

Research on the Construction of "Multi-dimensional Classroom" for Media Majors in Higher Education Institutions in the Greater Bay Area

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Abstract: With the arrival of the era of media integration, the education of media majors in colleges and universities is also improving with the development of the times. Accompanied by the rapid development of media integration, the current requirements for media talents are getting higher and higher, and media professional education must also try to reform the teaching curriculum under the condition of adapting to this development speed. The author proposes the creation of "multi-dimensional classroom", which is based on the teaching research of the "webcasting application" course in colleges and universities and the "human broadcasting" practical training course in an applied undergraduate college in Guangdong Province. The aim is to stimulate students' originality and practicality in the classroom, which is a kind of teaching mode attempt with market demand as the criterion and learning to use as the centre.

Keywords: Media Integration, University Education, Industry-teaching Integration.

1. Analysis of the Impact on the "Live Webcast Application" Course in Colleges and Universities in the Context of Melting Media

Under the support of network technology, traditional media such as radio, television, newspapers and magazines, and new media such as portals, mobile terminals, online games and other information production and broadcasting and transmission technologies are becoming more and more convergent, and a high degree of integration and integrated dissemination of information has accelerated the pace of fusion of the old and new media, and has pushed China's society into the era of media convergence gradually. Under the background of media integration, the media field is actively exploring the development path that the old and new media complement each other and promote each other, and the demand for applied, compound and innovative talents has reached an unprecedented level. As the main position of delivering high-quality and high-skilled media talents to the society, media majors in colleges and universities, the business ability mastered by students during their study is related to the future employment space and career development. For this reason, the teaching of media courses in colleges and universities needs to be oriented to the employment of students, based on the development of media convergence, through the teaching reform for the subsequent integration of students into society to do enough to prepare for, and enhance the quality of media professional training. The course "Application of Webcasting" aims to cultivate practical talents with the ability of webcasting, and is widely offered in higher vocational education institutions and undergraduate colleges and universities as a professional compulsory course.

2. Analysis of the Problems of the "Webcast Application" Course for College Students in The Context of Media Integration

In the teaching of the "network live operation" course, students are generally more interested in the network anchor live, but this interest does not have persistence. In the face of slightly tedious professional theoretical knowledge and heavy shooting editing and other tasks, students generally lose the original interest, at the same time, the network live broadcast is a practical work, a large number of theoretical professional knowledge requires students to have hands-on experience and live equipment with more proficient operating skills. Relying only on the theoretical knowledge taught in the classroom, it is difficult to obtain the best results, resulting in a large number of students after graduation, unable to meet the market demand for network live talent.

In view of this educational phenomenon, in recent years, various universities have carried out teaching reforms one after another, and have done various researches and explorations, and the classroom teaching mode has been transformed from the original "teaching-centred" to "integration of industry and education, collaborative education", and the advantages of the integration of industry and education have been actively utilized for the construction of new curriculum reforms in college and university professional education. The new curriculum reform of professional education is being constructed. Taking three classes of journalism majors of 2020 in an applied undergraduate college in Guangdong Province as an example, the college arranged the course of "Webcast Application" in the curriculum of the sixth semester, and a total of 85 students participated in the course.

Through the completion of the final work survey, I found that a small number of students basically do not have the ability to rely on their own to independently complete the creation of the final webcast operation of the whole process,

more than half of the students need to rely on students who can independently complete the creation of the students to complete the final work of the filming, and some of the students can be in accordance with the wishes of the individual independently for the production of the final work. In response to this phenomenon, the author's investigation found that the problems existed as shown in Fig:

Based on the above investigation, the author proposes the multidimensional teaching of the "Webcast Application" course in colleges and universities based on the integration of industry and education as a benchmark. The introduction of the theoretical latitude plus the practical latitude teaching mode in the "network live application" course, at the same time in the teaching of enterprise projects and competition projects involved in the curriculum, students in accordance with the enterprise projects and competition requirements for independent creation of supporting works, in the study of stimulating the personality and originality of the students to achieve the multi-dimensional teaching mode to achieve to enhance the students' photographic and video camera practical ability requirements, to create a professional curriculum with college and university characteristics of teaching new ideas. New teaching ideas with the characteristics of professional courses.

3. Innovative Strategies for Teaching Webcasting Under the Background of Media Integration

The background of the prevalence of media integration has accelerated the tide of change in the domestic industry-university-research integrated teaching. The "production, learning and research" is of great practical significance and far-reaching historical significance for giving full play to the strategic position of education, accelerating economic development and meeting challenges. In recent years, this teaching paradigm of "production, learning and research" has been constantly paid attention to by scholars of higher education in China. Adopt innovative enterprise production mode and build multi-party cooperation platform to form the coupling of upstream, midstream and downstream industry chain. Optimise the professional talent training programme from all sides, and promote the development of the industry-university-research-use synergy platform from a multi-dimensional perspective. It can be seen that the creation of "production, learning and research" teaching mode has become a major direction of the current curriculum reform. This is a very important reference for the "Webcast Application" course, which has strong practical and industry-university-research value. Under the modified mode, as the main body of the classroom, the students' learning process is more operative, and with the increasing sophistication of the current media technology, the teaching reform of industry-academia-research has also ushered in a vigorous development.

Through reviewing the literature research, we found that the domestic research on the teaching reform of the course "Webcast Application" has just started, and there is not much literature available for reference. An applied undergraduate college in Guangdong Province, "people and broadcasting" industry-teaching fusion training is tasting a kind of effective industry-academia-research teaching reform. It improves the convenience of course implementation, keeps students interested in learning, and strives to achieve student-centred

personalised teaching.

China since the implementation of the new curriculum reform in 1999, domestic scholars and educators have begun to grope their way onto a path of education that integrates industry and education for more than two decades, we need to go to the specific classroom to make efforts to achieve real curriculum change. In the specific "webcasting applications" course and supporting "people and democracy broadcasting" industry-teaching integration of practical training case study, the research of this project for the promotion of "production, teaching and research" integration of education reform, personalised teaching, improve the quality of teaching courses, will It is of practical significance to promote students' independent learning and creativity in learning to achieve the teaching goal of learning in learning.

Network live broadcast is a practical work, a lot of theoretical expertise more need to students with hands-on experience and live equipment with more proficient operating skills. Relying only on the theoretical knowledge taught in the classroom, it is difficult to obtain the best results, and thus most of the students can not adapt to the current live broadcast environment. Based on the "multi-dimensional classroom" higher vocational network live application and related courses of industry-teaching fusion teaching mode is through school-enterprise cooperation with the live head of the enterprise to carry out collaborative training, can be a boring network live theoretical knowledge into the interesting and real first-line network live practice, the students through the benchmark account, imitation of benchmark account short video shooting and live broadcasting and other ways. Students learn the basic theoretical knowledge of webcasting in practice by benchmarking against the account of the top streamer, imitating the short video shooting and live broadcasting, etc. By referring to and imitating the popular videos of the top streamer to gain in-depth knowledge of the basic theory of webcasting application and supporting courses, students can learn the theory in practice, "game", and use the knowledge to create in practice in the study of theory, thus improving students' practical knowledge of webcasting. This will improve students' practical skills in webcasting, cultivate teamwork ability, and improve students' ability to think and innovate. Finally, students can compare and analyse their own works with the original benchmark account videos or popular short videos, and look for deficiencies and problems, so as to promote students' in-depth study of professional theoretical knowledge and improve their professional practical ability.

4. Discussion on the Contradiction and Unity of "Production, Learning and Research" In the Professional Courses of Colleges and Universities

The combination of production, learning and research in the nature of the inevitable link, but they are three different social activities, each with its own goals, tasks, should follow their own operating law and the process of activities. The task of "production" is to create material wealth and improve economic efficiency. It follows the law of market economy, the pursuit of profit maximisation (benefit maximisation); "research" task is to innovate scientific and technological achievements (including new theories, new technologies, new products), following the law of creative thinking activities, the pursuit of knowledge of the world and the transformation of the world; "learning" task is to cultivate talents. The task

of "learning" is to cultivate talents, which follows the law of education, the pursuit is to maximise the quality of education. These three tasks are different, the laws it follows are different, and the purposes it achieves are also different, so the existence of contradictions is inevitable. Only by paying attention to the objective existence of contradictions can they be correctly solved or eliminated. The following illustrates this truth through the contradiction between teaching and production.

The contradiction between teaching task and production task. The main task of teaching is to train people, and the main task of production is to make products. Cultivating people and producing products are two different tasks. In the process of combining "production, learning and research", there is often a contradiction between teaching and training in schools and production in enterprises.

The contradiction between teaching process and production process. The teaching process advocates from shallow to deep, from simple to complex, from the known to the unknown, so as to help students gradually improve the level of knowledge; production process is often fixed, monotonous, with constant repetition in order to produce the same pattern of products. The gradualness of teaching and the repetitive nature of production puts the teaching process at odds with the production process. For example, when students go from school to the front line to participate in production practice, they may initially be highly interested and think that they can learn a lot of new knowledge and skills. After a period of time, if they are repeatedly engaged in the same operations, they will think that they cannot learn anything new, their interest will fade and they will become bored, thus contradicting the production process.

Conflict between course organisation and process organisation. Curriculum organisation is basically according to disciplines, whereas process organisation, is not organised according to a single discipline. A process often unites a variety of disciplines; a single discipline can often be applied to a variety of processes. Even process courses differ from the process organisation in the production process.

Talent knowledge and job skills of the contradiction. Students should have a certain breadth of knowledge, not fixed in a type of work. Talent training knowledge needs to be wide, thick, job skills are more demanding of specialisation and proficiency. Wide, thick and specialised, skilled between, there is a certain contradiction. Objective contradiction can not be ignored. If we treat University-Industry Research only in accordance with the needs of teaching tasks, teaching process and course organisation, it is difficult to sustain this kind of cooperation. In particular, some college students, to participate in factories, enterprises, production labour, school exams or during the winter and summer holidays, have to stop working, regardless of the production unit's production tasks, is bound to be unpopular with the production sector. So how to deal with it? Below, a few principled views.

5. Some Principles of Industry-university-Research Co-operation in Education

The following principles can be followed to solve the contradiction between industry, academia and research.

Principle of mutual benefit (win-win principle). In the combination of industry-university-research, it is very important to adhere to the principle of mutual benefit and win-win situation. It is difficult for cooperation that is only

beneficial to one party to be long-lasting, therefore, in cooperation, instead of only considering one's own interests, one should care about each other's interests, try to maximise each other's interests and minimise each other's difficulties or losses, and strive to achieve equality, voluntariness, reciprocity, sharing of benefits and sharing of risks.

Principle of co-ordination. In the process of co-operation, it is necessary to jointly find the best combination point. This is the unity of purpose, clear content, responsibilities and rights, all parties benefit. If it is true that they cannot benefit equally, one party should take the initiative to provide appropriate compensation to the other party. For example, the university proposed to technical innovation, development of new products, to help solve production problems to compensate for the industrial sector in the student training period of the losses suffered.

Educational principle. Regardless of the way, in off-campus or on-campus practical training base to participate in the production of labour, should adhere to not only through the production of practice so that the theory and practice of the combination of production knowledge and skills, but also improve the students' ideology and morality, in particular, professional ethics. It is more effective to carry out professional ethics education in the practical training base; the negative impact of poor production environment on students is also great. Therefore, when choosing a practical training base, in addition to whether its hardware conditions are advanced, it is more important to consider whether its environment and atmosphere are conducive to the cultivation of students' ideology and morality. Although this principle is put forward from the perspective of cultivating talents in colleges and universities, in the final analysis, it is conducive to production and scientific research.

Several principles of the combination of industry-university-research discussed above, they have a certain degree of abstraction, in the face of specific problems, but also need to use the corresponding practical experience and flexible and diverse methods to solve the actual problem, there are many applied undergraduate colleges and universities, higher vocational and technical colleges and universities in China have accumulated a wealth of effective experience; many industrial sectors, scientific research units, and from the cooperation to train the

Many industrial sectors and scientific research units have also benefited from the co-operation by cultivating applicable talents and improving production capacity and scientific research level. Finally, it should be noted that in the cooperation between universities and research institutes, all the parties involved should have the noble idea of developing the economy for the country and cultivating talents for the society; they should accumulate experience in the cooperation, adopt appropriate methods of cooperation, and gradually rub them together, so as to further improve the quality of undergraduate and higher vocational education and education through the cooperation between the universities and research institutes.

6. The Characteristics and Innovations Of "Multi-Dimensional Classroom" Construction for Media Majors in Colleges and Universities

Teaching in the "multi-dimensional classroom" is not only the teaching of theoretical knowledge and case studies, but

also the process of re-creation. "Multi-dimensional classroom" teaching construction is not only the traditional classroom theoretical knowledge learning but a multi-dimensional, industry-teaching integration of teaching and learning process of creation. Students first through the classroom teacher to explain the basics, and then teachers and business mentors under the guidance of students combined with the requirements of the enterprise project, "human democratic broadcasting" training requirements and the requirements of the major tournaments to the head of the standard head of the short video or live broadcasting to draw on the creation of the classroom, the business case of the enterprise business practices and competitions are cleverly combined, fully integrated into the creative thinking of the students, the students through the real business case practice and competition. Students' creative thinking, students through the real live platform channels to understand the requirements of network live broadcasting and specific skills, so as to achieve the teaching purpose of learning in practice.

"Multi-dimensional classroom" teaching is not only a combination of theory and practice, drawing on the successful experience of popular celebrities, but also a polished summary of attempts to go beyond the original. "Multi-dimensional classroom" teaching combined with "production, teaching and research" is to stimulate students' independent creativity and re-creation process, aiming to go beyond the original, into the students' personalised creative thinking. Students through the live studio practice subconsciously learn to live in the construction of "field, goods, people", live state and other skills, but also to enhance the ability of students to work in teams.

Multi-dimensional classroom" builds a model for other courses. The "multi-dimensional classroom" teaching method is designed to guide students into the learning mode of industry-teaching integration, so as to enter the state of independent learning, through the operability of the case imitation, reduce the cost of student learning, cultivate the

ability to learn on their own, enhance the classroom fun, stimulate students' creative thinking, and improve professional practice ability by participating in enterprise projects and competitions. professional practice ability.

To sum up, the research on the construction of "multi-dimensional classroom" for media majors in colleges and universities under the background of media integration can help institutions to achieve efficient teaching of the course of "Webcasting Application". Through industry-academia research and the creation of "multi-dimensional classroom", students are provided with rich teaching resources and at the same time broaden their knowledge so as to consolidate basic knowledge. At the same time, you can also use the media platform for students to evaluate each other, teachers and students, not only to bring teachers and students closer, so that the "webcasting applications" course can be carried out smoothly, but also to highlight the main body of student learning, which will help to exercise their professional business ability of webcasting.

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