Teaching Innovation Methods for All-Media News Editing and Production Major Based on Higher Vocational Education Informatization

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Abstract: This article focuses on the teaching innovation of all-media news editing and production specialty under the background of informatization of higher vocational education (HVE). Firstly, this article summarizes the teaching status of this major, and points out that although the curriculum has been gradually transformed to the all-media direction, it still faces challenges in instructional methods, practical teaching, instructional staff and students' skills mastery. In view of these challenges, this article discusses the teaching innovation methods based on the informationization of HVE, including the construction and application of digital instructional resources, the construction and use of information instructional platform, and the implementation of mixed instructional mode. The application of these methods aims at enriching teaching contents and forms, improving teaching efficiency and students' learning effect, and providing a broader development space for educators and learners. Ultimately, the article anticipates the advancement potential of teaching innovation within the all-media news editing and production specialty, highlighting the importance of persistently exploring and implementing additional teaching innovation strategies centered on informationization, in order to foster a greater number of professionals capable of satisfying the demands of the information age.

1. Introduction

Informatization is a strong driving force for the high-quality development of vocational education.[1] Education informatization directly affects the quality and efficiency of the higher vocational education process, which shows that improving the informatization of higher vocational majors is crucial to achieving educational goals. Informatization of HVE has become an important way to improve instructional level and cultivate students' practical ability[2].But in today's era of rapid development of information technology (IT), higher vocational education (HVE), as an important stage of cultivating professional talents, is facing unprecedented opportunities and challenges [3]. As one of the majors closely related to the information age in HVE, the innovation of instructional methods is particularly important. In recent years, education departments at all levels have issued relevant policies to promote the deep integration of IT and education and teaching, aiming at improving teaching effect and cultivating students' information literacy through information means [4]. For the specialty of all-media news editing and production, informatization not only means the digitalization and networking of instructional resources, but also means the fundamental change of instructional methods, that is, from the traditional teacher-centered instructional mode to the student-centered instructional mode, focusing on practice and innovation [5].

The importance and challenges of all-media news editing and production are coexisting. As media convergence continues to deepen, journalists need to actively respond to better meet the needs of the audience. News editing and reporting under media convergence has the characteristics of diversified information sources, rapid response and real-time dissemination, teamwork and cross-border cooperation, content innovation and personalized services. These characteristics put forward higher requirements for journalists, who need to constantly learn new media skills and knowledge to adapt to the trend of media convergence[6].There are problems in journalism education in higher vocational colleges, such as the disconnection between teaching content and

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industry needs, insufficient practical teaching, Traditional journalism education in vocational schools often focuses on imparting theoretical knowledge, ignoring the cultivation of students' practical ability and the stimulation of innovative thinking, which makes it difficult for graduates to adapt to the needs of the industry quickly [7].

Therefore, it is particularly important to study the innovative instructional methods of all-media news editing and production specialty based on the informationization of HVE. The purpose of this article is to explore how to improve the instructional level of all-media news editing and production specialty through information teaching means, cultivate students' practical ability and innovative thinking, and make them better adapt to the development needs of news media industry in the information age.

2. Teaching status of all-media news editing and production specialty

Given the swift progression of IT, the teaching landscape of the all-media news editing and production specialty, tightly intertwined with the digital era in HVE, is experiencing significant transformations. This section will conduct a thorough analysis of the present teaching scenario for the all-media news editing and production major, focusing on curriculum, instructional methodologies, practical training, and the skills of both educators and learners.

(1)The curriculum setting update speed cannot keep up with the technological development of the industry.

The curriculum setting of higher vocational education is the overall plan for cultivating high-level technical application talents in higher vocational education. It fully reflects the teaching subjects and their purposes, contents, progress and implementation methods required to achieve the training goals in the overall plan[8].At present, the all-media news editing and production majors in higher vocational colleges have updated their curriculum settings based on the characteristics of omni-media, and have updated and added all-media news editing, digital media technology, multimedia content production, new media operations and other courses on the basic courses of traditional news collection and editing .These courses aim to provide students with a comprehensive knowledge system of news editing and production, and at the same time cultivate their ability to adapt to the new media environment. However, although the curriculum tends to be comprehensive, there are still some problems in the implementation process. For example, there is a lack of effective connection between some courses, and theory is out of touch with practice; The updating speed of new media technology courses lags behind the development of the industry, which makes it difficult for students to directly apply their knowledge to practical work [9].

(2)Instructional methods and means lag behind

Instructional method is a bridge between educators and learners, which directly affects the teaching effect. In recent years, with the advancement of educational informatization, more and more vocational schools have begun to try to integrate informatization instructional methods into the teaching of this major, such as online courses, virtual simulation experiments and project-based learning. These new instructional methods are helpful to improve the interactivity and practicality of teaching, and enable students to learn knowledge and skills through participation and experience.

But at present, most higher vocational education still uses the old method, or implements simple "theory-practice integration" classroom teaching, which simply integrates theory and practice[10].In the teaching of all-media news editing and production specialty, traditional instructional methods such as lecture and discussion still dominate, but these methods are often difficult to stimulate students' interest in learning

(3)Practical teaching is not sufficient

Practice teaching is an indispensable part in the teaching of all-media news editing and production specialty. Through practical teaching, students can apply what they have learned to practical work and improve their practical ability and professionalism [11]. At present, most vocational schools pay attention to school-enterprise cooperation and work-study combination in the practical teaching of this major, and provide students with real professional environment and learning opportunities by establishing off-campus training bases and introducing enterprise projects.

However, the implementation effect of practical teaching is uneven. On the one hand, due to the imperfect school-enterprise cooperation mechanism and the limited number of off-campus training bases, it is difficult for some students to get enough practical opportunities; On the other hand, some practical teaching contents are out of touch with the actual work requirements, so it is difficult to really improve students' practical ability.

(4) Teachers' level still needs to be improved

Teachers are the key factor to ensure the quality of teaching. Higher vocational education requires that teachers must not only have systematic professional theoretical knowledge, but also have rich practical experience and proficient system operation skills; teachers are required to grasp new information in education and profession and new content of industrial technological progress in a timely manner [12].In the specialty of all-media news editing and production major, it is particularly important to have a team of teachers with rich practical experience and solid theoretical knowledge. At present, most vocational schools pay attention to the introduction and training of teachers with industry background in the construction of teachers in this major. However, the development of instructional staff still faces some challenges. For example, some teachers lack practical experience in new media technology and are difficult to be competent in teaching related courses; Futhermore, due to the shortage of teachers and heavy teaching tasks, it is difficult for teachers to invest enough time and energy in the innovation of instructional methods.

3. Teaching innovation method based on informatization of HVE

The problems in the development status of all-media news editing and production in higher vocational colleges urgently need to be improved through information reform and teaching innovation, including: the construction and application of digital instructional resources, construction and use of information-based instructional platform and design and implementation of blended instructional mode and so on.

(1) The construction and application of digital instructional resources

Digital instructional resources are an important part of HVE informatization and the basis of teaching innovation. For all-media news editing and production specialty, digital instructional resources should include course learning platform, digital teaching materials, case base, audio and video material base, virtual simulation experimental environment and so on. Specifically: Use multimedia teaching materials such as e-books, online articles and interactive e-books to learn the theoretical knowledge of all-media journalism; use the case library to analyze real or simulated news editing and reporting cases; watch teaching videos through the audio and video material library, including professional skills demonstrations, software operation guides and industry case analysis; use virtual simulation experimental environments, such as using software that simulates news editing and reporting environments to conduct practical operations, improve practical operation capabilities, and conduct experimental activities such as news editing, video shooting and editing in a virtual environment. These resources can provide students with a variety of learning materials to help them better understand and master professional knowledge.

Table 1 Application of Digital Teaching Resources

Digital Teaching Resources	Application Status	Student Feedback
Course learning platform	Widely Used	Improve learning efficiency
Digital Textbooks	Widely Used	Improves learning efficiency, convenient for review
Case Library	Relatively Rich	Helps understand theoretical knowledge, enhances practical ability
Audio and Video Material Library	Diverse Types	Enriches learning content, increases learning interest
Virtual Simulation Experiment Environment	Initially Established	Provides practical opportunities, but needs further improvement

When applying digital instructional resources, teachers should pay attention to the integration

and optimization of resources to ensure their scientificity and practicality. Furthermore, teachers can also use digital instructional resources to flip classroom teaching, so that students can learn related knowledge independently through online learning platform before class, and practice and discussion are mainly carried out in class, thus improving teaching effect. Table 1 shows the application of digital instructional resources.

(2) Construction and use of information-based instructional platform.

Information-based instructional platform is an important carrier of HVE informatization and the key to teaching innovation. Especially in professional fields such as all-media news editing and production. These platforms can support diverse teaching methods and skill development. For all-media news editing and production majors, the information-based instructional platform should have the functions of online learning, interactive teaching, social learning, assignments and assessments, learning tracking and so on. These functions can provide students with convenient learning channels and help them study anytime and anywhere; Furthermore, it can also provide effective teaching management tools for teachers and improve teaching efficiency.

When constructing and using the information-based instructional platform, teachers should pay attention to the ease of use and interaction of the platform to ensure that students can easily get started and actively participate. Furthermore, teachers can also use the information-based instructional platform for big data analysis to understand students' learning situation and problems, so as to provide targeted teaching guidance. Table 2 shows the table about the use of information-based instructional platform.

Table 2 Usage of Informational Teaching Platform

Informational Teaching Platform Features	Usage Status	Teacher Feedback
Online Learning	Widely Used	Provides a convenient learning channel, high student engagement
Interactive teaching	Relatively Active	Enhances communication between educators and learners, helps solve problems
Social learning	Very active	Enhance communication among learners, improve cooperative learning skills
Assignments and assessments,	Efficient and Convenient	Simplifies management process, improves grading efficiency
Learning tracking	Conducted Regularly	Helps timely understand student learning status, provides targeted guidance

(3) Design and implementation of blended instructional mode.

The blended instructional mode, often referred to as blended learning, represents an educational approach that combines traditional face-to-face classroom instruction with online learning components. Blended learning is characterized by the combination of face-to-face and digital learning environments, which can improve student engagement and academic performance.[13]The blended instructional mode represents an innovative approach that integrates the strengths of traditional teaching with information-based methodologies. For all-media news editing and production majors, the specific applications are as follows: First, online learning module: use the information-based teaching platform to preview course materials, including video lectures, reading materials, online demonstrations, etc. Communication between teachers and students and between students is carried out through online discussion areas, forums and instant messaging tools. Second, face-to-face classroom teaching: regularly arrange workshops, seminars and lectures for face-to-face interaction and discussion. Practical operation guidance, such as the use of photography, videography, and editing software. Third, synchronous teaching activities: real-time online classrooms, teachers and students can interact with each other through videos, such as live lectures, online Q&A, etc. Fourth, asynchronous teaching activities: pre-recorded teaching videos and materials, students can access and learn at any time. Fifth, project-oriented learning: students participate in actual news editing projects in online and offline environments and apply what they have learned. Sixth, mobile learning support: support students to access learning resources and

participate in course activities anytime and anywhere through mobile applications. Seventh, virtual training environment: use virtual reality (VR) or simulation software for simulation training of news editing. Eighth, industry integration: invite industry experts to participate in teaching, provide industry insights and actual case analysis.

4. Conclusions

In the context of HVE informatization, the urgency for teaching innovation within the all-media news editing and production specialty is pronounced. Upon thorough analysis of the current teaching scenario, it is evident that while the curriculum has progressively shifted towards an all-media orientation, significant challenges persist in instructional methodologies, practical training, instructional personnel, and students' skill acquisition. To address these challenges, this article delves into innovative teaching approaches rooted in HVE informatization. These encompass the development and utilization of digital instructional resources, the establishment and employment of an information-based teaching platform, and the implementation of a blended instructional mode.

As we look ahead, with the relentless advancement of IT and the intensification of informatization within HVE, the teaching innovation of the all-media news editing and production specialty is poised to unfold broader prospects and boundless potential. Educators must persist in exploring and practicing additional IT-driven instructional methodologies, consistently enhancing teaching standards and students' learning outcomes, and fostering a greater number of all-media news editing and production professionals equipped to satisfy the demands of the information age.

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