Research on the Design and Teaching Reform of Media Courses in Universities Driven by New Media Technology

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Abstract: In the context of the rapid development of information technology, new media technologies are continuously evolving, profoundly changing the ecosystem of the media industry. This has imposed entirely new requirements on the cultivation of media professionals in higher education institutions. Currently, higher education in media still exhibits significant lag in areas such as course content updates, teaching method innovations, and the construction of practical platforms, making it difficult to meet the industry's demand for versatile media talents. This study analyzes the challenges and opportunities brought to media education by new media technology, systematically examining reform approaches in higher education media programs from the perspectives of curriculum system reconstruction and innovative teaching models. It aims to provide theoretical references and practical guidance for improving the quality of media talent cultivation.

Keywords: New media technology; curriculum design; teaching reform

Introduction

In today's context where the wave of digitalization is sweeping across the globe,new media technologies such as big data,artificial intelligence,and virtual reality are profoundly reshaping the media landscape and presenting entirely new challenges for talent cultivation in universities.Traditional media education has shown signs of lagging in aspects such as curriculum design,teaching methods,and practical platforms,making it difficult to meet the urgent needs of industry development.Exploring curriculum design and teaching reform paths driven by new media technologies,and building a talent cultivation model that keeps pace with the times,has become a key issue in promoting innovative development in media education,with significant theoretical value and practical significance.

1.The Current Situation of Media Education in Universities under the Background of New Media Technology

Currently,higher education in media faces significant issues in responding to the development of new media technologies,including outdated curricula,disconnected teaching content,and weak practical platforms.In terms of course design,many institutions still follow the curriculum structure from the traditional media era,overly emphasizing basic theoretical courses such as the history of journalism and communication theories,while responding slowly to the application of cutting-edge technologies such as big data analysis,artificial intelligence,and virtual reality in the media field.This has led to a serious disconnect between course content and industry practice.In terms of teaching methods,most classrooms still follow a teacher-centered approach focused on theoretical instruction,lacking innovative methods such as project-driven learning and case discussions,making it difficult to stimulate students'initiative and creativity.Practical training faces challenges such as outdated equipment and backward platforms,and the current laboratory conditions struggle to meet the new practical requirements of social media operations,data visualization,and immersive content production,limiting students'hands-on skills and creative thinking.The teaching evaluation system still emphasizes theoretical knowledge assessment while neglecting comprehensive evaluation of students'technical application abilities,project execution skills,and teamwork capabilities.This single-dimensional evaluation method does not align with the requirements for cultivating versatile talents in the era of new media.

2.Design of Media Curriculum System Reconstruction Oriented Towards Technology Integration

2.1 Building a Modular Course Cluster for the Deep Integration of'Technology,Content,and Ethics'

When restructuring the curriculum system,the primary task is to break down the barriers between traditional disciplines and to build a modular curriculum system based on the concept of'technology as application,content as the core,and ethics as the soul.'This system should involve three core modules that support each other.The Technology Literacy module aims to cultivate students'technical application abilities by offering cutting-edge courses such as'Python Data Analysis and Visualization,''AIGC Principles and Media Applications,'and'Virtual Reality Content Creation,'enabling students to master essential technical tools and underlying logic.The Professional Innovation module focuses on upgrading traditional media majors by integrating new technologies into courses like'Data Journalism and Visual Storytelling,''Cross-Media Integrated Marketing Communication,'and'Intelligent Media Planning and Operations,'promoting innovative applications of technology in content production.The Value Guidance module concentrates on technology ethics and social responsibility,offering courses such as'Communication Ethics in the Digital Age,''Artificial Intelligence and Social Governance,'and'New Media Laws and Regulations,'guiding students to reflect on social ethical issues brought by technological development,such as algorithmic bias,information bubbles,and privacy security,while fostering their sense of social responsibility and critical thinking as media professionals.These three modules are not simply parallel but are interpenetrating and organically integrated into a whole.Through project-based teaching and case studies,students achieve the coordinated development of technical skills,professional competence,and value judgment in the process of solving practical problems,building a comprehensive knowledge structure that meets the demands of the new media era.

2.2 Establish a Mechanism for Dynamically Updated and Project-Driven Course Content

To ensure that course content is both advanced and practical,it is necessary to establish an agile mechanism for updating course content and a project-based approach to teaching.Universities need to actively collaborate with leading industry companies in 产学研(industry-university-research)cooperation,leveraging methods such as jointly building laboratories,co-developing courses,and inviting industry experts.This will introduce the latest industry cases,technical standards,and project requirements into teaching practice,fully implementing project-based learning that uses real industry projects as a medium,allowing students to comprehensively apply their knowledge and skills throughout the project process.For example,in a"New Media Operations"course,students could be required to work in teams to independently complete a full-process operation plan for a brand,covering market analysis,content planning,platform management,and performance evaluation.This project-centered course organization can effectively bridge the gap between theory and practice,enhancing students'professional competence.

3.Reform Path of Media Teaching Model Based on Technology Enablement

3.1 Creating a Smart and Interactive Hybrid Teaching Environment

Innovation in teaching models requires fully leveraging new media technologies to create a smart teaching environment that deeply integrates online and offline learning,achieving a shift from a'teacher-centered'to a'student-centered'teaching paradigm.In terms of offline teaching,emphasis should be placed on building smart classrooms and virtual simulation laboratories equipped with advanced facilities such as intelligent interactive screens,multi-screen collaboration systems,VR/AR devices,providing strong hardware support for students to engage in immersive content creation,cross-screen collaboration,and real-time interaction.For online teaching,it is necessary to rely on online teaching platforms such as MOOCs and SPOCs to systematically construct a diverse teaching resource library that includes micro-lesson videos,virtual simulation projects,and digital case databases.The foundational knowledge teaching phase should be moved online in advance,thereby freeing valuable offline classroom time for deeper case discussions,project collaboration,and personalized guidance.New interactive tools such as real-time bullet comments,cloud Q&A,and online voting should be actively introduced to effectively

stimulate students'participation and create a highly interactive learning atmosphere.Cloud collaboration platforms can also be used to support students in cross-time and space team projects,helping them adapt in advance to remote collaboration methods in the digital age.This deeply integrated hybrid teaching model expands the dimensions of teaching in terms of time and space,fully respects and adapts to the learning habits and cognitive characteristics of digital-native students,and can enhance students'learning engagement and teaching effectiveness.

3.2 Implementing a Learning Process and Outcome Evaluation System Based on Big Data

Reforms in teaching evaluation need to break away from traditional single-assessment methods and build a comprehensive evaluation system leveraging big data technology.Using digital tools such as teaching management platforms and project collaboration tools,student performance data throughout the course can be fully recorded,covering multidimensional indicators such as online learning progress,project participation,and team contributions.Teachers can then evaluate students'learning outcomes comprehensively based on these process data and the final project results.Diverse methods of presenting achievements should also be encouraged,such as managing social media accounts,producing data journalism works,or developing interactive content,to thoroughly assess students'technical application skills,innovative thinking,and practical abilities.This type of evaluation,which focuses on both the process and abilities,can more accurately reflect students'overall qualities and provide a scientific basis for improving teaching.

4.Conclusion

The continuous development of new media technologies has presented a whole new set of challenges for higher education in media,while also offering key opportunities for reform and innovation.Currently,university media education faces issues such as outdated curriculum content,monotonous teaching methods,and weak practical platforms.To address these challenges,reforms should be systematically promoted on the levels of curriculum systems and teaching models,including building a technology-integrated curriculum,establishing dynamically updated content mechanisms,creating smart teaching environments,and innovating teaching evaluation methods.These measures can effectively enhance the quality of media talent cultivation and provide strong personnel support for industry development.In the future,universities should continue to deepen cooperation with the industry,constantly explore innovative ways for technology to empower education,and promote the high-quality development of media education.

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