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## Research on Enhancement Pathways for Media Teaching Team Competencies in the Context of “Smart Broadcasting” (Postprint)

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### Abstract

Promoting the enhancement of media teaching team competencies plays an important role in improving the educational quality of media schools and fulfilling the fundamental task of fostering virtue through education. This paper analyzes the current overall status of media teaching team competencies and proposes pathways and countermeasures for their enhancement in the context of “Smart Broadcasting and Television” .

### Full Text

## Research on the Path to Enhancing the Competency of Media Teaching Teams in the Context of “Smart Broadcasting”

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**Abstract:** Promoting the competency enhancement of media teaching teams plays a vital role in improving the quality of media education and fulfilling the fundamental task of fostering virtue through education. This paper analyzes the overall current state of media teaching team competencies and proposes pathways and countermeasures for enhancing these competencies in the context of “smart broadcasting.”

**Keywords:** media teaching; teaching team; teaching model; competency enhancement

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China’s media industry is currently advancing rapidly toward “smart” development. Media professionals in the new era must not only master fundamental media knowledge but also possess diverse specialized knowledge and innovative capabilities. As educators in the media field, we must develop a deeper understanding and awareness of smart broadcasting and its demands for new-era talent, continuously improving our moral, knowledge, professional, and psychological competencies to identify focal points and entry points for our work, thereby fostering a professional and high-quality talent pool to promote the high-quality development of the broadcasting industry.

However, practical experience reveals numerous problems in current media teaching team construction. For instance, most media institution teaching teams focus primarily on completing teaching tasks, with their roles in social service and ideological-political education remaining underdeveloped. Team competency development remains centered on the “teaching position” without effective tiered training programs. In research, teaching-research activities often aim merely at applying for educational reform projects or publishing papers, lacking vertical comparative activities such as participating in various competitions.

This paper attempts to discuss how to enhance media teaching team competencies from the perspectives of ideological-political education in courses, teaching models, informatization, and internationalization, based on an analysis of the fundamental connotations of smart broadcasting.

## 1. Building a Comprehensive Framework for “Ideological-Political Education in Courses”

Media education in the context of “smart broadcasting” must fulfill the fundamental task of fostering virtue through education. This requires recognizing the importance of integrating ideological-political education into media teaching, developing professional philosophies within teaching teams, comprehensively incorporating ideological-political education into talent cultivation programs and specialized courses, constructing pathways for integrating ideological-political education into all types of courses, and comprehensively advancing “three-all education” (all-personnel, all-process, all-round). This also represents a specific requirement proposed in the “Vocational Education Quality Improvement and Excellence Plan (2020-2023)” issued by nine ministries in 2020 [1]. In terms

of approaches, schools and teachers can build this comprehensive framework through the following main aspects.

First, update educational perspectives and recognize the importance of constructing ideological-political education in media teaching. As society continuously develops and the era changes, particularly in terms of international situations, competition and rivalry between nations have become increasingly evident and intense, presenting China with a grave situation. Domestically, China's rapid economic development has continuously changed the educational environment, posing severe challenges for media institutions. Media schools and teachers must update their educational concepts, permeate ideological-political education awareness throughout the entire media teaching process, strive to identify knowledge points in courses that can integrate with ideological-political education, and conduct ideological-political education through these integration points. Teachers should fully leverage student autonomy and encourage their active participation in the teaching process.

Second, innovate teaching methods to serve as an effective bridge. As times change, media teaching must reflect contemporary characteristics, particularly in updating ideological-political education content and methods. As stated in the 19th Party Congress regarding "upholding the socialist core value system," cultivating and practicing socialist core values requires "never forgetting our roots, absorbing foreign achievements, and facing the future," thereby better constructing Chinese spirit, values, and strength. This clearly indicates the direction for ideological-political education in the new era, which media teaching teams must grasp and implement throughout their teaching processes. While imparting media knowledge, they should actively identify integration points for ideological-political education and adopt methods that students enjoy, thereby effectively bridging ideological-political education with media knowledge.

For example, some schools have used the "News Lecture Hall" format to bring vivid stories from the sudden COVID-19 outbreak in early 2020 and outstanding news works into the classroom, reaching every student and creating a warm ideological-political education experience. Bringing the spirit of pandemic response onto campus not only demonstrates the media industry and schools' patriotism and sense of responsibility but also helps teachers continuously strengthen value guidance in their professional teaching, enabling students to truly learn and apply media knowledge.

## 2. Innovating the Curriculum Teaching Models of Media Teaching Teams

Under the smart broadcasting context, talent cultivation demands have shifted from single-skilled technical personnel to compound innovative and creative talents [2]. Only by establishing a new talent perspective suited to the new situation of smart broadcasting, innovating talent cultivation methods, and drawing on successful domestic and international industry experiences can media teach-

ing teams resolve technical barriers and talent shortages in smart broadcasting construction and development, ultimately achieving the goals of smart broadcasting.

### **2.1 Exploring Diverse Teaching Methods to Promote Professional Growth**

“Smart broadcasting” has raised new requirements for media teaching in the new era, requiring students to possess multifaceted capabilities [3]. While traditional media professionals only needed editing and photography skills, the rapid popularization of video now demands that students in the modern media convergence era also master video editing, camera operation, and other capabilities. Therefore, media teaching must break away from traditional models and continuously explore methods such as project-based teaching and scenario-based teaching, enabling students to acquire fundamental media knowledge through effective pathways.

For instance, workplace simulation practical teaching involves teachers constructing a corporate-like work environment in the classroom based on course objectives, student status, and enterprise employment standards. This not only allows students to apply learned knowledge to practical work but also helps them understand talent standards required by enterprises in the smart broadcasting context and identify their own shortcomings to address in subsequent learning. Throughout this process, teachers can also clarify teaching objectives and methods under the smart broadcasting context.

It is important to note that after each phase of exploring new teaching methods, teachers must reflect on their experiences, summarize gains and losses, identify deficiencies, document their excellent educational practices, and elevate them theoretically. For example, when implementing project-based teaching, teachers should categorize and summarize which aspects of media courses are suitable for this approach, identify its advantages and characteristics, promptly discover shortcomings or problems, and propose improvement recommendations. Only through continuous reflection can media teachers’ professionalization levels be effectively enhanced.

### **2.2 Actively Participating in Media Training to Enhance Capabilities**

Research shows that the vast majority of media teachers frequently or occasionally feel inadequate. However, in current media institutions, although teaching teams have aspirations for further study and training, opportunities remain scarce. Training content tends to focus on educational theory, information technology, and disciplinary developments, with relatively monotonous training methods. Despite limited training opportunities, teachers generally express willingness to accept new educational experiences, acquire new knowledge and skills, and engage in peer exchanges.

Although some media institutions have established relevant teacher training

systems and regulations, organizing teachers to practice in media enterprises or participate in industry training programs during their teaching, these efforts often suffer from inadequate or incomplete top-level design. This results in a lack of monitoring and evaluation in the training process, rendering many training activities formalistic and failing to achieve expected outcomes in enhancing teachers' theoretical knowledge or inspiring teaching methods. Therefore, to promote teaching team growth, schools must first establish resource guarantees for teacher professional development. For teacher professional training, schools should demonstrate leadership commitment and implement strong measures, providing full human and material support for teacher training and learning while expanding training scope to ensure every teacher has opportunities to improve their teaching and educational skills. Second, schools should establish normalized mechanisms for teacher learning and training, promoting professional capability enhancement through regular training and open classes. Most importantly, schools must strengthen inspection and supervision of various training activities to ensure implementation and fully leverage training's role in improving teachers' language expression, educational, teaching, and organizational management abilities.

### **2.3 Promoting Research through Learning and Competition**

Teaching-research capability is a key component of teacher professionalism. In conducting research, media teachers should analyze teaching phenomena and problems from micro perspectives based on educational science theories, explore and propose effective solutions to practical teaching problems, and apply these measures to solve real issues. This teaching-research process facilitates rapid enhancement of teachers' professional capabilities. When facing temporarily unsolvable problems, teachers can engage in further discussion through learning or collaborative cooperation with other teachers, effectively categorizing issues to present them as micro-research topics. They can then develop solutions and research plans, conducting effective research on these micro-topics through practical attempts, questionnaires, theoretical literature review, reflective refinement, and data analysis, thereby solving practical teaching problems while enhancing their research capabilities.

Additionally, competition can promote research. Organizing competitions within media teaching teams can stimulate active thinking, enhance professional competencies through problem-posing and problem-solving processes, and foster a school-wide teaching-research atmosphere. Specific methods include unannounced classroom observations by school leaders, excellent lesson competitions, reporting lessons, open lessons, same-lesson-different-structure activities, courseware evaluations, lesson plan competitions, and novice teacher competitions. For example, in various excellent lesson competitions, teachers closely align with teaching objectives, integrate key curriculum points with social hotspots, and progressively develop lessons around textbook content. This not only provides references for other teachers in creating relaxed and

active classrooms but also inspires participating teachers through observing others' teaching processes, offering effective practical pathways for cultivating media teaching teams' professional skills and practical abilities.

### **3. Enhancing the Informatization and Internationalization Competencies of Media Teaching Teams**

In the current era of artificial intelligence and the Internet, the development of mobile Internet, AI, and every future technology is driving or will drive transformation in the media industry [3]. Teaching through informatization represents a major trend, requiring media school teaching teams to actively utilize modern information technology to reform talent cultivation methods, fully employing diverse media in the information age to meet varied learning needs of media students. Particularly with the advent of the 5G era, media teaching teams should actively promote the formation of new educational forms such as 5G, "Internet Plus," and "Intelligence Plus" to facilitate media teaching transformation and innovation. Simultaneously, they should enhance teachers' internationalization competencies through platforms like the "Chinese Bridge" program [4].

#### **3.1 Enhancing Informatization Competencies**

We have now entered the information age, with modern electronic information equipment transforming teachers' teaching methods. In 2018, China's Ministry of Education released the "Education Informatization 2.0 Action Plan," and the 19th Party Congress proposed new requirements for educational modernization and informatization. Overall, through cycles of understanding, exploration, re-understanding, and re-exploration, educational informatization has gradually formed a development path with Chinese characteristics. The most critical issue in achieving educational informatization is realizing human informatization, which in the education field primarily manifests as teachers' informatization competencies. The COVID-19 pandemic in early 2020 further highlighted the importance of enhancing Chinese teachers' informatization competencies. For the media industry, which stands at the forefront of the era, improving teachers' informatization competencies is particularly crucial. Therefore, media schools must help teachers enhance their informatization competencies through various channels, as only when teachers' competencies improve can students' capabilities develop accordingly [5]. In this process, teachers must adopt proactive attitudes toward enhancing their informatization competencies to provide themselves with better education and offer students fairer education. For example, while the classroom remains a crucial teaching venue, an increasing number of media school students are failing to pay genuine attention in class. For a long time, media teaching teams have employed knowledge-infusion methods, with some teachers simply reading from textbooks and others converting courseware into multimedia formats that merely replicate textbook content, leaving students uninterested in media classes.

To improve classroom teaching effectiveness, media teaching teams must innovate their methods and explore diversified teaching models, particularly information-based teaching models [6]. To achieve dual enhancement of teachers' and students' informatization competencies, media schools must also prioritize building school teaching resource platforms, equipping them with digital educational resources, and supporting equipment procurement for specialized delivery classrooms, master teacher classrooms, and prestigious school network classrooms, as well as school network facilities. It is important to note that schools should not measure their informatization level solely by "how much money was invested, how many devices were installed, or how many networks were connected." Instead, they should focus on the effectiveness of these investments in improving media school education quality, promoting educational equity, and addressing key, hot, and difficult issues.

### 3.2 “Bringing In” and “Going Out” to Enhance Teachers’ Internationalization Competencies

As society continuously develops, China’s situation has undergone tremendous changes, particularly in international affairs where competition and rivalry between nations have become increasingly evident and intense, presenting China with a grave situation. Media teaching teams should continuously contemplate how to enhance their internationalization competencies, achieving subtle and profound influence that allows students to experience the awe-inspiring power of the Chinese nation within the ocean of media knowledge [7].

First is “bringing in.” The Chinese Bridge is a bridge of language and communication [6]. While enabling overseas participants to appreciate the charm of the Chinese language and the profoundness of Chinese culture, our own capabilities are also enhanced. By integrating high-quality educational resources from both within and outside the school, teachers can exchange through the “Chinese Bridge,” which not only promotes outstanding traditional culture but also helps teachers themselves and their students understand our national culture and build cultural confidence.

Second is “going out.” Schools should actively build international teaching-research platforms, allowing teachers to participate in international conferences and seminars to enhance their competencies through intellectual exchange and collision of ideas. This provides teachers with academic platforms for disciplinary exchange while advancing research on competency enhancement for media teaching teams in the smart broadcasting context. Additionally, schools can conduct academic exchanges with media schools or institutions in Germany, the United States, Australia, Malaysia, Thailand, South Korea, and other countries through collaborative curriculum development, faculty-student exchanges, and cultural cooperation, continuously enhancing teachers’ internationalization competencies [8]. Furthermore, schools can organize teacher teams to visit foreign media institutions for academic study, conducting field investigations into foreign media schools’ talent cultivation methods, disciplinary construction, credit

systems, and industry-academia-research models, continuously exploring and absorbing cutting-edge theories and practices to lay foundations for future innovation and improvement of media curriculum systems. For example, by organizing media teacher teams to visit foreign VR laboratories and practical training bases and inviting professionals to train teachers, schools can propose ideas for innovatively empowering media courses using technology and equipment based on media teaching characteristics, stimulating domestic media teachers' creative enthusiasm for diversified courseware formats [9].

It is important to note that with global integration, various foreign ideologies—both positive and negative—have flooded into China. Some are detrimental to national stability and social harmony, such as hedonism, money worship, and individualism, all of which are incompatible with socialist core values. These pose significant disadvantages to the physical and mental development of media school teaching teams, substantially affecting their attitudes and perspectives on learning and life. The 19th Party Congress proposed upholding the “socialist core value system” and cultivating socialist core values by “never forgetting our roots, absorbing foreign achievements, and facing the future,” thereby better consolidating Chinese values and strength [10]. Therefore, under new circumstances, we should vigorously promote socialist core values and persist in patriotic ideological-political education, enabling media teaching teams to genuinely love their country, care about national development, and establish correct values.

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*Note: Figure translations are in progress. See original paper for figures.*

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