

An Exploration of the Examination Reform of the Course "Introduction to Communication" under the Background of the New Liberal Arts

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Abstract: *In order to deepen the teaching effect of "Introduction to Communication" and improve the students' professional learning level, taking a university as an example and taking the new liberal arts as the background, the assessment and reform of "Introduction to Communication" were studied in detail. It is clear that the curriculum assessment reform has the functions of testing and inspection, guidance, diagnosis and feedback, and expounds the principles that should be followed in the curriculum assessment reform of Introduction to Communication from three aspects: adaptability principle, incentive principle and diversification principle. Propose the assessment reform strategy to broaden the scope and content of the course assessment, combine students' individual needs and learning ability, and stimulate students' active learning ability and learning interest from multiple perspectives; According to the AHP hierarchy method, we can design the hierarchical curriculum assessment objectives, and conduct dynamic and process evaluation of students through experimental reports, special reports, research reports, homework after class, etc; Add daily assessment and feedback links of course teaching to achieve the effect of promoting learning through examination.*

Keywords: *New liberal arts background; Purpose; Feedback link; Reform; Assessment; Introduction to Communication*

1. Introduction

With the development of the new media era, the connection between the content of Introduction to Communication and the practice of social communication is getting closer and closer. At the same time, the application and practicability of the course are getting stronger and stronger. In order to ensure the successful achievement of classroom teaching tasks, teachers need to do a good job in the phased teaching work of course assessment for students. Through the course assessment, master the implementation progress, teaching effect and achievement of teaching objectives and tasks in this stage of teaching work. If the phased teaching effect is good, teachers can take it as a reference and continue the follow-up teaching of Introduction to Communication for students as originally planned [1]. On the contrary, if the phased teaching work is very unsatisfactory, teachers need to reflect after class on whether there are deficiencies in the selection of classroom teaching methods, after-class teaching guidance and teaching mode, and carry out concentrated rectification of the subsequent teaching mode on this basis. From the above analysis, it can be seen that the course assessment is an indispensable link in the standardized teaching work, and also a prerequisite to ensure the smooth implementation of quality education [2]. However, in the in-depth study of the curriculum assessment system in a pilot university in a certain region, it was found that most universities did not pay attention to the importance of the assessment link, and even some universities did not set up the assessment work in the teaching stage of the curriculum, which to some extent inhibited the implementation of the education work. Therefore, in this study, taking a university as an example and taking the new liberal arts as the background, this paper will carry out a detailed study on the assessment and reform of the course Introduction to Communication, aiming to help the teaching of such theoretical courses and comprehensively improve the teaching effect of the course through this study.

2. Purpose of curriculum assessment reform

Along with the continuous thorough education market reform work, the defects of the traditional curriculum examination mode appear day by day, this phenomenon has severely restricted the

implementation process of quality education reform work in our country. In order to meet the demand for talents from social high-tech industries and new media technology enterprises, universities put forward higher requirements in the course evaluation and examination of Introduction to Communication. It is an important research topic in the teaching reform of higher education that how to make full use of periodic assessment to develop personnel training, bring into play the value of course assessment, make Introduction to Communication serve teaching and promote the quality of personnel training.

In the process of the development of higher education, the role of the course assessment of Introduction to Communication Science is mainly reflected in the following three aspects. The first is the "test and inspection function", which is to test and test students' mastery and understanding of the knowledge they have learned. The second is the "guiding function", which can guide students' learning work through the content and method of assessment, so as to realize the special training of talents. The third is "diagnosis and feedback function". Through the assessment process and assessment feedback, students can timely grasp their own results in phased learning, timely summarize the learning content, have certain learning experience, and achieve better learning results. At the same time, we can also find the problems and deficiencies in the phased learning directly according to the assessment results of the course Introduction to Communication, so that students can adjust their learning methods in a timely and effective manner according to the deficiencies, so as to make teaching and learning mutually beneficial.

3. Principles for the reform of the course assessment of Introduction to Communication

3.1. Adaptability principle

Communication professionals are applied technology-oriented talents in the market. Their knowledge system and structure should be based on the actual needs of social production, pay attention to the skilled and flexible use of basic knowledge in their posts, and have certain practical and creative abilities [3]. In order to meet the needs of different positions for talents, the curriculum evaluation reform of Introduction to Communication Science should follow the principle of adaptability, that is, the curriculum evaluation should be centered on training talents, not only the students' mastery of basic professional theoretical knowledge, but also the students' creative thinking and practical application ability. In short, the reform of curriculum assessment should be based on the goal of talent training and combined with the goal of curriculum teaching.

3.2. Incentive principle

At present, the teaching assessment of Introduction to Communication is basically completed by teachers, whether it is assessment content, methods or analysis of assessment results. Students are only passive participants in this process, and inadequate communication between teachers and students will directly lead to the failure of assessment to motivate students' learning [4]. Only by reforming the traditional assessment method of Introduction to Communication, emphasizing students' subjectivity in the examination, making students change from passive learning to active participation, and through comprehensive assessment of students' knowledge and ability, can the value of students be truly mined. Based on the above analysis, it can be seen that following the incentive principle to carry out the course assessment of Introduction to Communication is conducive to cultivating creative applied talents.

3.3. Principle of diversification

The course assessment of Introduction to Communication should not only reflect the teaching level of teachers, but also provide reference for teachers to find problems in class. At present, teachers pay less attention to the evaluation of the course Introduction to Communication, and the evaluation and analysis of students' learning achievements are only superficial, including subjective evaluation content, unscientific design of evaluation indicators, and the evaluation results cannot truly reflect the teaching effect; The assessment method is too single and rigid to truly reflect the learning status of students in the teaching process. Therefore, in the course evaluation reform of Introduction to Communication, we should not only design a scientific evaluation and evaluation system according to the teaching objectives of the course, but also pay attention to the process evaluation of teaching work. Therefore, the course assessment work should follow the principle of diversification, collect teaching information from multiple channels in an all-round way, and adjust and improve the problems in teaching according

to the actual situation.

4. Assessment reform strategy

4.1. Broaden the scope and content of course assessment

At present, the assessment content of Introduction to Communication is mostly limited to textbook teaching content. In order to meet the needs of sustainable development of education work and improve the comprehensive quality of talents, teachers should take the new liberal arts as the research background, combine students' individual needs and learning ability, broaden the scope and content of course assessment, and avoid the restriction of textbook content in assessment work. In this process, it should be made clear that the content compiled in textbooks is constrained by the compilation cycle, and there will be some problems such as slow updating of knowledge and poor coordination with social development. Therefore, in course teaching, teachers can provide students with some representative professional academic works and literature related to Introduction to Communication according to the actual teaching progress, so as to facilitate students' learning of professional knowledge in class, and include the literature materials recommended by teachers before class in the course assessment of Introduction to Communication, so as to broaden students' horizon and learning scope. Enrich the examination content, stimulate the students' active learning ability and learning interest from multiple angles.

4.2. Design hierarchical course assessment objectives and diversified assessment directions

In order to realize the overall optimization of the course assessment of Introduction to Communication and improve the standardization and scientificity of talent training, teachers should design a diversified course assessment direction on the basis of setting hierarchical course assessment objectives. In this process, teachers can refer to AHP to design multi-level assessment objectives, and evaluate students' learning status from an objective level. Hierarchical assessment method is a combination of qualitative and quantitative analysis. Through in-depth analysis of the nature, influencing factors and internal relations of complex problems, human subjective judgments are expressed quantitatively and scientifically processed to simplify complex problems. For example, in the teaching of "the role of communication", teachers can set assessment objectives at the macro level of "communication relationship", "communication behavior", "communication contract", and refine the assessment and evaluation indicators corresponding to each assessment objective according to the knowledge points contained in different units. In this way, the design of hierarchical curriculum assessment objectives can be achieved.

On this basis, it should be clear that the outcome assessment method has limited effect on the evaluation of students' learning, and a single assessment result is difficult to meet the comprehensive evaluation needs of students. Therefore, in the assessment design of Introduction to Communication, we should pay attention to the setting of formative assessment methods, increase the proportion of formative assessment in the total score of students' individual assessment, and set up diversified assessment directions. On this basis, by means of experimental reports, special reports, research reports, homework and other methods, the students are evaluated dynamically and procedurally, and the practical operation skills, judgment, analysis and expression abilities of students are investigated from multiple perspectives.

In addition, teachers can arrange some unscheduled class tests or mid-term exams, so that students can timely know their mastery of the knowledge and skills, and increase students' input in daily learning. On this basis, through the analysis of students' homework and exam results, we can understand the learning status of students in each unit, and provide further guidance and help for the improvement of course teaching content and methods.

4.3. Add daily assessment and feedback of course teaching

On the basis of the above design content, teachers should add the daily assessment and feedback link of course teaching, timely feedback the daily assessment results of students according to the teaching progress of "Introduction to Communication", and grasp the problems of students in the learning process through comprehensive analysis of the daily assessment of students, so that students can better improve their own learning methods. At the same time, students are required to regularly

feedback the course assessment results of different stages to teachers. Teachers can find out students' learning problems and their own teaching deficiencies in time through the evaluation and teaching research of the learning results of the previous stage and the learning results of the current stage, so as to improve the teaching method of the course Introduction to Communication and improve the teaching quality. In this process, teachers can use the thesis, homework summary after class, project design, etc. as the carrier of the course evaluation of Introduction to Communication, so as to achieve the effect of promoting learning through examination.

The course assessment of Introduction to Communication is an educational means rather than an educational purpose. In this process, it should be made clear that the course assessment reform of Introduction to Communication is a systematic project. If it is only reformed in one aspect, it will inevitably become a mere formality and cannot reach the reform goal [5]. Only by starting from the daily aspects and carrying on the all-round reform of curriculum assessment, can we really play the role of assessment in teaching, so as to better serve teaching.

5. Conclusion

The course of Introduction to Communication is characterized by complicated sources, complicated knowledge points, boring, rigid, and strong theoretical nature. It is one of the compulsory courses for students majoring in new media and news communication in the university. In the in-depth study of the education market in China, it is found that colleges and universities usually set the teaching of this course at the lower grade stage, that is, the course Introduction to Communication Science mainly undertakes the responsibility of leading students to learn and stimulating students' interest in learning. Therefore, teachers need to pay attention to the interesting and special teaching of this course, take effective measures, carry out education scientifically and reasonably, and consolidate the students' learning foundation. In order to implement this work, in this study, taking a university as an example and taking the new liberal arts as the background, this paper carried out a detailed study on the assessment reform of the course Introduction to Communication by broadening the scope and content of the course assessment, designing the hierarchical course assessment objectives and diversified assessment directions, and adding the daily assessment and feedback links of the course teaching. Although the results proposed this time are practical based on the theoretical level, in order to standardize the learning process of students' professional courses in a real sense, we need to refine the arguments and arguments of the concepts proposed in this paper in the follow-up work, so as to play a higher value of our new media and journalism professionals in the market.

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