

Research on the Assessment Model of All-Media Communication Courses in Applied Colleges under the Background of New Liberal Arts

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Abstract: In all-media, procedural examination reform in courses, teachers, by setting the process examination of students' comprehensive knowledge and ability cultivation, including the study of the process of learning, learning outcomes, thinking ability and comprehensive quality, etc., in various stages of the specific circumstances, provide guidance and new targeted teaching design, improving the teaching effect. At the same time, students' autonomous learning ability, application ability and innovation ability are improved through multiple process assessment, so as to achieve the goal of all-media journalism talent training under the requirements of the construction of new liberal arts.

1. Introduction

In November 2020, Wu Yan, director of the Department of Higher Education of the Ministry of Education, pointed out at a conference on the construction of new liberal arts held in Shandong University (Weihai) that the mission of the construction of new liberal arts is to enhance the national image, that is, to enhance the country's cultural soft power and shape the country's hard image. [1] Being able to speak Chinese story, understand Chinese story and speak good Chinese story, let the world see kind, respectable and lovely China. This statement fully reveals the close relationship between the construction of new liberal arts and the training of news communication talents.

On September 2020, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Accelerating the In-depth Integrated Development of the Media, stressing that it is necessary to vigorously cultivate all-media talents, implement a more active, open an effective talent introduction policy, and improve the attractiveness and competitiveness of mainstream media talents. [2]

According to the survey data, the supply of high-quality all-media talents for the construction of most county-level financial media centers is insufficient. As a local application-oriented undergraduate university based on the development and change of the times, serving regional social and economic development and industrial transformation and upgrading, in the process of in-depth media integration, the construction of new liberal arts and the strategy of all-media talent training

not only lead the development direction of the teaching of all-media communication courses, but also pose new challenges.

The development of the Internet has changed the social structure, and the advent of the all-media era is an important factor to promote the construction of new liberal arts. [3] All-media news products are characterized by the driving and application of new technologies and cross-disciplinary interaction to meet the social needs of media in-depth integration. The teaching reform of all media communication courses under the background of new liberal arts construction is an inevitable change in accordance with the development of the times and the change of media environment, which has great practical significance and practical value.

2. All-media Communication Courses

All-media is the result of the deep integration of various media under the conditions of information, communication and network technology, and it is the latest communication form in the great change of media form. [4] On the basis of this definition, the research object of this study, all-media communication courses, include information communication courses related to all media forms, as well as media technology and broadcasting practice courses, such as the course of all-media news gathering, writing and editing evaluation, the course of news photography and shooting, the course of post-production such as nonlinear editing, the course of web design and programming, the course of media management and the foundation of all-media broadcasting and creation, etc.

3. Existing Problems

3.1. The Teaching of Existing All-Media Communication Courses Focuses on Practice Rather than Assessment

The present applied universities all comply with the "employment with strength and innovatory ability, development has the potential to" applied talents cultivation idea, advocate the practice of "learning and practice, practice, with works to bring" applied education teaching mode, to the student's comprehensive ability cultivation and promotion construct platform for good practice, and achieved remarkable results. Journalism theory courses, such as journalism theory, history of Chinese and foreign journalism, journalism ethics and laws, and practical courses, such as all-media news gathering and writing, news photography and video shooting, and news commentary, all pay great attention to the cultivation of students' practical ability. However, the specific assessment scheme of students' practical activities is not clear enough, and the correlation between various practical activities and specific professional course teaching and assessment is vague. Students practice in all kinds of professional courses and in large professional competitions in colleges, schools and society. Although the mode of cross-course, cross-major and cross-grade joint assessment is implemented in many courses, the number of students' practice is reduced and the quality of practice is improved. However, there is still a phenomenon that students' practice is emphasized while teachers' assessment and feedback are ignored.

3.2. The Assessment Schemes of Most Courses are Inconsistent with the Requirements of Talent Training Schemes

According to the "40 Articles of Higher Education in the New Era" [5] Overall requirements and school personnel training plan, put forward the assessment of courses in the talent training scheme of "focus on the evaluation of students' ability, strengthen the process evaluation, gradually improve

the grades in the normal course grades, proportion of grades than the final assessment result proportion, encourage teachers according to the characteristics in course examination mode reform, Diversified methods of assessment will be implemented.". But in Yangtze normal university institute of media, for example, at present, in college courses, especially the theory of curriculum, grades less quantitative conditions, there exists "at the end of a youngster" summative assessment model, students are often in the final pass "seeks to highlight, crazy review" model through the inspection, is not conducive to the training of the students' thinking ability and comprehensive ability cultivation and promotion. In addition, the usual grades of almost all courses in the college are less than the proportion of the final grades, so it is urgent to reform according to the requirements.

3.3. The Existing Process Assessment Design is Not Scientific and Systematic

Under the concept of applied talents training, applied in colleges and universities has always advocated to strengthen students' practical ability training, strengthen the procedural examination, but the process of the existing curriculum evaluation, give priority to with grades and attendance at ordinary times most, the number of grades and the assessment content optional the gender is strong, the lack of students application ability and innovation ability evaluation, It cannot reflect the ability of students to cooperate with each other and apply the knowledge to solve practical problems. [6] Some courses will require students to take part in the competition as the usual assessment, but there is no scientific evaluation standard for the assessment. Process evaluation not only works at ordinary times, it is on the one hand, let the students look at the problems existing in the study, on the other hand can also make teachers timely understand the students' ability to master the basic knowledge, use knowledge, comprehensive quality, and so on and so forth, teachers design of process inspection scheme, systemic stress the student a basic skills step by step, enhance comprehensive ability is very important.

3.4. The Existing Process Assessment Design Lacks Ideological and Political Elements

All media communication courses emphasize the imparting of basic knowledge, the teaching of teachers' words and deeds, and extracurricular practice teaching methods, so that students can understand, recognize and accept the concept of media professionalism, core values and basic professional norms. [7] It has shaped the common professional belief of the media profession, constructed the common spiritual home of the media profession, and facilitated the formation of the media professional spiritual community. However, there is no obvious reflection of ideological and political elements in the current process design assessment design. It is necessary to strengthen students' ideological and political literacy through the assessment, and cultivate high-quality media professionals who are "loyal to the Party, the country, the law, political, business, responsibility, discipline and style".

4. Solution

Based on the background of the construction of new liberal arts, combined with the opinions of The General Office of the State Council on accelerating the in-depth integrated development of media, and according to the overall goal of talents training for local application-oriented colleges and universities to serve the social and economic development and industrial transformation and upgrading of the local areas, this study is specific to the training goal of all media talents. Starting from the composition of knowledge and ability, methods and skills, exploration and innovation, thought and quality, culture and accomplishment, the three dimensions of basic assessment, ability

assessment and quality assessment are extracted, and the process assessment content module is designed respectively.(Table 1)

Table 1: Design of process assessment module corresponding to training objectives

	The target composition	The inspection level	Content module
Training Objectives	Knowledge and Ability	Basic check	Pre-class material learning assessment
			Quiz in class
			The final written examination
	Methods and Skill	Ability check	self-built media platform to publish integrated media works
			Professional media platforms publish integrated media works
			Take competition to practice, polish excellent works to participate in professional competitions
	Exploration and Innovation		Brainstorm and discuss media products in class
	Thought and Quality	Quality check	The theme of the work is in line with core socialist values
			The works have a high artistic level
	Culture and Literacy		The works tell good Chinese stories and show the image of China
			Learning experience of "China Journalism and Communication Lecture Hall"

Process assessment emphasizes the assessment of students' comprehensive learning knowledge and ability literacy, including learning situation, learning outcomes, thinking ability, comprehensive literacy, etc., which is a multi-stage, multi-level and multi-angle assessment mode. In the process assessment reform, it will take "diversification, emphasizing process and testing ability" as the assessment principle. The methods to solve the existing problems revolve around the following aspects.

4.1. "School & Teacher & Student" Joint Linkage, Strengthen the Arrangement of Process Assessment and Cognition

Schools and colleges should pay full attention to the importance of process assessment in the cultivation of media talents and make specific organizational planning. [8] Improve teachers' initiative and enthusiasm in the reform of process assessment, and actively use online education platforms and methods to strengthen process assessment. Arouse the enthusiasm of students to participate in teaching reform. Making students fully aware of the process assessment is an effective measure to help them lay solid basic knowledge and promote ability improvement.

4.2. Establish Clear Assessment Objectives and Adopt Effective Teaching Methods to Test Them

According to the talent training program, combined with the requirements of the new liberal arts construction and the excellent journalism talent training program, the specific assessment objectives are formed around the knowledge base, ability and accomplishment. Knowledge objectives can be achieved through classroom teaching and after-class tests. In classroom teaching, the ability goal

can be exercised through self-built media practice, group discussion, brainstorming, extended reading, and competition practice. In the practice of team projects, the literacy objective can guide students to define themselves in the team and develop core professional competence.

4.3. Diversified, Scientific and Reasonable Assessment Methods Should be Formed According to the Nature of the Course

The construction of new liberal arts requires the cultivation of applied and compound talents of journalism and communication with all media business skills. [9] Therefore, the courses of journalism and communication should help students to establish professional theoretical literacy as well as cultivate professional practical ability. This requires the formation of different assessment methods according to the nature of the course. Subject-based courses and professional theory courses can give formative assessment to students through daily theory tests and periodic learning summaries. The assessment methods of professional practice courses are more flexible and diverse, which can take various forms of process assessment such as work release on self-built media platforms, news report planning, program production, report performance and so on.

This study builds the wechat public account platform of "Aixin Students" based on all-media journalism courses, providing a platform for students to create and display news works of financial media. The multi-symbol communication and compatible media characteristics of wechat platform are especially suitable for students to experience the process of integrating media news production. Here, students' ordinary process assessment excellent homework, including various forms of financial media news, including text, pictures, video, audio, H5, news posters, news games, etc., are displayed on the Aixin platform. Since its launch on October 2020 (September 15, 2022), a total of 114 original works for student course assessment have been released, generating good social response and greatly stimulating students' practical motivation.

4.4. Establish a Perfect Process Assessment and Evaluation System

Fuzzy assessment criteria and lack of assessment feedback are obvious problems in current course assessment. In the process assessment, on the one hand, it is necessary to introduce multiple evaluation subjects to achieve the diversification of evaluation methods. According to the assessment of different stages and contents, a variety of performance assessment methods are implemented. In addition to the assessment of course teachers, students' mutual assessment, course group teachers' assessment and industry experts' assessment are added. [10] On the other hand, the assessment and feedback mechanism should be improved to realize the process of assessment, evaluation and feedback, so that teachers can timely understand and master the dynamic problems in teaching, and make real-time feedback and adjustment, so as to effectively play the function of assessment.

4.5. Make Full Use of the Practice Platform Inside and Outside the School to Assess the Application-oriented Ability

Based on the overall design of the application-oriented talent training model of "learning while practicing, practicing with competition and talking with works", the procedural assessment can make full use of the practice platforms inside and outside the university, such as the campus news center and the college's Wechat official account, to set up task assessment items on this basis. In addition, depending on various professional competitions at all levels, such as the Grand Competition, Challenge Cup and College students' innovation and entrepreneurship training program. [11] we can set up process assessment programs to increase the proportion of process

assessment and reduce the proportion of final examination, so that students can concentrate on exercising their ability in daily combat.

4.6. Take Advantage of the High-Quality Teaching Resources of the China Journalism and Communication Lecture Hall to Strengthen the Ideological and Political Teaching and Assessment of the Course

Under the guidance of the Propaganda Department of the CPC Central Committee and the Ministry of Education, the China Journalism and Communication Lecture Hall hosted by the Communication University of China and the Teaching Steering Committee of Journalism and Communication Majors of the Ministry of Education is an important starting point for the construction of "new liberal arts". After watching the lecture video, students will be assessed with targeted questions designed to cultivate good journalists and good citizens in the new era.

5. Conclusion

The process assessment content modules designed from the three dimensions of basic assessment, ability assessment and quality assessment can effectively achieve the training objectives of improving students' knowledge and ability, methods and skills, exploration and innovation, thought and quality, culture and literacy. Each assessment module strives to enable students to do and learn while learning, apply what they have learned into practice, strengthen their understanding of theories, experience the production process of media products, reflect on the blind spots of knowledge and skills, and promote students to in-depth independent learning. At the same time, the assessment of students is also the assessment of teachers' teaching effects, to promote teachers to reflect on teaching ideas and methods, improve teaching. Let students have more sense of gain and sense of accomplishment, teachers to achieve the course training objectives, improve the quality of all media talent training.

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