

Teaching Problems and Countermeasures of College Journalism and Communication Major in the Era of Convergent Media

Haiqing Gu*

Communication University of China Nanjing, Nanjing 210000, Jiangsu, China

**Author to whom correspondence should be addressed.*

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: With the continuous and rapid upgrading of convergent media technology, profound changes have taken place in the journalism and communication industry. Against this backdrop, the teaching of Journalism and Communication majors in colleges and universities has become disconnected from industry demands and the requirements of the times, facing numerous challenges. Based on the core requirements of teaching in the era of convergent media, this paper analyzes existing problems such as outdated curriculum content and weak practical teaching, and puts forward targeted optimization countermeasures including curriculum renewal and practice strengthening. It provides practical references for professional teaching reform, helps cultivate interdisciplinary talents, and promotes the coordinated development of professional education and the convergent media industry.

Keywords: Convergent Media; Journalism and Communication; Teaching Problems; Teaching Optimization; Talent Cultivation

Online publication: February 26, 2026

1. Introduction

The rapid development of digital technology has propelled the media industry into a period of in-depth integration. Fundamental changes have occurred in the carriers, forms, and core logic of news communication, placing brand-new requirements on the comprehensive literacy of practitioners. As the main front for cultivating news communication talents, colleges and universities have a teaching quality closely linked to the supply level of industry talents. Currently, some colleges and universities still adopt traditional teaching models for this major, which cannot adapt to the talent demands of the convergent media era, with prominent problems^[1,2]. Therefore, this paper analyzes the existing problems in teaching and proposes optimization approaches, providing ideas for professional teaching reform.

2. Era Requirements for the Teaching of Journalism and Communication Majors in Colleges and Universities in the Era of Convergent Media

2.1. Focus on Cultivating Omnimedia Skills

With the continuous and rapid upgrading of convergent media technology, fundamental changes have taken place in the carriers, forms, and processes of news communication. A single skill reserve can no longer meet industry demands. College teaching must break down the barriers between traditional journalism and communication skills, enabling students to master various skills such as text editing and collection, video shooting and editing, new media operation, and data visualization. On the one hand, it is necessary to solidify writing skills to ensure professionalism and accuracy in content creation; on the other hand, digital technology application capabilities should be strengthened, allowing students to proficiently use various convergent media tools to complete content production and dissemination. In addition, students should be guided to adapt to the characteristics of different communication platforms, achieve efficient adaptation of content between traditional and new media, and cultivate omnimedia interdisciplinary talents capable of handling multi-scenario and multi-task challenges to meet the industry's core demand for diversified skills.

2.2. Strengthen Convergent Thinking Training

The key logic of convergent media lies in eliminating media boundaries and integrating various resources. Thus, the teaching of Journalism and Communication in colleges and universities needs to break through the limitations of traditional subject division and focus on strengthening systematic training of convergent thinking. In the teaching process, students should be guided to abandon the single-medium thinking mode, establish the convergent media concept of "integrated planning, multi-terminal distribution, and full-process interaction", and understand the communication advantages and complementary characteristics of different media. Students' cross-border integration capabilities should be cultivated, enabling them to flexibly integrate various content forms such as text, images, audio, and video, master the communication laws and user needs of different platforms, maximize content value, enhance their ability to cope with complex communication scenarios in convergent media, and actively adapt to industry changes.

2.3. Highlight Practical Application Ability

Journalism and Communication is a highly practical discipline. In the era of convergent media, the in-depth integration of theory and practice becomes even more prominent, and practical application ability has become a key criterion for measuring talent quality. Colleges and universities should abandon the traditional model of "emphasizing theory over practice", integrate practical teaching throughout the entire talent cultivation process, and guide students to transform classroom theory into practical abilities such as content creation, planning and operation, and public opinion response by building practice platforms, conducting project-based teaching, and aligning with industry demands^[3]. Attention should be paid to cultivating students' problem-solving abilities, enabling them to proficiently handle practical issues such as content review, user interaction, and data feedback, ensuring they can quickly adapt to industry positions after graduation and achieve seamless integration of theory and practice.

2.4. Adhere to Media Literacy and Ethics

With the advent of the era of convergent media, information dissemination has accelerated and expanded in scope, and problems such as false information and online rumors have become increasingly prominent, setting higher standards for the media literacy and ethical bottom line of news communication practitioners. Colleges and universities must place media literacy and ethical education in an important position, guiding students to establish correct journalistic and values. In the teaching process, students' ability to distinguish information should be strengthened, enabling them to accurately distinguish between true and false information and adhere to the principle of news authenticity. At the same time, ethical and normative education should be enhanced, allowing students to clarify their responsibilities and obligations, consciously abide by industry norms, respect privacy, uphold fairness and justice, and reject vulgar and homogenized content. This will

cultivate practitioners with both professional competence and professional integrity.

3. Problems Existing in the Teaching of Journalism and Communication Majors in Colleges and Universities in the Era of Convergent Media

3.1. Outdated Curriculum Content

Currently, the curriculum content of Journalism and Communication majors in some colleges and universities is relatively outdated, failing to keep pace with the development of convergent media, and still focuses on traditional media-related content. Courses such as traditional news collection and editing, and newspaper editing account for an excessively high proportion, while courses related to convergent media such as digital media technology, new media operation, and data journalism are either absent or superficial, unable to meet the industry's demand for interdisciplinary talents. The curriculum content lags behind in updating, failing to timely integrate new technologies, methods, and norms from the convergent media industry. As a result, the knowledge students acquire is disconnected from industry practice, making it difficult for them to quickly adapt to the practical operational capabilities required by convergent media.

3.2. Insufficient Practical Teaching

Practical teaching is a key link in cultivating students' professional abilities. However, many colleges and universities currently have prominent problems of insufficient practical teaching in Journalism and Communication majors. On the one hand, the proportion of practical courses is low, and most teaching still focuses on theoretical indoctrination, with a serious disconnect between classroom teaching and real convergent media scenarios. On the other hand, practical platforms and resources are scarce. Many colleges and universities lack professional convergent media laboratories, studios, and equipment, and students' practical operations are mostly limited to simple exercises such as text editing and video clipping, lacking comprehensive practical training involving the entire process of content planning, multi-platform distribution, and operational communication. In addition, school-enterprise cooperation is superficial. Few colleges and universities establish long-term and stable practical bases with mainstream convergent media institutions, and students lack opportunities to participate in real industry projects. Consequently, students' practical operational abilities are weak, and they often find themselves unable to apply their knowledge when entering the workplace, failing to meet the industry's demand for high-quality applied talents.

3.3. Unqualified Faculty Team

In the era of convergent media, the teaching of Journalism and Communication requires teachers to have both solid theoretical foundations and rich practical experience in convergent media. However, the current faculty team of Journalism and Communication majors in many colleges and universities has prominent quality problems^[4]. Most teachers in the faculty have academic backgrounds and have long been engaged in theoretical research, lacking frontline practical experience in convergent media operation. They are not familiar with the latest industry models, content production processes, and operational strategies, leading to overly theoretical teaching content and single teaching methods, which cannot guide students to master practical convergent media skills. At the same time, the opportunities for teachers to participate in industry training and practical exchanges are limited. Many teachers cannot timely update their knowledge structure and keep pace with the development of convergent media technology, resulting in outdated teaching concepts and inability to adapt to the new requirements of the era for Journalism and Communication teaching.

3.4. Imperfect Teaching Evaluation System

The current teaching evaluation of Journalism and Communication majors in many colleges and universities still adopts the traditional model, which has obvious limitations and cannot adapt to the demand for talent cultivation in the era of convergent media. The evaluation mainly relies on theoretical examinations and homework assessment, focusing on

examining students' memory of theoretical knowledge, while ignoring the evaluation of practical ability, innovative thinking, and comprehensive literacy. The evaluation standards are single, lacking assessment indicators for students' convergent media practice, project operation, and communication effect. The evaluation method is too subjective, mostly relying on teachers' single evaluation, without incorporating student peer evaluation, industry expert evaluation, and practical result evaluation. This imperfect evaluation system cannot comprehensively reflect students' comprehensive quality, easily leading students to focus on rote memorization rather than practical ability improvement, which deviates from the core goal of cultivating interdisciplinary talents in the era of convergent media.

4. Optimization Countermeasures for the Teaching of Journalism and Communication Majors in Colleges and Universities in the Era of Convergent Media

4.1. Update Curriculum System to Align with Industry Demands

The curriculum is the core carrier of talent cultivation. To adapt to the development of the era of convergent media, it is necessary to systematically update and optimize the curriculum system of Journalism and Communication majors. Firstly, break the traditional curriculum framework based on traditional media, moderately reduce the proportion of single courses such as traditional newspaper editing and news writing, and increase the proportion of practical and cutting-edge courses closely related to convergent media, such as digital media technology, new media operation and management, data news production, short video creation, live broadcast operation, and media convergence planning. Secondly, integrate cross-disciplinary knowledge, add courses involving computer science, big data, art design, and other fields, and construct an interdisciplinary curriculum system of "Journalism and Communication + Technology + Art". Thirdly, establish a dynamic curriculum update mechanism, timely incorporate industry's new technologies, new norms, and new cases into teaching content, and compile school-based textbooks and practical guides that adapt to the era of convergent media. Through curriculum system reform, students can systematically master theoretical knowledge and practical skills adapted to the development of convergent media, laying a solid foundation for cultivating interdisciplinary talents.

4.2. Strengthen Practical Teaching and Build a Diversified Practice Platform

Practical teaching is the key to improving students' professional competence. It is necessary to break the "theory-heavy and practice-light" model and build a multi-level and integrated practical teaching system. On the one hand, increase the proportion of practical courses, integrate practical training into theoretical teaching, and realize the organic integration of theory and practice^[5]. On the other hand, strengthen the construction of practical platforms, build professional convergent media laboratories, omnimedia studios, and new media operation centers equipped with advanced equipment such as high-definition cameras, non-linear editing systems, and live broadcast platforms to meet students' needs for practical operations such as video production, live broadcast, and new media operation. Deepen school-enterprise cooperation, establish long-term stable off-campus practical bases with mainstream convergent media institutions, Internet companies, and new media platforms, and regularly organize students to carry out on-site practice and project training. Establish on-campus convergent media practice studios to simulate the convergent media operation model of mainstream media, allowing students to fully participate in the entire process of content planning, interviewing, editing, and distribution. Taking the "live + short video" convergent media reporting of CCTV News as an example, the studio can organize students to simulate its "Two Sessions" reporting model, carry out small-scale live broadcast activities, and produce supporting content such as short video clips and graphic interpretations. Through practical operations, students can master practical skills such as live broadcast equipment debugging, camera language application, real-time interaction techniques, and multi-platform distribution strategies. At the same time, they can discover and solve problems in practice, effectively improving their application abilities and achieving seamless connection between teaching and industry practice.

4.3. Strengthen Faculty Construction and Improve Comprehensive Literacy

The faculty team is the key guarantee of teaching quality. In the era of convergent media, the rapid development of the news communication industry places higher requirements on teachers' comprehensive literacy. Teachers must have both solid theoretical foundations and rich convergent media practical experience to guide students to adapt to industry development. Therefore, strengthening faculty construction and improving teachers' comprehensive literacy is the focus of teaching optimization. A normalized faculty training mechanism should be established, organizing teachers to regularly participate in convergent media training and industry exchange activities to learn cutting-edge technologies and operation concepts, break through the limitations of traditional teaching thinking, and improve teachers' convergent media teaching capabilities. At the same time, teachers should be encouraged to conduct convergent media research and transform research results into teaching content to enrich teaching connotation. Promote teachers to take temporary posts in mainstream convergent media institutions. For example, arrange teachers to work in the Xinhua News Agency Convergent Media Center, participate in the planning, production, and distribution of convergent media reports, experience cutting-edge industry dynamics, and learn professional convergent media operation skills and models. After the temporary post, teachers integrate industry practical experience into the classroom, combining their own convergent media reporting cases to explain the difficulties and techniques of convergent media content production, making teaching more targeted and practical. This also improves their own comprehensive literacy, providing support for enhancing teaching quality.

4.4. Improve the Evaluation System and Focus on Comprehensive Effectiveness

A scientific evaluation model plays an important guiding role in teaching optimization. Traditional teaching evaluation of Journalism and Communication majors mainly relies on theoretical examinations and homework completion, focusing on assessing students' theoretical knowledge while ignoring the evaluation of comprehensive literacy such as practical ability and innovative ability. This can hardly meet the demand for talent cultivation in the era of convergent media. Therefore, it is necessary to improve the evaluation model, achieve diversified evaluation methods, and focus on comprehensive effectiveness. Establish the concept of "comprehensive evaluation", break the "one exam determines everything" evaluation model, and build a diversified evaluation model including theoretical assessment, practical assessment, and innovative assessment. Clarify the weight of each evaluation link, assessing not only students' mastery of theory but also their practical operational ability, innovative thinking, and teamwork ability to ensure evaluation results can comprehensively reflect students' comprehensive literacy. Conduct evaluation combined with convergent media practical projects. Taking students' completed convergent media special reports as an example, in the evaluation process, not only students' theoretical application ability should be assessed, but also the innovation of content planning, rationality of multi-media presentation, and effectiveness of communication effects should be emphasized. Refer to communication data from platforms such as Douyin and WeChat Video Channel, and combine various methods such as teacher evaluation, student peer evaluation, and industry expert review to comprehensively evaluate students' practical achievements. At the same time, timely feedback evaluation results to students, guiding them to make targeted improvements. Through an improved evaluation model, students are promoted to improve their comprehensive literacy and the overall teaching quality is enhanced.

5. Conclusion

Against the backdrop of the era of convergent media, media transformation necessitates teaching reform for Journalism and Communication majors in colleges and universities. This paper sorts out the teaching requirements of the convergent media era, analyzes existing problems in curriculum, practice, faculty, evaluation, and other aspects, and then proposes targeted optimization countermeasures. Promoting professional teaching to adapt to industry development is not only the key to improving the quality of talent cultivation but also an important support for facilitating the high-quality development of the news communication industry, thereby achieving the resonance between professional education and the convergent

media industry.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Luo XT, Yang YY, Chen X, 2025, Problems and countermeasures in the teaching of journalism and communication majors in colleges and universities in the era of convergent media. *West China Radio & TV*, 46(2): 45-49.
- [2] Gu XJ, Liu CL, Ren S, 2024, Research on the cultivation path of journalism and communication talents in colleges and universities in the digital media era. *Theoretical Observation*, (1): 143-148.
- [3] Chen L, 2023, Reconstruction of the teaching system of journalism and communication majors in colleges and universities in the era of convergent media. *Journal of Heze University*, 45(1): 78-81.
- [4] Ke LN, 2022, Reconstruction of the teaching system of journalism and communication majors in colleges and universities in the era of convergent media. *Heilongjiang Education (Theory and Practice)*, (7): 46-48.
- [5] Feng HB, 2022, Research on the training mode of applied journalism and communication talents in colleges and universities in the omnimedia era. *Media Forum*, 5(12): 113-117.

Publisher's note

Whoice Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.