

# Study on the Teaching Practice of New Media Applied to Journalism and Communication Courses

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**Abstract:** The arrival of new media and “micro-communication” era makes the journalism and communication majors face reform and innovation in media technology, media literacy and subject knowledge, etc. At the same time, the current students have stronger personalities, active thinking, and higher acceptance of new things. The traditional classroom teaching mode can't meet their needs for knowledge acquisition, and cannot satisfy their acquisition of knowledge. This study explores the status quo of applying new media to journalism and communication courses, teaching objectives, teaching content and teaching reform practice of network learning community based on new media, aiming at exploring the necessity and feasibility of new media in the teaching of journalism and communication courses.

**Keywords:** New Media, Journalism and Communication Courses, Teaching Practice.

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## 1. The Current Situation of New Media Teaching in Journalism and Communication Courses

With the popularization of social media and the widespread use of cell phones, ipads and other smart terminals, the traditional mode of news and information dissemination has changed dramatically. At the same time, In the era of “everyone's a journalist”, how to become the publisher of authoritative information and the guide of social public opinion is the basic quality of professional news practitioners should have, but also put forward a brand new requirement for the professionalism of news practitioners. Professional all-media editorial staff has become the trend of talent demand in the new media era.

In the world, the requirements of media convergence for journalism schools to cultivate all-media talents have been widely emphasized, and a number of journalism and communication colleges have begun the reform of professional settings and curriculum system in western countries. China's journalism and communication majors are also facing reforms and innovations in media technology, media literacy and subject knowledge. In the field of journalism and communication education and research, many scholars have proposed to reform and develop the current curriculum and teaching methods of journalism and communication, and proposed to strengthen the practical teaching training of journalism and communication courses, and combine theoretical teaching with multimedia technology and information technology. WuFei (2017) believes that “the entire conceptual framework, ideology and knowledge embodiment of news communication research need to be reconstructed; the future direction of news communication education and research should be adjusted accordingly”[1]. New media technology embedded in the cultural system is bound to promote educational innovation. Zhou Dayong, Wang Shaoqun (2024) and others pointed out that in the face of the challenge of intelligent media generativity and autonomy, journalism and communication education should emphasize the cultivation of “data”,

“algorithm”, “AI generation” and other In the face of the challenges of smart media generation and autonomy, journalism and communication education should emphasize the cultivation of technical skills such as “data”, “algorithm”, “AI generation”, etc. “Smart media” is not only a means of education, but also the content of education, and aiming at the technology has become the direction of the era of news and communication education[2]. The traditional classroom teaching mode can not meet the requirements of talents in the new media era. Many colleges and universities in China have also begun to try to carry out reforms in various fields, such as the cultivation of journalism and communication talents as well as curriculum and teaching.

The exploration of news communication education reform under the trend of media convergence has been carried out by various journalism colleges and universities in China, and is in the process of continuous deepening and improvement. For example, the School of Journalism of Renmin University of China has built an experimental center for journalism and communication, and combined the teaching of journalism and communication business courses with the construction of student media, forming a new education mode that integrates classroom teaching and business practice. The classroom teaching of journalism courses in domestic institutions has generally adopted multimedia classes, the use of the Internet, video, and increased case studies, etc., but in essence, it has not changed the basic way of “teachers speak, students listen”. How to establish a set of interactive and effective teaching activities with the help of modern media in the classroom teaching of journalism and communication courses, as well as how to measure the effect of new media-assisted classroom teaching, etc., are still hot research areas.

## 2. Teaching Objectives of New Media Application in Journalism and Communication Courses

Humanistic psychologists advocate that the goal of education and the result of learning is to make students become human beings with a high degree of adaptability and inherent freedom. Rogers, a representative scholar of

humanistic psychology, believes that the teacher's task is not to teach students to learn knowledge or how to learn, but to provide students with a variety of learning resources, provide an atmosphere that promotes learning, and let students decide for themselves how to learn[3]. The teaching of journalism and communication courses in combination with new media should focus on training students to learn to learn, reflecting the students' main position in education, helping students to use new media terminals such as cell phones and PCs to carry out independent learning and practical training, and using social media to set up teaching situations and guide students to participate in learning. When students understand that the content of learning is related to their own needs, the motivation to learn is most easily stimulated.

First of all, in the teaching process, combined with the characteristics of journalism and communication courses and course content, the teaching activities program is designed so that students learn to use the new media for interactive learning and increase practical training in order to effectively master the course content. The teaching activity program is designed around the classroom teaching objectives, including: guiding students to use new media terminals for extracurricular pre-study, extracurricular reading, extracurricular information collection, stimulating students' interest in learning, guiding students to self-absorption and induction, and ultimately, making the basic theories of the journalism and communication courses gain students' self-identification and improve their ability in the corresponding disciplines. For example, guiding students to participate in classroom learning, using hot events on the Internet to help students understand and analyze news theories; helping students to use social media to publish release and collect news according to the characteristics of Internet communication, and improving students' practical ability of news writing.

Secondly, reform the evaluation method of the courses in combination with new media. Change the evaluation method for courses and classes implementing teaching reform, focus on students' usual performance, and take students' preview of the course, the active degree of discussion of hot news events and the quality of case analysis as the assessment indexes of their usual grades.

Finally, the use of new media to assist in verifying the effectiveness of course teaching. For example, the use of social media to build a network to designate a community leader to supervise and manage, collect class learning, and write a report on the feedback situation. Questionnaire surveys can also be carried out from the cognitive attitude and learning ability of students to analyze the impact of new media-assisted journalism and communication course teaching on students.

### **3. Teaching Content of Journalism and Communication Courses**

#### **3.1. Microblogging, WeChat and Short Videos to Assist Classroom Teaching**

The use of microblogging, microblogging and short videos and other new media to assist teachers in classroom teaching is applied to pre-course preparation, classroom learning and post-course independent study:

Before class, teachers set up chapters for intensive study and ask students to pay attention to the learning tasks issued by teachers and use the Internet to collect information before

studying these chapters.

In the classroom, students are encouraged to use the Internet to collect information, analyze hotspots and emergencies in the light of relevant news communication theories, and help students understand the relationship between public opinion and news media. Mainly in groups, students are organized to discuss the pre-course assignments, and the results of group discussions are gathered into discussion reports to be reported in class and submitted.

In the application of knowledge, students develop news sensitivity and observation, and are encouraged to use social media to post news instantly and make comments of some value and significance.

After class, students are encouraged to expand their reading and knowledge, and are required to follow the official accounts of "People's Daily", "Sina Headline News", "Xinhua Net" and other famous self-media accounts, and frequently comment on them. Each student is required to follow official accounts such as "People's Daily", "Sina Headline News" and "Xinhua", as well as famous self-media accounts, and to comment on and retweet them frequently. More reading and accumulation of knowledge is the necessary foundation for journalists, which also helps students to broaden their knowledge and improve their news communication literacy.

#### **3.2. Establish an Online Learning Community to Assist the Teaching Process Monitoring and Effect Measurement**

New media such as Ding Talk or QQ are used to establish learning communities to assist teachers in monitoring the reform process and measuring the effect.

① Process monitoring includes group supervision and class supervision.

Group supervision: The group leader supervises and manages the group, collects and organizes group discussion reports, and the teacher conducts regular inspections of each group.

Class supervision: class leaders regularly supervise class learning based on specific feedback and feedback to teachers.

② Evaluate the practical effect of the teaching reform in the experimental class by designing a quantitative index questionnaire and collecting feedback data; conduct qualitative analysis and write an effect measurement report.

Questionnaire and interview methods were used to survey the students in the experimental class, and the sampling method was isometric sampling. The learning effect is measured from two aspects of students' cognitive attitude and learning ability.

Cognitive attitude questionnaire was designed to measure students' attitudes toward the reform from the aspects of learning mood, learning experience, and time management.

Design the learning ability questionnaire to measure students' learning ability from the aspects of learning style, thinking style, technology application and so on.

#### **3.3. Realize Multi-dimensional Interactive Teaching**

Make full use of the convenience of cell phones and terminal equipment as a tool for course teaching; use social media, which has a large amount of information and spreads rapidly and timely, as a learning tool to cultivate news literacy and enrich the horizons of communication students. It

includes the following four aspects:

**Theme-exploratory interaction:** centering on hot news events, students are encouraged to use the Internet to collect multiple news perspectives for discussion. Help students to think deeply and find the truth of the event.

**New Media Case Study Interaction:** Encourage students to pay attention to the new media communication methods and compare the similarities and differences between new media and traditional media by taking the new media communication mode as an example.

**Multi-dimensional Critical Thinking Interaction:** News information on social media is fragmented and massive, encouraging students to develop multi-dimensional critical thinking, to think independently, and to identify news content. They can generate and express their own opinions and rationally view the microblogging media.

**Generalized problem interaction:** Students are encouraged to collect information, think and discuss extensively about the news theories they have learned, so as to familiarize themselves with the classroom knowledge.

#### **4. Teaching Practice of New Media Application in Journalism and Communication Courses**

The author combines new media in the teaching of the course "Introduction to Journalism", encourages students to use the Internet and new media for classroom learning and extracurricular independent learning, and practiced in our school from September 2022 to June 2023, and conducted an empirical investigation on the effect of new media-assisted teaching. The survey methods of questionnaires and in-depth interviews were used to test the learning effect of students.

The author constructed course class online learning communities and divided the experimental class (62 students in total) into 9 online learning community groups. Teachers appointed community leaders to supervise and manage the learning communities. The pre-class pre-tests and out-of-class discussion questions assigned by the teacher were posted in the class e-learning community. Students' discussions and group discussion reports were organized and uploaded to the group space. The survey found that 93.8% of the students thought that new media-assisted teaching helped them pay attention to news hotspots and enhanced their interest in learning; 62.5% thought that new media-assisted teaching helped them learn the relevant theories better. Only 18.8% of the respondents often use new media to release news and carry out journalism practice, but this percentage is still too low.

In the participatory observation and interviews on the learning experience of community members, it was found that students are generally accustomed to using new media to obtain news information, using cell phones to brush microblogging, browsing WeChat public number information, watching short videos and so on. Using new media to assist learning is a more recognized way for college students. Including this learning process in the course assessment and monitoring, most students think it is innovative and necessary for journalism and communication majors. Student Q: "We have changed from passive acceptance of knowledge to active participation in learning, and we are all actively thinking, and have improved our creative ability." Student Z: "Social media has now become a platform for many news media and journalists to release information, and I think it is very

innovative for us to familiarize ourselves with it and use it to assist our studies from now on." Student X: "I follow many experts in the field of news and communication on Weibo, and their microblogs are the best knowledge-sharing platform. It helps me a lot in my professional learning."

Students generally accept the form of communication and discussion in online communities, believing that in reality we seldom have the opportunity to discuss the content of learning together, and that the virtual space provides a platform for interaction and communication. However, the biggest problem encountered in the implementation process is the lack of guides with rich professional knowledge and strong problem-solving ability in online communities, and the lack of corresponding responses and solutions to the problems found by the students in the discussion, and the result of the discussion. The result of the discussion is that everyone expresses his or her own opinion, and the groups do not form a more complete discussion report, which does not reflect the characteristics of group collaboration. In the interview on the question "What is your experience of e-learning communities as a form of supplementary learning?", the respondents mentioned the following. The most frequently mentioned words in the interviews were "sharing knowledge", "innovation", "emotional fulfillment", "interpersonal communication", etc. The most frequently mentioned words in the interviews were "sharing knowledge", "innovation", "emotional fulfillment" and "interpersonal communication". "and so on. If learners study alone on the Internet, they will often learn inefficiently or even become bored because there is no one to share their knowledge with. E-learning communities do not have geographical and temporal gaps and can provide a platform for sharing knowledge. As L said, "Sometimes I am too embarrassed to ask my teacher and classmates in person about the questions that arise in class, so I will speak up when I discuss them in the QQ group, and I can also look at the discussions of other classmates."

#### **5. Conclusion**

Through this survey we found that the form of new media application in teaching can play a role in stimulating learning interest, enhancing teamwork, improving communication and learning ability, etc., which can play a role in the learning of professional knowledge of journalism and communication. However, the practice mode and effect measurement of network learning community need to be further improved, and it is suggested that in the implementation of network learning community practice, we should focus on how to stimulate students' interest and guide students' participation, and establish and improve the monitoring system of the community to realize effective management. How teachers can quantitatively assess the effect of students' new media use needs further research.

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