

Application of Mixed Teaching Mode in Journalism and Communication Teaching

Bikun Qin^{1,2}, Gengming Liu^{1,2}

¹Lyceum of the Philippines University, The Philippines

²Hetao College, Inner Mongolia, China

Abstract

Under the background of China's comprehensive entry into the new normalization of education, earth shaking changes have taken place in the mode of production and dissemination of information, which not only promotes the comprehensive reform of the mode of educational information flow, but also derives a large number of advanced teaching ideas and diversified teaching modes on this basis, which provides many possibilities for the effective realization of the goal of modern education reform. Taking journalism and communication as an example, this paper makes a detailed analysis of the effective application ways of the mixed teaching mode in the teaching of Journalism and communication, and gives full play to the role of the mixed teaching mode from different levels, so as to lay a solid foundation for further improving the teaching level of Journalism and communication.

Keywords

Hybrid; Teaching Mode; Journalism and Communication; Professional Teaching; Application Approach.

1. Introduction

Under the background of the continuous improvement of China's social modernization development level and the comprehensive enhancement of scientific and technological strength, the university education mode has changed comprehensively. The use of online and offline mixed teaching mode can not only completely break the time and space constraints in traditional teaching, but also make students have a stronger exploration interest in the teaching content of Journalism and communication. With its diversified advantages, the online and offline mixed education model has become a new bright spot in the education and teaching reform of colleges and universities. It has played an irreplaceable role in comprehensively optimizing the teaching process, improving the teaching organization form, innovating the classroom structure system and expanding the classroom teaching space. After China's society officially entered the all media era, the shortcomings of the traditional teaching mode of Journalism and communication are becoming more and more obvious, which can not fully meet the demands of modern society for the training of journalism professionals. Therefore, colleges and universities should start with the mixed teaching mode, carry out in-depth reform of the classroom of Journalism and communication specialty, ensure the high integration of media talent training and information technology, and promote the development of Journalism and communication specialty teaching in an open and dynamic direction [1-2].

2. Preparation before Class

2.1. Accurately Control the Duration of Autonomous Learning Materials

In the process of preparing students' self-regulated learning materials before class, teachers majoring in journalism and communication in Colleges and universities must accurately control the length of self-regulated learning materials due to the limited classroom teaching time, and the best time should be controlled at 5-10 minutes. This is because in the context of the all media era, mobile reading and fragmented reading have become the main ways for college students majoring in journalism and communication to obtain relevant knowledge and information. Attention has gradually become a scarce resource, and students' attention to something is usually maintained for 5-10 minutes. In view of this, in the process of making autonomous learning videos, teachers should try their best to ensure that the video content is consistent with the longest concentration time of students' attention, so as to ensure that the effect of autonomous learning remains in the best state. At the same time, the autonomous learning materials prepared by teachers for students should be able to highlight the teaching theme of this course and conduct in-depth exploration on a single problem, so as to further strengthen the efficiency and accuracy of students' autonomous learning.[3-4]

2.2. Integrate the Problem Scenario Elements into the Pre Class Autonomous Learning Materials

In the process of preparing self-regulated learning materials for students before class, teachers should integrate the problem scene elements related to the knowledge content of this class as much as possible. When recording the video of self-regulated learning before class, teachers should skillfully integrate highly targeted and typical journalism and communication problems based on students' actual life and specific teaching contents, so as to deepen students' understanding and memory of relevant knowledge contents. When students encounter problems that cannot be solved, teachers can also guide students to expand the content of autonomous learning and solve relevant problems from different angles. If they still cannot be solved, relevant problems can be uploaded and fed back to teachers through the interactive module of class learning platform, QQ, wechat and other platforms. It can point out the direction for teachers and students to carry out interactive communication in the classroom, and further improve the effect of online and offline mixed teaching mode[5-6].

3. Double Line Teaching

3.1. Actively Carry out Operation Training

Teachers use multimedia equipment to play the self-study materials prepared in advance to students for viewing. After students watch the contents of relevant materials, they can complete the corresponding learning tasks targeted and targeted in combination with the specific tasks assigned by teachers. For example, in the process of organizing students to carry out the teaching of "news selection criteria", through self-study before class, students have been able to preliminarily master relevant theoretical knowledge. In order to test and strengthen students' self-study achievements, teachers can ask students to log in to the learning platform and make independent judgment and selection from a large number of communication manuscripts prepared by teachers in advance in combination with their own actual cognition. Teachers can also adjust the original training plan in combination with the actual situation, combine social hot spots, and deepen students' full understanding of the value of news. It can not only ensure the further improvement of students' judgment ability, but also ensure the high integration of Journalism and communication theory and practice[7-8].

3.2. Effectively Organize Topic Statements

Teachers can make full use of classroom teaching time, organize students to carry out "topic selection statement", so that students can deepen their understanding and memory of relevant knowledge content in the process of analysis and discussion, and further improve students' ability to spread and express news content. At present, some textbooks used by journalism and communication majors in universities mainly focus on the introduction of journalism, and the media research contents are biased towards traditional media. Although some new media are mentioned, the relevant contents are lacking in advanced nature. Therefore, teachers majoring in journalism and communication should combine the actual development needs of the news industry and provide students with a large number of hot classic extracurricular readings of papers with high modernization level and in a cutting-edge position. In addition, students should be organized to conduct in-depth exploration of relevant contents and regularly carry out reading sharing meetings, so that students can fully express their ideas, improve students' divergent thinking, promote the vertical extension of knowledge system, and ensure that students' vision of professional knowledge and professional ability are further expanded.

3.3. Create an after Class Practice Project

For the major of Journalism and communication in Colleges and universities, whether it is broadcasting and hosting, advertising design, new media and radio and television news, it has strong practicality. Only by carrying out specific practical projects can the goal of internalization and transfer of knowledge be realized smoothly. By carrying out online and offline mixed teaching mode and taking advantage of the diversified advantages of information technology, teachers can create more practical practical projects for students. Delicacy official account is a good example for teachers to create a practical project of "social media public creative operation skills" for students, encouraging students to set up their own WeChat public address, and accurately lock their own interests and interest in media activities such as life sentiment, food sharing, campus fun, examination training, and surrounding tourism. Teachers can take the lead in setting up "new media studio", divide the class students into different groups according to the students' interests and needs, require the students to submit the news manuscripts related to relevant fields regularly, and carry out timely communication, interaction and guidance communication online and offline.

4. Summary and Evaluation

4.1. Attach Great Importance to Classroom Evaluation and Interaction

For the major of Journalism and communication, it is a discipline with strict requirements for students' oral and written expression. Because students' logical thinking ability and word organization ability can be presented intuitively on paper, the traditional classroom evaluation method is essential in the link of teaching evaluation. For example, after the "mass communication effect theory teaching" is completed, teachers can design open test questions related to the new media environment for students, encourage students to conduct detailed analysis in combination with theoretical knowledge, and improve students' ability to flexibly use the theoretical knowledge of Journalism and communication while ensuring that the answers have obvious characteristics of the times. Teachers should fully integrate the students' classroom test results with their classroom performance, actively organize students to carry out classroom interaction and after class discussion, make a quantitative summary in combination with the degree and performance of students' participation in the discussion, and finally integrate the written test results to conduct a comprehensive investigation of students.

4.2. Actively Improve Online Feedback Channels

Under the background of modern media, teachers should make full use of the scientific communication concept and information technology to ensure that they can keep pace with the times and build a professional communication system. In the interactive link of hybrid teaching, we should completely break the constraints of traditional classroom at the time and space levels, extend the network platform to classroom teaching, and objectively evaluate the teaching in combination with students' feedback, so as to provide a strong basis for the adjustment of classroom teaching contents and methods. Teachers can effectively push forward the knowledge related to journalism and communication majors by pushing the effective use of WeChat official account and class WeChat group, and then ask students to read, comment and forward independently. On this basis, teachers should set up special interactive modules in the teaching platform and use online communication to help students solve problems and doubts in time. In this way, teachers and students can carry out multi-dimensional interaction and understand students' learning in real time.

4.3. Actively Encourage Students to Carry out Self-evaluation

When carrying out the interactive link of the mixed teaching mode, in order to further improve the interactive effect and teaching effect, teachers should make full use of the online voting function of the online teaching platform, and regularly organize students to evaluate the self-learning effect in groups. And select the excellent group in the mixed teaching mode, give rewards at the spiritual and material levels, and bring it into the scope of ordinary evaluation, so as to fully stimulate the enthusiasm of students. Teachers should also organize students to carry out self-assessment within the group, carry out online communication with other students or teachers on the social media platform, summarize their own gains, ideas and thoughts in the mixed teaching process, systematically summarize the existing deficiencies, and take corresponding and effective measures to fully make up for the deficiencies. In this way, it can create a good environment for the mixed teaching mode to continue to play its role.

5. Conclusion

By using the mixed teaching mode, we can change the training mode of Journalism and communication professionals in Colleges and universities towards diversification, and ensure the optimization and reorganization of classroom structure. Therefore, colleges and universities must completely change their traditional thinking mode, based on the characteristics of Journalism and communication specialty, and promote the role and value of hybrid teaching mode into classroom teaching. On this basis, ensure that the hybrid teaching mode breaks the constraints of the traditional unified teaching paradigm and standard paradigm, and establishes a hybrid classroom with high dynamic and personalized characteristics for students based on specific teaching objectives and teaching contents and students' actual cognitive needs and interest characteristics. In this process, teachers should not only attach great importance to the innovation of mixed teaching mode, but also invest more energy in the cultivation of students' comprehensive ability, so as to ensure that the adopted mixed teaching mode can be consistent with the actual situation of students and provide positive help for the continuous optimization and improvement of teaching practice.

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