Research on Innovative Development Paths for Practical Training Platforms in Media Colleges and Universities under the Converged Media Environment (Postprint)

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Abstract

It is well known that university training platforms constitute important bases for practical teaching and scientific research achievements in higher education institutions. For media colleges, training platforms in the converged media environment hold significant status and play an important role in cultivating innovative application-oriented talents by providing advanced experimental teaching resources for teachers and students and stimulating college students' innovative thinking abilities and enthusiasm through practice. This paper aims to investigate and study training platforms in domestic media colleges, summarize and analyze various stages including talent cultivation by traditional training platforms and evaluation mechanisms for talent cultivation, and finally propose an innovative development path for the construction of training platforms in media colleges under the converged media environment to adapt to the cultivation of innovative talents.

Full Text

Research on the Innovative Development Path of Training Platforms for Media Institutions in the Converged Media Environment

Abstract: It is well known that university training platforms are important venues for practical teaching and scientific research outcomes. For media institutions in the converged media environment, training platforms play a crucial role in cultivating applied innovative talents by providing advanced experimental teaching resources for faculty and students and stimulating college students' innovative thinking and enthusiasm through practice. This paper investigates

training platforms at domestic media institutions, summarizes and analyzes the various stages of talent cultivation and evaluation mechanisms in traditional training platforms, and finally proposes innovative development paths for constructing training platforms at media institutions in the converged media environment to adapt to the cultivation of innovative talents.

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1.1 Converged Media

Converged media in broadcasting and television refers to the integration, convergence, and fusion of core elements such as full media functions, communication methods, and even organizational structures. It represents a new operational model under diversified information transmission channels [1]. Generally speaking, converged media in broadcasting and television business refers to the use of integrated resource platforms to form a full media integrated production platform, creating cross-boundary media based on Internet + broadcasting with multi-channel expansion and multi-service operation through business convergence, content convergence, and media resource convergence. As shown in [Figure 1: see original paper].

1.2 Training Platform

A training platform refers to an experimental teaching system that utilizes experimental teaching facilities for "internship (practice)" plus "training." By simulating actual work environments and employing real-world application cases in teaching, the process combines theory with practice and emphasizes participatory learning, thereby enhancing students' professional skills, practical experience, work methods, and teamwork capabilities [2]. Training platforms at media institutions generally include: media asset management training platforms, news gathering and editing training platforms, studio training platforms, video shooting and production platforms, and non-linear editing training platforms.

2. Changes and Evolution of Training Platforms

With the development of information technologies such as the Internet, media convergence, and cross-media publishing, alongside the industry' s escalating demands for talent, the integration between professional clusters has become essential in media institutions. To better leverage the strengths of various majors and jointly construct a "sustainable development platform + professional direction" model for professional clusters, establishing shared teaching resources for

these clusters, training platforms at media institutions must evolve and adapt to the development of converged media.

2.1 Existing Problems

Currently, media practical teaching faces several dilemmas, specifically manifested as: outdated research concepts in the construction of practical teaching platforms, limitations in practical teaching platform systems, and a lack of evaluation mechanisms connecting training platforms with industry standards. These issues have failed to enhance students' hands-on abilities, creative thinking, and innovative capabilities. The challenge lies in how to utilize training platforms to provide advanced experimental teaching resources for faculty and students at media institutions, conduct training and scientific research, and thereby achieve the goal of understanding and mastering theoretical knowledge.

2.1.1 Outdated Research Concepts in Training Platform Construction The outdated research concepts in media institutions manifest in several ways: First, teaching syllabi lag behind industry development, with practical teaching content consistently failing to keep pace with media evolution. Second, the foundation of research support platforms is weak. Media institutions suffer from poor foundational conditions for scientific research and lack applied research support platforms, which consequently hinders the development of high-level research.

2.1.2 Limitations in Training Platform Construction Limitations in the construction of training platforms at media institutions exist at three levels: (1) Spatial constraints and complexity. Due to limited laboratory space and the large number of majors, each experimental direction requires a separate laboratory. Training projects are based on specific majors, resulting in inherent limitations and low utilization rates. (2) Training platforms significantly lag behind actual industry systems. Due to technological iteration and the emergence of new technologies, training projects cannot be properly implemented. (3) Because of substantial facility investments and operational complexity, experiments that should involve hands-on student practice are reduced to demonstrative experiments, causing students' practical experience to lag significantly behind real-world industry applications.

2.1.3 Lack of Systematic Training Evaluation Mechanism Training platforms also face issues regarding experimental evaluation mechanisms, specifically manifested as follows. Practical teaching outcomes lack validation from employment institutions. Despite rapid media development and expanding social demand for media talent, media graduates repeatedly encounter difficulties in the job market. Specifically, traditional mainstream media industry positions are nearly saturated, offering limited employment opportunities for graduates. Meanwhile, employers increasingly value graduates' comprehensive abilities and

qualities, demanding higher-level integrated skills [3]. Traditional training platform teaching effects cannot integrate with industry applications, lacking effective teaching outcome evaluation.

2.2 Changes and Evolution

With the continuous emergence of new technologies such as cloud computing, big data, and virtual reality, the revolutionary impact of information technology on education has become increasingly evident [4]. The development trends in the media industry have undergone the following changes: first, shifting from content provision to service provision; second, closely integrating content resources with network technology; third, transitioning from extensive to intensive resource management; and fourth, powerfully advancing the media industry through cloud computing and cloud services technologies. These changes impose higher requirements on talent cultivation in media higher education institutions. To actively promote the innovative integration of information technology and education, increase the proportion of quality education in the teaching process, and construct a virtual training system conducive to cultivating high-quality talents have become key construction priorities for various universities, particularly media institutions and majors.

3. Research on Innovative Development Paths

In recent years, the integrated development of media has fundamentally changed the structural demand for communication talent, posing severe challenges to media talent education in Chinese universities. To address the changing landscape of media convergence, media talent education must break away from narrow talent cultivation models, construct entirely new concepts for nurturing and developing talent, and proactively integrate into the trends of the era to serve society. Among these, highlighting professional values, cultivating professional media practitioners, promoting social progress, and developing universal media literacy should become the main development directions for journalism and media education in Chinese universities.

3.1 Enhance Service Awareness and Support Scientific Research Innovation

The establishment of training platforms must conform to the standard processes of new media professional production and broadcasting in the media industry, incorporating a series of core functions such as collection, editing, broadcasting, management, and storage that meet industry standards to replicate real enterprise work environments. The platforms should cover relevant new technologies that the future media industry may involve, such as cloud computing, big data, and new media, helping institutions improve educational conditions and teaching capabilities. They should provide comprehensive training platforms for both in-class and extracurricular practice to enhance students' professional proficiency.

Simultaneously, they must meet the teaching and research requirements of faculty and students, enabling them to better enhance service awareness through the training platform. The teaching outcomes generated through the training platform should actively promote innovation in curriculum content and reform of talent cultivation programs to better serve the purposes of practical teaching.

3.2 Establish a Training Cloud Platform to Achieve Professional Cluster Sharing

We must construct a converged media training platform oriented toward media majors, providing faculty and students in journalism and communication, radio and television studies, network and new media, digital publishing, digital media technology, digital media arts, visual communication, advertising, communication studies, radio and television engineering, and other majors with a comprehensive practical environment for learning converged media publishing technologies. This platform can serve both teaching applications and industry technology training centers.

The training platform must encompass multiple functions including converged media information gathering, integrated production, content management, information release and APP operation, and course publishing and learning. The system completely simulates the real production work scenarios of industry users such as television stations and video operators, and can customize complete or sub-processes for different scenarios to enable students to simulate practical employment positions. The system also provides new media production, publishing, and operation tools and platforms to develop students' converged media content production and operation capabilities, enhancing their innovation and entrepreneurship abilities. As shown in [Figure 2: see original paper].

3.2.1 Break Down Barriers Using Internet Cloud Supported by Internet cloud computing, big data, and other technologies, we must break down barriers between majors and disciplines, eliminate time, geographical, and professional restrictions, and fully leverage the advantages of Internet technology resources to promote ecosystem establishment.

3.2.2 Jointly Improve Converged Media Practical Curriculum Construction To match converged media practice, the professional curriculum system of the cloud platform needs to be rapidly improved in the short term. School teaching planning has long lagged behind industry development, but when advanced industry technology systems enter schools, they should be deeply integrated with the current teaching system.

The new structure of media professional curricula combines content, technology, operation, and art, cultivating students' abilities for cross-boundary cooperation and dialogue, striving to construct a standardized and executable curriculum system following the "theory-practice-evaluation" model.

3.2.3 Promote School-Level Curriculum Resource Co-construction and Sharing Through an open sharing platform, we must gather wisdom at the institutional level to form a set of shared curriculum resources that adapt to current industry development, are standardized, executable, and integrate theory with practice.

3.3 Align with Industry Mainstream Content Production to Form a Training Evaluation Mechanism

Based on the cloud platform, we must introduce mainstream content production business systems from the industry into schools to synchronize students'practical abilities with the latest industry requirements. By transforming student training into actual industry content production, what students learn can be directly applied by society, achieving the goal of using content production to evaluate training effectiveness and establishing a training evaluation mechanism.

The training cloud platform must possess all functions required by converged media business, synchronizing teaching, practice, and research with industry trends. Functionally, it should plan for teaching and training systems including media tools, converged media publishing and operation, converged media live broadcasting, media big data, and converged media content gathering. Maintaining functional consistency with industry technology systems ensures teaching practice aligns with employment requirements. The platform should establish training bases cooperating with advanced content operators in the industry. Based on the cloud platform, we must introduce leading industry content operators (such as Alibaba Digital Media and Entertainment, People' s Daily Smart New Media College, etc.), incorporate their training courses, implement actual production tasks, open channels for content value realization, and meet the training requirements of real media operation businesses. We must develop a media teaching system that integrates advanced industry concepts of Internet and cloud computing. Based on the cloud platform, we must introduce cloud computing, big data, and industrial upgrading operation concepts and courses from Alibaba Cloud College and deeply integrate them with the media professional teaching system to cultivate a new generation of composite media operation talents. We must provide socialized media cloud services externally. Based on the cloud platform, we must provide socialized media production capability services, leveraging industry-advanced resources integrated on the media platform such as cloud computing, big data, converged media, and industrial upgrading operation to provide socialized training and practical services.

3.4 Establish an Innovation Development Mechanism to Form a Media Incubation Center

Training platforms must possess innovative development capabilities, primarily to satisfy students simulating current media enterprise work modes during their school years and developing their abilities in media product research, production, and broadcasting. On the other hand, since higher education requirements

emphasize cultivating college students' sustainable development and innovation capabilities, training platforms should cover relevant new technologies that the future media industry may involve, possessing certain forward-looking and experimental characteristics.

Training platforms should provide faculty and students in media technology and arts majors with a comprehensive practical environment for learning converged media publishing technologies, serving both teaching applications and as an incubator for industry innovation and entrepreneurship.

With the explosive development of network and digital technologies, there is an urgent need for traditional media and emerging media to integrate and develop [5], consequently causing profound changes in the social demand structure for media talent and posing severe challenges to media education in Chinese institutions. To address talent cultivation in the converged media environment, media institutions must strengthen training platform construction, highlight the role of training platforms in supporting scientific research, achieve a shared and co-development innovation mechanism for training platforms across professional clusters, and ensure that the cultivation objectives of training platforms align with industry standards. By integrating resources and forming an ecosystem, media institutions can cultivate talents better adapted to social development, repay society, and achieve greater social value.

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