

Research on the Implementation Path of the “Full-Link” Teaching Reform Concept: Taking the Network and New Media Major as an Example (Postprint)

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Abstract

In the Internet era, to advance the comprehensive reform of the Internet and New Media major, improve the quality of new media talent cultivation, and promote high-quality entrepreneurship and employment among graduates, it is no longer feasible to conduct teaching reform behind closed doors. Instead, it is necessary to map out the upstream and downstream chain of talent cultivation for this discipline, coordinate and activate each key node across the entire chain, bridge market demand with university training objectives, synergize on-campus internship bases with off-campus mentor instruction, and effectively promote innovation in the application-oriented talent cultivation model for Internet and New Media. This paper elaborates upon and discusses the innovative “full-link” teaching reform concept by integrating practical experiences from teaching reform in the Internet and New Media major, aiming to provide research materials and a practical foundation for the “full-link” teaching reform model.

Full Text

Preamble

Research on the Implementation Path of the “Full-Link” Teaching Reform Concept: A Case Study of the Network and New Media Major

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Abstract: In the Internet era, advancing comprehensive reform of the Network and New Media major, improving the quality of new media talent cultivation,

and promoting high-quality entrepreneurship and employment among graduates can no longer be achieved through isolated teaching reforms behind closed doors. Instead, it requires mapping out the upstream and downstream chains of talent cultivation for this discipline, activating and coordinating every critical node across the entire link, bridging market demands with university training objectives, and synergizing on-campus internship bases with off-campus mentor instruction to effectively promote innovation in the applied talent cultivation model for Network and New Media. This paper elaborates on and discusses the innovative “full-link” teaching reform concept by integrating practical experiences from teaching reforms in the Network and New Media major, aiming to provide research materials and a practical foundation for the “full-link” teaching reform model.

Keywords: Network and New Media; teaching reform; full-link; industry-education integration

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In October 2015, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance issued the “Guiding Opinions on Guiding Some Local Undergraduate Universities to Transform into Application-Oriented Institutions,” which proposed “establishing a professional system closely aligned with industrial and innovation chains, reorganizing talent cultivation structures and processes according to demand, adjusting program offerings around industrial and innovation chains, and forming distinctive program clusters.” The Network and New Media major, which emerged alongside the Internet and has ridden the wave of media technology development, has become a key focus for many universities in recent years. According to statistics from Qingta Higher Education Data, 211 universities nationwide newly established Network and New Media programs between 2014 and 2019. However, amid this vigorous development, several fundamental problems require sober reflection from program builders.

1. Current State of Teaching in the Network and New Media Major

1.1 Disconnect Between Training Objectives and Industry Demands

In recent years, journalism and communication schools have been adjusting their program portfolios, with Network and New Media becoming a popular major. However, as an emerging discipline, some institutions' training plans for this major remain at version 1.0, with training objectives tending toward two extremes. Some fall into conservative program development approaches, adopting a cautious wait-and-see attitude toward emerging industries and new derivatives in the market, resulting in training objectives that diverge from market demands and produce graduates ill-equipped for the rapidly evolving market. Other institutions, while aware of the need to align with the market, have yet to find appropriate ways to 切入 and achieve true industry-education integration.

1.2 Fragmented Curriculum Lacking Systematic Design

During program development, some universities blindly pursue market trends, adopting a “whatever is hot, we offer” approach while neglecting the logical relationships and systematic nature between courses, as well as the match between faculty capabilities and curriculum construction. When course offerings lack systematic design, logical misalignments occur between prerequisite and advanced courses, leading to repetitive teaching, ineffective instruction, and discontinuity in learning progression. Consequently, students take a wide variety of courses but fail to achieve mastery, ending up with scattered knowledge points that do not form a coherent system. When curriculum construction rushes to embrace novelty and quantity without corresponding faculty capacity, the phenomenon of “old wine in new bottles” emerges, where the same teaching team simply changes course titles to create so-called new specialty courses. This not only hinders faculty development but also undermines the sustainable growth of the Network and New Media major.

1.3 Single-Channel Faculty Development

Unlike other majors, Network and New Media evolves rapidly, requiring faculty to possess strong industry insight capabilities. Only when teachers keep pace with the industry can their teaching stay current, enabling students to learn about industry dynamics and cutting-edge trends in the classroom. This requires encouraging Network and New Media faculty to participate in industry learning and practice through multiple forms to cultivate a “dual-qualification” teaching team. Simultaneously, faculty development must break away from the currently common single-channel approach by implementing a “dual-mentor system” in the Network and New Media major and expanding the pool of off-campus mentors. These mentors should not be introduced merely through lectures but should be seasoned industry professionals who deeply engage in classroom teach-

ing and practical training, truly achieving two-way collaborative teaching between on-campus and off-campus mentors.

1.4 Outdated Industry-Assisted Teaching Mechanisms

The focus of Network and New Media teaching reform is to increase the proportion of practical courses and diversify their implementation formats, constructing a full-link channel from university to enterprise practice. However, due to various subjective and objective reasons such as outdated educational concepts, inadequate hardware facilities, and insufficient faculty capabilities, some universities' Network and New Media programs remain stuck in classroom-based, theory-centered instruction. They have failed to effectively activate on-campus resources to build practical training bases or to diversify the introduction of off-campus resources to create industry-assisted teaching models.

1.5 Single-Track Evaluation Lacking Contemporary Relevance

Given the high proportion of practical teaching in the Network and New Media major, evaluation methods require corresponding reforms. Some institutions still rely primarily on students' written exam scores to assess teaching effectiveness. This single-track evaluation system fails to incentivize teachers to innovate practical training models or encourage teaching teams to develop more diverse practical projects.

2. Deconstructing the “Full-Link” Teaching Reform Concept

The “full-link” concept has seen mature development and application in design, IoT, and marketing fields. This approach requires practitioners to view their research object as a complex, sequential whole with a complete process chain. When planning operations at each node along the chain, one must recognize that each node is both independent and influential to other nodes' outcomes. This demands holistic thinking, modular awareness, and comprehensive planning from practitioners, who must map out upstream and downstream links for each node to achieve collaborative coordination across all segments and ultimately build an ecological closed loop. The full link can be divided into front-link and back-link components. The front-link accomplishes shallow-level objectives, serving as the foundation and preliminary stage of the entire chain, while the back-link achieves deep-level objectives through innovative manifestation built upon the front-link to accomplish ultimate goals. The author has integrated this concept into Network and New Media teaching reforms, aiming to develop a new reform model that treats the entire major construction as a “full-link” whole. By unblocking each critical node along the link, setting node objectives and inter-node connection paths, a closed-loop ecology for the Network and New Media major can be created where all modules mutually reinforce each other during continuous operation, ultimately activating the vitality of each module and ensuring the long-term sustainability of the entire teaching ecosystem.

3. Application of the “Full-Link” Teaching Reform Model

3.1 Front-Link: Institutional-Level Innovation and Reform

3.1.1 Key Node One: Top-Level Design From the initial stage of program construction, there must be conscious effort to activate off-campus resources, understand specific industry demands for new media talent, communicate enterprises’ intentions for collaborative cultivation, and explore cooperative mechanisms to truly achieve alignment between universities and the market. The actual implementation of these visions depends on a set of feasible top-level institutional designs.

3.1.2 Key Node Two: Collaborative Objective Setting By interpreting existing training plans at school-enterprise symposiums, absorbing and incorporating industry suggestions, and introducing senior industry professionals to collaborate with on-campus program leaders in adjusting and refining training objectives and plans, the training scheme can be kept current with the times.

3.1.3 Key Node Three: Industry-Assisted Mechanisms The entire link must not only start from the market but also ensure subsequent nodes remain aligned with training objectives. This requires planning a set of industry-assisted mechanisms covering everything from establishing training objectives to implementing new media talent practice. How industry resources can deeply penetrate each node of the “full-link” system must be planned from the outset and institutionalized through systems such as: annual school-enterprise seminars to adjust training plans; regular enterprise input of off-campus faculty; collaborative planning and design of Network and New Media courses by on-campus and off-campus teachers; regular school-enterprise project and practice activities; and transforming effective activities into normalized practical training course content, thereby creating a complete industry-assisted teaching mechanism.

3.1.4 Key Node Four: On-Campus Faculty Cultivation The Network and New Media major requires instructors to understand new media development trends and ideally synchronize with cutting-edge industry technologies. However, most faculty members are relatively detached from the market and unfamiliar with emerging industry practices such as short-video operations, short-video development trends, and live-streaming skills. Relying solely on teachers’ self-motivated learning is insufficient. The Network and New Media major must establish a complete faculty cultivation system that includes regular professional skills training and the creation of teacher workshops or studios to collaborate with enterprises on projects. This process allows teaching teams to experience frontline practice firsthand, gaining deeper understanding of the industry and new technologies. On campus, regular practice summary sessions can be held where teachers participating in project-based practice share their insights, enabling the faculty team to understand the market through diverse approaches.

3.1.5 Key Node Five: Dual-Track Evaluation System Reform Teaching evaluation should assess not only professional teaching outcomes but also recognize and encourage teachers' achievements in innovative practical instruction. Therefore, the conventional “single-track” evaluation model that uses written scores as the sole criterion should be replaced with a “dual-track” teaching evaluation system that runs professional teaching and practical innovation in parallel.

3.2 Back-Link: Innovating Industry-Education Integration and Exploring the “Dual-Mentor” Cultivation Model

3.2.1 Key Node Six: Dual-Mentor Mechanism and Dual-Track Collaborative Classroom While faculty teams can collaborate with enterprises through workshops or by immersing themselves in enterprise practice to learn business skills, teaching and research remain the primary focus for most teachers. Consequently, their understanding of industry skills and cutting-edge trends cannot match that of frontline new media practitioners. Therefore, the Network and New Media major must work with enterprises to create an on-campus/off-campus “dual-mentor system” and “dual-track collaborative classroom.” Based on professional course offerings, corresponding off-campus mentors should be introduced—for instance, senior new media operations practitioners for the “New Media Operations” course and short-video production team members for the “Short Video Production” course. These mentors should not serve as consultants or deliver occasional lectures but should participate in course design alongside on-campus instructors. In the classroom, a dual online-offline approach can be adopted where full-time instructors teach theoretical knowledge and prerequisite courses, while off-campus mentors record operation videos for practical components or use office software like DingTalk or Feishu to answer questions in cloud classrooms. Additionally, off-campus mentors can build online resource libraries based on common scenarios and project requirements in practical applications, such as case libraries, question banks, and project repositories, for on-campus teachers and students to access for training, while also facilitating off-campus mentors' ability to retrieve materials and provide explanations in cloud classrooms at any time.

3.2.2 Key Node Seven: On-Campus Multi-Practice Training Base Given the high proportion of offline practical courses in the Network and New Media curriculum, on-campus full-time instructors and off-campus mentors must skillfully utilize on-campus training resources and new media organizations when designing instruction, creating collaborative offline training projects. Taking Guangzhou Huashang College as an example, to help students apply theory to practice, the college established the “School of Communication and Media New Media Center” as a multi-practice training base. The center has built a new media matrix of “1 website, 2 WeChat accounts, and 4 platforms” along with a professional student communication team. To date, students at the New Media Center have produced 1,793 new media training works.

3.2.3 Key Node Eight: School-Enterprise Collaborative Practice Projects Through practical training at on-campus training bases, students can master Network and New Media knowledge and skills proficiently. However, on-campus training bases remain simulations; to truly understand market demands, one must delve into the frontlines of the industry. Therefore, schools and enterprises need to collaboratively build practice projects. By selecting outstanding talents from on-campus training bases and sending them to enterprises for internships or involving them in school-enterprise collaborative projects, students can not only master skills but also confront real industry problems, thereby reducing the adjustment period from school to market. School-enterprise collaborative projects serve as a shock absorber, enabling students to transition more smoothly from university to market alignment.

Conclusion

In summary, the rapid development of the Internet has brought tremendous market changes and created both opportunities and challenges for teaching reform in the Network and New Media major. How to evolve from industry-education integration to bidirectional collaboration, how to identify development opportunities based on institutional characteristics, and how to integrate various resources to leverage local advantages for further program development—all require a macro perspective on Network and New Media program construction that treats program development, curriculum construction, and resource development as an integrated whole. The entire professional teaching process should be viewed as a complete chain where effort should not focus on single links alone. Instead, the entire chain must be systematically organized and unblocked to achieve collaborative linkage between nodes, ultimately realizing the implementation of the “full-link” teaching reform model through both top-level design and market integration at each module.

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

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