

Thinking about the transformation of classroom mode - exploration and reflection of new media oriented curriculum

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Abstract: The progress of science and technology and the development of industrial revolution lead the change of society, the practical application of big data, cloud computing, artificial intelligence and other technologies, as well as the concept of digital learning and lifelong learning reshape the current new form of education, higher education is facing the ever-changing environment, the acquisition of all kinds of knowledge and information, the relationship between teaching and learning is changing. Under the above background, new media courses in colleges and universities need to use new technologies, new models and new means to carry out teaching activities, make full use of project-based teaching, mixed teaching mode, flipped classroom and other forms, increase the vitality of classroom teaching, actively explore the cooperative and innovative teaching mode, constantly improve the competitiveness of college education, and give full play to its own role in cultivating compound talents.

Key words: classroom mode; New media course; Pathways

New media course is a course category based on the integration of various digital technologies, including new media marketing, online media and other courses, but also has a variety of information dissemination channels. Based on the characteristics of network information communication, first of all, comprehensiveness and penetration, the development of information technology promotes the teaching classroom to break the limitation of time and space, and realize the real-time dissemination of information on a global scale.

1. Teaching status of new media courses

As a practical subject, the new media course still has some obstacles in teaching

factors. First, the textbook update speed is slow, the relevant content is relatively old. With the emergence of the latest intelligent media, data media, cloud media and other types in the industry, the textbooks have not been updated in time, although it is difficult for students to fully understand the current development trend and status quo of the new media industry in the textbooks. Second, the traditional teaching model needs to be improved. The knowledge taught by teachers can be traced in the Internet, and the knowledge is difficult to understand and not closely related to real life, so it is difficult for students to enhance their interest in learning and complete their studies seriously.

2. The change of teaching mode of new media courses

2.1 Clarify the classroom teaching objectives according to the teaching content

The definition of learning output is the first step in the formulation of teaching plans. It is the blueprint structure of the expected effect. Only when the expected effect of teaching is clearly determined, can the appropriate course content be formulated backwards. After determining the curriculum output, we should design specific and effective curriculum objectives according to the specific requirements of the major and the characteristics of the discipline, divided into knowledge, ability, quality and other levels.

In order to get familiar with the demand for specialized personnel in the new media industry, I visited directors and personnel of many new media enterprises, sorted out the specific position information of staff in the above-mentioned new media enterprises, and concluded that the educational objectives of the new media technology application course can be divided into the following three levels: First, the basic knowledge level, that is, students are required to have a basic grasp of the meaning of new media through teaching. Be able to fully understand the content of new media information (text, pictures, audio and video, etc.) and the main process and elements of its operation and management, and be familiar with the basic laws and characteristics of enterprises' use of new media content and management of major platforms; The second is the level of ability. Through class, students are equipped with the basic ability to establish and manage we-media accounts (such as Weibo, wechat public accounts, short video accounts, etc.), with the basic ability to generate various types of new media content, and with the basic ability to analyze user characteristics, plan and promote new media activities. The third is the quality level, which hopes to inspire students' creative consciousness through class, perceive the changes in new media technology and the important impact on content innovation, and cultivate students' enterprising consciousness, which helps students to establish better communication skills and cultivate the spirit of cooperation in student groups.

2.2 Implement multiple measures to optimize the teaching model

Around the expected learning output, this course has set up four main modules, which are in turn new media communication, new media content and production, new media introduction and marketing, and new media copywriting. In order to let students better understand the skills of using new media, fully mobilize the enthusiasm and creativity of students, and efficiently complete the teaching objectives, the team adopted various educational technology means and methods.

1. Project driven mode

In the process of teaching implementation, the school uses various new media platforms to set up projects for the new media technologies that students must master, so that students can form a team and complete the project tasks together. For example, in the section of writing and arranging new media articles, students will be trained to write and edit new media articles by setting projects such as advertorial marketing and column serialization with the help of their wechat public accounts and XiaoHongshu platform. Through the adoption of project-driven education, students' main body ability will be fully mobilized, and the collaborative awareness of student groups will be gradually enhanced.

2. Blended teaching mode

The blended education mainly consists of three "combinations": first, online and offline integration. In the online part, students are mainly allowed to master various techniques of using new media by themselves, while teachers provide them with various high-quality teaching resources of online courses. On this basis, the offline courses are integrated, and the teachers provide relevant basic knowledge to solve their online self-learning problems. Meanwhile, the offline courses will allow students to demonstrate, share and comment on new media products. Second, the combination of in-class and out-of-class content. The in-class part includes the introduction of chapter core knowledge points, case analysis, work discussion, etc. At the same time, the extracurricular part will also be extended to the whole time and space, so that students can independently write new media works and pay attention to the dynamic information of the new media industry. Third, it will be combined with teacher and student activities. In order to achieve the best learning results, teachers and students need to coordinate with each other. In the mixed teaching links of subject and purpose, teachers should give timely guidance and support to students, and guide students to correct their learning attitude and take the initiative to seek advice, so as to achieve a "two-way journey" to the curriculum goals with teachers.

3. Imitation of real operation mode

This course also provides students with various simulated new media technology application platforms. The college also sets up three official wechat public platforms, including campus, professional and college, to transport students to conduct data writing and system construction on the official wechat and official video platforms of various campus departments, and conduct comprehensive professional skills training in new media through the campus media center, and guide students to build a we-media system and carry out the project in the practical training course. The teaching content of the project not only contains the knowledge points that students are familiar with and can master, but also includes the new technologies that can be applied and implemented. The practical operation course of the project designed by the school is precisely to improve the practical application ability of students and lay a solid foundation for their future work in the field of new media.

4. Career experience model

Application-oriented courses should avoid "talking on paper" and "divorced from reality", especially new media courses, the industry update and iteration speed, but also need to keep up with the pace of the industry, take students to feel the core of the career, and fully combine the course learning with the actual industry. This course creates opportunities for students to experience new media careers. New media industry experts are invited to the school. For example, this course has invited operation directors of new media companies, we media experts, and outstanding students engaged in new media work to enter the class to explain the most cutting-edge industrial development information to students, share real cases, and enhance students' career cognition. Including joining local financial media organizations, participating in new media promotion projects, etc., to have a deep understanding of the company's norms and characteristics through the way of students and audiences.

3. Reflection and summary of the course

Micro-reading and fragmented society will also change students' reading habits and learning mode. Therefore, it is very necessary for people to study how to use the new education forms of flipped learning such as micro-classes and MOOCs to teach the introduction course of the emerging media industry with similar contents.

First, the innovation ability of teachers themselves. In order to cultivate compound talents combining theory and practice, teachers should not only have innovative teaching ideas and consciousness, but also improve their own understanding and application of new media means. In the process of industry progress, teachers should also continue to accept and internalize the latest knowledge, and reasonably apply it to their own classroom links, and adhere to the principle of academia and industry not derailing.

Second, teachers must use a systematic and reasonable teaching model. The basis of flipped classroom is still the summary and application of knowledge points in the learning stage of class. After students have experienced a series of class Settings, such as practice in class, exploration in class, accumulation of experience after class, and social communication, they should also carry out more training of educational literacy. Third, it is necessary to combine diversified training forms. Through communication and interaction, classroom teaching display, new media activity planning and other ways to achieve the diversification of educational evaluation methods, online and offline combination, the diversification of assessment subjects.

Third, teachers' educational concepts need to keep pace with The Times. The educational concept will directly affect the educational process, it will directly affect the teacher's teaching behavior and practical results. As teachers in the direction of new media, they should establish correct and advanced educational concepts. In the course of teaching, they should control the individual differences, innovation

ability and practical advantages of each student from each link, and combine education with social practice, so that students can find their own professional positioning and improve their comprehensive quality.

4. Closing remarks

With the continuous development of social economy, enterprises have put forward more stringent requirements for the overall quality of college students, and the urgency and necessity of college education system reform has become more prominent. To cultivate human resources needed by social development and recognized by enterprises, colleges and universities should make full use of the important role of new media in teaching, carry out cooperative education of production, study and research, and cultivate students' interest and ability in independent and cooperative learning. At the same time, under the new teaching mode, teachers should broaden their teaching horizons, constantly accumulate and summarize teaching experience, and break the bottleneck of traditional teaching methods.

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