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Thoughts on the Teaching Practice of "One Creation and Five Integration" Model ——Take Foundation of Broadcasting Creation as an example

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Abstract:
This paper explores the practice of the "one creation and five integration" teaching model using the course "Foundation of Broadcasting Creation " as a case study. Based on the OBE (Outcome-Based Education) concept, this model develops a comprehensive teaching system through six innovative strategies: curriculum reconstruction, flipped classroom, information resource utilization, media integration, interdisciplinary integration, and comprehensive evaluation. This combination aims to enhance students' expressive ability, ideological and political awareness, autonomous learning ability, and multi-dimensional literacy. This paper outlines the design principles, implementation methods, achievements, and promotion effects of the model, which provides valuable insights for the teaching reforms of similar courses.

Keywords:
Comprehensive + X, blended teaching model; ideological and political education; course creation; cross-disciplinary integration; Scaffolding situation simulation

1. Introduction

In recent years, Chongqing's higher education has entered a critical period of rapid development, which is driven by the continuous release of the area's higher education development plan and associated revitalization measures. The publication of the "14th Five-Year Plan for the Development of Higher Education in Chongqing (2021-2025)" and "Measures for the Revitalization of Higher Education in Chongqing in the New Era" has provided the definite goal and path for the future development of higher education in Chongqing. These documents mandate higher education institutions to comprehensively strengthen teaching research and reform, implement moral education, and promote high-quality teaching and scientific research. The goal is to serve educational decision-making and teaching practice, thereby advancing the high-quality development of higher education in Chongqing.

In this context, as a microcosm of the teaching reform of higher education in Chongqing, the course of

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Foundation of Broadcasting Creation carries significant demonstrative value. “one creation and five integration” is a teaching model devised to build a high-quality higher education system driven by service demand. It actively addresses key themes of cultural, ideological, and political education, and the "trinity" integration and development of educational and technological talents, focusing on critical tasks of opening up mainland higher education, supporting talent development in higher education, and promoting the coordinated development of Chengdu-Chongqing higher education. Therefore, a closer examination of this model in teaching practice can better serve the strategic needs of the development of higher education in Chongqing. This endeavor aims to further advance Chongqing's higher education towards the objectives of achieving "double first-class", and "double high-level", as well as the construction of a "specialized vocational education system" and "new engineering, new medicine, new agriculture, new liberal arts".

2. Literature Review

The recent years have witnessed teaching reform and innovation in higher education emerging as research hotspots in the field of education. Researchers have registered progress in examining the significance of education reform for improving the quality of education and training talents across the board. This section reviews the current research status and advancements in education reform, focusing on three aspects: the integration of technology and education, interdisciplinary and cross-border cooperation, and the innovation of learning and evaluation methods.

Integration of technology and education: As information technology develops rapidly, the field of education is actively seeking technological means to improve the quality and effect of teaching. Technology applications like remote learning and virtual laboratory have become the primary direction of education reform. Researchers are dedicated to finding ways to integrate technology with education to boost teaching efficiency and improve the learning experience for students. The research by Zhang San and Li Si (2021) reveals the application of technology in education not only enriches teaching resources but also increases students' interest and engagement in learning. A study by Wang Wu et al. (2020) shows that the impact of online education on higher education is increasingly apparent, offering students more flexible and convenient learning methods.

Interdisciplinary and cross-border cooperation: The object of educational research has gone beyond single disciplines and extends to interdisciplinary development. Interdisciplinary and cross-border cooperation has become a trend in the current education reform. Contemporary researchers advocate the interplay among disciplines to foster knowledge integration and innovation. Li Ming and Wang Hong (2019) argue that the construction and practice of interdisciplinary teaching models significantly expand students' critical thinking and problem-solving abilities. Moreover, Zhang Lei et al. (2018) have found that interdisciplinary cooperation helps to cultivate student creativity and innovation, laying the groundwork for their future development.

Innovation of learning and evaluation methods: Studies are increasingly focusing on cultivating learner autonomy and innovation among students by exploring new learning styles and evaluation methods. Project-based learning, problem-solving learning, and other innovative learning methods are constantly emerging, which provides pathways to cultivate students' comprehensive ability and innovative skills. Wang Li and Zhang Hua’s (2019) research has proved the effectiveness of project-based learning, as this model can stim-

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ulate students' interest and motivation in learning. In addition, the study by Liu Tao et al. (2020) shows that problem-solving learning helps to improve students' learning and problem-solving skills.

The four aforementioned themes are among the main directions of the current higher education teaching reform. Continuous research and practice can contribute to the improvement of education quality, further promoting the innovation of talent training models.

Currently, there is a considerable amount of studies on teaching reform and innovation for higher education. In their efforts to study educational reform models, scholars have identified the advantages and disadvantages of different models from various perspectives, with significant progress being made. The following part presents a literature review of the traditional education model, modern educational technology model, and interdisciplinary teaching model.

The traditional education model: This model features certain advantages, including systematic and complete teaching content and straightforwardness for students. Conversely, its drawbacks cover rigid teaching processes and difficulty in stimulating students' interest and autonomy. Smith and Jones (2019) highlight that the limitations of the traditional education model may lead to students' passive acquiring of knowledge, rendering it difficult to cultivate their creative thinking and comprehensive abilities.

The modern educational technology model: This model has shed light on new possibilities for education by enriching teaching methods and resources, making learning more flexible and convenient. However, Brown and Miller (2020) argue that the model also has some drawbacks, such as strong dependence on technical equipment and the internet, and lack of interaction, which may compromise students' learning experience and teaching effect.

The interdisciplinary teaching model: This model aims to break the boundaries between disciplines and promote the integration and innovation of knowledge. According to Wang and Zhang (2018), the interdisciplinary teaching model can expand students' knowledge and vision, cultivating their comprehensive abilities and innovative thinking. However, this model also faces some challenges, such as the difficulty in the process of teaching content integration and the complexity of curriculum design, which require teachers to possess interdisciplinary knowledge and skills.

To sum up, each educational reform model has their own advantages and drawbacks. Hence they should be selected and adjusted according to specific teaching objectives and students' needs, thereby achieving the continual enhancement of education quality and students' comprehensive literacy. Drawing insights from the existing educational reform models, this paper explores a new educational reform model: the "one creation and five integration" model. This model learns from the advantages of previous teaching models while perfecting their drawbacks, thus better meeting the learning needs of contemporary students and the requirements of educational development. Through the discussion of this model, this paper aims to present new ideas and methods for educational reform and provide useful reference and insight for educational practitioners.

3. Introduction to Course Background

3.1 Briefly introduce the background and basic information of the selected course.

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As a basic course for the broadcasting and hosting major, "Foundation of Broadcasting Creation Foundation" aims to provide students with essential skills in expression and creation, as well as the basics of program hosting art. The teaching of this course serves to train students in practical creative thinking training and moral cultivation. It takes language communication activities as the teaching object, timely dissemination of news facts as the foundation, and standardization and aesthetics as the artistic pursuit. The course instills national spirit, humanistic spirit, and socialist core values to improve students ' broadcasting creation ability and language expression abilities. By teaching the skills of language expression, such as scene reproduction, internal harmony, object sense, stress, tone, pause, and rhythm, the course contributes to the current situation and prospects of the development of broadcasting and hosting art. It also solves the problems in practical application faced by students in the field.

3.2 Problems and challenges in course implementation

This course imparts basic knowledge to prepare students for the studies of relevant courses, bridging the other parts within the discipline system. This study involves a questionnaire survey, test paper analysis, reflection log analysis, and follow-up discussion on the three dimensions of students' goal achievement. These steps were completed in 2021, followed by several analyses of students' learning progress: a quantitative, and qualitative analysis, along with a subjective and objective analysis.

The course evaluation focuses on three key aspects: knowledge reserve, application, and comprehensive practice. The survey data shows that students core well in knowledge reserve (78.37 ± 5.09), but have lower scores in application ability (66.81 ± 11.60) and comprehensive practice (1.51 ± 0.72), and disparities exist between individuals. This demonstrates that students can memorize knowledge well, but they struggle with applying basic knowledge acquired into practical application, which affects their comprehensive literacy such as scientific innovation and practice (Fig. 1). Therefore, we should optimize the learning content, strengthen the application thinking, and strengthen the cultivation of comprehensive ability.

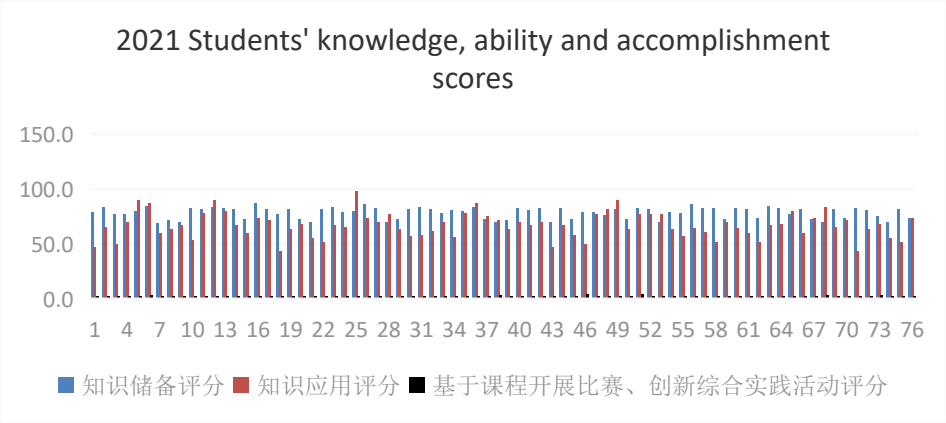


Figure 1 2021 Three-dimensional scoring of knowledge reserve, application, and innovation practice of the course "Foundation of Broadcasting Creation"

In the process of implementing the course, the following problems and challenges have been identified:

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Pain Point 1: The teaching components are isolated and fragmented.

In the "Foundation of Broadcasting Creation" course, the blocks of the basic knowledge and practical exercises are isolated. Although the course has adopted the teaching model of "basic knowledge + practical training", the connection between the two parts and the overall care is not sufficient. Thus, in the teaching process, while students may learn basic concepts and skills, they fail to effectively apply them in practice. This issue indicates a lack of emphasis and guidance to interdisciplinary thinking in the course design and teaching implementation.

Pain Point 2: Incomplete digital learning cycle

In the learning process, there is a phenomenon of "perfunctory before class, disengaged in class, and idling after class" among students. This way of learning lacks systematicness and continuity, and students often just rush to complete tasks without an in-depth understanding of knowledge and practical ability. Such an incomplete learning process greatly impacts students' learning effect and the improvement of their ability.

Pain point 3: Lack of practical expression ability

Despite the course prioritizing practice, students' actual expression and creation abilities remain weak after learning. The course focuses on imparting theoretical knowledge without enough emphasis on cultivating students' practical thinking and practical ability. Students cannot understand and cope with the actual work situation, which leads to poor performance and their inability to give full play to the knowledge and skills they have learned.

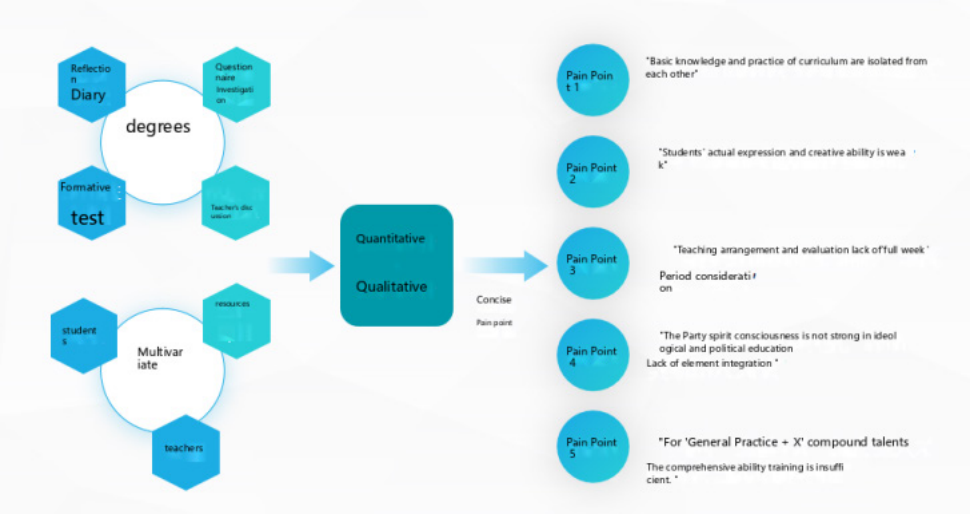
Pain Point 4: Insufficient integration of ideological and political elements

Course teaching exhibits insufficient integration of ideological and political elements, as well as the shaping of Party spirit consciousness. Students' professional identity is not fully developed, and hence they are more inclined to embrace popular culture than to combine their knowledge with socialist core values. This deficiency in guiding and cultivating ideological and political elements during teaching has affected the development of students' comprehensive quality and professional consciousness.

Pain Point 5: Lack of full cycle consideration in evaluation

The evaluation method of the course is not holistic, involving solely the test of knowledge points and the final examination. Students often rely too much on already acquired knowledge and cram before exams. A systematic and in-depth assessment is imperative to evaluate the learning progress of students. Traditional evaluation methods cannot fully understand the learning situation and ability level of students, nor can they effectively motivate students' learning interests.

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3.3 Motives and objectives of educational reform

Teaching reform is imperative in addressing issues and challenges in course implementation. By reforming the teaching mode and content, optimizing the curriculum, and improving the quality of teaching, the learning needs of students and the requirements of educational development can be met.

Achieving the goal of teaching reform entails a thorough understanding of the problems and challenges of the current teaching models, as well as a comprehensive grasp of the goal development of education and the needs of students. Given the above teaching pain points and challenges in curriculum implementation, the reform should focus on the improvement of course quality, the comprehensive development of comprehensive quality, and the innovation and optimization of education and teaching models through a series of measures. Specifically, the main motivations and objectives are as follows:

Cultivating the ability to apply knowledge: The connection between knowledge and practical application seems to be severed in current teaching practice, rendering students inability to apply the knowledge they have learned to practice. Therefore, teaching reform aims to reconstruct the teaching content, combine basic knowledge with practical skills, and introduce interdisciplinary elements to facilitate deeper understanding and flexible use of knowledge.

Improving the digital learning cycle: Students' ability in digital learning is weak, and the perfunctory learning attitude prevails among students across the whole learning process. Therefore, teaching reform should guide students to carry out digital learning in the whole cycle through the application of digital teaching resources. This approach complements the learning cycle and serves the goal of enhancing their learning autonomy and efficiency.

Cultivating comprehensive quality: According to learning requirements, students need to develop cultural awareness, teamwork spirit, critical thinking, and professional competence, but traditional teaching models often fail to meet these needs. Therefore, the goal of teaching reform is to cultivate the comprehensive ability and the ability to practice the knowledge acquired in professional settings. This can be attained through teaching strategies like the flipped classroom, preparing them to meet the needs of future social development.

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Strengthening ideological and political education: Students have a relatively weak sense of social responsibility and party spirit consciousness. Hence it is necessary to guide students to establish a correct outlook on life and values, enhance their sense of social responsibility and party spirit consciousness, and train them to become qualified socialist builders and successors.

Comprehensively evaluating students' quality: Traditional evaluation methods emphasize students' knowledge levels, neglecting the significance of their comprehensive quality. Therefore, teaching reform aims to introduce multi-dimensional evaluation, and comprehensively assess students' skills, quality, and knowledge proficiency. This facilitates a more accurate understanding of their learning progress and development needs, thereby providing targeted support for their development.

4. Design and Concept of "One Creation and Five Integration" Model

The "one creation and five integration" model refers to a teaching mode aiming at promoting the all-around development of education and improving comprehensive quality. This model involves innovative course design and integration of various teaching resources and methods. Specifically, "one creation" means the innovative design in the teaching process, including the innovation of course content, teaching methods, and evaluation methods; "five integration" encompasses the elements of course content, interdisciplinary knowledge, teaching resources, teaching methods, and evaluation system. This combination is designed to improve the teaching effect and education quality.

4.1 Concept and scheme design: OBE teaching concept, one creation and five integration

To address the aforementioned pain points of the teaching reform, the course adheres to the OBE teaching concept. It identifies the pain points in teaching content, methods, and evaluation, striving to integrate innovations of different dimensions to form the "one creation and five integration" teaching model, so as to achieve the seamless combination of "knowledge, ability, and literacy".

4.2 Mode thinking

1. Reconstructing the practical content of the new course: A broadcasting basics course centered on students' expression skills is created. In this course, the teaching of language expression skills is related to the national image, which needs to be prioritized. Concerning the pain points in the traditional course design, the course framework should be reconstructed to form a new one that trains the practical thinking of students.

2. Optimizing the flipped classroom: The effect of the reform goal is reported by the students. During the implementation of high-level goals, the teaching is decomposed into multiple stages, allowing students to explore more creative ideas. This process involves optimizing the content and form of expression and supporting the practical operation to complete the thinking cycle. By integrating scaffolding case analysis, stage performance, and performance of recitation and drama, students can truly experience excellent traditional Chinese literary works while practicing their perception and expression, cultivating comprehensive expression.

3. Applying digital resources: The course team provides students with both online and offline learning

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resources, assigns appropriate learning tasks, and ensures effective progress tracking and feedback. This promotes the effect of training and evaluation, as well as students' memorization of knowledge.

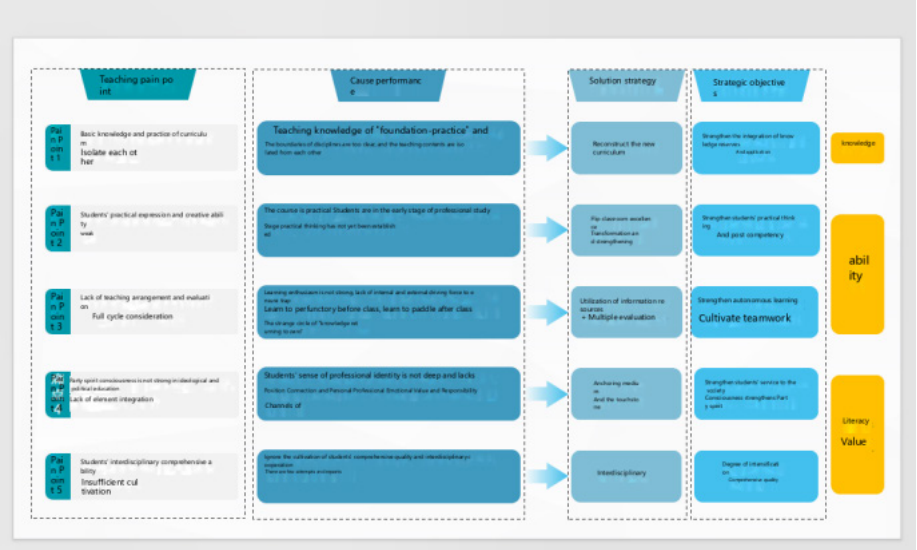
4. Introducing media material into ideological and political education: The integration of ideological and political elements in teaching can motivate students to learn in a "project-driven" way, which can also test their theoretical knowledge. This approach can foster an internal drive to strengthen ideological and political education. For example, through speaking contests like "I am a lecturer", where students can explain the school history on the stage of the exhibition hall. Inspired by the spirit conveyed by the school history and the Hongyan spirit, students' involvement in the speech can not only train their expression skills but also embed the revolutionary spirit into the campus culture. By holding "Youth Talk", the expression skill assessment can be conducted on students' interpretation of political propaganda and policy in the reports of the two sessions. With the advanced socialist culture as the main line, through student participation in propaganda and policy interpretation, the core values of socialism are carried forward, and the creative training of comprehensive expression is also carried out. The "Birthday Newspaper" is a unique storytelling activity where students delve into family history by exploring newspapers from the days they or their relatives were born. Through this exercise, they bring the past to life through storytelling. This personal narrative allows them to understand social changes and how their family's experiences are connected to the evolution of modern China and the wider world.

5. Interdisciplinary integration: To cultivate " Comprehensive + X" media talents, it is essential to leverage the "new liberal arts" framework to implement moral, intellectual, physical, aesthetic, and labor education for the students of broadcasting majors. Introducing teachers from other schools can help students improve their scientific literacy, further facilitating the integration of "interdisciplinary" and "super-disciplinary" while disseminating popular science. Interdisciplinary integration strengthens students' multi-dimensional literacy. Utilizing audio and video materials with themes of excellent science and culture achievements, students' scientific and cultural literacy can be significantly enhanced.

6. Introducing multi-dimensional evaluation: The key to enhancing the internal and external learning drive of college students is to give timely feedback on their learning progress with a reasonable and comprehensive evaluation system. This contributes to boosting student interest in learning. A multi-dimensional evaluation system should combine online and offline assessments, providing self-evaluation, mutual evaluation, teacher review, and feedback on the process and outcome of the learning. It should also cover the integration of humanities and science, adopting qualitative and quantitative approaches in application.

Finally, through the completion and improvement of "one creation and five integration", we can transcend the traditional boundaries between teachers and students, in-class and out-of-class settings, and online and offline learning modes, thus creating an efficient classroom and better teaching effect.

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5. Implementation process and method

5.1 Create a coherent course centered on "the basis of practical expression"

Determine course objectives: Take practical expression basis as the core of the course. The learning path features three teaching stages: primary, intermediate, and advanced, each focusing on different levels of expression skills.

Integration of theory and practice: Guide students to have a good command of the basic theories of broadcasting while focusing on practical operation. This allows students to improve their expressive performance in practice.

Conduct scaffolding case analysis: select cases related to stage performance, recitation, and drama, establishing scaffolding and guiding students to think about the key elements of practical expression.

Guide practical thinking: Through case analysis, cultivate students' practical thinking and promote their creative expression and problem-solving ability in stage performance.

Emphasize students' reflection and practice: Encourage students to gain experience and insights from cases, reflect on challenges and gains from learning, and foster their growth and improvement through practice.

5.2 Integrate online and offline teaching and information tools to strengthen learning autonomy

Integration of online and offline teaching: Combine field teaching and online theoretical courses to provide students with comprehensive learning resources.

Use information tools: Introduce multimedia materials and real-time interactive tools to enrich the teaching content and promote students' communication and cooperation skills.

Support autonomous learning: Provide personalized learning paths and virtual experiment platforms to help

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students learn independently and strengthen practical operation.

Adopt project-based learning: Design hands-on projects and use project management tools to develop students' project management and collaboration skills.

Introduce self-assessment and feedback: Establish a self-evaluation and examination platform, along with a feedback system to help students adjust their learning strategies in time.

5.3 Bolster intrinsic motivation and strengthen ideological and political education

Set the goal of ideological and political education: Integrate the goal of ideological and political education into the course design, and emphasize the cultivation of students' sense of social responsibility and intrinsic motives.

Topic selection and case design: Choose topics and cases with ideological and political value to guide students in thinking about social issues, and strengthen the effect of ideological and political education.

Practical activities and social practice: Design social practice projects that combine broadcasting creation and social services, improving students' expertise while cultivating a sense of social responsibility and patriotism.

Public speaking and debate: Organize public speaking and debate contests to encourage students to think about social issues from various perspectives, thereby enhancing their dialectical thinking and rational expression skills.

Speculative design: Introduce speculative questions in the classroom to stimulate in-depth discussions and foster critical thinking.

5.4 Integrate interdisciplinary and super-disciplinary education to strengthen multi-dimensional literacy

Leverage resources from other schools: Combine the resources of other schools and introduce teachers from other schools to promote interdisciplinary integration, thus enhancing students' multi-dimensional literacy.

Combine audio and video teaching materials: Use audio and videos with themes of excellent science and culture to cultivate students' scientific literacy.

5.5 Multi-dimensional and Multi-dimensional Evaluation to Enhance Learning Effects by Synergy of Internal and External Driving Forces

Establish a comprehensive evaluation system: This includes a combination of process and outcome assessments, and the joint effort of internal and external driving forces throughout students' learning stages to promote students' learning motivation and overall learning outcomes.

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6. Evaluation of Effectiveness and Feedback

Students have responded positively to the practicality and interdisciplinary nature of the new course design. They believe that the training components of the course are aligned more with the actual work requirements and can improve their practical skills. Students are more active in the learning process, with significant improvement in their interest and participation in learning. They reported being able to transfer the knowledge gained more effectively into practice, demonstrating a deeper understanding of the teaching materials. This indicates a desirable learning effect among students.

Teachers feel more freedom and creative space in the teaching process. Through the implementation of the “five-integration” model, they can better adjust the teaching content and methods according to the needs of students and the actual situation, thereby improving the effectiveness of teaching. Teachers have gained a more profound understanding of the interdisciplinary teaching models, believing them to be helpful in cultivating students' comprehensive quality and innovative thinking.

Managers and industry experts have recognized the effect of the curriculum reform. They believe that the new course design fits more with industry needs, effectively improving students’ practical ability and comprehensive quality, and improving the employment competitiveness of graduates.



7. Conclusion

The teaching team is committed to cultivating "Comprehensive + X" compound talents by integrating multicultural elements and providing students with rich learning experiences. This aims to change the isolation and fragmentation of traditional courses, establishing a practice-centered teaching model that facilitates the combination of theory and practice. It emphasizes the importance of practice in the learning process and encourages students to actively participate in various practical activities to better understand the essence of ideological and political ideas and broadcasting creation. Through practice, students not only improve their skills, but also expand their thinking and strengthen teamwork in learning. It emphasizes the whole cycle of digital learning, and improves the learning outcomes and skill development of students, making the learning process more systematic and effective. A practical teaching process featuring four stages is designed to gradually cultivate students' practical thinking and practical expression ability, and strengthen the practicality of the course. This approach strengthens a sense of social responsibility and professional identity among students,

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promoting the all-round development of their comprehensive quality. Furthermore, its implication extends to leading the social fashion and fostering the harmonious development of society, highlighting the positive influence of cultural integration on stimulating students' patriotic spirit. The course design also emphasizes the importance of interdisciplinary cooperation, encourages extensive cooperation, and expands the depth and breadth of practice. In this education process, teachers and students grow together, learning from each other and making the other better.

However, deficiencies still exist in the teaching strategies and methods that need further optimization to enhance teaching effectiveness and student satisfaction. During the implementation process, challenges such as insufficient resources and problems concerning the development of teaching staff may arise. In addressing them, efforts should be put into strengthening management and support. More time and experience are necessary to gradually improve and perfect the implementation mechanism and operation mode of the "one creation and five integration" model. By summarizing and analyzing the achievements and drawbacks in the process of reform, we can further guide and optimize the implementation plan of curriculum reform, improve the quality and effect of teaching, and promote the sustainable development of education.

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