible in a limited time. In emergencies or major news events, on-site reporting is particularly important. Through on-the-spot reporting, the audience can more intuitively understand the development process and on-the-spot situation of the event, and enhance the sense of on-the-spot and credibility of news reporting. Through the study of the course "On camera Journalists and Live Reports", students can master the basic skills and skills of reporting on camera, improve their oral expression ability and enhance their psychological quality and adaptability. At the same time, students can understand the basic process and methods of on-site reporting, master the skills of on-site observation and description, improve their news literacy and comprehensive ability, and make them better adapt to the development needs of the news communication industry under the background of media integration.

3. On-the-spot Reporting Skills of Journalists under Media Convergence

3.1 The use and practice of online social media

In the era of media convergence, social media has become one of the important platforms for news dissemination^[6]. Students need to learn to make full use of online social media to get news information and interact with the audience. Through the correct use of online social media platforms such as WeChat, Weibo, Facebook and Twitter, we can publish news content, report in real time and interact with the audience. Effective social media strategies are designed to attract a larger fan base and followership, enhancing the communication impact of news content.

3.2 Video coding and streaming media transmission technology

With the development of video coding and streaming media transmission technology, online video has become one of the important ways for people to obtain news information. Therefore, students can publish and transmit live reports in the form of video through video coding and streaming media transmission technology. In practice, students need to fully understand the basic principles and operation methods of video coding, and use streaming media transmission technology to transmit video signals to the network platform to ensure video quality and fluency.

3.3 Data visualization and interactive reporting tools

In the era of media convergence, data visualization and interactive reporting have become important means in news reporting. Effective data visualization can better convey complex information and trends to the audience. At the same time, interactive reporting can let the audience participate in it and deeply understand the different dimensions and relevance of news events. Therefore, after collecting, sorting and analyzing news data, students use interactive reporting tools to transform news data into visual forms that are easy to understand and digest, thus improving audience participation and reading

experience.

4. Construction of three-dimensional teaching mode under the background of media integration

In the context of media integration, the construction of a three-dimensional teach model can be achieved from multiple dimensions for the course "On Photography Journalists and Live Reporting", mainly including: ① theoretical learning dimension: by teaching relevant theoretical knowledge, such as photography skills, news writing norms, interview skills, etc., students can master basic journalist literacy and professional knowledge. ② Practical operation dimension: set up practical scenarios and allow students to participate in news report practice firsthand practical activities such as simulated interviews and on-site photography can be conducted to cultivate students' abilities and skills in conduct on-site reporting ③ Dimension of teaching quality assurance: by ensure teach quality, continuously optimize the teaching process and results, promote the comprehensive development of students and the improvement of learn outcomes. The combination of these dimensions can form a comprehensive three-dimensional teach model, enabling students to acquire theoretical knowledge, engage in practical operations and team collaboration in course learn, and improve their comprehensive literacy in the fields of photojournalism and on-site report.

4.1 Theoretical learning dimensions: online+offline teaching reform

The goal of the online and offline teaching reform strategy is to integrate online and traditional offline teaching, utilize new technologies to provide more flexible, personalized, and efficient learning methods, and combine online learning with face-to-face teaching to improve learning effectiveness. Students engage in self-directed learning through online platforms, and then participate in practical, discussion, and coaching activities with teachers and classmates. Through online platforms, students can also participate in learning group discussions and collaborative activities, sharing ideas, resources, and solutions. This approach can promote communication and interaction among students, cultivate teamwork and communication skills. In the era of media integration, the traditional face-to-face theoretical teaching can no longer meet the learning needs of students. In order to better adapt to the change and development of the news industry, online+offline teaching mode is adopted, combining theoretical knowledge with practical skills. Long-distance teaching is conducted using the school's learning website or online education platform and other network platforms. The teaching resources of the course include courseware, photography skills, news write standards, interview skills etc. Teachers record and upload teaching videos for students to study at any time and any place. For example, teachers can record videos about the necessary skills and qualities of reporters, including interview skills, language expression skills and psychological quality training, for students to preview before class. Through the online teaching platform, students can flexibly learn the theoretical knowledge of the course in their own time and space. At the same time, online discussion and interactive functions also provide a platform for students to communicate and learn from teachers and classmates.

On the basis of online theoretical teaching, the importance of offline practical guidance is emphasized. In traditional classroom teaching, teachers can answer students' questions face to face, conduct practical demonstrations and operations, and organize interactive activities such as group discussion and role playing to stimulate students' interest in learning. According to the specific skill requirements of "On camera Journalists and Live Reports", teachers can organize students to conduct simulated interview activities, and deepen their understanding and mastery of what they have learned online through practical operations. Such practical activities can let students experience the process of media live reports personally and better understand the roles and responsibilities of journalists. Through online and offline teaching reform, students with different learning styles and needs can be satisfied, so that they can not only learn theoretical knowledge independently, but also practice the skills they have learned and improve their learning effect, provide more flexible and diverse learning methods, and promote the cultivation of students' active learning and practical abilities. At the same time, it also provides more opportunities for communication and interaction between teachers and students, promoting the comprehensive development of education.

4.2 Practical operation dimension: combination of field practice and case analysis

The combination of field practice and case analysis is an important link in the three-dimensional teaching mode of the course "On camera Journalists and Live Reports". Through on-the-spot practice, students can experience the role of a reporter and turn theoretical knowledge into practical operation

better promote the cultivation of students' practical and problem-solving abilities, and improve the effectiveness and quality of learning. Through case analysis, students can deeply discuss and analyze the problems in actual reports and improve their ability to solve practical problems. In course teaching, teachers should organize students to participate in all kinds of real news live reporting practice activities. For example, students are organized to visit media organizations, conduct on-site interviews, shooting, and other practical activities. They are arranged to report on actual news events on campus and are guided in interviewing and filming techniques, enabling them to effectively utilize the theoretical knowledge they have acquired. At the same time, professional journalists are invited to the campus for on-the-spot interviews and reporting activities, so that students can integrate into the real news scene and understand the process of on-the-spot reporting. Through on-the-spot practice, students can personally participate in interviews, shooting and reporting, and exercise their on-the-spot reporting ability. Teachers help students find problems and improve them in time through on-site guidance and comments.

In the course of teaching, by clarify teach objectives and requirements, ensure that teach content meets course objectives and matches the needs and backgrounds of learners, appropriate teaching designs and methods are developed, including preparation of teaching materials, arrangement of teaching activities, and utilization of teaching resources. Teachers should also continue to pay attention to the latest developments in academic development and educational reform, actively participate in professional training and research, and enhance their teaching abilities, Provide students with learning support and guidance, including tutoring, counseling, and practical opportunities. Teachers guide students to analyze and discuss practical cases, and grasp the theoretical knowledge and key points behind the cases. Cultivate students' thinking and logical reasoning abilities, enabling them to proactively identify problems and propose solutions will analyze and discuss the actual cases, so that students can understand the successful examples of on-site reporting and learn from them. Teachers can select some representative news events or reported cases and analyze their reporting methods, strategies and effects with students. For example, in response to a TV station's report on an earthquake, teachers let students know the role of journalists in the on-site report, and discuss with students the crisis communication behavior in response to emergencies, so as to improve students' ability to respond to emergencies. Through case analysis, students can better understand the principles and skills of live reporting in the era of media convergence, and can apply them to reporting practice. Through the combination of on-site practice and case analysis, students can not only experience the workflow of on-site reporting, but also learn from successful cases, and constantly improve the image of journalists and their on-site reporting ability, to enable students to comprehensively develop their theoretical and practical abilities, problem-solving abilities, teamwork awareness, practical abilities, as well as learning motivation and interests. This comprehensive teaching method can better meet the learning needs of students, enhance their learning outcomes and abilities.

4.3 Dimension of teach quality assuranc: establish a course evaluation and feedback mechanism

The establishment of course evaluation and feedback mechanism is an important part of the three-dimensional teaching mode of the course "On camera Journalists and Live Reports". Through effective assessment, teachers can understand students' learning situation and problems, so as to adjust teaching strategies and methods and help students improve and improve. Teachers should adopt a variety of curriculum assessment methods, including classroom quizzes, practical project evaluation, work display and personal reports. These course assessment methods can evaluate students' mastery of theoretical knowledge, practical skills application ability and comprehensive quality. For example, check students' mastery of theoretical knowledge through classroom quizzes; Practical projects evaluate students' reporting performance in live scenes; The exhibition of works can show students' practical achievements and creativity; Personal report can train students' independent thinking and expression ability. Teachers can also use students' self-evaluation and mutual evaluation to let students know more about their learning situation and problems. In the self-assessment, students can reflect and evaluate their own learning process and achievements, and find out their own strengths and weaknesses; In mutual evaluation, students can evaluate each other's learning situation and achievements and learn from each other.

The feedback mechanism is to know the students' learning situation, problems and shortcomings in the teaching process in time, so as to make corresponding adjustments and improvements. Students are regularly surveyed by the school to assess their satisfaction levels with teachers and teaching. This survey also aims to gather their needs and opinions on education, providing feedback and direction for improvement to both teachers and the school. At the same time, the corresponding reward and

punishment mechanism should be established to reward and commend teachers with high teaching quality, and urge and help teachers with low teaching quality to promote the overall improvement of teaching quality. It is not only conducive to encouraging teachers to actively participate in teaching work, improving teaching quality, but also improving students' learning experience and achievements, and helping the development of professional education.

5. Conclusion

With the continuous development of media integration, the diversification of news reporting forms and communication methods has become a new trend. As one of the indispensable contents of news reports, the three-dimensional teaching mode of the course "On camera Journalists and Live Reports" is particularly important to meet the needs of media integration. By cultivating students' appearance ability and practical skills of on-site reporting, and paying attention to the combination of theory and practice, it plays an important role in promoting news reporting professional education. In the information age, media integration has become an inevitable trend in the field of news communication, which puts forward higher requirements for news education. In order to meet this challenge, this paper puts forward a three-dimensional teaching model of the course "On camera Journalists and Live Reports". This teaching mode not only combines online and offline theoretical teaching reform, but also pays attention to practical guidance and case analysis, and establishes a comprehensive curriculum assessment and feedback mechanism. Through this teaching mode, students can master the necessary skills and qualities of journalists, improve their comprehensive quality and practical ability, and enhance their competitiveness in the field of news communication in the future. I hope this research can provide some enlightenment and help to the reform and development of journalism and communication education, and promote the development of teaching mode in a more innovative and efficient direction. With the introduction of new technology and teaching methods, we can create a more interactive and participatory learning environment and cultivate students' critical thinking and problem-solving ability. At the same time, the teaching methods that focus on practice and case analysis make students have more adaptability and practical skills, and prepare for future career development.

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