DOI: 10.53469/jerp.2025.07(08).09

The Construction of Practical Teaching System for Broadcast Media Major in the Omni-Media Era

Zhiling Zhou

School of Literature and Journalism, Yibin University, Yibin, Sichuan, China

Abstract: ***For Broadcast Media programs in the Omni-media Era, the design of practical teaching systems requires alignment with media-technology convergence trends, necessitating scalable pedagogical frameworks that integrate cross-platform competencies. The Omni-media Era presents both new opportunities and challenges for Broadcast Media programs, where constructing a demand-responsive practical teaching system has become pivotal to cultivating competent media professionals. Strategic refinement of practical pedagogy—through content optimization, diversified platform development, faculty capacity building, and assessment system enhancement—enables cultivation of future-proof media professionals. Graduates equipped with four core competencies (cross-platform communication, data literacy, creative thinking, collaborative agility) will fulfill industry transformation needs, thus propelling disciplinary evolution in the converged media landscape.***

Keywords: Broadcast Media, Media Education, Practical System, Program Cluster.

1. Introduction

China's radio and television education started later than that of foreign countries but has developed rapidly. In recent years, with the advent of the era of mass higher education and the deepening of media marketization reform, radio and television education has shown a serious disconnection from social needs. How to combine its own school characteristics and positioning and effectively use practical teaching resources to cultivate radio and television news talents that meet social needs has become an urgent problem for local universities to solve. Although many universities that offer radio and television majors have made useful explorations in practical teaching, overall, due to the lack of communication between universities, the discussion on practical teaching is still relatively scattered, and a complete and mature practical teaching model has not yet been formed. In order to cultivate radio and television application-oriented talents who are "quick to get started and have strong stamina", local universities must combine their own advantages, connect with local employers "zero distance", continuously explore new practical teaching models, and combine the regional characteristics of the media industry to train students' business capabilities. Therefore, building an effective practical teaching system is of great significance to the professional growth of students majoring in radio and television.

2. Contents of the Practice System

As an applied university, we need to cultivate professional talents with innovative spirit and practical ability. In line with this, the goal of building a practical teaching system for the radio and television major is to cultivate radio and television communication talents who master media technology, are proficient in news business, and have innovative spirit. The construction of the practical teaching system for the radio and television major consists of four aspects: target system, content system, management system, and guarantee system.

Goal system: Under the general goal, a sub-goal system is formed and implemented in each course and teacher. In other words, each practical course and each practical activity must set corresponding teaching goals. Media convergence is a huge change in the media industry, and it is also a new opportunity and challenge for the development of radio and television education. Strengthening the construction of the practical teaching system of radio and television majors must adapt to the changes in the times and media environment, and timely adjust and innovate professional talent training goals based on the actual needs of society and the media industry for talents. It attaches importance to both theoretical teaching and practical teaching, and strives to build a multi-level practical teaching system for students, build a three-dimensional practical internship platform, and realize the marriage between academia and the "industry" to cultivate talents together.

Content system: As an important part of talent training, practical teaching covers all practical links of the major, with diverse forms and rich content. There are not only in-class experiments, but also supporting concentrated training on campus, off-campus internships, and quality development in the summer. The main contents are as follows: First, course experiments, including photography, videography, non-linear multimedia application, radio and television program production and other training. Second, concentrated practice, which is the highlight of the practical teaching link. Each semester, time is arranged for students to conduct special skills training after theoretical learning and after-class experiments. It mainly includes seven aspects: photography training, videography training, non-linear editing training, radio and television program production training, TV column and program creation training, TV feature film creation training, and graduation internship. Third, guide and intervene in the selection of students' graduation thesis (design) topics, so that students' graduation designs are derived from media reality and can serve the media. Fourth, expansion and innovation training, including media surveys and statistics, radio and television program works competitions, and encourage students to set up independent entrepreneurial projects.

Management system: including the management of teaching system, teaching plan, teaching process, base construction and teaching materials. The operation of the management

mechanism must establish the concept of cultivating all-media and compound talents, guide professional teaching and research offices to build progressive courses for practical ability training, construct a "step-by-step" practical teaching process, supplemented by a "workshop" style homework organization method, and achieve win-win cooperation between schools and enterprises, so as to cultivate students' practical ability in all aspects such as media literacy, traditional writing, and new media skills.

Guarantee system: First, increase capital investment, introduce advanced equipment, and build a modern media laboratory. Second, make full use of off-campus resources, based on the principle of mutual benefit with the internship base, under the guidance of the idea of resource sharing, joint development, and joint improvement, establish extensive contacts with off-campus media and build a student internship practice base. Third, strengthen the introduction and training, and build a high-quality practical teaching team. Fourth, in combination with the characteristics of this major, under possible conditions, develop targeted and guiding experimental training materials.

3. New Demands for Building a Practice System

3.1 Cross-media Communication Capabilities

In the era of omnimedia, information dissemination is no longer limited to a single media form, but a collaborative operation of multiple media. Professionals in radio and television need to have cross-media communication capabilities, and be able to skillfully use text, pictures, audio, video and other forms to collect, edit and disseminate information, and adapt to the characteristics and requirements of different media platforms. For example, they can produce high-quality news programs for TV stations, and at the same time, they can also reprocess related content to adapt it to the dissemination of new media platforms, such as producing short video news suitable for dissemination on social media.

3.2 Teamwork and Communication Skills

Omnimedia communication often involves the collaboration of multiple departments and professionals, such as reporters, editors, cameramen, post-production, technicians, etc. Radio and television professionals need to have good teamwork and communication skills, and be able to work effectively with people from different professional backgrounds to complete communication tasks together. In a large-scale omnimedia news reporting project, close cooperation is required between personnel in all links, from pre-planning to interviews and shooting, to post-editing, production and release. Each link is inseparable from the communication and collaboration between team members.

3.3 Data Analysis and Application Capabilities

Big data technology plays an important role in all-media communication. Radio and television professionals need to master data analysis skills, be able to collect, organize and analyze massive amounts of communication data, and use data to gain insights into audience needs and communication effects, providing a basis for program planning, content production and communication strategy formulation. For example, by analyzing the playback data of video platforms, we can understand the audience's viewing preferences and optimize program selection and production direction.

4. Practical Path: Optimizing the Layout of Professional Clusters

4.1 Clarify the Positioning and Goals of Professional Clusters

Match the development trend of the industry. Investigate industry needs and analyze the current trend of the radio and television industry's transformation towards "all-media, intelligent, and integrated", such as the demand for emerging positions such as short video production, integrated media operation, data journalism, and virtual anchors. Clarify the skill modules that professional clusters need to cover (such as content production, technology application, and operation management). Benchmark regional characteristics: Combine Yibin's local cultural industries (such as Lizhuang Film and Television Base, Media Park, and Yibin Cultural Tourism Integration Project) to formulate differentiated positioning. Construct an interdisciplinary system. The core major is anchored in radio and television studies, linking traditional majors such as journalism, communication, and radio and television editing and directing to form a basic section of "content creation and dissemination". The expansion of emerging majors can add cross-disciplinary majors such as network and new media, digital media technology, artificial intelligence and media applications, and build a composite system of "technology empowerment + content innovation" [1].

4.2 Optimize the Professional Cluster Resource Integration Mechanism

The faculty team is reorganized across disciplines. A teaching innovation team is formed to break down the barriers between departments and colleges, integrating teachers from the School of Literature and Art, the School of Art, and the School of Computer Science to form a three-way team of "theoretical mentor + technical mentor + industry mentor". For example, data journalism courses can be taught by communication teachers (theory), data analysts (technology), and media practitioners (case studies). At the same time, an industry mentor database is introduced, and cooperation with TV stations, Internet platforms (such as Yibin TV Station, Miwei Media), and film and television companies is established to establish an industry mentor resource pool, and regular workshops and project-based teaching are carried out. Shared practical teaching platforms. Construct a media convergence experimental center, integrate studios, non-linear editing rooms, virtual studios, and big data analysis laboratories, and create a "collection - editing - production - release - evaluation" full-process practice space to support multi-professional students to collaborate on projects (such as campus media convergence center operations). Build a school-enterprise cooperation base, and jointly build a "production, learning, research, and application" base with Yibin local radio and television stations and media groups to carry out customized talent training (such as targeted training

of county-level media convergence center reporters), and introduce real corporate projects (such as short video account operation and documentary filming) into the classroom.

4.3 Deepen the Integration of Industry and Education and Collaborative Education

Build a project-driven curriculum system. The modular curriculum design divides professional courses into "basic modules (such as an introduction to journalism) + project modules (such as integrated media practice) + expansion modules (such as cross-border communication training)", and each project module is connected to specific industry scenarios (such as provincial satellite TV variety show production, county-level integrated media platform content operation). Implement "studio system" teaching: With teachers or industry mentors as leaders, set up short video studios, documentary studios, and new media operation studios. Students gain practical experience by participating in real projects (such as producing promotional videos for local cultural and tourism bureaus). Promote the "industry-university-research-use" integrated project. Jointly apply for industry topics: Cooperate with the State Administration of Radio, Film and Television and local propaganda departments to participate in media integration-related research projects (such as "Research on the Communication Effect of County-level Integrated Media Center"), and guide students to participate in data collection and case analysis. Organize industry competitions and workshops: Host "College Student Integrated Media Innovation Competition" and "Short Video Creation Week" and other activities, invite industry experts to review, and excellent works can be published on cooperative media platforms to form a "teaching-practice-results transformation" closed loop.

4.4 Improve Quality Evaluation and Dynamic Adjustment Mechanism

Establish a diversified evaluation system. In addition to traditional examinations, the assessment of student capabilities includes project works (such as integrated media reporting plans, short video account data reports), industry practice assessments (such as internship unit scores), and professional qualification certifications (such as all-media operator certificates). Professional cluster effectiveness assessment, regular surveys of graduate employment rates, matching rates, industry satisfaction, and feedback from partner companies on talent skills, and adjustment of professional directions and curriculum settings every 2-3 years. Serve regional cultural communication needs. Connect with local cultural projects, organize students to participate in the filming of local intangible cultural heritage documentaries, rural revitalization integrated media publicity, and city image film production, and combine professional practice with regional development. Establish a regional media talent alliance, and jointly establish a "regional radio and television education alliance" with surrounding universities and media organizations to share faculty, equipment and project resources to form a cluster effect. The radio and television major needs to continuously strengthen the depth of school-enterprise cooperation and the breadth of industry-education integration, and create an industry-education consortium and industry-education integration community in Yibin. Focus on improving the matching degree in "integration", improving the integration degree in "connection", and improving the achievement degree in "cooperation" [2]. We will focus on selecting state-owned enterprises, local leading enterprises and Internet media companies, such as CATL, Wuliangye, Tencent, Huawei and other benchmark enterprises, as well as enterprises integrating industry and education as partners, jointly build courses and productive training bases, jointly develop talent training standards, high-quality course resources, and build high-end training bases integrating industry and education.

4.5 Policies and Safeguards

Strive for policy and financial support. Apply for national/provincial key professional clusters, and obtain funds through projects such as "New Liberal Arts Construction" and "Excellent Journalism and Communication Talent Training Program" for laboratory construction and teacher training. Cooperate with local governments to build, strive for support from the Propaganda Department, Culture and Tourism Bureau and other departments, incorporate professional clusters into the local cultural industry development plan, and obtain project subsidies and policy preferences. Establish a school-enterprise collaborative management mechanism. Establish a professional cluster construction committee composed of school leaders, industry experts, and corporate representatives to coordinate the formulation of talent training plans, construction of practice bases, project cooperation, and other matters to ensure that teaching is synchronized with industry needs.

5. Conclusion

The development of computer technologies such as cloud computing and intelligent algorithms has accelerated the process of media convergence. The radio and television major based on the discipline of journalism and communication must keep pace with the times, aim at the forefront of the development of the media industry, enrich the connotation of professional construction, adapt the talent training capacity to the needs of the social industry, and strive to explore an effective new path of industry-education integration. The industry-education integration strategy proposed by the state can not only effectively promote local undergraduate colleges to focus on local social development and develop in the direction of application-oriented education, but also strengthen the linkage between radio and television professional training and media enterprise practice, break the professional barriers of a single discipline, and students are familiar with the media characteristics of traditional media and new media, and are proficient in the editing, production, planning, post-synthesis and column packaging of various audio-visual programs, thereby cultivating high-quality media talents with innovative spirit and cross-border integration capabilities.

References

[1] Wang Huan. The cultivation path of integrated media talents from the perspective of multi-faceted

collaborative education of “government, school and enterprise” - taking Jilin Engineering Normal University as an example[J]. Media, 2021, (21): 88-90.

[2] Zeng Xiangmin, Xie Yi. Reform and innovation of radio and television majors and talent training in the context of “new liberal arts”[J]. Journal of Chinese Radio and Television, 2022, (09): 17-20.