

Research on Digital Teaching Innovation and Literacy Cultivation Paths of University Teaching in the Integrated Media Environment

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Abstract

The in-depth development of integrated media has pushed college teaching into a new stage of digital transformation. Traditional college teaching faces practical problems such as solidified teaching forms, low utilization rate of digital resources, and insufficient adaptation of teachers and students' digital literacy, which can hardly meet the educational needs of higher education in the new era. Taking the internal correlation between integrated media communication characteristics and college digital teaching as the entry point, this paper adopts the literature research method and current situation analysis method to sort out the development opportunities and practical dilemmas of college digital teaching in the integrated media environment. Based on educational technology theory, constructivist learning theory and media literacy theory, it explores the core logic of digital teaching innovation. From four dimensions including teaching mode innovation, digital resource construction, teacher and student literacy cultivation, and teaching evaluation optimization, this paper constructs a college digital teaching system adapted to the integrated media ecology, and proposes practical teaching innovation strategies and literacy cultivation paths. The research aims to solve the problems of formalized digital teaching and fragmented literacy cultivation in colleges and universities, help colleges and universities implement the requirements of new liberal arts construction, improve the quality of digital education, and provide theoretical reference and practical guidance for college integrated media teaching reform.

Keywords

Integrated Media; College Teaching; Digital Innovation; Media Literacy; Education Path.

1. Introduction

With the comprehensive penetration of integrated media technology in the field of higher education, the digital transformation of college teaching has become an inevitable trend of educational reform in the new era[1]. Integrated media breaks the boundary between traditional offline teaching and online teaching, realizes the integrated development of diverse teaching resources such as text, video, live broadcast and interactive platforms, and reshapes the ecological environment of college talent training[2]. Under the background of the new liberal arts construction and digital education strategy, colleges and universities are actively promoting the innovative reform of digital teaching, trying to replace the single indoctrination teaching mode with diversified and intelligent teaching forms.

Traditional college teaching modes have formed a relatively complete knowledge system in long-term teaching practice, but many adaptive problems have gradually emerged under the impact of the integrated media environment[3]. On the one hand, many colleges and universities have incomplete digital teaching infrastructure, insufficient integration of integrated media resources and teaching content, resulting in low utilization rate of digital

resources and formalized online teaching[4]. On the other hand, teachers' digital teaching innovation ability and students' media literacy level are uneven, lacking systematic cultivation mechanism, which makes it difficult to give full play to the educational value of integrated media technology[5].

Digital teaching innovation and literacy cultivation are core links in the high-quality development of higher education. Integrating integrated media technology into the whole process of college teaching and talent training can effectively break the limitations of traditional teaching, enrich teaching forms, optimize teaching interaction, and help students form good digital cognition, information discrimination and innovative application abilities[6]. Based on this, this study analyzes the current situation and dilemmas of college digital teaching under the integrated media environment, explores the theoretical basis of teaching innovation and literacy cultivation, and constructs a scientific and operable digital teaching innovation system and literacy cultivation path, so as to provide practical reference for college teaching reform and talent quality improvement in the digital era[7].

2. Connotation and Current Situation of College Digital Teaching under Integrated Media Environment

2.1. Core Connotation of Integrated Media Digital Teaching

Integrated media teaching is a new teaching form based on media integration technology, which takes "resource integration, interactive integration, online and offline integration" as the core, and realizes the innovative reconstruction of teaching links such as teaching content, teaching methods and teaching evaluation[8]. Different from simple online course teaching, integrated media digital teaching focuses on the organic integration of diversified media carriers and teaching, breaks the time and space limitations of traditional classroom teaching, builds an all-round and whole-process digital teaching scenario, and realizes the transformation from "knowledge indoctrination" to "ability cultivation" in college teaching.

In the integrated media environment, college digital teaching has three typical characteristics. First, resource diversification, integrating graphic materials, short videos, live courses, interactive databases and other resources to enrich teaching content. Second, teaching interaction, realizing real-time interaction between teachers and students through digital platforms to improve classroom participation. Third, personalized training, relying on big data technology to grasp students' learning situation and realize differentiated teaching and targeted literacy cultivation.

2.2. Current Development Status of College Digital Teaching

At present, driven by national digital education policies, most colleges and universities have completed the basic construction of digital teaching facilities, built online teaching platforms, and realized the digital coverage of basic teaching links. Many disciplines have carried out integrated media teaching attempts, integrating network hot cases, digital courseware and online interactive tasks into daily teaching, which has effectively enriched teaching forms and improved classroom teaching flexibility[8].

In terms of literacy cultivation, colleges and universities have gradually attached importance to students' digital literacy training, set up general education courses and special lectures to enable students to master basic digital tool operation and information retrieval capabilities. Meanwhile, most teachers have mastered basic digital teaching skills and can complete online course release, homework correction and classroom interaction.

2.3. Practical Dilemmas of Digital Teaching and Literacy Cultivation

Although college digital teaching has achieved initial results, there are still prominent problems in innovation depth and literacy cultivation effectiveness. First, insufficient teaching innovation. Some teachers adhere to traditional teaching thinking, simply superimpose digital resources on traditional classrooms, and the integration of integrated media technology and teaching is superficial, leading to formalized digital teaching.

Second, fragmented construction of digital teaching resources. Online teaching resources in colleges and universities are scattered without systematic sorting and adaptive optimization, and most resources are disconnected from curriculum objectives and talent training orientation, failing to form a sustainable teaching support system.

Third, imperfect literacy cultivation mechanism. Current digital literacy training mostly relies on general courses without professional and systematic content. Students are deficient in information screening, false information identification and digital innovation application abilities, and their comprehensive media literacy cannot adapt to the development of the digital era.

Fourth, backward teaching evaluation system. Most colleges and universities still take attendance and written test scores as core evaluation indicators, lacking process and ability-oriented evaluation for digital learning and literacy improvement, which restricts the innovation vitality of digital teaching.

3. Theoretical Basis of Digital Teaching Innovation and Literacy Cultivation

3.1. Constructivist Learning Theory

Constructivist learning theory emphasizes that learning is an active cognitive construction process of learners, rather than passive acceptance of knowledge indoctrination[9]. The integrated media digital teaching environment provides rich learning resources and interactive scenarios for students, guiding them to actively use digital tools to explore knowledge and construct knowledge systems. Based on constructivist theory, teachers can build situational, interactive and exploratory digital teaching scenarios to stimulate students' autonomous learning motivation and lay a foundation for the cultivation of students' innovative thinking and practical literacy.

3.2. Media Literacy Theory

Media literacy theory focuses on learners' ability to perceive, analyze, evaluate and create media information, including information discrimination, media ethics and digital creation capabilities[10]. In the integrated media environment, network information is complex and diverse. Guided by media literacy theory, targeted teaching and cultivation can help students establish correct media values, improve the ability to identify false information and resist bad information, and realize the comprehensive improvement of students' digital literacy.

3.3. Educational Technology Theory

Educational technology theory advocates optimizing teaching links and improving teaching efficiency through modern information technology. It emphasizes the organic combination of teaching objectives, teaching content and technical means, and realizes the innovative reconstruction of teaching modes according to students' cognitive laws. Guided by this theory, colleges and universities can rationally apply integrated media technology, optimize resource allocation and teaching design, solve the problems of single teaching form and insufficient targeted literacy cultivation, and realize the in-depth integration of digital technology and talent training.

4. Innovation Strategies and Literacy Cultivation Paths of College Digital Teaching

4.1. Innovate Digital Teaching Modes and Build Integrated Online and Offline Teaching System

Colleges and universities should break the limitations of traditional single classroom teaching and build an integrated online and offline blended teaching mode based on integrated media technology. Offline classrooms focus on knowledge explanation and key and difficult point analysis, and carry out situational and interactive teaching combined with typical integrated media cases. Online teaching relies on digital platforms to release pre-class preview resources, after-class expansion materials and interactive tasks, realizing the space-time extension of classroom teaching.

Meanwhile, universities should innovate personalized teaching modes. With the help of big data technology, teachers can record students' online learning duration, task completion and interactive feedback data, accurately identify learning differences, formulate differentiated learning and literacy cultivation plans for students, and realize teaching students in accordance with their aptitude.

4.2. Optimize Digital Resource Construction and Build Systematic Teaching Resource System

Aiming at the problem of fragmented digital resources, colleges and universities should integrate high-quality teaching resources and build a professional and systematic integrated media resource library. Universities should develop targeted micro-lessons, teaching videos and case databases matching curriculum content based on talent training objectives, and integrate high-quality open educational resources on the network to enrich resource diversity. A dynamic resource update mechanism should be established to eliminate outdated teaching content in a timely manner and integrate cutting-edge media technologies and industry development trends, so as to ensure the timeliness and professionalism of digital resources and provide continuous resource support for digital teaching innovation and students' literacy cultivation.

4.3. Build Multi-dimensional Cultivation System to Improve Students' Comprehensive Digital Literacy

Colleges and universities should construct a whole-process and multi-dimensional digital literacy cultivation system covering information literacy, moral literacy, innovative literacy and practical literacy. In terms of information literacy, special teaching modules should be added to teach students methods of network information screening, data analysis and false information identification, so as to improve their information discrimination ability in complex media environments.

In terms of moral literacy, media ethics and network literacy education should be integrated into daily teaching to guide students to abide by network norms, resist bad information and establish correct network values and professional literacy. In terms of innovative and practical literacy, digital practical projects should be carried out to guide students to use integrated media tools for content creation, case analysis and innovative practice, realizing the transformation from theoretical knowledge to practical ability.

4.4. Optimize Teaching Evaluation Mechanism to Guarantee Digital Teaching Quality

Colleges and universities should abandon the single result-oriented evaluation mode and build a diversified and whole-process digital teaching evaluation system. In terms of

evaluation subjects, integrate teacher evaluation, student self-evaluation and peer mutual evaluation, and introduce industry experts and educational scholars to participate in evaluation to ensure comprehensiveness and objectivity.

In terms of evaluation content, expand evaluation indicators from single academic performance to multi-dimensional indicators such as online learning participation, digital tool application ability, information discrimination literacy and innovative practical achievements. In terms of evaluation methods, strengthen process evaluation, record students' learning performance and literacy growth in real time through digital platforms, dynamically adjust teaching strategies and cultivation paths, and form a closed-loop teaching optimization mechanism.

5. Conclusion

The integrated media environment brings new opportunities and challenges to the digital reform of college teaching and the cultivation of students' comprehensive literacy. Traditional teaching modes and literacy cultivation mechanisms can no longer adapt to the development needs of digital higher education. Based on the integrated media background, this paper sorts out the current situation and practical dilemmas of college digital teaching and clarifies the theoretical support for teaching innovation and literacy cultivation.

The study finds that current college digital teaching has problems such as superficial innovation, fragmented resource construction, imperfect literacy cultivation system and backward evaluation mechanism. Therefore, it is necessary to innovate the integrated online and offline teaching mode, build a systematic digital resource system, construct a multi-dimensional literacy cultivation mechanism, and optimize the whole-process teaching evaluation system, so as to realize the in-depth integration of integrated media technology and college teaching.

The research results can effectively make up for the shortcomings of college digital teaching reform, improve the quality of college talent training, and provide theoretical and practical reference for college integrated media digital teaching innovation and literacy cultivation. In the future, with the continuous iteration and upgrading of integrated media technology, college digital teaching system needs continuous optimization and improvement to adapt to the diverse needs of higher education digital development and talent training in the new era.

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