

# Discussion on the Development and Transformation Countermeasures of Experimental Teaching of Journalism and Communication in the All-media Environment

Shuhao Liu

Communication University of China, Nanjing, Jiangsu Nanjing 210000

---

**Abstract:** This paper explores the development and transformation strategies of experimental teaching of journalism and communication in the all-media environment. With the rapid development of science and technology and the diversification of communication forms, the traditional experimental teaching mode of journalism is facing great challenges. This paper will analyze the characteristics and educational needs of the all-media era at this stage, and put forward targeted transformation strategies and teaching methods, hoping to promote the experimental teaching of journalism and communication education, which has a new development space.

**Keywords:** omnimedia, experimental teaching, journalism and communication, transformational countermeasures

---

## Introduction

With the continuous acceleration of the current global informatization, education and teaching in the field of journalism and communication will also face profound reform and innovation. The traditional experimental teaching mode has begun to gradually highlight the problem of mismatch with the current development of the multimedia environment. Based on this, this paper will explore how to enable students to obtain a more comprehensive learning experience in simulated real scenarios through innovative experimental teaching methods, in order to promote the improvement of the quality of experimental teaching of journalism and communication and meet the educational needs of the all-media environment.

### 1. The current situation of experimental education in journalism and communication

#### 1.1 Experimental teaching facilities need to be updated, and there is a lack of talent training concepts

In the current experimental education of journalism and communication, most of the teaching facilities are still at the infrastructure level, and there is no full integration of advanced news technology and multimedia tools. This situation will lead to great limitations in experimental teaching when simulating real news scenarios and coping with more complex communication environments. In addition, in terms of investment and updating in experimental education, it is difficult for the school to keep up with the development trend of technology and practice in the journalism industry due to the lack of a long-term talent training concept<sup>[1]</sup>.

---

Copyright © 2024 by author(s) and Frontier Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

---

## **1.2 The experimental faculty is insufficient, and the school-enterprise cooperation is facing great challenges**

The shortage of experimental teachers and the challenges of school-enterprise cooperation are also one of the core problems in the experimental education of journalism and communication. However, in the field of journalism and communication, professionals with sufficient practical experience and theoretical background are needed to provide practical guidance to students in order to improve the overall quality of education<sup>[2]</sup>. However, at this stage, some schools have limited the innovation of educational content and methods due to insufficient teachers. In terms of school-enterprise cooperation, the support of enterprises in technology, resources and practical experience is insufficient, and they are unable to carry out high-quality cooperation with schools and provide new industry trends and practical cases, which can easily lead to school-enterprise cooperation not being able to play a practical role.

## **1.3 Lack of connection between education and social needs, and lack of awareness of social service**

The disconnect between the content of education and the actual needs of society will also affect the overall quality of education. The traditional education model often pays more attention to the explanation of theoretical knowledge and academic research, but in view of the rapid development of the journalism and communication industry and the diversified social environment, this model cannot give full play to its own advantages. In the selection of curriculum and experimental content, teachers often do not fully consider the practical skills and knowledge that students need to master in the workplace in the future, which can easily lead to the difficulty of students to adapt to the pressure and insufficient matching of skills after entering the workplace in the future. One of the goals of journalism and communication education is to cultivate journalists with a sense of social responsibility and a spirit of public service<sup>[3]</sup>. However, in some educational practices at this stage, teachers lack the cultivation of students' awareness of social service, and are in a state of being in a state of closed-door work, lacking a sense of responsibility for social service, which will also lead to the problem of waste of resources.

## **2. Strategies for the transformation of experimental teaching of journalism and communication in an all-media environment**

### **2.1 Transform from the traditional single laboratory to the integration center of production, education and research**

The transformation of experimental teaching of journalism and communication in the all-media environment is more important, and the traditional single laboratory will limit the diversity and depth of students' journalism practice, and cannot simulate complex news scenarios in an all-round way. However, the transformation of experimental teaching into an integrated center of industry, education and research can effectively integrate the education industry and research resources, so that educational practice can have a close relationship with actual news production. The Center for Industry-University-Research Integration not only provides a diversified experimental environment and facilities, but also establishes contacts with various departments and enterprises in the journalism and communication industry. Through industry collaboration, students can participate in practical operations in various fields such as media reporting and data journalism, so as to gain more comprehensive and in-depth practical experience<sup>[4]</sup>. At the same time, the close cooperation between academia and industry also helps the school to keep abreast of the latest developments in the industry, adjust the curriculum content and settings, and ensure the effective connection between education and industry needs. In addition, under the guidance of the industry-university-research integration center, the innovation and development of journalism and communication education can be promoted. The development of various cutting-edge research projects can explore the application of new media technology in news reporting and communication, provide students with learning opportunities

that combine theory and practice, and cultivate students' innovation ability and problem-solving ability. Therefore, the construction of an integrated center of production, education and research is a key measure to promote the transformation of experimental teaching of journalism and communication in an all-media environment, which can provide students with a more comprehensive and in-depth learning experience and promote the benign interaction between journalism and communication education and industry development.

## **2.2 Transform from a single teaching and auxiliary department to a talent training platform**

The transformation of experimental teaching of journalism and communication in the all-media environment needs to be gradually transformed from a single teaching and auxiliary department to a multi-functional talent training platform. Traditional teaching and auxiliary departments pay more attention to basic experimental facilities and technical support, but due to the rapid development of news communication forms and technologies, if only this function is maintained, it can no longer meet the diverse learning needs of students and the complex requirements of the industry for talents. The construction of talent training platform requires teachers to more actively integrate multiple resources, such as educational resources, industry resources and scientific research resources. The platform should provide a diversified educational and practical environment, such as a virtual laboratory, a multimedia production studio, a data analysis center, etc., to support students to cultivate practical operations and media reporting skills on various media platforms. The platform should also achieve in-depth cooperation between education and the industry, and allow students to learn and practice in a more realistic news production environment through various forms such as field projects and industry mentor systems, so as to enhance students' practical operation ability and industry adaptability<sup>[5]</sup>. In addition, the construction of talent training platform needs to strengthen scientific research support and students' innovation ability, cultivate and carry out cutting-edge research projects, promote the combination of journalism and communication technology and practice, cultivate students' innovative spirit and problem-solving ability, and enable students to quickly respond to many challenges in the complex media environment in the future. This talent training model is more suitable for the educational needs of the all-media era, which can provide students with a rich learning experience and promote the cultivation and development of industry talents.

## **2.3 Transform from a single practical teaching to an all-media platform practical teaching**

Traditional hands-on teaching mostly has a single laboratory or facility, and cannot fully simulate the complex real-world journalistic work environment and multi-media reporting methods. The development of practical teaching on the all-media platform can solve this problem. Due to its interactive and real-time characteristics, it is more in line with the practical skills and professional quality training required by students in the current digital era<sup>[6]</sup>. The all-media platform can integrate a variety of media technologies and tools, such as text, audio, video, images, etc., to provide students with a wider range of practice and creative space. Students can participate in a variety of activities such as virtual labs, online editing work, and social media experiments on the platform, so that they can be exposed to and apply news communication technologies in real time, and improve their ability in multimedia reporting and news content production. In addition, the practical teaching of the all-media platform pays more attention to interdisciplinary cooperation and cross-border integration. Students are encouraged to gradually explore new forms of reporting and innovative methods in teamwork, so that students can better understand and respond to complex news events, and cultivate students' cross-border thinking and problem-solving skills. In addition, the practical teaching of the all-media platform pays more attention to students' real-time feedback and self-directed learning, and can stimulate students' creativity and innovation potential through personalized learning paths and resource sharing<sup>[7]</sup>.

## **3. Conclusion**

To sum up, the development of experimental teaching of journalism and communication in the context of all media is facing many challenges. With the innovation of technology and the diversification of communication forms, educators are required to continue to explore, follow the development, innovation and progress of their own educational work, create a

rich and diversified educational environment, provide students with more practical opportunities, and help students contact and apply advanced news technology in a more real environment, so as to cultivate students' innovation ability and problem-solving ability.

### **Conflicts of interest**

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

### **References**

- [1] Huang Kui. The cornerstone path of the cultivation of journalism and communication talents in the all-media era[J].*Editorial Journal*,2022. (06): 96-101.
- [2] Xie Juan. Discussion on the development and transformation countermeasures of experimental teaching of journalism and communication in the all-media environment[J]. *Science and Technology Communication*. 2020; 12(01): 81-82.
- [3] Lv Meng, Rao Wei. *Laboratory Research and Exploration*. 2017; 36(10): 279-282.
- [4] Yu Shaofeng, Liu Xing, Yue Shan. The construction of a network teaching sharing platform for journalism and communication in the all-media environment: A case study of the Experimental Teaching Demonstration Center of Journalism and Communication in Anhui University[J]. *Journal of Chifeng University(Natural Science Edition)*. 2015; 31(03): 41-43.
- [5] Shao Wanxia. Research on the intelligent transformation of experimental courses of journalism and communication in colleges and universities in the era of intelligent media[J].*News Outpost*,2023(06):78-80.)
- [6] Cui Baoshuang. Exploration of innovative experimental projects in journalism and communication under the background of new liberal arts[J]. *Laboratory Science*. 2022; 25(05): 111-114.
- [7] Yao Qian. Exploration on the reform of experimental teaching of journalism and communication in the era of convergent media[J]. *News World*. 2021; (10): 76-81.