

Research on the Internationalization of New Media Communication Courses in the Era of All-media

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Abstract:

This article discusses the necessity and implementation path of internationalization in new media communication courses in the era of all-media. By analyzing the globalization trend of the all-media era and the current situation of new media education, it is found that the current courses have problems such as outdated content, single teaching methods, lack of practical opportunities, and insufficient international resources. The urgency of internationalization construction is proposed, and innovative paths are suggested, including integrating international elements, regularly updating teaching content, introducing interactive teaching methods, using modern educational technology, building an international teaching resource library, and introducing international exchange programs. The research results show that these strategies can effectively enhance the internationalization level of the courses, enhance students' cross-cultural communication abilities, and global competitiveness.

Keywords:

Era of All Media, New Media Communication, Internationalization of Courses, Course Development

1. Introduction

1.1. Research Background

1.1.1. Characteristics of the multimedia era

The era of all-media is an era of diversified forms of information dissemination and diversified communication channels. It not only includes the extensive use of traditional media (such as newspapers, television, radio), but also covers the rapid development of new media (such as the Internet, social media, and mobile terminals). In the era of all-media, the boundary between traditional media and new media gradually blurs, merging with each other to form a multi-dimensional information dissemination network. Firstly, benefiting from the development of the Internet and mobile communication technology, information can spread rapidly to all corners of the world in a short period of time. Secondly, through the Internet and social media,

information can break through geographical and cultural constraints, spreading to every corner of the world. Thirdly, the rise of social media platforms allows users not only to receive information, but also to be information disseminators and interactors. This two-way interaction greatly enhances the breadth and participation of information dissemination. Finally, with the surge in the volume of information, how to quickly and accurately obtain and disseminate valuable information has become a major challenge.

1.1.2. Challenges and Opportunities Faced by New Media Communication Courses

The rapid development of new media technology, from early blogs and forums to today's social media and live streaming platforms, and to the emerging communication technologies in the future, requires continuous updates of course content to keep pace with technological advancements. With the rapid development of Internet media, the Internet and social media have become the main media for people to obtain information, which has a deep impact on people's consumption, information, entertainment and travel [1]. Modern students have grown up in a digital environment, naturally feeling close to and needing to use new media technologies and tools. Designing and implementing courses that can meet the diverse backgrounds and interests of students is a major challenge faced by courses in new media communication. In addition, as the new media industry evolves, the requirements for talents in new media by companies are constantly changing.

1.2. Research Purposes and Significance

1.2.1. Research overall objectives and value

This study aims to explore the necessity and implementation path of the With the continuous development of Internet information technology, there are more and more forms and means of news dissemination, and in the new media environment, the form of news dissemination has undergone tremendous changes [2]. Internationalization of new media communication courses in the era of all media, and provide theoretical support and practical cases as references for the design and teaching reform of new media communication courses in higher education. Specifically, through literature review, course investigation, and student interviews, the current situation of courses is investigated to comprehensively understand the advantages and disadvantages of the current courses. By reviewing relevant theories and research, the importance of internationalized course construction in the era of all media is clarified, and the significance of cultivating international new media talents is analyzed. By combining practical cases at home and abroad, we explore how to carry out internationalization in terms of course content, teaching methods, and teaching resources to enhance the internationalization level of courses. Finally, through the practice and evaluation of specific courses, verify whether the proposed strategies can effectively enhance students' cross-cultural communication skills and global competitiveness.

1.2.2. The practical significance of the study

Through this study, it is hoped to provide valuable theoretical support and practical guidance for the internationalization of new media communication courses. Specifically, by analyzing the current situation of new media communication courses in the multimedia era and the necessity of internationalization, this study can help educators understand the problems and improvement directions in course design. By

proposing specific internationalization strategies and implementation pathways, this study can provide practical and feasible solutions for the internationalization of courses, promoting the development and progress of courses in the context of globalization. Through the construction of international courses, students can better understand and master the new media communication methods in different cultural backgrounds, enhancing their competitiveness in the era of globalization.

2. The Current Situation and Problems of New Media Communication Courses in the Era of All-media

2.1. Current Situation Analysis of the Course

2.1.1. The current status of new media communication courses

Currently, most new media communication courses at universities lack an international perspective and content. The course design is relatively traditional, mainly based on the domestic media environment and communication theory, making it difficult to adapt to the rapidly changing multimedia environment. In terms of teaching content, many courses still focus on traditional communication theory and technical introductions, failing to fully cover the latest trends and practical applications of new media development. In addition, the teaching methods of the courses mainly rely on lectures, lacking interactivity and innovation. Students are in a passive state of receiving knowledge in the classroom, lacking opportunities for active exploration and practice. This traditional teaching method is difficult to stimulate students' interest in learning and innovative thinking, unable to fully unleash students' subjective initiative.

2.1.2. Problems and Shortcomings

The course content is outdated. With the rapid development of new media technologies, many courses have not been updated in time, still focusing on outdated communication theories and technologies. There is a significant gap between the knowledge students learn and its practical application, making it difficult to adapt to the quickly changing media environment. The teaching methods are monotonous. Traditional lecturing dominates in courses related to new media communication, lacking interactivity and innovation. Students passively receive knowledge in the classroom, lacking opportunities for active participation and practice. This teaching method fails to stimulate students' interest in learning and their innovation capabilities. Lack of practical opportunities. Courses in new media communication emphasize theoretical explanations while neglecting practical applications. Students lack hands-on experience and opportunities to apply new media technologies during their studies, leading to difficulties in quick adaptation and application of their knowledge in actual work settings. Lack of international resources.

2.2. Discussion on the root causes of the problem

2.2.1. Analysis of the causes of the current course problems

The reasons for the problems in new media communication courses include insufficient internationalization level of faculty, lack of forward-looking and flexibility in course design, and difficulties in introducing and utilizing international resources. Many teachers in new media communication courses at universities are

mainly local scholars, with limited understanding of international new media development trends and intercultural communication knowledge, making it difficult to integrate international content into the curriculum. In addition, teaching methods are relatively traditional, lacking exploration of modern educational technology application and innovative teaching methods. Course design is mainly based on traditional communication theory, lacking focus on emerging media technologies and applications. The course content is relatively fixed, making it difficult to adjust and update in a timely manner according to the development trends of new media. Many universities lack cooperation and exchange with international media institutions and universities, making it difficult to access the latest international media development trends and intercultural communication knowledge. Furthermore, there are limitations in introducing international teaching materials and resources, making it difficult to provide students with rich international learning resources.

2.2.2. Lagging behind in teaching content and methods

Although some courses have started to incorporate the application of new media technologies, the practical operation and application are still relatively weak. Students mainly learn through theory in the courses, lacking opportunities for practical operation and application of new media technologies. In terms of teaching methods, traditional lecturing still holds a dominant position, lacking interactivity and innovation. This traditional teaching method fails to stimulate students' learning interests and innovative thinking, and cannot fully tap into students' subjective initiative. With the development of the Internet and mobile technologies, online learning platforms, virtual reality technologies, and other modern educational technologies have provided new possibilities for innovative teaching methods. However, many courses in new media communication at universities have failed to fully utilize these modern educational technologies for teaching reform and innovation.

3. The Necessity of Internationalization Construction of New Media Communication Courses

3.1. Globalization trend in the era of multimedia

3.1.1. The impact of globalization on new media education

Globalization has facilitated the cross-border flow of information, enabling cultures, economies, politics, and other information from different countries and regions to be rapidly disseminated and exchanged. The international dissemination of knowledge is the inevitable result of the development of international exchanges and cooperation among universities, which in turn further promotes the cross-border flow of knowledge [3]. New media, as an important tool for information dissemination, plays a key role in this process. Traditional media education often focuses on the domestic media environment and communication patterns, while globalization requires students to have a broader perspective and a deeper cross-cultural understanding. International new media education can help students understand the media ecology and communication methods of different countries and regions, and cultivate their ability to disseminate information in a global context. The rapid development and widespread application of new media technologies continuously update and evolve the ways and means of information dissemination. International new media education

can help students timely understand and master the latest media technologies and tools globally, enhancing their technological and innovative abilities.

3.1.2. Demand for new media talents in the context of globalization

In the context of globalization, enterprises have increasingly diverse and comprehensive requirements for new media talents. Specifically, enterprises are more inclined to recruit new media talents who possess the following abilities: broad international perspectives, the ability to understand and adapt to different cultures and market demands in various countries and regions. Internationalized new media education can help students broaden their horizons, understand global trends and application cases in new media development worldwide, and enhance their adaptability in international environments. New media talents need to have cross-cultural communication skills as well. Information dissemination involves not only technical communication but also the transmission and integration of culture, values, and social norms. Internationalized new media education can help students cultivate this crucial skill, improving their communication and cooperation abilities in a globalized environment.

3.2. The urgency of internationalization construction

3.2.1. The necessity of internationalized curriculum development

In the era of all media, the internationalization of curriculum construction has become an inevitable choice for the education of new media communication. International curriculum construction is the only way to cultivate high-quality new media talents. With the deepening of globalization, the demands of enterprises and society for new media talents are increasing. Only through international curriculum construction, can high-quality new media talents that meet the demands of the globalized era be cultivated, thus improving the quality of education and competitiveness in employment. International curriculum construction enriches the content of the curriculum, broadens students' knowledge, enhances the attractiveness and competitiveness of the curriculum by introducing the latest research results and practical experiences globally.

3.2.2. The significance of cultivating international talents

International curriculum development can help students understand the new media communication methods in different cultural backgrounds. By studying and comparing the media communication patterns and strategies of different countries and regions, students can better understand the global trends and application scenarios of new media development, enhance their cross-cultural communication abilities. International curriculum development can enhance students' cross-cultural communication skills. Through the learning and cross-cultural communication activities of international curriculum, students can strengthen their ability to communicate and cooperate effectively in different cultural backgrounds, enhance their international competitiveness.

4. The Innovative Path of Internationalization Construction of New Media Communication Courses

4.1. Innovation in teaching content

4.1.1. Integrating international elements

In the age of all media, the internationalization of teaching content is key to enhancing the level of courses. The international dissemination of knowledge is the inevitable result of the development of international exchanges and cooperation among universities, which in turn further promotes the cross-border flow of knowledge [4]. By incorporating international cases, global hot topics, and multicultural perspectives into the curriculum, the internationalization level of the courses can be effectively strengthened.

4.1.2. Update teaching content

The new media technologies and communication methods in the era of all-media continue to update, teaching contents need to keep pace with the times. In order to ensure the cutting-edge and practicality of the courses, teachers should regularly update the teaching contents, timely introduce new technologies, new methods, and new theories. For example, the latest applications of artificial intelligence technology in new media, the latest developments in virtual reality and augmented reality technologies, and the potential impact of blockchain technology in the media industry can be introduced into the curriculum.

4.2. Innovative Teaching Methods

4.2.1. Introduction of interactive teaching method

Traditional teaching methods usually focus on lectures, with students in a passive state of receiving knowledge, resulting in low participation and learning effectiveness. In order to enhance students' participation and learning effectiveness, interactive teaching methods can be introduced, such as flipped classroom, case-based teaching, and group discussions. In flipped classrooms, students first self-study basic knowledge through online resources, and then engage in discussions and practical activities in the classroom. Case-based teaching involves analyzing actual cases to help students understand and apply the knowledge they have learned. Group discussions can promote communication and cooperation among students, nurturing their teamwork and innovative thinking.

4.2.2. Using modern educational technology

The development of modern educational technology has provided new possibilities for innovative teaching methods. Utilizing technologies such as Virtual Reality (VR), Augmented Reality (AR), and online learning platforms, teaching methods and learning resources can be enriched. For example, with VR technology, students can experience the entire process of news reporting firsthand, enhancing their practical skills. AR technology can overlay virtual information on real environments, enhancing the intuitiveness and interactivity of learning. Online learning platforms can provide rich learning resources and interactive tools to help students learn independently and collaboratively, improve learning effectiveness and efficiency.

4.3. Innovations in Teaching Resources

4.3.1. Build an international teaching resources database

To support the construction of internationalized courses, teachers need to collect and integrate high-quality teaching resources from around the world to establish an

international teaching resource library. These resources may include teaching materials from internationally renowned universities, case studies from leading global media companies, and research results on intercultural communication. By utilizing these rich international teaching resources, teachers can provide students with diverse learning materials to help them broaden their international perspectives and understand the new media development trends and practical experiences on a global scale.

4.3.2. Introduction of international exchange programs

International exchange programs are an important way to enhance students' international experiences. Through cooperation with foreign universities and media organizations, activities such as student exchanges, international internships, and joint projects can be carried out to enhance students' international experiences. For example, students can be arranged to intern at internationally renowned media companies to understand their operational models and communication strategies; joint cross-border project courses can be offered with foreign universities to cultivate students' cross-cultural cooperation and innovative thinking; and students can also be organized to participate in international academic conferences and industry forums to broaden their international perspectives, enhance their academic level, and improve their practical abilities.

5. Conclusion and Implications

5.1. Main research results and findings

This study focuses on the necessity and implementation pathways of internationalizing new media communication courses in the era of all-media. It clarifies the impact and challenges of new media communication education in the era of all-media. Under the trend of globalization, the cross-border flow of information dissemination requires new media communication courses to have an international perspective and content to adapt to the globalized information communication environment. The problems existing in current new media communication courses are analyzed, including outdated course content, monotonous teaching methods, lack of practical opportunities, and scarce international resources. By exploring the root causes of these problems, the urgency and necessity of international course construction are proposed.

5.2. The enlightenment to the internationalization construction of new media communication courses

The course content must keep pace with these changes by introducing the latest cases and diverse cultural perspectives from around the world to ensure the cutting-edge and practicality of the curriculum. Traditional lecture-based methods are no longer able to meet the learning needs of modern students. Introducing interactive teaching methods such as flipped classrooms, case studies, and group discussions can enhance student engagement and learning outcomes. Additionally, utilizing modern educational technologies like Virtual Reality (VR), Augmented Reality (AR), and online learning platforms can enrich teaching methods and learning resources, enhancing students' practical abilities.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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