Analysis on the Cultivation of Applied Talents in Convergence Media Based on the Study of "Missouri Model"

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Abstract—**Promoting the integration and development of media and building all-media have become urgent issues, of which the construction requires a batch of convergence media applied talents. A series of problems such as lagging concept updating, irrational faculty, and inadequate guarantee of practical teaching links in the exploration of the application of talents in media convergence have led to a disconnect between the application of media in talent training and the actual needs of the industry. Based on the analysis of the training of applied media talents in the the School of Journalism in Missouri University, this paper puts forward suggestions for the reconstruction of the talent training concept, the reform of applied faculty, and the optimization of the practical teaching system in the training of applied media talents in China.**

Keywords: convergence media, applied talents, Missouri model, reconstruction

I. INTRODUCTION

In 1999, Chinese scholars began to pay attention to the phenomenon of media convergence. [1] "Convergence Journalism" brought challenges and opportunities to the news communication business. [2] In 2007, the research on "media convergence" in China's academic community showed a spurt of growth. Scholars conduct comprehensive research from the media integration system research, effect analysis, advertising forms, development trends, and media transformation. [3] Facing the trend of media convergence in the news industry, scholars propose four basic elements of journalism education (discipline structure, faculty, courses systems and teaching platforms) need to be restructured under new educational goals. [4] [5] [6] [7] [8] Chinese scholars began to pay attention to the concept of convergence media in 2008, pointing out that the structure of "Convergence Media" has begun to take shape, and will certainly become an opportunity grasped by media groups and a weapon to respond to new communication methods. [9] The era of "convergence media" have proposed new subjects for university journalism teaching. [10] Some scholars have tried to provide reference for the training of Chinese convergence media talents through the introduction of typical foreign universities such as the University of Texas at

Austin, Linden State University and Missouri School of Journalism. [11] [12] [13] In the past ten years, researchers have conducted research and analysis on the reform of journalism education in the era of convergence media, orientation of training objectives, construction of practical platforms, and curriculum construction. [14] [15] [16] But in terms of the results of talent training in universities, it is hard to be optimistic. Media convergence application-oriented talents training has always been a "sore point" in applied media colleges.

II. THE DEVELOPMENT OF CONVERGENCE MEDIA URGENTLY REQUIRES THE TRAINING OF ALL-MEDIA APPLIED TALENTS

In July 2016, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Outline of National Information Development Strategy", which requires: "promoting the integration and development of traditional media and emerging media, and effectively integrating various media resources and production factors." Between 2016 and 2017, media integration has entered a period of in-depth integration development stage. In 2019, General Secretary Xi Jinping emphasized that promoting media integration and development and building the entire media have become an urgent issue facing people during the twelfth collective study of the Political Bureau of the Central Committee of the CPC. The integration of media has promoted the innovation of news communication methods. "Cross-convergence" has ignited the industry's rigid demand for "convergence media application" talents. This has made the professional education of journalism and communication oriented by application-oriented talents face a severe test. In response to the tide of media development, reform and adjustment of talent training have become the top priorities.

A. Trends in demand for convergence media talents

Focusing on the core key of cultivating talents in all-media, compound and application-oriented media, the future development of convergence media talent training will present the following trends:

1) General knowledge serves as "the fundamental structure" and the specialty should serve as "tools": Convergence media is a very new area of demand. There are many parent disciplines in journalism and communication majors, such as political science, sociology, philosophy, psychology, etc. Cultivating compound talents in the context of convergence media requires a rich knowledge structure, which requires effective mastery of the "general knowledge" of the parent discipline so as to enhance professional literacy on this basis.

2) No technology, no transmission; no transmission, no technology: The development of convergence media is in line with the needs of the development of information technology. The emerging technology is widely used in the development of convergence media, and it requires convergence media applied talents to have strong technical ruling ability. The media industry has entered a technology-driven and technology-led era, and strengthening technology, data awareness and capabilities has become the key to talent training.

B. Current status of cultivation of applied talents in Chinese convergence media

In 2013, the Teaching Steering Committee for Journalism and Communication Studies of the Ministry of Education conducted a thorough investigation on the running of national news colleges and universities. The following problems exist in the training of convergence media talents: the irrational structure of the teaching staff, the urgent adjustment of the curriculum structure, no guarantee in internship and practical training and limited funding. Afterwards, scholars began to discuss the issues of talent training in convergence media in depth, but this series of questions has always plagued China's convergence media application-oriented talent training. Colleges and universities have some doubts about talent training in the context of convergence media. [17] The training concept has not kept pace with the development of convergence media, resulting in the lagging of target programs [18], the lack of double-professionally-titled teachers, and inadequate cooperation between schools and enterprises [19]. The specific performance is:

1) There is a gap between educational concepts and the needs of the convergence media industry: The traditional media talent training attaches importance to the infusion of theoretical knowledge, and many news departments fail to realize the importance of imparting new media technologies, especially the convergence trend between different media, and ignore the education of media convergence for students, which has largely restricted the development of journalism education in the age of media convergence. The gap between this outdated educational concept and the reality of communication is becoming increasingly apparent, making it difficult for students to adapt to the new media environment for a long time after graduation.

2) The teaching staff is unreasonable: The dominant role in education is teachers. [20] In the context of media convergence, the faculty in journalism departments of colleges and universities are weak, and it is difficult to improve the level of development of journalism education. The emphasis is on academics but not on applications. Chinese college teachers generally have high academic qualifications and high academic titles. Journalism and communication teachers are no exception. However, there are very few teachers with business experience. The emphasis is on specificity but not on crossover. The continuous convergence of media has led to "knowledge cross-border", and the cross-disciplinary phenomenon between disciplines is becoming more and more common. However, the teachers of colleges and universities are affected by the subdivision of their majors, and they are at a loss when faced with the cross-disciplinary situation.

3) There is no guarantee for internship and practical training: Practical teaching is the soul of applied undergraduate education, and it is also the essential requirement of journalism and communication majors. Doing a good job in practice teaching is the core of cultivating convergence media talents. However, there are three major problems in many universities: lack of practical guidance teachers, lack of practical equipment, and unreasonable internship and practical training links.

The status quo of convergence media talent training in universities in China has led to a mismatch between talent training and market demand. Constructing an application-oriented talent training model suitable for the convergence media environment, and solving the problem of unsynchronized industry development and school education are the keys to the development of convergence media.

III. SUGGESTIONS ON CULTIVATING APPLIED TALENTS IN CHINA∕S CONVERGENCE MEDIA

How does the training of convergence media applied talents meet the new requirements of media development? Based on the research on the educational characteristics and innovative measures of the convergence media applied talents of the Missouri School of Journalism in the United States, this study puts forward some suggestions for the cultivation of convergence media applied talents in China.

A. Stones from other hills: the connvergence journalism construction at the School of Journalism, University of Missouri

In the context of media convergence, the School of Journalism at the Missouri University took the lead in systematically establishing a media convergence major in the United States. In 2005, it officially began to train media convergence talents who are familiar with the characteristics of multimedia platforms and skilled in using multimedia technology to meet the needs for fast and diverse presentation of news and information and other content. It has formed the characteristics of education and teaching with

"convergence media, application, practical teaching, and subject convergence", and constantly updates its teaching settings. The Department completed the revision in 2017 and completed the first adjusted curriculum in 2018. Its educational philosophy, teaching style, teaching staff and practical teaching links have had a profound impact on the convergence media journalism education cause.

1) "De-news" concept of cultivating convergence media: The Department of Media Convergence of the School of Journalism, Missouri University, focuses on the concept of cultivating convergence media talents with "cross-disciplinary + refined training + communication technology".

2) Flexible professional settings: The Department of Media Convergence of the School of Journalism in Missouri University has a systematic curriculum provision based on industry needs. In the first and second grades, the Department will train humanistic qualities. In the third and fourth grades, students will be exposed to real professional courses, and choose direction projects based on areas of interest. However, the interest course has the characteristics of interdisciplinary, and the form of "general education + professional education" will be implemented.

3) Introducing industry, interdisciplinary and collaborative teaching staff teach collaboratively: Most of the teachers in the Department of Media Convergence of the School of Journalism, Missouri University, are from the media industry, and they have a good grasp of multimedia platform content production and technique application. In the course of teaching, a team teaching mode of 2-4 people is mainly used, and each teacher imparts his or her knowledge or media platform knowledge to students.

4) "Socialized" practical teaching links: With the continuous development of media technology, the Department of Media Convergence of the School of Journalism, Missouri University, is also continuously enriching its own practice platform. Every student studying the basics of news interviewing, writing, and editing must go to the corresponding practice base for internship. These media organizations are both related to the college and relatively independent, and are all socially oriented. On the other hand, the school actively seeks cooperation with major media, and can also establish closer ties with local media, providing students with a more convenient opportunity to access the media, and improve its comprehensive specialty literacy in real media practice.

B. Enlightenment of the "Missouri" model on the cultivation of applied talents in China's convergence media

The concept of talent training, the construction of the teaching staff, and the construction of a practical teaching platform for the Department of Media Convergence of the School of Journalism, Missouri University, the United States, are of significance for the convergence media applied talents in China.

1) The concept of cultivating convergence media applied talents needs to be restructured through encouraging bold and resolute repairs rather than minor repairs

The emergence of new convergence media culture requires a large number of professional talents, and the traditional media talent training model is obviously not suitable for the modern media environment. [21] Although in 2007, scholars began to pay attention to the topic of the training of convergence media applied talents, based on the traditional education idea and education habits, they resist the bold and resolute reform of personnel training. Basically, they only put forwards with minor adjustments such as additions and deletions on courses, optimization of practical links, and application of education concepts.

Cultivation of convergence media applied talents should focus on "application, usability, plug and play", and it also should take the "communication, common and cross-platform interoperability" as the goal. It should cultivate talents that highlight the characteristics of convergence media applied talents through professional connections, school-enterprise cooperation and other methods.

a) Emphasis on "knowledge convergence plus platform convergence": The Department of Media Convergence of the School of Journalism, Missouri University, the United States, uses the advantages of interdisciplinary resources to achieve the integration of general education concepts and professional education concepts. The purpose is to break the professional gap and highlight the characteristics of "knowledge convergence + platform convergence". In the context of media convergence, China's colleges and universities for convergence media application talents should strengthen the reform of traditional curriculum settings, break the professional gap, platform or carrier barrier, realize the "knowledge convergence + platform convergence" of talent training, and continuously adjust the curriculum system to adapt to the development trend of convergence media.

b) Highlighting the "big platform plus small specialty" training thinking: In the training of convergence media talents, general education is used as the basis of professional education (platform course) to cultivate all-round application talents who are suitable for convergence media technology. At the stage of professional education, students' "one specialty and multiple ability" communication skills training is highlighted, that is, students can master cross-platform communication skills, and be proficient in one platform's communication skills and communication ability.

2) The reform of the convergence media applied teaching staff should be competence qualifications-based rather than academic qualifications-based

Colleges and universities mean "high academic qualifications". This phenomenon of talents is not a big problem for colleges and universities that are oriented towards the cultivation of academic talents. But the application-oriented universities, especially the tacit [1] [22] media talent trainings need a large number of "skilled masters".

a) Trying a talent introduction model combining "academic (high educated) plus skill-oriented (emphasis on practice)": The introduction of talents in application-oriented universities should not only introduce high-educated teachers, but also try to focus on the media experience of practical teachers. The industry background and identity of these teachers will bring industry experience to students with industry standards so that they can feel the real industry environment.

b) Trying to "collaborate" the optimization of teacher resources: The talent introduction model involves issues such as the school's evaluation mechanism, the existing staff diversion, and the difficulty of managing teachers in the industry. , which have become fetters to restrict the transformational construction of many colleges and universities' teaching staff. Trying the existing mechanism of "collaborative teaching" of teachers may be an effective way. This teaching team model can effectively optimize and reorganize existing resources. Theoretical courses are taught in the form of course modules. Collaborative teaching teachers teach according to their areas of expertise, which can effectively optimize resources. Application-oriented courses can be taught in the form of "industry experts + university tutors".

3) The optimization of practical teaching system should take a broad view outside the school rather than "seclude the school from the outside world"

Practical teaching is the spirit of cultivating convergence media applied talents. The tacit nature of the training of media talents has led to the need of "master" tacit knowledge transfer to a large extent. At present, many colleges and universities in China have always complained that their own experimental practice equipment is poor, slow to update, and expensive. The reason is that the practice link has been stuck on the campus. This "secluded" practice platform and practice mode can exercise students' practical ability to a certain extent, but the cost of practical teaching is large, and there is still a large gap with real media practice, which is not conducive to the cultivation of applied talents.

a) Comprehensive practical teaching scenarios should be provided in campus: Students study in the school,

and it is recommended to fully mobilize the students' sense of participation through task-based teaching and situational teaching, so that students can grasp the relevant theoretical knowledge "being personally on the scene".

b) "Project-based curriculum" should be set outside the campus: In the practice teaching link, external real-world actual combat projects are connected to allow students to complete the practice teaching link driven by real tasks.

IV. Conclusion

Cultivating talents for the application of convergence media is a systematic project, which involves changes in educational concepts, restruction of the curriculum system, integration of teacher resources, and social resource mobilization and so on. This study only uses the "Missouri model" of the current cultivation of convergence media applied talents for sample analysis, and makes several suggestions. The construction of convergence media applied talents training model also needs to be considered from the following aspects: firstly, in terms of the guarantee of teaching quality evaluation, the realization of "big platform" training will inevitably break the restrictions of previous majors and classes, which requires relevant departments to jointly reform the existing teaching methods and evaluation standards, and the teaching support department to issue related policies and systems for supporting management; secondly, in terms of the human resources guarantee, the teacher conception of media education talents is put forward in the teacher optimization section. Regarding the construction of the teaching staff, it is not only as simple as "attracting external strengths", but also involves the optimization and upgrading of the personnel system, financial system, and teacher development system of universities, which will be a systematic project. And this thesis only serves as a minnow to catch a whale.

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[1] Tacitness: It refers to a person who knows more than he can say. Tacit knowledge can be further divided into two categories: technical tacit knowledge and cognitive tacit knowledge. Technical tacit knowledge is also often referred to as technical know-how.

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