

Exploration and Thinking on the Teaching Mode of “Community of Practice” Course Group in Mass Media Education

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Abstract: Taking the construction of the “community of practice” course group of the national first-class undergraduate major of Radio and Television Director of Communication University of China Nanjing as a case, this paper discusses in depth how to adapt to the requirements of professional practice teaching of film and television media in the new era with the support of matrix dynamic teaching mode in film and television media education. With diversified practical teaching resources as the guarantee, adapt to the goal of integrating and educating people in school and society, and then build an open-loop system that integrates vertical gradient and horizontal linkage, and build a real sense of practice community.

Keywords: Practice community; Course group; Teaching mode; Collaborative education

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The course group is an organic collection of courses that integrates several single courses closely related to teaching objectives and teaching content. Taking the construction of course groups as the starting point, comprehensively improving the quality of curriculum construction has become one of the basic consensus of education and teaching reform in the field of higher education. The national first-class major of Radio and Television Director of Communication University of China Nanjing has always taken “People-Oriented Moral Education” as the foundation, closely combining talent training with business format development and market demand, consolidating the professional foundation, taking innovative practical teaching mode as the breakthrough, turning the whole into zero, taking points and areas, implementing training in different directions, and creating a matrix dynamic “community of practice” direction course group teaching mode with multi-dimensional synchronous improvement of teachers and students through collaborative education inside and outside the school, joint practical training at home and abroad, and Enterprises-Universities-Researches Integration, etc., and achieved remarkable results.

1. The main problems in professional teaching

(1) The contradiction between the pace of teaching reform and the speed of business change. The environment of the media industry is changing more and more rapidly, but teaching reform is relatively lagging behind. Teaching reform requires more effort and time, high risks and low returns; Scientific research and other tasks are heavy, and teachers have insufficient energy; Teachers have limited capacity for teaching reform and lack the learning of teaching methods and educational theories.

(2) The contradiction between the unity of training goals and the individualization of teaching. Teaching management requires majors to have a unified talent training program, training objectives, and course outline to standardize teaching. However, both teachers and students have individual characteristics, overemphasize teaching stylized standards, and use a unified model to evaluate the effect of applied teaching, which hinders attempts at teaching reform.

(3) The contradiction between the single path of teaching practice and the diversified demand for talents. Daily course practice is mostly carried out in the form of homework, and students rarely have a relationship with the market, which makes it difficult to complete the transformation of homework into works, and there is a gap between it and market demand; The training opportunities that students can get in a short period of time through professional internships and graduation internships are limited, and the space for ability improvement is small.

(4) The contradiction between closed faculty structure and rapid iteration of knowledge. The construction of the teaching team is the key to the implementation of teaching reform, and some young teachers do not have the corresponding social and industry experience, and are in a relatively closed environment after entering colleges and universities, and their knowledge is not updated in time. Building a “learning” and “double qualified teacher” teaching team is an inevitable requirement for teaching development.

2. The teaching exploration of the “community of practice” professional course group

(1) Synchronize with the development of media formats and lead the exploration of talent training

The “community of practice” course group of Radio and Television Director major of Communication University of China Nanjing has experienced three stages:

Stage 1. From 2006 to 2009, cultivate on-camera journalists, TV directors, TV critics, and documentary creation and application talents for traditional mainstream TV media.

Stage 2. From 2010 to 2014, taking the Internet 2.0 era as an opportunity, we opened social media applications and new media advertising creative directions, which was the earliest exploration of social media theory and practice in China. At the same time, “de CentralizedAsian Transnational Challenges” joint training workshop was opened, and talent training went international.

Stage 3. Since 2015, according to the new situation of media integration, the direction of new media content production has been added, such as online audio program production and online variety show planning. In cooperation with ByteDance’s Toutiao College, it jointly launched the “Toutiao” and “NetEase” new media operation courses, blended online and offline teaching, opened up practice in the academic circles, innovated the teaching channels, methods and models of the “community of practice”, and achieved remarkable teaching results. So far, the professional direction class of radio and television editing and directing has built a full-platform education system that is at the forefront of the times with course content construction as the foundation, advanced technology as the support and innovative management as the guarantee.

(2) Break through the single strengthening model of traditional colleges and universities and create a matrix-based comprehensive and strong joint mechanism

From independent colleges to private undergraduate universities, focusing on the goal of application-oriented talent training, the course group of this major direction breaks through the single strengthening model of other universities, establishes customized links for talents in the early, middle and late stages of film and television production that meet the needs of the industry market, and selectively cultivates talents in the junior academic year according to students’ interests, specialties and professional foundations, so as to lay the foundation for students to start a business. At the same time, the course groups form joint practical training and comprehensive application, such as on-camera reporters, TV directors, and students in documentary classes will conduct multi-site admission live broadcast reports when new students enter each academic year, truly becoming a multi-functional compound talent, reflecting the advantages and innovation of the matrix teaching system.

(3) Create the construction of the “333 system” curriculum and form a “theory-practice-innovation” collaborative education

In terms of setting, the course group of the orientation class breaks the previous form of teacher teaching, takes students as the center, takes talents as the guide, and adopts the “three three three system” teaching method, that is, theoretical teaching, classroom practice lecture and extracurricular practical training creation each account for one-third of the total learning hours, truly realizing the full exercise of “student homework - personal works - innovation and entrepreneurship”. The social media application class launched a TED mode “ATMSHOW” online and offline speech platform, from planning and publicity, content production to operation and promotion, all completed by teachers and students, and formed a collection of papers, completing the whole process of classroom to practice to innovation. In addition, project-based teaching methods are introduced, such as the new media video program production class and Youku to cooperate with Youku to complete the “Super Boy” online version of the short video derivative program. In addition, some orientation classes adopt the teaching method of training by competition, such as participating in National Advertising Art Design Competition For College Students. After training, it can win a number of awards at all levels every year.

(4) Dual mentors in the media academia and industry, Enterprises-Universities-Researches Integration

As an effective way to improve the level of teaching and research, train the teaching team, and build a “dual-teacher and dual-ability” teaching team, we insist on hiring industry experts and leaders as course instructors to provide guidance throughout the process. From course teaching to creative practice, industry instructors provide one-on-one and hand-to-hand help, allowing students to feel the transformation of professional knowledge to professional skills and the spirit and responsibilities of media professionals at zero distance, and produce a number of high-level and high-quality works. At the same time, in the process of guiding practice, industry mentors found talents and recruited talents, and some students with excellent performance were recommended by tutors to join high-quality units, truly realizing the Enterprises-Universities-Researches Integration, and collaborative education between the media academia and industry.

(5) Continue to implement ideological and political courses and serve regional social development

As a career-oriented direction course group teaching, with “People-Oriented Moral Education” as the foundation, value education is integrated into daily teaching practice and work creation. From the creation of topics to innovation and entrepreneurship projects, we insist on implementing “curriculum ideology and politics” in the whole process of education and teaching. Online teaching during the new crown epidemic has brought great challenges to the curriculum group with practice as the main teaching method, but all parties to the class jointly created propositions, observed life, recorded history, reflected the style of college students in the new era, and was the best teaching achievement of “People-Oriented Moral Education”, serving regional development, and giving back to society.

The main difference between the Radio and Television Director course group and the traditional model is that in this new space, students are not passive, but active; There is no linear teaching in this space, but modular; The main function of teachers is to guide, organize and support, and the main task of students is to explore, discover and improve. The vertical gradient within the course group is clear, providing the level of learning, while the linkage between the course groups is obvious, providing the expansion of learning, constituting an open loop of “seeking up and down” and “to gain advantage from both sides”. Practice has proved that this dynamic and matrix “community of practice” course group teaching mode has a good teaching effect in terms of students’ individualization and professional ability training. Students have developed their professional expertise in various professional competitions and activities, as well as employment and entrepreneurship. Its successful experience has been widely recognized in teaching reform seminars and exchanges inside and outside the school and even internationally, so it is exemplary and replicable.

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