DEVELOPMENT OF ACADEMIC AFFAIRS GUIDELINE TO STRENGTHEN PRACTICAL EDUCATION IN JOURNALISM AND COMMUNICATION TEACHING AT WUHAN COLLEGE OF ARTS AND SCIENCE, CHINA*

Niu Jiameng[1], Nipaporn Khamcharoen[2]
Faculty of Education, Dhonburi Rajabhat University[1,2]
Email : nipaporn.k@dru.ac.th

ABSTRACT

The research objectives were 1) to investigate the current state of practical education within Journalism and Communication teaching, and 2) to develop academic affairs guideline to strengthen practical education in Journalism and Communication. The samples were 323 teachers and 221 administrators selected through stratified random sampling. The instrument used was a questionnaire, the validity was assessed by three experts and reliability confirmed with Cronbach's Alpha coefficient. Data were analyzed using percentage, mean, and standard deviation.

The findings revealed that 1) the current state of practical education for teachers and administrators were at a high level, with the highest issues including insufficient resources, lack of systematic training, and inadequate mechanisms for industry collaboration, the most emphasized needs included the development of clear academic guidelines (4.69), investment in facilities and equipment (4.63), and strengthening school–industry partnerships (4.58), and 2) the academic affairs guideline for strengthening practical education consisted of 8 units, namely: Resource upgrading, Industry-teaching integration, Teacher competence improvement, Student competency tracking, Course quality assurance, Tiered competency development, Innovative teaching scenarios, and Innovation literacy incubation. All 8 units were evaluated by 3 specialists, with IOC values between 0.67–1.00, indicating that the guidelines were valid, practical, and applicable for improving Journalism and Communication education at Wuhan College of Arts and Science.

Keywords : Practical Education; Journalism and Communication Education; Wuhan College of Arts and Sciences; Upgrading Teaching Resources; Academic Guidelines

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1. Background and Problem Statement

In today's society, with the rapid progress of media technology, media integration has become the core melody that drives the development of the times. Under the broad background of new media, the ways and channels of information dissemination are undergoing changes. As the cradle of cultivating journalism and communication professionals, institutions of higher education should follow the pace of the times and carry out strategic transformation to actively adapt to and lead the vigorous development trend of new media, so as to ensure that the cultivated talents can meet the new needs of the times for journalism and communication. In practice, we should analyze the teaching reform of journalism and communication majors in colleges and universities from the strategic height of innovative talents, clearly define the key competencies and qualities required by current journalism practitioners, and take them as the cornerstone of practical teaching adjustment, so as to create a new path of practical teaching reform of journalism majors in colleges and universities in line with the characteristics of the times and the characteristics of the specialty through unremitting exploration and practice (Shen, 2025).

As a comprehensive university, Wuhan College of Arts and Sciences has certain advantages in journalism and communication disciplines, including relatively rich teaching resources and experienced faculty. However, with the rapid changes in the news and communication industry, the existing teaching mode and practical teaching content gradually fail to meet the demand for high-quality talents. Challenges faced by universities include optimizing curriculum design, increasing practical courseware and cooperating with the industry to provide more opportunities for practice. In addition, universities need to focus on cultivating the comprehensive abilities and qualities of students to ensure that they are not only proficient in the use of professional skills, but also have the ability to think creatively and solve problems.

Professional education in journalism and communication must link theory and practice, classroom and society, guide journalism practice with theory, and deepen theoretical learning with practice. To adhere to the teaching of knowledge, ability enhancement and ideological leadership, value shaping, professional teachers focus on the course of the ideological and political, academic teachers involved in professional practice, through the professional examination and apprenticeship, course experiments, case reports, professional internships, graduation comprehensive training, etc. Constructed a multi-dimensional three-dimensional practice teaching system, each dimension consists of a number of specific links, and distributed to the

undergraduate four years of study, so that the students in the “Learning to do” and “learning by doing”, effectively enhancing the strength of feet, eyes, brain and pen, and focusing on the cultivation of students' social responsibility, professionalism, journalistic ideals and professional ethics (Xiao & Wang, 2024).

The demand for professionals in the media industry is increasing, especially for individuals with practical skills and creative abilities. Traditional theoretical teaching alone may not be able to meet these requirements; therefore, strengthening practical education can help students master the latest industry technologies and skills, and improve their professional competence and adaptability. Practical education keeps students abreast of the latest industry trends and operational requirements, enabling them to better meet the needs of the industry and improve their employability.

This study aims to explore the following issues: 1) What is the current state of practical education in the Journalism and Communication program at Wuhan College of Arts and Science?, and 2) How can effective academic affairs guidelines be developed to enhance practical education in Journalism and Communication teaching?

Through this study, we aim to gain a comprehensive understanding of the current status quo. It belongs to the discussion of the application of teachers' practical education in journalism and communication courses and the problems and solution strategies in the improvement of practical application ability, to provide teachers and administrators with effective guidance and suggestions, to promote the expansion of the application of teachers' practical education in the classroom, to improve the quality and level of vocational education, and to cultivate multi-skilled talents adapted to the requirements of the times to enter the corresponding professional industries.

2. Research Objectives

2.1 To investigate the current state of practical education within Journalism and Communication teaching.

2.2 To develop academic affairs guideline to strengthen practical education in Journalism and Communication.

3. Research Benefits

3.1 The research will improve practical education by increasing students’ hands-on experience and internship opportunities, which will boost their job market

competitiveness.

3.2 By aligning curriculum with industry needs, the research will make courses more relevant and effective, enhancing teaching quality.

3.3 Strengthening industry connections will provide students with valuable resources and real-world experience, better preparing them for careers.

4. Research Methodology

This study will comprehensively understand the implementation status quo of journalism and communication teaching practice education in Wuhan College of Arts and Sciences through a questionnaire survey, analyze the current problems and institutional needs of practice teaching through the research of students, teachers and administrators, and at the same time, deeply explore the effective strategies to strengthen practice teaching. Based on the results of the study, a teaching management guide for journalism and communication teaching practice education will be formulated, and the validity and reasonableness of the guide will finally be evaluated by three experts.

4.1 Population and sample

4.1.1 Population

The study will concentrate on teachers and administrators who have taught in Modern Education at Wuhan College of Arts and Science. The population will include 1678 teachers, and 498 administrators.

4.1.2 Samples

In this research project the sample groups were divided into 2 groups; namely, 1) 323 teachers, and 2) 221 administrators. The sample groups were derived from Taro Yamane formula (Yamane, 1973). The respondents were collected through the stratified random sampling technique.

4.2 Research Instruments

For the questionnaire, the evaluation of validity will be conducted through the IOC (Index of Congruence) by the 3 specialists. Moreover, the reliability of the questionnaires will be conducted through Alpha Cronbach Coefficient which will be at 0.80 or more

4.3 Data Collection

The questionnaire will be used to collect data and information from the sample group to investigate the problems and needs of teachers and administrators in Wuhan College of Arts and Sciences and to provide counseling and guidance. The validity of the questionnaire will be assessed by the three experts through the IOC

(Index of Consistency), which ranges from 0.67 to 1.00 In addition, the reliability of the questionnaire will be assessed through the Alpha Cronbach's coefficient, which is 0.80 or higher. In order to develop the guidelines, a set of questions will be used in the seminar to obtain the opinions, suggestions and comments of the three experts.

4.4 Data Analysis

After evaluation and interpretation, the information and data were presented using frequency, percentage, mean ($\bar{X}$), and standard deviation (S.D.). The respondents' current state of academic Administration in Modern Education of Wuhan College of Arts and Science were evaluated using the five-point Likert rating scale.

5. Research Results

5.1 The current state of Academic Administration in Journalism and Communication Practical Education at Wuhan College of Arts and Science for teachers.

Teachers generally recognize the current situation of practice education management in Wuhan College of Arts and Sciences, but they also point out the problems: teachers are not deeply involved in the construction of the practice education system, and the existing practice resources and management mechanisms are not sufficient to effectively enhance students' practical ability and professional competitiveness, while there is an obvious shortage of systematic practice training platforms. Specific challenges include the ineffective use of practical resources in teaching activities, the ineffectiveness of the current practical teaching mode in enhancing students' core professional skills, the difficulty in stimulating students' initiative and creativity in projects, and the lack of teachers' ability to connect and integrate cutting-edge resources in the industry.

That teachers have a high level forthe current state of academic administration in Journalism andCommunication Practical Education for teachers at Wuhan College of Arts and Science, with a total average value of 4.02 and a standard deviation of 0.89.

The five highest-rated items highlight strong consensus on core strengths: faculty unanimously emphasized that strengthening practical education will significantly benefit students’ career development (Q10: M=4.63, S.D.=0.54), followed by the foundational belief in practical education’s critical role in the discipline (Q1: M=4.52, S.D.=0.61). Respondents also prioritized updating practical content to reflect social and technological advancements (Q19: M=4.47, S.D.=0.65), demonstrated

willingness to engage in teaching reforms (Q4: M=4.41, S.D.=0.73), and affirmed hands-on practice as superior to theoretical learning for skill acquisition (Q7: M=4.37, S.D.=0.68).

5.2 The current state of Academic Administration in Journalism and Communication Practical Education at Wuhan College of Arts and Science for administrators.

The study found that school administrators highly expect and clearly demand the optimization of practical education management system. They emphasize that schools need to provide systematic training and support to integrate cutting-edge resources of the industry, update the content of practical teaching and optimize the mechanism of University-Industry Cooperation; establish a regular mechanism to scientifically evaluate the effectiveness of practical teaching and students' skill mastery; require teachers and administrators to regularly update their knowledge of the industry and adjust their teaching methodology; and strongly call for inviting media and industry experts to participate in the whole process of the practical education system. Meanwhile, we strongly call for inviting media industry experts to participate deeply in the top-level planning, core curriculum development and teaching evaluation of the practical education system.

That administrators have a high level forthe current state of academic administration in Journalism andCommunication Practical Education for teachers at Wuhan College of Arts and Science, with a total average value of 4.03 and a standard deviation of 0.89.

Administrators overwhelmingly emphasized the necessity of developing clear and comprehensive academic affairs guidelines to improve practical education (Q25:M=4.69, S.D.=0.54), followed by the belief that investing in better facilities and equipment is crucial for program success (Q21:M=4.63, S.D.=0.59).Respondents also prioritized establishing formal partnerships with media outlets (Q16: M=4.58, S.D.=0.63), integrating regular reviews of practical education practices into guidelines (Q20:M=4.52, S.D.=0.68), and prioritizing practical education integration in curriculum design (Q13: M=4.47, S.D.=0.65).

5.3 The academic affairs guideline to strengthen practical education in Journalism and Communication.

The academic affairs guideline consisted of 8 units.

1. Upgrading the practical teaching resource system

Goal: Crack the problem of uneven resource distribution and build an industry-level practical teaching platform

(1) Frontier technology laboratory cluster construction: focus on upgrading the data news analysis center, converged media studio, VR virtual filming workshop (in response to 87% of teachers' demand for aging equipment).

(2) School-enterprise co-construction of resource pools: co-construction of a practical case base with Hubei Radio and Television, Yangtze River Daily and other organizations, and quarterly updating of industry project material packages

(3) Cross-faculty equipment scheduling mechanism: implement the "one-machine-one-code" intelligent management system to realize the sharing of high-end equipment such as high-definition cameras and drones across the faculty.

2. Institutionalization of Industry-Teaching Integration

Goal: to establish a deep and sustainable ecology of collaboration in the industry

(1) Dual-mentorship course package: media practitioners participate in the design of core courses such as “Integrated Media Editing” and “Public Opinion Analysis”, and undertake 30% of the practice hours (to implement the demand for Q19 content updating)

(2) Industry Competence Certification Center: develop micro-certification systems for "short video creation" and "data visualization" in conjunction with ByteDance and Tencent regional centers.

(3) Long-term cooperation guarantee clause: clearly agree in the cooperation agreement that enterprises will provide no less than 50 paid internships per year

3. Iterative plan for teachers' real-world competence

Goal: to build a dual-teacher team with both academic literacy and industry insight

(1) Mandatory credit hours for industry immersion: Teachers are required to complete 160 hours of media on-the-job practice (e.g., summer posting as chief editors) per academic year.

(2) Compensation mechanism for technology update: rewarding class hour reduction for obtaining AIGC tool certification, drone aerial photography license, etc.

(3) Excellence in practice tutor evaluation and recruitment: a separate channel for title evaluation, highlighting the weight of the results of industry-academia integration

4. Student Competency Growth Tracking System

Goal: to realize the quantitative management of the whole process of practice competency cultivation

(1) Media competency profile: Dynamically record the contribution of

students' roles in the whole process of the program of "planning, editing, distribution and evaluation".

(2) Employer Participatory Evaluation: Invite media directors to participate in the graduation design defense and sign the talent recommendation letter on site.

(3) Alumni competence radar chart: optimize the course modules based on the three-year career development data of graduates

5.Quality assurance mechanism of the course

Goal: establish a closed loop of quality in the whole cycle of practice teaching

(1) 40% red line of practice hours: set up an automatic warning module in the teaching system to ensure that the core courses meet the standard.

(2) Three-dimensional assessment matrix: integrating teachers' process evaluation (30%), enterprise project assessment (40%), and students' mutual evaluation (30%).

(3) Agile Curriculum Adjustment Channel: The Practical Education Committee dynamically revises the syllabus every month based on industry feedback

6. Tiered Practical Competency Development Program

Goal: Accurately match the differentiated development needs of students

(1) Basic level: Integrated Media Workshop (compulsory) - mastering the operation of basic editorial equipment.

(2) Advancement level: Vertical project team (optional) - to deepen into politics/finance/entertainment, etc.

(3) Elite: Innovation Laboratory (Selection) - Undertake real order projects

7. Re-creation of Practical Teaching Scenarios

Goal: To build up a new type of teaching relationship under the media integration environment

(1) Full-fledged editorial model: transforming the “News Interview” class into a media duty system, producing new media products every day

(2) Social Hot Spot Response Mechanism: launch thematic practical training within 72 hours for major emergencies (e.g., tracking the ecological protection issue of Shenlongjia)

(3) Cross-media collaboration work orders: design comprehensive task packages that require synchronized completion of short videos, H5, and data charts.

8.Innovation Literacy Incubation Project

Goal: Cultivate innovative talents who lead media change

(1) Media Creator Marathon: 48 hours of extreme creation per semester,

with broadcasting resources provided by Hubei ETV.

(2) Social Innovation Laboratory: cooperate with the Provincial Department of Culture and Tourism to develop social experimental projects such as "digital dissemination of non-legacy".

(3) Intellectual Property Transformation Channel: Students' original works are connected to commercial platforms through the Copyright Center of the College.

Wuhan College of Arts and Sciences systematically builds a new ecology of journalism and communication practice education, advancing on two tracks through resource upgrading and industry-education integration. In terms of resources, it builds clusters of cutting-edge laboratories (e.g., data journalism center and VR workshop), implements intelligent sharing of equipment, and builds a dynamic case base with mainstream media. In terms of industry-teaching integration, the dual tutoring system (media professionals take on core curriculum practice classes) is implemented, and a micro-certification system is established in conjunction with head enterprises and paid internship positions are guaranteed, forming deep industry collaboration.

6. Research Discussion

6.1 Existing Problems of Teachers and Administrators of Wuhan College of Arts and Sciences on the Status of Academic Management of Journalism and Communication Practice Education

According to the results of the research, there are some urgent problems in the status of academic management of journalism and communication practice education among teachers and administrators of Wuhan College of Arts and Sciences.

Because there is a contradiction between the periodicity of education and the rapid development of technological iteration that can’t be synchronized and coordinated, resulting in teaching is always lagging behind the technological change, always chasing the footsteps of technological development. Journalism and communication education in the Internet period has been challenged by new technologies before completing an effective response to previous technologies, thus further widening the gap between the education system and new science and technology (Hu & Li, 2025). Chasing technology does not really meet the needs of the development of media technology, and this technology-centered reform will also lead to journalism schools to fall into the vicious circle of ‘technological competition for readiness’, and the education of journalism schools to 'put the cart before the horse ' and the ‘polarization of rich and poor’ among schools will

become more and more serious" (Zhang & Su, 2024).The purpose of studying research methods is not only to let students understand the relevant knowledge of research methods, but more importantly, to let them apply the methods learned in the class to actual research. Since research methods are highly operable, the positioning of research methods courses should not be limited to the teaching of theoretical knowledge, but should also become a training ground and trial-and-error space for postgraduate students to conduct independent research using various research methods. Unfortunately, at this stage, most of the research method courses offered by most universities in China still remain at the single knowledge transfer level, that is to say, they only pay attention to the teaching of theoretical knowledge in the classroom, neglecting the necessary practical operation in the learning of methods. Under the influence of this teaching philosophy, teachers are in an absolutely dominant position in classroom teaching, and students are only passive recipients of knowledge rather than practitioners and users of research methods. In the long run, this will lead to a certain degree of separation of “knowledge” and “practice”, and a lack of a more systematic and theoretical research and practice program (Zhou & Han, 2016). At a time when digitalization technology is reshaping the media production environment, the existing journalism and communication education model seems to be inadequate, and it is difficult to resonate with the urgent needs of the industry's digitalization development. Colleges and universities need to take into account the national demand for new types of journalism and communication talents as well as the background of the industry's digitalization and upgrading, and make efforts to cultivate “new talents who master digitalization, intelligence, synergy and other professional technologies, so as to better adapt to the development trend of the industry” (Zhao, 2025).

6.2 Discussion on the Improvement of Practical Education Capability by Teachers and Administrators of Wuhan College of Arts and Sciences

Under the background of new quality productivity, the rapid development of artificial intelligence, big data and other technologies has given rise to a brand-new communication ecology and pattern. The high-quality promotion of the digitalization process of talent training is an important issue facing journalism and communication education in the context of the development of intelligent technology (Zhao, 2025). The quality of applied talents training in journalism and communication focuses on the implementation of practical teaching, which is a full response to the “development of applied disciplines and specialties, strengthening the synergy between science and education and the integration of industry and education to educate people” (Gao&

Li, 2024). In response to the rapid evolution of communication technology and all-media ecology, there is an urgent need for transformation and upgrading of journalism and communication education in institutions of higher learning. “All-media” journalism and communication talents can be taken as the new goal and orientation of the training of applied talents in local journalism and communication colleges and universities, which will prompt the training of talents in relevant local colleges and universities to be aligned with the needs of the modern media industry, and the original cultivation system and mode need to be transformed, reshaped and optimized (Jin, 2024).

6.3 Teachers and administrators of Wuhan College of Arts and Sciences explore the strategic guiding ideology of practical education in journalism and communication majors.

In the context of the subversion of the traditional journalism and communication education mode by the smart media technology, how to train journalism and communication talents to buttress the industry's digital and intellectual upgrading, and how to innovate the path of talent cultivation and digitalization in journalism and communication education in colleges and universities in order to satisfy the urgent demand for new media talents in the era of smart media have become the important issues that need to be deeply investigated. It has become an important topic that needs to be explored in depth (Gao& Li, 2024).

1. Teacher Level

(1) To stimulate the teaching enthusiasm of university teachers.

(2) Increase the teaching willingness of university teachers to enhance practical education.

2. School Level

(1) Upgrading the teacher training system.

(2) Strengthening digital technology related to practical education.

(3) Establishing a cloud society for learning and exchange among university teachers.

Fang & Lu (2025) pointed out in the project-driven practical teaching reform of applied talent training for journalism and communication majors that project teaching is the direction of practical teaching reform of applied talent training for journalism and communication majors. Project teaching or project-based teaching is a kind of talent cultivation method that takes students as the main body, takes vocational ability cultivation as the principal, and takes the organic combination of theory and practice as the main way. Generally, it includes five links, such as

proposing teaching projects, forming project teams, developing project programs, organizing project implementation, and conducting project evaluation, etc. It has six characteristics, such as the vocational nature of the teaching objectives, the practical nature of the teaching content, the openness of the teaching method, the inquiry nature of the teaching process, the situational nature of the teaching environment, and the subjectivity of the teaching object and the team nature. The training of applied talents for modern journalism and communication majors requires an innovative training mode, and project teaching is the direction of practical teaching reform for the new communication class.

Through an in-depth research on the current status of the application of practice education in Wuhan Arts and Science College for teachers and administrators, this study concludes that the improvement of practice education is of great significance to the quality of teaching and the development of students. Currently, teachers do not pay much attention to practice education, the assessment mechanism is not perfect, and the skills update is lagging behind. In this regard, it is necessary to strengthen systematic training and provide targeted learning resources; to establish a sound assessment mechanism to motivate teachers to take the initiative to improve their skills; and to strengthen the role of administrators in supervising and guiding practical education in the curriculum guidelines. At the same time, teachers should focus on combining practical education with textbook knowledge and personalized teaching to enhance the effectiveness of teaching. Finally, it should be noted that the implementation of practical education in schools requires the concerted efforts of schools, teachers and relevant departments to meet the development needs of practical education.

7. Body of Knowledge

The study covers the following areas: development of a strategic approach to enhancing the use of practical education in the profession by teachers and administrators, Upgrading the practical teaching resource system, Institutionalization of Industry-Teaching Integration, Iterative plan for teachers' real-world competence, Student Competency Growth Tracking System, Quality assurance mechanism of the course, Tiered Practical Competency Development Program, Re-creation of Practical Teaching Scenarios, Innovation Literacy Incubation Project.It is shown in Figure 2.

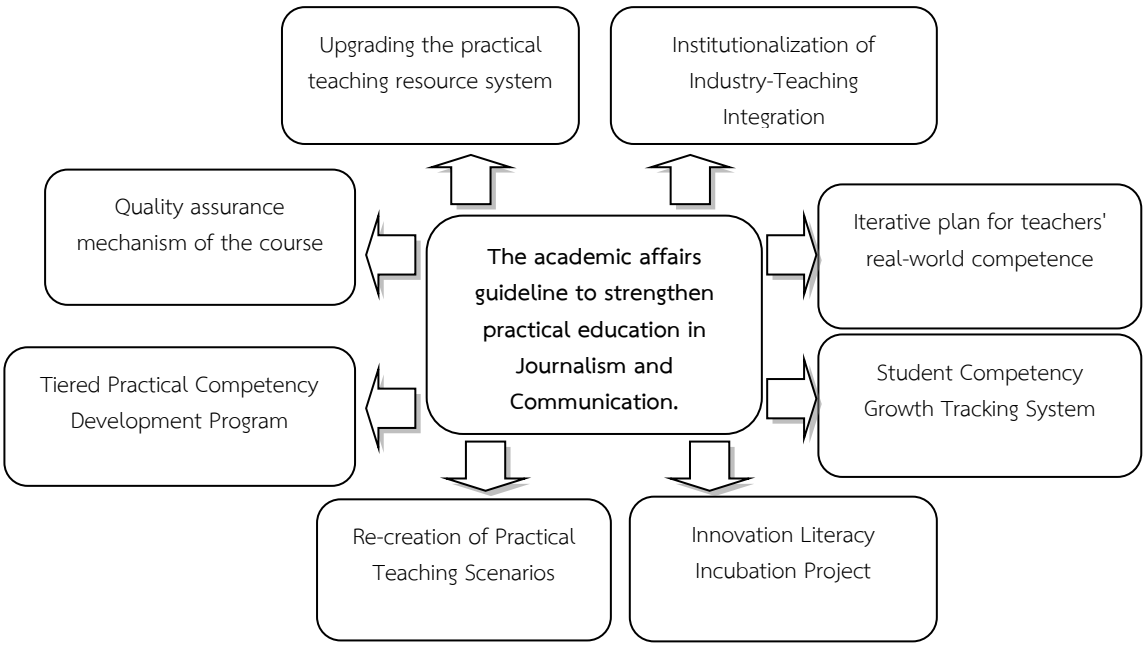


Figure 1 Body of knowledge

Based on the model, a strategic path for teachers and students of vocational colleges and universities to strengthen their professional practice can be refined, centering on: upgrading practical teaching resources, institutionalizing the integration of industry and education, iterating teachers' real-world competence, establishing a tracking system for students' competence, implementing curricular quality assurance, designing layered cultivation programs, reconfiguring real teaching scenarios, and incubating innovative literacy. The aim is to systematically improve the quality of vocational education and promote the development of students' vocational abilities.

8. Research Suggestions

8.1 Policy Recommendations

To tackle widespread problems like resource shortages and weak industry-academia collaboration, Wuhan College of Arts and Sciences should include data-driven methods in applying its academic guidelines. This calls for a multi-step plan starting with the smart use of resources to update equipment in busy areas. The college can use departmental practicum funds and also team up with technology companies to create modular training kits for the curriculum. In addition, setting up a practicum matching platform by working with regional media centers—inviting

industry editors to help design the curriculum and co-develop micro-credentials in new fields—will directly meet student practicum needs and help track important partnership results. To avoid policy delays and allow quick adjustments, forming an oversight committee to regularly check the practicum content integration and share updates is necessary. Alongside this, using a peer-mentoring model led by faculty with recent industry experience will help build a lasting culture of innovation. Eventually, by basing all changes on clear data and ongoing feedback, the college can turn general guidelines into measurable results, effectively closing the gap between management goals and classroom impact.

8.2 Implementation Suggestions

We need to follow academic rules better at Wuhan Arts and Science College. We must create a feedback system that links research, practice, and learning in the school. We will start a long-term study with former students and employers. This study will watch how graduates find jobs and use their skills over time. We will also compare our school with others. This will help us learn from schools that use mixed learning methods well. We will change the rules to fit other subjects. For example, we will add tools that show results instantly or build courses around real projects. We will set up ways for different departments to share research and facts. This will help us improve the school based on real evidence. This plan will keep our teaching and school rules up to date with new teaching methods and job market needs.

8.3 Suggestions for Further Research

To close the technology integration gap and explore new teaching methods, more focused research is essential. Future studies should focus on pilot programs that carefully test how new technologies work, like blockchain for credentialing and AI tools for personalized teaching and learning. To support this work, a special research fund should be created to encourage and grow these technological and teaching innovations. Besides adopting new technology, research should also create strong frameworks to measure the long-term effects of these guidelines on student skills and the flexibility of institutions. By following these research paths, the college can move from random trials to a clear innovation plan, making sure its academic strategies not only keep up with current trends but also actively shape future educational success.

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