

Research on Innovative Undergraduate Education Mode in Social Media Environment

YANG Nuannuan, GAO Huiyan

1,1 School of Literature and Journalism, Shandong University of Technology, Zibo, Shandong 255000, China

Abstract

The new media environment represented by social media not only promotes the overall transformation of higher education, but also provides inspiration and support for innovative undergraduate education. Combined with the main communication forms and advantages of social media, the traditional undergraduate education and teaching are reformed, and the innovative undergraduate education mode under the new media communication environment is discussed. First of all, based on the characteristics of information sharing, instant communication and personalized communication of social media, we should build a diversified knowledge structure and a timely teaching system; second, we should update the teaching content in time to adjust the teaching so as to realize the change of dynamic education form; finally, we should reform the teaching methods and curriculum evaluation methods to form a student-centered independent chemical learning model Type.

Keywords

Social media; New media; Undergraduate education; Innovative education model

I. Introduction

In the mid-1980s, Joshua Meyrowitz, a famous American communication scholar, pointed out that the media is a part of the social environment through his media situation theory, and the media, especially the electronic media, affect human behavior by changing the social situation^[1]. With the continuous progress of media technology, the media form is more and more rich, new information communication methods are emerging, communication channels are greatly expanded, social media has become the core of digital marketing and enterprise promotion strategy in recent years. According to the results of "2015 China brand marketing best public opinion survey", new media related to the Internet has far surpassed traditional media forms such as TV, newspaper, outdoor, etc., and become the main channel for Chinese consumers to contact brand information^[2]. Influenced by new media and new methods, the form of information dissemination and reception has been updated again and again, which also directly promotes the transformation of undergraduate education to innovative teaching mode.

The research on the innovative undergraduate education mode from the perspective of social media comes from the consistency of the two requirements for innovative information transmission. Combining the undergraduate professional teaching with the new media communication environment, guiding the undergraduate education thought with the new media, especially the operation thinking of social media, and building an innovative undergraduate education mode, which is embodied in three core ideas: first, based on the advantages of real-time update and media integration of social media, build a diversified knowledge structure, and create a timely teaching system; second, based on In the form of interactive communication and instant communication of social media, timely update the teaching content for teaching adjustment, and realize the change of dynamic education form; thirdly, based on the characteristics of personalization and spontaneity of social media, reform the teaching methods and curriculum evaluation methods, and form a student-centered and autonomous learning mode.

II. Shared Information and Diversified Knowledge Structure

(i). Diversified Sources of Information

Social media can provide massive information in many forms, such as graphics, text, voice, image, etc., which is one of the main reasons for its success in attracting and retaining many users. Innovative undergraduate education requires strengthening the construction of information-based teaching, enriching the construction of curriculum resources, forming the collection and integration of information resources in the major and related fields through multimedia teaching, especially online teaching and other forms, so as to help students accumulate knowledge and broaden their horizons. From the perspective of the operation mode of social media, in the process of traditional information communication, the boundaries among producers, communicators and receivers are increasingly blurred, and the communicators are changing randomly among the sources, audiences and platforms. Social media users can share information, discuss topics and exchange experiences. Social communication not only creates social hot spots, reflects public opinion, but also provides more clear data feedback of group behavior characteristics for information dissemination activities. Innovative practical teaching also needs the reorientation of teaching subjects. In the process of curriculum system and knowledge structure construction, students' individual and group wisdom should be fully exerted, and knowledge sources should be expanded to market and life.

First of all, through the inquiry teaching mode of problem-based learning, project-based learning and case-based learning, the students collect, sort out, discuss and analyze the teaching materials, and fully mobilize the students' subjective initiative and creative thinking in the process of curriculum resource construction. Encourage and organize community learning mode, and attach importance to the promotion of students' internal communication on teaching. Social media will be incorporated into the new teaching methods to form a virtual community of topic discussion. Learners will be connected by common topics, and carry out communication within the scope of their own development, sharing group intelligence resources and achieving the radiation effect of spontaneous communication. Secondly, an open teaching mode guided and tested by the market should be formed. Professional teaching reflects the market demand and development trend, makes full use of the market resources where

the school is located, cooperates with the academic community and the industry in running schools, and cultivates students' insight, foresight and response ability to the market environment through field teaching, situational teaching, project introduction teaching and other forms. Finally, from the marketization of education to the life of education, the course content is close to the social life, guiding the students to integrate the thinking of the subject and other life fields, forming personalized cognition.

(ii). Diversified Knowledge Forms

Form diversity not only includes the form of information presentation, but also the form of information participation. Social media supports users to participate in the process of information dissemination and communication in various forms of interaction. Its media operation keywords include creation, release, sharing, communication, praise, comment, reply and forwarding, which also constitute the main communication elements of the new media era. The diversified knowledge forms required by innovative practical teaching include not only sensory forms such as graphics and audio-visual, tool forms such as books and electronics, but also thinking forms such as theories, methods, cases and projects, as well as corresponding multi-dimensional teaching forms.

The essence of the teaching process is the arrival and internalization of information. According to the results of "2015 China's advertisers' ecological research", in order to pursue the effective access of advertising information, advertisers increasingly tend to integrate multi-media joint marketing of TV, Internet, social networking and offline promotion^[3]. Innovative undergraduate education also needs to activate teaching methods, enrich teaching methods, and explore the combination of online and offline cross screen fusion media teaching. Aiming at the cultivation of comprehensive abilities such as innovation, speculation and cooperation, the implicit education forms such as experiential teaching, task driven teaching and practical training teaching are applied to the teaching system, focusing on the cultivation of professional thinking skills of undergraduate students^[4]. According to David Perkins, a famous American educator, the mastery of ability is a process of transforming "principled" knowledge into "actionable" knowledge. Only through the real exercises in different scenes, can the "tacit knowledge" contained in various abilities be revealed and developed^[5].

III. Instant Communication and Dynamic Education Form

(i). Micro Teaching Mode of Fragmentation

In the era of new media, information fragmentation is realized by the development of social media and mobile intelligent terminals. Users can independently use the time of fragmentation to conduct fragmented micro communication, micro discussion and micro marketing on fragmented content. In the form of fragmentation, the promotion and aggregation of information dissemination value is realized. With reference to this feature, the innovative undergraduate education puts forward the micro teaching mode of fragmentation.

First of all, according to the internal relationship between teaching content and ability training, the whole teaching system is divided into modules, curriculum resources are integrated, combined teaching modules are formed, class and grade restrictions are broken, and corresponding task-based learning groups are established. Secondly, according to the logical relationship and

professional practice process, the subject of a single course is divided, and the teaching units and key points are changed with the advancement of the teaching process. Finally, we should pay attention to the teaching design of a single class, and control and master the teaching rhythm reasonably through the "time management" in the process of classroom teaching. For example, according to the key words such as theme, theory, method and training, a 50 minutes course is divided into 10-15 minute blocks. The advantage of this teaching method is that it can clear the teaching purpose, effectively guide attention, and improve the flexibility and interest of the course teaching. Under the premise of micro characteristics and micro principles, the fragmented micro teaching mode can form a more easily understood and mastered content block with wide scope and thick content. In the process of teaching, students should avoid being limited to trivial segmentation elements, pay attention to the overall planning of teaching from the part to the whole, from the details to the overall situation, so as to help students see both trees and forests.

(ii). Timely Educational Concept

Social media has created one hot topic after another, and witnessed the rapid decline of these hot topics. Hot spot marketing has become one of the main ways of online and offline promotion for enterprises. With the rapid replacement of hot spots on the Internet, the requirements of entrepreneurs for immediate creativity and immediate response are becoming higher and higher. The ever-changing communication environment directly leads to the lag of traditional undergraduate education, and the timeliness of education concept is reflected in the continuous updating of professional knowledge system, teaching methods and technical means following the development of industry and social environment. In this regard, colleges and universities at home and abroad have taken corresponding measures for reference.

Taking advertising as an example, the University of Illinois in the U.S. usually discusses the curriculum with the industry, listens to the industry's suggestions on the direction of the course, and then plans the content and time of the course. The Department of advertising at the University of Texas Austin has several specialty directions, and its professional elective courses have various research directions, and are mostly closely related to social life. We can flexibly launch new courses according to the market changes and demand trends. It is precisely according to the Internet communication environment that we first set up the interactive advertising specialty. Comprehensive knowledge of advertising is a special course offered by Xiamen University. The course runs through three semesters, without specific arrangement of teaching hours. Teachers guide students to explore the latest trends in the academic world and industry, and complete tasks such as reading professional and related books and periodicals. This undoubtedly improves the vitality of the subject to a certain extent, and forms an effective teaching content for the major Supplement^[6].

(iii). Immediate Teaching Adjustment

With the characteristics of mobile Internet and real-time online, social media realizes the real-time communication between users and platforms, users and users, and can classify audiences through behavioral data and interest maps, and then carry out more targeted information release and precise marketing. At the same time, more and more business owners pay more attention to the marketing strategy of product efficiency integration, which requires information collection on the follow-up response

of communication activities and real-time adjustment through data.

Under the traditional undergraduate education mode, the interaction between teachers and students is insufficient, the access to teaching feedback is single, and the cycle of a teaching adjustment is long. The teaching survey with the main purpose of collecting opinions focuses on the learning expectation at the beginning of the semester and the feedback of the questions at the end of the semester, which is difficult to be reflected in the course teaching of this semester in time. Innovative undergraduate education breaks the limitation of face-to-face interaction and communication. Through online courses, information platform discussion area, wechat, microblog and other instant communication discussion groups, timely feedback on learning behavior and access to feedback information on teaching activities. For example, through the information-based teaching platform to release the homework tasks submitted within the time limit, complete the review and feedback before the students' attention shifts to other learning tasks; then, through the topic test in the discussion area, carry out the pre optimized selection, or compare the students' participation to understand the students' attention and understanding, and also specify the next stage of the teaching theme Xiang. As a teacher, we should learn to use a variety of communication methods in different learning cycles of students, such as different stages of introduction, understanding, mastering, application, etc., to detect needs, guide thinking, teach knowledge, train skills, discover problems, and encourage feedback.

IV. Personalized Communication and Autonomous Learning Mode

(i). Independent Choice of Learning Direction

Social media encourages and supports users to independently produce and publish information content. Personalization and spontaneity also constitute the two main characteristics of its media development. The undergraduate teaching in Colleges and universities should respect and fully reflect the individual differences of learners, so as to create a more relaxed independent learning space for them. According to Malcolm Knowles, the father of adult education, adult learners can judge the value of learning content at the early stage of learning process according to their own needs^[7]. However, the learners of undergraduate education in Colleges and universities, regardless of age or mind, have entered the adult learners group, so they have the characteristics of adult learners to a certain extent. As far as the learning direction is concerned, the value applicability of teaching content, the relevance with learners' life, the practicality, and the degree of interest of learners will directly affect their learning initiative and acquisition effect.

Under the traditional teaching mode, teachers often check by asking questions or inspire students to find answers by asking questions. However, the problem is not only the method, but also a part of the learning content. Innovative undergraduate education combines case teaching with problem driven teaching. Through case analysis, students put forward questions, and then collect information, analyze data and demonstrate practice centering on questions. Finally, they overturn or verify their original judgment. In this process, teachers should pay attention to give necessary suggestions and guidance to ensure that the content learning is guided by question thinking, questions are raised by students, and questions are full of vitality. "Living questions" originated from the

will to believe by William James, an American psychologist and educationist. This paper distinguishes between the hypothesis of vitality and the hypothesis of non vitality. The criterion of vitality is whether it can provide focus and significance for exploration^[8]. In order to emphasize and ensure the vitality of the problem, the teacher can initially provide the focus of the problem. The focus form is very flexible, which can be an object, a point of view or a method. At this time, the problem itself constitutes the main learning content, at the same time, it also attracts and motivates students to learn more actively, forming a professional teaching information chain of "discovery, speculation, cognition and acquisition".

(ii). Autonomous Control of Learning Process

For enterprises and brands that are ready or have entered social media, it is particularly important to learn to find value information from user conversations. Through data mining of user behavior of social media, enterprises can be helped to detect business opportunities, understand needs, provide services and solve problems. Enterprises and brand owners also clearly realize that the tighter the control over the dialogue process, the less media value they can obtain. Teaching activities can also be regarded as a dialogue between educators and learners. Too stylized teaching process can only limit the individual advantages of students, but also can not be applied to the different educational situation of students' learning transformation efficiency.

Autonomous teaching requires that students should be given more autonomy, all of which aims to help them achieve their learning objectives and improve their learning effect. Taking MOOC, the most representative online teaching, as an example, due to the large number of courses selected, the differences among learners are more obvious. In this regard, the MOOC platform allows learners to control their own learning time and progress, and the segmented course video is labeled with the corresponding length of time, so that learners can choose to watch according to their own situation. Another example is the curriculum practice project. The teacher only needs to make the overall requirements on the project difficulty and practice focus, while the students decide the project theme, practice method, stage task, schedule and other details. Taking the advertising major of Hong Kong Baptist University as an example, Workshop-the Young Agency is called TYA for short. It is an advertising studio created and independently managed by students. It fully adopts the operation mode of real advertising companies to undertake advertising projects externally. Students not only complete the work preview, but also practice the professional learning content through project implementation.

(iii). Independent Display of Learning Achievements

Social media, especially the media platform based on real social identity and social relations, provides a large number of UGC content for the information dissemination environment every day, "user generated content" is user generated content, with high originality and personalized characteristics. Among them, there are many personal life details and social insights, which come from the psychological needs of emotion, control and acceptance in the process of interpersonal communication. The independent learning mode determines the difference between learning achievement and exhibition form, and the innovation of teaching mode inevitably requires the change of course assessment content and evaluation method.

First of all, from the result evaluation to the process evaluation,

the students' self-learning awareness and innovation ability are taken as the key points of the examination, and the weight of the usual performance evaluation is improved. The course evaluation system is composed of pre class preview, discussion in class, homework after class, daily practice, team cooperation and other aspects, allowing students to make their own choice on the daily homework participating in the final evaluation. Secondly, from model assessment to situational assessment, for learning tasks such as project practice, work design, theme activities, etc., students are allowed to choose task objects independently, and increase the independent display of non proposition works and practical results, including statements, proposals, replies, exhibitions and rehearsals. In the course of course assessment and evaluation, the purpose of the assessment is to encourage learning and help students to realize themselves, forming a creative learning mode focusing on cultivating students' practical ability, expression ability and innovation ability.

V. Conclusions

From the perspective of information communication, innovative undergraduate education should embody dynamic communication content, multiple communication channels, instant communication feedback and open communication forms. From the perspective of new media, the undergraduate teaching mode can learn from the communication characteristics and advantages of social media, change the educational thought and update the teaching methods, so as to realize the diversified knowledge structure, dynamic teaching form and independent development of learning mode. At the same time, educators should reflect on the traditional teaching and digital teaching, neither blindly distinguish them, nor blindly pursue the attempt of new media technology, but rationally introduce innovative teaching mode. At the same time of the innovation of educational ideas and technical means, we should keep the flash points of traditional teaching in the aspects of paper and pen records, human communication, in-depth discussion, etc., and comprehensively reflect the educational value of integration of tradition and innovation.

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Author's Profile



YANG Nuannuan, a teacher in the school of literature and journalism, Shandong University of technology, is engaged in new media research.



GAO Huiyan, a teacher in the school of literature and Journalism and communication, Shandong University of science and technology, is engaged in communication research..