

Research on Talent Cultivation Strategies for Applied Universities in the Smart Media Era of News Communication

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Abstract: In the background of the smart media era, the rapid development of intelligent media has brought significant impact and influence to the traditional news communication industry. On the one hand, the size of the audience of traditional media has been significantly reduced, its influence has also been diluted. On the other hand, the use of new media has increased significantly, and even began to replace the traditional media gradually become the most popular one of the new forms of media. Under this change, not only the communication mode and ecological public opinion of the news and communication industry need to be innovated actively, but also the cultivation of news and communication talents in colleges and universities needs to be changed, in this way, we can adapt to the changes of social market under the background of intellectual media. Therefore, this paper analyzes the characteristics of talent demand in the industry under the background of the smart media era and explores the abilities and cultivation strategies required for news communication talents in applied universities, to explore a new way to train journalism and communication talents in applied universities in the age of intellectual media.

Keywords: Smart Media Era; Applied Universities; News Communication; Talent Cultivation

In the smart media era, the speed of media technology iteration is increasing, leading the news communication industry to accelerate towards intelligence. Traditional models of talent cultivation in applied universities for news communication are evidently insufficient to meet the requirements of the evolving social industry. Therefore, schools must adopt new educational philosophies and teaching objectives to cultivate news communication talents with specialized and socialized information communication capabilities. This paper analyzes and researches talent cultivation for news communication in applied universities under the background of the smart media era, aiming to provide reference and insights to peers.

1. Analysis of Characteristics of Talent Demand in the Smart Media Era

1.1 High Demand for Talent

In the smart media era, the characteristics of information dissemination are prominent in two aspects: On the one hand, the widespread application of modern technological means accelerates the speed and reduces the difficulty of information dissemination. On the other hand, in today's social information dissemination system, the scale of public communication is expanding, resulting in a significant demand for news communication talents across various societal organizations.

1.2 High Density of Skill

Requirements Many universities have set the goal of "one specialty, multiple skills" in talent cultivation programs. Applied to the teaching and training of news talents, The main purpose of this is done to ensure that the trained personnel can better respond to and adapt to the current social industry in the diverse needs of talent skills. Compared with the traditional sense of "One person one specialty", "One post one matter", the smart media era presents a clear characteristic of high-density skill requirements for news communication talents.

1.3 Emphasis on Communicability over Newsiness

In the process of social information dissemination, "newsiness" leans towards rational communication, while "communicability" leans towards emotional communication. In the smart media era, effective emotional communication often revolves around an "entertainment gene." In a highly developed media environment, individuals and organizations must possess an "entertainment gene" to stand out in the vast sea of information.

2. Abilities Required for Applied University News Communication Talents in the Smart Media Era

2.1 Ability for Value Judgment

In the smart media era, media professionals need clear news values, professional ethics, and a strong sense of social responsibility. The core of this social responsibility is the "ability for value judgment." Applied universities should emphasize the cultivation of this ability when formulating talent cultivation plans and goals. For example, with the development and application of artificial intelligence, discussions on topics such as information values and ethics related to artificial intelligence are inevitable. Universities should guide students to develop thought value concepts aligned with the interests and demands of the society, emphasizing a "people-oriented" approach and recognizing the subjective status of "people."

2.2 Fact-Checking Ability

In the age of intelligent media, media professionals are not only diggers of social hot events, but also disseminators. A core business ability that they must have is the ability of fact checking, it can also be broken down into fact-checking and integration capabilities. In an era of information explosion, media professionals must have sound rational thinking to judge the authenticity and reliability of information. Especially in the case of newly emerging events, they need to verify the information sources in real-time and accurately outline the main

context before publishing reports. This is crucial for spreading positive social energy and revealing issues. Media professionals should also be able to conduct in-depth interpretations of certain information events, extracting their underlying value depth—a crucial requirement in the smart media era.

2.3 Situational Awareness

Situational awareness is a “latent ability” that media professionals need to master in the smart media era. This ability permeates the entire process of news communication work and is closely related to personal experience, insight, and behavioral strategies of media professionals. It has an evident “variable” characteristic. Therefore, applied universities should not only focus on theoretical teaching but also guide students to strengthen their situational awareness through practice in specific situations. This will ensure the quality of talent cultivation.

3. Exploration of Strategies for Talent Cultivation in Applied Universities in the Smart Media Era

3.1 Clearly Define Talent Cultivation Goals

In the background of the smart media era, schools should orient their talent cultivation goals based on the core competitiveness of news talents in today’s society. They should clearly define professional talent cultivation goals according to the development status of intelligent media in their regions. This is essential for handling the relationship between “technology and communication” and “tools and practitioners” more effectively.

On one hand, schools and teachers should address the relationship between “technology” and “individuals” by enhancing students’ correct understanding of intelligent media through teaching guidance. Students, in the smart media environment, should discover the inherent laws of media form changes through contact with and understanding of intelligent media. This is essential for cultivating and exercising students’ ability to use intelligent technology. This way, students can defend their subjective position in the smart media era without being dominated by new media. On the other hand, schools and teachers should recognize the relationship between “technology” and “society.” Teaching guidance should continuously enhance students’ professional competence and media literacy. This enables them to deeply understand existing data information in media practices, conduct in-depth analysis of existing problems, and make value judgments and issue interpretations consistent with current social development needs and media social responsibilities.

3.2 Innovate Professional Teaching Content

In the smart media era, schools can appropriately add teaching content related to digital technology, intelligent media, and other relevant subjects. Specific content can be divided into two categories: professional practical training content related to social media and cross-platform reporting, and technical practical training content such as programming and artificial intelligence applications. For example, by teaching students programming and artificial intelligence knowledge, schools can guide them to comprehensively understand and accept the value concepts behind data, algorithms, and other elements. Innovation is not only related to the introduction of new tools and technologies but also closely related to the motivation and creativity of the “users” of new tools and technologies.

Additionally, if the development of intelligent media in the region is not sufficient or resources are limited, schools can collaborate with local mainstream media organizations or the government. By conducting school-enterprise integration, they can develop personalized courses with characteristics based on the current status of intelligent media development. This ensures that teaching content can effectively connect with the social market. Cross-disciplinary integration and talent cultivation should always focus on students, connecting various chains such as media talent cultivation, talent supply, and regional cultural industries. This is an inevitable path for the talent cultivation of local universities in the smart media era.

3.3 Innovate Talent Cultivation Methods

Based on the above analysis, the smart media era places high demands on the “latent abilities” of news communication talents. Therefore, applied universities should increase the promotion of platform-based teaching to provide students with more realistic media practice scenarios, this helps to cultivate their situational awareness. For example, schools can use various modern technological means to build an intelligent teaching platform. Intelligent media can be considered a crucial teaching aid, simulating students’ possible real-life scenarios in the future from both form architecture and skill enhancement perspectives. In such highly authentic simulated scenarios, students can comprehend the complexity of communication activities and accumulate situational awareness.

3.4 Reform Teaching Evaluation Methods

In the smart media era, we should pay attention to the reform of professional teaching evaluation and strengthen the evaluation of the abilities of news communication talents to enhance the quality of talent cultivation. For instance, a combined qualitative and quantitative approach can be adopted for evaluation. In qualitative evaluation, students’ performance can be assessed in terms of comprehensive qualities, professional knowledge, and practical abilities. Combining evaluation standards and quantitative indicators (setting five levels corresponding to students’ performance levels in different ability dimensions) can be used for grading students. In quantitative evaluation, methods such as sampling surveys, questionnaires, and practical inspections can be employed to obtain data on students’ performance in practice. This data can be subjected to statistical analysis. In the actual evaluation process, a comprehensive evaluation can be conducted using a combination of self-assessment and peer assessment. Students should evaluate their performance in different ability dimensions and propose improvement measures for their shortcomings. This ensures the objectivity and fairness of the evaluation results. Alternatively, an assessment center or expert review can be introduced to obtain more professional and comprehensive teaching evaluation results. The assessment center can consist of industry-related experts, outstanding teachers, and external individuals. They can evaluate students’ practical works, academic

papers, and innovative achievements, further refining the evaluation system and methods.

Conclusion

In conclusion, with the advent of the smart media era, technological development has significantly influenced media ecology, and as a result, the social industry has raised higher requirements for the comprehensive abilities and literacy of news communication talents. Therefore, applied universities must reform from the aspects of talent cultivation goals, professional teaching content, talent cultivation methods, and teaching evaluation methods to cultivate news communication talents that are “fully media-oriented, expert-type, and compound-type.”

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