

The Practical Challenges of the Reform of College Media Education in the Era of Big Data and Their Coping Strategies

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Abstract: To conduct research on the practical challenges and coping strategies of the reform of media education in colleges and universities in the era of big data, it is necessary to understand the basic definition of media education, explain the basic connotation of media education from a broad and narrow sense, and then analyze the main problems faced by media education in colleges and universities from the current challenges faced by colleges and universities, such as unclear development direction of students and backward educational methods, and formulate targeted response strategies, such as determining the development direction in advance, adjusting media education methods, etc., on the basis of solving relevant problems. Creating a better development environment for students is of positive significance for giving play to the role of media education and enhancing students' core competitiveness.

Keywords: big data era, media education in colleges and universities, change, real-world challenges, coping strategies

Introduction

To further improve the educational effect, many colleges and universities seek media education reform based on the actual development situation, determine the development direction, adjust the education method, achieve initial practical results, and greatly improve students' enthusiasm for learning.

1. Brief description of media education

1.1 Broad level

Media education in a broad sense refers to professional media education in colleges and universities, mass media education and media education in colleges and universities as a key part of quality education, the latter two of which are also known as media literacy education, involving the ability system of progressive relationship: master media knowledge, flexible application of media equipment, have preliminary identification and appreciation ability, can judge the value and significance of media information, have the skills and theoretical knowledge required to create various types of media information, and can use media to assist the self-development process.

1.2 Narrow level

Media education in a narrow sense refers to media education in colleges and universities, that is, combining social development and students' physical and mental characteristics, etc., organized, purposeful and planned media education for them, exerting media influence, and promoting the

development of students' media literacy, media ability, media knowledge and other aspects. It usually follows the following ways: setting up media education courses, infiltrating media education ideas and knowledge in the teaching of professional disciplines, and introducing media education into professional practice activities.

2. The practical challenges of the reform of college media education in the era of big data

2.1 The direction of student development is unknown

Although many colleges and universities have provided macro guidance in student development planning, pointing out the development direction of the media field for students, they are not targeted and personalized, and the application of big data technology is insufficient, making it difficult to take care of the actual development needs of different groups and types of students, which also makes the direction of student development unclear and lack of orientation in actual learning and employment.

2.2 Backward educational methods

The backwardness of educational methods is mainly reflected in: insufficient attention to the cultivation of practical ability, the competition between major enterprises in the media field in the new era has further intensified, and the competition between enterprises has finally been implemented in the competition between talents, which puts forward higher requirements for the applicability and complexity of talents, but traditional education methods such as "teachers teaching, students listening" are obviously lagging behind the times, and it is difficult to stimulate students' interest in learning.

2.3 Teachers' comprehensive ability is insufficient

The overall ability of teachers is directly related to the results of media education in colleges and universities, as far as the current situation is concerned, there is still a problem of insufficient comprehensive ability of teachers, colleges and universities lack sufficient understanding of the education level of teachers, the degree of guidance and standardization is insufficient, the annual routine training measures are mostly superficial, and the training content is not determined from the actual needs of teachers, and the training is of little significance.

2.4 Low degree of informatization

Media education in colleges and universities relies on information technology and equipment, but although colleges and universities use more information means when building an information system, the degree of informatization is low, and it is objective that the information management modules are in a separate state.

3. Strategies to deal with the challenges of college media education reform in the era of big data

3.1 Determining the direction of development in advance

Determining the development direction in advance has a certain role in reducing students' learning pressure and improving learning efficiency, focusing on the following points: (1) Through big data technology, extract student information, understand the overall quality of students, guide students to start their own future development path from the freshman year, combine their own understanding in the field of media, personal ability, school platform, market development, personal interests, etc., to carry out career planning, so as to be able to select the most suitable development path in the professional field^[1]. (2)

Simulate job development, through big data technology, help students simulate their own job development, and assist students to choose single or multiple positions in advance, such as journalism majors, inclined to news content production and editing positions; Media major, inclined to future media, new media, electronic media, media platform R & D and operation positions; Content creative major, inclined to PR, advertising, marketing, games, film, entertainment and other positions; Communication majors, inclined to cultural communication, anchors and other majors; Cross-media, tends to media and cross-field positions in law, economics, health, finance, etc. On the basis of determining the position tendency, exploring one's own development path has a positive significance for continuously improving the core competitiveness of students.

3.2 Adjusting media education methods

Media education focuses on students' practical development and practical ability in work, so it is necessary to innovate educational methods under the current single education mechanism to bring students a better learning experience. Pay attention to the following points: (1) Through big data technology to advance the basic information of colleges and universities, student information, docking with media industry enterprises in the society, screening cooperative enterprises, increasing cooperation, arranging students to enter media enterprise internships from the freshman year, lasting half a month or one month, feeling the working environment, understanding the new development and new atmosphere in the media field, so that students can understand their own shortcomings and advantages in the process of participating in the work, so that they can actively adjust the post tendency, development goals, etc., and update their self-knowledge in real time. Skills system to avoid employment-and-unemployment^[2]. (2) Build a school-enterprise co-education mechanism: Considering the current situation that college teachers have solid theoretical professional knowledge and insufficient operational level, and enterprise technical talents have strong practical operation and lack of theoretical knowledge, build a school-enterprise co-education mechanism and jointly carry out media education for students, which can be combined with the feedback of enterprise technicians, update teaching materials, incorporate various new media methods and equipment in the society, and combine with teaching materials to extend classroom teaching and expand students' knowledge; Technicians can also be invited to teach at the school on a regular basis, and teachers can conduct in-depth exchanges to discuss how to formulate the next stage of education plans based on the current situation of students and improve the educational effect.

3.3 Teacher team building

To further deepen media education and promote the process of change, teacher team building is the first step, because teachers are the backbone of media education, and their educational concepts and methods directly affect the education process. Pay attention to the following points: (1) Build a composite knowledge and skills education team, pay attention to the development of teachers in media education, rely on the big data system, investigate the degree of understanding and recognition of media education by teachers of various majors, the richness of professional theoretical knowledge, and the core skills mastered, so as to understand the greatest role that the teacher team can play in the future reform of media education, so as to set the goal of teacher team building, strengthen the construction intensity, create a good environment for teacher media education, and play a certain guidance. Normative role^[3]. (2) Do a good job in teacher training, use big data technology, conduct online + offline training, focus on the theoretical knowledge and practical skills of media education, and explain in detail the relationship between “careful preparation before class and full use of the classroom”, “closely around the test point to tell and appropriately play”, “teachers” classroom teaching and student participation, “teachers’ classroom

face-to-face teaching and students' after-class review and sorting”, and help teachers in media teaching concepts, curriculum design, through expert teaching, case analysis, experience exchange and other ways, Teaching methods and other aspects have been improved more systematically. (3) Cultivate “dual-teacher” talents, regularly organize teachers to go to the front line of enterprises to experience the media atmosphere, feel the changes in the media industry, understand the direction of the media, and provide a reliable reference for the next stage of media education reform.

3.4 Building a media education platform

Build a media education platform through big data technology, computer network technology, etc., and give the platform the following functional modules: (1) Non-editing tools + annotation review + media assets storage module: students log in to the platform, process video media assets through this module, send video review, teachers review and annotate online, and students then modify. (2) Live broadcast + H5 module, in which students can experience business selection, live broadcast planning, script planning, creation of live broadcast, live broadcast H5 decoration, live broadcast promotion, live interactive operation, etc., and can conduct live broadcast opening, product explanation, live broadcast activities, and feel the new media environment^[4]. (3) Studio functions: including studio scene cognition, director room system scene cognition, etc. (4) Use of virtual guide console: learn and test functions such as live source files, multi-channel signal source guidance, mixing console, emergency switching of station standard subtitles, and delayed broadcasting. (5) The platform connects with the public accounts, microblogs, communities, QQ, etc. of various new media platforms, and can realize functions such as information sharing and file dissemination.

4. Conclusion

In summary, this paper comprehensively discusses and analyzes the practical challenges and coping strategies of college media education reform in the era of big data, and the strategies proposed above have greater feasibility and effectiveness in actual implementation, and can also give reliable reference for subsequent related research.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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