Analysis on Management Mode of Higher Media Education in Omnimedia Era

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Abstract: With the rapid development of information technology, the way of media communication has changed. The effective combination of traditional media and new media has become an inevitable trend of the development of The Times, which is the era of all media. Colleges and universities must keep up with the development and changes of The Times, innovate the management mode of media education based on the characteristics of the all-media era, and cultivate more excellent media talents for the society. This paper first briefly introduces the problems existing in the management of higher media education in the era of all media, and then puts forward some effective management strategies from four aspects: the combination of theory and practice, the characteristic curriculum system, talent training and teachers' team for reference.

Keywords: Omnimedia era; Higher media education; Management mode

With the rapid development of information technology, media majors in colleges and universities must keep up with the development trend of The Times, innovate and reform from many aspects, and devote themselves to cultivating more excellent talents. However, in recent years, there are still many problems in the management mode of media education in colleges and universities in China, such as the separation of theory and practice, the lack of characteristic curriculum system, and the backwardness of teachers. In view of a series of problems, combined with the characteristics of the all-media era, it is necessary to actively seek out diversified innovative strategies to promote the all-round development of media education management.

1. The problems existing in the management of higher media education in the era of all media

1.1 Theory and practice are separated from each other

Practical teaching has always been a weakness of China's education, which is generally reflected in the unreasonable curriculum setting, which does not take students as the starting point, resulting in the whole teaching activity being too monotonous and boring. At present, we still choose the teacher-oriented classroom mode, which makes the talent cultivation simple and is not conducive to the personalized development of students. Furthermore, the teaching methods are too backward, which is not conducive to the development of media students' innovation consciousness. At the present stage, the common problem is that in the era of all media, students are required to grow into excellent talents with strong practical ability, not only to master the theoretical knowledge related to media, but also to skillfully apply multimedia technology and establish enough practical training activities. For example, the backward equipment of graphic media design laboratory and multimedia laboratory makes it difficult to effectively improve students' practical literacy.

1.2 Lack of characteristic curriculum system

As the media education in colleges and universities is set too monotonous, the curriculum activities appear relatively closed, and the potential connection between various disciplines is not close enough. Taking journalism as an example, it includes broadcasting news, journalism and other courses, but the connection between these courses is not close, and there is even the phenomenon of knowledge repetition. It should be known that in the era of knowledge economy, cultural industry is the key, but the history, architecture, traditional culture and other contents related to this major are too simple, which is also a part of the media education in colleges and universities that is relatively lacking.

1.3 Lack of highlights in talent cultivation

The talent training of media education mostly follows a unified system, which seldom reflects the characteristics of colleges and universities. Moreover, the invariable training mode is easy to restrict the development of students' innovative thinking. Looking back on the previous teaching models, most of the knowledge points remain at the theoretical level, which is not conducive to the development of students' humanistic quality. They are abandoned in the setting of professional courses, and most of them only consider the characteristics of colleges and universities without directly taking students' cognitive needs into consideration. It eventually will contribute to the difficult employment of students, lack of innovation consciousness, which is not conducive to the development of China's media industry.

1.4 The lack of double-qualified teachers

With the advancement of teaching reform, media integration challenges the teaching system, which is something university administrators must consider. For teachers of higher media majors, some young teachers have weak practical ability, which cannot meet the basic needs of current media teaching, and will have some negative effects on the overall teaching effect. Although in recent years, there are outstanding talents working in universities, but restricted by some objective factors, the teaching mode of "bring in and go out" has not been fully formed.

2. The management strategy of higher media education in the era of all media

2.1 Promote learning through competition, and combine theory and practice deeply

As the media market changes, teachers need to think deeply about how to teach students in accordance with their aptitude, explore the potential of students, and find the right way of education management. Promoting learning by competition is to expand the practical platform as much as possible on the basis of integrating media resources, effectively combining theoretical teaching and professional competition, so that students' innovative thinking can be expanded and horizons can be broadened, making them exposed to real propositions, thus promoting their creativity. The development of innovation and creativity can better solve the difficulties faced in the development of media education.

The in-depth combination of theoretical teaching and practical activities needs to be summarized in continuous exploration. For example, in the major of radio and TELEVISION editing and directing, students are required to plan and produce different types of programs and comprehensively inspect their professional qualities. In the initial stage, the theoretical activities of the course include the theoretical knowledge of advertising planning, allowing students to form a complete knowledge system, and integrate the contest proposition into the practical course, allowing students to discuss and communicate around the proposition, and form innovative copywriting, specifically implemented in shooting, editing, etc. , and finally upload to the Internet. In the whole process, it can not only test students' learning effect, but also provide them with a good practice platform, realize the in-depth combination of theoretical knowledge and practical ability, enhance students' professional confidence, and better understand the objective needs of enterprises for talents in the era of all media. After continuous summarization and accumulation, a standardized practice system has been gradually formed, which upgrades the classroom training and breaks the conventional professional boundaries, so as to achieve the integration of students from different majors, as well as the integration of media resources inside and outside the school, and finally to give a perfect practical project on the basis of mutual cooperation. In practice, students will not only create works needed by enterprises, but also consider marketing planning and market planning. Through the effective combination with professional competitions, students can really promote the development of comprehensive ability in practice.

2.2 Build a characteristic and modular curriculum system

The construction of modular curriculum system is to break through the traditional backward and single development mode, integrate the existing development mode in time, and make the development of students' comprehensive quality as the starting point. Reasonable analysis is made from the macro, medium and micro perspectives:

Macro: set up professional curriculum system, have clear guiding ideology, understand the content involved in media major teaching, effectively combine scattered knowledge points, run through the theme of scattered knowledge points, and make reasonable requirements for students' values. Through preliminary analysis, the design of modularized curriculum system of higher media education should focus on the development of practical ability, knowledge ability and comprehensive quality, and advance reasonably based on the principle of step by step.

Medium view: go deep into the actual work, do the actual work that the media work needs well. We should know that the more complete the research work, the more abundant the information, which is conducive to the construction of meso module.

It is necessary to build a perfect knowledge system, do research and carry out teaching activities according to the plan. For example, how about the employment of media major in the future? Can I find a suitable job? What are the basic needs of individuals in the workplace? Record and summarize the information from the actual research. Take the director as an example, it is necessary to have strong writing ability and be skilled in video editing, so video editing and text writing are taken as the focus and module units are appropriately added.

Micro: Micro is a detailed analysis of the course knowledge, focusing on the development of students' professional quality. 2-4-6 weeks are set up to ensure the completion of the course learning within a semester and achieve the integrity and systematicness of the modules.

2.3 School-enterprise cooperation to optimize personnel training

In the era of all media, journalism, communication and radio and television are showing a trend of mutual integration, and the society's demand for talents is also developing at a higher level. Such talents should break through the limitations of traditional thinking and adapt to the requirements of integrated media positions, which deeply integrates multiple abilities such as collection, writing, shooting, recording and information literacy. Faced with the basic needs of the all-media era, colleges and universities must break the single form of traditional teaching and combine technology and humanities to produce the effect of $1+1 > 2$.

On the one hand, it is necessary to build a school-enterprise cooperation platform. Cooperation platforms will be set up in colleges and universities to provide talents for media units, while units will provide places for practice for students. A good cooperative relationship between the two can not only enable students to participate in practice on campus, but also to share resources and achieve a win-win goal.

On the other hand, cooperative education. Generally, it cooperates with film and television media companies to create a development model that connects with the industry. The education and management of students is the responsibility of the school. The training model is based on the development of universities and the industry, and the development is discussed and formulated together, reflecting the characteristics of "state-run and individual-sponsored". Through the 2+2 development model, the first two years are managed by colleges and universities to complete the education and management of basic professional courses. Enterprises generally play the role of counseling and are in charge of the establishment of a perfect teacher workstation. In the last two years, enterprises will take the lead in choosing the form of professional training and teaching, optimizing the way of innovation and entrepreneurship activities, and cultivating excellent media talents needed by enterprises. During the whole training process, students will be specially managed by the school.

2.4 Build a high-quality team of double-qualified teachers

For the training of double-qualified teachers, it is necessary to build a group of excellent teachers based on the training base. In this regard, teachers are required to regularly go to the company's editorial, production, hosting and other positions for training, and through the open teacher access system, select a group of excellent and highly educated talents who are willing to engage in media education to receive professional training at a certain training base. After certification, they can work in colleges and universities to alleviate the problem of shortage of teacher resources at this stage. In addition, professional training activities are conducted to deepen the comprehensive cognition of the teachers, and to build a double-qualified teacher team with sufficient number, reasonable structure and rich professional knowledge by centering on all media-related skills training. In the training process, colleges and universities actively communicate and exchange with media institutions to further deepen the cooperation and exchange between institutions, so that enterprises and regions form resource sharing, complementary advantages, and explore the way of vocational education innovation together.

The planning and construction of the media professional teaching team should form a development model of one-to-one, mutual assistance and complementarity. On the basis of not affecting conventional education, teachers are allowed to study in media colleges and universities in the first-tier cities—Beijing, Shanghai, Guangzhou and other regions, and bring the professional knowledge and practical ability learned in developed areas to the school. This can not only broaden the cognitive horizons of teachers, but also improve the ability of teachers to serve. In addition, colleges and universities, based on their own development needs, analyze from the perspective of teacher training goals, follow the law of market development, formulate a sound incentive system, encourage all teachers to develop toward the "double-qualified" perspective, and give outstanding teachers necessary reward. After the teacher team is fixed, the reward plan can be adjusted to determine a complete teacher system, and then guide more teachers to actively participate in training and further education activities, reducing the risk of brain drain.

3. Conclusion

From the above analysis, in the era of all media, higher media education management should carry out appropriate reforms and innovations. The school should combine the basic characteristics of all media, actively update teaching concepts to create a teaching model that integrates theory and practice, and cultivate media talents with strong practical ability and comprehensive knowledge who meet the needs of talent development in the era of all media. Only in this way can the overall level of China's media industry be improved from various aspects, and the stable development of institutions of higher learning and media enterprises be achieved.

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