

Empowering Vocational Education New Media Marketing Teaching Reform and Practical Exploration with AIGC

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Abstract: The AIGC has revolutionized traditional content production models and has had a disruptive impact on the new media industry, posing serious challenges to talent in new media marketing. Based on this current situation, this study identifies deficiencies in the teaching content, teaching methods, teaching staff, and teaching evaluation of new media marketing in vocational education, and proposes the following four suggestions for reforming vocational education in new media marketing through the empowerment of AIGC. Firstly, adjust talent cultivation programs to enable rapid iteration and upgrading of AIGC-enabled content. Secondly, empower teaching methods with AIGC to prompt and guide transformation. Thirdly, promote human-computer collaboration to enhance the cutting-edge technology of the teaching team through AIGC. Fourthly, incorporate AIGC into teaching evaluation criteria and enrich the teaching evaluation system.

Keywords: AIGC; New Media Marketing; Empowerment; Educational Reform.

1. Introduction

1.1. Impact of AIGC on the New Media Industry

Artificial Intelligence Generated Content (AIGC) is changing the way content is produced and is posing new challenges to the operational models and future development of the new media industry [1-2]. For example, according to the “2021 Annual Report of China’s News Industry,” the application of AIGC in news reporting has exceeded 30%, significantly improving the efficiency of news production. According to the “2022 Annual Report of China’s Film and Television Industry,” the application of AIGC in video production has exceeded 50%, greatly reducing the time and cost of video production. According to the “2022 Annual Report of China’s Intelligent Voice Industry Development,” the application of AIGC in voice assistants has exceeded 15%, significantly enhancing the intelligence and practicality of voice assistants. It can be predicted that AIGC will play an increasingly important role in the new media industry in the future, with its application expanding and deepening. Digital technologies such as Chatgpt will profoundly affect the development of the digital economy industry [3].

1.2. Impact of AIGC on New Media Talent

The rapid development of AIGC technology poses new challenges to the demand for new media talent and even leads to unemployment among traditional marketing professionals [4]. According to the “AIGC and Its Industry Chain Talent Demand Big Data Report 2023” by Liepin, from January to August 2023, the newly created AIGC positions increased by 139.76% compared to the previous year. From an industry perspective, the IT/Internet/Gaming industry has the highest proportion of newly created AIGC positions, accounting for 62.23%, and a considerable year-on-year growth rate of 305.36%. In addition, according to the “2023 Spring Live Streaming Industry Talent Report” released by Zhaopin, the demand for AIGC talent in live streaming positions has grown rapidly, with the number of recruitment positions increasing

by 36.4% compared to the previous year. These data indicate that with the rapid development of AIGC technology, the demand for AIGC technical talent is also increasing. The new media industry needs to continuously attract and cultivate talent with AIGC skills to meet the ever-changing market demands. At the same time, new media professionals need to continuously learn and improve their technical skills to adapt to the constantly changing market environment.

2. Insufficient Teaching of New Media Marketing in Higher Vocational Education

2.1. Segmentation of Teaching Content System and Outdated Updates

Currently, there is controversy surrounding the teaching content of new media marketing in higher vocational education, making it difficult to form a unified system. Specifically, the knowledge points are scattered and lack systematic and comprehensive coverage. The current textbooks on new media marketing in higher vocational education mainly follow two models. The first model starts from the concept of new media and its platform evolution, extending to the main operational strategies and explanations of various new media platforms. This model makes it difficult to find a unified approach to new media marketing, and students are easily lost in marketing and operations on various platforms. The second type of textbooks mainly introduce content marketing, platform operations, data analysis, and other aspects of new media at a macro level. Although each module is relatively neat, the specific operations appear to be broad and vague. Secondly, there is a clear separation and lack of integration and updates in the certification system for new media marketing positions. On the one hand, new media marketing is significantly different from traditional marketing. However, in the existing textbooks and courses on new media marketing in higher vocational education, only a simple introduction to the concept and basic principles of new media marketing is provided, lacking a deep understanding of its

characteristics, especially the effective integration of some cutting-edge technologies into the new media marketing curriculum, such as metaverse, virtual humans, artificial intelligence, etc. On the other hand, it is difficult to effectively connect the certification system with the content, which results in a wide variety of knowledge and practices. For example, the training for new media marketing positions in companies, the knowledge learned in courses, the competition models for new media marketing, and the practices for obtaining new media 1+X certificates are difficult to integrate, but cannot be abandoned, consuming a lot of time.

2.2. Lack of Guidance in Teaching Methods and Insufficient Learning Motivation

Overall, the current teaching methods for new media marketing still focus on the combination of theory and practice, but there are still the following shortcomings: Firstly, many higher vocational new media marketing teaching methods are relatively separated from theory. New media marketing is a highly practical discipline that requires the integration of theoretical knowledge and practical operation. Currently, although higher vocational schools have purchased relevant training systems and increased practical training in new media marketing, these training and practices still have a considerable distance from the real new media marketing in enterprises, and many of them are merely formalities. This makes it difficult for students to apply theoretical knowledge to practical work and effectively improve their practical skills and comprehensive abilities. Secondly, higher vocational teachers lack guidance on students' new media marketing thinking. Overemphasis on solving exercises, taking exams, and practical training, although it enhances students' hands-on abilities, it simplifies the teaching format, resulting in a lack of overall new media marketing thinking among students. Students' intrinsic motivation for learning is insufficient, and their interest in the new media marketing profession is diminishing. Thirdly, there is a lack of personalized training for students. New media marketing covers a wide range of fields, and each student has different learning needs and characteristics. However, in the current teaching of new media marketing in higher vocational education, there is often a lack of personalized training for students, without fully considering their individual differences and personalized needs, which makes it difficult to help students leverage their unique advantages and potential.

2.3. The Teacher Team Fights Individually, and the Frontier Technology Lags Behind

Teachers of vocational new media marketing also face various challenges and doubts. The following are common problems with the faculty team: Firstly, teachers lack diverse professional backgrounds and skills. New media marketing is an interdisciplinary field involving disciplines such as journalism, advertising, marketing, and computer science. Therefore, an ideal teacher team should possess diverse professional backgrounds and skills. However, in reality, many vocational new media marketing teachers not only lack necessary interdisciplinary knowledge and skills, but also often lack opportunities and time for improvement and learning, which may affect the quality and effectiveness of their teaching. Secondly, teachers generally lack practical experience. New media marketing is a highly practical field, but many vocational new media marketing teachers may lack practical experience, which makes it difficult for them to

teach with confidence and deliver courses effectively, allowing students to master practical skills in new media marketing. Thirdly, teachers have insufficient knowledge of the latest trends and technologies in new media marketing. New media marketing is a rapidly developing field with new theories and technologies constantly emerging. However, some vocational new media marketing teachers may fail to keep up with these latest trends and technologies, causing their teaching content to lag behind real-world developments. Fourthly, due to differences in interests, backgrounds, and strengths, vocational new media marketing teachers have significant differences in their own beliefs and teaching methods, leading to individual battles within the teacher team and making it difficult to integrate their strengths for precise research and teaching, thereby weakening the overall teaching level.

2.4. Limitations of Teaching Evaluation Impede the Development of Teachers and Students.

Teaching evaluation is not only for understanding students' learning situations but also, more importantly, to help teachers adjust teaching methods and improve teaching quality. However, in many current teaching evaluations of vocational new media marketing, there are often shortcomings in the evaluation of both teaching and students. Firstly, there are shortcomings in the student evaluation system. On the one hand, the evaluation methods of the student evaluation system for vocational new media marketing are too single. Currently, the evaluation methods of many vocational new media marketing courses are overly focused on students' exam scores, neglecting other aspects of ability assessment, such as students' practical skills and teamwork abilities. On the other hand, although some vocational colleges and universities have set up extensive evaluation systems for new media marketing, these evaluation systems cannot accurately assess students' actual level and are only relatively complete in form. Secondly, there is a lack of a scientific teacher evaluation system. Firstly, teacher evaluation systems that overly rely on or reference student evaluations often lead to teachers losing their enthusiasm for teaching. The teaching motivation of vocational new media marketing teachers often comes from their passion for the profession, and student evaluations often make teachers lose their enthusiasm. Secondly, there is a lack of supervision and leadership in evaluating teachers. Supervision evaluations often result in teachers' teaching methods becoming rigid, as teachers are burdened with managing classroom forms and have difficulty focusing on emerging theoretical learning.

3. AIGC Empowers the Reform Path of Vocational Education New Media Marketing Teaching

3.1. Adjusting Talent Cultivation Programs, AIGC Enables Rapid Iterative Upgrade of Content

AIGC can empower vocational education new media marketing teaching content in the following four aspects: First, AIGC empowers the legitimacy of educational content reform. In order to empower the upgrade of teaching content, AIGC needs to start with the education system and adjust talent cultivation programs and standards according to the laws and

general practices of vocational education. These two tasks need to rely on comprehensive talent cultivation research and then adjust teaching goals, content, and methods based on industry practices and the current demand for talent in enterprises. For example, by utilizing the AIGC industry chain, empowering the new media advertising planning platform, promoting the integration and development of the education chain and the industry chain [5]. Only by first adjusting the talent cultivation program can the teaching standards of vocational education new media marketing be established and the transformation of teaching content be organized and structured. Second, using AIGC for systematic content management, optimizing the disorder of job-course-competition certification system. First, the goal of vocational education new media marketing teaching should focus on job practice, with students oriented towards employment. Therefore, practical skills in enterprise practice should be the focus. Secondly, considering the long-term development of vocational education students, new media marketing courses may also include classic theories, case studies, etc., to enhance students' overall new media marketing literacy. Finally, competition certification should be a beneficial supplement to job courses, enhancing students' professional practice and literacy, as well as professional confidence. Third, AIGC empowers new media content marketing. For example, through AIGC empowering brand marketing practice [6]. On the one hand, personalized learning content and teaching plans can be automatically generated based on students' learning conditions and interests, better meeting their learning needs and improving their learning effectiveness. On the other hand, by simulating real new media marketing scenarios, students can engage in practical exercises to better master practical skills in new media marketing.

3.2. AIGC Empowers Teaching Methods towards Prompting and Guiding Transformation

Although the emergence of AIGC has led to a transformation in content production models and the emergence of numerous emerging professions relying on AI, it has also resulted in professional substitution. For example, well-known PR company BlueFocus has indefinitely suspended recruitment for positions related to copywriting, creative planning, etc. Can AIGC replace vocational education new media marketing teachers? The answer is no, but these tell teachers that they need to adjust their teaching methods. Adjustments can be made in the following aspects: First, from previous content output to future content prompting, promoting higher consciousness generative learning, thereby facilitating the transformation of the role of teachers [7]. Vocational education new media marketing teachers do not need to occupy too much classroom teaching time or expend too much energy on content. They only need to design good courses and guide student-AI interaction, without excessive emphasis on their own professionalism. Second, teachers need to position themselves as prompters in their profession, exploring how to provide better prompts and grasping the framework of large language models, and then putting them into practice in teaching. Given the current abundance of AIGC content production practices in new media marketing but limited relevant theories and materials, teachers need to continuously refine AIGC teaching cases and adjust them to their own teaching. Third, personalized and differentiated teaching methods should be emphasized. In

vocational education new media marketing teaching, AIGC can provide personalized teaching content and methods based on students' learning styles, interests, and career planning, helping students better grasp new media marketing knowledge and skills.

3.3. Human-Computer Collaboration: AIGC Enhances the Frontline Technology of Teacher Teams

AIGC can empower the reform of the vocational education teacher team in new media marketing, enhance teachers' professional skills and teaching level, assist them in better teaching, change their roles, and promote collaboration and communication among teachers. These reforms contribute to improving teaching quality and effectiveness, and cultivating more high-quality new media marketing talents. Firstly, it enhances teachers' professional skills and develops digital teaching resources [8]. AIGC can provide professional training and online learning resources for teachers, helping them quickly grasp new technologies and trends in the field of new media marketing, thereby improving their professional skills and teaching level. Secondly, it assists teachers in teaching. AIGC can provide intelligent teaching assistance tools to help teachers design and implement classroom teaching more effectively. For example, AIGC can help teachers quickly generate student portraits, tagging processes, user preference analysis, etc., to better guide student learning. Thirdly, it promotes professional innovation using AIGC. For example, selecting and setting professional directions, constructing a professional talent system, constructing a professional curriculum system, professional study, internship, and practical training system, setting up professional institutions, etc. [9]. Fourthly, it facilitates collaboration among teachers. AIGC can promote collaboration and communication among teachers. Through online collaboration platforms and social media tools, teachers can share teaching experiences, discuss teaching methods, and collaborate on lesson preparation, thereby improving the teaching level and effectiveness of the entire teacher team.

3.4. Incorporating AIGC into Teaching Evaluation Indicators to Enrich the Teaching Evaluation System

AIGC can empower the reform of vocational education teaching evaluation in new media marketing, helping to establish more scientific and comprehensive evaluation standards, innovate evaluation methods, achieve diversity in evaluation content, and establish effective feedback mechanisms. Firstly, the formulation of evaluation standards. AIGC can use data analysis and model construction to develop more scientific and comprehensive evaluation standards for vocational education in new media marketing. These evaluation standards can include various aspects such as students' knowledge mastery, skill levels, and comprehensive qualities, better reflecting students' real abilities and levels. Additionally, AIGC itself can be included in the evaluation index system of new media teaching, with teachers' use of AIGC and other cutting-edge technologies included in the evaluation system. Secondly, innovation in evaluation methods. AIGC can innovate evaluation methods in vocational education in new media marketing, using artificial intelligence technology and big data analysis to

achieve automated evaluation and intelligent assessment. For example, through AIGC technology, automatic assignment grading, automatic scoring, and generation of evaluation reports can be achieved, improving the efficiency and accuracy of evaluation. Thirdly, diversity in evaluation content. AIGC can help achieve diversity in evaluation content in vocational education in new media marketing, including not only traditional knowledge assessment but also practical operational abilities, teamwork abilities, innovation abilities, and other aspects of evaluation. This helps to better understand students' comprehensive abilities and qualities, thereby guiding their development more effectively. Fourthly, establishing a feedback mechanism. AIGC can establish an effective feedback mechanism, providing timely feedback on evaluation results to students and teachers, helping them understand their shortcomings and areas for improvement. At the same time, AIGC can also provide feedback and suggestions on teaching methods and content to teachers, helping them adjust teaching plans and improve teaching quality in a timely manner.

4. Conclusion

In the era of AIGC, the disruptive transformation of content production models poses serious challenges to the cultivation of talents in new media marketing in vocational education. In response to this concern, this study explores the reform of vocational education in new media marketing from the perspective of the challenges brought by AIGC in the industry and talent skills. It focuses on the difficulties and shortcomings encountered in teaching content, teaching methods, teacher teams, and teaching evaluation from multiple dimensions, and proposes an innovative path for AIGC to empower the reform of new media marketing teaching. Through the empowerment of AIGC, the quality of new media marketing teaching will be greatly improved.

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