Practical Thinking on Media Education in the Informatization Age

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Abstract

Driven by the information age, media education faces serious challenges, and the news media education is the basis of the information age. Through the analysis of the creative quality of media education, this paper discusses the open, integrated and interactive innovative thinking concepts, as well as innovative thinking quality such as judgment ability of value, information creation ability, and artistic expression ability, which should be established in the media education.

Keywords

Informatization age; Media education; Practical thinking.

1. Preface

The development of social informatization has inevitably had a great influence on the public lifestyles, thoughts and ideas, social psychology, etc. changed the public needs and values for the media, and even directly promoted the production and operational innovation of media. That requires media workers to adjust it and communicate from an innovative view. In the media wars between countries, in the information battles between the media, and in the snatch audience share within the media, media education has become a heavy fighting for survival, development and breakthrough. Breaking the old for the creation and innovation is the important content of the thought of media education in the new era. [1]

2. Media Majors Should First Realize the Transformation of Classroom Teaching

Since the 1980s, the reform of classroom teaching in our country has always centered on "teaching method", but changes have gradually taken place in the classrooms of middle and primary schools in our country. However, classroom teaching is still mainly teacher's teaching in universities. At present, with the development of society and education, our understanding of education and teaching has become increasingly clear: knowledge transfer, ability cultivation and quality improvement have been widely regarded as three-dimensional goal. The reality tells us that society needs three-in-one talents. Only by transforming knowledge into ability and quality can we make a personnel outstanding.

The school-running purpose and training objectives of the media major in local universities are to cultivate applied talents. Therefore, the media major in local universities must adhere to the "ability and quality" as the core of education and teaching direction. Especially today, information technology has had the greatest impact on the media industry, new media come out endlessly, the new media age is coming, and the media business is undergoing great changes. Therefore, media organizations urgently need a large number of innovative talents who has high-end information skills and are competent for positions in the industry with great change. Therefore, in order to comply with the needs of the media industry in the new era, the current media education must focus on "cultivating ability" and "improving quality" to make graduates "Learn fast in new job" and "Be fully competitive in potential" after employment. Thus, the

purpose of education and the needs of the industry make the media majors in current local university first transform classroom teaching. Correct teaching value orientation and advanced educational concept are the theoretical basis to guide us to transform professional teaching. It is a rational consciousness which media education workers in modern times should have that turns the class model from a single "teaching method" to the teaching of three-dimensional goal combining "imparting knowledge, cultivating capabilities, improving quality". [2]

3.   Open up a New Classroom Teaching Model of "Learning-centeredness"

The traditional classroom teaching for the purpose of imparting knowledge is "teacher-centered teaching". The new three-dimensional objective teaching model is a "student-oriented" teaching mode. The transformation should run through the whole classroom teaching and each teaching link.

Classroom revolution should be realized by a lot of creative practice. How to change from "teaching-oriented" to "learning-oriented"? In summary, it is to reduce lectures, strengthen training, focus on "learning", strengthen interaction, evaluate timely, and lay emphasis on feedback. This is a new classroom teaching activity. Reducing lecture and strengthening training depends on the improvement of students' ability and quality. Teaching must be "internalized" by students, and students' brain and hand must be active at the same time to truly participate in classroom activities. Focusing on "Learning" and strengthening interaction is a summary of the whole behavioral process of "teaching" and "learning", and is also a necessary condition to ensure that students can truly enter the classroom. This teaching method emphasizes the interaction between teachers and students, and it also emphasizes multi-dimensional interaction between teachers and students. Immediate evaluation allows students to receive instant feedback and verifies what they have learned, which is a teaching activity that cannot be ignored. In this environment of new classrooms, teachers' behaviors represent by "guiding learning", "assisting learning", "promoting learning" and "evaluating learning". Namely, all activities in the classroom should be carried out under a "learning-centered" multi-dimensional interaction of teaching and learning. This paper argues that "learning-centered" classroom regards students' learning activities as the "main body". [3]

Journalism and Communication major in local universities should go out of the "learning-oriented" classroom teaching mode to promote the comprehensive quality of students. As an art major, the commonality of communication major is to pay attention to practice in learning. As a matter of fact, in the teaching system of journalism and communication, purely theoretical courses are just a small proportion, and most of them are practical. What artists value most is ability and cultivation. The production and communication of media products all ask for media workers to own corresponding ability and cultivation. In the new era, the media major should start from itself and course characteristics, transform the classroom as quickly as possible, establish and improve the "learning-oriented" classroom teaching to implement the formulation of the school's mission and training goals of the media major in local colleges and universities in the new era.

4.   Construct a New Form of Open Classroom Integrating Reality and Virtuality

In the traditional school education system, teachers take the classroom as the place, the class as the group, and take teacher teaching as the main line of activities, which is the basic form of classroom teaching. Although some new changes have taken place in the process of educational development. In the more than 50 years since the founding of the People's Republic of China, our primary, middle and high school classrooms have been in this kind of teaching form. Besides the real classroom, it depends on traditional teaching materials, blackboards, chalk, etc.

In particular, the teaching activities rely on the discourse field, which is the classroom teaching mode of the actual operation of teachers and students. However, in recent years, driven by information technology, some curriculum models in some schools in China have changed a lot, presenting a new classroom model, that is to say, the integration of real classrooms and virtual online classrooms. In addition to the blackboard, chalk, and textbook, there is also a video which is not a simple PPT, but made by the teachers themselves, or by making use of the micro-lecture on the Internet. The form characteristic of micro-lecture is short and keys and difficulties of learning to make such teaching fragment. Students can watch the big screen in the classroom, and can communicate by using digital media such as tablet computers as well as smartphones. That is to say, add a new field of online virtual teaching to the classroom, and students will occasionally accept video to enter the virtual classroom on the Internet. In the teaching process, both the virtual and real fields cooperate with each other, and the blackboard and video carry out their own duties. This is the new open classroom teaching mode under the influence of information technology. Hereby, we will not conduct a comprehensive evaluation of the positive influence of online micro-lectures and MOOC (massive open online courses), because the introduction of online classrooms not only expands the space of classrooms, increases the amount of information for students, and makes the students' communication convenient, at the same time, the virtual scene and the moving mirror image also make for teaching. The rise of new media such as new digital media technology and the Internet is the main driving force for constituting the new form of open classrooms. Then mastering emerging media technology is one of the most important contents for college students majoring in media. Therefore, the integration of virtuality and reality by media teachers in the classroom can not only promote the teaching of courses, but also improve students' application of media technology and the cultivation of comprehensive quality. Certainly, virtual classrooms and real classrooms are not simply combined, but the learning content must be perfectly combined to form a whole. [4]

At present, teachers majoring in media can actively explore the solid media literacy of teaching subjects and students. Teachers should take the initiative to organize teaching, make use of the "bridge" of the campus network to introduce micro-lectures to the classroom, and create a campus network environment for online teaching. Moreover, the students majoring in media are more familiar with the communication methods of media due to the particularity of media that their thoughts and emotions are pleasant to study online through the media. Consequently, in the continuous development of information education in the future, teachers should specially focus on their own educational technology while comprehensively improving the quality of education and teaching, and do their best to create the high-quality online courses, consequently, to promote the integral level of professional teaching.

5. Media Teachers' Responsibilities in Difficult Transformation

At present, Chinese basic education, especially the education and teaching reform of primary and middle schools, is in growing vigorously, but the process of education reform is poor. The transition from media technology to education technology, and then to the promotion of education technology, is the main driving force behind the new round of education reform. But the emergence of new media affects the media education from teaching content to teaching methods. Facing such pressure, as a university media teacher, we must do something. As the proverb goes, opportunities and challenges coexist, just like a poem: "Good wind by force, set sail at the right time".

Reform is implemented in practice. To realize the transformation of vocational classroom teaching, we need to take the initiative in this great reform under the guidance of the current advanced teaching ideas. No matter how classroom teaching changes, develops and operates, teachers are always the primary responsibility of classroom teaching. In a word, teachers must

bear the responsibility of a "dominant leader". The learning-centered classroom is not at all a place where teachers can stand aside and let students go. Just because of this, teachers make a careful plan of the classroom, operate each learning link quite seriously, wisely and reasonably, and all classroom behaviors should regard the realization of the tridimensional goal as the starting point and foothold, in order to create a good classroom atmosphere, create efficient classroom teaching ecology, and make our professional classroom become a cradle of outstanding professionals. [5]

6. Conclusion

In the traditional classroom teaching, teachers' leadership always works better under relatively stable conditions. However, driven by information technology, the "integrated" classroom has become more open and flexible. In the classroom, the "unpredictable" factors will increase greatly, which makes teachers exert the ability of "acting" and "leading" more difficult. For example, students can ask questions at any time in class and collect large amounts of fragmentation information. It asks teachers to correctly guide students to select and understand information in time. Especially on the Internet, the discussed content is richer, more novel, and more cutting-edge, which requires teachers to own adequate knowledge and quick thinking to distinguish the content of the course and arrange teaching in accordance with the requirements of the course.

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