

Teaching Practice and Exploration of New Media Operation Course Based on Hybrid Model

Youbang Su^{1,*}, Haitao Zhu¹, Xiaoli Lan¹, Hua Wang¹, Qingsong Zhou²

¹Pu'er University, School of Technology, Pu'er, Yunnan, China

²Pu'er University, Youth League Committee, Pu'er, Yunnan, China

*Corresponding author: 617210179@qq.com

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Abstract: Drawing on the practical experience of teaching New Media Operation Course in the School of Technology at Pu'er University, it is proposed that emphasis should be placed on cultivating information literacy and practical abilities during the construction of this course. Practical exploration should be carried out in the selection of teaching modes, the reform of teaching methods and means, so as to form a teaching model for the New Media Operation Course with good teaching results and characteristic of our school.

1. Introduction

The era of new media is a unique era based on internet technology and information technology, an era of rapid technological advancement and development, and an era that significantly differs from the traditional media era. The widespread prevalence and application of internet technology, mobile communication technology, etc., have profoundly impacted people's learning, work, and life[1].

In response to the demands of the times, the School of Technology at Pu'er University has launched a New Media Operation Course with the aim of training a group of applied talents who systematically grasp the basic theories of new media technology and have new media operation capabilities. New Media Operation Course is a core course of computer-related majors in the School of Science and Technology, covering the most widely used new media technologies such as WeChat, Weibo, short video, live broadcast, etc., and the methods of operating them for new media. This course is very practical and seems fun, but students tend to stay on the surface when learning, completing tasks for the sake of completion. It is not easy to make students really understand the operational ideas and principles and have operational capabilities.

How to fully stimulate students' interest in learning in the teaching of New Media Operation Course, actively and proactively learn, and achieve good teaching results, is a major issue that the teaching team has been thinking about. After many years of continuous teaching practice and exploration, the team has achieved certain results.

2. Emphasizing Information Literacy and Practical Ability Training in New Media Operation Course

The Association of College and Research Libraries (ACRL) in the United States released the "Higher Education Information Literacy Framework" in 2015, further expanding the definition of information literacy and emphasizing the comprehensive ability to reflectively discover information, understand how information is produced and evaluated, and use information to create new knowledge and ethically participate in learning communities. It can be said that the connotation of information literacy is constantly being enriched and perfected, no longer limited to the scope of popular science education, but extending and expanding to the category of professional skill education. It is an essential quality for lifelong learning in a research society [2].

In the teaching of New Media Operation Course, the teaching team reached a consensus on the

"four requirements" for cultivating information literacy: guiding students to evaluate and screen reliable information sources. For example, students are asked to analyze the source of information and the reliability of evidence for fake news such as "plastic rice" that once circulated on social media, and learn to find reliable news agencies and expert opinions to verify the authenticity of the information. The second is to warn students that the etiquette, morals, and laws of the real world also apply in cyberspace. For example, cyberbullying through human flesh search, malicious comments, etc., should not be used. The third is to teach students to value the privacy and security of personal data. Here, some events about personal information leakage can be cited, let students understand the harm caused by information leakage, and master the measures to protect personal privacy on the network. The fourth is to let students experience the whole process of information creation, dissemination, and management through actual new media operation projects and case analysis, thereby cultivating their team cooperation and project management capabilities.

On the basis of cultivating good information literacy, the cultivation of practical ability is the most important task that this course needs to undertake. During the teaching process, timely assignment of homework or self-formulated topics, etc., through WeChat public account operation, short video production, Weibo marketing, social media advertising placement, specific case data analysis and report writing, etc., carry out new media operation practices, continuously improve students' practical ability and problem-solving ability.

3. Blended Teaching Practice based on Online and Offline in New Media Operation Course

The development of information technology and the popularization of the internet have promoted the continuous innovation and development of modern educational technology. A blended teaching mode based on online and offline has emerged, and more and more college teachers have joined the ranks of various blended teaching practices. Studies have shown that compared with traditional teaching, blended teaching breaks the time and space limitations of traditional classroom teaching, emphasizes the new concept of "student-centered" education, can combine the advantages of traditional offline classroom learning and online learning, helps to stimulate students' positive emotional experience and interest in learning, is more efficient in teaching, and students can learn more knowledge[3,4]. To facilitate teachers to carry out online and offline blended teaching and improve the quality of education, Pu'er University has cooperated with Superstar Company to build an online teaching platform for the school (<http://peuni.fanya.chaoxing.com/portal>). The teaching team has re-established the teaching outline in line with the talent training objectives of each major, clarified the course knowledge points, and decided to adopt a blended teaching mode of online and offline to carry out course teaching.

3.1. Construction of Online and Offline Course Content

The construction of online learning resources mainly includes entering theory knowledge point explanation videos, entering experiment operation demonstration videos, providing learning cases for student discussions, uploading exercise banks and homework banks, etc. [5]. After many years of development, there are many online platforms and MOOC resources are very rich. If the MOOC platform already has high-quality teaching resources for related courses, just use them directly, unless you are confident that you can do better. Among the teaching resources provided by the Fanya platform of Superstar Company, there are New Media Operation Course teaching resource packs shared by the teaching team of Mei Qi from Guangzhou Nanyang Polytechnic. Considering various aspects, the teaching team decided to build an online course based on this resource pack, and modify, supplement and improve the chapter content and other resources according to the previously formulated teaching outline and knowledge points.

Closely following the previously established teaching outline, offline teaching content is mainly in two aspects. One is to focus on explaining and tutoring each chapter's teaching content. The specific content to be explained is pre-discussed and determined by the teaching team, and adjusted in time according to the students' specific mastery. The second is to carefully design practical projects in combination with the local social, economic, and cultural development status, to make

practice realistic, and to give students an immersive experience. For example, conduct field investigations to understand the National Unity Education Demonstration Base in Pu'er City, write scripts, design split screens, and shoot a promotional short film.

3.2. Implementation of Blended Teaching

The teaching team organizes a teaching research activity before each semester begins, mainly studying the teaching arrangement for this semester, building a good online course, including the creation of online homework, discussions, activities, etc., and setting the release time of tasks according to the progress of the teaching work plan, so that each task can be released regularly. On the first day of school, students can start online chapter content learning by scanning the course code with the Superstar Learning App, including videos, chapter quizzes, discussions, and online homework in each chapter. The time and place for online content learning are completely chosen by the students, and the system automatically records the learning situation.(Figure 1 is a learning record of the task points in a chapter)

Chapter statistics student progress				
Number	Task Name	type	explain	Student completion count
Task Point 1	1-1 The Origin and Breakthrough of New Media (1). pptx	document		40/45
Task Point 2	Traffic and traffic acquisition (3). pptx	document		44/45
Task Point 3	1.How to use Taobao customers to buy things at a more favorable price.mp4	vide	10.8 minutes	42/45

Figure 1. A learning record of the task points in a chapter

Of course, the teacher must tell the students about the teaching content, learning methods, and assessment rules of this course in the first class, so that they understand how to complete the course learning and finally get credits.

In general, teachers need to arrange students to preview the content to be learned through online resources one week before class, and necessary guidance can be given according to the preview situation. When it is time for offline concentrated classes, teachers check the preview situation through questioning, exercises, etc., and then focus on explaining and tutoring the common and prominent problems [6].

Thanks to the construction of online courses, students can repeatedly learn important knowledge points through the network. However, these short-video-form knowledge points are just "fragments" of the knowledge of this course. Students must rely on their own experience and processing to form a systematic knowledge system. If their understanding and summarizing ability is poor, it will directly affect the learning effect. Therefore, each semester also formulates an offline teaching work plan in accordance with the teaching outline and regularly carries out concentrated offline teaching activities. The main tasks of offline teaching are to summarize and explain complex knowledge points, provide unified answers to common problems, and also solve some individual problems separately. In addition, practical research driven by projects is carried out in the form of individuals or groups. Students bring research results to the classroom for display and sharing after practicing in class and after class, and conduct discussions under the guidance of teachers, so that students' thoughts can fully collide and innovative thinking can be better trained. For example, the task of creating related works for the annual China College Student Computer Design Competition is assigned, and teachers guide through multiple channels online and offline to strive for awards in the competition.

4. Establishing Evaluation Standards for Blended Teaching

According to the characteristics of blended teaching, the evaluation of this course runs through the entire process of learning, and the evaluation content includes online course learning, offline

classroom teaching, and offline practice, etc., using a combination of process evaluation and ultimate evaluation. For the part of group tasks, a combination of teacher evaluation, student self-evaluation, and student-student mutual evaluation will be used to provide timely and diverse evaluations of student learning behavior and learning outcomes.

4.1. Online Learning Evaluation Standards

Timely evaluation can play a role in supervising and motivating students' learning behavior, and teachers can timely grasp students' learning situation and then dynamically adjust the teaching progress as needed. The online main assessment of the New Media Operation Course includes video learning, online homework, chapter quizzes, group tasks, chapter learning times, classroom performance (in-class exercises, online attendance and online discussion), and practice, etc., the weights of each part are 15%, 10%, 5%, 5%, 5%, 20%, and practice accounts for 40%. This course generally designs 5-8 large practical projects according to the teaching outline. Teachers arrange related practices on the learning platform according to the teaching progress. Students complete the practice and submit the results to the learning platform during on-site teaching and after-school hours. Teachers grade based on practice results. The teaching platform automatically calculates the current (score) grades of each item according to the completion situation, which is convenient for students to grasp their learning progress at any time.

4.2. Offline Learning Evaluation Standards

The offline evaluation items mainly consist of the final exam's major work and students' performance in on-site teaching. At the end of the course, a final assessment is generally conducted in the form of completing a major piece of work to examine students' mastery of the course. When evaluating the final work, it should be considered from multiple aspects such as thought, creativity, design, and production.

Of course, during the process of offline concentrated learning or independent learning, teachers should also record students' performances, such as contributions in practice, group task completion, whether there are violations of learning discipline (generally, 5 points are deducted for each absence, 2 points are deducted for each late arrival or early departure), whether they have won awards in various professional-related competitions (each person who has been shortlisted for competitions at the provincial level or above will be awarded an additional 10 points), etc. These situations are reflected in the "classroom performance" item in the form of specific scores, in order to encourage students to actively participate in various learning activities and continuously enhance their innovation and practical abilities.

4.3. Ultimate Evaluation

As mentioned above, strong practicality is a major feature of this course. To encourage students to invest more time and energy in operation practice, emphasize process evaluation, and determine that the usual grades and final exam grades of the course each account for 50%. The usual grades are derived from the online learning grades determined above, of course, combined with "classroom performance" for rewards and punishments; the final grade is the final major work grade.

5. Conclusion

Over the years, the teaching team of the New Media Operation Course has been actively researching and exploring, continuously enriching teaching content, improving teaching methods, carrying out blended teaching, emphasizing the cultivation of students' information literacy, and emphasizing the combination of theory and practice. The practical ability of students has been greatly improved. In the past three years, the teaching team of the New Media Operation Course has actively guided students to participate in various digital media technology-related competitions at all levels, and has achieved good results. Among them, 1 national first prize, 4 national third prizes, 10 provincial first prizes, 12 provincial second prizes, and 18 provincial third prizes were obtained, and the teaching effect was highly recognized by the school.

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