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THESIS

**PROFESSIONAL TRAINING OF FUTURE JOURNALISTS IN THE
CONDITIONS OF INTENSIVE DEVELOPMENT OF MEDIA
TECHNOLOGIES IN THE PEOPLE'S REPUBLIC OF CHINA**

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The thesis contains the results of my own research. The use of ideas, results and texts of other authors have references to the relevant sources

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ABSTRACT

Zhu Fangzhou. Professional training of future journalists in the conditions of intensive development of media technologies in People's Republic of China.

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Research topicality. In an era of rapid media development, the rapidly changing landscape of the media industry has brought new challenges and demands to the field of journalism education. Whether these are new communication platforms or evolving modes of communication, future journalists are required to adapt and adjust in terms of skills and mindset. Correspondingly, journalism education must undergo reform and innovation. Against this backdrop, scholars have been paying continuous attention to and exploring the transformation and development of journalism education in China.

Since the implementation of the higher education massification strategy, higher education, including media education, has achieved remarkable accomplishments but has also accumulated some deep-seated issues. The development model of higher education is undergoing a profound transformation, shifting from an extensive development characterized by scale expansion and spatial growth to an intensive development focused on improving quality and optimizing structure. Intensive development can alleviate the main contradictions of higher education in China. Reforming the talent training model has become the top priority to improve the quality of higher education and the core of system construction. After experiencing large-scale growth, higher media education is now transitioning to intensive development, with innovation in media talent models becoming a societal hot topic, a key challenge in media industry development, and a difficult issue in media school reform, “The National Medium – and Long-Term Education Reform and Development Plan Outline (2010-2020)” has laid out plans for the reform and development of higher education, establishing the goal of comprehensively improving the quality of higher education and talent cultivation. It emphasizes the significant importance of “innovating talent cultivation models.” Additionally, the reform of innovative talent cultivation models

in higher education institutions is explicitly included in the “13th Five-Year Plan Outline for National Economic and Social Development of the People’s Republic of China.” It can be said that changes in the social environment, educational environment, and media industry are forcing reforms in media education and innovations in media talent cultivation models.

Economic globalization, social diversification, educational informatization, advancements in media technology, the development of the media industry, global competition in the media sector, and shifts in the media environment – all these factors combined have posed significant challenges to higher media education. In response to these challenges, insightful individuals have been diligently exploring solutions, leading to continuous progress in media education. However, traditional media has been gradually declining, with some even experiencing a “precipitous” drop, while new media is rising but remains unstable. The landscape and structure of the media industry are undergoing dramatic changes. The traditional context of media education has shifted significantly, and conventional models and paradigms for media talent cultivation are facing serious challenges.

Training future journalists is not only the mission of higher journalism education in this era but also an excellent opportunity for universities to innovate their media talent cultivation models. Some universities have already broken down the traditional media-based divisions and disciplinary boundaries, integrating journalism and information technology. Others are experimenting with applying artificial intelligence in journalism education. The exploration of new models for training future journalists has become a conscious effort among media schools and departments in universities. Compared to these harsh realities, the progress in higher media education has been far from satisfactory. Reforming journalism education and innovating talent training models have become key issues of the current era. It means that the relevance of the chosen field of research is confirmed by numerous works of domestic and foreign scientists:

- intensive development of media technology (Cai, 2005; Cai, 2007; Castells, 2011a, 2011b; Levinson, 2013; Meyrowitz, 1986; Song, 2006; Wang, 2014a; Weixing,

2000; Wenbo, 2012; Wenger, Owens, & Thompson, 2014; Xiong, 2009; Xu, & Huang, 2017; Zhang, 2021; Zhang, 2022; Zheng, 2015a);

- the relationship between technological change and journalism's role in democracy (Chen, 2009; Wang, 2020a; Wang, 2018; Zhai, 2021; Zhang 2024; Zhang, & Chen, 2021; Zhang, 2016; Zhang, 2017; Zhang, 2020a; Zhao, Chen, Fang, Jian, Sun, Li, & Zhang, 2013);

- the impact on new media platforms on journalistic practices (Cai, 2005, 2006; Deuze, 2005; Federer, 2000; Tao, 2010; Tong, & Lin, 2001; Wang, 2020; Xu, & Xu, 2008; Zhang, & Ghorbani, 2020; Zhou, Xu, & Li, 2018);

- the intersection of journalism, technology and audience engagement (Cai, 2002; Cai, & Huang, 2011; Deuze, 2005; Gao, & Zhao, 2017; Graefe, Haim, Haarmann, & Brosius, 2018; Hong, 2010; Isayeva, & Mukan, 2024; Kaul, 2013; Kothari, & Hickerson, 2020; Li, & Xu, 2012; Li, & Dong, 2017; Meng, & Zhao, 2006; Miroshnichenko, 2018; Newman, 2022);

- journalism and media research (Bao, Yang, & Wang, 2004; Cheng, & Sun, 2023; Chung, Kim, Trammell, & Porter, 2007; Duan, 2022; Evans, 2016; Gang, 2016; Guo, Ding, Sun, Ma, Li, & Yu, 2021; Hu, 2015; Kolodzy, 2006; Levinson, 2013; Li, & Zhang, 2013; Li, & Zhang, 2012b; Lu, 2020; Meyrowitz, 1986; Peng, 2016; Shu, Sliva, Wang, Tang, & Liu, 2017; Tandoc, & Vos, 2016; Tian, 2010);

- journalism education in the context of technological and industry changes (Anderson, 2014; Arthur, 2009; Buckingham, 1999; Cai, & Luo, 2012; Çatal, 2017; Chen, 2016; Cheng, 2021; Cui, 2017; Dong, 2014; Du, 2015; Ferrucci, 2018; Gao, 2009a; Gao, 2023; Goodman, 2007; Li, & Han, 2018; Lin, & Wen, 2010; Lin, 2018; Liu, & Liu, 2019; Mensing, 2010; Mi, 2020; Ni, 2015; Pavlik, 2013; Ripatti-Torniainen, & Mikkola, 2023; Shao, 2017; Stoliarchuk, Mukan, & Martsikhiv, 2024; Su, 2018; Zhou, & Wang, 2021);

- development of media education and the training of future journalists (Astin, 2014; Bai, 2015; Çatal, 2017; Chu, 2010; Creech, & Mendelson, 2015; Duan, 2022; Goodman, 2007; Huang, 2014; Kaul, 2013; Li, & Zhang, 2012a, 2012b, 2013; López-García, Rodríguez-Vázquez, & Pereira-Fariña, 2017; Martsikhiv, 2022; Paziura, &

Bidyuk, 2020; Singer, Vlad, & Becker, 2009; Tárcaia, & Marinho, 2008; Xu, 1996; Zhang, 2016; Zhou, & Guo, 2021).

Thus, research on media development abroad began early, and the concept of media convergence was also introduced earlier, although the research is relatively scattered. Overall, foreign studies on media convergence are closely related to the development of digitization, networking, and new media, with a particular emphasis on the changing relationship between people and media. Research on media development in China began with the introduction of foreign media development concepts. Then, research has gradually intensified, progressing from media convergence to digital journalism and artificial intelligence. In recent years, both the media industry and academia in China have shown great enthusiasm for the rise of new media and the development of media technologies, leading to extensive and diverse studies with fruitful results.

However, the analysis of scientific literature and regulatory sources, along with an assessment of the current state of journalist training in China, reveals that this issue has not been addressed as a separate area of study. Therefore, it necessitates a thorough investigation to consider the pedagogical practices in the context of the rapid development of media technologies in People's Republic of China. The relevance of this topic as well as practical significance of the problem are further underscored by several identified *contradictions* between: the societal demand for qualified journalists with up-to-date knowledge and skills, contrasted with the inadequate alignment of journalist training programs in People's Republic of China with the modern requirements of rapid media technology development; the requirement to enhance the system of professional journalist training in China to meet societal demands in conditions of the rapid development of media technologies, and the current state of elaboration of the theoretical, organizational and pedagogical foundations for such training; the necessity to improve the journalist training education system in response to the rapid development of media technologies, coupled with the delayed modernization of educational programs, methods and curricula for future journalists at the universities in People's Republic of China.

From the perspective of media talent cultivation practices in domestic universities, the current explorations also exhibit three distinct indications: (1) more adaptive reforms, fewer leading-edge reforms; (2) more reform in specific stages, less systematic reform; (3) more teaching-focused reforms, fewer learning-focused reforms.

As for research on media talent cultivation, two prominent features can be observed: (1) more experiential summaries, less theoretical innovation; (2) more research within individual disciplines, less interdisciplinary research.

Thus, the relevance of the research is affirmed by the results of analysis of scientific and pedagogical literature and the identified contradictions, which resulted in the choice of the topic of thesis research: **“Professional training of future journalists in the conditions of intensive development of media technologies in People’s Republic of China”**.

The object of research focuses on the higher education of the People’s Republic of China.

The peculiarities of professional training for future journalists in Chinese universities in the conditions of the rapid development of media technologies are **the subject of research**.

The aim of the research is to carry out a comprehensive analysis of the professional training of future journalists in higher education institutions of China and to determine the prospects for the further use of historical and pedagogical experience in order to improve it in the conditions of intensive development of media technologies.

To achieve this aim, the following **objectives** were defined:

1. To determine the theoretical foundations of professional training of future journalists in conditions of intensive development of media technologies.
2. To characterize the modern system of professional training of future journalists in China.
3. To analyze the development of future journalists’ professional training content in Chinese universities.
4. To identify the peculiarities of the technological component of the professional training of future journalists in the People’s Republic of China.

5. To study the current state of the problem and develop prospective strategies for using historical and pedagogical experience to improve the professional training of future journalists in conditions of intensive development of media technologies.

The scientific novelty of the obtained results lies in the fact that *for the first time* the comprehensive analysis of the professional training of future journalists in higher education institutions of China was carried out and the prospects for the further use of historical and pedagogical experience in order to improve it in the conditions of intensive development of media technologies were determined. The theoretical foundations of the professional training of future journalists in conditions of intensive development of media technologies have been determined: theories of media-intensive development (technological theory, audience theory, audience individual differences theory, selective reception theory, uses and gratifications theory, media dependency theory), and theories of journalism education (student-centered educational theory, student development theory (individual and environmental theories, social-psychological theories, cognitive and values-based theories, reception aesthetics theory, Perspective of expectations theory, aesthetic experience theory, reader engagement theory). The modern system of professional training of future journalists at three levels was characterized: at the macro level – new concepts in journalism education, meso level – reform of journalism education, micro level – specific implementation. The development of future journalists' professional training content in Chinese universities was analyzed, which made it possible to reveal the drawbacks, challenges, the peculiarities of its development, and its main features (the increase of content due to the progress of the times and the development of the discipline; its adjustment and updating due to the advancement of media technology; the adjustment of content according to the subject characteristics of Journalism schools). It was revealed that modern media technologies exert a significant influence on journalism and journalism education and require the development of professional competencies (necessary for collection of multimedia news resources, knowledge management), as well as media literacy, excellent professional ability, high professional qualities, technical skills, etc. The current state of professional training of future journalists in the conditions of

intensive development of media technologies was studied and promising strategies of using historical and pedagogical experience for its improvement were developed.

The definitions of notions new media, future journalists, training models, journalism education, media technologies *were clarified*.

The scientific understanding of concepts and terminology related to journalism education as well as organizational features which characterize the Chinese experience *were enhanced and expanded*.

The significant volume of materials on the investigated issues, as well as numerous facts, ideas and approaches relevant to the field of journalism education in Chinese universities were introduced into *scientific circulation*.

The practical significance of the research lies in the fact that the research materials are used in institutions of higher education in the process of teaching subjects “Comparative pedagogy”, “Comparative studies in education”, “Media literacy” at the second (master’s) and the third (educational and scientific) levels of higher education (specialty 011 Educational, pedagogical sciences). The main provisions and conclusions were used in the process teaching subject “Information security and information warfare in mass media” at the second (master’s) level of higher education (the educational and professional program “Journalism”).

The research materials presented in the thesis may be used in the development of educational programs and training plans for specialists in the specialty “Journalism”, as well as for the continuation of research in this field.

The structure and volume of the thesis. The thesis consists of an introduction, three chapters, conclusions for each chapter, general conclusions, a list of used references (267 items), and 6 appendices. The total volume of the thesis is 279 pages, with the main text comprising 208 pages, which contain 8 tables and 2 figures.

In the **Introduction**, the relevance of the conducted research has been substantiated; the connection of the work with scientific programs, plans, topics has been indicated; the object, subject, goal, task, research methods have been defined; the literature sources of the research have been provided; the scientific novelty and practical significance of the obtained results has been presented; information on the

approval and implementation of research results has been provided; personal contribution of the postgraduate student is reflected in publications prepared in co-authorship; the structure and scope of the thesis work has been presented.

The first chapter “**Professional training of future journalists in the conditions of intensive development of media technologies as a scientific and pedagogical problem**” presents the results of the analysis of the main concepts and categories of research. The analysis of the theoretical foundations of the training of future journalists in conditions of intensive development of media technologies is performed.

The second chapter “**Organization of professional training of future journalists in the conditions of intensive development of media technologies in the People’s Republic of China**” highlights the regulatory and legal basis of professional training of bachelors in the field of journalism in Chinese universities. The three-level system of professional training of future journalists in the People’s Republic of China is characterized. The analysis of the development of future journalists’ professional training content in the conditions of intensive development of media technologies, as well as its technological component, is carried out.

The third chapter “**Prospective ways of professional training of future journalists in higher educational institutions in China**” highlights the results of the analysis of the problems in the organization of professional training of future journalists. Prospects for using historical and pedagogical experience to improve the professional training of future journalists in China in conditions of intensive development of media technologies are presented.

The perspectives of further pedagogical researches have been defined.

Key words: media technology, intensive development of media technologies, journalism education, future journalists, higher education, university, People’s Republic of China, Chinese universities, educational programs, curricula, content of future journalists’ professional training, system of professional training.

АНОТАЦІЯ

Чжу Фанчжоу. Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіа технологій у Китайській Народній Республіці. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 011 Освітні, педагогічні науки. – Національний університет «Львівська політехніка». – Львів, 2024.

Актуальність дослідження. В епоху стрімкого розвитку медіа, що супроводжується швидкими змінами в структурі медіа-індустрії, виникають нові виклики та вимоги до освіти журналістів. В умовах розвитку нових комунікаційних платформ і змін у способах спілкування майбутні журналісти повинні адаптувати свої навички та оновлювати підходи до журналістської діяльності. Відповідно, журналістська освіта потребує значних реформ та інновацій. На цьому фоні дослідники активно вивчають трансформацію та розвиток журналістської освіти в Китаї.

Після реалізації стратегії масовізації вищої освіти медіаосвіта досягла значних результатів, однак зіштовхнулася й з певними серйозними проблемами. Модель розвитку вищої освіти в Китаї переживає глибокі трансформації, переходячи від екстенсивного розвитку, що передбачає розширення масштабу та географічного охоплення, до інтенсивного розвитку, спрямованого на підвищення якості та оптимізацію структури. Такий перехід може допомогти пом'якшити основні протиріччя, які спостерігаються у вищій освіті Китаю. Одним із ключових завдань стало реформування підготовки кадрів, що є пріоритетом для підвищення якості вищої освіти та формування ефективної системи. Після етапу масштабного зростання вища медіаосвіта в Китаї переходить до етапу інтенсивного розвитку, що вимагає інновацій у моделях підготовки медіаталантів. Це питання стало однією з основних тем реформування медіашкіл, що також відображає стратегію “Національного середовища”, представлену в Конспекті довгострокового плану реформування та розвитку освіти (2010-2020 рр.), який акцентує на комплексному підвищенні

якості освіти та розвитку талантів.

Крім того, реформа інноваційних моделей підготовки кадрів у закладах вищої освіти є важливою складовою “13-го п’ятирічного плану національного економічного та соціального розвитку КНР”. Таким чином, зміни в соціальному середовищі, освітньому контексті та медіа-індустрії змушують адаптувати медіаосвіту та впроваджувати інновації, зокрема моделі підготовки медіаталантів.

Економічна глобалізація, соціальна диверсифікація, цифровізація освіти, прогрес у медіа-технологіях, розвиток медіа-індустрії, глобальна конкуренція в медіасекторі, а також зміни в медіа-середовищі – всі ці фактори створюють серйозні виклики для вищої медіаосвіти. У відповідь на ці виклики науковці активно шукають нові рішення, що сприяють прогресу в медіаосвіті. Проте, традиційні медіа поступово втрачають свою роль, а нові медіа, хоча й набирають популярності, залишаються нестабільними. Ландшафт та структура медіа-індустрії зазнають істотних змін, що суттєво змінює контекст медіаосвіти. Традиційні моделі та парадигми підготовки медіаталантів стикаються з новими викликами та потребують реформування для відповіді на вимоги сучасної медіа-індустрії.

Підготовка майбутніх журналістів є не лише важливою місією вищої журналістської освіти в сучасну епоху, а й чудовою можливістю для університетів впроваджувати інновації у свої моделі підготовки медіа-талантів. Деякі заклади освіти вже успішно долають традиційні межі між медіа-дисциплінами, інтегруючи журналістику з інформаційними технологіями, що дозволяє студентам здобувати комплексні знання, необхідні для роботи в умовах цифрової трансформації. Інші університети експериментують із застосуванням штучного інтелекту в освітньому процесі, що відкриває нові горизонти для автоматизації журналістських завдань та підвищення ефективності медіа-освіти. Дослідження нових моделей підготовки майбутніх журналістів стає пріоритетною діяльністю медіа-шкіл та факультетів університетів, що прагнуть адаптувати свої програми до вимог швидко змінюваного медіа-середовища.

Проте, незважаючи на ці позитивні ініціативи, прогрес у реформуванні вищої медіаосвіти далеко не завжди відповідає вимогам часу. Багато викликів залишаються невирішеними, а поточні моделі підготовки журналістів не завжди здатні задовольнити потреби сучасної медіа-індустрії. Реформування журналістської освіти та впровадження інноваційних підходів у навчання медіа-талантів залишаються ключовими завданнями для вищої освіти в умовах цифрової революції. Це підтверджується численними дослідженнями як вітчизняних, так і зарубіжних вчених, які активно працюють над вирішенням проблем і пошуком нових шляхів розвитку медіа-освіти:

- інтенсивний розвиток медіатехнологій (Cai, 2005; Cai, 2007; Castells, 2011a, 2011b; Levinson, 2013; Meyrowitz, 1986; Song, 2006; Wang, 2014a; Weixing, 2000; Wenbo, 2012; Wenger, Owens, & Thompson, 2014; Xiong, 2009; Xu, & Huang, 2017; Zhang, 2021; Zhang, 2022; Zheng, 2015a);

- зв'язок між технологічними змінами та роллю журналістики в демократії (Chen, 2009; Wang, 2020a; Wang, 2018; Zhai, 2021; Zhang 2024; Zhang, & Chen, 2021; Zhang, 2016; Zhang, 2017; Zhang, 2020a; Zhao, Chen, Fang, Jian, Sun, Li, & Zhang, 2013);

- вплив нових медіа-платформ на журналістську практику (Cai, 2005, 2006; Deuze, 2005; Federer, 2000; Tao, 2010; Tong, & Lin, 2001; Wang, 2020; Xu, & Xu, 2008; Zhang, & Ghorbani, 2020; Zhou, Xu, & Li, 2018);

- взаємозв'язок між журналістикою, технологіями і залученням аудиторії (Cai, 2002; Cai, & Huang, 2011; Deuze, 2005; Gao, & Zhao, 2017; Graefe, Haim, Naarmann, & Brosius, 2018; Hong, 2010; Isayeva, & Mukan, 2024; Kaul, 2013; Kothari, & Hickerson, 2020; Li, & Xu, 2012; Li, & Dong, 2017; Meng, & Zhao, 2006; Miroshnichenko, 2018; Newman, 2022);

- журналістика та медіадослідження (Bao, Yang, & Wang, 2004; Cheng, & Sun, 2023; Chung, Kim, Trammell, & Porter, 2007; Duan, 2022; Evans, 2016; Gang, 2016; Guo, Ding, Sun, Ma, Li, & Yu, 2021; Hu, 2015; Kolodzy, 2006; Levinson, 2013; Li, & Zhang, 2013; Li, & Zhang, 2012b; Lu, 2020; Meyrowitz, 1986; Peng, 2016; Shu, Sliva, Wang, Tang, & Liu, 2017; Tandoc, & Vos, 2016; Tian, 2010);

– журналістська освіта у контексті технологічних та індустріальних змін (Anderson, 2014; Arthur, 2009; Buckingham, 1999; Cai, & Luo, 2012; Çatal, 2017; Chen, 2016; Cheng, 2021; Cui, 2017; Dong, 2014; Du, 2015; Ferrucci, 2018; Gao, 2009a; Gao, 2023; Goodman, 2007; Li, & Han, 2018; Lin, & Wen, 2010; Lin, 2018; Liu, & Liu, 2019; Mensing, 2010; Mi, 2020; Ni, 2015; Pavlik, 2013; Ripatti-Torniainen, & Mikkola, 2023; Shao, 2017; Stoliarchuk, Mukan, & Martsikhiv, 2024; Su, 2018; Zhou, & Wang, 2021);

– розвиток медіаосвіти та підготовка майбутніх журналістів (Astin, 2014; Bai, 2015; Çatal, 2017; Chu, 2010; Creech, & Mendelson, 2015; Duan, 2022; Goodman, 2007; Huang, 2014; Kaul, 2013; Li, & Zhang, 2012a, 2012b, 2013; López-García, Rodríguez-Vázquez, & Pereira-Fariña, 2017; Martsikhiv, 2022; Paziura, & Bidiuk, 2020; Singer, Vlad, & Becker, 2009; Tárca, & Marinho, 2008; Xu, 1996; Zhang, 2016; Zhou, & Guo, 2021).

Таким чином, дослідження розвитку медіа за кордоном почалися рано, і концепція конвергенції медіа також була введена раніше, хоч дослідження є відносно розрізненими. Загалом, зарубіжні дослідження конвергенції медіа тісно пов'язані з розвитком оцифрування, створення мереж і нових медіа, з особливим акцентом на зміні відносин між людьми та медіа. Дослідження розвитку медіа в Китаї почалося з представлення іноземних концепцій розвитку медіа. Потім дослідження поступово активізувалися, просуваючись від конвергенції ЗМІ до цифрової журналістики та штучного інтелекту. В останні роки як медіа-індустрія, так і наукові кола Китаю проявляють великий ентузіазм щодо появи нових медіа та розвитку медіа-технологій, що призвело до широких і різноманітних досліджень із плідними результатами.

Проте, аналіз наукової літератури та нормативних джерел, а також оцінка сучасного стану підготовки журналістів у Китаї показує, що це питання не розглядалося як окремий напрямок дослідження. Тому необхідно ретельно дослідити педагогічну практику в контексті стрімкого розвитку медіа-технологій у Китайській Народній Республіці. Актуальність цієї теми, а також практична значущість проблеми підкреслюється кількома виявленими *суперечностями* між:

суспільним попитом на кваліфікованих журналістів із сучасними знаннями та навичками на протигагу неналежному узгодженню програм підготовки журналістів у Китайській Народній Республіці з сучасними вимогами швидкого розвитку медіа-технологій; необхідністю удосконалення системи професійної підготовки журналістів у Китаї відповідно до запитів суспільства в умовах бурхливого розвитку медіатехнологій та сучасним станом розробки теоретичних, організаційних і педагогічних засад такої підготовки; необхідністю удосконалення системи підготовки журналістів у відповідь на стрімкий розвиток медіатехнологій у поєднанні із затримкою модернізації освітніх програм, методів і навчальних планів для майбутніх журналістів в університетах Китайської Народної Республіки.

З перспективи практики культивування медіа талантів у вітчизняних університетах, поточні дослідження також демонструють три чіткі ознаки: (1) більше адаптивних реформ, менше передових реформ; (2) більше реформ на окремих етапах, менше системних реформ; (3) більше реформ, орієнтованих на викладання, менше реформ, орієнтованих на навчання.

Що стосується дослідження культивування медіа-талану, можна помітити дві характерні особливості: (1) більше резюме на основі досвіду, менше теоретичних інновацій; (2) більше досліджень в межах окремих дисциплін, менше міждисциплінарних досліджень.

Таким чином, актуальність дослідження підтверджується результатами аналізу науково-педагогічної літератури та виявленими протиріччями, що й зумовило вибір теми дисертаційного дослідження: **«Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці»**.

Об'єкт дослідження – вища освіта у Китайській Народній Республіці.

Предмет дослідження – особливості професійної підготовки майбутніх журналістів у китайських університетах в умовах стрімкого розвитку медіатехнологій.

Мета дослідження – виконати комплексний аналіз професійної підготовки

майбутніх журналістів у закладах вищої освіти Китаю та визначити перспективи подальшого використання історико-педагогічного досвіду з метою її удосконалення в умовах інтенсивного розвитку медіатехнологій.

Для досягнення мети окреслено такі **завдання**:

1. Визначити теоретичні основи професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій.
2. Схарактеризувати сучасну систему професійної підготовки майбутніх журналістів.
3. Виконати аналіз розвитку змісту професійної підготовки майбутніх журналістів у китайських університетах.
4. Виявити особливості технологічного компоненту професійної підготовки майбутніх журналістів у Китайській Народній Республіці.
5. Вивчити сучасний стан проблеми та розробити перспективні стратегії використання історико-педагогічного досвіду для удосконалення професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій.

Наукова новизна одержаних результатів полягає в тому, що *вперше* виконано комплексний аналіз професійної підготовки майбутніх журналістів у закладах вищої освіти Китаю та визначено перспективи подальшого використання історико-педагогічного досвіду з метою її удосконалення в умовах інтенсивного розвитку медіатехнологій. Визначено теоретичні основи професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій: теорії інтенсивного розвитку медіа (технологічна теорія, теорія аудиторії, теорія індивідуальних відмінностей аудиторії, теорія вибіркового сприйняття, теорія використання та задоволення, теорія медіазалежності), а також теорії журналістської освіти (теорія студентоцентрованого навчання, теорія розвитку студента (теорії особистості та середовища, соціально-психологічні теорії, когнітивні та ціннісні теорії, теорія рецепційної естетики, теорія перспективи очікувань, теорія естетичного досвіду, теорія читацького залучення). Схарактеризовано сучасну систему професійної підготовки

майбутніх журналістів на трьох рівнях: макрорівень – нові концепції в журналістській освіті, мезорівень – реформування журналістської освіти, мікрорівень – специфіка імплементації. Проаналізовано розвиток змісту професійної підготовки майбутніх журналістів у китайських університетах, що дало змогу виявити недоліки, виклики та основні ознаки (збільшення обсягу змісту відповідно до прогресу часу та розвитку дисципліни; його коригування та оновлення згідно з розвитком медіатехнологій; адаптація змісту відповідно до предметних особливостей шкіл журналістики). Виявлено, що сучасні медіатехнології мають вагомий вплив на журналістику та журналістську освіту та вимагають розвитку професійних компетентностей (необхідних для збору мультимедійних новинних ресурсів, управління знаннями), а також медіаграмотності, відмінних професійних здібностей, високих професійних якостей, технічних навичок тощо. Досліджено сучасний стан професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій та розроблено перспективні стратегії використання історико-педагогічного досвіду для її вдосконалення.

Уточнено визначення понять нові медіа, майбутні журналісти, моделі навчання, журналістська освіта, медіатехнології.

Вдосконалено та розширено наукове розуміння понять і термінології, пов'язаної з журналістською освітою, а також організаційними особливостями, що характеризують китайський досвід.

До наукового обігу введено значний обсяг матеріалів з досліджуваних питань, а також численні факти, ідеї та підходи, актуальні для галузі журналістської освіти в китайських університетах.

Практичне значення дослідження полягає в тому, що матеріали дослідження використовуються у закладах вищої освіти у процесі викладання предметів «Порівняльна педагогіка», «Компаративістика в освіті», «Медіаграмотність» на другому (магістерському) та третьому (освітньо-науковому) рівні вищої освіти (спеціальність 011 Освітні, педагогічні науки). Основні положення та висновки використано у процесі викладання предметів

«Інформаційна безпека та інформаційна війна в ЗМІ» на другому (магістерському) рівні вищої освіти (освітньо-професійна програма «Журналістика»).

Дослідницькі матеріали, презентовані у дисертації, можуть бути використані при розробці освітніх програм і навчальних планів підготовки фахівців за спеціальністю «Журналістика», а також для продовження досліджень у цій сфері.

Структура та обсяг дисертації. Дисертація складається зі вступу, трьох розділів, висновків до кожного розділу, загальних висновків, списку літератури (267 найменувань) та 6 додатків. Загальний обсяг дисертаційної роботи становить 279 сторінок, основний текст займає 208 сторінок, на яких розміщено 8 таблиць та 2 рисунки.

У **Вступі** обґрунтовано актуальність проведеного дослідження; зазначено зв'язок роботи з науковими програмами, планами, темами; визначено об'єкт, предмет, мету, завдання, методи дослідження; подано літературні джерела дослідження; представлено наукову новизну та практичне значення одержаних результатів; надано інформацію про апробацію та впровадження результатів дослідження; відображено особистий внесок аспіранта у публікаціях, підготовлених у співавторстві; викладено структуру та обсяг дисертаційної роботи.

У першому розділі **«Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій як науково-педагогічна проблема»** представлено результати аналізу основних понять та категорій дослідження. Виконано аналіз теоретичних основ підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій.

У другому розділі **«Організація професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці»** висвітлено нормативно-правову базу професійної підготовки бакалаврів у галузі журналістики в китайських університетах. Схарактеризовано трірівневу систему професійної підготовки майбутніх

журналістів у Китайській Народній Республіці. Виконано аналіз розвитку змісту професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій, а також її технологічного компоненту.

У третьому розділі «**Перспективні шляхи професійної підготовки майбутніх журналістів у закладах вищої освіти Китаю**» висвітлюються результати аналізу сучасних проблем в організації професійної підготовки майбутніх журналістів. Представлено перспективи використання історико-педагогічного досвіду для удосконалення професійної підготовки майбутніх журналістів у Китаї в умовах інтенсивного розвитку медіатехнологій.

Визначено перспективи подальших педагогічних досліджень.

Ключові слова: медіатехнології, інтенсивний розвиток медіатехнологій, журналістська освіта, майбутні журналісти, вища освіта, університет, Китайська Народна Республіка, китайські університети, освітні програми, навчальні плани, зміст професійної підготовки майбутніх журналістів, система професійної підготовки.

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INTRODUCTION

Research topicality. In an era of rapid media development, the rapidly changing landscape of the media industry has brought new challenges and demands to the field of journalism education. Whether these are new communication platforms or evolving modes of communication, future journalists are required to adapt and adjust in terms of skills and mindset. Correspondingly, journalism education must undergo reform and innovation. Against this backdrop, scholars have been paying continuous attention to and exploring the transformation and development of journalism education in China.

Since the implementation of the higher education massification strategy, higher education, including media education, has achieved remarkable accomplishments but has also accumulated some deep-seated issues. The development model of higher education is undergoing a profound transformation, shifting from an extensive development characterized by scale expansion and spatial growth to an intensive development focused on improving quality and optimizing structure. Intensive development can alleviate the main contradictions of higher education in China. Reforming the talent training model has become the top priority to improve the quality of higher education and the core of system construction. After experiencing large-scale growth, higher media education is now transitioning to intensive development, with innovation in media talent models becoming a societal hot topic, a key challenge in media industry development, and a difficult issue in media school reform, “The National Medium – and Long-Term Education Reform and Development Plan Outline (2010-2020)” has laid out plans for the reform and development of higher education, establishing the goal of comprehensively improving the quality of higher education and talent cultivation. It emphasizes the significant importance of “innovating talent cultivation models.” Additionally, the reform of innovative talent cultivation models in higher education institutions is explicitly included in the “13th Five-Year Plan Outline for National Economic and Social Development of the People’s Republic of China.” It can be said that changes in the social environment, educational environment, and media industry are forcing reforms in media education and innovations in media talent cultivation models.

Economic globalization, social diversification, educational informatization, advancements in media technology, the development of the media industry, global competition in the media sector, and shifts in the media environment – all these factors combined have posed significant challenges to higher media education. In response to these challenges, insightful individuals have been diligently exploring solutions, leading to continuous progress in media education. However, traditional media has been gradually declining, with some even experiencing a “precipitous” drop, while new media is rising but remains unstable. The landscape and structure of the media industry are undergoing dramatic changes. The traditional context of media education has shifted significantly, and conventional models and paradigms for media talent cultivation are facing serious challenges.

Training future journalists is not only the mission of higher journalism education in this era but also an excellent opportunity for universities to innovate their media talent cultivation models. Some universities have already broken down the traditional media-based divisions and disciplinary boundaries, integrating journalism and information technology. Others are experimenting with applying artificial intelligence in journalism education. The exploration of new models for training future journalists has become a conscious effort among media schools and departments in universities. Compared to these harsh realities, the progress in higher media education has been far from satisfactory. Reforming journalism education and innovating talent training models have become key issues of the current era. It means that the relevance of the chosen field of research is confirmed by numerous works of domestic and foreign scientists:

- intensive development of media technology (Cai, 2005; Cai, 2007; Castells, 2011a, 2011b; Levinson, 2013; Meyrowitz, 1986; Song, 2006; Wang, 2014a; Weixing, 2000; Wenbo, 2012; Wenger, Owens, & Thompson, 2014; Xiong, 2009; Xu, & Huang, 2017; Zhang, 2021; Zhang, 2022; Zheng, 2015a);
- the relationship between technological change and journalism’s role in democracy (Chen, 2009; Wang, 2020a; Wang, 2018; Zhai, 2021; Zhang 2024; Zhang, & Chen, 2021; Zhang, 2016; Zhang, 2017; Zhang, 2020a; Zhao, Chen, Fang, Jian, Sun,

Li, & Zhang, 2013);

- the impact on new media platforms on journalistic practices (Cai, 2005, 2006; Deuze, 2005; Federer, 2000; Tao, 2010; Tong, & Lin, 2001; Wang, 2020; Xu, & Xu, 2008; Zhang, & Ghorbani, 2020; Zhou, Xu, & Li, 2018);

- the intersection of journalism, technology and audience engagement (Cai, 2002; Cai, & Huang, 2011; Deuze, 2005; Gao, & Zhao, 2017; Graefe, Haim, Haarmann, & Brosius, 2018; Hong, 2010; Isayeva, & Mukan, 2024; Kaul, 2013; Kothari, & Hickerson, 2020; Li, & Xu, 2012; Li, & Dong, 2017; Meng, & Zhao, 2006; Miroshnichenko, 2018; Newman, 2022);

- journalism and media research (Bao, Yang, & Wang, 2004; Cheng, & Sun, 2023; Chung, Kim, Trammell, & Porter, 2007; Duan, 2022; Evans, 2016; Gang, 2016; Guo, Ding, Sun, Ma, Li, & Yu, 2021; Hu, 2015; Kolodzy, 2006; Levinson, 2013; Li, & Zhang, 2013; Li, & Zhang, 2012b; Lu, 2020; Meyrowitz, 1986; Peng, 2016; Shu, Sliva, Wang, Tang, & Liu, 2017; Tandoc, & Vos, 2016; Tian, 2010);

- journalism education in the context of technological and industry changes (Anderson, 2014; Arthur, 2009; Buckingham, 1999; Cai, & Luo, 2012; Çatal, 2017; Chen, 2016; Cheng, 2021; Cui, 2017; Dong, 2014; Du, 2015; Ferrucci, 2018; Gao, 2009a; Gao, 2023; Goodman, 2007; Li, & Han, 2018; Lin, & Wen, 2010; Lin, 2018; Liu, & Liu, 2019; Mensing, 2010; Mi, 2020; Ni, 2015; Pavlik, 2013; Ripatti-Torniainen, & Mikkola, 2023; Shao, 2017; Stoliarchuk, Mukan, & Martsikhiv, 2024; Su, 2018; Zhou, & Wang, 2021);

- development of media education and the training of future journalists (Astin, 2014; Bai, 2015; Çatal, 2017; Chu, 2010; Creech, & Mendelson, 2015; Duan, 2022; Goodman, 2007; Huang, 2014; Kaul, 2013; Li, & Zhang, 2012a, 2012b, 2013; López-García, Rodríguez-Vázquez, & Pereira-Fariña, 2017; Martsikhiv, 2022; Paziura, & Bidyuk, 2020; Singer, Vlad, & Becker, 2009; Tárchia, & Marinho, 2008; Xu, 1996; Zhang, 2016; Zhou, & Guo, 2021).

Thus, research on media development abroad began early, and the concept of media convergence was also introduced earlier, although the research is relatively scattered. Overall, foreign studies on media convergence are closely related to the

development of digitization, networking, and new media, with a particular emphasis on the changing relationship between people and media. Research on media development in China began with the introduction of foreign media development concepts. Then, research has gradually intensified, progressing from media convergence to digital journalism and artificial intelligence. In recent years, both the media industry and academia in China have shown great enthusiasm for the rise of new media and the development of media technologies, leading to extensive and diverse studies with fruitful results.

However, the analysis of scientific literature and regulatory sources, along with an assessment of the current state of journalist training in China, reveals that this issue has not been addressed as a separate area of study. Therefore, it necessitates a thorough investigation to consider the pedagogical practices in the context of the rapid development of media technologies in People's Republic of China. The relevance of this topic as well as practical significance of the problem are further underscored by several identified *contradictions* between: the societal demand for qualified journalists with up-to-date knowledge and skills, contrasted with the inadequate alignment of journalist training programs in People's Republic of China with the modern requirements of rapid media technology development; the requirement to enhance the system of professional journalist training in China to meet societal demands in conditions of the rapid development of media technologies, and the current state of elaboration of the theoretical, organizational and pedagogical foundations for such training; the necessity to improve the journalist training education system in response to the rapid development of media technologies, coupled with the delayed modernization of educational programs, methods and curricula for future journalists at the universities in People's Republic of China.

From the perspective of media talent cultivation practices in domestic universities, the current explorations also exhibit three distinct indications: (1) more adaptive reforms, fewer leading-edge reforms; (2) more reform in specific stages, less systematic reform; (3) more teaching-focused reforms, fewer learning-focused reforms.

As for research on media talent cultivation, two prominent features can be observed: (1) more experiential summaries, less theoretical innovation; (2) more research within individual disciplines, less interdisciplinary research.

Thus, the relevance of the research is affirmed by the results of analysis of scientific and pedagogical literature and the identified contradictions, which resulted in the choice of the topic of thesis research: **“Professional training of future journalists in the conditions of intensive development of media technologies in People’s Republic of China”**.

The work’s relation to scientific programs, plans, and topics. The theme of the thesis research corresponds to the scientific and research work of the Department of Pedagogy and Innovative Education at Lviv Polytechnic National University, titled “Theoretical and methodological foundations of the personal and professional development of a modern specialist in the conditions of integration into the international educational space” (number of state registration 0121U113179).

The topic of this thesis was approved (minutes № 6/22 dated 01.02.2022) and specified (minutes № 8/24 dated 25.03.2024) at the meetings of the Academic Council of the Institute of Jurisprudence, Psychology and Innovative Education of Lviv Polytechnic National University.

The object of research focuses on the higher education of the People’s Republic of China.

The peculiarities of professional training for future journalists in Chinese universities in the conditions of the rapid development of media technologies are **the subject of research**.

The aim of the research is to carry out a comprehensive analysis of the professional training of future journalists in higher education institutions of China and to determine the prospects for the further use of historical and pedagogical experience in order to improve it in the conditions of intensive development of media technologies.

To achieve this aim, the following **objectives** were defined:

1. To determine the theoretical foundations of professional training of future journalists in conditions of intensive development of media technologies.

2. To characterize the modern system of professional training of future journalists in China.

3. To analyze the development of future journalists' professional training content in Chinese universities.

4. To identify the peculiarities of the technological component of the professional training of future journalists in the People's Republic of China.

5. To study the current state of the problem and develop prospective strategies for using historical and pedagogical experience to improve the professional training of future journalists in conditions of intensive development of media technologies.

In the course of the research, a set of **methods** was used, namely *theoretical methods*: analysis of pedagogical, psychological and philosophical sources, regulatory and program documents, synthesis, induction and deduction to establish the relationships in the system of professional training of future journalists; analogy, modeling, comparison, systematization and generalization of theoretical material as well as for justification of the expediency and importance of creating a complete system of professional training of journalists in universities; *empirical methods*: direct and indirect observation for the study of trends and substantiation of prospective ways of journalists training in the conditions of development and implementation of the strategy of reforming higher education in the conditions of intensive development of media technologies in People's Republic of China.

The scientific novelty of the obtained results lies in the fact that *for the first time* the comprehensive analysis of the professional training of future journalists in higher education institutions of China was carried out and the prospects for the further use of historical and pedagogical experience in order to improve it in the conditions of intensive development of media technologies were determined. The theoretical foundations of the professional training of future journalists in conditions of intensive development of media technologies have been determined: theories of media-intensive development (technological theory, audience theory, audience individual differences theory, selective reception theory, uses and gratifications theory, media dependency theory), and theories of journalism education (student-centered educational theory,

student development theory (individual and environmental theories, social-psychological theories, cognitive and values-based theories, reception aesthetics theory, Perspective of expectations theory, aesthetic experience theory, reader engagement theory). The modern system of professional training of future journalists at three levels was characterized: at the macro level – new concepts in journalism education, meso level – reform of journalism education, micro level – specific implementation. The development of future journalists’ professional training content in Chinese universities was analyzed, which made it possible to reveal the drawbacks, challenges, the peculiarities of its development, and its main features (the increase of content due to the progress of the times and the development of the discipline; its adjustment and updating due to the advancement of media technology; the adjustment of content according to the subject characteristics of Journalism schools). It was revealed that modern media technologies exert a significant influence on journalism and journalism education and require the development of professional competencies (necessary for collection of multimedia news resources, knowledge management), as well as media literacy, excellent professional ability, high professional qualities, technical skills, etc. The current state of professional training of future journalists in the conditions of intensive development of media technologies was studied and promising strategies of using historical and pedagogical experience for its improvement were developed.

The definitions of notions new media, future journalists, training models, journalism education, media technologies *were clarified*.

The scientific understanding of concepts and terminology related to journalism education as well as organizational features which characterize the Chinese experience *were enhanced and expanded*.

The significant volume of materials on the investigated issues, as well as numerous facts, ideas and approaches relevant to the field of journalism education in Chinese universities were introduced into *scientific circulation*.

The practical significance of the research lies in the fact that the research materials are used in institutions of higher education in the process of teaching subjects “Comparative pedagogy”, “Comparative studies in education”, “Media literacy” at the

second (master's) and the third (educational and scientific) levels of higher education (specialty 011 Educational, pedagogical sciences). The main provisions and conclusions were used in the process teaching subject "Information security and information warfare in mass media" at the second (master's) level of higher education (the educational and professional program "Journalism").

The research materials presented in the thesis may be used in the development of educational programs and training plans for specialists in the specialty "Journalism", as well as for the continuation of research in this field.

The results of the research have been **implemented** at the following higher education intuitions: Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies of Lviv (Certificate #310-16.02 dated 26.06.2024); Lesya Ukrainka Volyn National University (Certificate #03-24/04/1836 dated 01.07.2024); Lviv Polytechnic National University (Certificate # 67-01-1423 dated 22.08.2024); Drohobych Ivan Franko State Pedagogical University (Certificate # 1955 dated 15.11.2024).

Personal contribution of the author in the co-authored publications. The author has obtained all the research results independently. In the works published in co-authorship, the author has been responsible for: Isayeva, & Zhu (2023b) – the analysis and synthesis of scientific and pedagogical literature, interpretation of scientific results; Isayeva, & Zhu (2023c) – preparation of a literature review and analysis of training concepts and categories; Zhu, & Isayeva (2024b) – elaboration of competency framework and analysis of scientific sources; Isayeva, Shumylo, Khmilyar, Zadorozhna, Dmytrasevych, & Zhu (2024c) – elaboration of methodology and research methods, analysis of scientific sources.

The approbation of research results. The materials, theses and results of our research have been approbated at various conferences. The main statements and results of the thesis research were discussed and received positive feedback at: XI Міжнародній науково-практичній конференції «Управління в освіті» (Lviv, Ukraine, 2023); II Міжнародній науково-практичній конференції «Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору:

міжнародна академічна та професійна / професійно – педагогічна мобільність» (Lviv, Ukraine, 2023); II Міжнародній студентській науково-практичній конференції «Організаційні, правові та психолого-педагогічні аспекти реалізації професійної мобільності студентів у період війни: реалії та перспективи» (Lviv, Ukraine, 2023); I Міжнародній науково-практичній конференції «Тенденції розвитку педагогіки та освіти в умовах цифрових трансформацій» (Kharkiv, Ukraine, 2024); Міжнародній науково-практичній конференції «Актуальні проблеми професійної педагогіки та освіти: досвід, новації, перспективи» (Lviv, Ukraine, 2024). III Міжнародній науково-практичній конференції «Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність» (Lviv, Ukraine, 2024).

Publications. The materials of the thesis are covered in 13 publications of the author (9 of them are individual): 1 article in Scopus journal, 5 articles in journals included into the list of specialized scientific publications of Ukraine, 7 works which certify the approbation of thesis' materials on the conferences.

The structure and volume of the thesis. The thesis consists of an introduction, three chapters, conclusions for each chapter, general conclusions, a list of used references (267 items), and 6 appendices. The total volume of the thesis is 279 pages, with the main text comprising 208 pages, which contain 8 tables and 2 figures.

CHAPTER 1

PROFESSIONAL TRAINING OF FUTURE JOURNALISTS IN THE CONDITIONS OF INTENSIVE DEVELOPMENT OF MEDIA TECHNOLOGIES AS A SCIENTIFIC AND PEDAGOGICAL PROBLEM

This chapter explores education under conditions of intensive media technology development. It begins by delineating key concepts and categories in journalism education, providing definitions for news media, journalism education, and related fields. Subsequently, it conducts a thorough theoretical analysis of future journalist training, encompassing the historical and foundational theories of journalism and education. By examining current research on journalism education in the context of media convergence and artificial intelligence, this chapter aims not only to offer a clearer and more systematic understanding of the current state and shortcomings of journalism education, but also to deepen our comprehension of relevant concepts, broaden perspectives, consolidate and expand achievements in journalism education reform and innovation, enrich the theoretical foundation of journalism education, and explore more suitable educational models for cultivating future journalists.

1.1. Analysis of the main concepts and categories of the research

The positioning and development goals of journalists determine the planning and implementation of training by journalism schools and media organizations. This influences media organizations' expectations and performance evaluation systems for journalists and guides aspiring journalists in planning their future development. In today's era of deep media integration, exploring the professional development of future journalists in China and considering the direction of their growth is of practical significance for both the development of the journalism workforce and the education of journalism students.

With the rapid development of digital technology and information technology, the internet, mobile phones, and social media communication platforms have emerged, completely changing the traditional ways of information dissemination, breaking the

existing communication patterns, and reshaping a new media ecosystem. In the era of media convergence, the constantly changing media landscape has brought new challenges and requirements to the field of journalism education. Whether it's new communication platforms or evolving communication models, they demand adjustments and adaptability from journalists in terms of skills and thinking. Correspondingly, this calls for reform and innovation in journalism education. It is in this context that scholars have continuously paid attention to and explored the transformation and development of journalism education.

Literature Review. Research on Chinese journalism education is not a new topic, and there is a wealth of related research materials available. These studies can be broadly divided into two main categories: domestic research in China and research conducted outside of China. Domestic research is primarily conducted by Chinese scholars and professionals within China's journalism industry, with a particular focus on studies from academic scholars. In terms of the areas of interest, when viewed from the perspective of journalism as a scientific and pedagogical issue related to the professional training of future journalists, the research can be roughly categorized into the following three types.

The first category focuses on media technology as a key term. Articles of Zhang (2010) and Shi (2012) emphasize that, against the backdrop of globalization and new international technologies, Chinese journalism education must undergo an innovation process. These works highlight interdisciplinarity in journalism education as a key area of analysis.

Tong & Huang (2010), Lin & Wen (2010), Li (2010), and Wu (2012), objectively describe the current opportunities, challenges, and core issues facing Chinese journalism education while proposing directions for reform.

Nearly all of these works suggest that interdisciplinarity is the future direction and development path for journalism education when addressing the rapidly changing media environment. Cai (2009) points out that only by thoroughly understanding the changes brought by media convergence can we cultivate journalism and communication professionals who meet the needs of this development. Journalism

schools should adopt this as a guiding principle for their teaching, reforming across multiple areas such as training objectives, technological divisions, research topics, curriculum design, faculty, and hardware infrastructure.

The second category focuses on journalism education as a key term, with a wealth of research literature available. Zheng (2008), Gao (2023), and Tian (2013) point out the problems facing Chinese journalism education today. These works emphasize the need to clearly define the cultivation of interdisciplinary talents as the educational goal and to establish a journalism education model that meets the needs of the media market.

In a 2006 discussion initiated by Journalism Studies on “Is Journalism Education Important?” it is argued that no matter how journalism courses are designed, they must focus on promoting and improving the standards of journalism, without forgetting the social mission of advancing democracy (Jannette, 2006). Glasser (2006) from Stanford University emphasized that the role of journalism studies must be to improve journalism and help people understand the industry. While most journalism courses focus on practical skills training, Glasser (2006) argued that universities must also strengthen research to help students think critically about the values and purpose of journalism. Adam (2001) from Carleton University in Canada called for strengthening the link between academia and the industry. Most American scholars agree that university journalism education is essential, but it should not be limited to skills training. There must be a focus on general education to cultivate journalists with a strong sense of democratic responsibility.

Zhou (2008) describes the early development of journalism education in China. She notes that the rise of journalism education in China was closely linked to the introduction of foreign journalism theories and education models, as well as the growing recognition of the importance of journalism. The development of newspapers, the decline of public speech, the emergence of organized journalism groups, and the societal demand for professional journalists and journalism education all contributed to the early establishment of journalism as a formal discipline in schools.

The third category centers on professionalism as a key term. This includes works of a sociologist Bunker (1994), and Dingwall (1983), which explore the concept of

professionalism, professional autonomy, and the values of altruism or self-interest among professionals like doctors and lawyers. Focusing specifically on the professionalization of journalism, a representative work in the U.S. is “The Professional Values of American Newsmen” by Johnstone, Slawski & Bowman (1972). This book analyzes how early 20th-century liberal theory led to an unregulated market mechanism, which triggered public criticism. In response, the American journalism industry strived to become a “profession”, while journalism schools began to proliferate.

In China, Xu (2000) have contributed to this field with works such as “Professionals and the State: The Rise of Professional Associations in Modern Shanghai” which, rooted in social theory and the state, examines the interactions between the state, society, and professional associations. According to Xu’s analysis, by the 1930s, China’s journalism community had already started discussing issues such as objectivity, professionalism, and professionalization, providing a valuable perspective for studying the professionalization of modern Chinese journalists. Fang (2000) offers different analyses of the development stages of Chinese journalism over the past century, including discussions on the professionalization of Chinese journalists in both theory and practice.

With the development of media, Huang (2016) and Zeng & Liu (2020) describe the complexity of the current media environment and the challenges faced by journalism professionalism. They emphasize the need to enhance the core competencies of journalists, suggesting that future journalists should focus on leadership, content creation, and balancing mainstream values with niche audience needs. These works propose a development direction of breaking barriers, fostering dialogue, and integrating diverse discourses. The development of China’s journalism industry includes roles like print reporters and photojournalists at newspapers, camera operators and on-screen reporters at TV stations, and radio journalists at broadcasting stations. Additionally, journalists may specialize based on their focus area, such as political, economic, sports, or cultural reporting. These distinctions arise from

economic and social factors, communication technology, media development, and the unique characteristics and editorial approaches of different news outlets.

With the advent and widespread use of the internet and the continuous upgrade of mobile communication technology, media convergence has become an inevitable trend. The era of media convergence has arrived, driven by a technological revolution and a profound transformation planned and promoted at the national level. This unstoppable trend in media development has changed traditional news dissemination methods and restructured the media ecosystem and communication landscape. Consequently, the roles and development of journalists have evolved, emphasizing all-media and expert talents. The former focuses on cross-media skills, concepts, and perspectives, while the latter requires deep expertise in specific fields (Wenger, Owens, & Thompson, 2014). Both types of talent are essential and indispensable, reflecting considerations for journalist roles in media convergence and the practical needs of media organizations.

Media convergence is a cutting-edge topic in the field of journalism and has opened up new avenues for journalism education. In the trend of media convergence, this “blur” reflects the challenges faced by the journalism industry, academia, and education together. If media convergence is seen as a state where the internal boundaries between various elements of human communication activities, such as technology, economics, subjects, content, and standards, become blurred (Lu, 2019), then it has not only brought rich resources to journalism education but also triggered a restructuring of the media industry, thereby posing new requirements for the training of journalists (Zhang, 2021).

Against the backdrop of media convergence, what kind of journalists does the media industry really need? Does journalism education around the world meet the demands of the media industry? Furthermore, regarding the quality of graduates, how many students actually enter the journalism field after graduation? Are journalism graduates equipped to handle their job responsibilities based on the knowledge they acquired during their studies? If not, what adjustments should be made in journalism education, and how should media education develop in the future? In addition, with the rapid development of digital technology and information technology, artificial

intelligence (AI) and virtual reality (VR) supported by digital technology, as well as the emergence of the internet, mobile phones, microblogs, and WeChat, have completely transformed the traditional ways of information dissemination, broken the existing communication patterns, and reshaped a new media ecosystem.

In 2023, generative AI represented by ChatGPT has become a focal point of discussion in the field of journalism and communication (Cheng, & Sun, 2023). Its influence has permeated the news production process: a collaboration agreement between The Associated Press and OpenAI, the developers of ChatGPT, authorizes the latter to use portions of The Associated Press's news content to explore better applications of ChatGPT in the news domain. The predictions made by the Nieman Lab in 2022 have now materialized: writing robots have become a key area of focus for news organizations (Newman, 2022).

To promote the deep integration of media development, talent is the decisive factor. In September 2018, the Ministry of Education and the Publicity Department of the CPC Central Committee released the "Opinions on Implementing the Excellent Journalism and Communication Talent Education and Training Plan 2.0". It emphasized the need to cultivate a large number of high-quality, comprehensive experts in journalism and communication with a sense of national and international perspective. The document aims to establish a training system for comprehensive expert journalism talent that follows the laws of journalism and talent development and focuses on achieving the goal of cultivating comprehensive expert journalism talent. The reforms and goals include opening a new chapter in Marxist journalism education, creating a new model of moral education for journalism talent, aiming for top-tier journalism programs, promoting the development of jointly established journalism schools, expanding fields for mutual employment between universities and media organizations, building a new paradigm for international journalism talent training, and reaching new heights in the quality of higher journalism education (Chinese Edition, 2020).

Cheng (2021) believes that AI centered around algorithms has triggered fundamental changes in the news industry, affecting various aspects such as news

gathering, production, and distribution. In terms of news gathering, algorithms can not only mine, process, and analyze data, but also monitor sudden events and predict their developments. Additionally, they can perform interviews; for instance, in 2007, a research team from the University of Tokyo led by Matsumoto created a 3D robotic journalist mounted on an electric scooter, capable of autonomously exploring buildings or streets, recording news, and generating articles (Miroshnichenko, 2018).

Driven by advancements in media technology, each wave of media disruption prompts reforms in journalism education, leading to changes in educational philosophies, objectives, and talent development models: “two influential concepts of university education: powerful knowledge emphasizing a coherent theoretical knowledge structure, and expertise emphasizing reflective integration of theoretical knowledge with other modes of knowledge” (Ripatti-Torniainen, 2023). Today, the internet-driven media landscape offers diverse forms of media, leading to a situation where “everything becomes media” (Isayeva, & Zhu, 2023).

Regarding content production, writing robots can retrieve and analyze information using algorithms without human intervention. Some scholars even predict that by 2025, over 90% of news articles will be written by robot journalists (Graefe, Haim, Haarmann, & Brosius, 2018). In the news distribution phase, traditional editorial powers are beginning to transition to algorithms. Algorithms can personalize news recommendations, conduct intelligent news broadcasting, analyze intelligent dissemination effects, and promptly adjust push algorithms based on user feedback.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes in its report titled “Rethinking Education: Towards a ‘Global Common Good’?” that one of the major challenges facing higher education today is how to meet the substantial demand for professional qualifications worldwide while continuing to play a significant role in research-oriented and purposeful education. Looking at a global perspective, “the United States is one of the birthplaces of journalism and communication studies and is recognized as one of the most advanced countries in research and education in the field of journalism and communication” (Haigui, & Jing, 2006), while China is considered one of the countries with the most rapid development

in journalism and communication education. These two countries can be said to be the most noteworthy in the field of global journalism and communication education.

In terms of scale, both the United States and China are considered major players in journalism and communication education. Data shows that in 2017, the United States awarded a total of 13,479 degrees in journalism and communication-related majors (data from Data USA's statistics on Communications & Journalism). In China, there are over 1,100 registered majors or departments related to media and journalism approved by the Ministry of Education, with approximately 200,000 graduates each year (Du, 2015). The changing global media landscape has led to widespread concerns in the journalism industry, and seemingly rapid developments in journalism education in various countries also come with underlying challenges. This concern and challenge are global in nature, and they exist even in developed countries.

Despite the differences in media systems and journalistic cultures across countries, the changes and challenges faced by global journalism education are largely similar. Therefore, exploring journalism education from a global perspective may be beneficial in finding solutions (Deuze, 2006).

The intensive development of media technology and the application of cutting-edge technologies provide limitless possibilities for the transformation of the news industry, compelling journalism educators to actively engage (Shi, 2003). As technological applications become increasingly widespread and profound, journalism schools must consider what educational philosophies to uphold, what courses to offer, and what talents to cultivate in order to compete against machines.

Concepts are forms of thinking that reflect the essential attributes of things, and the clarity and definition of concepts serve as the platform for academic exchange and dialogue. When addressing the issue of developing models for training future journalists, it is crucial to first clarify the essence of journalism, grasp the specificity of news and news workers, and define the value and characteristics of media technology development. This foundation lays the groundwork for exploring how to effectively train future journalists.

The rapid evolution of information communication technologies, including digital media and social media, has profoundly impacted both the journalism industry and education. These changes have brought about challenges and disruptions to the media industry and media education, while also catalyzing its vitality and driving changes in media education. Against this backdrop, the rapidly changing media industry naturally imposes new demands on higher education institutions for journalism talent development.

Whether in terms of news production methods, communication channels, or development models, the thinking and abilities of journalists need continuous development and adjustment to dynamically adapt to the times. From the perspectives of scientific inquiry and pedagogical issues, the training of future journalists evolves through proactive adaptation or reactive responses. As media education core, training future journalists faces significant challenges amidst the impact of media technology developments.

Currently, academia predominantly discusses how technological advancements shape future industry trends or addresses issues such as the difficulty of singular discipline programs to respond to technological disruptions. Scholars widely agree on the need to reconstruct current journalism education, not only addressing skills and academic concerns but also directly responding to questions about the relevance of traditional journalists and the journalism discipline itself in contemporary times. Therefore, researching journalism education is crucial for addressing these pressing issues.

First, journalism education plays an important role in promoting the development of society. On November 19, 2005, the famous Beijing Consensus was reached at the first International Forum for Deans of School of Journalism and Communication held in Beijing. The Beijing Consensus believes that: “Journalism and communication are an important force to promote the progress of human civilization, and journalists and communication workers shoulder sacred responsibilities for social progress and human happiness” (Liu, Fei, & Zhang, 2005). It can be seen that journalists not only need to objectively and truly reflect the real world, but also need excellent observation skills,

independent judgment and critical spirit to lead the society towards civilization and democracy. It is very necessary to study journalism education in colleges and universities in depth.

Second, there is a lag between journalism education and journalism. In today's rapidly changing information dissemination, if we still look at journalism from a traditional, static perspective, use the traditional characteristics of objectivity, neutrality, and impartiality to understand the professionalism of journalism from the perspective of conventional and stylized news production, it is obviously difficult to conform to the logic of journalism under the new format. For example, news production is changing from organization to individualization, and content entrepreneurs and self-media people have robbed a lot of attention; technology is deeply affecting information production, such as big data, intelligence, and mobile technology. Change the content and form of production, and reshape the concept and relationship between producers and consumers; the Internet is subverting the concept of communication, and even on the most professional international mainstream news media websites, native advertisements are very popular, etc. Therefore, professionalism can no longer just stay on the traditional concept and logic, and the requirements of the industry are different from the traditional ones. If we still only use familiar definitions, terms and principles to interpret the constantly changing journalism and information dissemination, it will be difficult to reflect the changing reality and keep pace with the development of the industry. It is also the root of the contradiction between the training of journalism in universities and the needs of journalists.

It is essential for journalism education to reconsider the concepts and categories for training future journalists (Isayeva, & Zhu, 2023). As the researcher states "Journalism education studies in different parts of the world is thus conceptually synthesized into 10 categories, starting with philosophical notions of motivation and mission, ending with more "down-to-earth" concepts like curriculum and pedagogy (Andrew, 2009).

Journalism and communication studies need to shift towards interdisciplinary and collaborative innovation to enhance the discipline's strength and redefine the concepts and categories of future journalists, especially "around attitudes towards the concept of professionalism in the practice, training and scholarship of journalism. These tensions are apparent in both the news media and in the academy (Isayeva, & Zhu, 2023).

1.1.1. New Media and Media Technologies. A medium in a broad sense is any substance that can make connections or relationships between people and people, people and things, or things and things. In the sense of communication (in a narrow sense), advertising media refers to the material tools that use media to store and disseminate information. It mainly includes newspapers, radio, television, the Internet, news agencies and mobile phones, etc., and also refers to organizations engaged in news dissemination, such as newspapers, radio and television stations, etc. (McLuhan, 2015). Media is naturally technology, and the nature of technology determines the scope and characteristics of media occlusion, and users' dependence on media will be shaped by these occlusions. Through this shaping, the medium creates a new space.

The media is the contact point of contact that changes the way of news dissemination, forms new communication relations and forms, and affects all aspects of society. In particular, the restriction of geographical scope on people makes it almost impossible for people to find a public domain similar to cyberspace, and they can communicate freely without geographical restrictions. Before the Internet age, mass society was still the main structure of the whole society.

Today, the advent of the Internet society has truly broken the natural connection between communication and transportation, and completely isolated the physical space from the meaningful space. affected by. The space of people's self-cognition, the space of social reality and the space of media are intertwined with each other, and finally form a huge meaning space based on the Internet. Although invisible, this space actually affects the physical world. It is mentioned repeatedly in contemporary media technology philosophy, because understanding media in a highly mediated society is understanding contemporary society.

When discussing the relationship between media technology and humans, McLuhan (2015) proposed, “Changes in the form, speed, and scale of human relations and activities are the direct basis for assessing the greatest impact of media”. The application and proliferation of new media have transformed people’s production and daily lives, driving social progress. Today, the reputation of “new media” resonates worldwide. However, the understanding of the concept of “new media” remains somewhat vague, leading the academic community to place significant importance on the study of the “essence of new media” (McLuhan, 2015). Researchers have provided important explanations from various perspectives, laying the foundation and providing conditions for further research on new media.

New media used to specifically refer to online media, but with the emergence and rapid proliferation of mobile media, it has now become an umbrella term encompassing both mobile and online media. As artificial intelligence continues to advance and cloud computing and big data technologies become increasingly sophisticated, integrating deeply with new media in the process, some scholars argue that it should be precisely defined as digital interactive new media or referred to as smart media.

A widely accepted view traces the concept of new media back to the late 1950s when McLuhan (2015) pointed out that “new media disrupted the long-standing dominance of print media, which had lasted for 500 years” (McLuhan, 2015). In the late 1960s, experts in the field of communication policy in the United States introduced the concept of “new media” to President Nixon in the form of a report (Levinson, 2013).

The term new media gradually gained popularity in the United States and was widely recognized and used by society. A prestigious American magazine provided a comprehensive definition of the concept of new media, stating, defining both communicators and recipients as everyone (communications for all, by all). From the late 1970s to the 1980s, “new media” became one of the hottest topics in the journalism, academic, and technological communities of Western developed countries. In reality, new media is always a relative and constantly evolving concept. Print media, compared to earlier forms of information dissemination like cave paintings and oracle bones, was undeniably a new medium; radio, compared to print media, was also a new medium.

Overall, foreign research on media convergence is closely linked to the development of digitalization, networking, and new media, with particular emphasis on the changing relationship between people and media. For example, *Being Digital* by MIT professor Nicholas Negroponte has had a profound impact worldwide. Subsequently, other influential studies include (Castells, 2011a, 2011b). The Information Age Trilogy (consisting of *The Rise of the Network Society*, *The Power of Identity*, and *End of Millennium*). Other notable works include Paul Levinson's *A Guide to the Information Millennium*, *The Soft Edge: A Natural History and Future of the Information Revolution*, and *New New Media*, Meyrowitz's *No Sense of Place: The Impact of Electronic Media on Social Behavior* (Meyrowitz, 1986), and Shin Mizukoshi's *Digital Media Society* (Shui, 2009). These publications, whether discussing electronic, digital, or new media, or information technology and network society, are helpful for understanding the development of media.

China's research on media development initially began with the introduction of foreign media development concepts. In 2005, Cai (2005) was the first to introduce the concept of media convergence domestically. In 2006, scholars discussed media development concepts and theories originating from the U.S. in the *China Media Report*, while Song (2006) explored the essence of media technology development in a dedicated article in *Modern Communication*. Since then, research has gradually expanded from media convergence to digital news, and further to artificial intelligence, leading to increasing interest in media development.

In recent years, both the media industry and academia have invested significant enthusiasm in researching the rise of new media and media technology development, leading to a wide range of fruitful research. Some studies focus on convergence journalism (Cai, 2006; Cai, 2007); others explore the media industry (Hu, 2015; Tao, 2010). There are also discussions on media convergence and the new communication revolution, as seen in Li Liangrong's series of articles on the new communication revolution in *Modern Communication* (Meng, & Zhao, 2006; Li, & Zhang, 2012; Li, & Zheng, 2012) (see Table 1.1).

Table 1.1

Media Technology Revolutions and the "Liberation of Human Labor" in Different Eras (compiled by the author)

Start Time	Era Background	Information Technology Revolution	Media Forms	Keywords	Human Labor Liberation
15th Century	Industrial Era	Printing Technology	Newspapers	"Extension"	"Eyes"
Early 20th Century	Industrial Era	Radio Wave; Image Transmission Technology	Radio - Television	"Extension"	"Eyes"; "Ears"
1990s	Information Era	Network Technology; Mobile Internet	Internet; Mobile Apps	"Connection"	"Eyes"; "Ears"; "Brain"
Present	Artificial Intelligence Era	Artificial Intelligence Technology	Smartphones, Wearable Devices	"Algorithm"	"Brain"; "Whole Human"

The main characteristics of new media are evident in the fact that it differs from newly emerged media. Defining new media cannot be solely based on a temporal distinction. Only by discerning the features of new media can a more accurate definition of this concept be formulated. In terms of consensus within academia and the industry, the general summary of the characteristics of the new media concept primarily revolves around the following four aspects:

Digitization. Although the term new media initially referred to electronic recording and other technologies that did not necessarily utilize digital techniques, by the time the concept of "new media" began to gain widespread usage, humanity had already entered the era of computers. Computer technology enabled the digital storage, processing, transmission, and presentation of information. The transmission medium for digitized information is what constitutes new media. Clearly, today's digital technology has also permeated the production processes of traditional media, such as laser typesetting in newspaper publishing or non-linear editing in television production. These technologies are prerequisites for traditional media to extend or transition into new media. However, having these technologies alone does not mean that traditional media has become new media. When we refer to digitization, we are primarily addressing the digitization of the final transmission medium.

The most distinctive feature of new media in the information revolution is its integration of the latest technologies such as digitization, multimedia, and networking.

Convergence. Digitization brings about an extended feature known as media convergence. Professor de Sola Pool (1983) from the Massachusetts Institute of

Technology highlighted this concept in his 1983 work, “Technology of Freedom”, stating that “a process called morphological convergence is making the boundaries between different media blurry... a single medium, be it telephone lines, cables, or radio waves, will carry services that used to require multiple media to deliver” (Jenkins, 2008).

On the other hand, any service that was previously provided through a single medium, such as radio, newspapers, or telephones, can now be delivered through multiple media. Therefore, the one-to-one relationship that used to exist between media and the services they provided is eroding. Pool’s words are considered one of the earliest definitions of media convergence. From this, it can be seen that his concept of morphological convergence occurs on the basis of the new media transformation of communication media. In other words, in the era of new media, the convergence of communication channels and functions is inevitable. This convergence of media forms is also reflected in the convergence of mass communication, interpersonal communication, group communication, and organizational communication. Pool’s notion of convergence already includes the convergence of channels between mass communication and interpersonal communication. In the later development of new media, the convergence also extends to group communication and organizational communication. In addition to the convergence of media forms, the convergence of new media is also evident in the convergence of means. Multimedia communication is considered a typical characteristic of new media communication.

Interactivity. Communication technology implies that the information dissemination of media can become bidirectional, enabling two-way communication on the recipient side, a capability often referred to as interactivity. While traditional media also have some audience feedback mechanisms, compared to new media, such feedback is passive and weak. Therefore, interactivity becomes one of the main features distinguishing traditional media from new media.

Networked. The combination of computer and communication technology also implies networking. In the context of new media, networking refers to the interconnection of information terminals. Although networking was not realized in the

early days of new media, it has become an important factor driving the popularization and development of new media. Today, networking has also become a fundamental characteristic of new media.

In academia, scholars have defined the concept of new media from various perspectives. Some scholars argue that “new media disrupts the conventional understanding and application of information dissemination carriers, such as fiber-optic image communication and computer networks. These carriers break free from the constraints of the traditional media category, offering powerful and comprehensive functionalities. For example, two-way cable television, building communication channels on the basis of traditional broadcasting, serves as a platform for dialogue between the audience and the broadcasting station” (Zhaokui 1986).

Huang (2012) proposed that “new media relies on the internet and digital technology to create key elements following the principle of unlimitedness, which is evident in demand, transmission, and production”. Kuang (2018) believes that new media uses computers and digital devices (with typical computing characteristics) as information dissemination media, characterized by digitalization and prominent interactivity. Peng (2016) puts forth the idea that “new media, supported by digital, network, communication, and information technologies, takes the form of carriers and platforms. In addition to being interactive, new media also has a fusion characteristic. Currently, new media not only includes the traditional categories of the internet and mobile phones but also takes the form of mobile internet and digital media (with interactivity advantages).

In summary, the academic community currently defines the concept of new media primarily from both technological and sociological perspectives. New media refers to various mediums used by communicators to provide targeted information services to audiences, supported by technologies such as mobile communication. It possesses characteristics such as speed, reach, and novelty in communication, and it emphasizes light transmission with a focus on content, distinguishing it as a new form of media separate from traditional media. Its integration with new technologies like artificial

intelligence and big data is driving the advent of the smart media era, progressively changing the ways people work, live, and learn.

Technology is not naturally a medium, but the medium is naturally a technology. The nature of technology determines the scope and characteristics of media influence, and users' dependence on media will be affected by these scopes. Through this influence, the media creates a new space, and this space naturally carries the characteristics of technology, so the premise of understanding the media is to understand technology. Arthur (2009) proposed that the essence of technology is recursion and composition, but each specific technology has different characteristics. In other words, behind the language concept of technology is actually a combination of plural technologies, and the same is true for media. Therefore, when it comes to media, we should not be obsessed with the impact of a specific medium, but should pay more attention to the characteristics behind it.

For example, TV shopping and live online shopping seem to have almost the same content, but the space generated by their media is completely different, and the structure and order of this space have very different impacts on people. This is the impact of a specific technology on different media. When returning to the concept of the essence of media and technology, we should pay attention to the change and invariance of the media from TV shopping to live webcasting, that is, which are the changes between technology and which are the changes in the relationship between people and people shaped by the media. From the perspective of journalism and communication, we should not pay attention to various specific media technology forms, contents and organizations centered on them, that is, a functional "entity", Hu & Zhang (2019) instead, really look at the medium itself.

1.1.2. Development of Media Technology. From the printing press onwards, every advancement in media technology has provided new conveniences for people to access information. With each new technology, the central question becomes how to effectively narrate stories using these advancements. Therefore, news narration is rooted in the narrative capabilities of media technology, serving as a vital channel for

people to achieve a more accurate, comprehensive, and genuine understanding of the world after these technologies expand human perception.

The concept of mass society is not just a so-called spiral development stage in the process of technological replacement, nor is it a simple improvement of productivity, but a mediated society. Andrew (2009) believes that while the mass media transforms the ideology of the ruling class, it also uses ideology construction as a form of theoretical reference for practice; while the mass media reproduces social phenomena to convey values and expectations, it also transforms ideology into effective. Various concerns that favor mass consciousness, a structure that is further regulated by other social institutions and organizations.

New media is first of all a form of technology. Every technological invention and its transformation directly provides a media tool for the symbolic expression of social practice and social development at that time. It is obvious that the fundamental difference between humans and animals lies in the invention, manufacture and use of tools, and the invention and innovation of tools constitute the latitude and longitude of human development and the center of meaning generation (Weixing, 2000). The “evolution theory” and “capital theory” of the century discovered evolutionary logic and historical mechanism, intending to formulate social models through revolutionary ideals and blueprints, and to expand the Prometheusism that gives hope to mankind. New media is not a stable concept. It is constantly “evolving” with the progress of human society, especially the progress of science and technology.

Professor Xiong (2009) from the School of Journalism and Communication of Tsinghua University defines new media as “the media form that emerges and influences on the basis of computer information processing technology”. He believes that the concept of new media has three characteristics: “*First*, new media is a relative. The concept is new compared to the old. *Second*, new media is a concept of time, and within a certain period of time there are new media forms representing this time period. *Third*, new media is a concept of development, which will never It ends in a certain fixed form of media”.

Compared with the holders of the theory of media evolution, many scholars combine new media with computers and the Internet, emphasizing the new communication characteristics reflected in the media supported by digital technology. Internet society, like mass society, is not a historical concept based on technological innovation, but a concept in the dimension of media technology. With the rapid development of digital media technology, Postman (2005), a representative of the media environment school, used the Internet and virtual reality technology-based digital media called meta-media for the first time. Meta-media has two characteristics. One is quite similar to the views put forward by Federer (2008) in his book "Media Changes: Understanding New Media". The emergence of new media does not mean the death of old media, but the emergence of new media is more conducive to the generation and mobilization of public opinion. Second, the fundamental influence of meta-media is not only the change of media form, but more importantly, the media form determines the way in which the thoughts of media users reflect the whole world and construct meaning.

The new media from the perspective of four core functions of media: production, transmission, display and storage. In terms of production, new media technology can help us collect new information more quickly and effectively and solve various new and old problems. Transmission, power grids, these technological systems enable global information to be accessed at the speed of light, enable video on demand to become a reality, and enable unprecedented levels of specialization of target audiences and target markets Display aspects, including video, audio, text, databases, and centralized data Mixed formats, in addition to three-dimensional and touchable or perceptible formats, display devices include various multimedia computer display devices. In terms of storage, new media have evolved from magnetic media to optical media, with continuous progress in storage capacity and speed, and are gradually becoming standardized (Pavlik, 1996).

The so-called new media does not have a precise definition. Generally, it includes video, multimedia, cable TV, satellite TV, optical fiber communication, integrated digital communication network, etc. Among them, the most permeable and the most

influential are high-speed information highway and multimedia technologies. In fact, they have their own characteristics and are quite different from each other. But overall, there is one thing in common. That is to say, they are not like traditional media that can function alone, but are the product of various ingenious combinations of emerging technologies and original technologies. The speed, quantity, quality and even the mode of information dissemination have all changed. huge change (Cui, 2005).

1.1.3. News and Future Journalists. What is news in the field of journalism and industry, there are many theories about the definition of news, which can be roughly divided into several different types such as fact theory, activity theory and report theory according to the different emphasis on the elements of news. But now the most common definition of news – news is the report of the latest facts. According to the definition of news, news has the characteristics of authenticity, freshness, timeliness and openness. Facts are the origin and foundation of news, truth is the basis for news existence, and the basis for news to live and work; News should be information that people don't know, want to know and should know; Timeliness is the most prominent feature of news, and the first time to report first can achieve the expected dissemination effect; Openness is the fundamental way for news dissemination to achieve social influence. Only by making public reports can the value of news be realized.

News possesses both cultural and commercial attributes. The former is built upon serving the public interest, while the latter is driven by economic pursuits. However, in recent years, the rapid development of media technology, particularly the use of social media platforms for online communication, has become an integral part of people's daily lives. The evolving landscape of news practices has led to increased complexity in division of labor, creating inherent contradictions in establishing journalistic authority within online news practices (Shu, Sliva, Wang, Tang, & Liu, 2017).

Highly commercialized online media outlets, driven by powerful commercial motives, have disrupted the balance between public goods and commodities. The phenomenon of ethical misconduct in journalism is a broad concept, comprised of numerous branches such as fake news, paid news, undisclosed interviews, media trials,

and news infringements, all contributing to this overarching issue (Zhang, & Ghorbani, 2020).

The development of social media platforms has not only profoundly influenced how people produce and consume information but has also led people to increasingly prefer obtaining the latest news and information from social media rather than traditional news organizations. Additionally, the inherent freedom and openness of online social media platforms have made them essential hubs for contemporary information dissemination, accelerating the spread of information and facilitating communication and interaction among individuals (Guo, Ding, Sun, Ma, Li, & Yu, 2021).

However, some social media users, driven by nefarious motives such as gaining illegal benefits or influencing public opinion, disseminate and propagate fake news. In comparison to traditional news media, social media users can access news from social media platforms at very low costs and share and discuss this information with others easily. This, in turn, accelerates the speed of fake news dissemination and expands its reach. The boundaries of news are being challenged, and the ethical standards of traditional journalism face certain challenges.

In the process of human social development, the common needs for survival and growth have given rise to socialized productive labor and interdependent social relationships. Within the interactions of labor, people require communication and exchange, giving rise to the activity of news dissemination. News dissemination, as a form of human activity, is a social activity that involves the dissemination of specific information as news (Baohuang, 1997). It is a social activity that involves the exchange of information between individuals.

News work is a social profession primarily focused on disseminating news information and other various information products. It involves “journalists spreading the most recent social information and public opinions through news media, reflecting the latest social changes in human society promptly. There is substantial necessity for working journalists to update their skill sets for a rapidly changing world” (Krüger, 2022). Specifically, news work refers to the social activities carried out by news

communicators through news dissemination institutions, encompassing the dissemination of news, guiding public opinion, and operational management. The entities involved include various news dissemination organizations, engaging in activities such as information production, processing, dissemination, and the operational management of news media organizations (Leigh, 2004). Journalists of the future need to have the following methods: (1) Integrating news and communication theory with current news analysis; (2) Integrating news business training with academic competitions; (3) Strengthening academics: Integrating general education in news communication with academic training (Isayeva, & Zhu, 2023).

As a historical product of human news activities, news work has its fundamental characteristics and specific historical processes of development. Like other professions, news work is a product of a certain stage of human social development, shaped by the needs of societal progress and deeply rooted in historical contexts. Journalists are the core elements of the news communication system, serving as the primary agents in the process of transforming social objective facts into news information and disseminating it to the public.

From a professional perspective, the concept of news professionals broadly refers to individuals involved in the field of journalism. This category includes editors, chief editors, and others. In a narrow sense, it specifically refers to professionals within news organizations who specialize in writing news reports. As a societal profession, it naturally has defined standards that distinguish it from other professions, based on the characteristics of the profession itself. Scholars have defined the role of news professionals from various perspectives within the academic field.

From the perspective of professional ethics and responsibilities, anyone can engage in information dissemination, but not everyone is necessarily a news professional. News professionals are obligated to conduct their work according to the responsibilities and standards of the journalism profession (Zheng, 2004). Each profession has its unique professional responsibilities and ethics; for example, the ethical principles held by doctors, lawyers, and news professionals differ significantly, reflecting their respective specializations.

Just as doctors have the obligation to preserve life, which might involve withholding certain information, lying is a fundamental professional taboo for news professionals. Professional ethics are not synonymous with public consciousness; they do not represent a shared ethical framework for all members of society. Therefore, not everyone can fully grasp the intricacies of these professional ethics – what they entail, what they should be, or the specific moral relationships between individuals when applying them.

This illustrates that the uniqueness of a profession is not universally understood or executed. Much like a patient who has experienced a long illness might understand basic medical phenomena but not necessarily comprehend the complexities of medical theory, leading to a one-sided interpretation when describing the true pathology. Similarly, in the realm of journalism, although journalism demands that news professionals present news content in a way that is accessible and understandable to the audience, this does not diminish its professionalism. Instead, it reflects the level of expertise and requirements within the profession (Deuze, 2005).

These viewpoints provide a reference for distinguishing between ordinary information disseminators and professional news professionals, outlining their distinct identities and characteristics. From the above content, we can summarize the basic elements of news professionals as follows: (1) They are individuals who work exclusively in professional media organizations, engaging in news production with specific professional skills and competence. (2) They adhere to specialized professional ethics standards and fulfill corresponding responsibilities. (3) They possess a pursuit of awareness and ideal values related to their profession, seeking social and professional recognition.

Specifically, in the context of this research, news professionals primarily refer to professional news practitioners such as editors and reporters who work in mainstream media organizations and are engaged in activities related to information discovery, selection, filtering, processing, and dissemination. These individuals typically hold professional credentials in journalism.

It's important to emphasize that in this study, news professionals refer to the core workforce involved in news activities within professional news organizations. They are primarily responsible for tasks related to news production and value dissemination. This category does not include media personnel responsible for media operations, advertising, or other non-journalistic roles within media organizations. Additionally, it distinguishes itself from individuals in new media and self-media who do not possess professional qualifications for journalism.

1.1.4. Training Models and Journalism Education. The educational model refers to the structured framework that a school establishes for students, encompassing the knowledge, skills, and qualities they aim to develop, as well as the methods used to achieve this structure. Fundamentally, the educational model defines the characteristics of students and reflects specific educational ideologies and concepts prevailing during a certain period. To date, there is no unified understanding of educational models (Liu, & Liu, 2019). Some describe educational models from the perspectives of systems theory and organizational theory, while others approach them from the angles of constructing knowledge, skills, and qualities. Some also explain educational models from the comprehensive viewpoint of guiding the entire developmental process of individuals. These viewpoints and explanations have their own validity within different contexts.

Specialized journalism and communication education originated in the United States, which is also a global hub for journalism and media education research. In the early 20th century, the U.S. established the Association of American Teachers of Journalism (AATJ), which held annual conferences to discuss journalism education. In the mid-20th century, AATJ was renamed the Association for Education in Journalism (AEJ). With the rapid development of mass communication, AEJ later became the Association for Education in Journalism and Mass Communication (AEJMC). The World Journalism Education Congress is an international benchmark for research in media education and the training of media professionals. In 2007, the Congress proposed eight ways to improve global journalism education, including adapting

journalism education to the digital age and addressing journalism education in a socially, culturally, and politically diverse world (Goodman, 2007).

Since the beginning of the 21st century, with the further innovation of information technology, scholars have approached the study of journalism education from diverse perspectives, offering more comprehensive and in-depth interpretations. Spanish scholars López-García, Rodríguez-Vázquez, & Pereira-Fariña (2017) believes that, while maintaining the essence of journalism, it is crucial to understand how to better utilize new tools in future journalism, including multimedia journalism, immersive journalism, and data journalism.

Additionally, Creech & Mendelson (2015) focus on the nature of technology as the sole determinant in journalism and its intervention in journalism education and practice. Tárzia & Marinho (2008) from the Federal University of Minas Gerais, in article “Challenges and New Ways of Teaching Journalism in Times of Media Convergence” argues that journalism education needs to work with students to find alternatives that adapt to changes while also considering the possibilities of user interaction and participation.

Çatal (2017) believes that internet technology education should be accessible to all social classes. Kaul (2013) reflects on three main themes concerning the role of media in journalism in the digital age. Additionally, Phillips, Singer, Vlad & Becker (2009) and others have actively explored the tasks and skills needed for future journalists.

In the research on the philosophy of higher media education, some scholars analyze the changes and persistence in journalism education (Xiao, 2012; Gu, 2016), while others explore the value orientation and rationality of journalism education in the context of media convergence (Xu, 2012; Dong, 2014). Some scholars have pointed out certain drawbacks in Chinese journalism education, such as an overemphasis on skills while neglecting scholarship, excessive professionalization, and a lack of humanistic focus (Shan, 1998). In response, some scholars have even expressed dissatisfaction with the overemphasis on practicality and technology in journalism education, using the phrase overcorrection is necessary to convey their concerns (Zhu,

2011). Two articles in journalism and communication education research are particularly noteworthy (Li, & Zhang, 2013; Zhang, 2016). These two articles re-examine journalism and communication education from the perspective of paradigm shifts.

Overall, some perspectives are overly macroscopic, lacking practical applicability in educational practices, while others are overly microscopic, missing a holistic approach in educational practices.

It is commonly believed that the education model in journalism involves the practical and exploratory summarization of teaching practices in the process of nurturing journalism talents. Cai (2014) proposed that curriculum systems, practical systems, and support systems are the fundamental elements constituting the globally renowned Missouri Method educational model. Additionally, factors such as the scale of journalism education, educational positioning, faculty teams, funding, and experimental conditions are also worth considering within the educational model. In summary, this study suggests that the educational model in journalism primarily encompasses five basic elements: educational philosophy, program offerings, curriculum structure, faculty teams, and employment outcomes. The following sections will focus on researching these elements (see Table 1.2).

(1) *Educational Philosophy*. The educational philosophy in journalism refers to the overarching planning of journalism education, answering key questions such as “what kind of individuals to nurture”, “how to nurture them”, and “for whom to nurture them”.

Table 1.2

Description of relevant elements of the training model (compiled by the author)

Elements	Description
Educational Philosophy	What to learn. How to learn. How to teach.
Program Offerings	What students learn. Undergraduate and postgraduate courses. Skills improvement.
Curriculum Structure	How students learn. Undergraduate courses emphasize general courses and professional courses. High degree of elective freedom, professional training platform.
Faculty Teams	who will teach. The teaching staff is the core of journalism education. The School of Journalism focuses on practicing teachers.
Employment	Where do students go after graduation. Employment is a key measure of

Outcomes	educational success. Journalism graduates have a high employment rate and strong career competitiveness. Media professional education focuses on cultivating future media talents.
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The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which accredits journalism and mass communication programs, articulates its vision and goals, reflecting its conception of journalism education philosophy. ACEJMC believes that “journalism and mass communication are among the most vital forces sustaining society and the foundations of democratic government and a free society. Investigative freedom, freedom of speech, and freedom of the press are essential values of a free society” (ACEJMC, n.d.). Furthermore, the committee also believes that “curricula that cultivate critical thinking, analytical reasoning, and problem-solving skills are fundamental to journalism and mass communication education” (ACEJMC, n.d.).

(2) *Program Offerings*. Program offerings vary from country to country. For example, in China, program offerings are primarily determined by the education authorities, and they provide guidance to universities on degree conferment, discipline, and program offerings. In the United States, the Classification of Instructional Programs (CIP) is non-mandatory and non-planned. Since journalism education originated in the United States, other countries have been influenced to some extent by the U.S. system. Therefore, this study mainly uses the example of the United States for program offerings.

In the United States, the CIP-2020 classifies “Communication, Journalism, and Related Programs” into six main categories, including Journalism, Communication and Media Studies, and Radio, Television, and Digital Communication. These categories are further subdivided into 27 specific program areas (see Table 1.3).

(3) *Curriculum Structure*. The curriculum is the foundation of journalism education, providing students with essential knowledge and skills. In the face of challenges, students need to acquire a set of skills different from the past to adapt to new environments and various forms of competition (Mensing, 2010).

Table 1.3

*The establishment of journalism-related majors in the United States
(compiled by the author)*

The status of 27 specialized fields in the United States under the CIP code 09 - Communication, Journalism, and Related Programs		
Four-digit CIP codes	Program (Field) Names	Remarks
09.04	Journalism	Contains 7 majors, 3 more will be added in 2020
09.07	Radio, Television, and Digital Communication.	Contains 3 majors
09.09	Public Relations, Advertising, and Applied Communication.	Contains 11 majors, with one added in 2020
09.01	Communication and Media Studies.	Contains 4 majors
09.10	Publishing	Contains 1 majors
09.99	Communication, Journalism, and Related Programs, Other.	Contains 1 majors

According to ACEJMC, undergraduate journalism and communication programs in the United States typically last for four years, requiring students to complete approximately 120 credit hours to earn their degree (Zhang, 2014a). Curricula typically include both general education courses and major-specific courses. Major-specific courses account for about one-third of the total credits and emphasize the unique features of different subfields. General education courses encompass basic skills such as writing and public speaking, as well as interdisciplinary courses in subjects like history, economics, and mathematics, with most of these credits falling outside the ACEJMC's requirement of "at least 72 credit hours in journalism and mass communication" (ACEJMC, 2017). Additionally, many U.S. universities offer capstone courses, which assess students' comprehensive abilities through individual projects. Furthermore, highly specialized campus media outlets within universities serve as important platforms for student training and internships. For example, the Missouri School of Journalism has eight practice platforms, including Columbia Missourian and Vox. It's worth noting that, in addition to a relatively standardized curriculum, students also have a high degree of freedom to choose electives. For example, schools like Missouri, Ohio, and Columbia University offer "personalized courses" based on students' interests at the graduate level, reflecting the individualized expansion of journalism education (Wu, Wenqi, & Zhang, 2014).

(4) *Faculty Teams*. The faculty team is the core of journalism education and directly influences its quality and effectiveness.

Many American universities have established non-tenure-track faculty positions, particularly for practitioners, within their journalism programs. While there is ongoing debate about the use of such employment contracts, several universities have developed relatively comprehensive systems for hiring practitioner faculty. For example, the Annenberg School for Communication and Journalism at the University of Southern California provides a complete set of non-tenure-track positions, including lecturers, assistant/associate professors of professional practice, and professors of professional practice. Moreover, these practitioner faculty members make up a significant proportion of the faculty team. At both Columbia University and the University of Wisconsin-Madison's journalism schools, for instance, over one-third of full-time faculty members are practitioner faculty.

(5) *Employment Outcomes*. Employment serves as the "exit" for talent cultivation and is a litmus test for the success of an educational model.

In the United States, according to the latest data available from Data USA in 2017, there were a total of 13,4792 degrees awarded in communication and related majors, with 14,004 of them specifically in journalism. The average annual salary for journalism graduates was \$72,366. When categorized by the number of employees, the most common professions for graduates were other managers (4.64%), followed by elementary and middle school teachers (3.99%), and marketing managers (2.76%) (Data USA, 2017). In terms of professional competitiveness, graduates in journalism and related fields were more advantageous in occupations such as news analysts, reporters, and journalists, public relations specialists, and advertising and promotions managers compared to graduates from other majors. At the institutional level, taking the employment situation of the 2019 graduates from the Medill School of Journalism, Media, Integrated Marketing Communications at Northwestern University as an example, the school's first-time employment rate was 94.5%. The majority of graduates entered professions such as news reporting, communications, public relations and marketing, and sports, accounting for 38.5%, 25.6%, and 15.6% of the

graduates, respectively. Employment destinations included national and local media outlets like ABC7 (Chicago), NPR, CNN, USA Today, as well as multinational corporations and top new media companies such as IBM, Facebook, and Tencent (Medill School of Journalism, 2019).

There are many channels for media professional education, including higher media education, media induction education in media organizations, and media skills training in non-governmental organizations. The field that this study focuses on is the media professional education in colleges and universities. It is worth noting that there is a big difference between media professional education and media literacy education. Media literacy education, also known as media literacy education.¹Media literacy is a part of personal comprehensive literacy. Media literacy education is essentially a kind of national quality education, and it is a general education that guides people to correctly understand and use media critically and constructively. Different from media literacy education, media professional education is aimed at professional media workers who will engage in media communication or work in professional media for social information services in the future.

Although media professional education also has the function of improving citizens' media literacy, its core direction is to cultivate professionals for media careers and media industries. Channels of media professional education include systematic learning in colleges and universities, short-term training in media organizations or non-governmental organizations, etc. Judging from the actual situation in China, higher media education is the main channel of media professional education. Early higher media education mainly refers to journalism education, which later developed into journalism and communication education. At the undergraduate level, there are majors in journalism, communication, radio and television, network and new media. However, journalism education and journalism communication education are not all of media professional education in colleges and universities. At present, media art education represented by majors such as radio and television director, broadcasting and program

¹ Media literacy education has different names in different countries. For example, in the UK, media literacy education is generally called "media education"; in the United States and Canada, media literacy education is called "media literacy education".

hosting, film and television photography and production also belongs to the category of higher media professional education.

Currently, both the United States and China are considered major players in journalism and communication education. Journalism education originated in the United States. As early as 1869, Washington College established “Press Scholarships” to train talent in the field of printing and editing. Journalism education began to develop in American universities in the early 20th century. In 1908, Walter Williams established the School of Journalism at the University of Missouri, which is considered the beginning of journalism education in the United States and, by extension, in the world (Reinardy, & Crawford, 2013).

Huang (2005) divides the development of journalism education in the United States into several stages:

- The Emergence Stage (pre-1900): This stage primarily focused on skills training.
- Expansion of Content (Early 20th Century): Journalism education expanded its content and shifted from solely skills training to the cultivation of comprehensive journalism talents (Huang, L., 2005).
- Introduction of Communication Studies (Post-World War II): The introduction of communication studies into journalism education sparked extensive discussions and led to two trends: the fusion model, such as the establishment of “Schools of Journalism and Mass Communication” at universities like the University of Minnesota and the University of Wisconsin, and the separation of journalism and communication, with each forming its own department.
- Specialization (Late 20th Century to Present): Journalism education content further specialized. This development was influenced both by the continuous growth of media technology and media markets and by the impact of communication studies on interdisciplinary integration.

The development of communication studies during World War II not only influenced journalism education in the United States but also had a significant impact on journalism education worldwide. Journalism education gradually shifted towards

communication education, and “in some universities, there was even a phenomenon where communication education replaced journalism education” (Gao, 2009). This transition not only affected the philosophy of journalism education but also had profound implications for specific program offerings, curriculum structures, and educational practices. It can be said that the introduction of communication studies into journalism education represented both a valuable opportunity and a major challenge.

In terms of opportunities, journalism education and communication education have mutually benefited from each other under a pragmatic approach, leading to their common development. On one hand, communication studies rapidly integrated into university academic systems with the help of journalism discipline structures, facilitating the establishment of various “Journalism and Communication” schools. This integration also encouraged specialization within journalism education, resulting in various professional directions based on communication media (Hong, 2010). On the other hand, the introduction of communication studies expanded students’ career prospects, increased enrollment in journalism schools, and the relatively academic nature of communication studies research contributed to enhancing the academic status of journalism schools in research-oriented universities (Hou, 2005).

Looking at the challenges, journalism education has had to adapt to the growing influence of communication education, and even when discussing journalism education separately, it seems impossible to avoid addressing the negative impacts of communication on journalism education. The significant debates within the American journalism education community in the early 2000s and the selection of the Dean of Columbia University’s Journalism School in 2002, are clear examples of this (Zhongdang, 2006).

Regarding the development of journalism as a discipline, some scholars argue that the emergence of journalism and communication studies, influenced by communication studies, has expanded the scope of journalism’s traditional disciplinary content. However, it has also brought challenges such as blurred disciplinary boundaries, lack of clear identity, and deviations in positioning within the field of

journalism itself (Huang, 2020). These challenges and issues highlight the importance of reevaluating and reflecting upon the philosophy of journalism education.

In the 21st century, the development of digital media technology, widespread use of social media, disruptions in advertising business models, and the emergence of news production on platforms and algorithm-driven news have brought about a crisis in the journalism industry, leading to new challenges for journalism education (Kothari, & Hickerson, 2020). These challenges manifest as a demand for education in new media technologies, the need for curriculum adjustments due to shortened knowledge lifecycles, and the pressure for journalism and communication graduates to find relevant employment (Zheng, 2015). This has not only directly led to the establishment of platforms like the Computer-Assisted Reporting Lab at Stanford University and China's "National Key Laboratory of Media Convergence and Communication" at the Communication University of China but also served as pressure and motivation for continuous reforms in journalism education models in both China and the United States.

Global journalism education primarily includes the Academic, Apprenticeship, and Training models, while China's media education mainly adopts the Academic model. Historically and theoretically, China's higher media education originated from newspaper studies (Wu, 2009), later developing into journalism, and subsequently incorporating communication studies. In 1997, journalism and communication were elevated to a first-level discipline. In fact, film and media education and media arts education have become significant components of higher media education in China. In addition to the seven undergraduate programs under the first-level discipline of journalism and communication in the literature category, some programs in the arts category are also offered in media departments, such as radio and television directing, broadcasting and hosting arts, and film and television photography and production. The first edition of the Yearbook of Journalism and Communication Education in China, published in 2016, acknowledged this established fact when reviewing the program setups in journalism and communication departments (Chinese Edition, 2020).

Journalism and communication emerged during the rise of mass media and have remained distinct disciplines due to significant differences in research subjects and

methods. However, as time has progressed, they have become more integrated. Journalism and communication are now widely recognized as a first-level discipline and have become mainstream in higher media education.

On March 1, 2021, the Ministry of Education issued the “Notice on Announcing the Results of the 2020 Annual Undergraduate Program Filing and Approval for Ordinary Higher Education Institutions”, which included two lists: the “Results of the 2020 Annual Undergraduate Program Filing and Approval” and the “List of New Programs Included in the Undergraduate Program Directory for Ordinary Higher Education Institutions (2021)”. According to the announced lists, there has been a major overhaul in the undergraduate program directory for journalism and communication. New filings for journalism and communication-related programs involve 23 categories and 161 institutions, while new approvals involve 1 category and 2 institutions. Additionally, 13 categories and 46 institutions had their journalism and communication programs revoked. Among the newly added programs, those related to network and new media have the highest number of institutions, totaling 46 (Arthur, 2009). Based on observations and research, current journalism education in Chinese universities can be divided into three types: one group consists of specialized institutions dedicated to media talent cultivation; another group includes media departments established by prominent comprehensive universities; and the third group comprises media departments in numerous local universities.

Specialized Institutions for Media Talent Training. Institutions named after media, such as Communication University of China, Zhejiang University of Media and Communications, and Sichuan University of Media and Communications, have significant advantages in the fields of media education, including disciplinary, industry, faculty, and resource advantages. In China, specialized institutions for media education mainly include Communication University of China, Beijing Film Academy, and Zhejiang University of Media and Communications. In these universities, media studies are the core disciplines, and media discourse is the dominant discourse. Besides their strong media characteristics, these institutions universally agree on and operate with a focus on media education across the entire university. Such a paradigm for media

talent cultivation is almost impossible to form in other universities. For instance, Communication University of China is known as the “Cradle of Chinese Radio and Television Talent”. Its School of Journalism and Communication comprises the School of Television, School of Journalism, and the Institute of Communication Studies, with 15 research centers. It offers four national-level specialized programs: Journalism, Communication Studies, Broadcast and Television Journalism, and Broadcast and Television Directing. The Broadcast and Television Journalism teaching team and the Communication Studies teaching team are recognized as national-level outstanding teaching teams. Furthermore, Communication University of China’s close ties with mainstream domestic media and renowned media professionals are unmatched by other higher media education institutions.

Media Departments in Prominent Comprehensive Universities. Media departments in comprehensive universities, particularly well-known ones such as the School of Journalism at Renmin University of China, the School of Journalism at Fudan University, and the School of Journalism and Communication at Wuhan University, form another major group in Chinese higher media education. Unlike many prestigious U.S. universities that typically do not engage in media studies, leading Chinese universities such as Peking University, Tsinghua University, Zhejiang University, Huazhong University of Science and Technology, and Shanghai Jiao Tong University all offer journalism and communication education. This group leverages the multidisciplinary background of comprehensive universities and their prestigious resources, giving them significant influence in media education.

The advantages of key comprehensive universities in terms of academic disciplines, faculty, and overall strength are particularly evident. These universities use their resource advantages and brand appeal to create distinctive features in media education. For example, Fudan University’s School of Journalism has a long history of journalism education and is known as the “Cradle of Journalists”. Fudan University pioneered the School-ministry co-construction model in collaboration with the Shanghai Municipal Propaganda Department to advance journalism education reform. The School of Journalism at Fudan University implemented a “2+2” training model for

its 2012 undergraduate students, setting a precedent in Chinese media education (Ministry of Education, Propaganda Department of the Central Committee of the Communist Party of China, 2018).

Media Departments in Local Universities. Local universities have a large number of media departments, and while most of these institutions struggle with faculty quality and facilities, their media departments generally have large enrollment numbers. Although top-ranking universities also engage in journalism and communication education, over 90% of such programs are offered by local institutions. Local universities primarily developed in the context of expanded enrollment, with some teacher training, finance, law, and agriculture institutions also establishing media programs. These media programs often have high enrollment numbers, and while some departments appear to be thriving, others show signs of unregulated growth. Over the years, some departments have developed unique features through exploration.

In local universities, due to significant differences in faculty, teaching facilities, program offerings, and management, adopting a straightforward copy-paste approach for media talent training is not feasible. The third group is large in scale, and in recent years, some local university media departments have gradually increased investment and boldly explored ways to improve media talent cultivation. However, overall, the third group faces many challenges and confusions regarding media education concepts and the actual process of talent development.

1.2 Theoretical foundations of future journalists' training in conditions of intensive development of media technologies

The research and construction of future journalist training models in the context of media-intensive development must be based on an in-depth study of the skills and industry demands for future journalists. It should also consider the original intentions of journalism education, emphasizing a human-centered approach, since journalism education is a part of higher education and its fundamental goal should not solely be to supply talent to the industry. The training objectives of journalism education should return to promoting the comprehensive development of individuals. Even when

responding to the development of new technologies, attention should be paid to aspects such as digital survival and the interaction between news, media, and people in the new media landscape. This thesis explores the theoretical foundation for training future journalists from the perspectives of media development, journalism and communication studies, education, and psychology.

Theory originates from humanity's general representation of the objective world and serves as a foundational form of cognition. Due to the inherent interdisciplinary nature of journalism education, there is a multitude of theories related to journalism and education (Anderson, 2014). What is the nature of journalist training? This is an essential question for journalism education that holds value, ontological, epistemological, and methodological significance. Because the fundamental nature of a discipline directly determines its curriculum objectives, the structure of course content, the construction of educational logic, and the choice of educational methods (Wu, & Wu, 2010).

As we entered 2023, the cultivation of future journalists has once again become a topic of high concern in the global education community. This is especially true with the further development and updates of artificial intelligence technologies like ChatGPT, which have had an impact on societal cognitive systems and, in turn, pose challenges to the field of news communication. Although in the short term, these challenges may not directly affect the profession itself, there has been a profound evolution in the narrative systems and communication chains.

Journalism is a discipline built upon the interaction between theoretical research and professional education, and the cultivation of the "ideal practitioner" has always held a crucial position within the academic discourse of journalism. Journalism and communication serve both as a profession and a career (Ferrucci, 2018). The training of journalism and communication professionals not only meets the significant demands of national strategic development but also faces the challenges of media convergence in an all-media environment. Considering the ever-evolving technological landscape, the theoretical and conceptual work surrounding "digital journalism" and even "digital

journalism studies” cannot bypass the topic of how to reflect upon and innovate the existing journalism education system.

In other words, if the development of the journalism discipline cannot incorporate shaping competent professionals for the future of the news industry into its core conceptual framework and actively explore a mutually beneficial and coordinated development model for journalism education and research, the discipline risks losing its uniqueness. Whether as an independent capacity-building profession or as a requirement of a career, journalism and communication need to further adapt to the impact of new environments and new technologies. Therefore, the examination of how new technologies, represented by artificial intelligence, impact journalism and communication education will be an enduring topic (Gang, 2016).

1.2.1 Relevant Theories of Media-Intensive Development. *Technological Theory.* Canadian scholar McLuhan (2015) posited that “all technology possesses the nature of alchemy” and tends to create a new human environment. It is through the network that humans have constructed a new technological world atop the real environment. This is a living world supported by the architecture of network technology, meeting various human needs and increasingly becoming the foundation of all human life. The extensive penetration of the Internet will gradually lead to a dependency on its use. As people’s lives become increasingly dependent on the network, the network technology architecture has deeply embedded itself into the real world, becoming an indispensable infrastructure for the human living environment and thus a fundamental element for the development of new media.

The philosophical traditions of different countries have influenced the study of the philosophy of technology to varying degrees. This has led to the emergence of technology philosophies with different theoretical backgrounds. According to Mitcham, technology encompasses the following four categories: as an object: in real life, this includes machines, devices, and artifacts; as knowledge: in real life, this includes skills and technological theories; as activity: in real life, this includes invention, manufacturing, and operation; as volition: in real life, this includes will, motivation, and choice (Svenningsson, 2019).

All technologies possess these four elements, which are inseparable and can transform into one another under certain conditions (Liu, 2007).

From a human perspective, the primary motivation for promoting the development of science and technology is to achieve better survival. Technology is the sum of various methods that, according to the principles of natural science, use specific techniques to study the laws of matter and energy, among other aspects. By integrating these principles, a particular technology is formed. From a human perspective, technology is a tool that applies operational rules suitable for human use. The use and study of technology are meant to serve people, developed to fulfill human desires and aspirations (Luo, 2019). Because technology is a tool, it inherently possesses certain value. Considering that natural laws cannot actively promote the generation of technology, social logic significantly influences technological development. From the essence of society, this logic is human logic. Regarding the reasons for developing technology, we believe it is primarily to better utilize and protect nature on one hand, and to enable the free development of human society on the other. Additionally, from the perspective of human activities, technology is a system related to these activities. To ensure better survival in society, humans create new technologies while also maximizing their labor capabilities. Concerning the origin of technology, we believe it stems mainly from the human desire for material and spiritual satisfaction. By adopting innovation to transform activities, humans overcome natural difficulties and meet their needs.

Regarding the study of the relationship between technology and consciousness, scholars like Habermas (2018) argue that technology is a form of ideology. Why does technology develop into a new form of control? This is mainly because it is currently possible to use this technological ideology for control, provided that technological power is already the primary productive force. Scientists point out that the sciences within the social sciences are also ideologies. The bourgeoisie has its own ideology, and the proletariat likewise has its own ideology (Chen, 1996).

According to the Frankfurt School's theory, it can be inferred that the fusion of technology and reason, which then evolves into a new form of instrumental or technical

rationality, is a new evolutionary mode and a reasonable outcome. Today, this instrumental rationality plays a crucial role in various aspects of social development, producing new social ideologies and cultural achievements. This tool becomes an aid in society's domination or control over individuals. From the perspective of the School's theoretical thought, instrumental rationality can be used as a means of innovation or achieving a specific goal. Moreover, it can also produce a tool or method in other areas (Shi, 2003).

Habermas (2018) a prominent later member of the Frankfurt School, went beyond the original critique of capitalist social systems and developed his own unique theoretical doctrine, which later became the core theory of the school. However, his critique of science and technology mainly focused on the negative impacts they have on society. Habermas (2018) used communication theory as a new perspective to examine the emerging science and technology from the static ideology of late capitalism and its dynamic development. In this development, the pace of technological advancement has been extraordinarily rapid, surpassing any previous era. Science and technology have become an ideology that permeates all areas of society and plays a significant role.

In Habermas's (2018) view, the theory of technological domination is seen as a social ideology that aligns with the political, economic, and cultural conditions of the time. However, this ideology treats society as purely technical, failing to recognize the differences between practice and technology. It also provides new justifications for the legitimacy of technology. More seriously, technology has assimilated or reified culture according to its own model, and on this basis, it generates new culture.

The earliest depiction of media convergence was by Negroponte (2000) from the MIT Media Lab. He used three concentric circles – broadcast and animation industries, printing and publishing industries, and computer industry – to illustrate the trend of media technologies, formats, and operations converging and merging together. de Sola Pool (1983) from MIT later proposed the concept of the convergence of modes in his book "Technologies of Freedom". Initially, it referred to the integration of media formats, particularly the trend toward multifunctional media. The concept has evolved

and been generalized over time, and media convergence is no exception. It now encompasses not only the technological development of information dissemination but also the convergence of media content, communication methods, media ownership, and organizational structures.

In 2014, China issued the Guidelines on Promoting the Integration of Traditional and Emerging Media, giving the concept of media convergence a more specific designation. Media convergence became a term for a particular stage and context, described as “a systematic innovation revolution involving thinking, content, organization, and operations” (Chen, 2016). “Based on the current situation, traditional and emerging media are continuously integrating amid various conflicts. Traditional media have the opportunity to incorporate emerging media, and vice versa. As media convergence deepens, it has brought about a historic transformation in how information is produced and consumed. Additionally, it profoundly changes the relationships between media, people and media, people and information, and among individuals. Media convergence is a new ecosystem, reconstructed with internet thinking, characterized by shared and intelligent integration within the media industry” (Hu, 2015).

Media convergence refers to two main aspects: the trend of multifunctional integration in media formats related to the potential of communication technology development, and the deep, complementary integration of traditional and emerging media. Currently, it primarily denotes the integration of these media types. Notably, today’s media convergence unfolds in the internet era, balancing technological and paradigmatic communication practices, and is intertwined with the contemporary socio-cultural context. It spans all levels of media content production and consumption, entering a more flexible theoretical discourse space. Media convergence is not merely combining traditional and emerging media, but creating a new paradigm of information services and communication ecology activated by digitalization and networking, based on internet thinking (Li, & Dong, 2017). Incorporating internet thinking, current media convergence represents the integration of traditional and emerging media and emphasizes the integration between interpersonal, organizational, and mass

communication. It is both a national strategic framework and a core trend in the media industry, inevitably becoming a benchmark for media education in universities and the context for cultivating media talent. This research refers to the integrated communication context in the internet era as the convergence context.

Audience Theory. Under the conditions of media-intensive development, cyberspace, as a virtual space with the absence of physical presence, results in a weakly interactive subjectivity. The principle of interaction among virtual subjects becomes mutual recognition and holding different opinions. Under this principle, interaction to some extent becomes a fluid process of displaying diversity. People, facing screens and situated in the real society, use their imagination through cyberspace to engage in communication within the virtual world.

Analyzing from the perspective of communication studies, experts focus on identifying the core of the communication process. Initially, some researchers proposed the “bullet theory”, which posited that audiences passively receive information and that the communicator is the core of the process. However, with ongoing analysis and research, it became evident that audiences are not entirely passive. Different information receivers have varying reactions to different communication processes, and even within the same communication process, their reactions differ. Gradually, the role of the audience gained increasing attention. By the 1960s, the focus of research had shifted to recognizing the audience as the core of the communication process. Researchers holding this view believe that audiences do not passively receive information; instead, they actively seek out information that meets their needs.

Audience Individual Differences Theory. In the article “Mass Communication Theory”, renowned communication experts DeFleur & DeFleur (2016) argue that each person’s surrounding environment and social experiences during their growth are different, leading to variations in their personalities. Similarly, when faced with the same piece of information, each individual will make different choices due to differences in their growth environment, social experiences, personality, and psychology.

Selective Reception Theory. In the process of information dissemination, audiences make related choices based on their actual needs when receiving information. They may emphasize or favor certain aspects according to their thoughts and preferences. Von Joseph (2015) summarizes the audience's selective reception process in three aspects: selective attention: individuals tend to choose or accept information that aligns with their views and ideas, while avoiding information that is different or conflicting; selective perception: audiences understand information based on their thinking habits and cognitive styles, ensuring that the information forms a harmonious relationship with them rather than being mutually exclusive; selective retention: among the vast amount of information that has been received and understood, audiences tend to retain information that is beneficial and necessary for them.

Uses and Gratifications Theory. Katz (1997) first introduced related perspectives on this topic. These viewpoints analyze and research from the audience's perspective, examining the purposes for which audiences use new media and the needs that have been satisfied to understand the impact of this form of dissemination on humanity. Traditionally, it was believed that the purpose of information in a communication process was to persuade its recipients, rendering the audience's role very passive. This line of research positions the audience as individuals with specific needs who use new media purposefully, greatly satisfying their needs in the process. The related assumptions of this theory are as follows: audiences use new media with specific purposes to fulfill their needs; in the communication process, the audience's purposes and needs are closely connected to the media, making their role active and proactive in meeting their needs; human needs are vast, and media can only satisfy a small portion of them. There is competition among various media that serve similar functions in fulfilling specific human needs; upon analysis, it becomes evident that audiences are quite rational, clearly understanding and expressing their interests and preferences; we do not need to make any value judgments about mass media.

Media Dependency Theory. Ball-Rokeach & DeFleur (1976) propose that as people's dependence on media deepens, media becomes increasingly important in their lives. Benefiting from the growing variety of information, audiences now have more

options for selecting information and can actively seek out information that meets their needs. However, this does not change the passive role of the audience. In an information society, the dependency on information by audiences grows, and the more information there is, the stronger this dependency becomes. Media provides a lot of accurate and useful information, reducing uncertainty for audiences. This is an information society where the volume of information continues to increase, but so do people's questions. As society develops, people's demands for information also rise. To address the issues related to information that people face, modern media has become the preferred method for solving these problems.

In communication studies, audience research has always been highly valued. The shift from the sender-centered theory to the audience-centered theory reflects a deeper understanding of the communication process. To improve the effectiveness of communication, it is crucial to emphasize the central role of the audience in educating future journalists. This involves understanding and prioritizing the actual needs of people when conducting related activities. Therefore, it is important to pay close attention to the thoughts and needs of the audience. Additionally, it is necessary to recognize that internet users are quite dependent on various types of information available online. Therefore, strict control over the quality of online information is essential to achieve the goal of developing an advanced internet culture.

The Technological Discourse of Journalism Education. Carey (2000) once pointed out that the emergence of journalism education coincided with the arrival of the age of journalists. While society has continued to impose new demands on existing journalism education systems as time has progressed, the fundamental principles of journalism education have remained stable. These principles revolve around placing journalists at the center, based on the core functions of journalism, including information gathering, evaluation, production, and distribution. In the entire field of social sciences, few disciplines prioritize the training of professionals for a specific occupation at their core, as journalism does.

However, this clear professional and industry orientation in journalism education inevitably leads to ongoing tensions between journalism research and teaching.

Academia often seeks to provide support and guidance to the industry, while the industry sometimes perceives these efforts as idealistic and detached from the practical realities they face.

The intrusion of digital technology into cutting-edge news production practices has not fundamentally changed this characteristic of journalism education. Instead, it has strengthened and enriched the imagination and expectations of both academia and the industry regarding the ideal journalist. This phenomenon has triggered a certain degree of discourse anxiety in the field of journalism theory in Western countries. In the digital age, the concept of the ideal journalist is often overly imbued with technological connotations. While journalists meeting industry standards are still expected to possess traditional professional skills in information production and dissemination, these skills are now inseparable from mastery of cutting-edge communication technologies.

The importance of technological literacy has been prioritized over traditional journalistic competencies, forming a new tradition within mainstream journalism education systems long before the rise of digital technology. This shift is also a significant source of discourse anxiety in journalism studies. So, what exactly is the ideal journalist in the digital age? What does this idealized professional identity mean for the development of digital journalism studies? Most importantly, if digital journalism studies is to gain legitimacy as a theoretical framework in the foreseeable future, how should this system accommodate the ideal digital journalist and integrate this professional concept into a broader journalistic philosophy? These are questions that digital journalism researchers need to urgently consider.

The close relationship between idealized journalists (and by extension the news organizations and industry they constitute) necessitates that journalism education continually responds to the evolving technological environment in the news industry. It must iterate its philosophies and teaching systems at a much faster pace than other disciplines. Therefore, two scholars vividly describe journalism education as having a “fraught nature” (Creech, & Mendelson, 2015). Unable to resolve this nature of journalism education, scholars can only continuously compromise by emphasizing that

journalism education must reconcile the traditional skills training system with the ever-changing technological conditions. They must ensure the stability of their own philosophies and value goals to solidify the legitimacy of journalism schools within the university system. At the same time, they must ensure a continuous supply of qualified “pre-professionals” to prove their value in social development. However, it is nearly impossible to satisfy both parties simultaneously.

Throughout the development of modern journalism education, the iteration of communication technology has always played a crucial role. The extent to which and the manner in which technical training should be incorporated into the journalism education system have been long-standing challenges for mainstream journalism schools (Pavlik, 2000). As early as the 1980s, even though computer technology had not yet been fully integrated into the news production process, some scholars expressed concerns. They pointed out that if journalism education failed to provide students with sufficient and necessary technical training, it would only produce a generation of zombie-like professionals who couldn’t adapt to the rapid changes of the times (Mensing, 2010). Similar concerns were echoed in relation to television when it became prevalent in the news industry (Pavlik, 1996).

There have been three fundamental viewpoints regarding the role of technical training within the journalism education system.

The first viewpoint argues that technical training for students should be incorporated to a limited and controlled extent, primarily based on fundamental reporting skills i.e., information gathering, production, and distribution. The key is to avoid letting technical training overshadow the training in journalism skills (Deuze, 2006). In other words, technical courses within journalism education should be closer to training a mindset and proficiency. The primary focus of journalism education should still be on the selection and judgment of news content rather than the specific production techniques (Pavlik, 2013). If we analyze the statements of those who hold this viewpoint, we will find that this perspective, despite emphasizing ability and skills as the main content of journalism education, still fundamentally regards journalism education as value-based. The ideal practitioners should also maintain a distance from

the most direct and rapidly changing demands of the journalism industry, such as specific technological adoption needs.

The second viewpoint, on the other hand, believes that technical training should occupy a central position in journalism education and advocates for a disruptive reform of the existing journalism skill training system to align with the industry's digital-first interests (Shirky, 2011). In recent years, due to the significant reshaping of the journalism industry by digital technology, this perspective has become increasingly dominant, forming the new tradition mentioned at the beginning of this article. At its core, this viewpoint combines technological determinism and pragmatism, using the current real-world interests of the journalism industry as the guiding indicator for the development of journalism education. Its discourse is primarily based on the natural, inseparable relationship between journalism education and the journalism industry in traditional notions. This relationship demands that journalism education must be capable of producing work-ready aspiring journalists, with proficient mastery of various new communication technologies and production processes widely regarded as the most important competitive advantage for journalism graduates (Wenger, Owens, & Thompson, 2014). In comparison, old-style journalism skill training takes a secondary position and, in some cases, is even considered as skills that are likely to be replaced by algorithms.

The third perspective is more moderate and is rooted in the comprehensive social context in which journalism operates. This viewpoint suggests that journalism education should strive to achieve a balance between journalistic thinking and technical thinking, as well as between reporting training and technical training. For example, Anderson (2014) argues that discussions about journalism education in the digital age must focus on specific institutional designs, as the ideological debate has limited significance (Anderson, 2014). The journalism education community needs to continuously ponder questions like "where is the balance point", and this balance point also evolves with changing contexts. Within this conceptual framework, many scholars have conducted targeted empirical research. For instance, they explore what competencies journalism faculty should possess to ensure they can provide students

with “balanced training” (Singer, 2003). They also address issues related to the increased educational costs associated with incorporating technical training into the regular curriculum (Voakes Beam, & Ogan, 2002). It’s worth noting that the emphasis on balance often leads to a redefinition of the role of educators when designing journalism education systems in the digital age. These educators become both instructors of the curriculum and designers and implementers of the educational system. On one hand, choosing the profession of journalism faculty inevitably means making flexible trade-offs between technical skills and traditional journalism skills based on the demands of the professional environment, but this is an almost impossible task to accomplish (Carey, 2000). On the other hand, journalism faculty, as intellectuals, have ethical obligations to maintain a certain distance from industry interests, but this detachment, when practiced in daily teaching, can lead to issues such as inadequate skills training for students and a disconnect from industry practices at the forefront (Chung, Kim, Trammell, & Porter, 2007).

In general, those who hold the balance perspective tend to be pessimistic about the development of journalism education. They believe that the genes of traditional journalism education, which are tied to industry interests, are difficult to change, and therefore, journalism education cannot achieve a meaningful and self-sustaining transformation (McDevitt, & Sindorf, 2012).

Through the aforementioned analysis, it is not difficult to observe that the discussion about the role of technology in journalism education, on the surface, may seem to be about distinguishing the relationship between technology training and traditional journalism training. However, in essence, it still revolves around the question of whether journalism education is fundamentally about values or skills education – a debate that has never ceased since the birth of the world’s first journalism school. The emergence and development of digital technology merely provide new material for this age-old debate. If journalism education is to continue to thrive, it must have a clear understanding of this ongoing roadmap debate.

1.2.2. Relevant theories of journalism education. Educational communication is an activity in which educators, according to specific purposes and requirements,

select appropriate information content and transmit knowledge, skills, thoughts, concepts, etc., to specific educational recipients through effective media channels. It involves information exchange between educators and learners and represents a specialized form of human communication. Therefore, this paper focuses on journalism education as its research subject, which is based on relevant studies related to human news communication activities.

The relationship between education and news communication. Education is essentially a form of information dissemination. Teachers serve as the gatekeepers in educational communication. In the process of educational communication, they decide what to transmit and through which channels. Under specific conditions, teaching machines can also function as teachers, and they are referred to as electronic teachers (Tandoc, & Vos, 2016). For a machine to serve as a teacher, it needs to meet certain criteria: (a) it should have a prompting function; (b) it should have a transmission mechanism; (c) it should have feedback capabilities. Students, on the other hand, are the recipients of knowledge signals.

From the above perspectives, it can be seen that in the era of rapid digital technology development, machines can also enter the classroom and become teachers who impart knowledge about news to students. Research on machine-assisted classrooms in this regard is still in its early stages in China, and there is a need for continued efforts in educational research related to AI, VR, AR, and other technologies.

The relationship between education and technology is a core issue in the field of educational technology research and is also crucial for journalism education. From a historical perspective, technology has had a revolutionary impact on educational transformation. However, as we use technology to advance education, we must also guard against the danger of falling into technological determinism.

Technological determinism posits that technology, especially communication technology, forms the basis of social development. In its most extreme form, the formation of entire societies is considered to be determined by technology. Technological determinism is prevalent in the field of educational technology, to varying degrees, either explicitly or implicitly. For example, there is often a focus on

updating educational equipment in journalism education, concerns about the number of multimedia classrooms, and whether new technologies are used in teaching. However, there is often less attention paid to issues such as teacher training, the actual effectiveness of technology use, and the cost-effectiveness of investments.

In the field of journalism, the concepts of technological determinism and media technology determinism are closely related. McLuhan (2015) believed that media is an extension of human beings and, from this perspective, Levinson (2013) introduced the idea of compensatory media to critically assess and build upon McLuhan's theory. As a technological optimist, Levinson (2013) also emphasized the role of technology in the development of human society but acknowledged the significant role of humans in the course of technological development.

Therefore, we need to find a balance and connection between journalism education and technology. It's important to focus on the agency of humans in journalism education, centering on their educational needs and development. Education should not only be a driver and promoter of new technologies but also a critical reflection on technology.

Uses and Gratifications Theory and Audience-Centered Approach. The Uses and Gratifications theory approaches media from the perspective of the audience, viewing audience members as individuals with specific needs. It considers their media engagement activities as based on specific motivational needs to use the media, thereby satisfying these needs. In traditional curriculum teaching, the didactic educational approach lacks innovation, is one-dimensional, and fails to establish effective strategies, resulting in criticism of journalism education. Students are unable to filter and control information based on their actual needs. This lack of initiative and self-reflection is a result of the combined pressure of teaching requirements and the established educational environment. It fails to truly understand the inner demands of learners and cannot align with the intentions and goals of teaching.

In journalism education, students are not passive recipients but actively engaged audiences. The process of selective attention, selective comprehension, and selective memory, as well as psychological orientations such as seeking knowledge, novelty,

diversity, interest, and aesthetics, all highlight the need to study and understand the audience. It is essential to guide them in meeting their requirements while harnessing their subjective initiative. In the two-way interaction between sender and audience, it is important to adjust the content accordingly to achieve the desired communication effect. Therefore, journalism education must also study its own audience in order to achieve better communication outcomes.

Carl Rogers' Student-Centered Educational Theory. American psychologist Rogers (Rogers, Lyon, & Tausch, 2013) introduced the student-centered learning theory, which is not only a human-centered psychological concept but also an inherent principle of education itself. This theory has significant implications for modern education, especially in the context of higher education reform. It became one of the most significant educational theories of the 20th century.

Among the main features of this theory we emphasize holistic educational objectives. Rogers' educational ideal is to cultivate individuals who are whole, where the physical, mental, emotional, spiritual, and volitional aspects are integrated. To achieve this holistic educational vision, there should be a concrete educational objective, namely, "to facilitate change and learning and to develop individuals who can adapt to change and know how to learn" (Rogers, Lyon, & Tausch, 2013). He emphasized that "only those who learn how to learn and adapt to change, only those who realize that there is no reliable knowledge, and only those who understand that the process of seeking knowledge is reliable, are truly educated individuals" (Rogers, Lyon, & Tausch, 2013). In the modern world, change is the only basis for establishing educational objectives, and this change depends on processes rather than stagnant knowledge.

It is worth mentioning meaningful self-directed learning. Rogers, Lyon & Tausch (2013) posited that students engage in primarily two types of learning: cognitive learning and experiential learning. He also categorized learning into two modes: meaningless learning and meaningful learning. Meaningful learning, he argued, goes beyond acquiring knowledge; it integrates all aspects of an individual's experience. It is a form of learning where an individual's behavior, attitudes, personality, and

significant changes in future decision-making are integrated. He identified four elements of meaningful learning: firstly, it involves personal involvement, where the whole person (including emotions and cognition) is engaged in the learning activity; secondly, it is spontaneous, meaning various sensations during the learning process arise from within; thirdly, it leads to holistic development, encompassing the comprehensive growth of students' behavior, attitudes, and character; fourthly, the learning process is self-assessed by the students, meaning they evaluate whether the learning fulfills their needs. Rogers' concept of self-directed learning emphasizes students' active participation and comprehensive development, focusing on fulfilling students' needs (Rogers, Lyon, & Tausch, 2013).

It is worth mentioning student-centered teaching philosophy. Rogers, Lyon & Tausch (2013) believed that in traditional education, teachers are the possessors of knowledge, and students are passive recipients. Teachers can control students' learning through lectures, exams, and other means, while students have little say in the process. In this traditional setup, teachers hold the power, and students are expected to comply. Rogers advocated for replacing the role of the teacher with that of a facilitator of learning (Rogers, Lyon, & Tausch, 2013). A facilitator of learning respects the emotions and opinions of learners, embraces learners as individuals with their own values and emotional expressions, understands learners' internal responses, and comprehends the learners' learning processes. The core of this approach is student-centered, where the entire process revolves around the student. The teacher becomes a facilitator and collaborator in the learning process, with the student being the key. The student's thoughts, emotions, experiences, and behaviors are considered the focus of teaching, and the learning process itself is the purpose of education. Rogers' student-centered educational theory contributed to the development of personalized teaching practices (Rogers, Lyon, & Tausch, 2013).

Under the influence of humanistic theories, the field of education has embraced concepts such as student-centered and learner-centered education, which have propelled the development of education worldwide. News education, as a discipline

related to people and society, has also been profoundly impacted by the principles of student-centered and learner-centered education.

Student Development Theory. Student development is an extension of the concept of human development within the realm of higher education, focusing on how to study student development issues from a theoretical perspective. The study of student development theory in American universities has a history of nearly a century. Student affairs professionals in the United States widely apply student development theories in their work related to student management and services. These theories concentrate on the growth and development of individual college students. In the field of student affairs in the United States, several representative types of student development theories include the following three categories:

(1) *Individual and Environmental Theories.* These types of student development theories emphasize the interaction between individual students and their college environment, attempting to explain how students are influenced by their environment and how they, in turn, impact the environment. Representative theories in this category include the Input-Environment-Output model proposed by Astin (2014) in the 1970s and the Student Involvement theory introduced in the 1980s. The Input-Environment-Output model primarily aims to assess whether various environmental factors lead to growth or change. It considers input variables from both students and their environment (Astin, 2014).

The Student Involvement theory posits that learning occurs when students participate and invest in the process. The college environment plays a vital role in students' development by providing numerous opportunities for intellectual engagement. Whether students can seize these opportunities and actively engage with them plays a crucial role in their learning and development. The more time and effort students invest in meaningful activities, the greater their rewards. Astin (2014) suggests that students' overall investment in learning or social activities (including time and energy) directly impacts the quality of their college experience.

(2) *Social-Psychological Theories.* This category of student development theories primarily explains students' individual and group identity, describing how individual

students come to understand themselves and relate to others through interactions and group dynamics. Prominent figures in this category include Sanford (2017) and Erikson (Maree, 2022).

They generally argue that universities must provide students with a challenging and supportive environment to help them achieve optimal development in various aspects. This includes developing capabilities, emotional management, fostering autonomy, establishing self-identity, developing interpersonal relationships, setting career goals, and cultivating integrity of character.

(3) *Cognitive and Values-Based Theories*. This category of student development theories focuses on how students think, rather than what they think about, aiming to explain how individuals' thinking evolves from simple, black-and-white viewpoints of the world to more complex cognitive stages that involve differentiating between various perspectives and making comparative judgments (Nagengast, Marsh, Scalas, Xu, Hau, & Trautwein, 2011; Luszczynska, & Schwarzer, 2015).

Student development theories are widely applied in student affairs management in American higher education. Some theories assist educators in better understanding students' thinking and reasoning styles, allowing them to design courses or teaching programs that facilitate more effective learning. Others concentrate on researching the developmental characteristics of students at different stages, helping universities understand the challenges and difficulties that students face. Some theories delve into interpersonal interactions and relationships.

In general, student development theories serve as valuable tools for the study and analysis of students' thought processes, personalities, uniqueness, behavior, and types, whether at the individual or group level. Since journalism education aims to promote student development, the widespread application of student development theories in American higher education student affairs work holds significant theoretical significance and offers valuable insights for journalism education.

In the rapidly changing multimedia era of the media industry, the nature and scope of journalism are undergoing transformative changes, but the professional spirit that embodies the essence of media will never change.

Tracing the development of modern journalism, it is evident that journalists from different countries and eras have cultivated a professional spirit that aligns with their unique national systems and cultural contexts. In China's new era, the core of journalism professionalism should center around patriotism and innovation, reflecting the excellence of Chinese civilization while drawing on the century-old essence of journalism. It should also embody distinct contemporary characteristics. Thus, this new spirit includes dedication, professionalism, and expertise. It not only reflects a firm political stance but also showcases sensitivity and insight into global affairs, adherence to objectivity, independent thinking, and the innovation needed to adapt to the transformation of the media landscape. This approach aims to seize opportunities in media convergence and foster a healthy public opinion environment.

The media industry serves as both a vehicle for public spirit and a platform for fulfilling responsibilities and providing public service. The realization of journalism professionalism is reflected in journalists' ability to discover, innovate, and think critically. These three abilities represent the best path to achieving professional journalism.

Reception Aesthetics Theory. Reception aesthetics is an aesthetic theory movement that emerged in the late 1960s. Within reception aesthetics, concepts related to the perspective of expectations, aesthetic experiences, reader engagement, and the theory of the second text have certain relevance and inspiration for journalism education (Astin, 2014). Not only in journalism education, but also in other disciplines, for example, more attention should be paid to the teaching of aesthetics and communication of aesthetics to future specialists, since "aesthetics contributes to achieving what is desired, meaningful and enjoyable in practice" (Kim, 1993).

Drawing from the "*Perspective of Expectations*" theory to promote a fusion of perspectives between educators and learners. The Perspective of Expectations refers to the appreciation requirements and levels that readers form based on their various prior experiences, interests, cultural backgrounds, and ideals in the context of literary reception activities (Berger, 1992). In specific reading instances, this is manifested as a latent aesthetic expectation. The fusion of perspectives between readers and the

literary work is an important principle of reception aesthetics. The insight for journalism education is that by starting from the diversity of reception, we can identify the fundamental motivators to enhance the effectiveness of reception. Through the interactive process of co-construction between educators and learners, we can achieve a fusion of perspectives in journalism education.

Drawing from the *Aesthetic Experience theory* to achieve smooth reception. Aesthetic experience refers to the direct and indirect experiences, sensory experiences, and rational experiences that readers accumulate during the reception of a work, including aesthetic memories and image information (Dickie, 1974). The object of journalism education also has a predefined aesthetic experience, which is the dynamic process of the object's response, selection, understanding, and cognition of educational content accumulated over a long period of life, study, and work. When the content, approach, and methods of journalism education align or closely relate to the object's aesthetic experience, the reception is successful. Conversely, resistance may occur. Therefore, journalism education also needs to closely consider the object's aesthetic experience, understand the aesthetic distance, and not simply impart information. Instead, it should aim for psychological consensus with the object of education to enhance the acceptability of journalism education.

Drawing from the *Reader Engagement theory* to optimize the position of the recipient. Reception aesthetics suggests that the value of a work will be continuously refined, enriched, and supplemented through the engagement of the recipient (Pennell, 2014). It is unimaginable for the historical life of a literary work to occur without active engagement from the recipient. In the process of journalism education, involving the education recipients in educational activities and fostering meaningful interactions can enhance their active participation and engagement. This, in turn, enhances the acceptability of journalism education. This form of communication is aimed at enhancing the overall experience, fostering trust. There are the following objectives to attain proficiency in aesthetic communication (Isayeva, & Zhu, 2024): to relay thoughts efficiently using all forms of communication (verbal and non-verbal) in various contexts; to comprehend significance, purpose, and demeanor, one must

engage in attentive listening to others; to convey messages effectively, consider diverse target audiences and different objectives using terminology or general notions; to use media and technology to interact with the community in case of urgent situations; to work collaboratively as a team and to implement innovations into practice.

In conclusion, applying the theoretical perspectives of reception aesthetics to the practice of journalism education shifts the focus from educators to learners, from teaching to reception, and from a didactic approach to a receptive approach. This approach can broaden the horizons of future journalists, enhance the relevance and effectiveness of journalism education, and better equip aspiring journalists for their roles.

Conclusions for chapter 1

In the first chapter the rapid development of technology as continuously accelerating changes in the media landscape and societal environments, which is increasingly impacting the news industry, is presented. This, in turn, has profound implications for the development of journalism as a discipline and raises new questions about the future direction of journalism education.

The chapter “Professional training of future journalists in the conditions of intensive development of media technologies as a scientific and pedagogical problem” mainly emphasizes the main concepts and classification research related to future journalism education, especially journalism education in China. The classification of concepts is mainly carried out from two directions: media technology and education, and utilizes multiple theoretical foundations.

First, the importance and urgency of news education are described in this chapter. The first section analyzes the concepts from different perspectives: academic background and theoretical foundations of each concept; new media and media technologies, the description of new media mainly encompasses four directions: digitization, convergence, interactivity, and networked; development of media technology; news and future journalists; training models and journalism education, the training models in universities are summarized into five main categories: educational

philosophy, program offerings, curriculum structure, faculty teams, employment outcomes. Additionally, Chinese universities can be divided into three types: Specialized institutions dedicated to media talent cultivation; Media departments established by prominent comprehensive universities; Media departments in numerous local universities.

The second part of this chapter analyzes necessary theoretical foundations, divided into two main sections. The first section is relevant theories of media-intensive development, which includes: technological theory; audience theory. It mainly describes audience individual differences theory, selective reception theory, uses and gratifications theory, and media dependency theory; the technological discourse of journalism education. The second section of this chapter belongs to relevant theories of journalism education, which includes: educational communication; uses and gratifications theory and audience-centered approach; and Carl Rogers' student-centered educational theory, which mainly analyzes student development theory, individual and environmental theories, social-psychological theories, cognitive and values-based theories; reception aesthetics theory.

The first chapter also highlights the convergence of the humanities, social sciences, and technology as a significant factor influencing reforms in journalism education. As the application of intelligent technology in journalism becomes a new variable in the division of labor within journalism education, this variable will drive the transformation of journalism education towards intelligent journalism education.

Overall, this chapter provides important theoretical support for this study, helping to explore the research problems in-depth and providing theoretical guidance and methodological support for empirical research. Use theoretical foundations to better explain the training model of Chinese news talents under the background of highly developed media technology.

The materials of this chapter have been highlighted in the following publications: Isayeva, & Zhu (2023c), Isayeva, Shumylo, Khmilyar, Zadorozhna, Dmytrasevych, & Zhu (2024c).

CHAPTER 2

ORGANIZATION OF PROFESSIONAL TRAINING OF FUTURE JOURNALISTS IN THE CONDITIONS OF INTENSIVE DEVELOPMENT OF MEDIA TECHNOLOGIES IN THE PEOPLE'S REPUBLIC OF CHINA

The second chapter “Organization of professional training of future journalists in the conditions of intensive development of media technologies in the People’s Republic of China” clarifies the social, economic, cultural aspects influencing the professional training of future journalists as well as substantiate the regulatory system for undergraduate education in Chinese journalism. The three-level system of professional training of future journalists, its content in the People’s Republic of China are presented. Special attention is paid to the content of journalism education and its technological component in the process of journalists training.

2.1. Regulatory and legal provision of professional training of Bachelors in the field of journalism in Chinese universities

The fundamental questions of education involve whom to cultivate, how to cultivate them, and for whom the cultivation is carried out. These questions significantly impact, even determine, the succession of talent, the long-term stability of the nation, the rejuvenation of the ethnic group, and the rise of the country. Undergraduate education serves as the core of higher education in China and bears the crucial mission of talent cultivation. To adapt to the new trends of the latest technological revolution and industrial transformation, to align with national strategies such as the Belt and Road, and to actively contribute to industrial transformation, upgrading, and the development of the new economy, it is imperative to enhance the country’s soft and smart power effectively. Advancing the construction of new disciplines in the humanities, and cultivating talents in the humanities for the new era, is an unavoidable task.

Chinese President Xi Jinping (2022), in his speech at the Symposium on Philosophy and Social Sciences, highlighted the significant importance of philosophy and social sciences in upholding and developing China. He emphasized, “Constructing an innovative system of philosophy and social sciences with Chinese characteristics is not only a necessary requirement to enhance the country’s soft power, improve international competitiveness, and contend for international discourse power but also an essential path for the flourishing development of philosophy and social sciences in China” (Xi Jinping, 2022). In contemporary China, philosophy and social sciences carry a new mission. The future journalism education system needs to assume new roles and positions, generating theories based on the study of Chinese practices, keeping pace with the times, and staying abreast of the latest achievements in technological development. Only through these efforts can it exert a broader influence in the international academic community and establish a distinct “Chinese school of thought”.

The organization of professional training for future journalists in China is primarily centered around universities. However, the reform of journalism education is not solely related to education but is also supported by various aspects such as the journalism industry and policies. Therefore, relevant research can generally be divided into the following three categories.

The first category focuses on the relationship between academia and the media industry, primarily examining the connection between China’s journalism industry and journalism education. This includes both historical research and studies on the current state of the relationship. Historical research mainly covers the Republican period of China. In *On the Origin, Development Process, and Historical Evaluation of Journalism in the Republic of China* (Ni, 2015), it is pointed out that the “History of Journalism in the Republic of China” covers the entire country at that time and spans several decades. Chinese journalism education began with the establishment of the Peking University Journalism Research Association in 1918. At the time of the founding of the Republic of China, there was no professional journalism education. The emergence and development of journalism education during this period not only

provided new talent to the journalism workforce but also laid the foundation for the professional journalism team in the People's Republic of China. The historical contribution of journalism education during the Republican period should not be forgotten.

Xu & Huang (2017) argue that in the era of multimedia, journalism education must grasp the main logic of the co-evolution of technology and humanity in the industrial, information, and intelligent eras. By combining the dramatic changes in the current journalism industry, and methodically exploring the development paths and directions of news, journalism education can maintain its focus on recent issues with a sense of responsibility. This approach ensures that journalism education evolves with the times, remains people-centered, and stays true to its original mission.

Zhao, Chen, Fang, Jian, Sun, Li & Zhang (2013) reveal that journalism is not just academic. It can also provide both academic and technical training. Since the development of journalism in the People's Republic of China began relatively late, there are naturally few teachers with both academic achievement and practical experience. As a result, many journalism educators tend to overlook the importance of understanding the journalism industry.

The second category focuses on the *training model*. The most systematic and detailed works include (Cai, 2005) research reports "A Classic Case of U.S. Journalism Education Reform (Part 1) – A Research Report on the Columbia University Graduate School of Journalism" and "A Classic Case of U.S. Journalism Education Reform (Part 2) – A Research Report on the Columbia University Graduate School of Journalism" (Cai, & Zhou, 2005a, 2005b). These reports provide a thorough introduction to the ongoing educational reforms and existing educational models at Columbia University's Graduate School of Journalism as of 2005, offering valuable materials for future research. In addition, in her article Cai (2005) discusses measures taken by Columbia University and the Missouri School of Journalism regarding faculty development and student practice. Cai (2012) provides forward-looking insights into the development and current state of case library construction and case course design in foreign

universities, as well as an overview of similar attempts in Chinese journalism and communication education, offering relevant reflections and suggestions.

The third category focuses on the *knowledge system* as the keyword. Wang (2020a) argues that in the current internet era, journalism, in terms of concepts, logic, and knowledge structure, does not align well with the existing rich academic and practical resources. This mismatch provides an opportunity for academia to reassess the traditional knowledge system of journalism. The article reflects on the original knowledge framework of journalism in the internet environment and offers development suggestions for its future knowledge system.

Zhao (2012), Huang (2012), and Ni (2012) present forward-looking perspectives. They propose new concepts for future journalism education models, based on case studies from universities such as Xiamen University, Fudan University, and Renmin University of China. One of the key areas of focus for these leading universities' journalism education reforms in the coming years is offering courses across different faculties. In relation to the reform of journalism course structures, Gao (2009a) suggests that academic and professional fields should merge through mutual exchange and development. A scientific curriculum system should include general education, foundational subject-specific education, and professional journalism education.

In sociology, one of the indicators of professional formation is the establishment of the occupational system, which includes external regulations such as laws, regulations, and policy measures at the national level, as well as internal regulations within industry organizations, such as codes of conduct and regulatory systems. In a certain sense, the formation, existence, and development of the journalism profession are not only influenced by external factors such as social politics, economy, and culture but also driven by its internal mechanisms and structural components. According to Wilensky (2015), the establishment of various structural institutions such as training systems, professional organizations, regulatory systems, and ethical standards is of paramount significance to professionalization compared to relatively general and vague professional knowledge or professional ethics.

With the rapid development of the Chinese news industry, there is an increasing

demand in both quality and quantity for specialized talents. Modern journalism education in China encompasses higher education in journalism as well as professional education in news professions. Higher education institutions in journalism not only focus on training general knowledge but also emphasize the training of news theory and practice, striving to integrate professional education with cultural education. Professional schools for journalism, on the other hand, prioritize professional training and cultivation, producing a large number of practical talents for the news industry. Journalism education has facilitated communication among modern Chinese news professionals, promoted research in journalism theory, transformed the demographic structure of our country's journalists, expanded the ranks of news reporters, improved the quality of journalists, and, following the Western model, began extensive training of new types of journalists. To a certain extent, this has driven and ensured the professionalization of Chinese journalists in the 1930s.

The 20th National Congress of the Communist Party of China emphasized in its report: "Strengthen the construction of an all-media communication system, shape a new pattern of mainstream public opinion, and accelerate the building of a cyberpower and a digital China" (Xi, 2022). The construction of an all-media communication system is inseparable from the cultivation of talents in new media communication. Applied undergraduate disciplines in journalism and communication increasingly emphasize the media adaptability and the ability to use new media tools, innovating talent cultivation models.

The policies, laws, and regulations related to the news industry formulated by the state and the regulatory systems established by professional organizations within the news industry serve as the institutional guarantee for the professionalization of modern Chinese journalists. The policies, laws, and regulations concerning the news industry set by the state provide regulations at the national level for the development of China's news industry and the activities of journalists, forming the foundation for the professionalization of modern Chinese journalists. On the other hand, the regulatory systems developed by professional organizations within the news industry stipulate various aspects of journalists' conduct, providing internal support for the

professionalization of modern Chinese journalists.

2.1.1. Regulatory System for Undergraduate Education in Chinese Journalism. Universities play a crucial role in higher education and are a key battleground for talent development in China. The sound operation of universities is a vital support for talent cultivation, a consensus among higher education administrators and scholars. Therefore, constructing a well-functioning university governance system is of great importance to the development of Chinese universities. The Chinese government has put forward the need to deepen comprehensive reforms in the education sector and expedite the scientificization of educational governance systems. In response to these requirements, significant progress has been achieved in the governance systems of Chinese universities.

Journalism and communication education in China started relatively late and drew on the experiences of Western countries. Beginning in the 1920s, universities in cities such as Shanghai, Beijing, and Xiamen successively established journalism departments. Although the institutions varied, their educational models were largely similar. These schools primarily followed the American model, aiming to train applied talents, with a focus on teaching professional knowledge and skills in journalism (Isayeva, & Zhu, 2023).

News education policies serve as an important institutional guarantee to regulate and guide the orderly development of news education. The development of Communist Party of China (CPC) news education has undergone more than a century of reforms, and the fundamental trend in policy evolution highlights a shift from campaign-style management to normalized governance, holding profound significance for the development of news education in China. Since the turn of the new millennium, the promulgation of a series of policies, such as “Basic Teaching Conditions for Journalism Majors” (2000), “Opinions on the Co-construction of Journalism Colleges by Local Party Committees’ Propaganda Departments and Higher Education Institutions” (2013), “National Standards for Undergraduate Teaching Quality of Regular Higher Education Institutions” (2018), and “Occupational Ethics Standards for Chinese Journalists” (2019), has accelerated the pace of news education reform. These policies

play a crucial role in unleashing the value of news education, enhancing the communicative, guiding, and credibility power of China's mainstream ideology. In the current era of unprecedented global changes, with sharpening contradictions in human society and intensifying struggles in the international public opinion arena, it is objectively evident that news education has not yet fully overcome the constraints of traditional concepts, and the institutional inertia of path dependence continues to impede reforms in news education.

2.1.2. The Historical Evolution of Chinese Hundred-Year Policy on Undergraduate Journalism Education. Over the course of a century, the Chinese Communist Party (CCP) has shaped policies in journalism education under the guidance of Marxist journalism principles, creating a distinctive journalism education system tailored to China's needs. From the perspective of historical institutionalism, the evolution of journalism education policies has shifted from campaign-style management to normalized governance. The dual logic of the national macro-institutional context and changes in the structure of variable sequences has influenced the direction of policy changes. The path of changes, ranging from storms to gentle shifts, has affected the speed of policy transitions, appearing alternately in the century-long journey of the formulation of journalism education policies. The evolution of the CCP's journalism education policies over a century demonstrates that focusing on objective real-world needs, seizing the opportunity for change, and using policies to incentivize innovation in journalism education are crucial for unleashing the effective power of journalism education policies.

The news education policies within specific historical contexts have paved the way for the emergence and development of journalism education in different periods in China. The New Culture Movement broke the shackles of rigid traditional culture, and enlightening publications like *New Youth* and *Xiangjiang Review* nurtured a large number of news professionals, giving rise to the field of journalism education in China. On June 4, 1912, during a special meeting of the China Journalists Association in Shanghai, the proposal to establish a Journalism School was put forward in a resolution, marking the earliest proposal for establishing journalism education in China. With the

increasing demand for news professionals due to societal development, journalism education gained more attention. The establishment of the Journalism Research Society at Peking University in 1918 marked the beginning of journalism education in China, with numerous universities subsequently initiating and expanding journalism education.

(1) *Brewing and Inception: 1921-1949*. Following the May Fourth Movement, the Chinese proletariat took the stage of history, and the Chinese Communist Party (CCP) was founded, bringing forth numerous advanced intellectuals who raised the banners of Marxism and communism. Drawing on advanced experiences from other countries, they pioneered the proletarian news industry and cultivated proletarian journalists through news education institutions. In August 1921, Mao Zedong established the Hunan Self-Study University in Changsha, introducing the discipline of journalism and adopting a short-term training education model, marking the beginning of news education within the CCP. In anticipation of the Gutian Conference in 1929, Mao Zedong presided over the drafting of the “Resolution of the Ninth Congress of the Fourth Red Army of the Chinese Communist Party”, proposing to strengthen internal news education within the Party through the establishment of party newspapers and political briefings (Lu, & Sun, 2020). The CCP’s news education, from its inception to the nationwide liberation in 1949, went through the historical periods of the Anti-Japanese War and the Liberation War (Li, 2003).

With the outbreak of the War of Resistance Against Japan, based on the rapid development of the war situation and the continuous expansion of revolutionary bases, the Communist Party of China (CPC) profoundly recognized the importance of news propaganda and the urgency to strengthen the education of news workers. The Chinese Journalism Research Association and the Chinese Youth Journalists Association, two major news organizations, were established in 1931 and 1937, respectively. In 1937, the Hong Kong branch of the Chinese Youth Journalists Association founded the Chinese Journalism College in Hong Kong. Over the six years of its operation, the college graduated more than 300 students, contributing a significant number of talents to the Anti-Japanese War and the Liberation War. After the Red Army’s Long March

reached northern Shaanxi, several short-term news training courses and journalism schools were established in the liberated areas to train party news cadres. For example, Yan'an China Women's University and Yan'an University opened journalism departments and courses. The instructors at these schools typically did not have a formal education in journalism but served as both educators and news practitioners. The education approach in these universities emphasized a combination of lectures and internships, focusing on cultivating news workers through practical experience. Simultaneously, news institutions like Xinhua News Agency, Liberation Daily, and New China Daily organized multiple news training sessions to enhance the professional skills of working journalists (Zhou, & Wang, 2021).

In June 1941, the Central Propaganda Department of the Communist Party of China (CPC) issued the "Guidelines on Party Propaganda and Agitation Work", explicitly stating that "advancing party propaganda and agitation work depends on the training of cadres in propaganda and agitation... Cultivating propaganda cadres who have a command of Marxism and practical work experience is a long-term important task of our party" (General Office of the Propaganda Department of the Central Committee of the Communist Party of China, 1996). In February 1942, the CPC Central Committee released the "Decision on the Education of In-service Cadres", emphasizing the importance of cadre education, stating that "the proportion of cadre education work in all education work should be the first, and the proportion of education for in-service cadres in all cadre education should also be the first" (Shaanxi Normal University Institute of Education, 1981). During this period, in-service journalism education became the primary channel for the central government to train propaganda cadres. In the later stages of the War of Resistance Against Japan and after the victory, the CPC established several journalism schools in places like Beiping (now Beijing), East China, and Central China. Examples include the Suzhou-Nanjing Journalism Specialized School and the East China School of Journalism. Among them, the Central China Journalism Specialized School, established in 1946, became the first "Anti-Japanese Military and Political University-style" specialized journalism school in the liberated areas. The early journalism education by the CPC gradually shifted

from short-term training to the development of formal higher education.

In the early days, the Communist Party of China (CPC) implemented the Marxist news education perspective in response to wartime needs. Whether in specialized journalism schools, news training courses, or amateur education, Marxist-Leninist ideology and its news views were regarded as guiding theoretical frameworks, emphasizing the political nature of news education. Due to challenging educational conditions, a lack of textbooks, mobile facilities, short learning periods, and simple teaching methods, news education during the turbulent wartime period placed a greater emphasis on accumulating learning experiences through practical engagement. The theoretical teachings and practical applications were intertwined. Despite the possibly non-systematic nature of instruction, the early news education during wartime laid the foundation for the development of journalism education in the early days of the People's Republic of China.

(2) *Exploration and Turmoil: 1949-1976*. At the beginning of the establishment of the People's Republic of China, the reform of news education became a crucial aspect of the Communist Party of China's efforts to strengthen political and cultural development and cultivate socialist talents in journalism. During this period, the adjustment of news education policies was closely linked to the talent demands of national construction. The first national education work conference held in 1949 formulated the action guidelines for news education, stating, "Based on the educational experience in the old liberated areas, absorbing useful experiences from the old education, drawing on Soviet experiences, and constructing new democratic education" (General Office of the Ministry of Education of the China, 1958). The policy actions in news education primarily aimed at adjusting and enriching the national news industry. This involved the effective transformation of private news institutions and the establishment of a public news industry network centered around People's Daily, Xinhua News Agency, and China Central Radio, forming a diversified newspaper structure with the core being People's Daily at the central level and various party newspapers at the local level (Fang, 1991).

During this period, news education under the leadership of the Communist Party

of China experienced a winding development, accumulating numerous experiences and lessons. The news education policies underwent approximately three major adjustments: policy actions for taking over old news education from 1949 to 1952, policy actions for adjusting the layout of news education from 1953 to 1957, and policy actions for the instrumental development of news education from 1958 to 1966. The policy actions for taking over, adjusting, and developing news education occurred concurrently.

Firstly, the takeover and restructuring of existing news education institutions clarified the purpose of news education: to serve the Party, the people, and the socialist construction, establishing the training goals for new journalism talents in the new era. By introducing Marxist-Leninist theory courses, there were initial transformations in the content, teaching methods, and educational policies of journalism, aiming to cultivate students' correct political stance and proletarian news perspectives. Students were organized to participate in political and social activities such as rural land reform and the Korean War. Under the guidance of the Communist Party of China's news education policy, starting from 1952, higher education institutions nationwide, with the goal of optimizing structure and rational layout, underwent revocations, mergers, and new establishments. This process integrated dispersed news education institutions, enriched resources, and further adjusted plans. For example, in 1952, the journalism program of Yenching University was incorporated into the Department of Chinese at Peking University, becoming a journalism major. During this period, the establishment of a batch of journalism-related publications and the publication of research works in journalism propelled the development of journalism research in China.

Around the time of the second adjustment, there was a surge in the development of journalism education in China. On January 4, 1950, the People's Daily published a special column on Journalism, featuring articles on the theory of journalism. In the inaugural issue, the editorial stated, "Although many of our journalists have worked for a considerable time in various regions and under different circumstances, accumulating some experience, this experience has not been well summarized... When discussing the experience and issues in our work, we have a convenient condition,

which is that we can make extensive use of the experience of our advanced countries” (Luo, 2017). In 1954, the Central Committee of the Communist Party of China issued the “Resolution on Improving Newspaper Work”, providing further guidance on the training of news cadres. The resolution stated, “Expand the number of students in existing university journalism departments, gradually enrich the cadres of newspapers, news agencies, radio stations, journals, and publishing agencies at the provincial (city) level” (Zhao, & Guo, 1999). In the same year, the “Teaching Outline for Journalism at the Central Party School Directly Under the Central Committee of the Communist Party of China” was released, and journalism departments in various universities began comprehensive learning by adopting models, including referencing teaching outlines, introducing course arrangements, translating textbooks, and sending students abroad. Although this raised the level of journalism education to a certain extent, blindly copying without considering the national context inevitably led to dogmatism (Luo, 2017b).

In 1955, the establishment of the Journalism Department at Renmin University of China marked the beginning of the Communist Party of China’s establishment of formal university journalism departments and systematic journalism education, signaling the establishment of a new socialist journalism education system in China (Garrison, & Dupagne, 2003). In April 1956, Mao Zedong, in his speech “On the Ten Major Relationships” during an expanded meeting of the Central Political Bureau, emphasized the need for a critical and analytical approach to learning from foreign experiences. He stated, “It is necessary to study with analysis and criticism, not blindly, not copying everything, not mechanically applying. We should not learn their shortcomings and disadvantages” (Documentation Research Office of the Central Committee of the Communist Party of China, 1999). In July of the same year, the People’s Daily published an editorial titled To Readers, announcing a reform with a focus on expanding the scope of reporting, conducting free discussions, and improving the literary style. This marked the first news reform led by the Communist Party of China since the founding of the People’s Republic of China. From 1958 to 1960, journalism education in China continued to develop rapidly. Fudan University’s

Journalism Department started admitting graduate students majoring in journalism history in 1961, becoming the first higher education institution in the PRC to admit graduate students in journalism. However, the subsequent rapid policy adjustments became the trigger for turmoil in the field of journalism education.

In 1961, the Ministry of Higher Education issued the “Interim Regulations on the Work of Directly Subordinate Higher Education Institutions of the Ministry of Education (Draft)”. As a result, many newly established journalism departments were suspended. In 1964, faculty and students of journalism departments took turns going to rural areas to participate in the Socialist Education Movement, disrupting teaching order and research activities. The policy orientation of journalism education excessively emphasized political factors, excessively increased the proportion of political theory courses, blindly added labor courses without emphasizing theoretical learning, leading to the disruption of the regularities of journalism education. During the ten years of the Cultural Revolution, journalism education suffered severe setbacks. Although in the 1970s, journalism departments at universities like Fudan University and Peking University began admitting students from the working class, peasants, and soldiers, a large amount of news materials and historical data were destroyed. Faculty, student sources, and teaching conditions were not as favorable as before.

(3) *Return and Adjustment: 1977 to Present.* From 1977 to the present, the policies in journalism education have undergone changes in two stages.

In the first stage, spanning from the advent of reform and opening-up until the new millennium, journalism education policies gradually returned to a more regular state and aimed at reconstruction. On May 11, 1978, the *Guangming Daily* published a commentary titled “Practice is the Sole Criterion for Testing Truth”, breaking through the constraints of the Two Whatevers. Journalism education began to align with educational and journalistic principles, leading to comprehensive improvements at all levels. Between 1977 and 1982, journalism education gradually rebounded. After the restoration of the college entrance examination system in 1977, universities like Peking University and Fudan University reinstated centralized exams for journalism majors. In 1978, the Chinese Academy of Social Sciences established the Institute of

Journalism, and the Graduate School introduced the Department of Journalism. Starting from 1978, various universities, including the Graduate School of the Chinese Academy of Social Sciences, Renmin University of China, Fudan University, and the Beijing Broadcasting Institute, successively admitted students for master's programs in journalism.

In February 1980, the first journalism association since the establishment of the People's Republic of China, the Beijing Journalism Association, was founded. The association had over ten academic groups, including journalism theory, journalism history, journalism reform, reader research, news writing, news photography, journalism education, and radio and television. In November 1981, journalists from China and Australia jointly organized a journalism symposium in Beijing, marking the first collaborative discussion between China and Western countries on journalism-related issues. By 1982, there were 16 journalism majors in higher education institutions nationwide, and teaching and research activities had largely recovered, surpassing the levels before the Cultural Revolution. The emergence of institutions like the Journalism Discipline Teaching Steering Committee contributed to the foundational development of professional journalism education.

In October 1983, the Publicity Department and the Ministry of Education jointly convened the first national symposium on journalism education since the founding of the People's Republic of China. During the symposium, discussions were held on the future planning and reform of journalism education in China. Subsequently, they issued a joint opinion titled "Opinions on Strengthening Journalism Education", emphasizing the need to accelerate the development of journalism education, systematically cultivate news professionals, and actively reform journalism education to continuously improve teaching quality. The opinion called for reforms in curriculum, teaching methods, scientific research, and the enhancement of faculty development while ensuring the quality of teaching and meeting the needs of journalism development. It also stressed the importance of rational planning for journalism education in China by exploring the potential of existing departments and coordinating the planning of new majors. The "Opinions on Strengthening Journalism Education" became a core guiding

principle for journalism education (Li, 2020).

Subsequently, the journalism education sector entered a period of rapid development, establishing a new pattern characterized by the comprehensive and orderly development of undergraduate, master's, and doctoral education. In 1984, the first national journalism education organization in Chinese history, the Chinese Association for Journalism Education, was established. In 1985, Fudan University and Renmin University of China were granted the authority to confer doctoral degrees in journalism and admitted the first batch of doctoral students in journalism. Various forms of journalism education, including the training of mid-level journalism professionals, in-service cadre training, and amateur journalism education, experienced significant development. In 1997, the State Council Academic Degrees Committee included "Journalism and Communication" as a first-level discipline in the graduate program directory. By the end of 1999, there were 23 master's degree-granting institutions and 6 doctoral degree-granting institutions in journalism and communication nationwide, with one postdoctoral mobile station (Tong, & Lin, 2001).

During this period, the tremendous productivity unleashed by the reform and opening up policies facilitated the dissemination and impact of news media, with the internet emerging as the fourth estate following print, broadcast, and television. In October 1999, the Central Propaganda Department and the Central Office of Foreign Propaganda issued the "Opinions on Strengthening International Internet News Propaganda Work", marking the first guiding document from the Party Central Committee on internet news propaganda (Development history of key news websites, 2013). Research in journalism expanded from traditional print media to electronic media, and new media and technologies were applied in journalism education. Universities such as Huazhong University of Science and Technology gradually introduced programs in internet communication. However, the rapid expansion of journalism education and the opening of numerous new programs also brought about challenges, including weaknesses in faculty development, a misalignment between teaching content and the actual development of the journalism industry, and outdated teaching materials and facilities.

In the second stage, entering the post-2000 era, journalism education policies continued to break through and improve, increasingly showing a direction that follows the laws of journalism education. Comprehensive reforms were implemented in Chinese higher education, leading to the rapid development of journalism education under the leadership of the Communist Party of China. Journalism education at all levels progressed simultaneously, disciplinary structures gradually improved, curriculum design and teaching content became more comprehensive, and efforts were made to strengthen faculty development and research equipment management.

Journalism education policies have laid a solid foundation for journalism education. In September 2000, the Higher Education Department of the Ministry of Education issued the “Basic Teaching Conditions for Journalism Majors”, which specified specific requirements for talent cultivation in journalism in terms of faculty, textbooks, off-campus internship bases, and other aspects. In June 2013, the Publicity Department of the CPC Central Committee and the Ministry of Education jointly published the “Opinions on Strengthening the Construction of Faculty in Journalism and Communication Departments in Universities and Implementing the Outstanding Journalism and Communication Talent Education and Training Plan”. This document emphasized the need to strengthen faculty construction in journalism and communication departments and improve the quality of journalism talent cultivation. At the end of 2013, the Publicity Department of the CPC Central Committee and the Ministry of Education jointly issued the “Opinions on the Co-construction of Journalism Colleges by Local Party Committees’ Propaganda Departments and Universities”, guiding localities in implementing “co-construction by departments and universities”. It required provincial (municipal, regional) Party committees’ propaganda departments to focus on building a journalism college in collaboration with universities and enhance the leadership of party and government departments over journalism colleges. The supporting “Outstanding Journalism and Communication Talent Education and Training Plan” was implemented in the same year and completed its first phase goals in 2017, providing policy support for the construction and development planning of journalism education units in co-constructed institutions.

According to statistics, by 2018, there were 120 co-constructed journalism education units nationwide (Ma, & Zhou, 2019).

Policy support has propelled journalism education towards high-quality development. In January 2018, the Ministry of Education issued the “National Standards for the Quality of Undergraduate Majors in Regular Higher Education Institutions”, which presented comprehensive requirements for journalism and communication education in terms of training standards, curriculum systems, faculty teams, and quality assurance. In September 2018, the Publicity Department of the CPC Central Committee and the Ministry of Education jointly issued the “Opinions on Enhancing the Capability of Higher Education Institutions to Cultivate Journalism and Communication Talents and Implementing the Outstanding Journalism and Communication Talent Education and Training Plan 2.0.” Addressing the national strategy of opening up to the world and the “Belt and Road” initiative, and aligning with the trends of deep integration of information society and media, it emphasized the need to “strengthen and improve the construction of journalism and communication majors in higher education institutions, establish world-class journalism and communication majors with Chinese characteristics. Fully implement the fundamental task of fostering virtue through education, adhere to the Marxist view of journalism, use socialist journalism theories with Chinese characteristics to educate and train people, and cultivate a large number of high-quality, fully-media, compound-type expert-like talents in journalism and communication with a strong sense of patriotism and an international perspective” (Ministry of Education Propaganda Department., 2018).

Policy guides journalism education to construct a new development pattern. In February 2019, the Central Committee of the Communist Party of China and the State Council issued “China’s Modernization of Education by 2035” and the “Implementation Plan for Accelerating the Modernization of Education (2018-2022)”, outlining eight basic concepts and ten strategies for the implementation of educational modernization and delineating the development blueprint for journalism education in the era of full media. In the same month, Xinhua News Agency authorized the release

of the “Occupational Ethics Standards for Chinese Journalists”, which sets forth ethical requirements for journalism talent cultivation, establishing a new code of professional ethics for journalism education. According to the “China Journalism and Communication Education Yearbook” (2020) statistics, as of 2019, there were a total of 721 undergraduate institutions offering journalism and communication majors in China, comprising 1352 undergraduate teaching points for journalism. There were 115 primary master’s degree points and 165 master’s degree authorization points for journalism and communication majors. The number of doctoral degree points for the first-level discipline of journalism and communication has increased to 26 nationwide (Zhang, 2020b). The new development pattern of journalism education has been further optimized in terms of structure, scale, quantity, and quality.

2.1.3. Current Status of Journalism Education Objectives. It is worth noticing that educational objectives are a critical issue in journalism education. Therefore, the first step involves studying the training programs for journalism majors in Chinese universities. By comparing the undergraduate journalism education objectives of two universities, as shown in Table 2.1, we can gain a general understanding of the current status of higher education journalism training objectives. The specific training objectives and courses of the following two schools can be seen in Appendix A and Appendix B.

In Table 2.1, it can be observed that in the era of media convergence, the educational objectives of journalism have three main characteristics. Firstly, to adapt to the environment of media convergence, universities continue to cultivate students’ qualities but also emphasize the development of their professional competence and broad knowledge.

Due to media convergence, the media industry demands professionals with extensive knowledge and proficient skills, and universities have adjusted their requirements accordingly. Secondly, the current requirements for undergraduate journalism education involve practical journalism training for students. This indicates that China has laid a practical foundation for journalism majors to smoothly enter the media industry after graduation. Lastly, looking at the two universities mentioned

above, the journalism education programs are quite similar, with broad and less operational requirements. These characteristics not only hinder students' individual development but also impede the cultivation of journalistic awareness.

Table 2.1
Comparison of Journalism Education Objectives at Two Universities (Partial, with omissions) (compiled by the author)

School of Journalism	Education Objectives	Educational Requirements
Renmin University of China (2017 Education Objectives)	To cultivate journalism professionals with a multidisciplinary knowledge base, comprehensive professional skills, and excellent development potential.	Study philosophy; master the fundamentals of journalism; proficiently use advanced technology in journalism activities; establish a solid foundation in journalism practices; and demonstrate proficiency in using a foreign language.
School of Journalism, Fudan University (2012 Education Objectives)	To cultivate high-quality journalism professionals with knowledge and skills in journalism, a good understanding of Chinese news and publicity policies and regulations, and the ability to work in editing, reporting, and management roles within the fields of journalism, publishing, and public relations.	Possess a solid foundation in the fundamental theories of journalism; undergo basic training in journalism practices; understand the principles of philosophy in journalism; have a strong base of knowledge in the humanities; proficiently master skills in news gathering, writing, and editing; and be skilled in using a foreign language.

Higher Education Undergraduate Journalism Curriculum and Credit Distribution in China. Based on analysis of journalism curriculum at most universities across China, the curriculum for undergraduate journalism in recent years mainly consists of two parts: public foundational courses (such as politics, English, and computer science) and journalism major courses (including news reporting and writing, data journalism, and converged journalism). Below there is the analysis of the curriculum content and credit distribution at two universities to examine the current state and characteristics of journalism programs (see Tables 2.2, 2.3).

We suppose that looking at the curriculum and credit requirements for the undergraduate journalism programs in these two universities, combined with Fig. 2.1, we can gain a clear understanding of the current status of journalism education in China in recent years.

Table 2.2

Curriculum for the 2017 Undergraduate Journalism Program at Renmin University of China (partial), (compiled by the author)

Course type	Course name	Credit hours	Course name	Credit hours
Required	Basics of Journalism Practice	2	Cross-media Communication Experiment	2
	History of Chinese Journalism and Communication	2	Introduction to Sociology	2
	History of Foreign Journalism and Communication	2	Basic of economics	2
	Communication Theory	2	Fundamentals of Political Science	2
	Journalism Theory	2	Introduction to Law	2
	Journalism Ethics and Regulations	2	News interview writing	2
	Digital Communication Technology Application	2	News Editor	2
	Imaging Technology	2	News Reviews	2
	Strategic Communications	2	Photojournalism	2
	Communication Research Methods	2	Graduation Internship	4
Electives	In-Depth Reporting	2	Graduation Thesis	4
	Data News Visualization	2	English interviews and reporting	2
	Magazine Editor	2	Data Journalism Basics	2
	Argument and Debate Analysis	2	Media reporting and hosting	2

Table 2.3

Curriculum for the 2010 Undergraduate Journalism Program at the School of Journalism at Fudan University (partial), (compiled by the author).

Course type	Course name	Credit hours	Course name	Credit hours
Required for majors course	Photojournalism	3	News Communication Laws and Ethics	2
	History of Journalism and Communication in China	2	History of Journalism in the People's Republic of China	2
	News Interviewing and Writing	3	Basics of Network Communication	2
	Introduction to Media Convergence	2	Journalism and Communication Frontier Lecture	
	News Editing and Commentary	3	Media Management	2
	In-depth report	2	Teaching internship	2
	History of Foreign Journalism and Communication	2	Teaching Internship	4
	External Reporting	2	Graduation Thesis	4
	Radio and Television News	2		
	Cross-Cultural Communication	2	Selected English Newspapers and Periodicals	2
	Communication Research Methods	2	Public Affairs Reporting	2

Professional electives course	Computer Assisted Journalism	2	Visual Communication	2
	Public Opinion	2	Integrated Reporting	2
	Integrated Marketing Communications	2	Multimedia Production	2
	Mass Media and Culture	2	Political Communication	2
	Sports and Entertainment Reporting	2	Introduction to Publishing	2
	Photography Special Topic (Full English Course)	2	Marketing Communication Planning	2
	Financial Reporting	2	Foreign News Legal System	2
	Magazine Research	2	Chinese Newspapers and Chinese Society	2

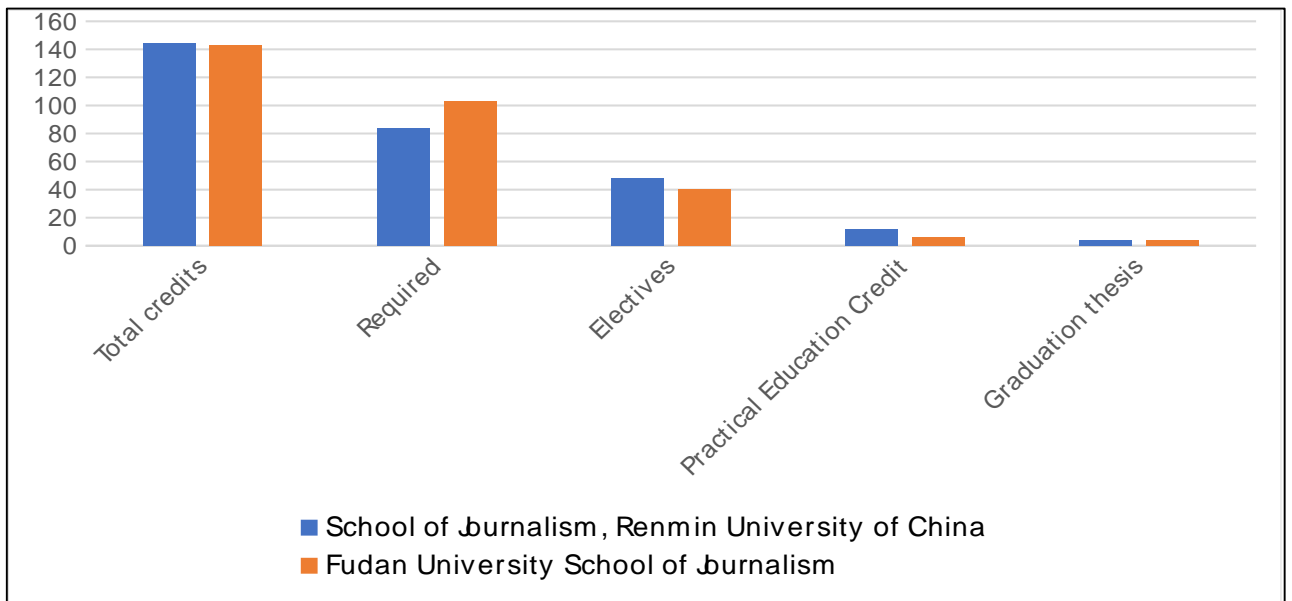


Fig. 2.1: Two universities' journalism course types and credit requirements distribution chart (compiled by the author).

In recent years, journalism programs in China have four main characteristics. First, the credit requirements are essentially the same, all exceeding 140 credits. Moreover, the proportion of required courses is much greater than elective courses. Second, theoretical content has a larger proportion, while practical courses have a smaller share and fewer credits. Third, there is a similarity in the professional and general education courses offered among universities, lacking distinctive features. Fourth, to adapt to the development of digital technology and media integration, some universities have introduced media integration-related courses at the undergraduate level.

2.1.4. Legal Requirements for Journalism Education Training. The government is one of the external participants in university governance. Its role in

university governance is more about guidance and support. Government policies and awareness serve as the action route for university development, and financial support from the government constitutes part of the university's fiscal revenue. The relationship between the Chinese government and universities is closely intertwined. Every reform in Chinese university governance is closely associated with the overall control the state exercises over universities, either directly or indirectly. The governance system of Chinese universities is established under the guidance of government policies. The government is responsible for appointing university leaders, providing direction and financial support for the construction of university governance systems, and playing a supervisory role. The supervisory responsibilities include but are not limited to overseeing the university's financial expenditures and personnel appointments. Although the government aims to adopt a role of "delegating power, strengthening regulation, and improving services", the reality is that due to the involvement of multiple oversight units such as supervisory and auditing departments, the wide scope of supervision, and the continuous refinement of supervisory content, there is a dispersion of power that affects the effectiveness of supervision.

The market serves as a guide for the cultivation of high-end talents. At the societal level, enterprises, families, and other social organizations, guided by market needs, exert varying degrees of influence on universities in terms of program offerings, research directions, and enrollment numbers. They participate in these aspects through cooperation, discussions, and other means. Industry-university collaboration is a primary form of social participation in university governance. Companies establish research centers, provide funding to universities, and, based on these foundations, offer assistance and suggestions for university governance. However, the degree of corporate involvement in governance is limited, focusing more on collaboration in research and talent development rather than directly contributing to the construction of the university governance system. Online public opinion, as a new type of social force, plays a significant role, especially in the case of sudden hot events. Various sectors of society can contribute opinions and suggestions to university governance through online public opinion battles. However, this also imposes high demands on the

governance capacity of universities. Any slight negligence may result in negative impacts, introducing instability factors into the operation of universities.

The main components of internal governance in universities include the administrative system led by the president, the academic system predominantly consisting of professors, and the grassroots system primarily composed of students. The core issue in the internal governance system of universities lies in the balance between administrative and academic powers, as well as the implementation of student participation. Firstly, in Chinese universities, top-level school leaders are responsible for decision-making, and various units under them are responsible for execution. The responsibilities of each department follow the administrative hierarchy step by step, especially with the most significant pressure at the counselor level, yet administrative power is minimal. This heavy bottom-up structure is not conducive to the development of universities. Secondly, administrative power in Chinese universities impedes the implementation of academic power, significantly restricting academic development. This is particularly evident in the phenomenon of professors concurrently holding administrative positions in Chinese universities, leading to an imbalance in the flow of academic resources and unfair distribution. As administrative officials, they may not manage effectively, and as professors, they may struggle with academic governance. Lastly, the student body lacks awareness of participating in university governance, and there are formalization issues in existing student organizations. Most students engage in basic affairs and find it challenging to participate practically in decision-making regarding the school's development plans. Student organizations have mostly become assistants in administrative work for teachers.

The construction of the journalistic professional ethics system is a long-term project. Previous journalistic ethical norms relied heavily on the supervision of the party and government, emphasizing the heteronomy in ideological aspects and lacking industry self-discipline. With the transformation of news communication technology and the blurring of boundaries between the sender and receiver, industry self-discipline in the field of journalism has become increasingly important. In the new stage of news communication, both industry self-discipline and government regulatory measures

should work together, jointly influencing news practitioners, to regulate news communication practices from internal to external aspects.

China currently does not have a specific “Press Law”, but it would be incorrect to say that there are no legal foundations for news and communication activities. In fact, there are various laws and regulations in China that regulate communication activities. Since 1978, constitutional provisions related to news and communication activities, as well as administrative regulations and rules governing communication activities, have become the basis for regulating news and communication activities.

The Constitution, as the fundamental law of the country, contains several articles related to news and communication activities. Article 22 outlines the principle that the news and communication industry should “serve the people and serve socialism”. Article 35 specifies the freedoms of speech, publication, assembly, association, procession, and demonstration for citizens. Article 41 grants citizens the right to criticize and make suggestions. Article 38 prohibits insults, defamation, and false accusations against citizens. Article 47 ensures citizens’ freedom to engage in scientific research, literary and artistic creation, and other cultural activities. Article 53 mandates citizens to keep state secrets. These constitutional provisions form the basis for regulating news and communication activities in China.

2.2. Three-level system of professional training of future journalists in the People’s Republic of China

Higher education should be guided by the Xi Jinping (2022) Thought on Socialism with Chinese Characteristics for a New Era and vigorously develop new engineering, new medical science, new agricultural science, and new liberal arts. Among them, the construction of new liberal arts injects new elements and vitality into the construction and development of other disciplines. Strengthening the construction of new liberal arts is a requirement to adapt to global changes, China’s development, educational reforms, and international positioning. The discipline of journalism and communication in higher education institutions is an essential part of the construction of new liberal arts. It is necessary to grasp the overall trends of the times, the

development of higher education, and the trends in journalism and communication education, identify the direction of efforts, be proactive, strive for excellence, and work towards building a talent cultivation system in journalism and communication with Chinese characteristics and global standards.

Since the beginning of the new century, scientific and technological progress has exerted a comprehensive impact on the journalism and communication industry, leading to a disruptive transformation of the media landscape and prompting Chinese universities to embark on the path of reform and innovation in journalism and communication education. On one hand, the cultivation of journalism and communication talents has been included in the national strategy. “Opinions on Improving the Training Capacity of Journalism and Communication Talents in Higher Education through the Implementation of the Excellent Journalism and Communication Talents Education and Training Plan 2.0”, issued by the Ministry of Education and the Central Propaganda Department of the Communist Party of China (2018), proposes strengthening and improving the construction of journalism and communication majors in higher education institutions, forming a fully integrated and compound talent cultivation system for expert-type journalism and communication professionals.

On the other hand, the introduction of the concept of new liberal arts has broken through the barriers of the original modularized talent cultivation model, providing direction for the reform of undergraduate education in Chinese journalism and communication studies and opening up new possibilities. Talent cultivation programs are the core components of undergraduate education in higher education institutions. They are the most direct presentation of educational philosophy and provide detailed explanations of talent cultivation goals and curriculum design. Journalism and communication education is an important part of the construction of new liberal arts. In the new educational context, journalism and communication education needs to chart a new course, striving to cultivate outstanding talents with an international perspective and Chinese characteristics, meeting the societal demand for talents in journalism and communication.

Specifically, the transformation of the journalism major's education system is directed towards three levels. At the macro-theoretical level, the direction, path, and goal design of the transformation of the journalism major's education system are crucial for the construction of modern universities and the cultivation of outstanding journalism and communication talents. This is an important aspect of China's new liberal arts construction. It requires the transformation of the journalism major's education system to recognize the characteristics of the information society in the post-industrial civilization era, analyze the shortcomings of existing educational models, and logically adjust the journalism major's education system at the strategic design level. At the meso level, our main focus is on specific normative issues related to the reform, including the consideration of the path and direction of the transformation of the journalism major's education system, the construction of the knowledge system for journalism major education, and the setting of disciplines in journalism and communication studies. At the micro level, issues such as the specific curriculum design in journalism studies, the construction of a faculty team with interdisciplinary backgrounds, and the implementation of the results of journalism education reform are directly related to meeting the demands of the new liberal arts construction. This level also addresses some of the practical needs in responding to the current calls for reform in new liberal arts education.

2.2.1. Macro Level – New Concepts in Journalism Education. The rapid development of media technology and the continuous evolution of the news industry require highlighting an educational concept that integrates the “Chinese characteristics”, “national conditions”, and an outlook that is “oriented towards the world” for the cultivation of future journalists. This educational concept should emphasize a fusion of humanistic and scientific spirits. For instance, it involves keeping pace with the times in news observation education, innovating interdisciplinary, cross-professional, cross-boundary, and cross-domain collaborative education mechanisms, creating a curriculum system that unifies general education and specialization, and integrates science and humanities. It also involves breaking down barriers and innovating a talent training system that facilitates communication both

internally and externally.

In the construction of the new liberal arts in China, for the discipline of journalism and communication, it is mainly reflected in several aspects:

(1) **New Era Background:** With China increasingly approaching the center of the world stage, telling the Chinese story, disseminating Chinese voices, serving the enhancement of the country's cultural soft power, and leading advanced culture have become important missions for the journalism and communication discipline in the new era.

(2) **New Media Environment:** New technologies such as big data and cloud computing are profoundly influencing human cognition, attitudes, and behavior. They are restructuring the communication ecosystem and the public opinion field in China. Adapting to these changes while adhering to principles and fostering innovation has become a major challenge that the journalism and communication discipline must address.

(3) **New Driving Force for Disciplinary Development:** Technological advancements are driving changes in the knowledge system and promoting interdisciplinary integration. The synergies between journalism and communication and engineering and natural sciences have become an intrinsic driving force for the innovative development of the discipline.

(4) **New Talent Demands:** The demands of society, industries, and the public for journalism and communication talents are undergoing changes. The discipline urgently needs to break through its own barriers and boundaries, establishing connections between its development and the needs of the nation and society.

(1) *Educational Philosophy of Chinese Characteristics, rooted in National Conditions, and Facing the World.* The “Declaration on the Construction of New Liberal Arts” is based on the new missions of enhancing comprehensive national strength, strengthening cultural confidence, cultivating new talents for the era, building a strong higher education nation, and promoting the integrated development of liberal arts education. In the context of these new missions, the keywords Chinese characteristics, rooted in national conditions, and facing the world are crucial. For the

journalism and communication discipline, its educational philosophy must first and foremost focus on cultivating news and communication talents that the Party and the people can trust.

Chinese characteristics are reflected in the socialist path that is in line with China's national conditions. Emphasizing Chinese characteristics in journalism and communication talent cultivation requires a fundamental commitment to moral education, the inheritance of China's long-standing excellent traditional culture, showcasing the rich colors of the Chinese nation, and presenting a distinctive Chinese style and demeanor.

(2) *Educational Philosophy Emphasizing Both Humanistic Spirit and Scientific Spirit Integration.* From the perspective of the discipline, the humanistic spirit emphasizes a people-oriented approach, aiming to cultivate individuals with sound character. In the context of journalism and communication education, humanistic and social science education is paramount (Carle, 2002). Journalism and communication as a discipline possess specific humanistic value factors, and they focus on the relationship between human communication activities and society within the social system, making it a discipline that combines elements of both humanities and social sciences. This requires journalism and communication education to focus on human existence and development, cultivating students' sense of responsibility and humanistic values. It encourages students to maintain a pursuit of truth and objectivity, to courageously uncover facts and explore truths, and to apply knowledge from humanities, social sciences, history, and other fields.

Scientific spirit, at the disciplinary level, aims to cultivate students' spirit of daring to question, rational criticism, and the pursuit of truth. Journalism and communication activities have their own rules, and respecting these rules is an embodiment of the scientific spirit. With the advancement of scientific technologies such as the Internet of Things, big data, and cloud computing, journalism and communication are undergoing profound changes in forms, environments, and methods. This requires journalism and communication education to actively pay attention to the impact of new technologies on people's social lives, to focus on the current and future development

of new technologies and the new social landscapes and demands they bring. It involves grasping the trend of integration of information, knowledge, and media, adhering to the dual emphasis on humanistic and scientific spirits, and considering technological changes as a driving force for innovative talent development.

The adherence to the integrated educational philosophy that emphasizes both humanistic and scientific spirits is not only a contemporary requirement and responsibility for journalism and communication discipline education but also an inherent law in the development of the discipline itself. Neglecting the cultivation of humanistic spirit while solely emphasizing technology can lead to the development of future journalists lacking in soul. Similarly, ignoring technical skills and scientific spirit while emphasizing only humanistic qualities can result in the training of future journalists lacking in technological proficiency. The journalism and communication discipline cannot remain stagnant; it urgently needs to undergo a rebirth in the new media technology environment. This rejuvenation should be reflected both in academic discourse and academic systems, as well as in talent development models. Emphasizing integration involves breaking down traditional boundaries in the journalism and communication field and advocating for comprehensive training. Integration does not mean transforming the journalism and communication discipline into information science or computer science; rather, it involves the integrated application of digital technology, virtual technology, big data technology, and visualization technology within the journalism and communication discipline. This relationship is characterized by “mutual learning, mutual progress, and collaborative development” with other disciplines. In terms of talent development, it emphasizes the unity of humanistic values and scientific rationality, utilizing new technological methods and paradigms to drive journalism and communication to engage with new technologies and practices, including using scientific methods to interpret topics within the journalism and communication discipline.

(3) *The educational concept of interaction between academia, industry, and government to meet future needs.* It is undeniable that there are two major issues in the journalism and communication discipline: insufficient basic research at the forefront

and applied research not grounded enough. The emergence of these two problems is closely related to the lack of channels and mechanisms for interaction between academia, industry, and government. The direct consequence of this lack of interaction is as following: “The industry criticizes academia for engaging in theoretical discussions without practical experience, while academia criticizes the industry for having shallow theoretical understanding”. Wang (2014a) and Wang (2014b) Journalism and communication, like other disciplines in the field of philosophy and social sciences, “has an overall low level of construction in terms of disciplinary systems, academic systems, and discourse systems, and the academic originality is not yet strong” (Xi, 2016). In the wave of media innovation and transformation, both academia and industry acknowledge the importance of reform, emphasizing the need to form a community to address the challenges facing talent development.

In the future, the common future of academia, industry, and government involves universities, media, publicity departments, cultural departments, and public opinion management departments, among others. Academia mostly focuses on imparting theoretical knowledge, the industry emphasizes re-reporting, applying new media technologies, and practical skills in management, while the government focuses on information processing, issue identification and resolution, and the ability to implement higher-level decisions. Although the emphasis on talents seems different across these three sectors, they share a common goal of cultivating and nurturing a “politically firm, professionally adept, well-behaved, and trusted by the Party and the people news and public opinion workforce” (Xi, 2016).

The education philosophy for the interaction between academia, industry, and government to meet future needs is not solely oriented towards market employment in journalism and communication education. Instead, it emphasizes the importance of considering industry demands, public needs, and societal requirements. It requires journalism and communication education to maintain sensitivity and freshness in understanding the changes in talent knowledge, skills, and quality requirements, always staying attuned to the future trends of journalism and communication education in the context of positive interaction.

This necessitates that journalism and communication education, in a mutually beneficial interaction, establish the goal of cultivating versatile professionals in journalism and communication who understand politics, understand media, understand management. This approach harnesses the dual functionality of knowledge inheritance and innovation while serving as an intellectual resource for societal needs.

(4) *A Training Philosophy that Emphasizes Comprehensive Qualities and Core Literacy*. Emphasizing interdisciplinary education does not negate the existence of independent and specific fields within each discipline. The reason disciplines exist is precisely because different disciplines have their own uniqueness and differences. According to the “Beijing Consensus” formed by journalism and communication department heads from China and abroad in 2005, journalism and communication education primarily aims to cultivate “journalists with a sacred sense of social responsibility, a broad international perspective, profound cultural literacy, scientific thinking, and exquisite professional skills” (Chen, 2009). This essentially reflects a requirement for the cultivation of journalism and communication talents.

A training philosophy that emphasizes comprehensive qualities and core literacy first and foremost underscores the breadth of knowledge. “Bo” refers to extensive knowledge and a broad perspective, with a deep academic foundation. The “Declaration on the Construction of New Arts and Sciences” proposes that humanities education “urgently needs interdisciplinary knowledge integration to address new changes and solve complex problems” and calls for “promoting in-depth integration between humanities disciplines, the cross-disciplinary integration of humanities with science, engineering, agriculture, and medicine, and incorporating modern information technology to empower humanities education” (Shan, 1998). This reflects the broad requirements for talent development in the new arts and sciences. In the cultivation of journalism and communication talents, there should be an emphasis on the compound literacy of humanities, society, and science, with educational content having comprehensiveness and generality, constructing a compound knowledge system and competency structure for talent growth.

Journalism and communication education, like education in other disciplines, has

its own particularities, which requires a focus on core literacy to demonstrate its irreplaceability. The core literacy of Chinese characteristics in journalism and communication education is the literacy of news information production and dissemination that aligns with the core socialist values under the guidance of the news. Core literacy in journalism and communication includes basic professional literacy, special professional literacy, and practical professional literacy, specifically referring to literacy in news discovery, information collection and processing, news writing and innovation, information dissemination, and media, especially new media literacy.

2.2.2. Meso Level – Reform of Journalism Education. The manifestation of the educational function of journalism and communication disciplines lies in the cultivation of talents in the field. It addresses questions such as what kind of individuals to cultivate, how to cultivate them, and for whom are they being cultivated. In the context of the new liberal arts, it is essential, based on respecting the characteristics of journalism and communication education and the laws governing the growth of talents in this field, to construct a talent cultivation system in journalism and communication that is world-class yet distinctive to China. This necessitates the promotion of new concepts and the exploration of new approaches.

(1) *Revision of Professional Classification, Updating Knowledge Framework, and Knowledge System.* The classification of journalism and communication majors in China has been significantly influenced by media styles. In the era of traditional media, this classification had a certain practical basis. However, times have changed, and the media landscape has evolved. The requirements for practitioners now include more emphasis on creative production, operations, big data analysis, and so on. The criteria and foundations for the classification and establishment of journalism and communication majors closely tied to media styles should change accordingly. The practice of classifying majors and establishing departments based on media styles is becoming increasingly problematic. Related to this issue, there are also considerable challenges in China regarding outdated knowledge systems in some universities. From curriculum design to content, case selection to knowledge structure, these institutions largely rely on the media landscape and cognitive structures of the traditional media

era. There is a need for a more in-depth understanding of the new media landscape, theories, knowledge, and formats of the digital age.

(2) *Conceptualizing Optimization of Core Courses in Journalism and Communication Majors.* The concept of solid foundation and broad scope has become a basic consensus in the field of journalism and communication in China. However, in actual teaching practices, there are notable issues such as the lack of rigorous construction and standardization in the curriculum system. Additionally, in some universities, the boundaries between courses are unclear, and the content is excessive, leading to a practical dilemma where teaching is perceived as lacking a solid foundation and having a narrow scope.

Against the backdrop of the new liberal arts, the key focus of the reform of the core curriculum system in undergraduate journalism and communication majors is to increase the cross-disciplinary integration between humanities, social sciences, and natural sciences. Simultaneously, the reform and optimization of the existing curriculum system are emphasized, effectively implementing the educational philosophy of broad scope and strong foundation.

(3) *Transformation of Multidisciplinary Courses into Journalism and Communication.* As an applied discipline, journalism and communication are significantly influenced by industry demands. In the current curriculum, there is a relatively low emphasis on courses related to cutting-edge industry theories and technologies. The acceptance of courses related to data mining and analysis is still relatively low compared to industry demands. The integration of multiple disciplines is insufficient, and while several institutions attempt interdisciplinary education models to broaden students' knowledge, a few institutions still separate the knowledge systems of other disciplines from journalism and communication in their multidisciplinary course offerings. True integration in teaching has not been achieved, leading to a situation where students may have a broad understanding of various disciplines but lack a solid foundation.

The construction of the new liberal arts emphasizes that undergraduate education in journalism and communication should dare to break through existing educational

concepts and achieve the cross-disciplinary integration of knowledge. When introducing new courses in social sciences or natural sciences (or engineering and technology), the goal is not to transplant these courses into journalism and communication undergraduate classrooms in their original form. Instead, the overall principle is to undergo a journalism and communication transformation. The transformation focuses on making students understand the principles and be proficient in practical operation, prioritizing the practical application of knowledge in these courses to better suit the learning needs of journalism and communication undergraduate majors.

In terms of curriculum design, there should be an emphasis on strengthening the inclusion of courses in mathematics, sciences, and cutting-edge technologies. This aims to enhance students' mathematical foundations and technological sensitivity, laying the groundwork for future work involving data in journalism and communication. However, it is crucial to avoid simplistic importing of these courses. For core courses in mathematics and technology, such as data journalism, new media data analysis, and computational advertising, a journalism and communication transformation is necessary. Approaching from the perspective of practical application in journalism and communication, adjustments should be made to course content, knowledge structure, and learning difficulty to ensure that students develop a tangible understanding of data and a meaningful connection to technology.

In actual teaching, it is essential to avoid a situation where the knowledge system of journalism and communication is incompatible or separate from the knowledge systems of other disciplines. Students may struggle to absorb and integrate knowledge from different disciplines in a short period, leading to knowledge incompatibility or separation. This underscores the importance for course designers to integrate these knowledge systems effectively, preventing any disconnect.

(4) *Enhancing Professional Foundation, Grasping Changes in Industry Talent Demands, Emphasizing the Cultivation of Talent with Skills.* While the cultivation of future journalists requires interdisciplinary integration, it is by no means an indiscriminate acceptance of knowledge from other disciplines. Alongside absorption

and integration, undergraduate education in journalism and communication should still enhance its professional foundation, clearly define its essence, and focus on cultivating talent with the skills that align with changes in industry talent demands.

The so-called core competencies of journalism and communication majors are manifested in two aspects: core professional skills and the disciplinary thinking formed by a solid theoretical foundation. Combining the viewpoints of multiple interviewed experts, although the rapid mastery of new communication methods and tools is an important requirement for media professionals, the non-negotiable core competencies, such as solid written language expression, verbal expression, audio-visual language application, and sensitivity to news and information dissemination, constitute the professional foundation of journalism and communication. A robust theoretical foundation and disciplinary thinking serve as the cornerstone for communication innovation. These elements represent the ultimate demand of the industry for journalism and communication talents and are the commanding heights in journalism and communication education and talent cultivation.

2.2.3. Micro Level – Specific Implementation Suggestions. In order to cultivate the construction of future journalists, it is necessary to leverage the leading role of universities, stimulate their vitality, and make them the main force in the construction. To cultivate outstanding talents in journalism and communication, universities must be at the forefront of media reform and development. They should not only lead in theoretical construction and knowledge updates but also focus on nurturing students' forward-looking vision, analytical and problem-solving abilities, and sustainable development capabilities. Only in this way can students, upon entering the workforce, possess the adaptability and leadership skills to become outstanding journalists in the future. Specifically, cultivation can be approached from the following aspects.

(1) *Establishing a Fully Integrated Curriculum System.* Top-tier journalism and communication schools in the United States are witnessing a trend toward interdisciplinary integration. “From the World Wide Web to blogs, from podcasts to social media, the continuous development of new technologies is also being reflected in the teaching process of journalism and communication in the United States” (Shao,

2017). The School of Journalism at the University of Missouri offers over thirty courses across six different directions, allowing students to choose courses based on their interests. At the National University of Singapore, the undergraduate curriculum is structured using a modular approach, incorporating various core course modules such as “New Media and Society”, “Advanced Communication Research Methods”, and “Communication and New Media Research” (Ma, 2018). The Annenberg School for Communication and Journalism at the University of Southern California and the Graduate School of Journalism at Columbia University place a strong emphasis on cultivating students’ skills in data mining and analysis. Additionally, the Communication Department at the University of California, Berkeley, offers programming courses in computer languages for journalism majors, enabling students to better understand and analyze data (Li, & Han, .2018). The School of Media and Journalism at the University of North Carolina at Chapel Hill has adopted a flexible approach to meet individualized student needs. The school has even downplayed existing training directions and objectives, allowing students to create their own major programs. This allows students to “choose courses from different majors, giving them greater flexibility in both skill-based and conceptual courses” (Lin, 2018).

Currently, most of China’s schools of journalism and communication still adhere to the professional categories established decades ago, categorized based on communication channels. For instance, journalism, broadcasting and television, and publishing majors correspond to different communication channels such as newspapers, radio and television stations, and book publishing houses, respectively. However, in the era of the Internet, media has converged into a unified entity. The division of majors based on communication channels is no longer able to meet market needs, leading to a significant gap between talent cultivation and market demand.

In the future, schools of journalism and communication need to break away from outdated and rigid professional divisions and cultivate comprehensive and versatile talents from the perspective of integrated media. Meanwhile, universities should enhance their curriculum systems to better adapt to changes in media environments and development trends. This involves focusing on three dimensions: general education,

professional knowledge, and critical thinking. Emphasizing interdisciplinary integration, universities should infuse the concept of versatility into the curriculum design process, allowing different courses to complement and integrate effectively, thereby constructing a solid knowledge foundation for talents.

It should be emphasized that interdisciplinary integration is not about simply combining courses from various disciplines, but rather focusing on the essence of integration. Taking into account the characteristics and demands of journalism and communication, timely actions must be taken when it comes to cross-disciplinary integration. Ultimately, this process should lead to the development of a set of innovative courses that embody the distinctive characteristics of the field of journalism.

(2) *Establishing Professional Practice Platforms.* Journalism is a discipline with a strong emphasis on practical skills. Universities should focus on building diversified teaching and practice platforms to provide students with opportunities for journalistic activities. This allows students to construct knowledge and skills through practical experiences, enhancing their journalistic literacy and professional competence.

Schools can create on-campus media based on their own professional offerings. The forms of on-campus media can include various mediums such as radio, television, newspapers, WeChat public accounts, Weibo, short video platforms, audio-video live platforms, etc. Students can, under the guidance of teachers, engage in project-oriented practical activities. Currently, the vitality of on-campus media in some schools is insufficient. Some schools delegate this work entirely to the propaganda department or student union, and student practice remains at the level of extracurricular exercises or student club activities, lacking standardization, professionalism, and innovation. Therefore, universities should incorporate the creation of on-campus media into the curriculum, guided by professional teachers, using practical activities to drive teaching, fully leveraging students' initiative and creativity.

(3) *Optimization of the Teaching Team and Adjusting the Faculty Structure.* To cultivate outstanding talents in journalism and communication, a strong faculty is essential. In this regard, there are many valuable experiences from national macro-policy guidance to the practical operations of various universities. The general idea can

be summarized as bringing in and going out, which involves inviting media professionals and external experts to teach at the university or sending teachers to news organizations for experiential learning. However, at the practical level, there are challenges such as personnel systems and performance evaluations that may hinder the realization of expected outcomes, and whether the desired effects can be achieved remains to be verified.

It argues that strengthening the comprehensive media literacy and teaching capabilities of in-service teachers, as well as improving the professional structure of teaching teams, is the core of enhancing faculty strength. Regarding faculty recruitment, there is a need to break away from the tendency to solely consider seniority or academic qualifications and instead shift towards an employment philosophy guided by competence and abilities. Currently, traditional media is undergoing a challenging period of transformation and exploration. In comparison, internet-native new media companies, with their inherent adaptability to the times, are better aligned with the development of the era. Universities, in the recruitment of teachers, should further emancipate their thinking, consider the realities of the new era, seize distinctive features, and plan for a scientifically reasonable faculty structure. This is crucial to effectively adapt to the requirements of the new humanities and social sciences transformation, preventing the new humanities and social sciences construction from becoming merely a formality due to the outdated knowledge and disciplinary structures of the faculty.

(4) *Emphasizing Humanities Foundation, Cultivation of Sustainable Development.* The field of journalism encompasses various aspects of societal life, and for outstanding talents in journalism and communication, a foundation in the humanities is indispensable. Currently, the liberal arts education offered by top-tier universities in China is noteworthy for students majoring in journalism and communication. Humanities education is not a quick fix, and its effects are not immediately apparent, but its role in shaping individuals cannot be ignored. A profound foundation in the humanities is a guarantee for the sustainable development of talents, fostering critical and innovative thinking in students. Only by strengthening the cultivation of the

humanities foundation for future journalists, encouraging broad and diverse learning, can we ensure that talents have a robust foundation for their long-term development.

2.3. The development of future journalists' professional training content in conditions of intensive development of media technologies

Stiegler (1998) mentioned Empedocles' oblivion in his book "Technics and Time": "Humanity is born solely because of a forgetting. When God created humans, He forgot to give them one attribute. Humans, to make up for this deficiency, created technology. Technology is prosthetic, so humans use technology to invent external prostheses and various capacities as a response to other animals" (Stiegler, 1998). As external prostheses continue to be created, intelligent prostheses have almost completely remedied this forgetfulness. Today, the advancement of external prostheses in humans will drive the continuous progress of convergent media towards intelligence, achieving a deep integration and mutual sharing of convergent media and intelligent technology.

Entering the era of intelligent communication from the era of mass communication, media convergence is the general trend. Traditional media and new media complement each other, realizing the integration of content production, channel distribution, platform construction, operation, and management, forming a convergent media ecosystem with the mindset of the Internet. From a business perspective, convergent media can be seen as an integrated symbolic platform that aggregates various symbols on a digital platform and then distributes content in various forms to various user terminals. From a societal perspective, convergent media regards the media as a fundamental social communication tool, with the underlying logic of connecting more social resources, commercial resources, and resources needed for people's lives, becoming the infrastructure of society (Zhang, 2017).

The development of technology is driving the evolution of media forms. Since the initiation of media convergence, media has gradually shifted from the previous independent and fragmented development model to achieving collaboration at different levels, platform development, and a deeper integration of systems. With the progress

of intelligent communication technology, big data, cloud computing, and artificial intelligence, convergent media is gradually moving towards intelligence. However, during this transition, limitations such as insufficient data carrying capacity, transmission speed, bandwidth, and passive data issues have become increasingly apparent. At this juncture, 5G communication technology emerges as a key factor in the intelligent shift of convergent media, bringing with it powerful transmission speeds and data carrying capabilities.

2.3.1. Impact of Technological Development on Future Journalists Education.

With the continuous development of media technology, there is a serious phenomenon of dual disconnection in Chinese university journalism education. The first disconnection is a significant separation from journalistic practice, and the second disconnection is a substantial disconnection from the information age. This situation not only fails to satisfy students but also falls short of meeting the expectations of the journalism industry.

The issues of being disconnected from journalistic practice manifest in the following four aspects:

(1) *Journalism faculty lack practical experience in journalism.* Currently, there is a pronounced tendency in China's journalism faculty to prioritize academic degrees over practical experience. A simple survey of in-service teachers in the journalism schools of five universities – Renmin University of China, Fudan University, Peking University, Tsinghua University, and Huazhong University of Science and Technology – revealed that out of 65 teachers, only 18 had practical experience in journalism, accounting for a mere 27.97% of the total. Among the 55 teachers with academic qualifications, 44 held doctoral degrees, constituting 80% of the total (Yang, 2020).

(2) *Poor conditions in teaching experiments.* Due to insufficient investment in teaching, most journalism laboratories are undersized, with a limited number of outdated and poorly maintained equipment. Many photographic devices are more than a decade old, and their performance lags far behind the equipment currently used in journalistic practice. Some equipment may even be inferior to what students purchase on their own. These inadequate facilities fail to meet the needs of journalism education

and are far from keeping pace with the synchronous development of the news media.

(3) *The aforementioned two points result in teaching practices that are often confined to classroom instruction.* Even when practical sessions are included, they are usually limited to indoor activities, focusing primarily on theoretical aspects and employing instructional methods that neglect the cultivation and training of students' practical skills. This leads to a situation where many students, despite theoretically learning media editing software such as Photoshop, Primer, Cool Edit, Corel Draw, Fangzheng Feiteng, etc., have never actually operated or applied these tools. Clearly, this teaching method, which moves from theory to theory and from concept to concept, is not suitable for journalism education.

(4) *Due to the principle of "Party control over the media" in China, universities are not allowed to operate media outlets, leading to a severe structural disconnect between teaching and practical experience.* On the one hand, with the blind expansion of university admissions, the number of graduates from journalism majors has rapidly increased. As of the end of 2011, there were 975 undergraduate teaching units for journalism and communication approved by the Ministry of Education, with nearly 200,000 students enrolled (People's Daily, 2011). On the other hand, news organizations, especially traditional media outlets, cannot accommodate the large number of interns. Even if they are accommodated, many media reporters themselves have heavy interview tasks and cannot spare time for interns. In this situation, the practical tasks of journalism interns cannot be fulfilled.

Additionally, with the development of media technology, the global application of data journalism has been on the rise, leading to an increasing demand for talent in this field. The importance of data journalism education has consequently grown. As an innovative practice in the journalism industry, the rapid development of data journalism worldwide has led to a continuous increase in the demand for professionals in this field. In recent years, more and more scholars around the world have engaged in research related to data journalism, and the content related to "data journalism" has been incorporated into the curriculum by many journalism educators. This indicates that data journalism education, with the goal of cultivating professionals in the field of

data journalism, is gradually being accepted by academia worldwide. Digital journalism education in China also faces some challenges:

(1) *The development of the specialization is still in the exploratory stage.* Currently, many universities in China have introduced data journalism courses, but very few have established specialized programs in data journalism. This indicates that Chinese journalism education recognizes the importance and development trends of data journalism, but the educational approach is still in the exploratory stage. Currently, the curriculum covers both concepts and practical aspects, with courses ranging from data processing and web scraping techniques to visualization technologies. For example, Wuhan University offers courses such as “Network Data Analysis and Mining”, “Data Structures”, and “Interactive Design”. Regarding the construction of data journalism teaching materials, dedicated textbooks in China have only started to emerge in recent years, and their quantity is limited. In contrast, in Western countries, from the 1973 book “Precision Journalism” to the 2011 “Data Journalism Handbook” and the 2015 “Data Journalism: Past, Present, and Future”, textbooks have continuously summarized and updated the understanding of data journalism.

(2) *The historical tradition of journalism education has constrained the development of data journalism education.* In the United States, journalism education began offering courses such as “Precision Journalism” and “Computer-Assisted Journalism” as early as the 1970s. There was a deliberate effort to incorporate courses like “Mathematics”, “Statistics”, and “Social Research Methods” into the journalism education curriculum, which played a crucial role in the rapid development of data journalism education. In contrast, journalism education in China has traditionally leaned towards the social sciences, with courses on mathematics, statistics, and social research methods being almost absent from the curriculum. This has posed significant challenges to the advancement of data journalism education in China. In the production process of data journalism, professionals need to possess strong knowledge in computer science, mathematics, statistics, as well as rigorous scientific research methods and thinking. Moreover, journalism education in China is primarily concentrated in universities, lacking a mechanism for professional talent development,

which hinders the effective integration of data journalism education. As a result, the training rate for talents in data journalism is relatively low, failing to meet the practical demands of the evolving field of data journalism (Zhang, & Li, 2018).

(3) *Establishing interdisciplinary integrated teaching models.* To our understanding, in the field of education, the term “mode” is often used to encompass different styles of education. Mingyuan (1998) defines, “Educational mode is the specific pattern that education takes under certain social conditions” (Mingyuan., 1998). Jianping (2008) suggests that, “Educational modes are constrained by a society’s economic, political, and cultural factors, and different eras have different educational modes” (Jianping, 2008). Journalism education modes represent various representative and exemplary styles within the diverse types of journalism education. They serve as methodologies and knowledge systems that effectively address the issues in journalism education. Since journalism education is primarily carried out by university journalism departments, these modes are often named after the universities where they originate, such as the “Missouri Model”. Currently, journalism education has transcended national boundaries, becoming a global phenomenon. Therefore, when discussing journalism education modes, a more international perspective has emerged, leading to considerations such as the “American Model” and “German Model”.

Most universities have adopted the approach of having multiple instructors co-teach a data journalism course. This is closely related to the complexity and multidimensionality of data journalism. Only through collaborative work among multiple teachers, drawing on disciplines such as computer science, statistics, journalism, and even digital arts, can a more comprehensive data journalism teaching system be formed. For example, the data journalism course at Sun Yat-sen University consists of three main modules: data mining and analysis, data visualization, and comprehensive practice in data journalism. Each module is assigned to a dedicated instructor, and the courses are offered in different semesters, creating a series of interconnected courses (Sun Yat-sen University, 2022).

2.3.2. Exploration of Future Journalist Training Content. The emergence of the aforementioned two detachments in journalism education is not only constrained

by objective conditions but is also influenced by subjective understanding. In situations where objective conditions, such as universities having their own media outlets or significant improvements in experimental conditions, are temporarily difficult to meet, we believe that addressing the subjective aspect should take precedence. Subjectivity refers to the understanding of journalism and journalism education by educators and educational institutions. Journalism education is based on the discipline of journalism. To excel in journalism education, educators and institutions must have an accurate understanding of the nature of journalism and journalism education.

Reconsideration of the Nature of Journalism. To reexamine the nature of journalism, it is crucial to clarify the knowledge system, theoretical framework, and disciplinary affiliation of journalism. This series of questions leads to a long-debated issue in the journalism field: whether journalism is an academic discipline and, if it is, what kind of discipline it is.

In theoretical terms, the birth of journalism as an academic discipline in China is marked by the publication of Xu Baohuang's "Journalism" in 1919. Therefore, if we want to discuss the initial impetus for the emergence of journalism as an academic field, we should look to this book for some clues. In the preface to the 1919 edition of the book, written by Shao Piaoping, where the purpose and role of journalism research are discussed, it is stated: "As a journalist by profession, I lament the scarcity of talents in our country's journalism, mainly because no one has studied journalism as a discipline. If we look at Europe, America, and Japan in recent years, the study of journalism has made great progress, with specialized writings abounding. The development of the journalism industry is, in fact, the result of academic advancement" (Shao, 2005). Xu & Xu (2008) expressed a similar aspiration in his preface: "Many newspapers in our country are currently wandering on divergent paths, and there are not a few who have lost their way. The purpose of publishing this book is to hope that it can guide them in the right direction, opening up a new perspective for the journalism industry" (Xu, & Xu, 2008). From the writings of the two pioneers of Chinese journalism research mentioned above, it is not difficult to see that the initial impetus for the emergence of journalism in China was to guide it (the journalism industry – editor's note) in the right

direction, that is, to promote the healthy development of the newspaper industry. Journalism research aims to follow the latest trends in the journalism industry, constructing a distinctive and highly instructive theoretical system to promote its healthy development as a profession.

Those who advocate the idea that journalism is not a discipline argue that, despite the initial good intentions behind the development of journalism as an academic subject, its knowledge system has not yet been established. They claim that journalism lacks unique research methods and has failed to form its own theoretical framework. At best, it has some principles at the level of understanding and some technical skills at the operational level. Journalism emphasizes its connection to politics with the aim of playing a role in democratic construction; it underscores its link to literature to enhance language and writing skills; it emphasizes its connection to art to improve the skill of presenting the world; it highlights its link to philosophy to elevate journalistic professional ethics; and it stresses its connection to history to increase the seriousness of representation. Any mature discipline is unwilling to accept journalism as its member, let alone consider it as an equal peer. Therefore, journalism has always been in a "second-class citizen" position since its introduction to universities. In the 1940s, due to the needs and impetus of war, the birth of communication studies injected some academic vitality into journalism. People began to study issues such as communicators, audiences, media, symbols, and effects. Journalism became lively once again.

However, from the mid-1990s, the rise and rapid proliferation of the fourth media, along with the emergence of entirely new modes of news communication, posed a challenge and even the risk of overturning the gradually constructed theories in journalism and communication studies.

Advocates of journalism as an academic discipline argue that journalism is a field of study that focuses on the news industry, which, in essence, is a highly practical and applied profession. It is more of a technology than a pure academic discipline. Technology, in this context, possesses its own body of knowledge and theoretical framework, governed by specific principles and laws, referred to as the theory of technology.

This study takes a middle ground between the two aforementioned perspectives, acknowledging that journalism does not have a profound and systematic theoretical foundation. However, it posits that journalism does have some systematic principles, termed as applied theories. In essence, journalism is viewed as an applied science with a primary research focus and goal of promoting the healthy development of the journalism profession. It centers on studying the laws governing the development of the news industry, investigating the production process of news products, and employing subjective experience summarization and philosophical speculation as the primary research methods. Based on this, the study recognizes journalism as a highly practical applied science.

Reevaluation of the Nature of Journalism Education. The debate over whether journalism education is academic or professional has been ongoing, both domestically and internationally, with no clear consensus. This study posits that journalism education is rooted in journalism, evolving in tandem with the development of the field, and serves as professional education to cultivate outstanding practitioners. The distinctive features of journalism education lie in its practical, applied, and professional nature.

Throughout the history of journalism education in China, whether it is the earliest proposal to establish the “Newspaper School” by the National Newspaper Promotion Association or the first truly significant journalism education institution, the Journalism Research Society of Peking University, the purpose of founding journalism education has consistently been to cultivate journalism talent and improve the unsatisfactory state of the news industry. Whether initiated by individuals as private journalism education institutions or established by national and political party organizations as journalism schools and departments, the core mission of these institutions is to enhance students’ professional qualities and skills through specialized and systematic education, thereby better serving the developing field of journalism.

Some scholars argue that journalism education should prioritize academic and theoretical education, emphasizing the cultivation of students’ theoretical literacy and critical thinking skills, similar to other liberal arts education. However, this article

contends that the professional nature of the journalism industry sets journalism education apart from general liberal arts education. The journalism industry is an ever-changing field that evolves with the times and rapidly adapts to changes in media technology. Change is its primary characteristic and winning strategy. This requires journalism education to keep pace with the industry's development, ensuring that students are exposed to the latest knowledge systems and acquire cutting-edge practical skills.

This requirement makes journalism education inevitably different from the cultivation of students' profound literary literacy in Chinese education, the development of students' excellent philosophical reasoning abilities in philosophy education, the cultivation of strong social investigation capabilities in sociology education, and so on. If journalism education only requires students to study news history and theory, engage in some theoretical business learning, especially adhering to traditional teaching content and methods, neglecting the updating of knowledge systems, and overlooking the cultivation of students' professional ethics, news discovery skills, and practical abilities, then graduates of journalism education will inevitably lag behind the times and the journalism industry, let alone adapt and thrive.

2.3.3. Characteristics of training future journalists. *Cultivating multimedia skill and interdisciplinary abilities.* With the emergence and development of online new media, the media industry has placed new demands on journalism and communication education. As a result, journalism and communication education has undergone new developments in many areas to adapt to these changes. The training goals in journalism and communication are no longer solely focused on cultivating specialized journalists with expertise in a single skill. Instead, the aim is to equip students with the ability to handle various aspects of journalism, including writing, video production, and audio editing. In addition to having strong skills, there is a growing emphasis on cultivating well-rounded journalists with broad knowledge and versatile abilities (Zhu, & Du, 2018).

In the context of the trend of media convergence, journalism schools are making efforts to transform and explore new models for training future journalists. The

Missouri School of Journalism at the University of Missouri, USA, pioneered the establishment of a “Media Convergence” specialization for undergraduate and graduate students in 2005, opening up new directions for nurturing journalism talents worldwide. They have explored theories of media convergence and conducted corresponding research on media convergence practices.

In China, departments of journalism and communication are also researching the field of media convergence. They place greater emphasis on providing students with humanities and social science knowledge as economics, law, political science, history, and other subjects. At the same time, they strengthen the development of students’ journalism skills. Many universities in China integrate the journalism program with other excellent resources available within the university. For example, sports university may focus on sports journalism, while economics-oriented institution may develop programs in economic journalism.

Cultivating innovative thinking and in-depth reporting. Technological advancements have enhanced interactivity, leading to a new wave of targeted communication in journalism. The audience’s demand for in-depth news reporting and professional analysis and commentary within their respective fields has surpassed the demand for general news. There is also a growing need for personalized news. Providing in-depth news reporting that offers specialized information in a specific field and provides relevant practical guidance has gained widespread popularity among audiences.

2.3.4. Case study: Journalism Education at Heilongjiang University. With the rapid development of Internet technology and deepening media integration, journalism education in various universities has entered a wave of reform. Among Chinese universities, there are nationally renowned institutions, academically advanced schools, and many regional colleges. For example, Heilongjiang University’s School of Journalism and Communication is a comprehensive institution with a cooperative relationship between different departments. The School of Journalism and Communication at Heilongjiang University is in a stage of development, but it has quickly responded to the new landscape of media integration and teaching practices,

making it valuable for reference.

The School of Journalism and Communication at Heilongjiang University was established in 2006 with the mission of being in sync with the media and addressing relevant issues. It includes four majors: Journalism, Communication Studies, Advertising, and Radio and Television Programming. In the 2014 version of its education plan, the School of Journalism and Communication at Heilongjiang University set its overall goal as cultivating future journalists in the era of mobile internet. The cultivation of future journalists has become the consensus and core focus.

The journalism major is positioned to cultivate versatile multimedia journalists. It aims to equip students with the ability to handle various forms of content, including text, images, and audiovisual materials. They should be able to adapt to different types of media work and excel in in-depth storytelling.

The communication studies major is positioned to cultivate versatile new media and public communication journalists. It focuses on content expression and presentation in the field of online and new media, with an emphasis on data analysis and visual communication in public communication.

The radio and television programming major is positioned to cultivate versatile broadcasting and television production professionals, including editors, producers, and broadcast hosts. It is oriented towards broadcasting, television, and audiovisual multimedia fields, with a focus on program planning, production, editing, broadcasting, and hosting.

The advertising major is positioned to cultivate innovative and versatile advertising professionals. It focuses on advertising marketing and creative planning in the new media environment.

In the updated curriculum of Heilongjiang University, the curriculum is structured with a combination of disciplinary foundation + core compulsory courses + elective modules. Foundational disciplines and core compulsory courses work together to meet the requirements of the main discipline. The compulsory courses are designed around the professional positioning and distinctive training goals, while the elective courses reflect the characteristics of the major and provide more development

possibilities.

In the High-Definition Digital Broadcasting Center at Black Dragonjiang University, which cost a total of 3.5 million yuan, there are seven areas: MOOC production, virtual, LED screens, interviews, triple screens, news reading and commentary, and virtual-reality integration. Among them, online courses (MOOC) are a relatively new and innovative teaching method in recent years. MOOC is a two-way interaction between teachers and students, where students proactively choose teachers and courses they are interested in (Ni, 2015). After selecting the courses, students need to attend classes on time, complete assignments, and take tests. Only after successfully passing can they earn credits. MOOC has been referred to as a “digital tsunami” in the history of education by the president of Stanford University. News journalism teachers at Black Dragonjiang University will make good use of MOOC to offer students more and better journalism courses.

At Black Dragonjiang University, there is a television news program called “Heida Weekly”. It is produced by the TV Center of Black Dragonjiang University Cable Broadcasting Station and is live-streamed on the internet every Sunday evening. Through the platform of “Heida Weekly”, students at the university have the opportunity to serve as TV news anchors and correspondents. This not only enriches their campus cultural life but also allows them to go beyond the surface of written knowledge. It also enhances the professional qualities of journalism students and lays a solid foundation for their future media careers.

The development of science and technology, the advancement of Internet technology, and the arrival of the era of media convergence have broken the silence of traditional journalism education. In this era of multimedia and big data, it has inevitably disrupted and innovated traditional news practitioners. New technologies have posed significant challenges to traditional journalism education, and the new media landscape has also presented fresh demands for future news professionals. To cultivate competent news practitioners, it is essential to embrace the preferences of the media and the demands of the times.

Currently, journalism education primarily faces four main challenges: there are

issues in the educational philosophy of universities that underestimate the impact of new technologies on journalism education and stubbornly adhere to conventional practices, rejecting change; the faculty in universities lack sufficient mastery of new media technologies and are unwilling to proactively learn and use new technologies; the curriculum in universities is outdated and lacks the spirit of constant updating and keeping pace with the times; insufficient resources are allocated to experimental teaching platforms and educational funding.

Taking the journalism education at the School of Journalism and Communication at Heilongjiang University as an example, it is worth mentioning the specific methods and characteristics of journalist training in the era of media convergence. The school emphasizes updating teaching concepts, focuses on building a team of integrated teachers, and strives to enhance students' abilities. It provides students with a relaxed and flexible learning and activity platform. In recent years, students trained at the school have shown high overall quality and have received positive evaluations after entering the social workplace. The situation at Heilongjiang University is similar to that of many developing countries' institutions. It is not located in an economically prosperous area and is not a key institution heavily funded by the state. Therefore, it has stronger significance for reference and learning.

2.3.5. Designing Future Journalism Professional Training Content. In the 21st century, journalism education must undertake multiple responsibilities as “it may be necessary to clearly reserve more space for scientific knowledge in journalism syllabi at research universities. s worldwide receive education in tertiary journalism programmes” (Ripatti-Torniainen, & Mikkola, 2023). On one hand, it needs to cultivate new information citizens who take social responsibility, possess humanistic sentiments, better understand and judge social situations, and have the ability to reflect on and adapt to the complex and rapidly changing society. It lays the foundation for their future career development and personal life. On the other hand, journalism education must train professional new journalists, providing them with comprehensive education from values, theoretical foundations, traditional journalism skills to new technological skills. This ensures their ability to survive and create in the new

communication ecosystem. To fulfill this educational mission, journalism education must adhere to humanistic values, integrate social sciences, and continuously cross interdisciplinary boundaries, including information science and others (Zhu, 2024).

The adjustment of journalism teaching content is mainly reflected in the following three aspects: First, the teaching content is increased due to the progress of the times and the development of the discipline. For example, after the introduction of communication into journalism education, a number of communication-related courses were opened: such as Introduction to Communication, Communication Research Methods, etc., which increased the academic content of journalism; another example is that with the country's emphasis on international news and the public's urgent need of economic news, international news, economic news and other contents are added. In addition, due to the influence of Western media's timeliness and audience-friendly news text styles and models, many journalism departments have streamlined political courses and added practical news courses, such as in-depth reporting, news commentary, special reports, etc. try.

Second, the teaching content is adjusted and updated due to the advancement of media technology. For a long time, the core of journalism education in our country has been focused on the newspaper industry. Journalism education mainly adopts the "newspaper education" model, and the contents of courses such as editing, writing, and evaluation are based on the needs of the traditional newspaper industry. With the increasing advancement of media technology, emerging media forms such as radio, television, especially the Internet, and mobile phones have poured into the existing media ecology. As a result, the teaching content of journalism education has been greatly adjusted, mainly as follows: Courses on the Internet and new media have been added, and some departments have integrated and adjusted existing courses according to the requirements of the media convergence era, in order to cultivate comprehensive talents, who master a variety of editing and editing skills.

Third, some journalism departments adjust their teaching content according to the subject characteristics of their own schools. Schools focusing on engineering will propose the intersection of liberal arts and engineering and add courses in natural

science knowledge; economic schools will add economic courses; political and legal universities will add law courses, and sports universities will add sports journalism courses; comprehensive universities will The Department of Journalism has added basic courses in literature, history and philosophy, aiming to improve students' comprehensive quality.

2.3.6. Training methods and means.

(1) *Enriching the main institutions for talent training.* In European and American countries, in addition to universities, some news organizations are also responsible for data journalism education. For example, in 2009, the Guardian website opened a “Data Store” section and published a large number of articles to introduce and explain how the Guardian produces data news. There are also some large Internet companies that, for the purpose of business development and talent needs, rely on their own technical advantages to actively engage in emerging news business fields and become the core driver of the development of news education.

For example, the “Global Data Journalism Award” jointly created by Google and the Global Editor Network has effectively promoted the globalization of data journalism and also promoted journalism education in disguise. In addition, relevant individuals or organizations are also very important promoters. They are either experienced journalists, senior editors, or operating entities in other fields. With many years of experience or enthusiasm, they use websites, self-media and other channels to open teaching resources. They have become an important force in promoting data journalism education. On the basis of steadily improving journalism education in colleges and universities, China must also continue to enrich the types of main institutions for training journalism talents and allow more institutions to participate in the training of journalism talents.

(2) *Innovating talent training methods.* Through the integration of online education and offline education, as well as the combination of short-term education and long-term education, Europe and the United States have formed an open and diverse talent training model that fully meets the individual needs of people with different educational backgrounds. For example, the online journalism course launched

by the European Journalism Center has attracted more than 20,000 registrations, providing a learning channel for many journalism practitioners in remote areas. At the same time, many short-term and flexible education methods such as hackathons, workshops, and novice training camps also provide good supplements to journalism education. The teaching method can adopt a flexible combination of long-term and short-term courses. Some short-term workshops established in cooperation with the industry can cultivate a group of reporting talents who can quickly get started due to their short time, refined content, and high intensity, while long-term courses can capture students' ability to continuously deepen in a certain field. From the perspective of channels, offline courses are suitable for cultivating professional college students, while online platforms are more suitable for strengthening the work capabilities of news practitioners. This training method breaks the boundaries of time and space, allowing more trainees to have access to journalism training courses, and training can be conducted at any time and place, improving the efficiency and scope of training.

(3) *Teaching method reform.* Since the reform and opening up, many journalism departments across the country have carried out various teaching method reforms. These methods are mainly based on practice, from classroom to extracurricular, from school to society. The most popular ones include case teaching method, situational teaching method, caravan teaching method, on-site learning method, etc. These reforms in teaching methods are welcomed by students and have achieved significant results. For example, the caravan teaching method used by Professor Li (2011) of Tsinghua University takes students on a news trip, allowing students to discover news during the trip, use real interview tools to interview real people and things, and break the simulated situations in laboratories and classrooms. restrictions, truly get in touch with reality, let students find their own stories, and give full play to their independent initiative.

(4) *Admissions system reform.* The current enrollment model of recruiting students from recent high school graduates is not very suitable for journalism majors and should be reformed. Because journalism major education is very special, it is highly applicable, popular and professional. Students who enter the journalism major

must have relatively rich social experience, and it is best to have certain journalism practice experience and knowledge, multidisciplinary background. High school graduates do not meet the above requirements.

First, recruit students from the journalism practice community to solve the problem of disconnection from reality. In this regard, there is the successful experience of the Journalism Department of Huazhong Institute of Technology in recruiting new students in the first few years of its operation, and the successful experience of the Journalism Department of Wuhan University in recruiting transfer students in the first years of its operation. They recruit students from the journalism field and the results are very good. Of course, the actual situation in the journalism world at that time was that most of the practitioners were junior college students or high school students, so the recruitment was to train junior college students or undergraduates. Nowadays, practitioners in the journalism field basically have a bachelor's degree or above. However, the experience of recruiting students with practical experience to study journalism in schools can span time and space. This model has been adopted by journalism education in advanced countries in the world. Based on the current actual situation, we can test the enrollment model from the following aspects: Recruit journalism practitioners with more than 5 years of practical experience and undergraduate diplomas, enter the school for 2 years of theoretical study, and award graduate diplomas and master's degrees Bachelor of Science.

Second, recruit journalism majors from among current students to solve the problem of subject integration. In this regard, there is the successful experience of Huazhong University of Science and Technology's first experimental class of online journalism in 1998. Among college students, there are some people in various majors who are interested in journalism. They use their spare time to do well in the school news media, and some students hope to engage in journalism after graduation – there is a source of students. It is possible for current students to change majors only with the approval of the school and without going through the higher-level education authorities. Based on this, the following enrollment model can be tested: enroll students from juniors in various majors at school, study journalism for 3 years (of which 1 year

must be an internship in a journalism unit), and be awarded a graduate diploma and a master's degree after graduation. In recent years, Peking University has effectively explored this model and successfully launched and implemented the "Interdisciplinary Top-notch Talent Training Program". That is to select junior students from other majors on campus who are interested in engaging in journalism and communication work, and after two years of postgraduate study, they will be awarded a master's degree in journalism and communication. Students participating in this program have mentors from the college and industry, and their professional practice is also arranged at home and abroad.

2.4. Technological component of professional training of future journalists in conditions of intensive development of media technologies

Media technology means that in the development of today's society, various fields, industries and even all aspects of social life are being reconstructed using communication logic, communication mechanisms and communication rules. Social mediaization will be the most important trend and trend in the transformation of the entire social life in the next five, ten or even longer years. This is the most important reason why the Internet really changes social life: it uses its own logic, mechanism and model to redesign and transform social life. Therefore, for the study of journalism and communication disciplines, the research focus is not only on the study and grasp of communication content in the traditional sense in the past, but to a greater extent on the media transformation of all aspects of social life that is being realized today. The impact of media technology on the news industry will inevitably have a counterproductive effect on journalism education. Future news communication research may focus on how communication reconstructs social life, that is, focusing on communication mechanisms and rules in non-content fields, and studying how to exert its social influence. The role of reconstruction and its related development models, etc.

In the digital age, the originally closed system of news production is gradually opening up under the impact of technology. The original production barriers and channel barriers have been weakened or even eliminated, industry boundaries have

been broken, production mechanisms, communication models, etc. are being reconstructed, and even traditional in the media age, every definition of news faces challenges. Traditional journalism is being integrated into a huge, complex, and new news ecosystem. Media convergence refers to the integration of channels, organizations, content and terminals through mergers, acquisitions, reorganization and integration of different media industries in the context of the development of digital technology and network technology and the relaxation of regulations to achieve intensive, digital and diversified integrated news production process. Media convergence has brought fundamental changes to the media's ecological environment and industrial value chain. The new media ecological environment requires reshaping editorial processes and organizational structures, innovating news production processes, and constructing new news production models.

The impact of digital technology on the news ecology is first reflected in the impact of affordances, which is generally considered to include three aspects: information production affordances, social affordances and mobile affordances. The improvement of affordances is closely related to the role of digital technology in the content industry. The continuous evolution and deepening of applications are closely related; another profound impact is the weakening of media boundaries and the mutual integration of the media industry and other industries. Media integration is the main clue, including business integration, institutional integration, form integration, user integration, the fusion of communication forms, changes in the relationship between communication and society, and the birth of the identity of cyber people, etc., all mean that the old boundaries of the media are being eroded or even dissolved. Media qualifications are no longer the only pass for news production, and news production has also professional guarantees are not always available.

The lowering of the threshold for news production brought by digital technology and the production platform built by social media have allowed various subjects to cross the original professional barriers and enter the territory of news production, forming a landscape in which all people participate and everyone is a media, which is a typical example Situation, one is accidental, non-institutionalized participation, and

the other is more sustained participation in the form of self-media. This has also led to academic and social issues such as the reconstruction of the journalism and communication discipline system, the improvement of national news literacy, and the transformation of the professional goals and implementation paths of professional news producers. In the future, “everything is a media” will bring about the automation of data collection and processing, and news production will face more new challenges.

It aims to explore how future professional training for journalists should include digital skills, multimedia news content production and media literacy technical components in a technology-intensive environment. The result of the media education process is media literacy, which consists of a set of motives, knowledge, skills and opportunities that contribute to the selection, use, critical analysis, evaluation, creation and transmission of media texts of various forms and genres, as well as the analysis of complex processes of media functioning in society and their influence (Stoliarchuk, Mukan, & Martsikhiv, 2024).

2.4.1. Current Development Status of Media Technology. This is a critical period for comprehensively deepening reforms. The basic requirements for comprehensively deepening reforms are systematic, holistic and coordinated (Wu, 2015). The previous higher education reform ideas were patch-type reforms based on maintaining the original higher education concepts, institutional mechanisms, and frameworks. However, this round of comprehensively deepening reforms is hugely different from previous higher education reforms. Its primary task is to higher education reform (Zhang, 2014b). Currently, media colleges and departments in universities generally recognize the challenges posed by media convergence in the training of media professionals. However, there is still a lack of comprehensive understanding regarding the depth, scope, and disruptive nature of media convergence. As media convergence continues to advance, there is growing consensus on the need for reform in media education, and practices and research on how to better train media professionals in the context of convergence are increasingly emerging. However, a systematic solution for media talent cultivation has yet to be developed. The comprehensive deepening of reforms has entered a critical stage, and the development

of media convergence is now in a pivotal phase. Higher media education reform and the innovation of media talent cultivation models face not only changes in concepts but also the possibility of a systemic, disruptive paradigm shift (Chang, 2011).

Media convergence in the internet era is a significant and profound transformation in the field of media, representing a disruptive innovation aimed at the future of communication (Li, & Dong, 2017). Since the birth of human beings, communication has been inseparable, and media has played an important role in the history of human communication activities. According to the historical context of the emergence and development of media, human communication activities have gone through four stages of development so far, namely the oral communication era, the era of text communication, the era of print communication, and the era of electronic communication. In the development process of media, various forms of media are not replaced one after another, but are a process of superposition. With the development of society and the advancement of science and technology, there are more and more media forms, and the evolution process of media shows a gradually accelerating trend. Especially in the era of electronic communication, the development and transformation of media are changing with each passing day.

The carriers of news and information have shifted from traditional newspapers, radio, and television to digital technology and the internet, making it necessary to reform traditional journalism education. A 2014 editorial in *Journalism & Mass Communication Educator* stated that society requires integrated content production, with an increasing convergence of journalism, information technology, and computer science. The concept and paradigm of media talent cultivation in universities must also be updated. Society needs more creative content that combines journalism and strategic communication, and “the traditional bias in journalism education that strictly separates journalism from advertising and public relations should be discarded” (Marron, 2014). At the same time, there is increasing cross-penetration between communication and fields such as politics, economics, society, law, culture, technology, environment, and ethics, leading to significant changes in communication education. In emerging areas of journalism and communication education, communication studies are showing a

trend of surpassing journalism education (Bai, 2015).

In 2021, journalism research is booming around the world, mainly due to the rise of the new paradigm of Digital Journalism Studies. As a new media form, new media technology is based on the Internet and mobile communication technology, and uses digital technology, network technology and mobile communication technology to achieve information transmission. It breaks the limitations of time and space and pushes news dissemination into a new era. It can be said that the impact of new media technology on news dissemination is all-round, profound and comprehensive. With the development of new media technology, the pattern of information dissemination has undergone profound changes. On the one hand, due to the popularization of Internet technology and the arrival of the big data era, information dissemination has moved from single to multiple and from one-way to interaction; on the other hand, the accelerated process of media integration has also brought information dissemination into an era of multiple coexistences and mutual stimulation.

2.4.2. The impact of media technology on journalism. The innovative news production process is to realize the collection, management, processing and release of multimedia information, and to construct a multi-interactive, collaborative and shared intensive news production process. It is based on the integrated newsroom as the hub, showing an open, diverse and compatible specialty. This requires collaborative operations, communication and coordination between editors and reporters, and creates linkage effects and chemical reactions. Achieve the effects of one-time collection, multiple processing, and multi-platform release, realize multiple appreciation of information resources, achieve resource integration, and improve efficiency.

(1) *Collection of multimedia news resources.* Future reporters must have the basic skills of being able to write, shoot, and photograph. When facing breaking news events, they must have the skills to collect text, pictures, audio, and video multimedia information, and complete the collection of multimedia information packages. Of course, the interviewing of major news information requires group coordination and overall arrangements based on different professional expertise and technical levels. Generally speaking, it includes a combination of experienced text reporters, camera

reporters and photojournalists to jointly complete the collection task. The University of Missouri and the University of Southern California in the United States have introduced new curriculum and arrangements in cultivating talents who can adapt to multimedia. The multimedia reporters they train generally carry an Apple computer, a Sony digital camera, a voice recorder and a mobile satellite phone, and can complete all audio, video and Flash editing work. Scholar Bruce and others conducted in-depth interviews with practitioners at the Converged Journalism Center of the Tampa Tribune, the world's first truly integrated news organization. The interviewers proposed the following basic skills for future news practitioners: The requirements of role; third, strong adaptability and collaboration ability to new technologies; fourth, cross-platform interpersonal communication skills; fifth, cross-platform work experience in integrated news (Garrison, & Dupagne, 2003).

(2) *From database information integration to knowledge management.* The content production spawned by media integration under digital technology is based on a database-based production model. The database integrates, shares and optimizes the allocation of news information and other content resources, becoming a platform for value-added content resources. On this platform, reporters and editors use multimedia means to complete information collection, processing and release. The database management system is a system that integrates audio, video, text and pictures, cataloging, storage management, retrieval and release. The system is not only a multimedia collection platform, but also an operation and management platform.

Multimedia storytelling. After the collection of multimedia information is completed, editors and reporters make full use of the advantages and disadvantages of various media to tell multimedia stories. TV news is visual, timely, impactful and infectious; newspapers are characterized by in-depth interpretation, maintainability and large amount of information; and the Internet is interactive, timely and searchable. Generally speaking, for emergencies, we first provide news and pictures for websites, produce oral news for radio, and even make it into live TV programs. We also customize information for mobile phone users. More information and background information can be used as newspapers.

Material for in-depth reporting. For example, Lawrence World Company in a small town in the United States, Kansas, began to integrate its newspapers, websites and cable TV in 2001. Its general manager Ann Garner said that for emergencies, the ideal situation is to first report on the website. Because it is the fastest dissemination, TV and video reports and some additional materials are then reported, and newspapers do more in-depth reporting. In order to avoid homogeneous reporting among the three media, sometimes newspaper reporters are arranged to go to the TV station to participate in some dialogue programs. Reveal some, but not all, of what is in the newspaper (Quinn, 2006).

In addition, the integration of technology and ownership has led to the gradual disappearance of entry barriers between traditional media industries and the blurring of boundaries between industries. For example, the integration of three networks, interconnection and interoperability on the Internet, and interpenetration and crossover in business, forming a media ecological environment where you are among us and you are among us. Media convergence has extended the breadth and depth of news reporting, thereby changing the landscape of the existing media market, making the old media operation structure and profit model increasingly declining, constructing a new intensive and digital news production model, and creating a new The industrial value chain has become the main target of future news production.

From extensive and single news production to intensive news production. The traditional media industry management is a single, linear operation, which fails to fully and effectively develop and utilize media resources, resulting in a single profit model of the media industry and more reliance on advertising, which increases business risks. The sudden emergence of new media represented by the Internet and mobile phones has accelerated the penetration and integration of different forms and categories in the media industry on the same operating platform. It is particularly necessary to eliminate corporate boundaries and collaborative production. Collaborative production enables the intensive use of editing personnel, customers, equipment and news resources, realizes the breadth and depth development of media products and multiple transformations and added value, and achieves production intensification, operation

integration and economic scale.

From closed and independent news production to digitally integrated news production. The news production of traditional media basically has independent business concepts, operating models and market segments. This single-product operation method is difficult to cope with market changes and the diversified needs of the audience. Before digital production, different product forms such as text, pictures, audio and video were incompatible. Digital technology broke this barrier. Product content of different contents was digitally processed and transmitted, and content production gradually moved toward integration. Digitalization made media Linkage and even integration between industries have become a new development trend.

From news production by professional workers to news production with national participation. In the traditional media production environment, the audience also participates in the production of content to a certain extent, but the extent and scale are very limited. In the era of converged media, with the development of network technology and digital technology, two-way interactive communication has become possible, the boundaries between transmitters and receivers are increasingly blurred, and content production subjects are increasingly diversified. Ordinary citizens use mobile phones, Weibo, BBS social networking sites, etc. to publish news and express their opinions. “Grassroots” reporters have produced sensational effects time and time again in reporting major breaking news events.

Multi-platform publishing. The integrated editing room has a set of digital management platforms that can process, compile and distribute text, pictures, audio and video on a unified interface. The editors process and integrate according to the different media characteristics of various media in the group, including newspapers, radio, television, mobile phones, Multimedia channels such as the Internet, outdoor large screens, and mobile TV release multimedia information to meet the personalized needs of the audience, expand the audience size, realize multiple settings of news information release time and mutual embedding of news content, and enhance the influence of the media.

2.4.3. Technical skill needs of future journalists. The development of media

technology is ecological in its shaping and transformation of journalism. As key actors in this industry, journalists' action patterns and content writing logic are facing new changes and problems under this ecological transformation.

(1) *High media literacy*. Television news shoulders the important responsibility of guiding public opinion. Therefore, for television news camera reporters, having high media literacy is an important prerequisite for doing good news reporting. Especially with the continuous development of information technology, the media ecological environment has undergone great changes. Under this situation, the communication responsibilities and control requirements of camera reporters have also undergone corresponding changes, which has put forward new requirements for the political literacy of camera reporters (Zhang, 2022).

(2) *Excellent professional ability*. Television news involves all aspects of economic, social, production and life, so reporters will inevitably meet various people and events during the filming process, and the quality of filming will inevitably be affected by various factors. Because of this, TV camera reporters are required to have excellent professional abilities and be fully prepared before shooting to avoid personal problems affecting the normal development of the shooting work. For example, when shooting news in remote areas, camera reporters should first understand the local customs and sentiments in order to prevent being at a loss when facing some emergencies. They should “do as the Romans do in the country” (Zhang, 2020). At the same time, reporters must understand the local natural ecology to ensure that people can be presented with the different cultural customs and natural scenery in remote areas and to ensure the quality of news shooting. Only with excellent professional abilities can TV news camera reporters better ensure the quality of news content.

(3) *High professional quality*. Television news camera reporters must have high professional qualities, which are also the basic qualities that a qualified journalist should possess.

First of all, journalists are an important driving force in social development and progress. They are not only observers and recorders of the social development process, but also indispensable participants and promoters. Journalists must correct their roles

and positioning, establish and uphold a high sense of social responsibility, ensure the authenticity and accuracy of news, adhere to journalistic professional ethics, improve their self-cultivation, and maintain close attention to society. When shooting relevant news scenes, they should regulate themselves mentality, regulate their own behavior, maintain a professional attitude and spirit, and ensure the professionalism of TV news shooting.

Secondly, in addition to collecting pictures, videos and other materials, TV news camera reporters must also record language and other related information, so as to fully explore the value and connotation contained in news events and create a systematic and complete picture (Wang, 2020a). This requires camera reporters not only to be proficient in using photographic equipment, but also to have high professional quality.

In short, TV news camera reporters must continuously improve their professional quality, especially consciously mobilize their subjective initiative, and then devote themselves to photography and videography work with passion.

(4) *Strong director awareness.* In the new media environment, in order to promote the reform and development of television news and improve the quality of television news, television news camera reporters should have a strong sense of editing and directing.

Director awareness mainly refers to the fact that TV news camera reporters, based on their understanding of the overall effect and production planning of the program, can better utilize their professional abilities and collect images that are consistent with the TV news program while ensuring the orderly development of the shooting work (Zhai, 2021). At the same time, TV news camera reporters are required to effectively grasp the connotation of TV news, thereby strengthening the connection between the shooting pictures and TV news content, and thus better serving TV news production.

2.4.4. Analysis of technical components. With the development of new technologies, the impact of technology on the journalism and communication industry, social culture, and even social change has become increasingly prominent, bringing technological determinism back into focus. Foreign media groups have already begun to actively position themselves around the five technological forces of the scenario era:

mobile devices, social media, big data, sensors, and positioning systems (Wang, 2018). In the era of big data, data analysis and algorithms can help media create user profiles, laying the technical foundation for personalized content customization and scenario-based content delivery.

(1) *Technical skills.* Media convergence is driven by the multiple drivers of deregulation, technological convergence and audience segmentation. Relaxation of regulations has promoted the establishment of cross-media and cross-ownership media groups, making converged news production possible; technological convergence has enabled integrated terminals such as mobile phones and the Internet. With the emergence of the Internet, text, pictures, audio, video, etc. can be displayed on one terminal; audience segmentation and fragmentation are the ultimate driving force for media integration. In the era of converged media, audiences have a new need to obtain various forms of information at any time and anywhere, making converged news production necessary. In the context of media convergence, it is necessary to integrate the structure and organization of traditional editing rooms, and integrate the editing rooms of different media together to form a new organizational structure. The new structure requires the formation of a team to unify processes, unify assessments, supervise and coordinate the multimedia editing process, and achieve economies of scale by integrating resources.

In the process of media integration, Western media have been conducting experiments on organizational integration and structural integration. Since the American Media Integrated Group established the Tampa News Center in Tampa, Florida, and established a cross-media integrated newsroom, some major American newspapers such as the New York Times, USA Today, Wall Street Journal, and Los Angeles Times have all integrated newspaper and online editorial staff. For example, Gannett Newspaper Group in the United States has transformed the editorial rooms of its 89 daily newspapers across the country into integrated information centers. The purpose of this is to provide readers and viewers with text, audio and video multimedia information through multimedia platforms. These platforms include Daily newspapers, the Internet, mobile phones, periodicals and other media, while media

integration strengthens interaction with the community (Lieb, 2009). The new integrated newsroom is a smart newsroom. First, it promotes news collection through smarter use of information. Second, it cultivates a group of multimedia talents who are good at communication and coordination with integrated media concepts and multimedia collection skills.

The converged newsroom is the hub of converged news reporting, coordinating management editors and content production editors to jointly lead the editorial process. If traditional media editors work independently, then in the integrated newsroom they work collaboratively. This gives new authority and responsibilities, requiring editors of converged media to have new editorial concepts, organize and manage the planning, collection, processing, production and release of multimedia products, and achieve rapid planning, scientific decision-making, and flexible mobilization.

In the integrated editing room, editors are generally divided into coordination and management editors and content production editors. Coordination and management editors are divided into news flow editors, resource management editors and story generation editors. They jointly coordinate and manage the acquisition and editing process and are senior editors involved in planning and resource allocation; content production and production editors are responsible for the production of specific media content. which interacts and coordinates with management editors and is an ordinary editor for content production and dissemination. The news flow editor plays the role of macro-management of the information flow in the integrated newsroom. He is at the center of the multimedia information flow. He monitors the collection, processing and production of the entire information, determines what to report and how to report it according to the nature of the news event, and is equivalent to the executive director. The difference is that he has to monitor the transmission of various stories through various platforms. Generally speaking, there is more than one news flow editor, and the labor may be divided according to different industries and media. They can play the role of multimedia host and communicate with content production editors on reporting angles, deadlines, etc. This requires news flow editors to be responsible for different tasks. Have a better understanding of media culture, professional terminology

and working methods.

(2) *Media literacy*. New media has the characteristics of interactivity, immediacy, massiveness, sharing, and multimedia. It is precisely because of these technical characteristics of new media that media literacy has become more contemporary. It refers to people's ability to choose, understand, question, evaluate, create and produce when facing various information from new media. The ability to think and respond also refers to the ability to use media information for personal life and social development. Contemporary journalists are better able to adapt to the new media environment in terms of media exposure and consumption, media cognitive understanding, media application and production, etc. However, judging from their specific behaviors, they also have weak critical ability towards media and insufficient in-depth use of media, as well as problems such as relatively weak Internet ethics and legal awareness. The emergence and existence of these problems have both objective and subjective reasons. Media literacy is the basic content of citizen quality. As an important part of citizen quality education, media literacy education uses interdisciplinary comprehensive requirements to cultivate all-round development talents with both scientific literacy and humanistic literacy, and promotes the ideological and moral quality, scientific and cultural quality of college students.

Media literacy was proposed in the 1930s. In 1933, Levis and Thompson of the United Kingdom jointly published the book "Culture and Environment: Cultivating Critical Consciousness", which for the first time systematically elaborated on the issue of introducing media literacy education in schools and put forward a relatively complete set of suggestions. Its basic purpose is to "strive to protect students from the negative impact of bad culture, moral concepts or ideologies spread by the media through media literacy education" (Buckingham, 1999). Obviously, media literacy is closely related to media literacy education, that is, through media literacy education to cultivate the media literacy of citizens, especially teenagers.

At present, undergraduate students majoring in journalism can adapt to the new media environment relatively well in terms of media exposure and consumption, media cognitive understanding, media application and production, etc. However, judging

from their specific behaviors, it also reflects that there are differences in students' media literacy. Fewer problems. First, students' ability to criticize media is weak. Media critical ability is an important indicator for measuring media literacy. It includes both the audience's ability to identify communication content and the audience's sufficient understanding of deep-seated issues regarding the impact of media on people and society. Second, students' use of media is insufficient. Acquiring information quickly and effectively is particularly important in the era of information explosion, and has naturally become an important media literacy. Third, students' Internet moral and legal awareness is relatively weak. Media moral literacy refers to the moral awareness and self-discipline ability displayed by media audiences when they contact and use media information.

Students' alternative media behaviors, novelty-seeking mentality, leaking other people's privacy, irrational methods, etc., collectively reflect media literacy issues such as college students' insufficient ability to criticize the media and weak awareness of network laws and ethics. For the emergence and existence of these problems, there are both objective reasons and subjective reasons.

First, there is an overall lack of educators to cultivate students' media literacy. In many developed countries around the world, media literacy education has long been part of the school curriculum and is increasingly valued by society. But as far as China is concerned, "the media literacy of contemporary undergraduates is still in a spontaneous state. That is to say, students do not acquire media literacy through scientific media theoretical guidance and systematic training, but on the basis of daily media contact experience. Cultivate one's own media literacy through personal intuition. The most direct consequence of this spontaneous state is the low level of media literacy among contemporary college students. This is reflected in the fact that although students can obtain information quickly and conveniently, they are unable to understand the information disseminated by the media. They are unable to effectively connect their own information needs with the content provided by the media, making them unable to effectively identify the value of information and therefore unable to make full and effective use of media resources" (Bao, Yang, & Wang, 2004). This

phenomenon is common in universities all over the country, and only a few universities take the initiative to deal with it. Most colleges and universities have insufficient understanding of the importance of media literacy education. The content of media literacy education is single and in-depth. Almost no schools officially offer special media literacy education courses for college students. There is a general lack of scientific media theory guidance and systematic training. It is rare to pay due attention from the perspective of ideological and political education.

Moreover, in the few colleges and universities that offer media literacy education, most of them have insufficient teachers and the format is too simple. Media literacy education in schools is mainly based on theoretical content, and often directly gives students a set of evaluation criteria to allow them to match real-life information. It lacks practical analysis of relevant media information. Students only pass on the basis of a general understanding of the basic knowledge of media literacy. Personal experience and intuitive insights are used to cultivate one's own media literacy, which is also an important reason for the lack of media literacy among students.

Second, the rapid development of new media technology has raised new issues for students' media literacy education. First of all, the openness and interactivity of communication methods in the context of new media have broken the one-way communication of information between the communicator and the receiver. The era of media integration has arrived, and personal communication has become increasingly prominent. Originally, the boundaries between communicators and recipients were no longer clear. The emergence of self-media has enabled contemporary college students to receive and disseminate information almost simultaneously. This change makes it difficult for media literacy education in which traditional media audiences passively receive information to adapt to the current new media era development needs.

Secondly, new media no longer has a variety of gatekeepers like traditional media. When information is disseminated at high speed and in large quantities, there will be an excess of information. Therefore, information will inevitably be mixed, with legal information and illegal information, useful information and harmful information. Information converges and enters self-media dissemination together. Although self-

media does not have the authority and credibility of traditional media, it can easily resonate with college students because of the characteristics of personalization and randomness in self-media communication, which caters to the popularization and popularization of culture. However, the flow of information garbage and harmful information into self-media can easily cause social problems such as online rumors and online panic. In addition, in the increasingly fierce competition between traditional media and new media, in order to occupy a larger market, share and achieve better economic benefits, all types of media hope to win over college students, so they use various methods to maximize their satisfaction. the needs of this group of people. Some media excessively pursue reading rates, ratings and click-through rates, and have tended to be commercialized, entertainment-oriented and vulgar, far away from the credibility of mass media. This complex media environment has had a negative impact on college students' worldview, outlook on life and values. Tremendous influence.

Third, insufficient social awareness is an important reason for students' media literacy problems. Most contemporary Chinese students grew up in the traditional education model. The monotonous social experience from school to school has resulted in a low awareness of society. As a generation of children who have grown up in a new media environment, most of them have distinctive personalities on the outside but are often lonely and closed on the inside. In order to get rid of loneliness, they hope to contact others, but this kind of contact often does not want to enter each other's inner world. New media provides The online interpersonal communication method just meets this psychological need. However, college students have poor self-discipline and self-education abilities in online interactions, and their self-awareness is prone to deviations. There are polar phenomena of too strong or too weak self-awareness.

The new situations, new changes and new problems in the new media era have also put forward new requirements for people's media literacy. In order to enable future journalists to better adapt to the new media era, the cultivation and improvement of students' media literacy has become a realistic issue. From a global perspective, although countries have carried out media literacy education at different times, with different education models and uneven development levels, the trend of countries

paying more attention to media literacy education is very obvious. Therefore, based on foreign experience and China's Based on the national conditions, building a media literacy education system led by the government and coordinated by society, schools, and families should be the basic choice for China's media literacy education strategy.

Universities should “actively implement heuristic and discussion-based teaching, stimulate students' awareness of independent thinking and innovation, and effectively improve the quality of teaching. Students should be allowed to feel and understand the process of knowledge generation and development, cultivate students' scientific spirit and innovative thinking habits, and pay attention to Cultivate students' ability to collect and process information and acquire new knowledge...” (Cai, 2002). Media literacy education should not only impart media knowledge, but also focus on inspiring students to independently analyze and think about issues related to media information content, and cultivate a scientific critical spirit. Cultivating media critical awareness is the core of student media literacy education in the new media era.

Incorporating media literacy education into ideological education. It is necessary to “actively explore new ways and methods of ideological and political education for college students under the new situation, strive to reflect the characteristics of the times, grasp regularities, be creative, and enhance timeliness” and “aim the all-round development of college students as the goal and carry out in-depth quality education” (Cai, & Huang, 2011). Media literacy is an essential accomplishment for high-quality talents in modern society. Strengthening media literacy education for college students is an important measure for ideological and political work in the new media era, and it is also the only way to reform and develop college education in keeping with the times. Therefore, the interconnection and interaction between media literacy education and other knowledge education and ideological and political education approaches should be promoted through ideological and political theory courses and by adding media literacy education content to sociology, communication, psychology, journalism and other related courses. Make media literacy education courses reach a wider range of students, so that more students can receive media literacy education in the classroom.

Building a media literacy education platform in campus media. As the main

learning and life center for college students, the campus itself has relatively rich media resources, such as school newspapers, campus online BBS, online easy classes, campus radio, bulletin boards, etc. Although the situation of each school is different, they are all nurturing and an important practice base for improving college students' media literacy. Many positions in campus media should be open to students. In the process of participating in campus media practice, college students can not only understand the nature, characteristics, operation process, etc. of media, but also gradually master the methods and skills of creating and disseminating media information, and then gradually exercise and Enhance the awareness of media criticism, rationally utilize and use media resources, and achieve the goals of self-education, self-management, and self-service through the media.

When conditions are ripe, special media literacy education courses will be launched. Setting up media literacy education courses in university education is one of the most effective and scientific ways to cultivate students' media literacy. Media literacy education is a kind of cultivation of students' comprehensive quality and ability. It directly affects whether college students can understand and use media resources. It also restricts the knowledge, skills, and moral qualities that students develop with the help of media technology in the learning process. From this perspective, media literacy education is not only an important part of quality education in colleges and universities, but also a basic education that links the formation of various literacy among college students.

Taking appropriate measures to train media literacy education teachers in colleges and universities. Another key issue in media literacy education is teachers. With the rapid development and widespread application of new media, many college teachers are no longer able to adapt well to the new media environment. Since media literacy education covers a wide range of aspects, it not only involves communication and pedagogy, but also has a close relationship with psychology. Aesthetics, linguistics, sociology and other disciplines overlap with each other. Teachers engaged in media literacy education must not only have professional knowledge in news communication, such as basic knowledge about media, operating principles of communication media,

and production methods of media products, but also must have a certain theoretical foundation in education and understand the teaching rules and students' psychology. Otherwise, it will be difficult to be competent in teaching tasks. Therefore, the education authorities and universities should take appropriate measures to cultivate media literacy education teachers. It is recommended that the higher education authorities organize and carry out various forms of media literacy education teacher training, which can be on-the-job training or short-term off-the-job training.

Conclusions for chapter 2

The chapter "Organization of professional training of future journalists in the conditions of intensive development of media technologies in the People's Republic of China" describes the regulatory and legal provisions governing the training of journalism students, interpreting the changes in the system of journalist training with Chinese characteristics and outlines the regulatory system for undergraduate education in Chinese journalism.

It also traces the historical evolution of the Chinese Communist Party's centenary policy on journalism education, from the inception of journalism education through its adjustment phase to the final stage of innovation. This development is organized into four categories of achievements: adjusting academic disciplines according to social needs; implementing curriculum reform and textbook development; focusing on practical skills training; and modernizing teaching methods.

This chapter provides a detailed description of the impact of the intensive development of Chinese media technology, covering the internet's emergence in the 1990s, the rise of Web 2.0 in the 2000s, and the convergence of media and the application of contemporary artificial intelligence in the 2010s. The changes of the era imply that journalism education must embrace technology while contemplating the future of journalism student training.

It also describes the current state of journalism education goals, with a detailed analysis of the training objectives and curriculum settings at Renmin University of China and Fudan University and outlines the legal requirements for journalism

education training.

This chapter further analyzes the journalism training system at three levels. The *first part* focuses on the macro level, describing the future transformation direction of the journalism and communication discipline within the context of China's new liberal arts construction. This includes the backdrop of the new era, the new media environment, new driving forces for discipline development, and new talent demands. Among the new talent demands, there is a need for an Educational Philosophy characterized by Chinese Characteristics, Rooted in National Conditions, and Facing the World. Additionally, an Educational Philosophy that emphasizes the integration of both humanistic and scientific spirits is necessary. The educational concept should also promote interaction among academia, industry, and government to meet future needs. Finally, there is a call for a Training Philosophy that emphasizes comprehensive qualities and core literacy. The *second part* addresses the meso level. First, there is a need for the revision of professional classifications and the updating of the knowledge framework and knowledge system. There should also be efforts to optimize the core courses in journalism and communication majors. Furthermore, the transformation of multidisciplinary courses into "Journalism and Communication" is essential. Lastly, it is crucial to enhance the professional foundation, grasp changes in industry talent demands, and emphasize the cultivation of talent with practical skills. The *third part* examines the micro level of journalism education. This includes establishing a fully integrated curriculum system, creating professional practice platforms, optimizing the teaching team, and adjusting the faculty structure. Finally, there should be an emphasis on the humanities foundation and the cultivation of sustainable development.

The chapter also provides a detailed description of the training content for future journalism education. It begins with the analysis of the impact of technological development on future journalists, revealing that journalism faculty often lacks practical experience in the field, and poor conditions in teaching experiments lead to a reliance on classroom instruction. Due to China's principle of "Party Control over Media", universities are not permitted to operate media outlets, resulting in a significant structural disconnect between teaching and practical experience.

The chapter also discusses the challenges faced by digital journalism education in China, such as the fact that the development of specializations is still in an exploratory stage, and the historical tradition of journalism education constrains the growth of data journalism education. There is a need to establish interdisciplinary integrated teaching models, as well as an exploration of future journalist training content, including a reconsideration of the nature of journalism and a reevaluation of the essence of journalism education.

Additionally, the chapter outlines the characteristics of training future journalists, which include cultivating multimedia skills and interdisciplinary abilities, as well as fostering innovative thinking and in-depth reporting. It provides a case study on journalism education at Heilongjiang University to illustrate these points. Finally, the chapter addresses the design of future journalism professional training content, which encompasses training methods and means. This includes enriching the primary institutions for talent training, innovating talent training methods, reforming teaching methods, and revising the admissions system.

The chapter “Organization of professional training of future journalists in the conditions of intensive development of media technologies in the People’s Republic of China” also discusses the technological components of future journalist training. It begins with an overview of the current development status of media technology and analyzes the impact of media technology on journalism, highlighting two key aspects: the collection of multimedia news resources and the transition from database information integration to knowledge management. Next, it addresses the technical skill needs of future journalists, which include high media literacy, excellent professional ability, high professional quality, and strong director awareness. The development of digital technology has intensified the convergence of media, resulting in a phenomenon of media consolidation and integration. This shift in the media industry has not only impacted media companies and journalists but has also influenced the journalism education model in universities. In this era of intensified media development, undergraduate journalism education in universities faces numerous challenges. To improve the quality of journalism talent cultivation, universities must

accordingly make relevant adjustments to their journalism programs.

Finally, it provides an analysis of technical components, which encompasses technical skills and media literacy. It suggests the following measures: Incorporate Media Literacy Education into Ideological Education: Build a media literacy education platform within campus media. Launch Special Media Literacy Education Courses: these should be introduced when conditions are ripe. Train Media Literacy Education Teachers: appropriate measures should be taken to enhance the training of media literacy educators in colleges and universities.

The materials of this chapter have been highlighted in the following publications: Isayeva, & Zhu (2023b), Zhu (2024a).

CHAPTER 3

PROSPECTIVE WAYS OF PROFESSIONAL TRAINING OF FUTURE JOURNALISTS IN HIGHER EDUCATIONAL INSTITUTIONS IN CHINA

In the third chapter “**Prospective ways of professional training of future journalists in higher educational institutions in China**” an analysis of the peculiarities of the organization of future journalism education has been performed, the current state and perspectives for the development of journalism education in China have been presented, and the author’s vision of the possible implementation of progressive ideas and experiences in the future of Chinese journalism education in the context of media technology intensification has been suggested.

3.1 Current problems of professional training of future journalists in China

Journalism education is one of many professional disciplines and is easily influenced by the broader societal environment, especially by technological advancements, sometimes leading to a phenomenon of blindly following technology. To break free from this blind following, journalism education needs to strive for excellence and avoid mediocrity on the one hand, and on the other, it should focus on implementing media literacy education for society. If journalism education is viewed as a coordinate axis, one end represents elite journalism education aimed at media professionals, while the other end represents general education – media literacy education – aimed at all students. In between lies the traditional mass journalism education, which bridges the gap between professional and general education. The future of journalism education in China should gradually compress the traditional mass journalism education in the middle, while focusing on the development of elite professional journalism education and public media literacy education at both ends.

Regarding the future of journalism education in China, the discussion can be primarily divided into two categories.

The first category focuses on students and journalists, emphasizing their attitudes

toward journalism education and the profession itself, which reflects the problems and dilemmas within journalism education. The study of Hu, & Leng (2016) investigates the employment issues faced by journalism students in China. The findings indicate that, while the overall employment situation is optimistic, there is a relatively low employment rate in mainstream media. This is primarily due to the high expectations for graduates in terms of the prestige of their alma maters and the increasing demand for interdisciplinary talents.

Zhou, Xu & Li (2018) conduct in-depth interviews with more than a hundred journalism professionals in China to explore their localized understanding of the concept of professional community. The study describes the intertwining discourses within the field of journalism, examining the inherent contradictions and consensus, and interpreting the theoretical relationship between these contradictions and consensus.

Jiang & Xie (2014) suggest that journalism encompasses three dimensions: the journalism industry, the journalism profession, and journalism as an academic discipline. The first dimension emphasizes practical operations, the second falls within the sociological realm, and the third pertains to ideologies and aspirations. The authors argue that media fragmentation has the most significant impact on the journalism industry, while its effects on the journalism profession are merely localized and temporary, with minimal influence on journalism as a field of study.

The second category focuses on the direction of reform and innovation. Chu (2010) points out that the current generalist talent cultivation model for journalism is severely inadequate to meet the demands of modern media, leading to difficulties in employment. It emphasizes the need to explore the diverse talent requirements of today's media and enterprises and analyze traditional journalism training models. The author proposes a new talent cultivation model that leverages the interdisciplinary advantages of comprehensive universities, aiming for a composite + specialized model tailored to the journalism job market.

Zhou & Guo (2021) investigate the training programs of 55 journalism and communication schools in China. The study finds that existing curriculum systems are

disconnected from reality and societal talent demands to varying degrees. Some non-core journalism courses and outdated, redundant courses occupy credit space, hindering the reform of journalism education. The authors propose that the first step in journalism reform should be to release credit space, then utilize the integrative advantages of journalism to reconstruct interdisciplinary courses, and finally ensure that course content stays aligned with the latest social developments in order to produce versatile talents who can keep pace with the evolving journalism industry.

Wang & Xu (2021) argue that “upholding integrity and innovation” is the future path for journalism education. It advocates for adjustments to the logical starting point of journalism education reform within the context of new liberal arts development. The reform of talent cultivation in journalism and communication is a crucial measure for implementing journalism education reform, a necessary requirement for serving economic and social development, and an important way to cultivate specialized talents in journalism and communication.

Cheng (2021) analyzes the situation from the perspectives of politics and ideology, highlighting that applied liberal arts journalism and communication studies in China have long faced the challenge of aligning with Chinese journalistic practices. Bai & Yang (2019) examine the professional classification and notes that many schools, influenced by the development of the journalism and communication industry, continue to categorize majors according to communication channels, failing to consider the reality of media convergence. This results in a disconnect between classroom teaching and frontline practice, lacking an understanding and outlook on the latest media dynamics and industry frontiers. Su (2018) analyzes the situation from a supply-side structural perspective, pointing out that the journalism and communication talents currently cultivated by universities cannot meet the changes in both international and domestic situations and the media industry, leading to a growing demand for specialized talents that is increasingly at odds with the relatively lagging journalism and communication education.

Since the beginning of the 21st century, journalism and communication education in China experienced rapid growth in its initial years, reaching a turning point by 2015.

From this period onward, although some schools sporadically introduced new journalism and communication programs, the total number of such programs began to stabilize or slightly decline. The job market for journalism and communication graduates has become oversaturated, with the employment rate for graduates of the seven traditional undergraduate programs and most master's and doctoral programs in the field decreasing year by year. In some regions, certain programs are even on the verge of being phased out. Despite the appearance of a thriving journalism and communication education sector, it actually faces a dual crisis of survival and development (Wang, 2020b).

3.1.1. Overview of the current training model of journalism majors in Chinese universities. In 2012, social media saw widespread adoption in China, and by 2017, short videos began gaining rapid traction. Traditional media no longer held a dominant position as the influence of online and social media steadily increased, along with their market share. This shift led to a market environment characterized by digitalization, globalization, and media convergence, profoundly impacting traditional media. Some traditional media outlets began transforming and reinventing themselves, and the entire media market's demand for journalism and communication talent underwent significant changes. In response to these changes, Chinese journalism and communication education embarked on a series of reform explorations, which can be summarized in five key areas: first, the reform of talent cultivation goals and models (Zhang, 2016); second, the reform of curriculum design and course structures (Tian, 2010); third, the reform of teaching content and methods (Cui, 2017); fourth, the reform of professional skills training and practical teaching (Zhang, & Chen, 2014); and fifth, the development of teaching faculty and resources (Zheng, 2015a).

In the context of journalism and communication departments in China, different levels of development and social influence have emerged due to variations in institutional history and resources. The first tier consists of the initial six institutions granted first-level doctoral degree awarding rights, which serve as trendsetters in

educational reform within the field². The second tier includes subsequent institutions granted first and second-level doctoral degree awarding rights, as well as the institutions where members of the Ministry of Education's Journalism and Communication Teaching Advisory Committee are based. These institutions can leverage their unique strengths to choose different teaching models and play a leading role in their respective regions. The third tier comprises other educational institutions that focus on building distinctive features and implementing follow-up reforms based on their available resources. Looking at over a decade of journalism and communication education in China, four main models of reform exploration have emerged.

First, the integrated journalism talent cultivation model is represented by Renmin University of China (RUC). As early as 2011, the School of Journalism at RUC initiated reforms to create an integrated journalism talent cultivation model, implementing a permeation and integration approach to curriculum reform. This involved alternating between a four-semester and five-semester system, with media convergence concepts and technologies incorporated into the relevant courses. Starting in 2017, the School of Journalism at RUC undertook a deep integration of its courses, reducing the number of courses divided by media type while adding new courses focused on media convergence based on market demand. To ensure the cultivation of high-level media convergence talent, RUC also implemented supporting reforms in both the institutional and systemic aspects. Firstly, they introduced a dual-major system, allowing freshmen to spend their first two years studying foundational courses in subjects like law or international relations, before beginning their journalism courses in their third year. Secondly, students were no longer divided into classes based on their undergraduate majors but were instead managed under a true credit system, with a non-segmented management approach³. Finally, to improve teaching quality, a three-

² The six institutions are Renmin University of China, Fudan University, Communication University of China, Wuhan University, Huazhong University of Science and Technology and Tsinghua University.

³ The so-called "three-three system" means that one teacher needs to teach three courses, and one course requires three teachers to teach at the same time to increase the abundance of professional elective courses and create a certain amount of competition, effectively improving the quality of course teaching.

three system was implemented, where internal competition was used to elevate teaching standards. After several years of exploration, the School of Journalism at RUC has now established a practical and effective model for cultivating high-end integrated journalism talent.

Second, the interdisciplinary journalism talent cultivation model is exemplified by Fudan University. While Renmin University's School of Journalism is a leader in journalism education in northern China, Fudan University's School of Journalism, located in Shanghai, is a key institution in the south. Around 2012, Fudan's School of Journalism began implementing reforms, distinct from those of Renmin University. Fudan primarily adopted an incremental expansion approach to curriculum reform, which involved adding several courses focused on integrated reporting to the existing curriculum, such as "Integrated Reporting Techniques" and "Convergent Reporting". This method is relatively easy to implement and has been widely adopted by other universities in the second tier. After a brief period of preparation, Fudan University's School of Journalism was the first in the country to implement a dual-major system. This system requires students to choose a second major when applying for admission, with the first two years of study taking place in the corresponding department for that major. Students then return to the School of Journalism for their third and fourth years. This approach significantly strengthens students' foundational knowledge, paving the way for them to engage in specialized reporting in the future.

Third, the new liberal arts talent cultivation model is exemplified by the Communication University of China (CUC), the first higher education institution in China dedicated to training professionals in broadcasting, television, and media. The core of this new model is technology empowerment, emphasizing the comprehensive, interdisciplinary, and integrative nature of talent development.

In 2009, the School of Television at CUC initiated the construction of a five-line teaching system, which not only solidified students' foundation in humanities and professional skills but also expanded their international perspectives. In 2015, the school introduced a course titled "Marxist View of Journalism in Practice", and developed the textbook *Marxist View of Journalism in Practice: Analysis of Classic*

News Reporting Cases, which successfully integrated ideological and political education into the journalism and communication curriculum while enhancing students' comprehensive abilities. The Publishing and Editing program developed an online reading platform for e-books and journals based on HTML5 and cloud technology, allowing students to access professional book chapters, analyze classic video clips, and create interdisciplinary communication products that serve society. In 2020, the CUC further explored integrating frontline practice into theory, teaching industry cases, and turning project management into coursework through the online masterclass "China News Communication Lecture Hall – Reports from the Frontlines of the Wuhan COVID-19 Response", launched by the Publicity Department of the CPC Central Committee and the Ministry of Education. In 2019 and 2021, CUC organized students to produce a series of short videos and multimedia works, such as Beijing Cultural Map, The 24 Solar Terms, and The Four Histories, which greatly enhanced students' skills. CUC is currently leveraging its strengths in philosophy, technology, and resources to serve as a model, demonstrating and spreading the effectiveness of this new approach (see Appendix D for specific details).

Fourth, the excellence talent cultivation model is spearheaded by Tsinghua University. Although the School of Journalism and Communication at Tsinghua University was established relatively late, it has leveraged Tsinghua's strong foundation and has pursued the path of training elite international journalism and communication professionals. It has become a prominent symbol in China's journalism and communication education. In 2014, Tsinghua University partnered with People's Daily to jointly develop undergraduate courses, cultivate key personnel, establish a Media Convergence Development Research Center, create internship bases, and implement a cooperative mechanism for the study of journalism and communication theory and practice, all aimed at cultivating high-level journalism talent (Cai, & Kuang, 2016). On May 15, 2020, news of Tsinghua University's decision to discontinue its undergraduate journalism program went viral online, sparking widespread discussion throughout the field of journalism and communication (Yang, 2020) (see Appendix C for specific details).

In response, experts have analyzed that Tsinghua University's School of Journalism and Communication was the first in China to eliminate its undergraduate program, with the aim of adopting the journalism education model of Columbia University and the University of California, Berkeley. This model focuses on training exceptional journalism professionals through graduate education. Although both Tsinghua University and the School of Journalism and Communication have provided some explanations for discontinuing the undergraduate program, the specific reform strategies and educational pathways of the school remain unclear. What is evident, however, is that Tsinghua aims to emulate the graduate-level education model of the aforementioned American universities. On one hand, it seeks to cultivate high-level journalism professionals through master's programs, while on the other, it aims to enhance the media literacy, particularly journalism literacy, of all students across the university through a liberal arts education approach. The following is a list of college courses for Category 4 schools (see Table 3.1).

In summary, in response to the impact of communication technologies on the media industry and to adapt to its changes, the field of journalism education has undergone varying degrees of reform and exploration. Whether it is the conservative approach, which adheres to traditional methods amidst technological shifts, the transformational approach, which abandons traditional journalism talent cultivation models to fully embrace new technologies, or the reformist approach, which makes partial adjustments based on existing teaching resources, all represent efforts by journalism and communication schools to respond to environmental changes.

In the U.S., there are two mainstream models of journalism education reform: the first, represented by Columbia University's School of Journalism, is the embrace new technology approach, which emphasizes the learning and application of new technologies in its curriculum, faculty, and platform development, focusing on students' cutting-edge practical skills. The second, represented by Northwestern University's Medill School of Journalism, is the return to humanism approach, which integrates more foundational training in the humanities into the curriculum.

Table 3.1

Course Setting Table for Undergraduate Journalism Programs in Four Major Universities (compiled by the author)

Course Sections	Renmin University of China	Fudan University	Tsinghua University	Communication University of China
General Education Courses	General Education Lecture Series Courses, including Original Text Reading, Humanities and Arts, Law and Politics, Management, Economics, Engineering and Science, etc.	12-credit General Education Core Courses (six modules), elective General Education courses for 8 credits, and a total of 22-credit foundation courses in arts and sciences.	Humanities and Social Sciences courses include language and literature, history, philosophy, social sciences, and other categories, totaling 40 credits across five sections. Basic courses in natural sciences amount to 15 credits.	Marxist view of journalism, history of journalism, social science research methods, journalism theory, news interviewing and writing, new media and society, introduction to communication, academic thinking and writing, social network analysis.
Major Courses	The total credits for compulsory and elective courses in the major are 72.	Compulsory courses account for 43 credits, elective courses for the major account for 18 credits, and three foundational courses – Marxist News Thought, Introduction to Journalism, and Introduction to Communication – total 6 credits.	Compulsory courses amount to 35 credits, elective courses for the major account for 28 credits.	News photography, audio and video production, all-media news editing, information design, news commentary, media user experience, online public opinion analysis practice, data journalism practice, digital economy and data industry
Other Courses	Courses shared by the entire university such as the Basic Principles of Marxism, College Chinese, and College English total 43 credits, with elective courses totaling 6 credits.	Specialized education courses such as English, Physical Education, and Computer Science total 18 credits, with elective courses from the module of Ideological and Political Theory totaling 4 credits.	Ideological and Political Theory courses, Physical Education, and Foreign Languages total 22 credits.	Introduction to data journalism, introduction to computational communication, python programming, culture and society, web crawling and data processing, academic thinking and writing.

Due to changes in China's traditional culture and its current educational environment, most Chinese journalism schools, such as those at Renmin University of China, Fudan University, Tsinghua University, and the Communication University of

China, have adopted a middle-ground approach (Gao, & Miao, 2017). The advantage of this approach is its stability, but its drawback is slow progress. Reports indicate that some undergraduate journalism programs are on the verge of being discontinued due to a lack of students, and the number of relevant employment opportunities for graduates remains limited.

3.1.2. The Internal Crisis of Journalism Education in China. When seeking reform paths for journalism education in China, it is not enough to focus solely on student employment or limit efforts to the internal integration of school resources. A systematic analysis of the overall internal crisis faced by China's journalism and communication education, as well as the external environment it operates in, is essential. Only through a comprehensive analysis can the crisis in China's journalism education be effectively addressed.

In today's era of social media, people increasingly rely on online platforms and social media to obtain information. As a result, some experts predict that in the future, computer-generated content (CGC) will soon share the landscape with professionally generated content (PGC) and user-generated content (UGC). Artificial intelligence (AI) can indeed replace humans in many tasks, such as writing formulaic news, gathering information, and interacting with audiences, leading some media companies to reduce their number of employees. This phenomenon has raised concerns among professionals and even sparked panic within the journalism industry and education sector.

However, the more critical question to consider is how AI or robots can truly replace professional journalists. It is well known that robots excel in speed and tirelessness, but their weakness lies in their lack of creativity – they are skilled at generating facts and reporting descriptive news, yet often incapable of interpreting, analyzing, and synthesizing information or making predictions based on news events. Only when news becomes so formulaic that it no longer requires creativity can robot-generated news replace the work of professional journalists. But the real issue is, how did news become formulaic in the first place? If the news industry has become so mediocre that robot-generated news can dominate, then the problem lies in the way professional journalists are producing news.

In summary, robots will to some extent replace professional journalists. Although more and more robots will participate in news gathering, reader interaction, and the writing of simple news content with the advancement of artificial intelligence, in-depth reporting and investigative journalism will still require professional journalists. Specifically, journalists possess irreplaceable skills in finding news leads and conducting interviews. They should focus on honing their fundamental writing skills, adhere to the principle of news accuracy, and strengthen their sense of social responsibility. While robots can be tools for journalists, the final creation of news still depends on human journalists.

3.1.3. Three Major Factors in China's Journalism Education. In the post-mass communication era, the convergence of newspapers, radio, television, and the internet is not merely a simple Internet + media model but a transformation and upgrade built upon the existing foundations. It involves not just the integration of content and distribution channels, but also the fusion of operations and ideologies. The decline of traditional news media is not only related to issues within their own operations and ideologies but also to the polarization of audiences and the monopolization by internet platforms.

(1) *Communication Technology Causes Polarization in Audience Mechanisms.* From the perspective of the communication process, audiences are both passive recipients of information and active feedback providers on communication effectiveness. This dual role plays a crucial part in the entire communication process, not only determining the process itself but also significantly influencing its outcome. Network technology and artificial intelligence have led to a polarization of audiences or users toward two extremes. On one hand, customization and algorithms have made it easier and more convenient for users to access information. On the other hand, as technology becomes more widespread and media literacy improves, people are increasingly less reliant on professional media, with users sometimes becoming the media themselves.

In the post-mass communication era, audiences' taste for news has been spoiled. The development of communication technologies has led to an unprecedented increase

in the number of media outlets, yet human attention remains relatively limited. This has resulted in a polarization between communicators and audiences. Traditional media, as well as online and social media, have employed every possible tactic to win over audiences. In particular, some online and social media platforms continuously increase the amount of so-called sensational news and add dramatic and entertaining elements. While these news stories often exceed the boundaries of true journalism, they still manage to captivate audiences. In this sense, audiences' taste for news has become increasingly extreme. Some insightful commentators predict that if the news industry does not undergo a thorough reform, audiences' preferences will stray further and further from a healthy path, leading to the eventual decline of serious journalism, or death by entertainment.

In the post-mass communication era, audiences or users are also proactive, manifesting in two main ways: selective reception of news information and active dissemination of news information. Regarding selective reception, news audiences, especially online users, often use artificial intelligence and machine algorithms to build their own information platforms or communication channels based on their preferences. While this allows users to receive information tailored to their needs, it can also create information cocoons⁴ that hinder users from gaining a comprehensive and multi-dimensional understanding of the news. For instance, if a user is a consumer of sensational information, they might avoid serious news media to some extent.

Similarly, in terms of information dissemination, technological advancements have lowered the barriers to news production and distribution, enabling everyone to become a media producer and spread news. The popularity of social media has led people to prefer receiving information from these platforms while relying less on traditional media to understand the external world, thereby gradually reducing their dependence on professional media. This means that the era of intelligent media grants people broad digital rights, but if audiences with digital rights lack news literacy, they

⁴ Information cocoon refers to the fact that people are habitually guided by their own interests in the information field, thus constraining their lives like silkworm cocoons. A phenomenon in the "cocoon room"

may drift away from professional journalism due to an inability to discern truth, leading to the decline of the news industry.

(2) Information Technology Has Made Internet Platforms Increasingly Dominant.

With the dual support of technology and capital, some emerging online media have ventured into traditional information and entertainment industries, resulting in the formation of several super media conglomerates, such as Google's and Facebook's in the U.S., and Tencent and ByteDance in China. These emerging information giants have monopolized information and entertainment consumption, diverting more funding to these giants rather than to the producers of information content. This significantly weakens the dissemination power, influence, and even the vitality of professional journalism. On the other hand, it increases and enhances the market share and profitability of these information giants in news dissemination. Through repeated reinforcement, information monopolies have been established, eventually leading to information oligopolies, which result in unfair competition in news information dissemination.

The formation of information giants and their monopolistic control is also highly detrimental to the development of journalism education. First, information monopolies have led to the difficulty of sustaining operations for many traditional and emerging media outlets, resulting in numerous closures. This significantly weakens the foundation and momentum of the entire news industry. Whether from the perspective of attracting professionals or from the industry's reputation, the decline of the news sector undoubtedly has a negative impact on journalism education. Second, the primary operational logic of information oligopolies is profit-driven, with much less emphasis on social responsibility compared to traditional media. As a result, these information giants allocate fewer funds and resources to support journalism education. Thus, in a sense, the more powerful the information oligopolies become, the weaker the professional news industry will be, leading to a further contraction of journalism education.

(3) The Shrinking and Vanishing of the Middle State in Journalism Education. Art originates from life but transcends it. The creation of art often requires detachment

from the mundane and ordinary, connecting with the ultimate and exceptional. The ultimate represents the extremes of everyday life, existing at its boundaries, while mediocrity represents the middle state of daily life (Zhao, & Yang, 2005). The ultimate is a dissolution of the middle state, and excellence is an overcoming of mediocrity. It is this dissolution and transcendence that provide a powerful impact, elevating life into art.

In the post-mass communication era, with the extreme abundance of information and the flourishing of media, everyone has a microphone, and everyone is a journalist. Society no longer lacks general news information, nor does it lack general news reporters. If journalism education continues to train only general journalists, these graduates are destined to struggle in finding specialized jobs. Over time, this mediocrity in journalism education will inevitably shrink and eventually vanish.

3.1.4. Current Situation, Issues, and Improvement Measures of the Education Model in China. According to official data from the Ministry of Education, as of September 2019, there were 721 universities nationwide offering undergraduate programs in journalism and communication, with a total of 1352 undergraduate majors. The total number of students enrolled in these programs was approximately 230,000 (Committee on the History of Journalism and Communication Education, Chinese Association for Journalism History, 2019). Meanwhile, with the rapid development of media technology and the transformation of traditional mainstream media towards new media, an increasing number of journalism graduates are facing employment challenges. This has led to issues of employment difficulties and career change trends among journalism students. Despite the rise of online communication and emerging media formats in the era, there is hope from various sectors that commercial media outside of traditional mainstream media can absorb a certain number of journalism graduates and serve as stable employment opportunities. However, in reality, the demand for journalism professionals in commercial media is not significant. One major reason for this is the mismatch between supply and demand for talent. How to cultivate future journalists who can meet the new requirements of the era remains a challenge that Chinese universities must face and solve in journalism talent cultivation.

Meanwhile, under the intensive development of media technology, the modes of news communication have also undergone significant changes. Especially in the current stage of media development, there is a continuous reinforcement of the contextual features of news communication. Various mobile devices, sensor positioning, and related technologies are beginning to be more widely applied, breaking through the limitations of time and space (Zhang, & Xu, 2018). New technologies such as big data, algorithm recommendations, and artificial intelligence are emerging continuously, disrupting the traditional news production and operation models in the news industry. This brings new opportunities and challenges for the development and transformation of traditional media, and also imposes new requirements for the cultivation of journalism talent.

Against the backdrop of the current convergence and development of traditional media, the cultivation of journalism talent in universities has entered a new era. Cultivating journalists who can adapt to the times has become the common goal for the majority of universities in journalism talent cultivation. Journalism education in China began in the 1920s, but the current landscape has mainly been shaped since the founding of the People's Republic of China, especially during the reform and opening-up period (Evans, 2016). The education history of journalism in China spans several decades, and the training model for journalism talent has gradually stabilized. However, despite journalism being a discipline that continuously evolves with the changing times, the current training of journalism talent in China has not undergone significant reconstruction and change alongside the development of media convergence. Present-day news media face challenges such as outdated teaching philosophies, insufficient course offerings, inadequate practical teaching arrangements, and a lack of professional ethics education.

The traditional model of journalism talent cultivation is no longer adequate to meet the requirements of the times. This is particularly evident in some universities in northwest China, where geographical limitations and lagging cultural industry development lead to difficulties for journalism graduates in adapting to the media landscape of the digital age, resulting in employment challenges (see Table 3.2).

Table 3.2

Current Status and Challenges of Journalism Talent Cultivation in China
(compiled by the author)

Area	Description
<i>Outdated Teaching Philosophy</i>	<p>With the development of new media and the maturity of media technology, the experience and value of traditional media have become increasingly diminished. Some instructors in journalism departments at certain universities lack the necessary awareness of the crisis. Their knowledge systems have not been synchronously updated with the new changes of the smart media era. Consequently, their knowledge structures are relatively outdated and obsolete. While some instructors possess experience in traditional media, it is no longer applicable to the journalism industry of the new era. This situation often results in traditional teaching methods, entrenched ideologies, and unsatisfactory teaching outcomes, leaving journalism students unable to acquire knowledge that aligns with the current era.</p> <p>A survey initiated by "American Journalism Review" revealed that over the past decade, the top 15 journalism schools in the United States have made significant changes to their teaching systems to adapt to industry transformations. They have added courses covering topics such as social media journalism, sports journalism, and data journalism, and even incorporated the use of new technologies like drones and Google Glass (Zhao, 2017). In contrast, the teaching philosophy of journalism talent cultivation in Chinese universities remains rooted in traditional concepts of news content production theory. The focus of instruction still primarily revolves around traditional practices of reporting, writing, editing, and critique. Emerging phenomena and new technologies have not been integrated into classroom teaching, making it challenging for journalism graduates to meet the practical demands of the industry.</p>
<i>Insufficient Curriculum Design.</i>	<p>In the current context of journalism talent cultivation in China, there exists a similar issue with the curriculum design. Courses in the new era of journalism should no longer mirror those from the traditional media era. Presently, most universities still employ traditional journalism curriculum designs in their talent cultivation programs. The majority of courses follow a model where theoretical teaching takes precedence over practical application. However, this approach is not suitable for the future pace of journalism. It results in a lack of effective integration between theoretical knowledge and practical skills among journalism students, leading to a disconnect between their preparedness and the demands of the news industry. Many journalism students from these universities face difficulties in employment, as they are not accepted by the market. This mismatch between the supply and demand of talents in the journalism industry hampers its healthy development.</p> <p>At present, many Chinese universities have not fully integrated their journalism program curriculum with their own practical situations to reflect the disciplinary and professional characteristics of the schools. There is little distinction in the curriculum design between universities with humanities backgrounds and those with science backgrounds. Consequently, journalism students lack their own distinctive features and are unable to leverage the advantages of their schools and disciplines in their job positions. The University of Chicago's School of Journalism broke away from the traditional model of student training in 2013. The training of students is no longer limited to four traditional journalism directions: newspapers, magazines, television, and digital media. Students are not required to study according to the</p>

	<p>traditional divisions of journalism majors; instead, they can receive more comprehensive journalism knowledge training and interdisciplinary knowledge. This includes specialized knowledge about professional network technologies, an area that most domestic universities have not yet covered.</p>
<p><i>Insufficient Practical Teaching Arrangements.</i></p>	<p>According to an analysis of data from major recruitment websites in China, it has been found that current recruitment for media-related positions for fresh graduates all require applicants to have high-quality original "works." Some media organizations even require applicants to provide their own works or published works at the time of their initial application (Mi, 2020). It can be seen that for the current news media, practical skills of students are increasingly valued. They hope that students not only grasp theoretical knowledge but also apply it in practice. A remarkable "production" is more important than just a resume. However, in many Chinese universities, the credits for social practice in journalism and communication majors are often only a small part. This indicates that the phenomenon of neglecting practical teaching for students still exists in Chinese universities, with most universities still focusing only on theoretical knowledge education.</p>
<p><i>Lack of Professional Spirit Education.</i></p>	<p>Currently, the journalism and communication talents cultivated by universities cannot fully meet the needs of industry development. This is not only reflected in the inadequacy of technological and business skills among the talents cultivated by universities but also prominently manifested in their lack of social responsibility and professional commitment (Jin, & Zhang, 2021).</p> <p>Journalism belongs to the field of humanities and social sciences. It not only bears the social responsibility of mass communication and news information construction but also needs to consider the cultivation of students' ideology and moral values as an essential part of talent development. Currently, there is a disconnect between theoretical academic training and the cultivation of ideological and moral values in many universities. This presents a significant challenge in the training of journalism talents today. With information and privacy facing significant threats, journalism students' lack of ideological and moral education poses great challenges to user privacy and security. Especially against the backdrop of economic globalization, universities need to focus more on nurturing students' humanistic values and social responsibility consciousness, as this lack leads to students lacking a comprehensive perspective.</p>

Addressing the shortcomings of the traditional journalism talent cultivation model and nurturing talents capable of adapting to the digital media age are the most significant challenges facing journalism programs in universities today.

(1) *The Core Connotation and Training Objectives of Journalism Talents.* Under the rapid development of the Internet, the media has followed the pace of the times and quickly entered the era of intelligent integrated media. Looking at the development path of media integration, it started from the first email sent in China in 1987, to the rise of online video in 2005, the distribution of 3G networks on mobile devices in 2008,

the widespread adoption of 4G networks on mobile devices in 2014, and finally the emergence of 5G technology and AI technology in 2019. The development of traditional media integration has gone through several stages: from the emergence of the Internet from 1987 to 2004, the convergence of traditional and new media from 2005 to 2013, and the coexistence of traditional and new media from 2014 to 2019. Today, the goal of traditional media integration is to create emerging mainstream media with mainstream values, emerging mainstream groups, new business models, and new organizational structures, as well as media that achieve comprehensive communication, full-staff communication, holographic communication, and full-process communication, in order to cope with the new era of rapid changes in communication technology.

(2) *Era Characteristics of Media Intensified Development.* In the current media environment, everyone can become a media outlet, gaining access to and producing information just like traditional media. The free dissemination of information has, to some extent, weakened the traditional media's dominance and control over information. Faced with challenges from multiple sources, traditional media first need to strengthen the cultivation of journalists' ability to judge information. With the vast amount of information being disseminated, it is crucial to assess the authenticity and objectivity of the information and to monitor its timeliness and differences. In the future, journalists should avoid transmitting erroneous information posted by users, help users convey their intended content, and reduce bias in information dissemination.

In the era of converged media, the characteristics of humanization and intelligence in communication are becoming increasingly prominent. At its core, various forms of communication and services always prioritize people, providing information that genuinely meets users' needs. Simultaneously, there has been a significant expansion in the forms of data presentation, with various intelligent services beginning to emerge. In the current era, all data of each user is recorded, including consumption records, learning and work experiences, travel records, geographic location, and even physical health, among others. This can help media better deliver the content users need, transforming users from mere receivers in the traditional media era to both receivers

and senders. At the same time, this makes all user information available for reading, acquisition, and retention as data. With the decreasing cost of client-side operations, the awareness of data protection by operators remains insufficient. Instances of user data being stolen and exploited by unauthorized individuals occur from time to time. Currently, there is no specific law in China to protect user data privacy, so news professionals easily encounter issues related to user data privacy when obtaining and using user data. Faced with user data privacy, future journalists need to recognize the importance of user privacy and develop a correct view of privacy protection. Legal education for news professionals should be strengthened to cultivate news professionals with a complete legal consciousness to apply media information. Establishing a secure and reliable user information management system and managing news professionals under a dual framework of legal framework and self-regulation can protect user data privacy.

For the traditional news dissemination model relying on user viewing, reading, and listening, media in the era of media convergence can use technologies like virtual reality to help users get closer to news scenes to the greatest extent possible. This allows users to enter news scenes from multiple perspectives and gain new sensory experiences. This requires future journalists to master various new skills and be able to produce news with the help of new technologies. Therefore, journalists need to strengthen communication and exchange of information among themselves, timely learn and master different information, understand necessary news editing software and tools, enhance the aesthetic appeal of news, and better adapt to the needs of new media expression (Zhang, 2024).

(3) *The changes in media methods have brought about significant changes in the requirements for journalists.* The traditional model of training journalists is no longer suitable for the current media environment, demanding new standards in both professional competence and media literacy for future journalists.

Fostering new journalistic thinking and perspectives. In the current environment, users can receive news and desired information from various sources, and even become news publishers and information disseminators themselves. If the content of news fails

to capture readers' interest, it will be quickly phased out. Therefore, future journalists need to possess news thinking skills and the ability to approach news with higher demands than traditional media.

The dissemination of big data brings new opportunities and challenges to the media. To maintain competitiveness in the industry, it's essential to keep up with the development of media technology and effectively utilize new technologies such as big data. Every news practitioner needs to sift through vast amounts of data and information, extract relevant and useful data based on their journalistic literacy and intuition, organize and select suitable entry points, articulate and summarize their insights, and finally produce and disseminate news using the pathways and techniques of new media.

At the same time, future journalists will have a strong understanding and grasp of the interests, hobbies, and concerns of users and the broader social audience, knowing what users want to see and how they want to see it. In fully understanding the genuine needs of social groups, news production will involve multiple perspectives, dimensions, and levels, leveraging journalistic imagination and innovative thinking to produce news that users most want to see. This broadens the mindset of news professionals beyond traditional content production to include considerations of users, channels, and monetization, allowing each journalist to possess unique personal styles and communication characteristics.

Multidisciplinary knowledge and interdisciplinary abilities are crucial for future journalists. The core requirement for future journalists lies in the comprehensiveness and diversity of skills. News media often involve multiple fields and disciplines, requiring journalists to have the ability to cross disciplines and integrate knowledge. Only by becoming multifaceted talents can they meet the requirements of the smart media era for journalism professionals (Yan, 2018).

Currently, news production often requires a multidisciplinary and multi-perspective approach. The boundaries of media are gradually blurring, demanding that journalism professionals orient themselves towards user needs, fill news content, and organically integrate news with various disciplines. Journalism professionals need to

have interdisciplinary thinking and abilities alongside their journalism expertise. Only in this way can they produce news content that users enjoy watching and are willing to share. For example, popular online content can be supplemented and analyzed through knowledge of computer science and sociology, or analyzed through economics and psychology for online live streaming, and so on. Many journalism schools in China have explicitly stated in their talent training programs that journalism students must engage in interdisciplinary learning. For instance, at the School of Journalism and Communication of Zhongnan University of Economics and Law, students are required to choose one course from economics and law. Similarly, students majoring in Internet Communication at Huazhong University of Science and Technology can study computer science while majoring in communication.

Innovation and adaptability. The accelerating convergence of traditional and new media is setting higher standards and requirements for future journalists. Unlike the serious and rigorous style of traditional media in the past, current new media exhibits different writing styles and innovative modes of communication. Traditional media often represents official and objective viewpoints, with more careful word choices and relatively monotonous modes of dissemination. In contrast, the writing style of news in new media has undergone significant changes and is more diversified compared to traditional media. The headlines in new media often need to be straightforward and eye-catching to attract user clicks. Additionally, in news writing and presentation, new media is no longer confined to textual description but has incorporated forms such as images and videos, which to a certain extent enhances the visual appeal of news communication and brings readers closer to news events (Gao, & Zhao, 2017).

This requires journalists to adapt their writing styles according to the different styles of the media they work in, especially in the current era of short video dissemination. Journalists need to learn video shooting and editing skills, and they should be innovative in both content production and user interaction, developing their own distinctive styles. Furthermore, with the widespread use of interactive artificial intelligence technology and the advent of the metaverse, journalists need to continuously learn new skills, cultivate good adaptability, closely follow the direction

of public opinion, understand the interests and hobbies of their audience, and refine their styles and focal points in news production.

Insightful Investigation and Research Abilities. News products need to present constantly changing information in society, which requires journalists to have insight into social phenomena, events, and structures; otherwise, they cannot produce excellent reports with depth. The ability to investigate and research news events is the basis for journalists to judge and understand the facts in the process of news production, and it also demonstrates the professional abilities of journalists. Currently, with the rapid development of media convergence, incidents of false news and news reversal on the internet are frequent. This places higher demands on the investigative and research abilities of future journalists to uncover the truth behind events through existing information. News media should help people obtain the truth, maintain objectivity and neutrality, and uphold the authority and credibility of the news media among the audience.

3.2 Prospective strategies for applying historical and pedagogical experience in the process of future journalists' training in conditions of intensive development of media technologies in China

Journalism is a profession-oriented discipline, with ethics and norms at its core. University schools of journalism serve as places for producing professional knowledge and training professionals for the field, playing a crucial role in providing professional training and awarding academic qualifications before journalists enter news organizations (Du, Hu, Pan, Ye, & Zhang, 2020). Looking at the development of journalism and communication education in China, technology has gradually been integrated into teaching and learning. Under the premise of legitimacy, the incorporation of technology helps sustain the practical power and vitality of the educational discipline. However, with the rapid development of information technology and the growing prosperity of the media industry, media now faces the challenge of constructing a robust professional framework.

The profession should not only provide spiritual and ideological support but also act as a driving force for the advancement of the media industry. Currently, the construction of future media professions is facing a series of difficulties, making it urgent to find a path that achieves a win-win situation for both higher education institutions and the media industry (Huang, 2018) (see Fig. 3.1).

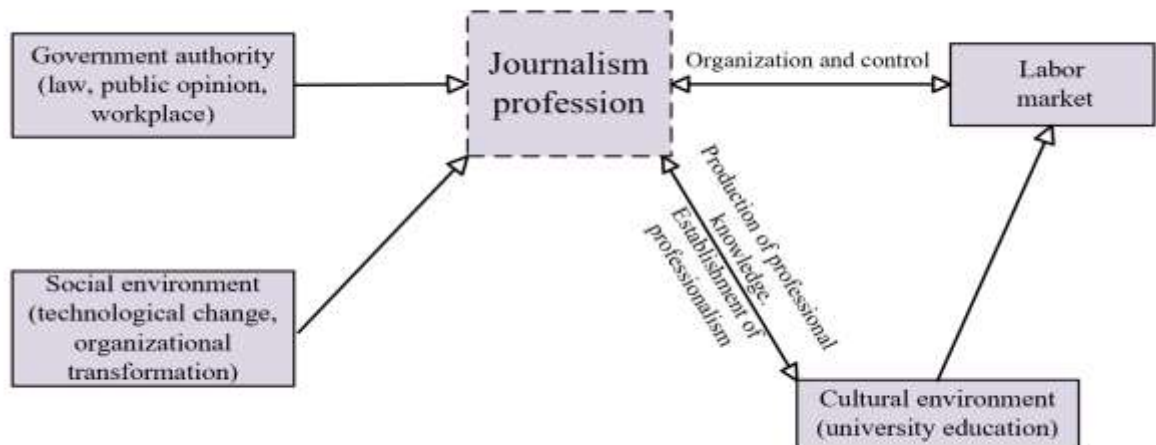


Fig. 3.1. The Relationship Between the Journalism Profession and Talent Cultivation in Higher Education Institutions (compiled by the author).

3.2.1. Future Journalism and Communication Require Comprehensive Skills.

What defines a qualified journalism professional in the 21st century? In 2002, American scholar Vartan Gregorian commissioned McKinsey & Company to conduct a survey among leaders of major news organizations, asking what qualities they expected from future journalism graduates. The results highlighted three key areas of competence that industry leaders considered essential for future journalists. They need professionals with a strong sense of ethics who can think critically and analytically. They require individuals with highly specialized skills, such as the ability to conduct in-depth research on complex subjects like economics, medicine, or other technical fields, and possess direct understanding of religion, culture, society, and languages. They must be exceptional writers and serious reporters (King., 2010).

In 2005, the Carnegie Corporation and the Knight Foundation, in collaboration with five renowned journalism schools from universities such as Berkeley and Columbia, launched the Carnegie-Knight Initiative on the Future of Journalism

Education (King, 2010). This initiative was created to help journalism education adapt to the changes in the 21st-century media landscape. The program provided funding to establish journalism laboratories (or incubators) at universities, where new methods of student training could be explored.

Over the years, the initiative has expanded to include 12 universities, including the University of North Carolina, the University of Texas, Arizona State University, and the University of Missouri, making the program widely representative of journalism education in the United States.

The innovation of the Carnegie-Knight Initiative lies in its expansion of traditional journalism courses by incorporating specialized knowledge beyond conventional journalism. For example, at the University of Texas at Austin, one of the initiative's members, journalism students have gained access to an interdisciplinary education that includes courses related to Latin American studies. Given Texas's proximity to Mexico and its significant Latino population, this regional focus is highly relevant.

The university collaborates with three prominent Latin American research centers: the Center for Mexican American Studies, the Brazil Center, and the Lozano Long Institute of Latin American Studies. These centers are well-respected in the U.S. academic community. With the support of the Carnegie-Knight Initiative, the School of Journalism and the College of Communication have established close partnerships with these institutions, enriching the curriculum and expanding student learning opportunities in Latin American languages, history, culture, and international politics. This interdisciplinary approach significantly broadens the students' global perspectives and strengthens their understanding of international affairs, particularly in Latin America. Such skills are vital for developing media professionals with a global outlook in the new media era. The program, led by Roderick Hart and Tracy Dahlby, is referred to as the 21st Century Journalism Challenge: Bridging Campus, Community, and the Digital Media Divide. This comprehensive training model, which emphasizes both knowledge breadth and practical skills, is crucial for the future of journalism education.

3.2.2. Future Trends of Journalism Education in China in the Context of Media Technology Intensification. The future of journalism education in China will

focus on gradually reducing traditional mass journalism education while prioritizing two key areas: elite professional journalism education and public media literacy education. In addition to the basic knowledge of journalism theory and practical skills, it is increasingly important for future journalists to possess innovative thinking, collaborative abilities, and an overall improvement in comprehensive qualities. This necessitates a combination of comprehensive education and specialized training, as well as a mindset of knowledge sharing (Zhu, 2023).

(1) *Elite Talent Education*. Developing high-end journalism and communication talent and following an elite development path is a viable future direction for the top-tier journalism schools in China, as well as for some second-tier schools with strong resource endowments. High-end journalism professionals are expected not only to excel independently in their future roles, integrating both product production and business management dimensions, but also to distinguish themselves from general citizen journalists, giving them a competitive advantage in the future job market.

The positioning of high-end talent is both the starting point and the end goal of elite talent education. Regarding current news reforms, cultivating elite talents in the field of journalism and communication can be approached from two dimensions based on the type of information and data produced. If the information and data are oriented towards news, the goal is to cultivate outstanding news communication professionals. If the information and data are oriented towards general information, the focus should be on developing Chief Information Officers (Luo, 2017a).

The two types of talent development share the common goal of cultivating high-end, versatile professionals. The individuals trained through these programs should possess three core competencies. First, they should have a strong foundation in the humanities and social sciences, with a dual expertise that includes a secondary specialization outside of journalism and communication. Second, they must have integrated media skills, capable of handling multimedia, end-to-end news production, and dissemination. These professionals should be able to perform a variety of roles within a company, leveraging their diverse abilities. Lastly, they should have market and management skills, with a product-oriented mindset, allowing them to successfully

operate specific projects and achieve both social and economic benefits (Kolodzy, 2006).

The main difference between the two types of talent cultivation is their focus. The former, which aims to develop excellent journalists, emphasizes nurturing social responsibility, while the latter focuses more on technical skills. For outstanding journalists, the key is to enhance the media's role in guiding society. Therefore, cultivating such talents should primarily focus on instilling lofty professional ideals in students, fostering a strong sense of social responsibility. Their goal should always be to promote positive energy and lead societal responsibility in all their work.

In contrast, some media outlets, particularly commercial ones, occasionally exploit news supervision under the guise of extortion. This issue is partly due to the difficulties in media operations, but it is also related to the weakening of professional ideals in journalism education. Currently, many journalism schools place too much emphasis on technical skills at the expense of humanities courses, and ethics courses are often absent. As a result, students are trained more as technicians rather than ethical journalists, leading to frequent occurrences of prioritizing commercial interests over moral values.

For the cultivation of Chief Information Officers (CIOs), who are responsible for the development of information environments within their organizations and play a crucial role in overseeing and coordinating information flow, it is essential to have relevant technical and management skills. In terms of technical skills, education should include courses on network architecture and data structures, in addition to general communication technologies, to provide a comprehensive understanding of internal data and network construction within an organization. This can be effectively achieved through collaboration with departments specializing in computer science. As for management skills, partnering with public administration or business management departments can enable students to minor in an MBA-like program, thereby developing the necessary competencies.

A comprehensive curriculum system is a challenge in elite talent education. To cultivate elite journalism professionals and Chief Information Officers, it is necessary

to reform the existing curriculum system, adopting a dual-major or major-minor approach. This involves expanding the curriculum capacity and further clarifying the logical relationships between courses to enhance teaching efficiency. For cultivating elite journalism talents, a dual-major approach is essential. Both Fudan University and Renmin University of China have demonstrated good practices in this regard, and this article will not elaborate further on that. Regarding minor subjects, it mainly depends on whether the educational institution has the relevant teaching resources, which is not entirely within the control of journalism departments.

For journalism and communication teaching units, real adjustments involve streamlining the professional curriculum to achieve the cultivation of integrated media talent. This primarily concerns news reporting courses, where some reform ideas for integrated teaching can be discussed. Domestically, there is a strong emphasis on developing this fundamental skill, which is logically sound in teaching. The problem lies in overemphasis, as many schools offer numerous related courses, leading to redundancy and low teaching efficiency. For example, one university offers five courses: News Interview, News Writing, Television Interview, Broadcast and Television News Writing, and New Media Writing. Furthermore, it has added courses such as Advanced News Reporting and Social Media Writing, resulting in an ever-expanding core business curriculum package with inevitable course overlaps. An inappropriate approach is the division of platform-specific teaching, which inevitably causes fragmented skills and difficulties in integration.

A potential solution can be modeled after practices in U.S. journalism schools, using a 1-to-N approach. Integrate news reporting into a single course, where theoretical lessons cover basic principles and methods, and practical lessons are divided into different modules such as newspapers, broadcasting, online media, and social media. Finally, include a module on integrated reporting. This approach effectively consolidates the teaching content, prevents overlap between different courses, and ultimately uses the integrated communication concept to train students in media convergence reporting, strengthening their integrated reporting and reporting skills.

(2) *News Literacy Education*. As the proportion of the information service industry in the national economy continues to increase, more people will enter the information service sector, highlighting the growing importance of information literacy. In the United States, with the transformation of the traditional media industry and the expansion of cross-media communication, news literacy has become an indispensable skill in all sectors, whether in tangible industries or service industries. In response to this change, U.S. journalism and communication education has streamlined traditional general journalism training programs and correspondingly increased news literacy education programs for other professionals and the general public. From a disciplinary perspective, news literacy education is showing a shift from professional education to general education.

The Core of News Literacy Education is the Role of General Education. News literacy fundamentally involves the ability to use critical thinking to assess the authenticity of news information. As a part of media literacy education, news literacy focuses on developing the ability to analyze and evaluate the truthfulness of news information from the perspective of news information users. This skill is essential for every individual in an information society. For journalism education in China, news literacy education should be considered a major component of general education, ranking as a key basic skill for university students, alongside foreign languages and computer skills. The emphasis of news literacy education is not on training professional journalists and editors but on developing university students' ability to assess the authenticity of news information and their basic skills in using and disseminating news content. Based on this talent orientation, while news literacy education is executed by journalism and communication institutions, its target audience should be students from non-journalism disciplines. Specific teaching methods could include offering general education courses for freshmen and sophomores, providing minor programs for juniors and seniors, and even offering credit-bearing projects during summer sessions.

A Modular Curriculum System is Key to News Literacy Education. The curriculum system serves the goal of talent cultivation. Since news literacy education aims to develop non-journalism professionals with the ability to assess the authenticity of news

information, the curriculum should be relatively broad, covering essential areas but with general depth. Drawing from the structure of news literacy education in the United States, China's news literacy curriculum could adopt a basic + advanced modular approach.

The basic module would include courses such as News Interpretation and News Ethics, while the advanced module would encompass News Reporting, Introduction to Multimedia, Media Production, and so on. It is important to note that the basic module should be a compulsory component, while the advanced module can be elective or tailored to the specific educational resources and project needs of various institutions.

Given the current environment for news literacy education in China, institutions could initially offer minor programs or general education modules. The general education module courses could be integrated into existing general education courses, using a prerequisite course logic to streamline the process. Students who complete all the courses could receive a General Education Module certificate, issued by journalism education institutions or their affiliated news literacy teaching and research institutes.

For minor programs, schools would need to coordinate and plan more comprehensively, as this approach is more complex. Students who complete all minor program courses could receive a minor program certificate issued by the school's teaching management department.

3.2.3. Practical Transformation Directions of Journalism and Communication Education in the Context of Media Technology Intensification.

(1) *Adjustment of Objectives in Journalism and Communication Education.* With the continuous development of media technology and its increasing application in the field of news production, some journalism departments in China have begun to consider how to cultivate professionals who can meet the requirements of intelligent news production in the digital age. The era of intelligent communication presents new requirements for news professionals, and news education, as a pathway to cultivate journalistic talents, must adapt and innovate accordingly (Isayeva, & Mukan, 2024). Key aspects of talent cultivation objectives now include proficiency in professional knowledge and operational skills related to intelligent news production. Looking at the

practices in Chinese universities' journalism and communication education, adjusting enrollment plans, shifting talent cultivation objectives, adding courses or majors related to intelligent communication, and adjusting research directions are adaptive measures adopted by most journalism departments under the background of intensive development of media technology. The aim is to enhance students' professional cognition and practical skills in the environment of intelligent media and meet the development requirements of intelligent technology.

For example, the School of Journalism and Communication at the Communication University of China pioneered the establishment of the country's first data journalism reporting program (Chen, 2018), and also set up an experimental class for data journalism reporting to guide students in participating in the production process of data journalism and conducting visual data presentation (Academic Affairs Office of Communication University of China, 2023). In 2019, the original "Network and New Media Management" direction was adjusted to "Intelligent Convergence Media Operation", integrating artificial intelligence technology into professional training to adapt to the development trend of intelligent and integrated new media (Communication University of China Undergraduate Admissions Website, 2022). In addition to adjusting journalism courses and professional directions, some journalism schools have also made changes in talent cultivation models. For instance, in 2019, the School of Journalism and Communication at Renmin University of China collaborated with the Gaoling Artificial Intelligence Institute to launch a joint training program titled "Artificial Intelligence + Journalism (Hillhouse School of Artificial Intelligence and the School of Journalism held an interdisciplinary seminar on "AI + News", 2021)". These adjustments in journalism and communication education reflect a shift towards the cognitive dimension of artificial intelligence technology. It demonstrates a proactive attitude of journalism and communication education towards embracing artificial intelligence technology, enabling students to familiarize themselves with the concepts, principles, and operational methods of artificial intelligence news production. This serves as a pioneering measure to integrate technology into journalism and communication education.

(2) *Innovation in Journalism and Communication Teaching Methods*. Traditional journalism and communication teaching focus on presenting information in a straightforward manner, mainly through oral lectures and written board work. With the application of computer technology, multimedia presentation has become the main teaching method, enhancing students' understanding of journalism and communication knowledge and news scenes with the help of interview footage, news field recordings, news texts, and other educational resources. Virtual simulation technology is a new direction in the field of journalism and communication education, following multimedia technology and online networking technology. Currently, many journalism schools in China are actively building virtual simulation laboratories and exploring smart education. Generally, virtual simulation laboratories for journalism and communication typically have a simulation experiment platform as the core of teaching, while also integrating other digital modules such as online interviews, video editing, and text editing. In 2018, the Chinese Ministry of Education recognized 296 national virtual simulation experimental teaching projects, with 10 of them being related to journalism and communication. Examples include projects such as the Digital TV Studio Technology project at the Communication University of China and the Integrated Media News Production Process Virtual Simulation project at Hebei University of Economics and Trade, sparking a trend among major universities to establish virtual simulation laboratories.

Yunnan University has established the “Yunnan Minority Festival Integrated Reporting Virtual Simulation Teaching Project”, the School of Journalism and Communication at Northwest University of Political Science and Law has established a New Media Laboratory and Virtual Simulation Laboratory, the School of Journalism and Communication at Southwest University of Political Science and Law has established the “Major Achievements Integrated Media Reporting Virtual Simulation Experiment”, and the Central University for Nationalities has established the “Training in Comprehensive Practice of Integrated Media in County-level Ethnic Areas” virtual simulation experimental teaching project. These virtual simulation laboratories utilize cloud computing, cloud tools, cloud storage, and cloud publishing to reasonably

allocate teaching resources, promote the integration of virtual technology into experimental teaching, and innovate the way journalism talents are cultivated.

The key to virtual simulation technology lies in reality. To achieve realism, it is necessary to use simulation technology to build a three-dimensional space, simulate real situations, and enhance the perception and judgment of the experiencer. The widespread application of intelligent technologies such as AR (Augmented Reality) and VR (Virtual Reality) has provided more possibilities for enriching news communication teaching methods and constructing or reproducing news scenes, attracting students' participation.

(3) *Upgrading of News Teaching Scenes.* The classroom is an important venue for teaching activities. With the continuous development of artificial intelligence technology, the construction of smart classrooms has entered a new stage of development, becoming a key area of modern education practice in various universities. A smart classroom is a new type of intelligent classroom system based on a teaching cloud platform, integrating basic applications such as smart teaching, automatic recording, online supervision, remote assistance, intelligent attendance, and intelligent monitoring with intelligent applications. Currently, common types of smart classrooms in China include seminar-style smart classrooms, lecture-style smart classrooms, and remote interactive smart classrooms. This type of smart classroom system has to some extent reconstructed traditional classrooms. For example, in the smart classroom of the School of Journalism and Communication at Yangzhou University, the intelligent "electronic blackboard" can achieve remote interaction with any other university worldwide that uses the same device. The conference table is equipped with an automatic lifting screen, which can automatically switch cameras based on the situation of participants, and the microphone and camera system can automatically track speakers.

In addition to building smart classrooms, many universities have expanded teaching to online platforms, integrating teaching resources, learning monitoring, teacher-student interaction, and other modules through intelligent teaching platforms to enhance the interactivity and interest of student learning. Whether building smart

classrooms or developing smart teaching platforms, these are new attempts to integrate intelligent technology with classrooms. It is also an adjustment and upgrade made by journalism and communication education to cater to the development trend of artificial intelligence technology.

(4) *Faculty and Practical Platform Development.*

The dual-teacher system training model. During my research, I found that while there has been a noticeable expansion in the construction of journalism and communication faculty in recent years, the overall scale remains relatively small. Particularly, there is a shortage of instructors with practical industry experience in teaching. Therefore, it is urgently necessary to further refine the composition and specialization of the faculty and to plan for long-term development. This includes introducing professional mentors with practical experience, while adopting a dual-teacher system training approach, which accelerates the appointment of a group of dedicated industry mentors. For example, Fudan University's School of Journalism invites media professionals to serve as industry mentors for master's students, with mentors coming from organizations such as Xinhua News Agency, People's Daily, and Shanghai Media Group. This greatly enriches the school's professional teaching system and guides students both in professional skills and career development.

On-Campus and Off-Campus Platform Development. Practical ability is a key indicator for journalism and communication students, so it is essential to strengthen the construction of experimental and training platforms to enhance students' practical skills. In terms of on-campus platform development, it is necessary to build digital radio and television editing laboratories, news studios, and accelerate the development of new media big data labs to achieve comprehensive coverage of public opinion and major topics. For instance, Fudan University's School of Journalism has established representative practice bases, such as the National University Innovation and Entrepreneurship Practice Education Base, providing strong hardware support for the regularization of students' professional practice activities.

(5) *Joint Training, Serving the Industry.* Journalism and communication education needs to maintain a high level of interaction with the industry, breaking through

traditional teaching models, strengthening practice-based and case-study teaching, and adopting new media interactive technologies to continuously innovate talent cultivation models. Media schools in countries such as the United States, the United Kingdom, and Japan have adopted systems of cooperation with media organizations to develop media-focused education, catering to the new era of journalism and media by training and delivering talents with specializations in journalism commentary and media communication. Fudan University's School of Journalism, for example, has signed a cooperation agreement with Nanfeng Chuang's Yangtze River Delta Research Institute to jointly build a teaching and practice base, fostering journalism talent through internships and practical experience. This further promotes school-media cooperation, integrating frontline new media into the framework of new media education. By collaborating with the industry, schools and media organizations can combine their high-end advantages in the field of journalism and communication to cultivate top-tier media professionals who are passionate about journalism, well-versed in China's national conditions, and possess in-depth news analysis skills and professional knowledge.

3.2.4. Prospective Strategies for Training Future Journalists. The development of media technology and its integration into the field of journalism provides an opportunity for journalism education, as well as technological empowerment for the news industry, injecting new vitality and opportunities for future journalists. Although the future of journalism is digital, the core competencies of excellent future journalists remain crucial. Therefore, we suggest that future journalists not only need to use new tools to advance their careers but also must master the core skills of journalism.

(1) *Social Media Management.* In the digital age, the subjects of news production have become more diverse. Within collaborative networks, professional media and the general public have formed a close relationship where both act as producers and consumers. This cooperative model of news production and dissemination emphasizes the active role and possibilities for ordinary citizens to participate in news creation, effectively resolving challenges in news innovation and promoting the public nature of

journalism. As a result, the journalistic value of social media has become increasingly important. Future journalists need to focus more on developing social media management skills, mastering the use of social media's interactivity and conversational functions to better tell compelling news stories. Currently, there is a certain disconnect between the needs of the news industry and journalism education. Most journalism schools still focus on traditional journalism education, while knowledge and skills related to digital new media are relatively scarce (Zhu, 2023).

Social media leverages interactive content to enhance audience engagement and uses data analytics to deliver targeted news information. Increasing audience participation through interactive content is a key strategy for transforming TV news production to adapt to the digital era.

In an era of shrinking attention spans and intense competition for audience attention, interactive content provides a dynamic and participatory experience that attracts viewers and encourages active involvement in news production and discussions. One method to boost audience engagement is by using interactive graphics and visualization technologies. Audiences can engage with data-driven graphics, charts, and maps to explore complex issues and trends more deeply, rather than passively consuming information.

First, training journalists can ensure they can adjust their reporting techniques to meet the preferences of modern audiences. Social media involves using multimedia elements such as videos, infographics, and interactive graphics to convey news stories in engaging ways (Lu, 2020). By mastering these techniques, journalists can enhance the visual appeal and accessibility of their content, making it more attractive to audiences who primarily consume news through online platforms and social media channels.

In addition, fully leveraging the digital storytelling nature of social media platforms can help disseminate news content to a broader audience. By tailoring stories to the specific functions and dynamics of each social media platform, journalists can maximize the impact of their reporting. This includes using techniques such as concise headlines, eye-catching visuals, and user-friendly formats optimized for sharing and

virality.

Furthermore, it is essential to have a certain judgment regarding future trends in social media. Future journalists need to not only learn how to better utilize these platforms to add value but also to avoid being constrained by them and continually update themselves. Training journalists in social media management is crucial for news organizations to establish and maintain a strong online presence. Social media platforms are powerful tools for engaging with audiences, increasing traffic to news websites, and facilitating discussions around current events. However, effective social media management requires a detailed understanding of platform algorithms, audience demographics, and best practices for community engagement.

By providing comprehensive training in social media management, news organizations can ensure that journalists can strategically leverage these platforms to enhance brand awareness and audience engagement. This includes training on topics such as content curation, audience segmentation, real-time monitoring, and crisis communication, equipping journalists with the skills and knowledge necessary to effectively navigate the complexities of the digital media environment (Zhang, & Chen, 2021).

(2) *Information Collection.* Nowadays, there are various ways to present data, and journalists need to search for useful information from a wide array of data sources to enhance the value of the information they utilize. In daily life, journalists typically obtain information from enterprises, government agencies, or through online searches. Journalists must master firsthand data and be adept at using big data and internet technologies to store and transform information, as digitized information is more easily accepted by the public. It is essential to ensure the confidentiality and sharing of digital information. Journalists should also make good use of online technologies to collect resources related to the information they have, thereby improving the completeness and reliability of the information and enhancing its credibility.

News Sensitivity. Based on an interest in current events and writing, enhancing the ability to make connections, strengthening historical literacy, and understanding readers' needs can elevate news sensitivity, enabling journalists to identify significant

news events of the day. To achieve this, specific teaching methods should guide students to use a variety of international events occurring daily (or weekly) as samples, determining the order of reporting and commentary. They should then compare the layout arrangements or broadcast sequences of important domestic and international media for analysis. This approach not only teaches how to assess news importance but also helps students understand the news organization strategies of different media outlets. At the same time, to increase relevance, it is crucial to delve into social media, understand the target audience and their needs, and select topics that interest them. Implementing cross-platform broadcasting can help differentiate by region and audience type, ensuring that journalists understand and meet the audience's needs.

(3) *Editing and Information Processing.* In a multimedia communication environment, the forms of content creation exhibit unprecedented richness and diversity, requiring versatile journalists to possess comprehensive and proficient multimedia creation skills. This encompasses various aspects, including photography and videography, video editing, audio editing, and information visualization.

Firstly, journalists should be able to use professional equipment to capture high-quality photos and video footage, particularly in the realm of short videos, where they must grasp the rhythm of storytelling, narrative structure, and visual effects to create compelling story segments. Secondly, proficiency in audio editing software is essential for refining interview recordings, producing vivid and engaging audio stories. Additionally, using data visualization tools to design interactive charts and infographics allows journalists to present complex data in an intuitive and engaging manner, which helps enhance the readability and appeal of the news. Finally, the ability to engage in cross-media storytelling is crucial, as it enables journalists to flexibly integrate various media forms – text, images, audio, and video—into a cohesive and layered information flow, thereby enriching news reporting with a sense of depth and dimensionality.

Mastering New Media Technology Tools. With the rapid advancement of technology, various new media technology tools have become indispensable working partners for modern journalists. Future journalists need to be familiar with and

efficiently utilize this array of technological applications, including content management systems (CMS) for organizing, editing, and publishing various types of content; live broadcasting software for reporting news or live coverage anytime and anywhere; and VR/AR production tools to create immersive news experiences. For example, creating interactive news reports using H5 page production tools not only enhances user experience but also effectively increases the reach of news dissemination. Additionally, journalists should learn to use data analysis tools to monitor real-time feedback on news releases and adjust reporting strategies accordingly. Moreover, in the face of rapidly changing emerging technologies and application scenarios, future journalists must maintain a keen technological acumen, quickly learn, and adapt to the practical application of new technologies in news communication. This adaptability will enable them to seize opportunities in the ever-evolving media market and maintain their competitive edge.

Deepening the Potential of Data Journalism. In the era of big data, data resources are increasingly becoming a treasure trove for news reporting. Future journalists must strengthen their ability to mine and analyze data journalism, enabling them to sift through vast amounts of information to identify newsworthy insights.

First, they need to master basic data extraction techniques. Second, they should apply statistical principles and relevant data analysis tools to deeply interpret the collected data and identify patterns, revealing the social phenomena and trends hidden within the data. Finally, they must transform these insights into data journalism products that are easy for the audience to understand and accept, such as map journalism, dynamic charts, and interactive database query systems. This will further enrich the forms and content of news reporting, providing audiences with more precise and in-depth news insights and decision-making references. Building a comprehensive multimedia operational capability system is the core competitiveness that versatile journalists need to meet challenges and win in competition. Only by continuously improving multimedia content creation skills, mastering new media technology tools, and enhancing data journalism mining and analysis capabilities can we truly drive a qualitative leap in news reporting in the new media era. In this process, journalists must

not only be recorders of the times but also become practitioners of technological innovation and promoters of communication change.

(4) *Photo and Cartoon News*. At present, news content is presented in various data modalities such as text, images, audio, and video. Photo and cartoon news are also essential skills that future journalists need to master. The function of a news image is to convey news information; a single image should inform readers of a news fact, and a series of images should communicate a series of events, rather than merely serving as a supplement to written reports. It can be said that news images have a significant advantage in media coverage—they are the most authentic, vivid, and concrete evidence of facts, offering a powerful visual impact on readers. Many news events can be fully conveyed through images alone, without the need for extensive textual explanations.

News cartoons are a form of journalism with vibrant vitality. Even in the digital age, traditional news cartoons maintain an irreplaceable position in information dissemination due to their unique communication characteristics. Audiences' fondness for cartoons drives the increasing demand for them in the media – this is the driving force behind the survival and development of news cartoons in the digital age.

With the development of digital technology and the evolution of news dissemination models, digital news cartoons play a key role in the new media era by building consensus and guiding public opinion. Empowered by new technologies, digital news cartoons have the advantage of adapting to the characteristics of social media, deepening audience impressions, and creating a shared space of meaning across cultures.

Digital news cartoons place high demands on future journalists. They not only require basic cartooning skills and proficiency in professional digital drawing tools, but also strong aesthetic and artistic design abilities. Additionally, because digital news cartoons often carry elements of news commentary, future journalists should possess a solid knowledge of journalism, international politics, and diplomacy to create works that are suitable for the global communication landscape. Currently, there are very few journalists in China who meet these qualifications. Although there is an emerging circle

of digital news cartoon creators, few of them exhibit a high level of professional expertise and consistent output of works.

(5) *Social Responsibility*. Social responsibility originates from sociology and primarily includes three basic elements: responsible entities, responsible subjects, and the implementation of responsibility. The social responsibility of the media requires journalists to bear corresponding responsibilities in their news activities and to realize this in the dynamic process of their specific work practices. The social responsibility of journalists is an extension and concrete embodiment of the media's social responsibility. The media's fulfillment of social responsibility is the foundation for establishing and enhancing its credibility. As specific practitioners, journalists need to act in accordance with their social roles and the societal functions they are expected to fulfill to ensure the realization of the media's social responsibility.

As new media empowers journalists with greater influence and discourse power, societal expectations regarding their moral responsibilities and social accountability have also increased. All-round journalists should adhere to the principles of news authenticity and objectivity, firmly resisting the creation and dissemination of harmful information such as fake news and sensationalism, thereby ensuring the authority and credibility of news reporting. In this era of information explosion, journalists should maintain a spirit of independent thinking and deep exploration, providing fair, comprehensive, and in-depth evaluations and interpretations of social phenomena, guiding public opinion towards rational and healthy development. Furthermore, in sensitive areas involving privacy protection, copyright issues, and the rights of minors, journalists must strictly adhere to relevant laws, regulations, and industry standards, demonstrating high ethical standards to gain public trust and respect. All-round journalists should consciously become an important force in maintaining a harmonious and stable online ecological environment amidst the wave of new media.

The media ecological environment, characterized by its openness, profoundly influences the values and action guidelines of journalistic practice. The balance established between external influencing factors and internal structural adjustments aids media and journalists in effectively fulfilling their corresponding social

obligations and responsibilities while enjoying their rights. Regarding external influencing factors, changes in the political environment significantly affect the operation of news public opinion work and the social responsibility levels of future practitioners. There is a need to strengthen education and ideological development related to the Marxist view of journalism and Xi Jinping's thoughts on news and public opinion, as well as to continuously improve industry regulation and legal frameworks (Xi Jinping, 2022). Media system reforms must take into account the practical needs of journalists and strategically manage the intensity of reforms alongside the evolution of market structures. Cultural influences require a realistic focus on journalistic ethics, culture, and ideology, guiding journalists to fulfill their responsibilities and obligations under mainstream societal values. Additionally, in the context of globalization, it is essential to establish a concept of social responsibility viewed from a global perspective. The media are directly involved in the process of globalization and play an important role in the dissemination and exchange of information between cultures and peoples. New information technologies open new opportunities for media development (Martsikhiv, 2022).

Technological factors require journalists to gradually explore a life and work environment that fosters human-machine interaction while fulfilling their own responsibilities and obligations. It is necessary to quickly establish a collaborative working mechanism and a new ethical framework based on deep human-machine interaction. It should be emphasized that while technology represents an "extension of humanity", the fundamental driving force behind technology remains humanity itself. Therefore, journalists, as the subjects of news dissemination, need to actively transform their journalistic thinking rather than passively accept, resist, or avoid these changes. Under the guidance of new thinking, they must continuously learn how to effectively utilize and master technology to better conduct relevant practical activities and meet associated social responsibility requirements, thereby enhancing journalists' awareness of social responsibility and their capabilities in this regard.

On the internal adjustment side, the internal incentive mechanisms of media organizations, journalists' professional ethics, and their innovative abilities

collectively influence the construction and development of journalists' social responsibility today.

To address this talent gap, China's media authorities, journalism education, and design education sectors should place greater emphasis on the role of digital news cartoons in communication, particularly in international communication. By formulating policies and implementing measures, efforts should be made to cultivate and train digital news cartoon professionals, establish specialized creative teams, and provide the necessary policy and support infrastructure. Digital news cartoons should gradually become a common method of communication, with enriched types, deeper content, and stronger visual impact. This shift would move from spontaneous creation to conscious creation, from individual artists working alone to collaborative teamwork, achieving a transformation from "light cavalry" to "main force," thereby continuously enhancing the communication abilities of future journalists.

(6) *International Reporting*. Traditional international reporting has primarily focused on areas such as politics, economics, military affairs, diplomacy, and technology. One of important factors that influences forming foreign language communication skills under internationalization of higher education is acquiring specific knowledge about cross cultural relations, differences in the speech acts of native and target languages, systems of cultural values, peculiarities of verbal and nonverbal behaviour according to the rules of national culture (Paziura & Bidyuk, 2020). With the in-depth development of media, while Chinese media's international reporting still centers on significant political, economic, military, and diplomatic information, there has been an increase in social news, entertainment news, and sports news. As media technology has evolved, simple recording and editing software, such as screen recording and editing tools, have been extensively developed and applied. Journalists can now edit and forward news reports from social media or foreign television programs back to their home country using just a smartphone or a laptop, or they can directly record and livestream ongoing events, transforming them into international reports.

After the integration of mobile media and traditional media, the technical

equipment required for livestreaming has been simplified, allowing for livestreaming with just a smartphone connected to the internet. The personnel requirements have also been greatly simplified, enabling future journalists to livestream alone, which has led to the widespread use of livestreaming in international reporting.

Training future journalists requires not only improving their foreign language skills but also encouraging a deeper understanding of cultural backgrounds and incorporating certain thinking training. This will enable them to make correct analyses and rational judgments in international reporting. The cognitive abilities needed in international reporting include both macro-level perspectives, such as understanding cultural differences and regional political theories, and micro-level skills, such as the keen ability to identify errors and fallacies in reports from Western countries and their media.

Therefore, universities should integrate resources to facilitate the interchange and fusion of interdisciplinary courses. This involves organically combining foreign language education with general education courses, creating a flexible academic system that includes required major courses and elective general courses, in order to meet the characteristics and requirements of disciplinary development in the new context.

Universities need to align with the trends of international communication driven by intensive media development, transforming their approaches to international communication. This involves creating effective synergies from multiple aspects and achieving scientific integration of disciplines and courses. While enhancing students' language abilities, it is also essential to focus on cultivating their cross-cultural competencies and critical thinking skills. Additionally, there should be an emphasis on national education awareness, reinforcing a correct stance, and strengthening the cultivation of talents for international reporting from a global perspective.

(7) *Artificial Intelligence and Journalism, Robotic Journalism, and Algorithms.* Artificial intelligence (AI) technology boasts advantages such as immediacy, personalization, and massive data storage and processing capabilities. It excels in areas like context-aware resource recommendations, automatic semantic data tagging, and

automated information retrieval. In the age of AI, journalists need to develop a new understanding of their roles, reshaping the value chain of journalism. This involves appropriately relinquishing some editorial and gatekeeping powers while expanding the connotations and extensions of their professional capabilities to form irreplaceable competitive advantages.

While algorithms can replace some simple and repetitive mechanical tasks, creative work such as in-depth reporting, news commentary, and long-form narratives is challenging to be replaced by AI. Many phenomena indicate that although artificial intelligence is restructuring the professional roles of journalists, news practitioners still hold their unique value. Journalists can play a role in solving complex problems in human-machine collaboration. They can go beyond objective reporting to incorporate ethical standards, infuse emotions and responsibility – advantages that algorithms cannot achieve (Zhu, & Isayeva, 2024).

AI represents both disruption and transformation for the news industry, significantly impacting journalists' roles as gatekeepers and opinion leaders, and guiding the transition to a more participatory public media landscape. However, AI currently only achieves a rudimentary simulation of journalistic functions, and its influence on journalists remains limited. In the future, the profession of journalism is likely to evolve toward models characterized by elitism, interdisciplinary collaboration, and human-machine cooperation. Personalized and in-depth news reporting, shaped by human emotions and consciousness changes, will become key to the redefinition of journalists' value.

Technical Literacy and Data Analysis Skills. In the age of artificial intelligence, journalists face unprecedented challenges regarding their skill sets, with technical literacy and data analysis capabilities being particularly important. With the widespread application of AI technologies, news reporting is no longer simply a matter of written narratives; journalists must possess a deep understanding of technical literacy and data analysis to adapt to this new journalistic ecosystem. Journalists need to comprehend the basic principles and applications of AI technologies to collaborate effectively with automation tools and algorithms. They should understand technologies

such as natural language processing, machine learning, and computer vision to apply these tools to enhance the quality and efficiency of news reporting.

Data analysis skills are equally essential. In the era of big data, news reporting goes beyond merely gathering information from events; it requires analyzing data to reveal deeper insights about those events. Journalists need to collect, organize, and analyze various datasets to uncover newsworthy information and present more comprehensive reports to readers. Data analysis capabilities help journalists identify trends, connections, and underlying narratives, making their reporting more insightful and profound.

Managing Big Data and Information Overload. With the widespread use of the Internet and the rise of social media, the quantity of news information and the ways to access it have greatly increased. Journalists need to possess the ability to manage big data and filter information to address this challenge. Among these abilities, managing big data is one of the essential skills for journalists. The data sources for news reporting are diverse and vast, and journalists must learn to collect, organize, and analyze large amounts of data to extract valuable news information. This includes understanding how to utilize data collection and analysis tools, such as social media monitoring tools, web crawlers, and data visualization tools, to uncover the potential news value within the data. Information overload is a serious issue that journalists currently face. In the era of social media, news information floods journalists' view in seconds, and they must learn to identify and filter reliable sources of information while discerning false and misleading information. This requires journalists to have a keen sense and professional judgment skills.

Competition and Collaboration with Machine Intelligence. In the era of artificial intelligence, journalists face the dual challenge of competition and collaboration with machine intelligence. Although AI technology is playing an increasingly significant role in news reporting, the collaboration between journalists and machine intelligence can jointly drive the development of the journalism industry. With the continuous advancements in technologies such as natural language processing and machine learning, machine intelligence has become capable of producing high-quality news

reports, and some AI systems have even been officially adopted by well-known media outlets.

Journalists must contend with the fact that machine intelligence can process and analyze information more quickly, generating a large volume of reports in a short amount of time, which poses a certain level of competition for journalists. However, competition with machine intelligence does not mean that journalists will be replaced. On the contrary, journalists can collaborate with machine intelligence to promote innovation and development in news reporting. Machine intelligence can assist journalists in quickly filtering and organizing vast amounts of data and generating foundational reports, providing them with key information and leads.

Data-Driven News Reporting. With the rapid development of artificial intelligence and big data technologies, news reporting is becoming more accurate and timely. By utilizing data analysis tools and algorithms, journalists can quickly acquire and organize vast amounts of information, revealing the truth of the facts. Through data analysis, journalists can identify trends and patterns in events, as well as their impact on society, gaining a better understanding of the context and significance of events to provide readers with more comprehensive reports. Journalists can also use artificial intelligence technologies to visualize data, presenting it to readers in a more intuitive way.

However, artificial intelligence cannot understand emotions and human values, nor can it interpret and assess the social and personal impacts of events. This is where journalists' professional analytical and interpretative skills come into play. Through in-depth interviews and careful observation of events, journalists can uncover the stories and truths behind events, gaining insight into how these events affect people's lives and provoking thought and resonance among readers.

While data-driven news reporting can offer more accurate and intuitive information, the value of journalists lies in their ability to transform this information into meaningful reports that truly resonate with readers. The application of artificial intelligence in news reporting provides journalists with more tools and possibilities, but they still need to offer depth and meaningful news information through professional

analysis and interpretation, as well as human concern and in-depth reporting.

The Importance of Professional Analysis and Interpretative Skills. Data-driven news reporting provides a wealth of information and data, but without the professional analysis and interpretative skills of journalists, this data is merely a string of meaningless codes. Journalists, with their extensive expertise and analytical abilities, can extract valuable information from vast datasets and transform it into meaningful news reports. The professional interpretative skills of journalists enable readers to better understand the deeper implications and impacts of events. When faced with large amounts of data, journalists can identify the relationships and trends among different data points and accurately interpret the meanings behind the data. Through in-depth analysis and interpretation, journalists can convey core information to readers, helping them to better comprehend the impacts and significance of events.

(8) *Verifying and Analyzing Fake News.* What is fake news? We can define it operationally as news reported by media outlets that lacks authoritative sources and is fundamentally inaccurate or completely false due to intent or gross negligence. Why do we believe in fake news? What drives the widespread dissemination of false news today? In recent years, research from the perspective of communication studies has focused on the production side of fake news, exploring who produces what form of fake news through which channels (who said what by what channel). These studies attempt to explain the widespread circulation of fake news from various angles, including the producers of news, the production context, the comprehensive channels of social media dissemination, and the textual forms of fake news.

As a qualified future journalist, avoiding fake news involves addressing the issue of ethical misconduct in the profession regarding "fake news." Journalistic ethics encompass fundamental aspects such as professional ideology, professional attitude, professional discipline, and professional responsibility.

News Must Be Timely and Accurate. One important characteristic of news is its "newness", which primarily manifests in how quickly and accurately journalists convey this "newness". This accuracy also ensures that relevant authorities can respond promptly to news events and take timely action, minimizing the potential harm of

certain events to society and the public. However, there are instances where, by the time journalists report on an event, it is no longer news. In some cases, the interconnected relationships at stake are obscured by the journalists' conscience, leading to a dilution or even disappearance of critical information. Consequently, when certain events could have had their losses minimized, individuals involved may fear that revealing the truth could significantly damage their social image or interests. As a result, they might attempt to buy journalists' integrity with money, leading to delays in reporting. This often means that events are either reported only after they have calmed down or not reported at all. This not only obstructs the public's access to information but also prevents relevant authorities from responding in a timely manner, causing them to miss opportunities to effectively address the situation and creating a vicious cycle.

These journalists often feel no remorse and lack any sense of guilt toward society or the public. When people discover the truth, their views of the journalists and the news they report will be evident. Society will question the professional ethics of these journalists, which may even affect the public's trust in mass media, resulting in severe consequences.

Establishing a Course on Media Ethics and Regulations. It is crucial to enhance the legal awareness of future journalists. The course Media Ethics and Regulations is a typical interdisciplinary course that encompasses knowledge from communication studies, law, ethics, and other disciplines. The instructor primarily focuses on theoretical teaching, but the course also serves as an important practical tool. Law and ethics regulate communication activities from the dimensions of heteronomy and autonomy, allowing students to clarify their learning objectives and master communication discipline while adhering to ethical standards.

For students with a background in journalism and communication, there may be certain challenges in learning due to the presence of numerous specialized terms and theories. To stimulate students' interest in learning, instructors can utilize case studies extensively to explain and analyze concepts. For instance, discussing the moral conflicts present in the iconic news photograph "The Hungry Sudan" can help address

ethical issues in communication activities. By using case studies, students can connect real-world communication phenomena and problems, understand the relevant norms that communication activities should follow, and contemplate the rights and responsibilities of communicators. This problem-oriented approach encourages students to seek answers in the classroom, enhancing their interest and initiative in learning.

Establishing a Comprehensive Supervision Mechanism. While the self-discipline of journalists is key to solving problems, external regulation is also an essential means. To strengthen the ethical cultivation of journalism, many countries have developed codes of ethics for journalists. The American Society of Journalists adopted the Code of Ethics in 1934. In 1991, the All-China Journalists Association officially issued the Code of Professional Ethics for Journalists, which was revised in 1994 and 1997. This article argues that these codes should be treated as mandatory regulations, and specific penalties for violations by journalists should be clearly defined to ensure their effective implementation. Future journalists should recognize the significant responsibilities they bear and must not act recklessly; they must be aware of their role, act ethically, and maintain high professional standards.

Therefore, future efforts in building journalistic ethics and industry self-regulation should focus on improving and strengthening the supervision mechanisms. There should be enhanced oversight and inspection of media and journalistic conduct, along with stricter penalties for violations to create a sound, comprehensive, and effective supervision mechanism. To re-establish the image of journalists as the “unofficial kings” in the public’s perception, future journalists must be self-disciplined communicators, continually enhancing their credibility and truthfulness while accurately and timely reflecting news events.

3.2.5. The recommendations for training future journalists. Future journalism education does not require completely overhauling the existing curriculum but should balance “upholding tradition” with “innovation.” Only by effectively combining the two can we achieve a win-win situation for both the journalism industry and the training of future journalists. Based on existing materials and research, this paper

proposes the following four *recommendations*:

(1) *Revision of Professional Classification, Updating Knowledge Framework and System*. The classification of journalism and communication disciplines in China has traditionally been heavily influenced by media types. In the era of traditional media, this classification had a practical basis. However, times have changed, and so has the media landscape. Professionals today are expected to possess skills in creative production, operations, big data analysis, and more, which are closely tied to the classification and foundational standards of journalism and communication programs. The drawbacks of classifying disciplines solely by media format have become increasingly evident.

In line with this, many institutions in China urgently need to update their knowledge systems. From course design and content to case studies and knowledge frameworks, these institutions still largely adhere to the structures and perceptions shaped by the traditional media era. Their grasp of the new media landscape, as well as of new theories, knowledge, and business models in the digital age, remains limited and requires further depth.

To address the broadening of journalism, communication, and marketing fields, universities have adopted broad-category training models, but significant challenges remain in practical implementation. Within the media ecosystem, several critical stages merit special attention: *Media Content Production Stage*. This is the starting point for content creation, encompassing topic planning, interviewing, writing, content creativity, data journalism, and public opinion monitoring. *Media Channel and Distribution Stage*. This involves channel expansion and management, as well as leveraging AI and big data for targeted delivery and distribution. *Media Operations Stage*. This covers content management, user engagement, event operations, and development of media products and their derivatives. *Media Market Stage*. This includes advertising market players and their operating mechanisms, market research and data analysis, marketing planning and creativity, programmatic buying, computational advertising, and measurement of marketing effectiveness. The question of whether these stages could serve as the basis for professional classifications and

departmental structures warrants deeper exploration.

Closely tied to the above issues is the need to update the knowledge framework and knowledge system. The undergraduate curriculum structure for journalism and communication in China has evolved from being primarily humanities-focused, to adding social science courses, and more recently, to incorporating an increasing number of natural science courses. With the rapid advancement of media technology and China's push to build a "New Liberal Arts", innovation in journalism education lies chiefly in updating this knowledge framework and system. This involves refreshing existing humanities- and social science-centered courses. The development of digital media and the integration of AI technology have made it challenging for traditional knowledge frameworks to meet industry needs. Consequently, restructuring and updating these frameworks has become essential to align with modern demands. Expanding beyond the limitations of traditional humanities thinking, and increasing the emphasis on new media technology, foundational courses in mathematics, and data analysis, are central to the reform of the core curriculum in journalism and communication within the New Liberal Arts initiative. This ensures students gain a more comprehensive and relevant knowledge structure.

(2) *Optimization Concept for Core Courses in Journalism.* The approach of strong foundations and broad perspectives has become a fundamental consensus in China's journalism and communication education field. However, in specific teaching practices, there are notable issues with the rigor and standardization of curriculum construction. In some institutions, course boundaries are vague, and content is overly complex, leading to practical challenges where students end up with insufficient foundational knowledge and limited scope.

Against the backdrop of media technology advancement, core curriculum reform for undergraduate journalism programs should focus on enhancing interdisciplinary integration – linking the humanities, social sciences, and natural sciences more effectively. At the same time, optimizing and reforming the existing curriculum structure is essential to fully realize the educational philosophy of broad perspectives, strong foundations in practice.

In optimizing core courses, integrating those with overlapping content can improve classroom efficiency while freeing up credits and hours for reform. This paper proposes the following adjustments: merging courses like History of Chinese and Foreign Journalism, History of Chinese and Foreign Broadcasting and Television, and History of Chinese and Foreign Electronic Media into an annual course titled Global History of Journalism and Communication; and combining Introduction to Communication Studies, Introduction to Journalism, Introduction to Broadcasting and Television, and Introduction to New Media into a single annual course, Introduction to Journalism and Communication. This approach preserves foundational academic knowledge while addressing the excessive overlap in history and theory courses and the overabundance of introductory courses.

In journalism and communication practice courses, with the rise of modern courses like All-Media News Reporting, New Media Content Production and Editing, and Data Journalism, traditional media-focused courses such as Reporting, Writing, Editing, and Reviewing need corresponding updates, especially in terms of new methods, technologies, and case studies.

(3) *Transformation of Multidisciplinary Courses with a Journalism and Communication Focus.* As an applied discipline, journalism responds closely to industry needs, which significantly shape its professional development. Currently, journalism programs offer a limited range of courses on advanced industry theories and cutting-edge technologies, while acceptance of data mining and analysis courses remains relatively low compared to industry demands. Multidisciplinary integration is also lacking, leaving students to navigate a wide array of fields without a solid foundation.

Undergraduate journalism education must boldly shift its current approach, achieving cross-disciplinary knowledge integration. New courses in social sciences and natural sciences (or STEM fields) should not simply be transplanted into journalism curricula as-is but instead adapted to a journalism and communication framework. The guiding principle of this transformation is to enable students to understand the principles and perform practical applications, prioritizing practical

application in these courses to better suit journalism undergraduates.

In terms of curriculum design, it's essential to strengthen courses in mathematics, data science, and emerging technologies to improve students' quantitative foundation and technical awareness, laying a groundwork for future work in data-driven journalism and communication. However, rather than simply adopting these subjects, core courses like data journalism, new media data analysis, and computational advertising should undergo a journalism-focused transformation. This adaptation should adjust course content, knowledge structure, and learning difficulty from the perspective of journalism practice, helping students develop an intuitive grasp of data and an affinity for technology.

In actual teaching, it's crucial to avoid the disconnect between the journalism and communication knowledge framework and other disciplines. Students often struggle to assimilate knowledge from different fields quickly, resulting in incompatible or isolated knowledge sets. Curriculum designers should therefore integrate these elements effectively to prevent any gaps or disjunctions.

(4) Strengthening of Core Professional Identity, Addressing Industry Talent Needs, and Focus on Competency-Based Talent Development. Future journalism education must embrace multidisciplinary integration, yet journalism and communication undergraduate programs should also reinforce their core identity and clarify their fundamental values. This entails adapting to changes in industry talent needs while emphasizing the cultivation of competency-based talent.

Core competencies in journalism manifest in two primary areas: professional skills and the discipline-based thinking that arises from a solid theoretical foundation. While the ability to rapidly acquire new media tools and techniques is crucial for media professionals, irreplaceable skills – such as strong written and spoken communication, proficiency in visual and audio language, and a keen sensitivity to news and information dissemination – form the essential core of journalism. A strong theoretical foundation and disciplinary mindset are the cornerstones of media innovation, reflecting the ultimate industry demand for journalism talent and serving as the highest objectives of journalism education and talent cultivation.

Practical industry experience is a crucial aspect that must not be overlooked. The debate between “specialization” and “breadth” remains a key issue in journalism and communication education reform, yet finding a balance between “specialization” and “innovation” is perhaps even more critical. In course reform, the goal should not be to stagnate or pursue novelty for its own sake but to identify and address the primary needs of industry talent. The shift in industry demand from job-specific roles to project-driven work underscores the need for journalism and communication undergraduate programs to incorporate more project-based learning models, providing students with real opportunities to apply theoretical knowledge in practical communication settings.

Currently, journalism graduates generally possess a solid foundation in their field, with basic theoretical knowledge and operational skills, yet they often fall short of industry needs. Key capabilities in product planning, platform management, independent thinking, social and industry insight, and hands-on experience are highly sought but not fully developed in journalism graduates. Thus, journalism undergraduate programs should shift from knowledge-focused to competency-focused training, emphasizing foundational skills and core competencies. This approach will more effectively prepare future journalists and foster a mutually beneficial relationship between the media industry and journalism education.

Conclusions for chapter 3

The chapter “Prospective ways of professional training of future journalists in higher educational institutions in China” highlights the intensive development of media technology as widespread application in the field of journalism and communication education, driving a practical shift in future education, adjusting educational objectives, innovating teaching methods, and upgrading teaching environments. As media technologies continue to advance, future journalism and communication education should shift from traditional, utility-focused educational concepts to modern educational philosophies guided by intelligent thinking. The aim is to cultivate journalism talents with both functional and transferable skills, while aligning with the characteristics of journalism and communication education to achieve deep integration

with media technologies.

This chapter addresses the challenges in China's future journalism training, offering an overview of current journalism education models in Chinese universities. These models are categorized into four types: the integrated journalism talent cultivation model, represented by Renmin University of China; the composite journalism talent cultivation model, exemplified by Fudan University; the new liberal arts talent cultivation model, represented by the Communication University of China; and the excellence talent cultivation model, pioneered by Tsinghua University. A brief analysis of the courses offered by these universities is also provided.

It also explores the crisis in Chinese journalism education, examining how communication technology has polarized audience mechanisms and how information technology has increasingly concentrated power in internet platforms. Three key issues are discussed in detail: the polarization of audience mechanisms caused by communication technology; the increasing dominance of internet platforms due to information technology; the shrinking and disappearance of the middle ground in journalism education. Following this, a systematic analysis is conducted on the current status, challenges, and improvement strategies for journalism education in China. The identified issues include: Outdated teaching philosophies, inadequate curriculum design, insufficient practical teaching opportunities, lack of focus on professional spirit education. The suggested improvements focus on rethinking The core connotations and training objectives of journalism talents, developing a deeper understanding of the era characteristics of media intensification, and addressing the evolving requirements for journalists. This includes fostering new journalistic thinking and perspectives, as well as emphasizing multidisciplinary knowledge and interdisciplinary skills, both of which are essential for future journalists.

This chapter primarily describes forward-looking strategies for applying historical and teaching experiences in the training of future journalists, with the goal of actively seeking a win-win path for both "higher education institutions" and the "media industry" under conditions of intensive media technology development. First, the chapter discusses the comprehensive skills needed for future journalism, emphasizing

the importance of a curriculum that focuses on broadening students' knowledge and enhancing their overall abilities. Next, it outlines the future need for comprehensive skills in journalism and communication, as well as the future trends in journalism education in China.

This chapter also suggests that future trends should focus on elite talent education and media literacy education, proposing that media literacy education be included as part of general education. It also highlights that a modular curriculum is key to media literacy education. The chapter then describes the direction of practical changes in journalism education in the context of media technology's intensive development, including adjustments to educational goals, innovations in teaching methods, upgrades in journalism teaching environments, building the faculty and practical platforms, and partnering with the industry to train and serve it.

The chapter focuses on forward-looking strategies for training future journalists, including: Social Media Management, Information Collection, Editing and Information Processing, Photo and Cartoon News, Social Responsibility, International Reporting, Artificial Intelligence and Journalism, Robotic Journalism, Algorithms, and Verifying and Analyzing Fake News.

Finally, we propose four suggestions for the future of journalism education, including: revision of professional classification, updating knowledge framework and system; optimization concept for core courses in journalism; transformation of multidisciplinary courses with a journalism and communication focus; strengthening of core professional identity, addressing industry talent needs, and focus on competency-based talent development.

The materials of this chapter have been highlighted in the following publications: Zhu, & Isayeva (2024b), Zhu (2023a), Zhu (2023e).

GENERAL CONCLUSIONS

In this thesis study the scientific task of conducting comprehensive analysis of the professional training of future journalists in higher education institutions of China and determining the prospects for further use of historical-pedagogical experience in order to improve it in the conditions of intensive development of media technologies was solved. This made it possible to formulate the following conclusions.

1. This study confirmed that Journalism education is a scientific issue. The training of future journalists is realized in an educational process in which they develop professional skills, acquire job-specific knowledge that will enable them to effectively structure their professional activity in the future. The research explored aspects of history, culture, sociology, and anthropology, highlighting the issues of Journalism education development within the context of social, cultural, and economic development. An analysis of the prerequisites for the development of Journalism education in China was conducted, considering the specific characteristics of the country's social, economic, legal, and cultural development, as well as the structure of higher education and the uniqueness of China.

It was found that the theoretical foundations of the professional training of future journalists in conditions of intensive development of media technologies are determined via:

- theories of media-intensive development (technological theory, audience theory, audience individual differences theory, selective reception theory, uses and gratifications theory, media dependency theory), and
- theories of Journalism education (student-centered educational theory, student development theory (individual and environmental theories, social-psychological theories, cognitive and values-based theories, reception aesthetics theory, Perspective of expectations theory, aesthetic experience theory, reader engagement theory).

2. The research confirmed that the modern system of Journalism education is characterized by the following features: the fusion of humanistic and scientific spirits: keeping pace with the times in news observation education, innovating

interdisciplinary, cross-professional, cross-boundary, and cross-domain collaborative education mechanisms, creating a curriculum system that unifies general education and specialization, and integrates science and humanities; breaking down barriers and innovating a talent training system that facilitates communication both internally and externally). The conducted research made it possible to identify the features of the system of professional training of future journalists and their characteristics at three levels:

- macro level – new concepts in Journalism education reflecting new era background (popularization of China and the international environment), new media environment (the influence of new technologies on human cognition, attitudes, and behavior), new driving force for disciplinary development (synergy between journalism and communication and engineering and natural sciences), new talent demands (journalism and communication talents development in accordance with the needs of the nation and society);

- meso level – reform of Journalism education (revision of professional classification, updating knowledge framework, and knowledge system; conceptualizing optimization of core courses in journalism and communication majors; transformation of multidisciplinary courses into journalism and communication; enhancing professional foundation, grasping changes in industry talent demands, emphasizing the cultivation of talent with skills);

- micro level – specific implementation (establishing a fully integrated curriculum system; establishing professional practice platforms; optimization of the teaching team and adjusting the faculty structure; emphasizing humanities foundation, cultivation of sustainable development).

3. Based on the development and transformation of China's journalism and communication industry, and guided by the fundamental theories of higher education, it is obvious that the regulatory legal system of Journalism education in China, became more robust, and efforts were made to reduce the contradictions between journalism education and the journalism industry. The development of future journalists' professional training content in Chinese universities was analyzed, which made it

possible to reveal the:

- drawbacks (journalism faculty lack practical experience in journalism; poor conditions in teaching experiments; the aforementioned two points result in teaching practices that are often confined to classroom instruction; the impossibility of managing the means of mass universities, which leads to a gap between learning and practical experience);

- challenges (the exploratory stage of specialization development; the contradiction between the use of traditional journalism education and the need for the development of data journalism education; Establishing interdisciplinary integrated teaching models),

- peculiarities of its development (reconsideration of the nature of journalism; reevaluation of the nature of journalism education; cultivating multimedia skill and interdisciplinary abilities; cultivating innovative thinking and in-depth reporting),

- main features (the increase of content due to the progress of the times and the development of the discipline; its adjustment and updating due to the advancement of media technology; the adjustment of content according to the subject characteristics of Journalism schools).

4. It was revealed that modern media technologies exert a significant influence on journalism and journalistic education. The analysis of the current development status of media technology and the impact of media technology on journalism proved that modern journalists must have high media literacy; excellent professional ability; high professional quality; strong director awareness; technical skills; basic skills of being able to write, shoot, and photograph, to collect text, pictures, audio, and video multimedia information, and complete the collection of multimedia information packages, to integrate, share and optimize the allocation of news information and other content resources, which allow to collect multimedia news resources; to manage knowledge (the use of database-based production model for multimedia storytelling, the use of materials for in-depth reporting, digitally integrated news production; news production with national participation; multi-platform publishing; high media literacy; excellent professional ability; high professional quality; strong director awareness) etc.

5. In our research the current state of professional training of future journalists in People's Republic of China in the conditions of intensive development of media technologies was studied. The study confirmed that modern universities use various talent cultivation models in Journalism education (the integrated journalism talent cultivation model, the interdisciplinary journalism talent cultivation model, the new liberal arts talent cultivation model, the excellence talent cultivation model). These models are developed in response to the major challenges: communication technology caused polarization in audience mechanisms; information technology made internet platforms increasingly dominant; the middle state in journalism education have been shrinking and vanishing. It was proved that the changes in media methods have brought about significant changes in the requirements for journalists: new journalistic thinking and perspectives, multidisciplinary knowledge and interdisciplinary abilities, innovation and adaptability; insightful investigation and research abilities.

In the research we determined the trends of Journalism education in China in the context of media technology intensification: elite talent education (the positioning of high-end talent is both the starting point and the end goal of elite talent education; a comprehensive curriculum system is a challenge in elite talent education); news literacy education (the core of news literacy education is developed in the frame of general education; a modular curriculum system is key to news literacy education) as well as practical transformation directions: adjustment of objectives in Journalism and communication education; innovation in journalism and communication teaching methods; upgrading of news teaching scenes; faculty and practical platform development (the dual-teacher system training model, on-campus and off-campus platform development); joint training, serving the industry.

Based on the conducted research we suggested:

- prospective strategies for training future journalists which include mastering of core journalism skills for: social media management; information collection; editing and information processing; photo and cartoon news; social responsibility; international reporting; artificial intelligence and journalism, robotic journalism, and algorithms; verifying and analyzing fake news; and

– recommendations for training future journalists: revision of professional classification, updating knowledge framework and system; optimization concept for core courses in journalism; transformation of multidisciplinary courses with a journalism and communication focus; strengthening of core professional identity, addressing industry talent needs, and focus on competency-based talent development.

A comprehensive analysis of the training of future journalists in Chinese journalism education institutions within the context of media-intensive development provides valuable insights, also relevant to Ukraine, and develops forward-thinking strategies that achieve a win-win situation for higher education institutions and the media industry. However, it does not solve all problems.

The prospects for further scientific research include the study of the specifics of the theoretical and practical training of journalists at the first, second and third levels of higher education, etc.

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APPENDICES

Appendix A

SCHOOL OF JOURNALISM, RENMIN UNIVERSITY OF CHINA

二、专业修读指导计划

新闻学专业

（一）培养目标

新闻学院实行新闻传播学科大类招生，旨在培养适应信息传播变革和社会发展需求的高端、专业、融合、创新型新闻传播人才。在厚基础、宽口径、重融合的同时，本学科在本科人才培养上又区分出各有侧重的四个专业。

新闻学专业培养具有复合型知识结构、全面专业技能和优秀发展潜质的新闻传播人才。毕业生适合在各类媒体机构中担任记者、编辑，或在党政机关、企事业单位从事宣传、文案方面的工作。

（二）培养要求

系统学习和掌握马克思主义基本理论；坚持实事求是和群众路线；运用马克思主义基本理论分析问题和解决问题；拥有优良道德品质，堪做国民表率、社会栋梁。

学习和掌握马克思主义新闻观，熟悉国家大政方针；有强烈社会责任感，恪守职业道德准则；有深厚文化素养和文字、口头专业表达能力；熟练运用现代传播技术从事新闻传播活动。新闻业务基本功扎实；熟练运用一门外国语。

拥有健康体魄，达到学生体质健康标准。

（三）学制与学位：学制四年，授予文学学士学位

（四）课程与学分修读要求：总学分154学分

课程类别	课程修读要求	最低学分要求
思想政治理论课	必修模块 完成必修模块全部课程。	16
	选修模块 在思想政治理论课的选择模块课程中选择2门课程(2学分)或者选修思想政治必修课程中的经典与文献事件阅读(历史、现代史)(2学分)。	1
基础与专业基础课	必修模块 ▲完成必修课程《新闻与传播学基础》，计8学分；并在选修模块【新闻传播学-社会/文化/文学】模块中选择2学分课程。 ▲完成必修课程《新闻学》，计12学分；并在选修模块【新闻传播学-第二外语】模块中选择2学分课程。	10
核心课程	选修模块 ▲完成必修课程《数据与新闻技术基础》，计2学分。 ▲在选修模块中选修2学分课程。	4
	必修模块 ▲第一学年和第二学年，完成核心基础课《大新闻》和《新闻学》，计2学分；在专项基础课中选择2学分课程。 ▲第三学年，在业务基础课中选择2门课程，不计学分。 ▲第四学年，根据个人兴趣，可选择修读一些选修课，不计学分。	4
知识拓展	▲在知识拓展课、一般知识课中共选修11学分课程，其中必修课选修课程《对比传播》(3学分)、《新闻门课群外》要求在通过核心课程的自然科学类课程中至少选修4学分课程。 ▲根据个人兴趣，自主选修课程群，不计学分。	11
国际小学分英文课	选修1学分课程。	1

课程类别	课程修读要求	最低学分要求
公共基础课	思想政治理论课 ▲完成课程模块【思想政治理论课】中所有课程，共11学分。	11
	大学英语课程 ▲完成课程模块【大学英语基础-新闻传播专业】所有课程，共6学分。 ▲在课程模块【大学英语基础-社会学类】、【大学英语基础-社会心理学】、【大学英语基础-300级外语】中任选4学分课程。	11
	专业核心课 ▲完成【新闻学】专业核心课的所有课程，共11学分。	11
个性化选修课	▲在个性化选修课模块【语言学】、【国际政治类】、【社会学类】三个模块中任选11学分课程。 ▲在个性化选修课模块【新闻传播学类-1】新闻学中选择6学分课程。 ▲在个性化选修课模块【新闻传播学类-2】广播电视学、【新闻传播学类-3】广告学、【新闻传播学类-4】新媒体、【新闻传播学类-5】国际新闻与传播、【新闻传播学类-6】国际新闻与传播四个模块中任选6学分课程。 ▲在个性化选修课模块【新闻传播学类-新闻学专业类】中选择2学分课程。在新闻学院英文课程群中至少选修1学分课程。选修的选修课程学分可替代大学英语课程学分。	16
	社会研究与创新训练 必修 ▲完成必修课程《数据与新闻技术基础》，计2学分。 ▲在选修模块中选修2学分课程。	2
创新创业与实践	社会实践与志愿服务 必修 ▲专业实习分为新闻专业实践和专业大实习，其中第四与第五学期之间暑期专业实习实践(3学分)、第七学期专业大实习(6学分)，实习时间不少于4周。 ▲实习内容要与所学专业培养目标相关的实践工作，要求实习结束时提交实习报告并与教师共同撰写成果，并由实习单位提供实习鉴定。	2
	毕业实习 ▲新闻专业实习(新闻专业实习)(2000字左右)	6
素质拓展与创新创业教育	大学生研讨课 必修	1
	公共艺术教育 选修2学分课程	2
	劳动教育 必修	1
	心理健康教育 必修	1
	军事训练 必修	1
其他	职业发展规划 必修	1
	其他选修 选修2学分课程	2

(1) Program Objective

The School of Journalism at Renmin University of China enrolls students in the major of Journalism and Communication with the aim of cultivating high-end, professional, integrated, and innovative talents in journalism and communication who can adapt to the changes in information dissemination and the demands of social development. While emphasizing a solid foundation, broad perspective, and integration, the discipline further distinguishes four majors with different focuses in undergraduate talent cultivation.

The Journalism major aims to train talents with a compound knowledge structure, comprehensive professional skills, and outstanding development potential in journalism and communication. Graduates are suitable for roles such as reporters and editors in various media organizations or working in propaganda and copywriting in government and enterprise institutions.

The requirements for undergraduate talent cultivation at Renmin University of China can be divided into three dimensions: knowledge, skills, and attitudes. In the knowledge dimension, students are required to systematically learn and master the basic theories of Marxism, adhere to seeking truth from facts and the mass line, apply Marxist theory to analyze and solve problems, and be familiar with the country's major policies. In the skills dimension, students should have profound cultural literacy, proficiency in written and oral professional expression, be skilled in using modern communication technology for journalism and communication activities, and have proficiency in at least one foreign language. In the attitude dimension, students are expected to possess excellent moral qualities, act as role models for the country, and contribute positively to society.

(2) Training Requirements

Systematically study and master the basic theories of Marxism: adhere to the principles of seeking truth from facts and the mass line; apply Marxist theory to analyze and solve problems; possess excellent moral qualities, and be a role model for citizens and a pillar of society.

Learn and master the Marxist view of journalism, be familiar with national policies, and possess a strong sense of social responsibility while adhering to professional ethical standards. Have a deep cultural foundation, strong written and oral communication skills, and proficiency in using modern communication technologies for journalism. Develop solid journalistic skills and be proficient in at least one foreign language. Maintain good physical health and meet the national student fitness standards.

(3) Academic System and Degree: Four-year academic system, awarding Bachelor of Arts

(4) Course and credit requirements: Total credits: 154 credits

Appendix B
SCHOOL OF JOURNALISM, FUDAN UNIVERSITY

Course modules		Course requirements		Minimum credit requirements	
general education	Ideological and political theory course	Compulsory modules	Complete all compulsory modules.	18	50
		Elective modules	Students must choose one elective module course in the ideological and political theory course (2 credits) or take the classic historical works reading course (general history, period history) (1 credit).	1	
		Reading classic historical works		10	
	basic skills	public foreign language	<p>▲ General class: Complete the required courses of the corresponding level, which is 8 credits; and take 2 credits of elective courses in the [Extension - Skills/Culture/Literature] module of the general class.</p> <p>▲ Experimental class: Complete the required courses of the experimental class, which is 12 credits; and take 2 credits of elective courses in the experimental class's [Extended Class - Second Foreign Language] module.</p>	4	
		Data and Information Technology Platform Course	<p>▲ Complete the required course "Basics of Data and Information Technology", which is 2 credits;</p> <p>▲ Take 2 credits of elective courses in information technology application courses.</p>	4	
	Public Sports		<p>▲ First and second academic years: Complete the core basic courses "Tai Chi" and "Swimming", which are 2 credits; choose 2 credits of courses in the special basic courses;</p> <p>▲ Third year: Students are required to take two elective courses in physical education, which will not be counted as credits;</p> <p>▲ Fourth year: Based on personal interests, students may choose to take general elective courses, which will not be counted as credits.</p>	4	
	General courses		<p>▲ Take 11 credits of elective courses in the core general education courses and general general education courses, including the course "Quantitative Reasoning" (3 credits). In addition to this course, students are required to take at least 4 credits of natural science courses in the core general education courses.</p> <p>▲ Students can choose to attend general education lectures based on their personal interests, but these lectures will not be counted as credits.</p>	11	
	International Mini-Term English Language Course		Take a 2-credit course.	2	
	Department core courses	Department common courses	▲ Complete all courses in the course module [Common Courses], a total of 11 credits.	11	

Professional Education	Department basic course	<p>▲ Complete all courses in the course module [Basic Courses - Journalism and Communication], a total of 6 credits;</p> <p>▲ Choose any 6 credits of courses from the course modules [Basic Courses in Department - Law], [Basic Courses in Department - Sociology], and [Basic Courses in Department - International Politics].</p>	12	80
	Professional core courses	<p>▲ Complete all core modules of the Journalism major, a total of 31 credits.</p>	31	
	Personalized electives	<p>▲ Choose 12 credits of courses from the three modules of personalized elective courses: [Law], [International Politics], and [Sociology];</p> <p>▲ Select any 6 credits course from the personalized elective module [Journalism and Communication - 23 Journalism];</p> <p>▲ Choose any 6 credits of courses from the four modules of personalized elective courses: [Journalism and Communication-24 Broadcasting and Television], [Journalism and Communication-25 Advertising], [Journalism and Communication-26 Communication], [Journalism and Communication-27 International Journalism and Communication];</p> <p>▲ Choose any 2 credits of courses from the personalized elective course module [Journalism and Communication Professional Courses in English]. If the full-English courses offered by the School of Journalism cannot meet the needs of students, the extra credits of summer school courses can replace the full-English course credits.</p>	26	
Innovative research and practice	Social Research and Innovation Training	Required	2	12
	Social Practice and Voluntary Service	Required	2	
	Professional internship	<p>▲ Professional internships are divided into summer professional practice and professional internship. The summer professional internship between the fourth and fifth semesters is 1 credit; the professional internship in the seventh semester is 3 credits. The internship time should be no less than 8 weeks.</p> <p>▲ The internship content is practical work related to the training objectives of the student's major. Students are required to submit an internship summary report and representative achievements at the end of the internship, and the internship unit will provide an internship appraisal.</p>	4	
	Graduation thesis	<p>▲ Write a graduation thesis in the fourth year (about 10,000 words)</p>	4	
	Freshman Seminar	Required	1	

Quality development and guidance	public art education	2 credits elective course	2	12
	Labor education.	Required	1	
	mental health education	Required	1	
	Military Class	Required	4	
	career planning	Required	1	
	development guidance	2 credits elective course	2	

分类	应修学分	课程/模块名称	学分	周学时	修读要求	课程代码	周学时学期安排								备注	
							一	二	三	四	五	六	七	八		
		新媒体概论	2	2	必修	JOUR130281				2						
		口语表达	3	3	必修	JOUR130282			3							
		商业传播	3	3	必修	JOUR130283			3							
		新闻传播法规与伦理	3	3	必修	JOUR130252						3				
		媒介经营管理	2	2	必修	JOUR130010						2				
		媒介融合	3	3	必修	JOUR130195						3				
		数据分析与信息可视化	3	3	必修	JOUR130253						3				
		教学小实习	2	*	必修	JOUR130016				①						
		教学大实习	4	*	必修	JOUR130017								①		
		毕业论文	4	*	必修	JOUR130018									①	
		深度报道	3	3	必修	JOUR130166						3				
		新闻摄影	2	2	必修	JOUR130186				2						
		新闻编辑	3	3	必修	JOUR130284			3							
		外国新闻传播史	2	2	必修	JOUR130008				3						
		专业报道	3	3	必修	JOUR130202					2					
		媒介批评	2	2	必修	JOUR130006					2					
		新闻评论	3	3	必修	JOUR130285				3						
		专业进阶路径	32	专业进阶课程 I	16		必修	见新闻传播学类专业培养方案			2	2	4	6		2
				专业进阶课程 II	16		必修	见新闻传播学类专业培养方案			2	2	4	6		2
		多元发展②	32	荣誉项目				见新闻学院本科荣誉项目实施方案								
跨学科发展路径	15~20				必修 2 个非本专业独立开设的学程	见教务处学程项目网页					15~20					
任意选修课程	0~6				选修								0~6			
辅修学士学位项目	40				必修	见新闻传播学类专业培养方案				16				40		
创新创业路径	32	学程	15~20		必修	见教务处学程项目网页					15~20					
		创新创业学程	15~20		必修	见教务处学程项目网页						15~20				
		任意选修课程	0~6		选修								0~6			

注:

①据院系通知安排

②任选一种多元发展路径

③应修学分: 辅修学士学位路径 183 学分, 其他发展路径 159 学分

④每学期选修学分不得超过 32 学分

“2+X” Teaching and Training Program for Journalism and Communication Majors

(1) Program Objective

The journalism and communication programs at Fudan University, including majors in Journalism, Radio and Television, Advertising, and Communication, adhere to the training philosophy of mainstreaming, digitization, and internationalization. The goal is to cultivate well-rounded individuals who possess a broad foundation in humanities, social sciences, and natural sciences. Graduates are expected to have a comprehensive understanding of Marxist journalism theory, analyze news communication phenomena and issues, be familiar with China's news communication policies and regulations, understand media operation mechanisms and development trends, uphold high professional ideals and ethical standards, adapt to the requirements of economic and social development in the era of all-media, and be capable of undertaking roles in modern media organizations, new media enterprises, advertising and public relations companies, government institutions, and social organizations. They are envisioned as versatile, innovative, and applied talents in the field of news communication.

The talent cultivation requirements for undergraduate programs at Fudan University can be categorized into three dimensions: knowledge, skills, and attitudes. In the knowledge dimension, students are expected to have a broad foundation in humanities, social sciences, and natural sciences. They should be familiar with China's news communication policies and regulations, as well as media operation mechanisms and development trends. In the skills dimension, students are required to possess systematic news business capabilities, analyze news communication phenomena and issues using Marxist journalism theory. The attitude dimension emphasizes the development of a lofty professional ideal and a strong sense of professional ethics. Graduates should be capable of undertaking roles as versatile, innovative, and applied talents in the field of news communication.

			News Editing.	3	3	Required	JOUR130284			3							
			History of Foreign Journalism and Communication.	2	2	Required	JOUR130008				3						
			Specialized Reporting.	3	3	Required	JOUR130202					2					
			Media Criticism.	2	2	Required	JOUR130006					2					
			News Commentary	3	3	Required	JOUR130285				3						
			Media Convergence.	3	3	Required	JOUR130195					3					
Diverse Development	Professional Advancement Path		Professional Advancement Course I.	16		Required.	See the training program for Journalism and Communication majors.			2	2	4	6			2	
			Professional Advancement Course II.	16		Required.				2	2	4	6			2	
	Professional Honors Program.					See the implementation plan for the undergraduate honors program in the School of Journalism.											
	Interdisciplinary Development Path		Program I.	15-20		Must include two independent programs not related to this major.	See the curriculum project webpage of the Academic Affairs Office.						15-20				
			Program II	15-20										15-20			
		Any Elective Courses. Elective.	0-6		Required.								0-6				
Minor Bachelor's Degree Program.		Professional Advancement Courses.	16		Required.	See the training program for Journalism and Communication					16						

		56					majors.										
			Minor Bachelor's Degree Courses in Non-Major Fields.	40		Required.	See the Academic Affairs Office's webpage for the Minor Bachelor's Degree Program.							40			
	Innovation and Entrepreneurship Path	32	curriculum project	15-20		Required.	See the curriculum project webpage of the Academic Affairs Office.						15-20				
			Innovation and Entrepreneurship Program.	15-20		Required.							15-20				
			Any Elective Courses	0-6		Elective							0-6				

Note:

- ① According to the arrangements notified by the department.
- ② Choose any one of the diverse development paths.
- ③ Required credits: Minor Bachelor's Degree Path 183 credits, other development paths 159 credits.
- ④ The elective credits each semester must not exceed 32 credits.

Appendix C

SCHOOL OF JOURNALISM AND COMMUNICATION, TSINGHUA UNIVERSITY

清华大学本科培养方案

新闻与传播学院

新闻学专业本科培养方案

一、培养目标

- 具有从事新闻与传播事业应有的人文情怀和批判性思维，良好的政治素质，具备在新闻与传播专业及相关领域内持续探索、研究与创新的能力。
- 熟悉新闻采、写、编、评、发、播、播转专业流程，具有跨媒体运用能力和专业特长；能够发现、解释和传播知识，具备问题意识和解决问题的能力。
- 具有全球视野和家国情怀，具有主流新闻舆论传播导向的思维能力，具有对国际及国内舆论的影响力，为非党团中坚力量。

二、培养成效

专业技能

1. 遵循新闻传播规律，熟悉新闻传播流程，运用新闻与传播学相关知识和技能
2. 进行新闻或传播专业创作实践能力，并能运用相关理论进行分析和解释的能力
3. 掌握现实与可持续性要素条件，创新和长期媒体制作的能力
4. 提出和解决新闻与传播领域内问题能力
5. 综合运用专业知识和技能进行新闻传播实践能力

专业知识

6. 从不同学科角度发表专业问题的能力
7. 理解所学专业职业责任和职业价值
8. 有效沟通、团队协作能力
9. 具有国际视野和全球胜任力，能从历史、全球多个角度理解新闻与传播于人类的现实意义
10. 理解当代社会和新闻与传播领域内内在联系
11. 具有终身学习的意识和能力

三、学制与学位授予

学制：本科学制四年，按学年设置课程机制，最长学习年限为专业学制加两年。

授予学位：文学学士学位。

四、基本学分学时

本科培养方案总学分 150 学分，其中必修课 90 学分，专业教育课程 70 学分，自愿选修课程学分 28 学分。

五、课程设置与学分分布

(1) 思想政治理论课 15 学分

0000181	思想道德修养与法律基础	3 学分
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清华大学本科培养方案

0000011	英语 I	2 学分
0000001	中国哲学思想经典	2 学分
0001171	30 世纪中国科学史	2 学分

2) 社科类课程

0000041	社会学思维导论：结构、权力与转型	2 学分
0000051	经济学思维	2 学分
0000071	电影：个体与文化（高）	2 学分
0000081	以史为鉴	2 学分
0000111	中国法治	2 学分
0000031	经济学思维	2 学分
0000091	传播国际关系——经典理论与当代争论	2 学分
0000021	人类学思维	2 学分

3) 外语类课程

0001191	英文经典阅读	2 学分
0001181	传播学博士论文	2 学分
0002211	日本近代文学专题讲座	2 学分

4) 新闻类课程

0003001	数字媒体技术基础	2 学分
0003001	镜头下的国家与社会	2 学分
0003111	电影文化	1 学分
0003071	视觉传达设计	2 学分
0003091	新闻与政治	2 学分
0003011	大众传播与国际关系	2 学分
0003021	新闻与传播学前沿问题	1 学分
0003031	国际新闻前沿	2 学分
0003041	新闻与传播	2 学分

2. 专业课程 73 学分

(1) 专业必修课程 32 学分

0003071	马克思主义新闻观	2 学分
0003071	新闻学原理	2 学分
0003001	传播学原理	2 学分
0003081	中国新闻传播史	2 学分
0003091	外国新闻传播史	2 学分
0003001	媒介调查与统计	2 学分
0003011	媒介伦理与法规	2 学分
0003011	传播研究方法	2 学分
0003001	新闻采访写作	2 学分
0003021	新闻评论写作	2 学分

清华大学本科培养方案

0003011	中国新闻史纲要	2 学分
0003021	马克思主义新闻观	2 学分
0003031	毛泽东思想和中国特色社会主义理论体系概论	4 学分
0003041	形势与政策	1 学分

(2) 体育 4 学分

第 1-4 学期的体育课 (1)-(4) 为必修，每学期 1 学分；第 5-8 学期的体育课为选修学分，其中第 5-8 学期为限选，第 7-8 学期为任选。学生大二结束中满学分或攻读研究生期间完成第 1-4 学期必修课程可获得学分。

本科专业必须通过学校体育部组织的体质测试，体育课的选择、成绩、加分测试及境外交流学生的体育课课程认定等请详见学生手册《清华大学本科体育课程的相关规定及要求》。

(3) 外语（外英语学生必修 8 学分，一外其他语种学生必修 4 学分）

学生	课 程	课 程 内 容	学 分 备 注
一外英语学生	英语综合应用能力课程	英语综合训练 (C1)	入学分档考试 1 级
		英语综合训练 (C2)	
		英语听力写作 (1B)	入学分档考试 2 级
		英语听说读写 (1B)	
		英语听说读写 (1A)	
英语听说读写 (1A)	入学分档考试 3 级, 4 级		
英语听说读写 (1A)			
一外小语种学生	第二外语选修	详见选课手册	4 学分
	外国语言文化课程		
	外语专业提高课程		
一外小语种学生	第二外语选修	详见选课手册	4 学分

公共课程修读，替代等详细规定见新学门类—清华大学本科公共外语课程设置及修读管理办法。

(5) 一年级大类专业课 18 学分

进入文史类大一一年级培养方案要求，第一年年内文史类和社科类课程至少选修 6 学分，外语类课程和新闻类课程至少选修 3 学分。

1) 人文类课程

0001121	文学写作与写作训练	2 学分
0001211	反党与中国文化	2 学分
0001221	中国古代文明	2 学分
0001231	世界文明的进程	2 学分
0001251	西方哲学思想经典	2 学分
0001191	《史记》研读	2 学分
0000301	科学技术的社会解析	2 学分
0001261	《史记》研读	2 学分
0000011	中国当代诗歌鉴赏与写作	2 学分
0001271	现代中国史纲要	2 学分
0000771	西方古代思想史专题	2 学分

清华大学本科培养方案

0003081	新闻精英 (1)	2 学分
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(2) 专业选修课程 18 学分

选修其中一门即可，且至少选修 18 学分。

(国际新闻与传播方向)

0003001	国际新闻精英 (英语)	2 学分
0003001	国际新闻精英 (英语)	2 学分
0003011	新闻精英	2 学分
0003021	新闻精英	2 学分
0003031	新闻精英	2 学分
0003041	新闻精英	2 学分
0003051	新闻精英	2 学分
0003061	新闻精英	2 学分
0003071	新闻精英	2 学分
0003081	新闻精英	2 学分
0003091	新闻精英	2 学分
0003101	新闻精英	2 学分
0003111	新闻精英	2 学分
0003121	新闻精英	2 学分
0003131	新闻精英	2 学分
0003141	新闻精英	2 学分
0003151	新闻精英	2 学分
0003161	新闻精英	2 学分
0003171	新闻精英	2 学分
0003181	新闻精英	2 学分
0003191	新闻精英	2 学分
0003201	新闻精英	2 学分
0003211	新闻精英	2 学分
0003221	新闻精英	2 学分
0003231	新闻精英	2 学分
0003241	新闻精英	2 学分
0003251	新闻精英	2 学分
0003261	新闻精英	2 学分
0003271	新闻精英	2 学分
0003281	新闻精英	2 学分
0003291	新闻精英	2 学分
0003301	新闻精英	2 学分
0003311	新闻精英	2 学分
0003321	新闻精英	2 学分
0003331	新闻精英	2 学分
0003341	新闻精英	2 学分
0003351	新闻精英	2 学分
0003361	新闻精英	2 学分
0003371	新闻精英	2 学分
0003381	新闻精英	2 学分
0003391	新闻精英	2 学分
0003401	新闻精英	2 学分
0003411	新闻精英	2 学分
0003421	新闻精英	2 学分
0003431	新闻精英	2 学分
0003441	新闻精英	2 学分
0003451	新闻精英	2 学分
0003461	新闻精英	2 学分
0003471	新闻精英	2 学分
0003481	新闻精英	2 学分
0003491	新闻精英	2 学分
0003501	新闻精英	2 学分

(3) 实践训练必修课程 10 学分

0003011	社会实践 (大一-二年级)	2 学分
0003021	专业实习	4 学分

清华大学本科培养方案		
(4) 实践训练选修课程 3学分		
专业强化课程(大二第二学期, 四选一)		
0670425	媒介批评工作坊	3学分
0670440	摄影工作坊	3学分
0670445	新闻评论工作坊	3学分
0670446	学术研究工作坊	3学分
注: ① 必修《新闻工作坊》后方可选修《影视制作(1)》。 ② 《专业实习》于大二夏季学期进行, 与秋季学期在上一, 选秋季学期课程。		
(5) 综合论文训练(顶点课程) 10学分		
0670110	综合论文训练	10学分
注: 该门课程以作业为主线训练新闻稿(具体要求详见有关规定); 可为公文写作、新闻与学术研究工作坊或媒介批评工作坊。		
3. 文化素质课程(学生自主发展课程) 28学分		
文化素质课程包括文化素质教育课程、文化素质教育核心课、群生研讨课和一般文化素质教育课程。其中, 文化素质教育核心课和研讨课为必修, 至少选修8学分。基础课工、(STEM)以选课为原则, 每学期开设的文化素质教育课程目录(含STEM)详见每学期选课手册。		
文化素质教育课程不参加选课, 一般在春秋学期进行, 具体安排请关注其任课教师的公告, 学生原则上每学期至少选修1门课程, 并提交报告, 成绩合格计1学分。		
学生选修课程(八)课程中的以下四类课:		
A. 语言文学类		
涉及古代汉语、古代文学、现代汉语、外国文学、文艺理论、文艺思潮、中国史论、西方史论等学科领域。		
B. 历史学类		
涉及中国历史、世界历史、中国近现代史、世界近现代史、国际关系史、中国思想史、西方思想史、人类学、民族学、民俗学等学科领域。		
C. 哲学与心理学类		
涉及马克思主义哲学、中国哲学、西方哲学、教学论与课程论、伦理学、美学、心理学、社会学等学科领域。		
D. 社会科学类		
涉及政治学、社会学、法学、经济学、管理学、国际政治与经济、人口学、环境学、统计学、社会科学研究方法等学科领域。		
除单独出课程(▲)为单独建设课程)如下:		
0670002	文化素质教育讲座	1学分
0670003	比较文化基础▲	3学分
0670004	文学创作与写作训练▲	3学分
0670005	大学语文▲	3学分
0670006	中国国情与发展	3学分
0670007	西方哲学精神探源	3学分

清华大学本科培养方案		
0671290	中国哲学概论▲	3学分
0670292	《老子》与《论语》	2学分
0670392	中西文化史	2学分
0670493	西方文明史	3学分
0670494	中国国情与发展▲	3学分
0670511	国际政治与中国	3学分
0670792	现代世界与中国▲	3学分
0670812	法律基础▲	2学分
0670811	中国思想史	3学分
0670900	西方文学思潮与作品	3学分
0670912	西方哲学精神探源	3学分
0670921	中国现代文学	3学分
0671002	日本思想史▲	2学分
0670910	西方马克思主义▲	3学分
0670911	西方佛学思想(1)▲	2学分
0670921	宗教学▲	3学分
0670403	历史文选	3学分
0671004	管理学(管理学)▲	3学分
0671007	基础数学(1)▲	3学分

(1) Program Objective

a. Possesses the necessary humanistic sensibility and critical thinking for engaging in journalism and communication, along with strong physical and mental qualities, and the ability to continuously explore, research, and innovate within the field of journalism, communication, and related areas.

b. Proficient in professional skills such as reporting, writing, editing, reviewing, recording, broadcasting, and filming, with cross-media application abilities and areas of expertise. Capable of identifying and interpreting communication phenomena, with an awareness of issues and problem-solving abilities.

c. Has a global perspective with a Chinese standpoint, demonstrates international competency in mainstream media or communication, and possesses the ability to expand career development opportunities, serving as a key force in the role.

(2) Training Outcomes

Professional Skills:

1. Mastery of journalism and communication theories, familiarity with the laws of journalism and communication, and the ability to apply relevant knowledge in these fields.
2. Ability to create journalistic or communication works and analyze and interpret them using relevant theories, while considering practical and sustainable constraints, as well as the ability to innovate and expand media applications.
3. Ability to identify and solve problems within the field of journalism and communication.
4. Comprehensive ability to apply professional knowledge and skills in journalism and communication practice.

Career Skills:

5. Ability to play a role from different disciplinary perspectives.
6. Understanding of the professional responsibilities and ethics of the chosen field.
7. Effective communication and teamwork skills.
8. Sufficient knowledge base and international perspective, capable of understanding the real significance of journalism and communication for humanity from historical and global dimensions.
9. Understanding of the intrinsic connections between contemporary society and phenomena in the field of journalism and communication.

10. Awareness and ability for lifelong learning.

(3) Curriculum Structure and Credit Distribution.

Ideological and Political Theory Courses 15 credits.

10610183 Moral Cultivation and Legal Foundation. 3 credits.

10610193 Outline of Modern Chinese History. 3 credits.

10610204 Basic Principles of Marxism. 4 credits.

10610081 Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics. 4 credits.

10610081 Current Situations and Policies. 1 credit.

Physical Education. 4 credits.

Physical Education courses (1)-(4) in the 1st to 4th semesters are required, with 1 credit per semester; there are no credits for specialized physical education courses in the 5th to 8th semesters, where the 5th and 6th semesters are elective and the 7th and 8th semesters are optional. Students who wish to apply for a recommendation for exemption from examinations for graduate studies at the end of their junior year must complete the required physical education courses from the 1st to 4th semesters and earn credits.

Graduation from the undergraduate program requires passing a swimming test organized by the university's Physical Education Department. For details regarding course selection, withdrawal, swimming tests, and recognition of physical education courses for international exchange students, please refer to the student handbook "Regulations and Requirements for Undergraduate Physical Education Courses at Tsinghua University."

Foreign Language (8 credits required for students majoring in English as the first foreign language, 6 credits required for students majoring in other languages as the first foreign language)

Students	Course Groups	Courses	Target Audience of the Course.	Credit Requirements	
First Foreign Language English Students	English Comprehensive Ability Course Group	English Comprehensive Training (C1)	Placement Exam Level 1	4 credits	
		English Comprehensive Training (C2)			
		English Reading and Writing (B)	Placement Exam Level 2		
		English Listening and Speaking Communication (B)			
		English Reading and Writing (A)	Placement Exam Levels 3 and 4		
		English Listening and Speaking Communication (A)			
Second Foreign Language Course Group	Foreign Language and Culture Course Group	Foreign Language Course Group	See the Course Selection Handbook	4 credits	
					Foreign Language Course Group
					Foreign Language Course Group

	Language Skill Improvement Course Group		
Students of Minor Foreign Languages		See the Course Selection Handbook	6 credits

Detailed regulations on exemptions, substitutions, and other aspects of public foreign language courses can be found on the Teaching Portal under "Tsinghua University Undergraduate Public Foreign Language Course Structure and Study Management Measures.

First-Year General Courses 18 Credits

According to the requirements of the first-year training program for the Humanities and Social Sciences category, students must select at least 6 credits from both Humanities and Social Sciences courses and at least 3 credits each from Foreign Language and Journalism courses during their first year.

Humanities Courses

- 10691123 Literary Masterpieces and Writing Training - 3 credits
- 10691213 Chinese Characters and Chinese Culture - 3 credits
- 10691233 Ancient Chinese Civilization - 3 credits
- 10691243 The Progress of World Civilization - 3 credits
- 10691223 Classics of Western Philosophical Thought - 3 credits
- 10691093 Study of the "Records of the Grand Historian" - 3 credits
- 10690363 Social Analysis of Science and Technology - 3 credits
- 10691383 Study of "Laozi and Zhuangzi" - 3 credits
- 10690043 Appreciation and Writing of Modern Chinese Poetry - 3 credits
- 10691323 The Formation of Modern China - 3 credits
- 10690773 Topics in the History of Modern Western Thought - 3 credits
- 20690013 Logic - 3 credits
- 20690053 Classics of Chinese Philosophical Thought - 3 credits
- 10691373 When We Talk About Science - 3 credits

Social Sciences Courses

- 10700043 The Imagination of Sociology: Structure, Power, and Transformation - 3 credits
- 10700053 Economic Thinking - 3 credits
- 10700073 Mind, Individual, and Culture (English) - 3 credits
- 10700093 Understanding the Modern Nation - 3 credits
- 30700113 Chinese Society - 3 credits
- 30700653 Principles of Economics - 3 credits
- 10700103 Understanding International Relations: Classical Theories and Contemporary Debates - 3 credits
- 10700123 Lifelong Development of the Individual - 3 credits

Foreign Language Courses

- 30641973 Reading English Classics - 3 credits
- 40641613 Understanding Shakespeare - 3 credits
- 00642213 Topics in Modern Japanese Literature - 3 credits

Journalism Courses

- 30670563 Fundamentals of Digital Media Technology - 3 credits
- 30670603 Nation and Society in the Lens - 3 credits
- 00670143 Film Culture - 3 credits
- 00670072 The Art of Narrative on the Road - 2 credits
- 00670091 Culture in News - 1 credit
- 10670013 Mass Media and International Relations - 3 credits
- 20670021 Knowledge Map of Journalism and Communication - 1 credit
- 30670652 Frontiers of International News - 2 credits

Intercultural Communication - 2 credits

Major Courses 73 Credits

Required Major Courses: 32 Credits

- 30670372 Marxist View of Journalism - 2 Credits
- 30670273 Principles of Journalism - 3 Credits
- 30670043 Principles of Communication - 3 Credits
- 30670263 History of Chinese Journalism and Communication - 3 Credits
- 30670283 History of Foreign Journalism and Communication - 3 Credits
- 40670363 Media Research and Statistics - 3 Credits
- 30670413 Media Ethics and Regulations - 3 Credits
- 30670513 Communication Research Methods - 3 Credits
- 30670293 Introductory News Reporting - 3 Credits
- 30670623 New Media and Society - 3 Credits
- 40670283 Film and Television Production (1) - 3 Credits

Elective Major Courses: 18 Credits (Choose one direction and obtain at least 18 credits.)

[International Journalism and Communication Direction]

- 30670642 International News Reporting (Bilingual) - 3 Credits
- 30670612 English News Writing (English) - 2 Credits
- 40670513 News Editing - 3 Credits
- 30670383 News Commentary - 3 Credits
- 40670522 In-Depth Reporting - 2 Credits
- 40670743 Financial News Reporting - 3 Credits
- 30670583 Public Relations and Strategic Communication - 3 Credits
- 40670702 Qingxin Times Workshop (1) - 2 Credits
- 40670692 Qingxin Times Workshop (2) - 2 Credits
- 40670683 Data Journalism - 3 Credits
- 40670433 Media Economics - 3 Credits
- 30670443 Media Management - 3 Credits

[Integrated Media Communication Direction]

- 30670523 Introduction to Visual Communication - 3 Credits
- 40670413 Fundamentals of Broadcasting and Hosting - 3 Credits
- 40670313 Film and Television Production (2) - 3 Credits
- 40670723 Video News - 3 Credits
- 40670713 Qingxin Vision Workshop - 3 Credits
- 40670773 Humanities Tsinghua Integrated Media Workshop - 3 Credits
- 40670423 Digital Media Practice - 3 Credits
- 30670593 Media Programming - 3 Credits
- 30670573 Practical News in New Media - 3 Credits
- 40670793 Social Media Applications (1) - 3 Credits
- 40670803 Social Media Applications (2) - 3 Credits
- 40670683 Data Journalism - 3 Credits
- 40670433 Media Economics - 3 Credits
- 30670443 Media Management - 3 Credits
- 40670813 Audiovisual Language - 2 Credits
- 30670632 Frontiers of Integrated Media - 2 Credits

Required Practical Training Courses: 10 Credits

- 40670112 Social Practice (3 Weeks in Summer of Freshman Year) - 2 Credits
- 40670548 Professional Internship - 8 Credits

Elective Practical Training Courses: 3 Credits

Professional Enhancement Summer Camp (Summer Term of Sophomore Year, Choose One):

- 40670473 Media Criticism Workshop - 3 Credits
- 40670483 Qingying Workshop - 3 Credits

40670503 New Media Workshop - 3 Credits

40670493 Academic Research Workshop - 3 Credits

Comprehensive Thesis Training (Capstone Course): 10 Credits

40670210 Comprehensive Thesis Training - 10 Credits

Cultural Literacy Courses (Student Self-Development Courses): 28 Credits

The cultural literacy curriculum includes cultural literacy education lectures, core cultural literacy courses, freshman seminars, and general cultural literacy education courses. Among these, the core cultural literacy courses and freshman seminars are limited electives, with a minimum requirement of 8 credits. The basic STEM (Science, Technology, Engineering, Mathematics) certification courses are required. A catalog of cultural literacy education courses offered each semester (including STEM) can be found in the course selection handbook for that semester.

Students are not required to enroll in cultural literacy education lectures, which are generally offered in the spring and autumn semesters. Specific lecture schedules will be announced weekly in the academic bulletin. By the end of the first semester of their senior year, students must attend at least 8 lectures and submit a report; passing this will earn them 1 credit. The college recommends that students select courses from the following four categories within the eight major course groups:

A. Language and Literature:

This category includes subjects such as Classical Chinese, Ancient Literature, Modern and Contemporary Literature, Foreign Literature, Literary Theory, Literary Movements, Chinese Literary Theory, and Western Literary Theory.

B. History and Culture:

This category includes subjects such as Chinese History, World History, Modern Chinese History, Modern World History, History of International Relations, History of Chinese Thought, History of Western Thought, Anthropology, Ethnology, and Folklore Studies.

C. Philosophy and Psychology:

This category includes subjects such as Marxist Philosophy, Chinese Philosophy, Western Philosophy, Selected Readings of Philosophical Classics, Ethics, Aesthetics, Psychology, and Social Psychology.

D. Social Sciences:

This category includes subjects such as Political Science, Sociology, Law, Economics, Management, International Politics and Economics, Demography, Environmental Studies, Statistics, and Research Methods in Social Sciences.

A partial list of courses (▲ indicates college-recommended courses) is as follows:

Cultural Literacy Education Lectures - 1 Credit

20740042 Basics of Computer Culture ▲ - 2 Credits

30690062 Literary Masterpieces and Writing Training ▲ - 2 Credits

00690632 University Chinese ▲ - 2 Credits

00590043 National Conditions and Development of China - 3 Credits

00690342 Exploring the Spirit of Western Philosophy - 2 Credits

00612362 Introduction to Chinese Philosophy ▲ - 2 Credits

00690262 "Dao De Jing" and "Analects" - 2 Credits

00690382 History of Sino-Western Cultural Relations - 2 Credits

00640993 History of Western Civilization - 3 Credits

00590043 National Conditions and Development of China ▲ - 3 Credits

00700512 International Politics and China - 2 Credits

00700762 Contemporary World and China ▲ - 2 Credits

00660142 Fundamentals of Law ▲ - 2 Credits

30630112 History of Chinese Thought - 2 Credits

00690552 Trends and Works of Western Literature - 2 Credits

00690512 Exploring the Spirit of Western Philosophy - 2 Credits

00630221 Modern and Contemporary Chinese Literature - 1 Credit

40640922 Appreciation of Japanese Film and Television ▲ - 2 Credits

- 40690432 Western Marxism ▲ - 2 Credits
- 40690173 Study of Western Classics (2) ▲ - 3 Credits
- 40690273 History of the Song and Yuan Dynasties ▲ - 3 Credits
- 40690103 Selected Historical Writings ▲ - 3 Credits
- 00510663 Management (Introduction to Business) ▲ - 3 Credits
- 40510073 Advanced Financial Accounting ▲ - 3 Credits

Appendix D

SCHOOL OF JOURNALISM, COMMUNICATION UNIVERSITY OF CHINA

1.新闻学

(1) 培养目标:

新闻学专业坚持“立足主流，培养一流”的人才培养理念，以马克思主义新闻观为指导，培养具备较全面的人文和社会科学素养、扎实的新闻传播学科理论知识、熟练的新闻传播实践能力和基本的社会科学研究方法，具有全球视野和国际传播能力，适应信息传播变革、应对未来媒体挑战，能够在主流媒体、党政机关新闻舆论部门、商业媒体及企事业单位从事新闻传播、舆论宣传、媒体运营管理及研究工作的高素质、复合型、创新型新闻传播人才。

(2) 主要课程:

专业基础课：马克思主义新闻观、中国新闻传播史、新闻理论、社会科学研究方法、外国新闻传播史、新媒体与社会、传播学概论、学术思维与写作、社会网络分析、数据可视化理论与应用、文化与社会、数字新闻学原理、毕业论文与作品指导。

专业核心课：新闻采访、新闻摄影、新闻写作、音视频基础、深度报道、全媒体新闻编辑、视频摄像、新闻评论、广播新闻、电视新闻、国际新闻报道（双语）、数字新闻实务。

(3) 历年数据:

https://zsxz.cuc.edu.cn/static/front/cuc/basic/html_web/zyjs_zy.html?zyid=5b15aaa85e5c47899939d58ceaf3ff1b

2.新闻学（数据新闻方向）

(1) 培养目标:

新闻学专业（数据新闻方向）坚持“立足主流，培养一流”的人才培养理念，以马克思主义新闻观为指导，培养具备较全面的人文和社会科学素养、扎实的新闻传播学科理论知识、较强的数据挖掘、数据分析、数据整合和数据可视化呈现的能力，适应未来社会驾驭数据和驱动数据的需要，能够在媒体行业、政务机构、企事业单位从事数据新闻报道、数据挖掘、数据分析与研究等工作的高素质、复合型、创新型新闻传播人才。

(2) 主要课程:

专业基础课：马克思主义新闻观、新闻史、社会科学研究方法、新闻理论、新闻采访与写作、新媒体与社会、传播学概论、学术思维与写作、社会网络分析、数据新闻报道概论、计算传播学导论、python程序设计、文化与社会、网页抓取与数据处理、毕业论文与作品指导。

专业核心课：新闻摄影、音视频制作、全媒体新闻编辑、信息设计、新闻评论、媒体用户体验、网络舆情分析实务、数据新闻实务、数字经济与数据产业。

(3) 历年数据:

https://zsxz.cuc.edu.cn/static/front/cuc/basic/html_web/zyjs_zy.html?zyid=2cba22b4a1754bfb85748cd2b1835178

(1) Program Objective

The School of Journalism at the Communication University of China is divided into two tracks: Journalism and Digital Journalism.

Journalism: The journalism program adheres to the talent cultivation philosophy of "focusing on the mainstream, cultivating top talent," guided by the Marxist view of journalism. It aims to train well-rounded professionals with a solid foundation in humanities and social sciences, comprehensive theoretical knowledge of journalism and communication, proficient practical skills in news reporting, and a basic understanding of social science research methods. Graduates are expected to possess a global perspective and international communication abilities, adapt to the changes in information dissemination, and face future media challenges. They are prepared to work in mainstream media, governmental news and public opinion departments, commercial media, as well as in enterprises and institutions, engaging in journalism, public opinion communication, media operations, management, and research as high-quality, multidisciplinary, and innovative journalism professionals.

Digital Journalism: The journalism program (Data Journalism track) adheres to the philosophy of "focusing on the mainstream, cultivating top talent," and is guided by the Marxist view of journalism. It aims to train professionals with a comprehensive foundation in humanities and social sciences, solid theoretical knowledge of journalism and communication, and strong skills in data

mining, data analysis, data integration, and data visualization. These professionals are prepared to meet the future demands of handling and driving data, and are capable of engaging in data journalism reporting, data mining, data analysis, and research in the media industry, government agencies, and enterprises. They are high-quality, multidisciplinary, and innovative journalism professionals.

(2) Curriculum Plan

Journalism

Core Courses: The core courses of the program include Marxist View of Journalism, History of Chinese Journalism and Communication, Journalism Theory, Social Science Research Methods, History of Foreign Journalism and Communication, New Media and Society, Introduction to Communication Studies, Academic Thinking and Writing, Social Network Analysis, Theories and Applications of Data Visualization, Culture and Society, Principles of Digital Journalism, and Guidance on Thesis and Project Work.

Professional Core Courses: These include News Reporting, News Photography, News Writing, Basics of Audio and Video, Investigative Reporting, All-Media News Editing, Video Filming, News Commentary, Radio News, Television News, International News Reporting (Bilingual), and Digital Journalism Practices.

Digital Journalism

Core Courses: The core courses include Marxist View of Journalism, Journalism History, Social Science Research Methods, Journalism Theory, News Reporting and Writing, New Media and Society, Introduction to Communication Studies, Academic Thinking and Writing, Social Network Analysis, Introduction to Data Journalism, Introduction to Computational Communication, Python Programming, Culture and Society, Web Scraping and Data Processing, and Guidance on Thesis and Project Work.

Professional Core Courses: These include News Photography, Audio and Video Production, All-Media News Editing, Information Design, News Commentary, Media User Experience, Practical Network Public Opinion Analysis, Data Journalism Practices, and Digital Economy and Data Industry.

Appendix E Appendix E-1



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ЛЬВІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ВЕТЕРИНАРНОЇ МЕДИЦИНИ ТА БІОТЕХНОЛОГІЙ імені С.З. Гжицького (ЛНУВМБ імені С.З.Гжицького)

вул. Пекарська 50, м. Львів-10, 79010, тел. 260-28-89; факс: 275-67-95
E-mail: admin@lvet.edu.ua, www.lvet.edu.ua код ЄДРПОУ 00492990

зб. 06. 2024 № 310-16.03 На № _____ від _____

ДОВІДКА

про впровадження результатів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці» (спеціальність 011 Освітні, педагогічні науки)

Упродовж 2023-2024 н.р. матеріали та основні положення дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці» пройшли апробацію і були впроваджені у роботі кафедри філософії та педагогіки факультету громадського розвитку та здоров'я Львівського національного університету ветеринарної медицини та біотехнологій імені С. З. Гжицького. Працівники кафедри та магістранти обговорювали специфіку розвитку вищої освіти в Україні та Китайській Народній Республіці, підготовку фахівців за різними рівнями системи вищої освіти. Матеріали дисертаційного дослідження використано під час розробки лекційного матеріалу навчальної дисципліни «Порівняльна педагогіка» (тема 1: Порівняльна педагогіка: світова і європейська освітня інтеграція), що є обов'язковою складовою освітньо-професійної програми «Освітні, педагогічні науки» другого (магістерського) рівня вищої освіти. Також результати проведених досліджень упроваджувалися в процесі навчання навчальної дисципліни «Медіаграмотність», що є вибірковою для низки спеціальностей і теж читається працівниками кафедри.

Під час проведеного наукового семінару (14.05.2024) аспірантка виступила з доповіддю: «Можливості використання конструктивних ідей китайського досвіду в умовах вищої освіти України». Аспірантка взяла участь у науковій дискусії щодо забезпечення якості вищої освіти в університетах України та Китайської Народної Республіки. Під час онлайн консультацій магістранти, що навчаються за магістерською програмою «Освітні, педагогічні науки», мали змогу ознайомитися з організаційною та методологічною специфікою наукових досліджень у галузі порівняльної педагогіки.

Результати апробації та впровадження матеріалів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці» обговорено та схвалено на засіданні кафедри філософії та педагогіки факультету громадського розвитку та здоров'я (протокол №8 від 26.06.2024р.) Львівського національного університету ветеринарної медицини та біотехнологій імені С. З. Гжицького, рекомендовано їх подальше використання у системі вищої освіти України.

В.О.РЕКТОРА



Іван ПАРУБЧАК

Appendix E-2



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ВОЛИНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ЛЕСІ УКРАЇНКИ

просп. Волі, 13, м. Луцьк, 43025, тел. (0332) 24-10-07, (0332) 72-01-23
ел. пошта: post@vnu.edu.ua, web: http://www.vnu.edu.ua, код ЄДРПОУ 02125102

01.07.2024 № 03-24/01/1836 на № _____ від _____

Довідка

про впровадження результатів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці» (спеціальність 011 Освітні, педагогічні науки)

Матеріали та основні положення дисертації Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіа технологій у Китайській Народній Республіці», підготовленої за спеціальністю 011 Освітні, педагогічні науки, апробовано у роботі кафедри теорії і методики початкової освіти Волинського національного університету імені Лесі Українки упродовж 2023-2024 рр. Основні матеріали, висвітлені у дисертаційній роботі, її положення та висновки використані з метою удосконалення навчальної дисципліни «Компаративістика в освіті», що є складовою освітньої програми «Освітні, педагогічні науки» третього (освітньо-наукового) рівня вищої освіти (тема 3: Соціально-політичні, соціально-економічні, культурні та освітні чинники розвитку фахової передвищої й вищої освіти в суспільстві знань; тема 5: Наукова та інноваційні діяльність ЗВО у світі, ЄС та в Україні: тенденції розвитку).

Презентація Чжу Фанджоу на тему «Медіаграмотність як ключова компетентність сучасного фахівця» під час наукового семінару кафедри теорії і методики початкової освіти дає підстави для ознайомлення науково-педагогічних працівників та аспірантів зі змістом медіаграмотності, особливостями інтеграції сучасних медіатехнологій у підготовку майбутніх фахівців, зокрема й журналістів тощо. Аспірантка Чжу Фанджоу ознайомила учасників наукового семінару зі специфікою проведення дисертаційного дослідження, виокремила рекомендації для аспірантів, що займаються компаративною проблематикою.

Учасники наукового семінару відзначили, що результати дисертаційної розвідки Чжу Фанджоу засвідчують її актуальність, теоретичне і практичне значення для розвитку вищої освіти в Україні, а значимість отриманих результатів слугує підставою для їх подальшого використання у роботі закладів вищої освіти.

Результати апробації та впровадження матеріалів дисертаційного дослідження обговорено та схвалено на засіданні кафедри теорії і методики початкової освіти Волинського національного університету імені Лесі Українки (протокол №15 від 12 червня 2024 р.).



Проректор з науково-педагогічної
роботи та міжнародної співпраці
Волинського національного університету
імені Лесі Українки

проф. Людмила ЄЛІСЕЄВА

Раїса ПРІМА 0667008344

Appendix E-3



0003024

УКРАЇНА

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЛЬВІВСЬКА ПОЛІТЕХНІКА»

вул. С. Бандери, 12, Львів, 79013, тел. (380-32) 237-49-93, 258-21-11, факс: (380-32) 258-26-80
 ел. пошта: coffice@lpnu.ua, інтернет: www.lpnu.ua

22.08.2024 № 67-01-1423

на № _____

Довідка

про впровадження результатів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіатехнологій у Китайській Народній Республіці» (спеціальність 011 Освітні, педагогічні науки)

Основні положення та матеріали дисертації Чжу Фанджоу пройшли апробацію та впровадження у роботі кафедри журналістики та засобів масової комунікації Навчально-наукового інституту права, психології та інноваційної освіти, зокрема у процесі викладання навчальної дисципліни «Інформаційна безпека та інформаційна війна в ЗМІ», що є обов'язковим компонентом освітньо-професійної програми «Журналістика» другого (магістерського) рівня вищої освіти, підготовка за якою здійснюється у Національному університеті «Львівська політехніка». Упродовж журналістів у Китайській Народній Республіці, зокрема в умовах інтенсивного розвитку медіатехнологій, використані у процесі удосконалення лекційного матеріалу до тем «Конституційні засади інформаційної війни. Підходи до визначення сутності інформаційного протироботства/війни», «Пропаганда як форма проведення психологічних операцій. Принципи і правила пропагандистського впливу».

Аспірантка брала участь у роботі наукового семінару кафедри журналістики та засобів масової комунікації та виступила з презентаціями «Зміст професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіа технологій», «Особливості практичної підготовки професійної підготовки майбутніх журналістів в умовах інтенсивного розвитку медіа технологій». Чжу Фанджоу ознайомила науково-педагогічних працівників кафедри з основними результатами дисертаційного дослідження, надавала консультації щодо можливостей впровадження кращих зразків китайського досвіду для удосконалення програми підготовки майбутніх журналістів в умовах університетської освіти України.

Позитивно оцінюючи наукові здобутки аспірантки Чжу Фанджоу, варто відзначити, що результати дисертаційного дослідження мають важливе значення для удосконалення професійної підготовки майбутніх журналістів загалом, а також розробки науково-методологічних та науково-методичних рекомендацій для удосконалення освітніх компонент освітньо-професійної програми другого (магістерського) рівня вищої освіти за спеціальністю 061 Журналістика.

Результати апробації та впровадження матеріалів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіа технологій у Китайській Народній Республіці» обговорено та схвалено на засіданні кафедри журналістики та засобів масової комунікації Навчально-наукового інституту права, психології та інноваційної освіти Національного університету «Львівська політехніка» (протокол № 11 від 25.06.2024 р.), а також рекомендовано для подальшого використання.

Проректор
з науково-педагогічної роботи



Олег ДАВИДЧАК

Appendix E-4



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДРОГОБИЦЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
імені ІВАНА ФРАНКА

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Від 15. 11 2024 р. № 1955

На № _____ від _____ 20__ р.

Довідка

про впровадження результатів дисертаційного дослідження Чжу Фанджоу на тему
 «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку
 медіатехнологій у Китайській Народній Республіці»
 (спеціальність 011 Освітні, педагогічні науки)

Упродовж 2023-2024 рр. матеріали та основні положення дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіа технологій у Китайській Народній Республіці» пройшли апробацію і впровадження у роботі кафедри загальної педагогіки та дошкільної освіти Дрогобицького державного педагогічного університету імені Івана Франка. Науково-педагогічний склад кафедри, магістранти та аспіранти мали можливість ознайомитися зі специфікою розвитку вищої освіти у Китайській Народній Республіці, особливостями підготовки фахівців в умовах інтенсивного розвитку медіатехнологій. Матеріали, викладені у дисертаційній роботі Чжу Фанджоу, використано для поглиблення знань здобувачів освіти, що навчаються за освітньо-науковою програмою підготовки докторів філософії (спеціальність 011 Освітні, педагогічні науки) з навчальної дисципліни «Порівняльна педагогіка» (теми: «Вища освіта в різних країнах», «Освіта дорослих у різних країнах», «Чинники і стратегії реформування освіти»).

Участь аспірантки Чжу Фанджоу у науковому семінарі та її доповідь на тему «Порівняльний аналіз професійної підготовки майбутніх журналістів в Україні та Китайській Народній Республіці» дали змогу ознайомити аспірантів з особливостями організації порівняльно-педагогічного дослідження, з'ясувати спільне та відмінне у досвіді двох країн, а також окреслити перспективи налагодження співпраці з метою організації майбутніх академічних обмінів.

Результати апробації та впровадження матеріалів дисертаційного дослідження Чжу Фанджоу на тему «Професійна підготовка майбутніх журналістів в умовах інтенсивного розвитку медіа технологій у Китайській Народній Республіці» обговорено та схвалено на засіданні кафедри загальної педагогіки та дошкільної освіти Дрогобицького державного педагогічного університету імені Івана Франка (протокол № 16 від 18 жовтня 2024 р.), рекомендовано їх подальше використання у системі вищої освіти України.

Ректор

Завідувач кафедри



В. Бодак
Т. Пантюк

Валентина БОДАК

Тетяна ПАНТЮК

Appendix F

List of author's publications

Publications in which the main scientific results of the thesis are published

Articles in scientific editions included on the date of publication in the list of professional scientific editions of Ukraine

1. Zhu, F. (2023a). Features of Training Future Journalists in Current Conditions. *Молодь і ринок*, 6(214), 178-182.
2. Isayeva, O., & Zhu, F. (2023b). Current state of higher journalism education in china. *Інноваційна педагогіка*, 65(1), 190-196. (*the author's contribution – the analysis and synthesis of scientific and pedagogical literature, interpretation of scientific results*).
3. Isayeva, O., & Zhu, F. (2023c). Concepts and categories used in training future journalists. *Pedagogy of the Formation of a Creative Person in Higher and Secondary Schools*, 91, 100-104. (*the author' contribution – preparation of a literature review and analysis of training concepts and categories*).
4. Zhu, F. (2024a). Comparison of journalism curriculum in China and Ukraine. *Humanities science current issues*, 71(3), 279-285.
5. Zhu, & Isayeva, O. (2024b). Competency Framework of Bachelors in the Field of News and Communication From the Perspective of Artificial Intelligence. *Молодь і ринок*, 2(222), 47-54. (*the author's contribution – elaboration of competency framework and analysis of scientific sources*).

Articles in periodical editions indexed in databases

Web of Science Core Collection and Scopus

6. Isayeva, O., Shumylo, M., Khmilyar, I., Zadorozhna, O., Dmytrasevych, R., & Zhu, F. (2024c). Aesthetic communication as a nursing education trend: Case study of teaching professional English. *Environment and Social Psychology*, 9(4), 1-12. (*the author's contribution – elaboration of methodology and research methods, analysis of scientific sources*).

Publications, which certify the approval of the thesis materials

7. Zhu, F. (2023e). Formation of key professional competences of future journalists in the training process. *Управління в освіті: матеріали XI Міжнародної науково-практичної конференції*. (Львів, 27.04.2023). (pp. 69-73). Львів: Національний університет «Львівська політехніка».
8. Zhu, F. (2023d). Theoretical background of training journalists. In *VI International Scientific and Practical Conference "Scientific researches and methods of their carrying out: world experience and domestic realities": proceedings: Grail of Science*, 30. (pp. 305-308). NGO European Scientific Platform (Vinnitsia, Ukraine), LLC International Centre Corporative Management (Vienna, Austria).
9. Zhu, F. (2023f). Impact of career mobility on news professionals. *Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: матеріали II Міжнародної науково-практичної конференції*. (Львів, 21.09.2023). (pp. 137-141). Львів: Національний університет «Львівська політехніка».
10. Zhu, F. (2023g). Elaboration of innovative technologies for journalism students in the European integration process. *Організаційні, правові та психолого-педагогічні аспекти реалізації професійної мобільності студентів у період війни: реалії та перспективи: матеріали II Міжнародної студентської науково-практичної конференції*. (Львів, 23.11.2023). (pp. 7-10). Львів: Національний університет «Львівська політехніка».
11. Zhu, F. (2024d). Digital transformation in journalism education: exploring the modernization of educational spaces. *Тенденції розвитку педагогіки та освіти в умовах цифрових трансформацій: матеріали I Міжнародної науково-практичної конференції*. (Харків, 17-19.04.2024). (pp. 365-369). Харків: Харківський національний університет імені В. Н. Каразіна.
12. Zhu, F. (2024e). Artificial intelligence-driven transformation of higher education. *Актуальні проблеми професійної педагогіки та освіти: досвід, новації, перспективи: збірник матеріалів міжнародної науково-практичної конференції* (Львів, 25.04.2024). (pp. 411-413). Львів: Національний університет «Львівська політехніка».
13. Zhu, F. (2024f). Opportunities for the professional development of university teachers in China

in the era of smart media. *Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: матеріали III Міжнародної науково-практичної конференції*. (Львів, 27.09.2024). (pp. 41-43). Львів: Національний університет «Львівська політехніка».

Information on the approval of the results of the thesis research

1. Управління в освіті: XI Міжнародна науково-практична конференція. (Львів, 27.04.2023). Presentation: Formation of key professional competences of future journalists in the training process.
2. Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: II Міжнародна науково-практична конференція. Presentation: Impact of career mobility on news professionals.
3. Організаційні, правові та психолого-педагогічні аспекти реалізації професійної мобільності студентів у період війни: реалії та перспективи: II Міжнародна студентська науково-практична конференція. (Львів, 23.11.2023). Presentation: Elaboration of innovative technologies for journalism students in the European integration process.
4. Тенденції розвитку педагогіки та освіти в умовах цифрових трансформацій: I Міжнародна науково-практична конференція. (Харків, 17-19.04.2024). Presentation: Digital transformation in journalism education: exploring the modernization of educational spaces.
5. Актуальні проблеми професійної педагогіки та освіти: досвід, новації, перспективи: Міжнародна науково-практична конференція. (Львів, 25.04.2024). Presentation: Artificial intelligence-driven transformation of higher education.
6. Професійний розвиток педагога в умовах інтеграції до європейського освітнього простору: міжнародна академічна та професійна / професійно – педагогічна мобільність: III Міжнародна науково-практична конференція. (Львів, 27.09.2024). Presentation: Opportunities for the professional development of university teachers in China in the era of smart media.