

Research on the Teaching Reform and Innovation of the Course "Introduction to Cultural Industry"—Take Nanjing University of Media and Communication As an Example

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Abstract: The course "Introduction to Cultural Industries" is a professional education course that emphasizes both theory and practice. This paper mainly discusses how to introduce the concept of seminar-based teaching into the teaching process of the course on the basis of the goal of cultivating high-quality applied talents with equal emphasis on knowledge and ability, so as to integrate it with the teaching objectives and achieve the teaching law of unification of knowledge and ability.

Keywords: Cultural industry; Pedagogical reform; Innovation

1. Introduction to Cultural Industries

"Introduction to Cultural Industries" is a professional education course for students of various majors in the School of Cultural Management of the university. This course mainly teaches the concept and basic characteristics of cultural industry, the theory and development status of international cultural industry, cultural industry and national cultural security, cultural industry model, cultural industry cluster and cultural strategy, and nine categories of contemporary cultural and creative industry. This course is both theoretical and practical, and requires students to investigate relevant cultural industry enterprises and institutions. Under the goal of cultivating applied undergraduate talents, certain teaching objectives have been formed^[1].

1.1 Knowledge requirements

Students are required to master the basic theories and knowledge of management, economics and other disciplines, and be familiar with the policies, laws and regulations of the national cultural industry and related industries. Master the basic theories and knowledge related to the cultural industry, and master the processes and principles of creative planning, marketing, etc. Establish the thinking of cultural industrialization, and be familiar with the various formats and value realization models of the cultural industry.

1.2 Competency requirements

Be able to master the basic skills of cultural industry management, and be able to use the methods and means of social research, management integration, information processing and communication to carry out planning, marketing and other work; Be able to objectively evaluate the industrialization operation mode and its value generation mode. Have the sense of innovation and ability in practical work, and have a good understanding and implementation ability of cultural industry policies.

1.3 Emotional requirements

Guide students to inherit and protect traditional culture, improve cultural self-confidence, and establish confidence in joining the cultural industry.

2. A brief description of the seminar-based teaching mode

2.1 Meaning

The seminar-based teaching model is not a way to teach a good class, but to integrate research and discussion into the whole process of teaching. While teaching the knowledge content and learning Xi methods, the course is mainly organized by student

discussions, and more attention is paid to cultivating students' various related abilities.

2.2 Significance

At present, the proportion of seminar-based teaching mode in applied undergraduate colleges is relatively small. The reason is that it is generally believed that the training goal of application-oriented undergraduate colleges is to focus on the application of practice and knowledge, and the goal of this model is mainly to cultivate students' academic research ability Xi.

The seminar-based teaching method can actually bring students' subjectivity and self-awareness to the extreme under the guidance and guidance of the teacher. One of the effective ways for students to acquire subject knowledge and enhance their learning and Xi ability is to self-study, Xi self-education, and self-improvement. Therefore, while following the law of talent training, taking into account the goal of cultivating applied talents, this model is also suitable for the training requirements of students of this major in the school, but it is necessary to focus on the application of theory^[2].

3. Implementation strategy

On the basis of the training goal of high-quality applied talents with equal emphasis on knowledge and ability, the concept of seminar-based teaching is introduced in the teaching process of "Introduction to Cultural Industry", so that it can be integrated with the teaching objectives, so as to transform theory into ability, and integrate and realize the online and offline blended teaching strategy.

3.1 Teaching ideas

Focusing on the course objectives, grasp the main content, integrate relevant knowledge, and organize seminars in modules. The lecturers are mainly responsible for the teaching of relevant theories of the cultural industry, and set up the discussion topics and related links. In the cultural industry agglomeration area, the method of on-site investigation is adopted; The research of the nine categories of cultural industry requires students to collect, sort out and study the category materials of different industries, and actively participate in extracurricular seminars and classroom group discussions and submit notes, papers or PPT presentations based on typical cases according to the teacher's task setting.

3.2 Teaching content

Mainly for the teaching content, the content is modularized and integrated, which has maximized the teaching effect and improved the students' initiative in learning Xi.

"Student self-study" - through self-Xi directed learning, students focus on learning the basic parts Xi of each teaching module through extracurricular self-study, in-class reporting, etc., through self-study outside the classroom, in-class reporting, etc.

"Classroom explanation" is a link in which the teacher will explain in detail the content that is more theoretical and difficult for students to understand.

'Class Discussion' – designed for the core modules of the course. In order to guide students in group discussions, specific questions will be asked and methods and perspectives will be provided.

3.3 Teaching organization form

3.3.1 Preparation for the pre-teaching stage

Understand the teaching software and hardware conditions and teaching arrangements, and at the same time grasp the students' learning Xi background, know the students' abilities and needs, etc.

3.3.2 Discuss module design

A module was refined in the course of specific discussions, and corresponding case studies and related discussion organization links were designed.

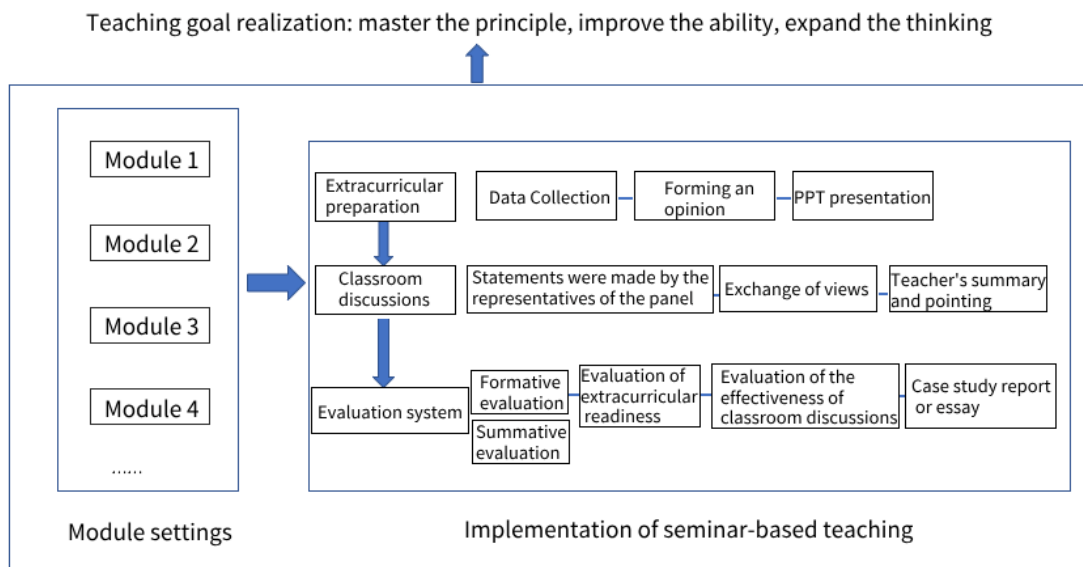
Determination of the theme of the discussion - determination of the objectives of the discussion - introduction of questions - reference materials - content of the discussion.

3.3.3 Discussion process

Assign tasks, conduct independent research or group collaboration, collect materials, write presentations, select representatives from each group to express their views, teachers and students evaluate each other, and teachers summarize and sort out feedback after class.

3.3.4 Form of assessment

The assessment system is mainly divided into two parts: formative assessment (mid-term examination) and final assessment (final examination).



4. Pedagogical innovation effect

After several years of teaching practice, the teaching team believes that one of the effective ways to achieve the cultivation of applied talents is through seminar-based teaching, especially for the teaching of applied undergraduate theory courses. It can effectively play the leading role of teachers and the main role of students, can achieve the unity of knowledge and ability, and also conforms to the teaching law of the unity of knowledge and ability teaching and thinking expansion.

In the process of teacher teaching, students can not only acquire knowledge principles by participating in seminar-based teaching, but also cultivate students' Xi learning ability, thinking ability and problem-solving methods by participating in seminar-based teaching. In addition, because the discussion is conducted in small groups, students not only exercise teamwork skills, communication and coordination skills and expression skills in this process, but also these abilities are indispensable for applied talents in the cultural industry.

References:

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