

## Exploration and Practice of Talent Cultivation for the Internet Media Industry Based on the University New Media Studio Model: Postprint

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### Abstract

In recent years, the rapid development of the new media industry has not only impacted the traditional news communication sector, but also posed higher requirements and challenges for talent cultivation in relevant university programs. This study takes the talent cultivation model of the New Media Studio (Maoming Vocational and Technical College Life Circle) at Maoming Vocational and Technical College as a case study to explore talent cultivation models encompassing tripartite collaboration among school, enterprise, and government, program-oriented approaches, and multi-channel training, thereby continuously advancing the innovative integration of talent cultivation theory and practice to deliver qualified new media professionals for the Internet media industry.

### Full Text

## Talent Cultivation for the Internet Media Industry Based on the University New Media Studio Model: Exploration and Practice

**Abstract:** In recent years, the rapid development of the new media industry has not only impacted traditional journalism and communication sectors but also posed higher demands and challenges for talent cultivation in relevant university programs. Taking the talent cultivation model of the New Media Studio at Maoming Polytechnic (Maoming Vocational Life Circle) as an example, this paper explores a training model characterized by tripartite collaboration among universities, enterprises, and government agencies, column-oriented operations, and multi-channel training. The study demonstrates how continuous innovation and integration of theory and practice in talent cultivation can effectively supply qualified new media professionals to the internet media industry.

**Keywords:** university new media studio; internet media; talent cultivation; new media professionals

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## 1. Background of University New Media Studios

In recent years, a large number of new media studios have emerged in universities across China, dedicated to building campus culture communication platforms. These studios play important roles in enhancing institutional brand image, supervising public opinion, and disseminating campus culture. The nature and affiliation of these studios vary considerably, broadly falling into two categories: official and unofficial new media studios. Official studios are primarily affiliated with the university party committee, youth league committee, student affairs office, admissions office, and other administrative departments, while unofficial studios mostly consist of student self-media teams or faculty-led workshops.

According to the 2018 China Self-Media Industry White Paper by TopKlout, China's new media workforce has exceeded 3 million, transforming from scarcity to surplus and entering an intensely competitive phase. This shift has not only impacted traditional journalism and communication industries but also placed higher demands on talent cultivation in relevant university programs. Research indicates that most student members of official university new media studios come from those interested in the new media industry, and these students tend to gravitate toward new media careers upon graduation. Consequently, the talent cultivation model of university new media studios plays a crucial role in enhancing students' future employment competitiveness.

In January 2019, the author conducted a survey on the backgrounds of internet media industry professionals, collecting 111 responses from 12 cities nationwide. The data revealed that over 40% of current internet media practitioners hold university degrees unrelated to the new media field [Figure 1: see original paper], demonstrating the industry's inclusivity and breadth. More than 70% participated in new media studios during university, while approximately 8% had independently founded new media ventures [Figure 2: see original paper].

### 2.1 Affirmation of the University New Media Studio Model

Survey results show that if given the chance to return to their student days, about 95% of respondents would be willing to join new media studio organizations [Figure 3: see original paper]. The reasons cited include appreciation for team atmosphere and the opportunity for self-development and rapid skill

enhancement. When asked whether they prefer studio teams or working solo, 95.5% expressed a preference for studio teams [Figure 4: see original paper].

## 2.2 Advantages and Existing Problems of Studio Teams

Compared with working independently, what are the advantages of participating in studio teams? [Figure 5: see original paper] Approximately 86% believe it enables mutual learning and exchange with like-minded peers; about 73.9% value the guidance from instructors and senior students; and roughly 72% appreciate the increased access to real-world enterprise projects. However, what problems exist within studio teams? [Figure 6: see original paper] About 61.2% cite oversized structures with mismatched workload and staffing, leading to underutilization; approximately 46.85% note that some team members shirk responsibilities; and about 41.44% identify operational inefficiency and low productivity as key issues.

## 3. Analysis of University New Media Studio Operational Models

The department-based operational model is the most common approach for official university new media studios, typically divided into news, commentary, photography, design, video, and other departments. While this structure features clear division of labor and well-defined responsibilities, it often creates oversized systems where workload and personnel numbers are mismatched, resulting in underutilized capacity, operational delays, and low efficiency.

In contrast, the column-based operational model organizes each column as an independent small team where members collaboratively discuss content creation. This approach provides comprehensive understanding of column operations and exposure to all aspects of the workflow. Taking the New Media Studio at Maoming Polytechnic as an example, columns such as Campus Video, Campus Interviews, Xiao Mao News, and Goodnight Maoming Vocational operate similarly to project teams in enterprises. Survey data reveals that approximately 82% of internet media industry professionals consider the column-based model superior for university new media studios, while only 18% favor the department-based approach.

### 4.1 Cultivating Professional Sensitivity Among Media Practitioners

Professional sensitivity encompasses not only news sensitivity but also market insight and acumen—the ability to rapidly and accurately identify the value of events. This special professional quality must be developed through long-term practice in journalism. The team atmosphere and project pressures within university new media studios can not only enhance students' acuity and insight regarding news events but also foster mutual influence and intellectual exchange among members.

## 4.2 Cultivating All-Media Talent with Both Internet Thinking and Media Sentiment

In essence, this requires practitioners to transition from single-discipline “arm-chair strategists” to multi-discipline “joint operations.” All-media thinking capability is an indispensable quality for present and future practitioners. Internet media professionals must master diverse skills including content planning, editing, photography, videography, image processing, post-production editing, and information integration, while simultaneously possessing internet thinking capabilities. Whether operating through departments or columns, university new media studio models can effectively stimulate students’ potential and learning interest.

## 5. Directions for University New Media Studio Development

### 5.1 Team Building

Led by faculty from digital media technology, communication and planning, journalism, and related programs, and supported by enterprises and public institutions, the studio should invite internet media technical personnel from universities, network media companies, and public organizations to form a tripartite “university-enterprise-government” collaborative teaching team. This establishes the foundation for serving enterprises and society. Simultaneously, the studio should continuously recruit new faculty and students, strengthen the teaching team, implement mentorship programs where skilled students guide newcomers, and achieve sustainable student 梯队 development. Through the studio, scattered enterprise and public institution resources in the internet media industry can be integrated as a vehicle for cultivating relevant professionals.

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### 5.2 Training and Development

The studio provides in-depth extracurricular training to enhance students’ practical capabilities, leading them to participate in social and enterprise activities including interviews, video shooting and editing, and public account construction and maintenance. This deepens students’ understanding of internet media industry workflows through visits to enterprises and public institutions (averaging no fewer than four visits annually) and participation in relevant skills competitions at various levels, thereby improving professional competence through project-based practice.

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

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