

# Exploring the Curriculum System of Sound Design for Radio and Television in Universities from the Perspective of Integrated Media

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**Abstract:** From the perspective of integrated media, there have been significant changes in sound wave transmission, audio equipment, music production, and sound transmission methods, which can help improve the teaching level of basic courses, practical courses, core courses, and elective courses in the field of radio and television sound design in universities, thereby optimizing the curriculum system of radio and television sound design in universities. Based on this, this article analyzes the main content of the college radio and television sound design curriculum system from the aspects of setting the duration of radio music programs, setting sound and predicting sound effects, recording, editing, and mixing processing. Furthermore, improvement strategies are proposed to cultivate creative thinking, spatial thinking, and practical spirit, with the hope of providing useful references for the improvement of the sound design curriculum system of university broadcasting and television under the perspective of integrated media.

**Keywords:** Convergence Media Sound design; Creative thinking; Spatial thinking; Practical spirit

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## 1. Overview of the Course System of Radio and Television Sound Design in Universities from the Perspective of Integrated Media

With the advent of the era of integrated media, universities are gradually building a sound design curriculum system that includes professional basic courses, professional practice courses, professional core courses, and professional elective courses. It also incorporates knowledge of psychology and physical acoustics, emphasizing the use of digital technology, information elements, and advanced music equipment to process sound, effectively regulating recording techniques, and achieving perfect ideas for sound modeling, expression, and narrative. At the same time, compared to the fixed and single traditional university broadcasting and television sound design curriculum system, the university broadcasting and television sound design curriculum system under the perspective of integrated media is more innovative and integrated, requiring students to pay attention to the audience's auditory beauty and sound artistic expression, highlighting the importance of sound aesthetics in artistic value.

## 2. The main content of the curriculum system for sound design in university broadcasting and television from the perspective of integrated media

### 2.1 Set the duration of radio music programs

Setting the duration of radio music programs helps to calculate the demand for sound materials, which is one of the main contents of the university radio and television sound design curriculum system under the perspective of integrated media. It specifically includes the following two levels: first, under the perspective of integrated media, the university radio and television sound design curriculum

system requires professional basic course teachers to select materials of about 25 minutes from excellent radio music programs over the years, and based on the program draft, understand the specific sound design diagram in detail, clearly mark the sound duration corresponding to character actions, environmental sound types, commentaries, dramatic transitional sounds, and natural transitional sounds, and determine the duration of sound design materials through track engineering settings. Secondly, from the perspective of integrated media, the curriculum system of sound design for radio and television in universities requires teachers of professional basic courses to integrate general spectrum thinking into the entire process of sound design, grasp the coordination and duration transfer ratio of timbre, frequency, and materials from a global perspective, achieve coordination and coordination of the entire process duration of sound design curriculum system, and then coordinate the setting of broadcast music program duration.

## **2.2 Set sound and predict sound effects**

Setting up sound and predicting sound effects helps to draw sound process diagrams and improve sound design effects. It is an important component of the university radio and television sound design curriculum system from the perspective of integrated media, mainly including the following three aspects: Firstly, from the perspective of integrated media, the university radio and television sound design curriculum system requires professional core course teachers to analyze the location of sound materials, acquisition difficulty, and specific implementation effects from logical and artistic thinking, collect program draft sound design processes including broadcasters, singers, guests, and song materials, and set a coordinated and unified sound design effect. Secondly, from the perspective of integrated media, the curriculum system of sound design for radio and television in universities requires professional core course teachers to use songs as the theme of sound design, cultivate sound art from the perspectives of folk song inheritance and innovation, folk understanding and promotion, upgrade the sound quality and performance of songs, and complete the sound retention of fixed tracks to enhance the sound design effect. Thirdly, from the perspective of integrated media, the curriculum system of sound design for radio and television in universities requires professional core course teachers to start with specific performers such as singers and guests, to assist students in achieving a thorough understanding of sound design, voice feedback, and equipment cognition, and to deeply interpret the internal connections between sound design frequency scenes, emotional communication and local customs, in order to comprehensively enhance the effectiveness of sound design.

## **2.3 Recording, Editing, and Mixing**

Comprehensive activities such as recording, editing, and mixing help to enhance students' practical abilities in sound design. They are the core content of the university radio and television sound design curriculum system from the perspective of integrated media, mainly including the following three aspects: Firstly, from the perspective of integrated media, the university radio and television sound design curriculum system requires professional elective course teachers to carefully choose software and hardware sound recording equipment, establish a sound recording project with strict song layout, compact logical connection, orderly sound material layout, and reasonable recording layout, help students grasp the overall tone of sound design, quickly achieve sound design recording and audio finalization output, and improve students' practical ability in sound design. Secondly, from the perspective of integrated media, the curriculum system of college radio and television sound design requires teachers of professional basic courses, professional practical courses, professional core courses, and professional elective courses to adhere to the principles of authenticity, accuracy, and clarity. Through film art editing such as sound montage, sound elements are efficiently linked, and student sound design content is transformed, promoted, and compared. Thirdly, from the perspective of integrated media, the course system of sound design for university broadcasting and television optimizes the sound design of unified tracks with different styles of mixing effects, breaking away from the need for language assisted interpretation and sound narration, and improving students' ability to design and depict sound.

# **3. Optimization Strategies for the Course System of Radio and Television Sound Design in Universities from the Perspective of Integrated Media**

## **3.1 Cultivate creative thinking**

From the perspective of integrated media, universities should cultivate students' creative thinking and further optimize the curriculum system of radio and television sound design from their cognitive, perspective, and level of sound design. Firstly, universities should grasp the ingenuity and interesting characteristics of creative thinking, diverge students' cognitive thinking in sound design from the perspective of enhancing appreciation value, promote students to associate sound design with program art creation, achieve the identity transition from sound craftsman to sound artist, fully cultivate students' creative thinking, thereby improving the teaching level of basic courses in sound design, and optimizing the curriculum system of university radio and television sound design under the

perspective of integrated media. Secondly, universities should require sound design teachers to deeply interpret dramatic situational plays, edit dramatic sound design clips for students from an emotional perspective, increase opportunities for students to integrate sound design and song imagery, and cultivate their creative thinking. Therefore, it will enhance the teaching level of basic courses in sound design and improve the curriculum system of sound design for radio and television in universities from the perspective of integrated media. Thirdly, universities should require teachers in the field of sound design to collect in-depth life scene resources, assist students in absorbing life art, enhance the fireworks and practicality of student sound design activities, and cultivate their creative thinking. This will enhance the teaching ability of basic courses in sound design and improve the curriculum system of sound design in university broadcasting and television under the perspective of integrated media.

### **3.2 Cultivate spatial thinking**

From the perspective of integrated media, universities should focus on music perspective, direction, size, distance, and motion perception, cultivate students' spatial thinking in sound design, assist them in possessing spatial expression and reproduction abilities, improve the comprehensive level of elective courses and core courses in sound design, and improve the curriculum system of radio and television sound design. Firstly, universities should cleverly utilize radio music programs with spatial information to help students form an impression of sound design space, cultivate their spatial thinking, improve the teaching level of core courses in sound design, and establish a sound course system for radio and television sound design in universities from the perspective of integrated media. Secondly, universities should attach importance to the spatial narrative of environmental sound, and use sound design tracks with real spatial information directions such as "Extraordinary Sound" and "Does Someone Tell You" to enhance students' sense of immersion in music recording and sound design, enhance the comprehensive level of elective courses in sound design, and consolidate the course system of sound design for university broadcasting and television under the perspective of integrated media. Thirdly, universities should organize real environment recording according to the sound composition of logo sound, signal sound, benchmark sound, etc., to assist students in achieving artistic and hierarchical presentation of sound design, cultivate students' spatial thinking, improve the comprehensive level of elective courses in sound design, and consolidate the course system of radio and television sound design in universities from the perspective of integrated media.

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