Rethinking Digital Media Education in the Internet Plus Era: Postprint

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Abstract

Currently, Chinese society has entered a stage of informatization development. The continuous progress of the Internet industry has also placed higher demands on the development of teaching activities for digital media majors in China. At present, many enterprises are actively relying on the Internet to carry out innovation and transformation for their own development. However, from an overall perspective, there are currently certain limitations in both the quantity and quality of digital media professionals in China. There exists an extremely close correlation between the Internet and the digital media major; once the cultivation of digital media professionals is ineffective, it will directly impact the development and progress of the Internet. Therefore, under the background of "Internet Plus" , it is essential to fully introduce new teaching concepts, actively explore novel teaching models, and enable the optimization of digital media teaching quality and the enhancement of efficiency. This article conducts research, analysis, and elaboration on the reforms and advantages of digital media teaching under the "Internet Plus" background, and proposes some personal insights and propositions for the development of digital media teaching in vocational colleges in China. It is hoped that through the implementation of these measures, a more favorable environment and atmosphere can be created for the high-quality and high-efficiency development of digital media teaching.

Full Text

Preamble

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New Perspectives on Digital Media Education in the "Internet Plus" Era

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Abstract: Chinese society has entered a stage of informatization development, and the continuous advancement of the Internet industry has placed greater demands on the development of digital media education. Currently, many enterprises are actively leveraging the Internet to drive innovation and transformation. However, overall, both the quantity and quality of digital media professionals in China exhibit certain limitations. Given the close relationship between the Internet and digital media disciplines, inadequate talent cultivation in digital media directly impacts Internet development and progress. Therefore, against the backdrop of "Internet Plus,"it is essential to introduce new teaching concepts and explore innovative teaching models to optimize digital media education quality and enhance efficiency. This paper investigates, analyzes, and elaborates on the transformations and advantages of digital media teaching within the "Internet Plus" context, offering personal insights and recommendations for digital media education in Chinese vocational colleges. The aim is to create a more favorable environment for the high-quality and efficient development of digital media education through the implementation of these measures.

Keywords: Informatization; "Internet Plus" ; Digital Media Major; Teaching Development Strategies

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1. Research Necessity Analysis

Compared to popular disciplines such as mechanical engineering or accounting, digital media has emerged as a sunrise field. Digital media as a major was formed against the backdrop of rapid Internet and information technology development. The discipline possesses strong practical characteristics that align closely with China' s current information technology development needs and the demands of the big data era. Consequently, both vocational colleges and universities must emphasize the cultivation of talented individuals, enhancing students' theoretical capabilities and practical innovation skills. By increasing both the quantity and quality of professionals in this field, institutions can contribute more effectively to enterprises and society while advancing China' s overall informatization level. However, analysis of current digital media teaching in some Chinese vocational colleges reveals persistent issues, including insufficiently innovative teaching concepts and inflexible teaching methods. These factors collectively constrain improvements in teaching quality and effectiveness. Against this background, this paper first elaborates on the macro-context of "Internet Plus" and analyzes the new opportunities and prospects it presents for digital media education. Subsequently, leveraging the supportive role of the "Internet

Plus" environment, the paper proposes personal insights and recommendations for achieving high-quality and efficient development in digital media teaching [1].

2. New Opportunities for Digital Media Teaching in the "Internet Plus" Context

Under the rapid development of information technology, digital media education has encountered new developmental opportunities. This highly comprehensive and standardized discipline must continuously optimize and evolve within the "Internet Plus" framework. Specifically, this environment creates numerous opportunities for the future development of digital media education.

On one hand, "Internet Plus" technological development has further enriched and extended the teaching content of digital media. Although digital media students must study a rich array of specialized courses, each course is typically supported only by a thin textbook with limited knowledge coverage. However, the rapid development of big data and Internet technologies enables teachers to bring more online resources into the classroom, allowing students to access broader content and deeper insights. In this sense, "Internet Plus" provides abundant materials for optimizing digital media teaching [2].

On the other hand, the optimization and development of "Internet Plus" technologies offer new opportunities for innovating digital media teaching activities. Teaching models such as MOOCs and flipped classrooms represent new pedagogical approaches based on information technology, which many vocational college digital media teachers are actively exploring and implementing. Naturally, "Internet Plus" development also places greater pressure and challenges on digital media faculty, but through continuous exploration and learning, the overall quality of the teaching workforce continues to improve, thereby providing stronger intellectual support and talent backing for the optimized development of digital media education.

3. Development Strategies for Digital Media Teaching in the "Internet Plus" Context

3.1 Emphasizing Methodological Innovation

In traditional digital media teaching at vocational colleges, instructors often employed narrative explanation, hands-on operation, chart displays, blackboard demonstrations, and combined lecture-practice methods to address key and difficult points in classroom objectives. However, certain abstract content in textbooks remained difficult for students to comprehend. The introduction and application of multimedia in the classroom precisely compensated for this deficiency. Under multimedia guidance, originally abstract digital media content becomes relatively more accessible. With the development of network information and big data, online resources are vast, rich, and highly detailed. Teachers'

explanations may not always align with students' psychological expectations, but presenting vocational digital media content through animated videos can significantly enhance teaching 趣味性 while using video explanations as supplementary support to better achieve teaching objectives. For example, before instruction begins, teachers can assign "preview" homework to students. This advance "warm-up" allows students to gain early exposure and identify content they do not understand. By collecting students' preview feedback, teachers can arrange dynamic videos targeting these key difficulties. Through the combination of teacher explanation and video presentation, content delivery becomes more detailed and conducive to student comprehension [3].

In the context of rapid Internet and big data development, numerous vast resources can be utilized for digital media teaching. Integrating resources from new media with textbook materials can accelerate the achievement of teaching objectives. Many vocational digital media teachers face a common challenge: textbooks contain limited resources, resulting in overly superficial and insufficiently innovative instruction of fundamental theoretical knowledge. This reality creates ample conditions for new media integration. Searching, discovering, and creating new resources from the vast ocean of online materials to make digital media teaching content more relevant to students' lives represents an effective means of demonstrating multimedia value.

3.2 Highlighting the Value of Self-Directed Learning

In digital media teaching activities, students are undoubtedly the central subjects of the classroom, and as their professional skills continuously improve, they will likely become the mainstays of enterprises and the market. Therefore, teaching must emphasize the value of self-directed learning, further developing students' abilities to independently analyze and explore problems. If students always learn under teacher guidance, their self-learning capabilities will remain weak, potentially making them ill-adapted to workplace models after graduation and causing them to lose confidence in their future career development. Conversely, if digital media teachers emphasize autonomous learning in daily theoretical instruction and provide more opportunities for communication and exploration, students will master more effective learning and working methods, which will benefit their future job adaptation. To highlight self-directed learning value, efforts should focus on two main dimensions [4].

First, digital media teachers can actively implement cooperative group learning during theoretical knowledge instruction. This approach is familiar to many educators. It involves scientifically pairing high-achieving students with those who need more support to leverage peer assistance. Digital media encompasses many current political and social hot topics. Through group cooperative learning, students can engage in autonomous exchange and discussion, expressing their insights on technical, political, and literacy domains. During group activities, students can identify strengths and advantages in their peers while recognizing their own problems and deficiencies, thereby making the exemplary

role of outstanding students more pronounced.

Second, evaluation mechanisms can be appropriately introduced throughout digital media teaching activities. Through mutual evaluation among students, evaluation between students and teachers, and systematic information collection and organization, teachers can better identify common problems in students' theoretical learning and develop concentrated improvement plans to further optimize teaching quality and efficiency.

3.3 Optimizing Teaching Processes

Like other disciplines, digital media education must emphasize teaching process optimization to achieve quality improvement, which places higher demands on teachers. In designing and arranging teaching content, instructors must not only closely follow textbook guidance but also attend to students' fundamental needs, acceptance capabilities, and interests, adhering to a student-oriented approach. This model constructs more optimized digital media teaching processes, making classroom implementation more coherent and professional while creating an effective means of fostering a positive learning atmosphere [5].

Based on years of experience in digital media teaching, the author proposes several perspectives. There exists an extremely close relationship between optimizing digital media teaching processes and introducing practical teaching methods. In the "Internet Plus" context, digital media teaching methods continue to develop toward greater diversification and flexibility. However, among numerous teaching methods, the core issue for teachers is selecting approaches that align with students' age characteristics and acceptance capabilities. Generally, in the development of practical teaching for digital media students, individual studios and team studios can be established. Both types of studio development require support from Internet resources, particularly individual studios, which often explore and analyze current hot digital media technologies in society. Consequently, they must utilize Internet resources to collect new research findings and conclusions from domestic and international scholars, supporting their learning effectiveness through comprehensive study.

3.4 Emphasizing the Role of Teachers

Against the backdrop of deepening educational system reform, the identities of teachers and students in digital media classrooms can be appropriately interchanged. Teachers should become true guides for students, creating better opportunities for students to exercise their subjectivity. However, regardless of role transformation, teachers' guiding value remains irreplaceable. Therefore, in the "Internet Plus" context, emphasizing teachers' advantageous roles to genuinely guide students' learning development and progress is essential. Teachers can conduct comprehensive market research, expanding and extending teaching content according to Internet market demands and the basic development direction of the digital media industry. After clearly understanding employer needs,

introducing more critical content into the digital media classroom through this two-way communication and feedback mechanism can further enhance teaching relevance. Naturally, much of this resource acquisition depends on the Internet. Meanwhile, as China' s Internet enterprises continue to grow and strengthen, digital media students'employment fields have become broader, and employment opportunities have further increased. Thus, in the "Internet Plus" environment, teachers must not only understand employer needs but also comprehensively grasp students' interests, preferences, and fundamental demands. Integrating theory and practice in teaching processes to enhance the systematic, standardized, and scientific nature of digital media education represents a key measure for fully demonstrating teachers' roles [6].

The analysis above clearly demonstrates that "Internet Plus" development has become an inevitable trend in China, making significant contributions to both enterprise development and construction. As frontier development trends in digital media continue to update and improve, the professional knowledge architecture becomes more stable and standardized. In teaching activities, instructors must not only introduce new concepts and elements but also fully utilize the "Internet Plus" environment and the vast resources of the information age to broaden students' horizons and expand their thinking. Digital media education possesses the advantage of being "ideally positioned to benefit first" from integrating "Internet Plus" teaching methods. Through the mutual interaction and joint influence of "Internet Plus" and digital media talent cultivation, we can ensure continuous growth in both the quantity and quality of professionals in this field, which in turn can positively impact China' s "Internet Plus" development. Specifically, this paper offers insights and recommendations for digital media teaching development under the "Internet Plus" background: first, emphasize methodological innovation; second, highlight the value of self-directed learning; third, optimize teaching processes; and fourth, emphasize teachers' roles. In summary, for digital media education to achieve genuine development and progress, it must advance through multiple innovative approaches, requiring continuous teacher exploration and high-level student cooperation. The cultivation of digital media professionals and the enhancement of their competence is not accomplished overnight but requires a cyclical and lengthy process. In achieving this ultimate goal, we must actively leverage the advantageous roles of multiple stakeholders.

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