

## Article

# An Analysis on the Training Path of Media Talents under the Background of Media Convergence

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**Abstract:** With the rapid development of digital technology, media convergence has become an irreversible trend. This paper aims to explore the new path of media talent training in the context of media convergence, to provide theoretical support and practical guidance for current college media talent training. Through literature review and case analysis, this paper examines the innovative practices in media talent training under the background of media convergence, including the integration and application of digital education resources, the construction of a practice-oriented curriculum system, the dual tutorial system, and project support, and proposes corresponding suggestions. These innovative practices aim to further enrich the media talent training path and enhance its innovation and practicality.

**Keywords:** media convergence; media talent training; curriculum system; practice teaching; interdisciplinary integration

## I. Introduction

### 1.1. Research Background:

With the rapid development of Internet technology, new media forms are emerging constantly, and the boundaries between them and traditional media are gradually blurring. The media audience is also shifting from mass consumption to individualized engagement, and the age of convergence media is quietly approaching. The integrated development of media requires a large number of talents who can adapt to this trend. Therefore, all media colleges and universities must keep pace with the times, seize the opportunity, and take on the historical responsibility of training media talents who can adapt to the development of media integration. This background is particularly significant in the current wave of digital technology, as emerging technologies such as generative artificial intelligence are profoundly changing media production modes, affecting public opinion patterns, and raising new demands and challenges for media talent cultivation. Moreover, the integrated development of traditional and emerging media is not a substitutional relationship but an iterative one, further broadening development space and expanding communication power and influence. Media colleges need to cultivate talents who can adapt to the digital evolution of the industry and the trend of social media, with high theoretical levels and new media production and operation skills. These background factors together drive the demand for innovation and reform in media talent training paths.

### 1.2. Research objectives:

This paper aims to explore the new path of media talent training in the context of media convergence, to provide theoretical support and practical guidance for current media talent training in colleges and universities. Specifically, the purposes of this study are

Published: 24 December 2024



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as follows: First, analyze the changes brought by media convergence to the media industry, and clarify the core competence and quality requirements of media talents under the new media environment. Secondly, it evaluates the limitations of the current media talent training model and identifies the gaps that do not align with the development of media convergence. Thirdly, it draws on advanced media education concepts and practical experience at home and abroad, and proposes innovative media talent training strategies, including the optimization of curriculum systems, teaching methods, and practice platforms. Finally, through empirical research and case analysis, the feasibility and effectiveness of the proposed path are assessed, and practical suggestions and programs are provided for the reform of media education in colleges and universities. Through the realization of these research objectives, this paper expects to promote the deep integration of media education and media convergence development, and train more high-quality talents to meet the needs of the media industry in the new era.

### *1.3. Research Methodology*

This paper uses a research method aimed at deeply exploring the cultivation path of media talents in the context of media convergence through diversified approaches.

Firstly, the literature review method is used to systematically sort out domestic and foreign literature on media convergence, media education, talent training, and other relevant topics, to understand the current research trends and theoretical framework. Secondly, case analysis is conducted by selecting representative universities or institutions at home and abroad that focus on media talent training in the context of media convergence. Their training models, curriculum settings, teaching methods, and practical results are deeply analyzed to extract valuable experiences and lessons for reference. In addition, this paper will use SWOT analysis to evaluate the strengths, weaknesses, opportunities, and threats of the current media talent training model, to provide a basis for formulating optimization strategies. Through these methods, this paper aims to comprehensively and deeply explore the media talent training path under the background of media convergence and put forward feasible optimization suggestions and innovative programs.

## **2. The New and Old Contradictions Between Media Convergence and Media Talent Training in Colleges and Universities**

### *2.1. The Old Contradiction Between the Training of Media Talents in Colleges and Universities and Social Needs*

In terms of the old and new faults between media integration and the training of media talents in colleges and universities, the old contradictions between media talent training in colleges and universities and social needs are mainly reflected in the following aspects:

The traditional media talent training model focuses too much on training for a single type of media and can no longer meet the needs of integrated media for developmental, composite, and applied talents. This old contradiction is mainly reflected in the limited curriculum, the lack of practical teaching, and the insufficient cooperation between schools and enterprises. With the upgrading and development of the media industry, the demand for talent is becoming increasingly diversified. It is necessary to establish a multi-faceted, full-chain team of highly skilled talents, covering reporters, editors, hosts, planners, video editors, account operators, and content promoters. However, the contradiction between the demand for talent in the media industry and the supply of application-oriented undergraduate media talents is becoming more prominent, highlighting the disconnect between the traditional education model and industry needs.

## 2.2. Media Convergence Puts Forward New Requirements for the Training of College Media Talents

The new requirements put forward by media convergence for the training of media talents in colleges and universities are mainly reflected in the demand for "management-type," "all-media," and "integrated" media talents. These new requirements set higher standards for media talent training in colleges and universities, urging them to innovate in curriculum design, teaching methods, and practical training components. Specifically, media convergence requires colleges and universities to cultivate high-level management talents capable of comprehensively managing media platforms that integrate multiple media forms, as well as versatile reporters and editors who can use a variety of technical tools and master various communication skills.

In addition, the diversified forms of media presentation in the all-media era require news talents trained by colleges and universities to be familiar with the laws and characteristics of information transmission across different media platforms and possess the technical skills for "all-media" work. The curriculum system of application-oriented colleges and universities should align with professional post requirements, emphasizing the integration of relevant basic courses and practical training courses. It should form professional course groups or modules that highlight practical skills and incorporate industry standards and the latest corporate case studies into classroom teaching. Therefore, after training and team formation in the freshman year, students should actively engage in industry practical training projects and team-based we-media accounts starting from the sophomore year [1].

Relying on teaching and scientific research, and aiming to improve students' professional media skills, industry-university cooperative education is an effective way to advance media talent training. Colleges and universities must address the practical challenges the media industry urgently needs to solve, organize faculty and students to cooperate with relevant media organizations and companies, establish specialized research and teaching groups, guide students to creatively apply their professional knowledge to solve real-world problems, and create opportunities for the industrialization of teaching and research results [2].

The diversification of news information also calls for "integrated" talents, who are required to have a strong political stance, high humanistic literacy, ethical understanding, and media literacy. They should be able to combine theory with practice, integrate various types of information, and maintain the correct direction in shaping public opinion. These new requirements push universities to innovate in the training model for media talents to adapt to the evolving media integration landscape.

## 3. The Innovative Practice of Media Convergence and Media Talent Training in Colleges and Universities

### 3.1. Innovative Practice of Media Talent Training Mode

Specific examples are provided to further confirm the innovative practices of media convergence and media talent training in colleges and universities. These can be elaborated from the following three aspects:

First, the master's program in "New Media Communication" at the School of Journalism, Fudan University, serves as a representative example. This program, which has been in operation since 2013, aims to adapt to the rapid development of new media communication by optimizing the curriculum, incorporating interdisciplinary courses, strengthening practical teaching, and integrating new media technologies. Its goal is to cultivate professionals with expertise in all-media journalism and communication.

By establishing platform-based courses accessible to the entire university, such as Introduction to Media Technology, Media Convergence, Visual Communication, Data Analysis, and Information Visualization, Fudan University has developed a comprehensive

curriculum system. This system is designed to nurture innovative, versatile, and outstanding journalism and communication professionals who meet the demands of the new era of media communication.

Secondly, the innovative practical ability training model of the School of Media and Communication at Xijing University provides another concrete example. The school aligns itself with the evolving needs of industry changes and development. After years of exploration and practice, it has developed a unique model for cultivating students' professional practical abilities.

Focusing on the core goal of training all-media, interdisciplinary, and applied media professionals, the school adheres to the concept of "demand-oriented, school-media collaboration, platform-driven, and model innovation." It has established a modular practical teaching curriculum system and a step-by-step training system that aligns with the competency requirements of applied media professionals and the demands of industry positions.

Through the creation of a "trinity" practical ability training platform—comprising a media studio, an integrated media practice center, and partnerships with enterprises brought onto campus—the school has implemented a project-based practical teaching reform centered on studio work.

In response to the numerous colleges and universities in Xi'an and the intense employment competition, Xijing University adopts a guiding philosophy of holistic education and the "science + art" approach. It employs differentiated competitive strategies and has set a training goal for its journalism program: "Based in Shaanxi, extending to the West, cultivating innovative applied talents for grassroots media."

All project construction, implementation, and management within the framework of project-based teaching are centered on this goal. Journalism schools in other private colleges and universities in China should carefully consider the coherence, systematic approach, and relevance of project tasks, taking into account their own educational resources, faculty expertise, and professional focus. They should be guided by social needs to ensure that the design of project tasks and teaching content is scientific, reasonable, and targeted. Furthermore, they should establish and refine quality monitoring and evaluation systems for project-based teaching to enhance overall teaching quality [3].

Finally, in the context of the new era, the cultivation model for media and art talents is undergoing profound changes.

The school focuses on the development of new business formats and industrial chains, implementing the "Professional Characteristics Development Plan" to integrate social networking, marketing, and multi-business industry chain knowledge into the curriculum and professional settings. Against the backdrop of evolving media, film, and television formats and industrial chains, this model has established five major directions: literary and artistic direction, program planning and production, film and television post-production, TV series and network drama production, and new media operation, encompassing all aspects of the media and online audiovisual industry.

By constructing a course structure based on "platform + module + direction," the school ensures close integration with media, film, and television platforms, promoting the development of a provincial-level "application-oriented demonstration major." This approach not only strengthens the program's unique characteristics but also enhances the practicality and applicability of education, providing students with a richer and more hands-on learning experience.

Moreover, the media major differs from traditional disciplines, with a significant emphasis on the cultivation of practical abilities. Therefore, improving the practical skills and professional quality of media faculty is particularly important. In addition to employing the training method of "going out" (external training) and "inviting in" (bringing experts to campus), the school also emphasizes building a "dual-role" teaching team.

The so-called "dual-role" refers to teachers who, beyond their teaching responsibilities, also take on the role of "project leader," guiding students through practical projects.

In addition to routine teaching duties, teachers are expected to undertake external projects and transform their practical outcomes into social contributions. Schools should incorporate such projects into the teacher evaluation system, linking them to performance evaluations, promotions, and rewards. This not only enhances teachers' enthusiasm for their work but also aligns with the institutional goal of serving society.

More importantly, students are actively involved in their teachers' external projects from start to finish, improving their skills, enriching their work experience, and enhancing their professional competencies [4].

The cultivation mode of media arts talents in the new era also emphasizes interdisciplinary integration and international development.

Journalism and communication education institutions are actively promoting interdisciplinary integration, fostering knowledge connections with disciplines such as sociology, political science, and law, as well as other humanities and social sciences. They are incorporating research content and methodologies from fields like computer science and statistics, closely integrating with technical perspectives such as algorithms, artificial intelligence, and big data to form new research areas and knowledge structures.

Simultaneously, these institutions are innovating and upgrading their training programs, major structures, and curriculum systems, encouraging students to acquire multidisciplinary knowledge and skills. To enhance the international competitiveness of media professionals, efforts are being made at multiple levels.

At the government level, a multi-tiered intergovernmental macro-policy communication mechanism has been established to unlock universities' potential for openness and collaboration. At the institutional level, universities adopt the concept of open education, using internationalization as a tool to improve education quality. This includes strengthening partnerships between media-related majors and universities in countries along the Belt and Road, promoting the smooth flow of educational resources, achieving efficient allocation of these resources, and enhancing the exchange of knowledge, learning opportunities, and academic collaboration among media professionals in these regions [5].

In addition, the implementation of international programs such as the "International Exchange Program of Double Master's Degree in Global Communication" provides postgraduate students at the Communication University of China with access to international educational resources. These programs aim to cultivate high-level, cross-cultural, global communication talents. They not only expand students' international perspectives but also offer opportunities for them to work and study in diverse cultural contexts, thereby nurturing a new generation of professionals capable of effective global communication.

### *3.2. Innovative Practice of Media Undergraduate Talent Training Model*

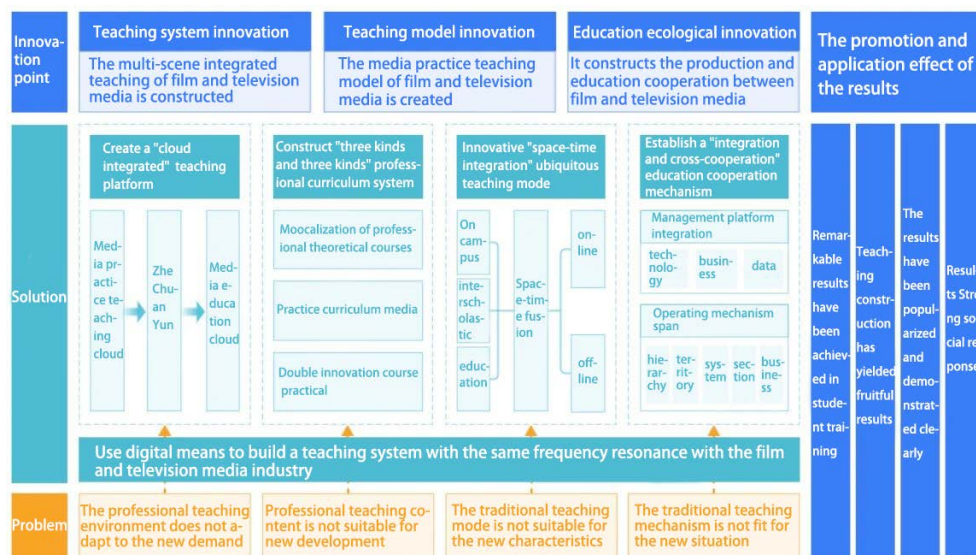
The "Zhejiang Chuanyun" teaching platform at Zhejiang University of Media and Communication is a typical example of innovative practice in the media undergraduate talent training model. The platform is jointly designed and constructed by the Innovation Center for College Students, the Experimental Teaching Center for TV Editing and Directing, and Chengdu Huaqiyun Technology Co., LTD., with the aim of building a media teaching ecosystem that integrates "platform + content + channel + application + teaching + service," encompassing teaching, production, innovation, and social service.

Through this systematic innovation and practical teaching system, Zhejiang University of Media and Communication makes extensive use of advanced technologies such as cloud computing, big data, and artificial intelligence in the context of the "Internet +" era. This promotes the development of media education, production, research, and innovation, while realizing the full application of cross-media technology.

In the era of new media, becoming an "all-round" talent has become the conscious pursuit of journalists in the era of financial media. In the process of training media talents, Zhejiang University of Media and Communication has built an "integrated" curriculum system, deliberately training students to master different media technologies, produce

products with good experience and recognition, carry out integration activities in production, learning, research, and teaching, and enhance students' core competitiveness.

Today, the media industry is being redefined and reconstructed, the communication ecology has undergone fundamental changes, and the traditional model can no longer meet practical needs. Under the background of media convergence, media talents need to be familiar with different media tools and technologies [6].



**Figure 1.** "Film and media major multi-scene integration teaching system innovation and practice" teaching results overview diagram.

The construction process of the "Zhechuan Cloud" platform is divided into several stages, including private cloud construction, hybrid cloud expansion, service capability integration, and intelligent capability integration. These stages involve cloud platform infrastructure construction, a hybrid cloud management platform, an open cloud tool platform, and an integrated media operation and practice platform, among others. Ultimately, the platform forms the first cloud platform for integrated media teaching and training in China.

The platform enables teachers and students to use cloud-based professional tools to conduct teaching practice anytime and anywhere through laptops, workstations, tablet computers, and other terminals. Additionally, Zhejiang University of Media and Communication keeps up with the development of media technology by building an "all-media" teaching and practice platform, as well as setting up an experimental equipment platform for all types of media, including print media (newspapers, magazines), electronic media (radio, film, TV), e-media (computers and networks), and mobile media (mobile phones).

In April 2018, through 54 young journalists, the university established the all-media integration education ecosystem, launching the first media integration cloud platform in Chinese universities. The university also introduced new media courses such as "Digital Video and Audio Production," "Data News Reporting," and "New Media Operation Practice." Relying on the advantages of traditional disciplines, the university has built a "three-dimensional" practice and innovation platform. Based on the National Experimental Teaching Demonstration Center, an experimental teaching center for editing and broadcasting has been built, integrating experimental training, creative innovation, and scientific research and development for both teachers and students [7].

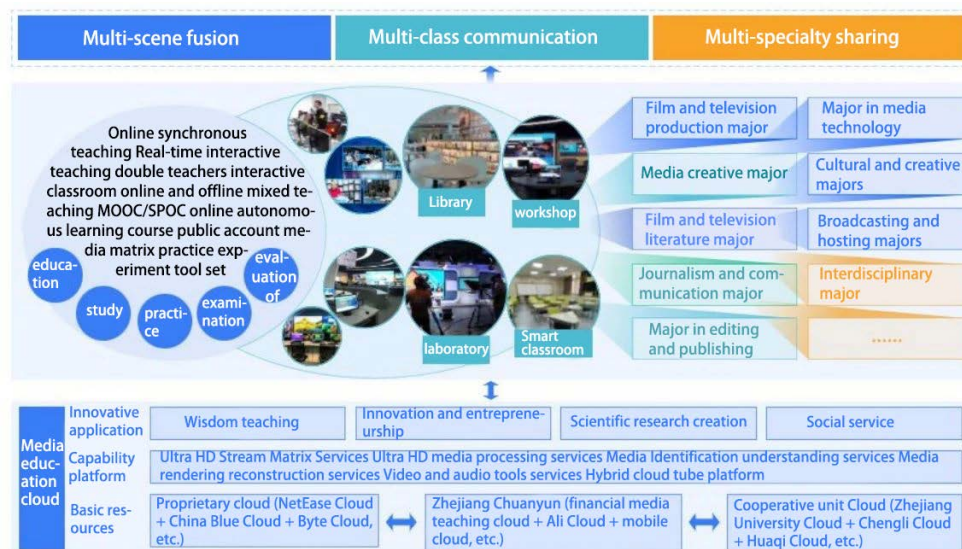


Figure 2. Schematic diagram of the "cloud integrated" teaching environment featuring multi-scene integration, multi-classroom integration and multi-specialty sharing.

In addition, the "Zhejiang Chuanyun" platform also incorporates the business processes of new media groups both domestically and internationally, supports cloud-based on-site internships and order-based training, and implements the practical teaching concept of "teaching through media production and media production through teaching." This innovative practice not only provides strong teaching support for Zhejiang University of Media and Communication, but also offers valuable experience for other universities to learn from.

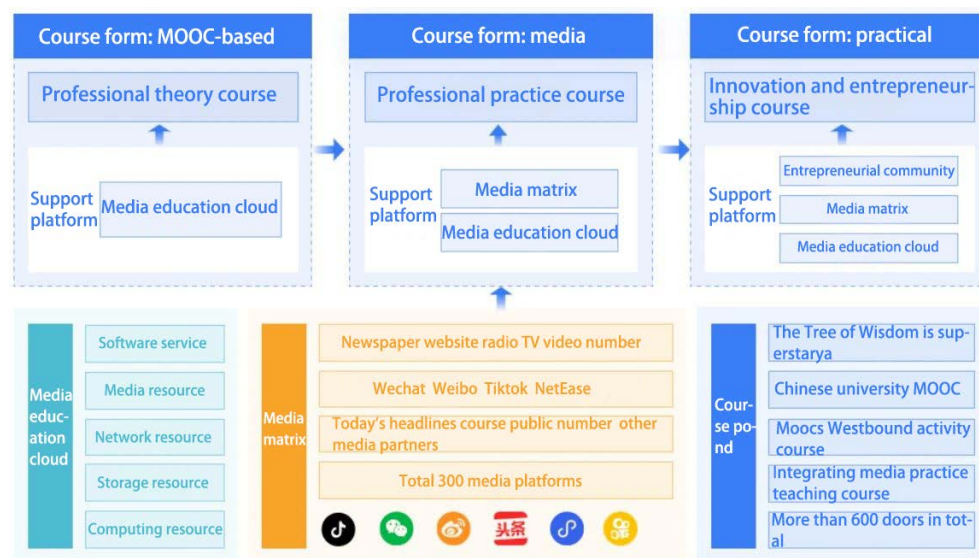


Figure 3. Schematic diagram of "Professional Curriculum System" for film and television media majors.

### 3.3. Innovative Practice of Media Graduate Talent Training Model

The media industry is an influence economy. Its "essential feature of influence lies in the channel brand it imprints on the audience's social cognition, social judgment, social decision, and social behavior" [8], and the audience is subtly trained as a media product with a purpose. With the prevalence of we-media, the threshold for creators has lowered, content products are uneven, and spiritual and cultural nourishment is insufficient. The

cultivation of media arts talents should take the core quality of "cultural responsibility + humanistic, artistic, and scientific literacy + professional skills" as the fundamental goal and realize the transformation of artistic core literacy into "culture +" literacy. Cultural responsibility is the first quality of media practitioners, that is, to establish correct values, have a high sense of social responsibility, historical mission, and professional honor, and create literary and artistic works that lead the times, write for the people, and set a biography for society. The quality of humanities, arts, and sciences is the ability to enhance dialogue with the world. Art is the representation of the humanistic spirit. Only with a rich humanistic heritage can artistic creation have the charm that transcends time and space [9].

First of all, the "artificial intelligence +" innovation and wisdom integration education model: Colleges and universities should integrate "artificial intelligence +" thinking throughout all aspects of media talent training and promote the innovation of the "artificial intelligence +" intelligent integrated education model through the integration of disciplines, scenarios, and production and education in the context of generative artificial intelligence. This mode requires journalism and communication and related majors in colleges and universities to break through the barriers between journalism and communication, computer science, data science, cognitive neuroscience, and other disciplines with "artificial intelligence +" thinking based on their own subject subjectivity. They should develop interdisciplinary courses based on the frontier research directions of computing communication and human-intelligence interaction.

Secondly, the industrial chain is the key link for the accurate connection between the supply and demand of media talent training. Universities should take the initiative to meet the actual needs of the media industry's development, innovate degree training programs for design majors, strengthen practical teaching in journalism and communication, train application-oriented talents, and improve the suitability of talent supply. Specific measures include cooperating with enterprises to develop courses, introducing industry experts to teach courses, and strengthening international exchanges. Such cooperation will not only help cultivate high-quality media talents that meet the needs of the industry, but also promote the dynamic matching of talent training and industry needs.

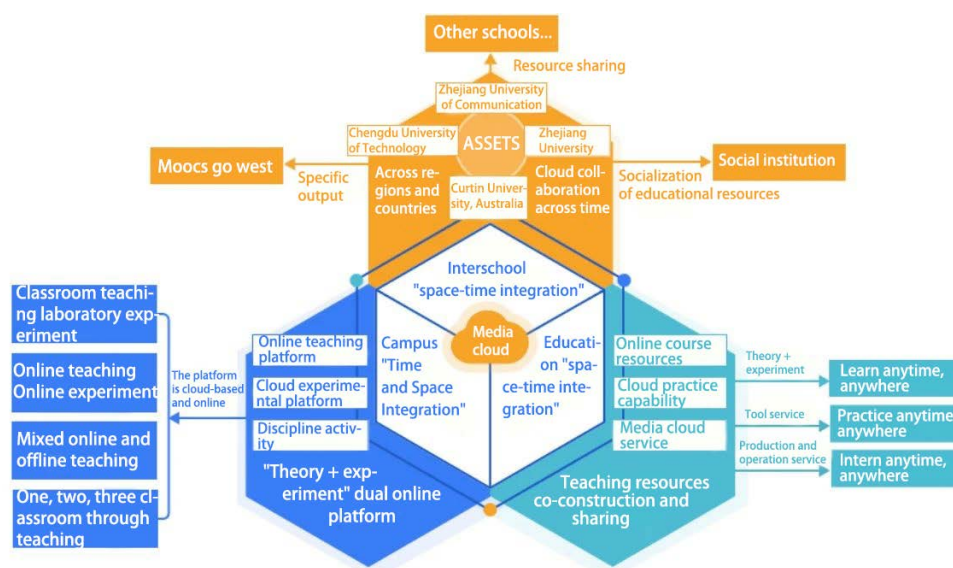
Finally, the integration of production and education is an important path for "artificial intelligence +" to innovate the intelligent integrated education model. It is necessary to deepen the cultivation mode of media talents with the integration of production and education and cooperation between schools and media. Through virtual simulation training supported by intelligent technology, business scenarios such as intelligent content planning, production, and distribution should be introduced into the entire teaching process. Students should be encouraged to participate in intelligent technology-driven practical projects and incubate them to improve their skills in solving practical intelligent communication problems.

Fourth, the individual mode of media integration and college talent training: Among the individual modes of media integration and college talent training, the "through-train" training mode of media specialties emphasizes the seamless connection from enrollment to employment. The training goal of this mode clearly points to the needs of the industry, ensuring that students can quickly adapt to the industry environment after graduation. Through school-enterprise cooperation, order training, and other methods, colleges and enterprises jointly design courses and teaching plans, allowing students to become familiar with the actual industry needs and skill requirements during their learning process. This mode not only improves students' practical ability and employment competitiveness, but also promotes the close combination of college education and industry development.

In the training process, the combination of theory, technology, and practice has become the core. Colleges and universities should set up a course system closely related to the industry, combined with practical operation and project practice, so that students can receive comprehensive skill training during the learning process. In addition, by introducing industry experts to teach courses and strengthening international exchanges, students



can gain a broader vision and richer practical experience, better adapting to the needs of future career development.



**Figure 4.** Schematic diagram of the ubiquitous teaching mode of "space-time integration".

#### 4.2. "Shunting" Training Mode for Undergraduate Media Majors

The "diversion" training mode for media undergraduate majors can meet the needs of different career developments through specific implementation measures. This model allows students to choose different major directions during their undergraduate studies, including setting up multiple major tracks, providing flexible course choices, and strengthening career planning guidance. For example, in the training program for undergraduates in Journalism and Communication at Nanjing University, the college will carry out the diversion of undergraduates after the end of the first academic year. The three majors offered will be Journalism, Radio and Television Journalism, and Advertising. In principle, based on the students' preferences while ensuring coordinated development among the majors, all students will take four platform courses in their first year to lay a basic understanding for the major diversion.

In addition, in the curriculum setting and training structure of the School of Journalism at Renmin University of China, professional education includes basic discipline courses, compulsory major courses, and elective major courses, providing a rich selection of courses to cater to different career development paths. These measures ensure that students can choose the right professional direction according to their interests and career plans, while also receiving the necessary career guidance and support.

### 5. Conclusions and Suggestions

#### 5.1. Summarize the Research Findings

Under the background of media convergence, the main innovative modes of media talent training include curriculum system optimization, practical teaching platform construction, and interdisciplinary integration education. These innovative models provide new ideas and methods for the cultivation of media talents in colleges and universities. For example, the Communication University of China has established an undergraduate talent training model with distinctive media characteristics, emphasizing the originality, comprehensiveness, and intersectionality of major settings, and has formed an education model with a solid foundation and a strong emphasis on practice. The School of Journalism and Communication at Nanjing University focuses on creating a robust academic atmosphere. Through open teaching in the laboratory, it aims to conduct simulated teaching

in a real-world environment and establish a comprehensive experimental practice teaching system. These measures not only optimize the curriculum system but also enhance the effectiveness of practical teaching.

<p>Analysis of external environment</p> <p>Internal environment analysis</p>	<p><b>Opportunity O:</b></p> <p>Policy support: The state has issued a series of policies, such as Accelerating the Development of Media Integration and Building an All-Media Communication Pattern, to provide policy support for the transformation and development of the media industry.</p> <p>Technological innovation: The policy encourages the media industry to strengthen technological innovation and application, such as the application of AIGC, Web3, 5G, VR and AR technologies in the media field.</p> <p>Interdisciplinary integration: Guided by the cross-integration and development of "new engineering" + "new liberal arts" in the era of digital economy, innovative, entrepreneurial and application-oriented talents are cultivated.</p>	<p><b>Threat T:</b></p> <p>Fast iteration of technology update: The rapid iteration of technology update puts forward higher requirements for the technical ability and innovation ability of media talents.</p> <p>The fungibility of new media: the general audience can also become the information publisher, which speeds up the fungibility of professional news talents.</p> <p>Rapid changes in industry demand: the demand of the media industry is changing rapidly, which puts forward higher requirements for talent training, and colleges and universities need to quickly adapt to these changes.</p>
<p><b>Advantage S:</b></p> <p>Integration mode of production and education: Applied undergraduate education cultivates high-quality media talents through deep cooperation with enterprises under the background of integration of production and education. Interdisciplinary curriculum system: Fudan University and other universities have cultivated all-media news and communication talents through the establishment of interdisciplinary curriculum system.</p> <p>Practical teaching platform: For example, the "Zhejiang</p>	<p><b>Advantage Opportunity Strategy (S.O.)</b></p> <p>Integration of industry and education with technological innovation: Using the integration model of industry and education, combined with technological innovation policies, cooperating with enterprises to develop courses, introducing industry experts to teach, and strengthening the cultivation of students' practical ability and innovation ability.</p> <p>Interdisciplinary curriculum system and policy support docking: According to national policies, the interdisciplinary curriculum system should be</p>	<p><b>Dominant Threat Strategy (S.T.)</b></p> <p>Integration of industry and education mode to cope with the iteration of technology update: Through the integration of industry and education, students are allowed to participate in the actual project of the enterprise and adapt to the rapid iteration of technology update in advance.</p> <p>Practice teaching platform to cope with new media substitutability: The use of practice teaching platform, strengthen students' practical operation ability</p>

<p>Chuanyun" platform of Zhejiang University of Media and Communication realizes the innovation of practical teaching process and provides rich practical teaching resources.</p>	<p>optimized to cultivate students' composite ability to adapt to the new needs of media integration.</p>	<p>and innovative thinking, improve their competitiveness in the new media environment.</p>
<p>Disadvantages W:                  Limited communication between professional education and the industry: the industry has low awareness and attention to the journalism profession, and the need for close integration of professional education and journalism practice has not been fully met.                  Disconnection between practical training and work practice: some colleges and universities have disconnection between practical training teaching and work practice, resulting in insufficient practical work ability of students.</p>	<p>Disadvantaged Opportunity Strategy (W.O.)                  Strengthen industry exchanges and cooperation: Through in-depth cooperation with the industry, increase internship opportunities for students, and improve the practicality and pertinency of professional education.                  Connecting practical teaching with work practice: Adjusting the content of practical teaching according to the needs of the industry to ensure that students can acquire skills related to work practice through practical teaching.</p>	<p>Threat of Disadvantage Strategies (W.T.)                  Enhance the practicability of professional education: To enhance the practicability of professional education in response to the rapidly changing needs of the industry, and strengthen the adaptability and innovation ability of students.                  Strengthen the effectiveness of practical training teaching: in response to the threat of rapid technological update and iteration, strengthen the effectiveness of practical training teaching to ensure that students can keep up with the pace of technological development.</p>
<p style="text-align: center;">Overall comments:</p> <p>The career development path is positioned in the human resource management department of large and medium-sized foreign-funded enterprises, and the cultivation of media talents needs to pay attention to the cultivation of interdisciplinary ability to adapt to the trend of media convergence. At the same time, colleges and universities should strengthen cooperation with enterprises to enhance students' practical ability and innovation ability through the mode of integration of industry and education, so as to meet the challenges of rapid technological update and replacement of new media. In addition, universities should adjust the curriculum and teaching content in a timely manner according to the changing needs of the industry to ensure that students can adapt to the rapidly changing environment of the media industry.</p>		

5.2. *Suggestions for the Future of Media Education*

To further optimize the training path for media talents in response to the trend of media convergence, it is recommended to innovate and optimize aspects such as the curriculum system, teaching mode, and school-enterprise cooperation. Specific suggestions include: enhancing the flexibility and diversity of the curriculum system, strengthening the effectiveness of practical teaching, and deepening the scope and depth of school-enterprise cooperation. For example, the curriculum and training structure of the Journalism

School of Renmin University of China offers a rich variety of courses to adapt to different career development directions, emphasizing the integration of general education and personalized training. Additionally, deepening school-enterprise cooperation is crucial. It is necessary to fully leverage the initiative and enthusiasm of both "universities" and "enterprises" to achieve resource sharing and mutual exchange. The school-enterprise cooperation agreement between the Communication University of China and Himalaya Xibo Education exemplifies this concept.

Through the above analysis, this paper provides a new perspective and practical path for cultivating media talents in the context of media convergence, offering insights for the reform of media education in universities. Based on the findings, this paper emphasizes the importance of interdisciplinary integration education and the necessity of school-enterprise cooperation to ensure that media education adapts to the future trends of media convergence. Interdisciplinary education has become mainstream, and the integration of journalism and communication with economics and management is considered a future academic development trend that can promote cross-field research. This interdisciplinary training mode not only enriches students' skill sets but also focuses on the cultivation of foundational curriculum knowledge and soft skills, aiming to nurture future managers with comprehensive abilities.

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