

The Significance and Function of Virtual Simulation Experiment in the Teaching of Integrated News Reporting Course

—A Case Study of Emergency Public Safety Incidents

Caizheng Zhou

Krirk University, Bangkok Thailand, 10220

Qinghai Normal University, Xining City Qinghai Province, 810000

Abstract: Generally speaking, public safety incidents include natural disasters caused by Irresistible force, sudden public health incidents, sudden accidents and disasters. Every public safety accident not only directly endangers the survival and life of human beings, but also becomes a focal event of intense social concern. Traditional journalism teaching methods cannot provide on-site practical teaching. The emergence of virtual simulation has prompted the formation of a basic teaching model with students' independent learning and teacher guidance supplemented by its experimental platform for integrating public safety incidents with news reports. It has well implemented the basic concept of "student-centered" experimental teaching, and has strong operability and practical significance in the training of integrated media reporting courses for public safety incidents. This article explores the significance and role of virtual simulation experiments in the teaching of integrated news reporting courses through the daily teaching use of virtual emergency public safety incident simulation experiments, and provides innovative ideas for the teaching design of integrated news reporting courses, as well as virtual simulation experiments in news dissemination. Provide reference for instructional design.

Keywords: virtual simulation, integrated news reporting, public emergencies, curriculum design

1. Obstacles to News Practice

Most public safety incidents are unsafe. Due to the complex and changeable conditions at the scene, if you enter the scene blindly, the consequences will be difficult to predict and grasp. In the reporting of public safety incidents, reporters are required to report while ensuring their own safety, which requires reporters to master relevant safety knowledge, such as emergency rescue knowledge, fire safety knowledge, emergency communication knowledge, traffic safety knowledge, and infection Knowledge of disease prevention, first aid and escape knowledge at the accident site, etc.

Public safety incidents are mostly real-time incidents that require reporters to act quickly and efficiently. Therefore, reporters should have strong emergency response capabilities, such as news clue search capabilities, interview equipment selection capabilities, interview site response capabilities, interview pair selection capabilities, and aerial photography capabilities.

Public safety incidents are mostly social focus incidents. If there is no first-hand news source and reliable on-site information to watch and listen to, it will trigger a storm of public opinion and weaken the credibility of the media. Therefore, it is necessary for reporters to disseminate in the first time and to spread through all media. This requires reporters to have strong media dissemination capabilities. For example, the ability to use Weibo, WeChat and client APP, the integration of newspapers and networks, and multi-screen communication, as well as the ability to use planning, collection, writing, editing, and feedback.

All of the above requires training before the report, application in the report, and feedback after the report. Only in this way can we gain and consolidate in depth. Employers have high requirements and expectations for graduates' practical ability when recruiting, but students at school cannot fully practice the above content. The above-mentioned abilities are what is lacking in the current practice teaching of journalism and communication majors.

2. Obstacles to News Teaching

2.1 Lack of experience.

Because some news scenes are difficult to simulate in reality, teaching (whether it is theoretical or practical teaching) can only stay at the level of "speaking of soldiers" and lack experience and sense of process, which seriously affects the teaching effect;

2.2 Lack of integration.

Due to the fragmentation of the curriculum of journalism and communication, there is a lack of effective integration of news interview teaching for public emergencies, and the demand for "all-round" talents and communication skills required for current media reporting is not suitable;

2.3 Lack of humanity.

Since public safety incidents are mostly social focus events and emergencies, the threshold for students to enter the scene of such incidents for simulated reporting is extremely high, so they lack deep emotional resonance and humanistic care for such incidents.

3. The organic integration of virtual simulation and news practice

3.1 Have high emulation.

The scenes and equipment in virtual simulation, such as 3D modeling, panoramic observation, clear details of important links during operation, high degree of simulation and simulation, student experience has a great advantage compared with traditional teaching. Students

can use the safety knowledge before breaking news interviews in this scene to strengthen emergency response capabilities, exercise courage, and enhance emotional resonance.

3.2 Highly interactive.

The virtual simulation experiment uses various forms such as animation, audio and video environment creation, human-computer interaction, and course assessment to carry out comprehensive exercises such as planning, collection, editing, publishing, and feedback. From theory to application, from application to feedback, all-round, Improve students' adaptability and integrated news reporting abilities at multiple levels.

3.3 It is highly economical.

The virtual simulation of news gathering, writing, editing and reporting system structure can save money and reduce the cost of laboratory construction and experimental practice teaching. In the virtual simulation experiment, the system virtual simulation experiment has strong practicability and low investment cost. The actual operation training of students is not restricted by the number of equipment and the number of users, and it will not cause damage to expensive equipment and cause unnecessary trouble; no professional venue is required. It can be realized through the network, which not only makes teaching links and teaching practice more intuitive, but also saves economic and time costs, thereby making up for the shortcomings of traditional teaching.

3.4 Have high quality.

Through virtual simulation experiment teaching, students can intuitively understand and experience the occurrence process of different types of public safety incidents, and simulate the environment of public emergencies, which prompts students to think actively. In the virtual simulation experiment teaching, students will learn to protect their own safety in the virtual scene and skillfully use the appropriate interview tools and multimedia publishing platform, so as to complete the interview and reporting tasks with high quality. This will undoubtedly achieve a good effect of "applying what you have learned".

In short, the use of virtual simulation experiment system to empower humanistic care. Through the combination of online and offline "before experiment", "in experiment" and "after experiment", it provides students with a public safety event that cannot be provided by traditional teaching methods for students in the media writing and interview training of public emergencies. The experimental platform that integrates news reports has formed a basic teaching model with students' independent learning and teacher guidance supplemented by a better implementation of the basic concept of "student-centered" experimental teaching.

4. Teaching Objectives Realized by Virtual Simulation Experiment

Through the virtual simulation experiment project, students majoring in journalism can understand and learn the safety knowledge and skills necessary to respond to public safety incidents, master the general techniques and procedures for reporting public safety incidents, and understand the general techniques and procedures for merging news reports. Internalize the professional ethics of public safety incident reporting in the heart and externalize it in action. At the same time, virtual simulation laboratories built by colleges and universities can also provide social services and have a positive impact on the online training of journalists' public safety incident reporting literacy.

5. Innovative application of virtual simulation teaching method

The virtual simulation experiment will provide students with an experimental platform for fusing news reports on public safety events that cannot be provided by traditional teaching methods under the new media ecology. Before the practical course, students can take the initiative to understand and master the safety knowledge of responding to public safety accidents, the safety knowledge of reporting equipment, and the operating skills of cameras, interviewers and recorders. In the practical course, students use the campus network environment. Computers and tablets and other network terminals, log in to the experimental teaching platform, enter the virtual simulated public safety event site, observe the news site and conduct experiential interviews, and complete the recording of the on-site report; after the practical course, students can choose to use their works and experiments Reports and other learning content are released to the teaching platform through the network terminal, and teachers make teaching evaluations. After the above three stages, a complete set of practical teaching process is completed.

This new model of experimental teaching that combines online and offline teaching emphasizes the basic concept of "student-centered" experimental teaching. In the teaching process of journalism majors, through the opening of learning resources and learning spaces, students' independent learning can be strengthened The ability-based innovative teaching model, supplemented by the guidance of the instructor, can guide and encourage student reporters to innovate the reporting model when facing news incidents of public safety accidents, so as to achieve the professional teaching purpose of students acquiring knowledge and improving professional skills.

6. Realization of virtual simulation teaching methods

The introduction of virtual simulation resources into the curriculum must be guided by teaching goals, and effective teaching design must be carried out. The pursuit of novel, fantasy, and unique teaching effects should not lead to fragmentation and superficiality of knowledge.) In order to implement the basic teaching model with students' independent learning and teacher guidance supplemented, the integrated media virtual simulation emergency public practice training experimental project can ensure the implementation of the experimental teaching process from the following four aspects.

Teachers can try to assign cognitive preview tasks for public safety incident reports one week in advance. Cognitive preview tasks should include safety knowledge of public safety incidents and basic knowledge of the operation of reporting equipment. Teachers should

guide students to take the initiative to preview by preparatory assessment. First, they must have a good grasp of cognitive common sense through simulated questioning before class. Secondly, students must submit cognitive preparatory assessment online; only those who pass the assessment can enter the next step.

Students learn virtual simulation experiments, guide students to understand and master the content of the experiment by means of assessment, and guide students to complete cognitive tasks through human-computer interaction with relevant prompts and help provided. Only after the students have passed the basic knowledge assessment can they obtain the qualification to learn virtual simulation experiments, and the instructor will open the simulation learning resources to qualified students.

The opening time of virtual simulation teaching is not limited, and students complete the corresponding standard operations in accordance with the standard operation demonstration during the whole process of learning and experiment. The teacher carefully reviews and gives corresponding suggestions for students' completion based on the completeness of the experimental procedures, the scientific nature of the interview and reporting methods, and the integration of news reporting skills and method mastery. Students' self-test scores need to be re-learned and re-tested until they pass the test.

Carry out the operation test without any prompt help, and the system will give scores after the assessment. Once a student fails the exam, the test will be repeated. Students who have passed the test write an experiment report and submit it to the teacher for review. The experiment report should include experiment purpose, experiment principle, experiment process, experiment conclusion, experiment experience and related suggestions. Teachers organize students to hold seminars, guide students to discuss the completion of experimental projects, and put forward experimental improvement suggestions and opinions.

7. Summary

The news media must present public safety incidents truthfully. In order to obtain first-hand information, journalists must practice themselves to produce excellent news works. This requires not only journalists to be exposed to an unsafe environment, but also rich practical and personal experience. However, no matter in the practice of journalism majors or in the teaching of journalism courses, there are obstacles to the completion of public safety incident reports. Virtual simulation teaching has the characteristics of high simulation degree, good interactive effect, low intervention threshold, and good classroom effect. It can make up for the shortcomings of integrated news reporting in the learning and practice links of responding to public safety incidents. The lack of resources, the need to improve the media form of college curriculum teaching, and the practical training of journalism students all have practical guiding significance.

References

- [1]Ren Bingchao. (2012). On the optimization strategy of practical teaching courses for journalism in colleges and universities. *Caizhi* (25), 215. doi:CNKI:SN:CAIZ.0.2012-25-197. (references)
- [2]Bu Xinzhang. (2019). Exploration of the construction of the virtual simulation experiment teaching project of all-media integrated reporting. *Laboratory research and exploration* (11), 200-204. doi:CNKI:SUN:SYSY.0.2019-11-047.
- [3]Yang Hao Ci. (2019). Research on the Teaching Reform and Innovation of the Mainstream Expression Experimental Course for College Students Based on the Virtual Simulation Environment——Taking the School of Communication of Changchun Normal University as an example. *News Research Guide* (21), 211-212+215. doi: CNKI:SUN:XWDK.0.2019-21-124.
- [4]Fan Yalin. (2021). Research on the Influencing Factors of Shared Application of Virtual Simulation Experimental Teaching Project-Taking News Communication as an Example. *Editing* (08), 140-142. doi:CNKI:SUN:CXBI.0.2021-08-069.
- [5]Yang Fan, Yu Xiaoyu. Exploring the sustainable development of virtual simulation technology applied to news teaching [J].*News knowledge*, 2021 (10) : 74-78.
- [6]Wang Feng. Analysis on the construction path of virtual simulation experiment teaching project of news communication [J].*Satellite TV and broadband multimedia*, 2019 (17) : 58-59.
- [7]Zhai Mei. Research on the application of virtual simulation technology in news experiment teaching [J].*Capability*, 2018 (27) : 116-117.
- [8]Yu Qin. Virtual simulation interactive news practice teaching based on mobile terminal [J].*China audio-visual education*, 2014 (04) : 137-140.
- [9]Wang Jianmin, Cui Wei. The teaching mode of news communication under virtual simulation technology —— Take the panoramic report of urban emergencies as an example [J]. *Young Reporter*, 2022 (5): 2.
- [10]CAI Xiaosu. Exploring the application of virtual reality technology in news reports [J]. *Journal of Yanbian University (Social Science Edition)*, 2021,054 (005): 119-124.
- [11]Liu. Research on the reform of virtual simulation experiment teaching for journalism and communication majors [J].*News Research Guide*, 2021,12 (03) : 36-38.
- [12]Xing Jiang. Analysis and thinking of virtual simulation experiment teaching course of journalism and communication - - Based on the data analysis of national virtual simulation experiment teaching project sharing service platform [J].*Journal of Hubei Normal University (Natural Science Edition)*, 2022,42 (03) : 87-94.
- [13]Practice of PBL teaching and virtual simulation in emergency interview [J].*News communication*, 2022 (11) : 29-31.
- [14]Zou Shunhong. How to carry out virtual simulation training in college journalism courses in the era of integration [J]. *Media*, 2020 (08) : 81-83.
- [15]Li Wenbing, Hu Yiliang. Exploration on the cultivation of all-media practical innovation ability of news communication talents based on media cloud [J].*China Journalism and Communication Research*, 2019 (01) : 89-100.