Course Design and Exploration of Introduction to Journalism Based on OBE Concept

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Abstract. In the era of media integration, the rapid development of computer technology and mobile communication technology has accelerated the transformation and integration of mobile media and traditional media. The media industry urgently needs versatile talents, which also puts forward new requirements for the cultivation of news and communication talents in universities. The OBE teaching philosophy has bridged the barriers between universities, media units, and enterprises, and can better stimulate the enthusiasm and innovation ability of students in the field of news communication, providing new reference ideas for the cultivation of composite media talents.

Keywords: OBE; Journalism and Communication: Introduction to journalism; Course Design and Exploration.

1   Introduction

1.1   Research Background

Media convergence was proposed by Nicholas Negroponte. With subsequent supplementation, media convergence has both chivalrous and broad concepts. The narrow sense of media convergence refers to the integration of traditional media with new media in terms of content production and communication channels. Media conver-gence in the broad sense refers to the mutual integration of the functions, channels, means of communication, organizational structure and industrial forms of the media with the computer industry and the mobile communication industry to form multi-form communication products and communication platforms.[2]

Since 2012, China has attached great importance to media integration, promoting media integration from multiple aspects such as practice and education to meet the challenges brought by news and communication technology. In 2018, the Ministry of Education and the Central Propaganda Department proposed the implementation of the "Excellence in Journalism and Communication Talent Education and Training Plan 2.0" to create "all-media", "composite", and "expert" talents. The "classroom" is located in the front line of media integration and development. The current talent in journalism and communication is mainly based on the traditional media training system, and there

is a large gap between the trained talents and the current market demand, as well as a disconnect between theory and practice, which needs to be solved.[1]

1.2   Research Significance

In the technological and political environment of media integration development, the construction of a blended teaching model for the theoretical course of journalism and communication, Introduction to Journalism, is an inevitable trend of the times. The new information production and communication ecology has promoted the reform and development of this course education.[5]

OBE (Outcome Based Education), also known as goal oriented education, was first proposed by American scholar Spady.[3] The current research on the OBE concept in foreign countries is divided into two parts: theoretical and practical. At the theoreti-cal research level, Bogachaya proposed four indicators for offline activities of the OBE concept: reverse design, increasing opportunities, high expectations and provid-ing support, and focusing on results. At the practical level, Bogachaya proposed four stages of the OBE concept: definition implementation evaluation learning output. Blended teaching is a kind of "online" + "offline" teaching that combines the ad-vantages of online teaching and traditional teaching.

The blended learning reform under the OBE concept is necessary for the leapfrog development of theoretical courses in Journalism and Communication.[4] Unlike the traditional teaching method of "Principles of Journalism", the blended learning model under the OBE concept is guided by learning outcomes and uses online resources as carriers. The teaching content is tasked and the course design is reversed, allowing students to undertake projects and complete tasks, integrating ideological and politi-cal elements, and combining multiple teaching evaluations to ultimately improve their practical application abilities. This is conducive to encouraging students to learn independently and achieve comprehensive development, which is greatly beneficial for the cultivation of applied talents.

2   Course Objectives Support Graduation Requirements and Current Pedagogical Pain Points

According to the university's position of cultivating applied talents, the objectives of this course are broken down as follows:

Course Objective 1: To be familiar with the basic laws of news dissemination, to have a systematic and comprehensive understanding of news dissemination activi-ties, to understand the basic concepts and characteristics of news dissemination ac-tivities, and to pay attention to the cutting-edge development techniques and forms of news dissemination industry.

Course Objective 2: To master the basic theories of news communication, to be able to choose the appropriate theories to analyse and interpret different news com-munication phenomena, and to apply the theories to the analysis of news communi-cation phenomena and be able to express them correctly.

Course Objective 3: To establish a Marxist view of journalism, to be able to relate theory to practice in interviews, and to have the practical ability to apply journalism theory to journalistic activities. The course objectives are formulated to support the achievement of graduation requirements, and there is a supportive relationship between the two (see Table 1).

Table 1. Supporting relationship of course objectives to graduation requirement indicators

Course Objectives	Indicator points to support graduation requirements	Graduation requirements
Course Objectives1	1.1 Systematic and comprehensive mastery of basic theoretical knowledge and important concepts	Graduation Requirement 1 Journalism Theory
Course Objectives2	2.2 Combine theories, observation and debate to analyse the phenomenon of news dissemination	Graduation Requirement 2 Analysing Problems
Course Objectives3	3.2 Establish the practical ability to apply journalistic theories to news dissemination activities	Graduation Requirement 3 Journalism Practice

However, there are many challenges in the specific practice of achieving the support relationship between the course objectives and graduation requirements, including the following aspects: Firstly, Introduction to Journalism is a theoretical course, and how to combine theoretical content with practice needs to be put on the agenda. Secondly, the boring theoretical courses can easily lead to a lack of interest in learning. Again, from the perspective of teaching mode, traditional teaching still focuses on teachers and ignores the subjective initiative of students. In addition, the evaluation of teaching is relatively single, and a single test score is not enough to evaluate the learning effectiveness of students.

3 Teaching Reform Plan and Practice Of Introduction To Journalism Based On Obe Concept

Based on the OBE teaching philosophy, with a result oriented approach as the start-ing point, supporting graduation requirements as the link, and ability based. Starting from social needs, the course objectives are determined by social needs(See Figure 1).
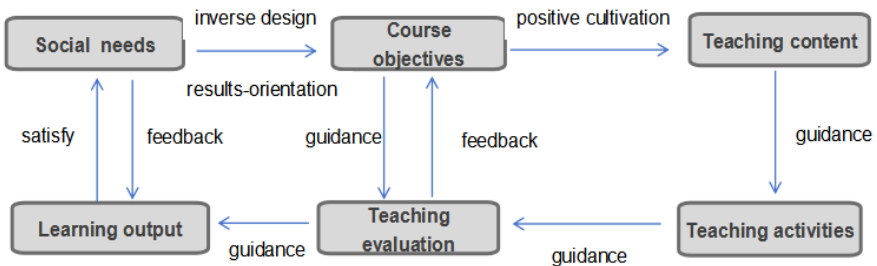
Fig. 1. Reverse Instructional Design Ideas

3.1   Refinement of Teaching Objectives

In response to the current problems in the teaching of Introduction to Journalism in the theoretical course, the teaching content is determined by the course objectives, the course content system is reconstructed, and the course teaching objectives are refined. Targeting applied talents in news and communication practice, emphasis is placed on competency based approaches, and the reform of curriculum objectives, teaching content, and teaching evaluation refined by social needs is achieved. Under the premise of clear course objectives, break them down into secondary goals that better meet social needs, are specific and easy to achieve, in order to ensure that stu-dents achieve good learning outcomes while enhancing their learning enthusiasm.

Taking the knowledge module news overview as an example, the secondary objectives can be divided into: (1) briefly summarize the essence of two news concepts and explain their differences through scenario simulation cases. (2) grasp the concept of verifiable facts and find their corresponding content through news reporting.(3) grasp the source and origin of news. (4) understand the four basic characteristics and value elements of news. At the same time, students also need to have the ability to analyze news communication phenomena and solve practical problems by combining theory. For example, by providing news cases, students are required to analyze the characteristics of the news, the sources of its news, which content belongs to verifiable facts, and which news value elements it possesses. In addition, students are required to explore the changes in news value elements in the new media environment in groups, combined with the phenomenon of news communication, and understand the cut-ting-edge development of relevant knowledge.

3.2   Optimize Teaching Activities

The course teaching includes three stages: pre class, in class, and post class, corresponding to teacher activities and student activities, respectively. Before class, the teacher distributes the learning task sheet for this class through the online teaching platform. The task list includes information such as learning content, goals, require-ments, tasks, and completion time, and students are required to study independently on time according to the task list requirements.

In class, combined with the close connection between the course and news, at the beginning of each class, current hot topics will be selected to arouse students' interest in learning, improve their learning enthusiasm, and enhance their patriotism. Taking the overview of news in the knowledge module as an example, taking typical characters and real cases that have touched China as the starting point, introduce the knowledge points to be explained - the concept and value of news, etc., enhance the learning atmosphere, and improve learning efficiency. After class, follow the principle of "gender equality", expand and increase the level of challenge through extracurricular activities, increase student engagement in learning, and allow students to experience the learning challenge of "only by jumping can they achieve it". Strict assess-ment and evaluation, enhancing students' sense of achievement through researching, thinking, and improving their abilities and qualities.

3.3   Creating Diversified Teaching Evaluation

The corresponding assessment and evaluation items have also been adjusted and modified: on the one hand, the number of stage tests has been increased to four; On the other hand, student scoring has been added to classroom performance. The cur-riculum evaluation system is divided into two parts: student evaluation and teacher evaluation. At the level of student evaluation, there are two scoring mechanisms for classroom performance, including student group reports and teacher evaluations. At the level of teacher evaluation, quantitative evaluation should be closely combined with the learning situation at both online and offline levels, with specific proportions referring to Table 2.

Table 2. Course Evaluation Refinement Form

Assessment items	Score	Assessment Rules	Corresponding course objectives
Process grade	Classroom perfor-mance(30%)	The teacher assigns points for daily responses based on performance in the classroom; for group presentations and flipped classrooms, this is done by group marking (50%) and teacher marking (50%).	1.2.3
	Phase test-ing(10%)	The accompanying tests are given four times, and the average of the four scores is assigned a mark	1.2
	Online learn-ing(10%)	The web platform automatically assigns points, including online video learning, check-in, discussion and test questions.	1.2.3
Final grade	50%	Closed-book exam	1.2.3

3.4   Student Evaluation of this Teaching Reform

95% of students believe that the effectiveness of online teaching is significant-the teaching content is well-organized and the teaching process is scientific and orderly. Good communication between teachers and students ensures the efficiency of learning output.

A small number of students believe that their self-control is weak and their online learning autonomy is poor. How to mobilize their learning enthusiasm before class is also a question worth exploring.

The teaching model under the OBE teaching philosophy breaks the limitations of the school's own talent cultivation, helps to cultivate talents with the help of the me-dia industry, and also realizes the co construction and sharing of resources. It has a positive effect on cultivating innovative spirit, practical ability, professional ethics and other applied composite media talents.

4   Conclusions

The training model of theoretical courses for broadcasting talents under the OBE teaching philosophy breaks the limitations of the school's own talent cultivation. By leveraging the power of the media industry to jointly cultivate talents, it can also achieve resource co construction and sharing. It has a positive effect on the cultivation of applied and compound media talents in terms of innovative spirit, practical ability, and professional ethics. The diversified evaluation indicators for the design and reform of the Introduction to Journalism course will be adjusted based on student feedback in the future, which is also an important part worth studying and discussing in teaching reform.

Acknowledgment

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