Practical Research on Mixed Teaching Mode in News Education

——Taking the *Network Editing II* Course for Example

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Abstract: Based on the concept of outcome-based education and student-centered education, the author adopts the mixed teaching mode of "online community curriculum + offline classroom teaching + real project practice", designed the corresponding evaluation method, which emphasis on process assessment. After three generations of students' teaching practice, the author counted the students' classroom performance, academic achievement, practical ability and so on. It is found that this mixed teaching mode not only strengthens students' learning foundation, but also cultivates their thinking, action and creativity. Finally, it can effectively improve the students' practical application ability.

1. Introduction

Since the outbreak of the COVID-19, China authorities have closed schools and universities. In order to follow the Ministry of Education's request "study must not stop" during the epidemic period, national colleges and universities have quickly organized the online teaching with the largest scale, the largest number of online courses and the widest coverage in history in a very short period of time. This is not only an emergency response to the epidemic situation, but also a centralized display and test for the results of the "Internet + Education" reform in colleges and universities in the previous stage. Of course, due to the different understanding and practice of online courses in colleges, departments and teachers with different professional backgrounds, different teaching results have been shown in the process of implementation. Based on the outcome-based and student-centered educational concept, this paper takes the course of *Network Editing II* course as an example to explore the road of mixed teaching design in colleges and universities, and to verify the teaching effect through practice and improve the quality of mixed teaching.

2. Determine the teaching objectives and contents based on outcome-based education concept

The *Network Editing II* and the *Network Editing I* constitute two stages of the course of *Network Editing* course. The original teaching content of this course is mainly traditional network knowledge, which focuses on laying down students' basic cognition and practical ability to the traditional network industry. However, due to the development of new media, the demand for graduates in the industry is more and more focused on the editing component in of new media area. Based on the concept of outcome-based education, the author analyzes the internal and external needs before determining the orientation and objectives of the course. Meanwhile, the author have commissioned the professional research association to do investigate the demands the media job market to clarify the industry needs and employment direction of students.

With the development of the Internet and the smart phones, a variety of mobile teaching apps are widely used, which provides convenient conditions for the traditional classroom teaching reform. And the introduction of outcome-based education concept also points out the direction for the traditional classroom teaching reform. [1] Some scholars put forward a series of educational reform for teaching methods, such as teaching concept, teaching method, resource integration, homework

arrangement, learning results assessment and evaluation system and teaching quality evaluation system, to improve teaching standards and quality. [2, 3]

In addition, combined with the goal of cultivating students applied talents and the training goal of the school and major, the teaching emphasis of the course is to cultivate students' new media editing and operation ability. The teaching content of the *Network Editing II* is mainly divided into three modules: first to guide students in the daily life of new media editors, second to reveal the secret of getting 100000 + reviews on new media platform, and last to teach students how to operate new media. The author integrates the basic principles and common methods of new media editing into the teaching content of different modules, and complete the reconstruction of the curriculum content system.

Based on the previous research of mixed teaching mode design and practice, the author found that most scholars have make full use of heuristic teaching methods in the teaching process, and integrate quality education elements to cultivate students' ability to find and solve problems independently. [4-7] Therefore, the author also referred to this method in the course teaching.

3. The mixed teaching mode of "online community curriculum + offline classroom teaching + real project practice"

In order to better support the teaching content and achieve the teaching objectives better, based on the characteristics of professional development and the current situation of the industry, the author adopts the mixed teaching mode of "online community curriculum + offline classroom teaching + real project practice". (As Table 1 shown below)

Table 1 "Online community curriculum + offline classroom teaching + real project practice" mode

Online learning	□ Post online learning videos	Chinese University MOOC
		the recorded videos on Treenity platform
		micro lecture
		teaching resources
	□ Online teaching platform	Zoom + Tronclass + WeChat group
	□ Online community course	Toutiao College
		Penguin Academy
	Online group reports	
Offline learning	□ Set situations and topics and organize student discussions	
	□ Answer learning difficulties	
	Group brainstorming	
	Group Cooperative Learning	
	□ Practical operations in the computer lab	
	□ Real project operations of Wechat and Tiktok	

3.1 Introduce industry resources and build online community course

This course needs to be closely connected to the industry and is highly practical. In China, BAT and other top resources of new media are mostly concentrated in first-tier cities, such as Beijing, Guangzhou and Shenzhen. However, Xi'an is located in the northwest, and lack of the top resources, which is not conducive to cultivate on students' practical ability. In order to solve this problem effectively, the author introduces high quality online resources such as Toutiao College and builds online community courses, to make up for the problem of unable to access the resources of the top new media industry.

Take Toutiao College as an example, Eurasia University is one of the earliest cooperating universities of Toutiao College. Based on the high quality resources of Toutiao College, the author and the assistant of Toutiao College manage the learning community together in the process of online community learning. The author takes the role of organizing and managing the online

teaching process, and the Toutiao College employs excellent practitioners in the media industry to teach online. Online community course includes three stages of learning and practice: the Q&A stage (The industry teachers employed by Toutiao College teach knowledge, and students ask questions according to the teaching content during the first stage), the graphic and text editing stage, and the video editing stage. Each learning stage adopts the steps of preview ——lecturing —— discussion and Q&A —— task releaseing —— operation practice —— data feedback .For example, during the graphic and text editing stage, when the course is completed, the assistant of Toutiao College will release the task and deadline to students. In general, students should use their own Toutiao account to edit the graphic and text and then post graphic articles on Toutiao platform.

After each stage of learning and practice, the assistant of Toutiao College will release the data of the students' operation in Wechat group. And the students who pass the examination can do further study in the next stage. In the process of advanced repetitive training, students gradually improve their new media operation practice ability from simple topic selection to graphic and text editing and video editing, and then to the vertical field such as topic selection, planning, original writing and so on. Students' practical ability of new media operation has been advanced.

3.2 Develop offline classroom teaching in response to online learning problems

Based on students' cognitive rules and learning objectives, the author release online learning resources for students through online learning platform before the class. It can lead students to study independently, enhance their participation and learning enthusiasm. Online learning resources are video resources that recorded or integrated by the author according to different modules and contents. These learning resources mainly include the Chinese University MOOCS videos, Tencent and Youku platform's Micro class, the author's own recorded micro videos and the recorded videos on Treenity platform. In order to relieve students' learning pressure before the class, the author should control the length of each video and optimize students' learning experience as much as possible.

Some problems may come in online learning stage. Some students are not able to do online test questions, some are not understanding group work. However, teacher can solve students' learning problems pertinently in offline classroom teaching stage, which can help students to build a systematic cognitive framework of this course, and study the key points and difficult points of the course in depth. In addition, in offline classroom teaching stage, teacher can provide various assistance and support as much as possible, such as inviting industry experts to give lectures and face-to-face guidance, to make students' creativity become reality. At the same time, teacher can organize students to share, evaluate, and do stage summary to encourage students to work in teams, and think actively. Students are the main role of learning, teacher is only a supporting role of guiding students to complete learning tasks, and the students are the main role of learning.

3.3 Focus on OUTCOME oriented and impleMENT project operation

As is stated above, the author sets the curriculum objectives corresponding to internal and external needs, and focuses to the cultivation of applied talents. In order to achieve the course objectives, students are required to implement real project operation practice in groups. Students need to edit the texts, pictures and videos in groups on the new media platforms.

According to the development of the industry, the author selects the operation platform and applys for accounts. For example, students have to edit content on the WeChat official account and Tiktok account in recent semester. Each group has three rounds of operation practice. The operation data of each round of real project operation includes the number of reviews, likes and forwarding. Students can directly see these data of different classes and groups, compare the similarities and differences between the edited content and applied skills, and then learn from each other.

Besides, in each round of operation, the author adds the operational requirements according to the teaching content and students' operation results. In this way, the students' learning initiative has been enhanced because the difficulty of operation has been enhanced.

4. Student-centered, Pay attention to process evaluation

The author sets up different evaluation methods for the mixed teaching mode of "online community curriculum + offline classroom teaching + real project practice". In this set of evaluation system, the author emphasizes students' learning process and learning effect, changed the situation of paying too much attention to students' final scores in the past.

In the process of online learning, the evaluation is mainly divided into two parts. One is from the online community course. In this part, the industry teachers evaluate the students' learning situation according to the industry standard. The other is from the online autonomous learning. In this part, the teacher, teaching assistant and the student group leader evaluate the effects of students' learning together.

In the process of offline classroom teaching, the author sets evaluation standards according to different teaching segments and teaching contents. For example, in the group presentation part, the teacher sets a clear scoring standard, every group should give marks for to the each other. Finally, the teacher takes the average score of each group as the final result. If one group thinks that their score is too low, they can earn extra points by doing bonus homework.

5. Conclusion

Through implementation of the mixed teaching design and practice of "online community course + offline classroom teaching + real project practice" in three generations, we can see that students' thinking ability, action ability, creativity and professional practice ability have been improved.

The author tries best to design teaching activities, inspire students to carry out independent exploratory learning, summarize learning and practical experience actively, and promote the development of students' innovative and creative thinking that also provides some practical experience for the cultivation of applied talents.

Acknowledgements

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Appendix

In this paper, the Treenity platform and Tronclass are the online learning platforms in China. Besides, Toutiao College and Penguin Academy are the platforms for cooperation between schools and enterprises.

Here are the websites.

Tronclass: http://auth.eurasia.edu/cas/login?service

Treenity platform:

https://www.sogou.com/link?url=DSOYnZeCC_qbIE3Bv5WAGIcuVxXzLXknbhhp9J6i36M.