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An Exploration of Talent Cultivation Models for Broadcasters and Hosts in an Omni-Media Context

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ABSTRACT
Against the backdrop of deepening media convergence, broadcasting and hosting talent cultivation faces core challenges. Professional positioning lags behind the industry's demand for multi-skilled professionals amid intelligent transformation. Traditional curricula lack training modules for intelligent communication technology applications, while teaching evaluations overemphasize foundational metrics like vocal techniques at the expense of omnichannel communication effectiveness. Innovative solutions lie in establishing a multidimensional convergence model: curriculum-wise, implement a dual-track system balancing core professional competencies with vertical domain expertise, and integrate training in intelligent speech synthesis alongside practical scenarios like government communications. - Teaching-wise, create industry-academia-research integrated media workshops that operate full-cycle campus daily programs, achieving a real-world business loop from content production to cross-platform distribution. - Evaluation-wise, shift key metrics toward new dimensions such as adaptability to communication scenarios and user engagement analysis capabilities.

KEYWORDS
Omni-media; Broadcasting and hosting; Training model

1 Introduction

The revolutionary advancement of information communication technology is profoundly reshaping the operational logic of the media industry, compelling an urgent paradigm shift in broadcasting and hosting talent cultivation. Traditional education models centered on voice standardization reveal limitations: they fail to adapt to the evolving multifaceted roles of content creators in professional positioning, lack structural support for multimedia narrative competencies in capability development, and lag open, collaborative industry workflows in teaching implementation. The underlying drivers stem from fundamental shifts in the media landscape: diversified communication channels dissolve industry boundaries, varied content formats blur professional specializations, and user-driven dynamics overturn one-way communication logic. Against this backdrop, the transformation of broadcasting and hosting education hinges on redefining core competencies for the contemporary era. Contemporary practitioners must build upon solid linguistic foundations to systematically cultivate cross-media narrative integration skills, end-to-end content planning capabilities, and deep user interaction competencies.

2 Theoretical innovation in broadcast host talent development in the omni-media context

2.1 Elucidating new competency demands for broadcast hosts in the omni-media context

The deepening convergence of media is driving a fundamental restructuring of the competency framework for broadcast hosts. The traditional competency matrix, centered on standardized speech and demeanor, has evolved into a structure integrating content creation, technical integration, and cross-platform operations. The primary dimension of this shift manifests as deepening content production tiers. Practitioners must develop agenda-setting, meaning interpretation, and narrative innovation capabilities to evolve from information relays to value creators. The second dimension involves complex technological application requirements, where mastery of digital tools—such as intelligent voice synthesis, visual storytelling, and interactive design—has become essential. The third dimension involves an ecological transformation of operational thinking, requiring comprehension of algorithmic logic, user behavior patterns, and brand communication principles. This evolution stems from a structural shift in communication power: as audiences transition from passive information receivers to active production nodes, the value anchor for professional communicators inevitably shifts toward content enhancement, relationship building, and symbolic innovation [1]. Notably, this new competency framework does not deconstruct the professional foundation of linguistic expression but extends it adaptively while preserving the advantages of vocal symbolism. The core mission of the education system lies in constructing dynamic response mechanisms, maintaining the dialectical unity of professional distinctiveness and cross-disciplinary adaptability through continuous iteration of the curriculum system.

2.2 Analyzing the inevitable transformation of broadcasters from traditional messengers to all-round content creators

The evolution of broadcasters from mere messengers to versatile content creators carries profound sociological inevitability. In the era of communication scarcity, standardized information delivery formed a professional moat; once digital technology dismantled channel monopolies, the value of communicators demanded ontological reconstruction. This transformation manifests through identity evolutions: shifting from executors to architects in content dimensions, upgrading from program presenters to project leaders in execution, and leaping from professional practitioners to cultural identity shapers in brand dimensions. The core driving force stems from dual qualitative shifts in the media environment: technological democratization decentralizes expressive power, while information overload elevates the strategic value of professional curators. Under this logic, core competency elements undergo fundamental replacement: the benchmark value of linguistic standardization yields to the composite value of intellectual acuity, expressive tension, and symbolic capital accumulation. The transformation process must guard against two risks of alienation: professional isolation stemming from technological nostalgia or value loss under tool-rationality dominance.

2.3 Argumentation: building an education model that integrates convergence and practice is the fundamental path to respond to industry transformation

To address the complex challenges of the omni-media era, broadcasting and hosting education must establish a training paradigm that dialectically unifies convergence and practice. Convergence manifests as a topological restructuring of knowledge frameworks, breaking down disciplinary barriers between journalism and communication studies, information science, and art design to form a knowledge ecosystem supporting composite competencies' growth. Practicality entails deep implementation of contextualized learning, achieving isomorphy between learning environments and professional workplaces through industry-academia-research collaboration. This paradigm resolves key contradictions: the tension between disciplinary depth and knowledge interoperability, the misalignment between theoretical abstraction and operational concreteness, and the temporal gap between educational cycles and rapid industrial change. The construction of an integrated curriculum system requires adopting modular architecture principles. It should integrate cutting-edge modules such as intelligent speech technology and data storytelling along the communication value chain, establishing a tiered knowledge map aligned with cognitive principles. Innovation in practical teaching can be structured as follows: a foundational layer featuring simulation training platforms, an intermediate layer comprising industry-academia collaborative workshops, and an advanced layer focused on brand incubation projects.

3 Current practical challenges in china's broadcast host training model

3.1 Existing curriculum systems fail to align with omni-media job skill requirements

The current curriculum framework for broadcast hosting programs remains primarily structured around traditional broadcasting and television needs, struggling to meet the demands for cultivating versatile talents in an omni-media environment. Specific issues include curriculum content lagging behind industry development, practical training components being perfunctory, and insufficient integration of interdisciplinary courses [2]. Core curricula disproportionately emphasize traditional courses like vocal production and broadcasting composition, while cutting-edge subjects such as new media operations and data journalism are either absent or marginalized. This structure results in students developing narrow knowledge frameworks ill-suited for converged media content production. Furthermore, courses like news editing, audiovisual language, and new media technology operate in silos, failing to form an integrated omnichannel talent development pathway. Furthermore, inadequate experimental and practical training facilities limit the effectiveness of hands-on instruction. Many institutions' training equipment remains stuck at the traditional recording and broadcasting stage, lacking the hardware infrastructure to support new forms of practice like mobile broadcasting and cloud-based collaboration. This lag constrains the quality of talent cultivation and impacts graduates' employment competitiveness.

3.2 Teaching methods overemphasize theoretical instruction while neglecting cross-media integration training

Teaching methodologies face ontological challenges, with classroom instruction deeply entrenched in unidirectional transmission patterns. Modern pedagogical approaches like project-driven learning and case analysis lack structural integration. Practical training systems exhibit fragmentation, as skill development in oral expression and visual editing

lacks cross-media integration design, preventing students from constructing a holistic understanding of converged media creation. Teaching scenarios remain severely disconnected from real-world contexts, with simulated training overly focused on traditional program workflows while neglecting the reconstruction of real-time interactive mechanisms in mobile communication scenarios. A generational knowledge gap within the faculty constitutes a critical constraint, as the cross-media practical literacy of the teaching body remains generally weak. University-industry collaboration mechanisms often remain superficial and formalistic. This pedagogical dilemma fosters "isolated skill sets": students master fragmented competencies yet fail to achieve creative transformation in emerging domains like live-streaming ecosystems and virtual broadcasting.

3.3 Monolithic faculty and evaluation systems hinder holistic student development

The quality of talent cultivation is constrained by contradictions such as the tendency toward professional homogeneity in faculty allocation and the singular disciplinary backgrounds of instructors, which hinder the coverage of teaching content across the intelligent communication technology matrix. Industry mentor participation mechanisms exhibit superficial characteristics, preventing the effective conversion of cutting-edge industry experience into teaching resources. The value orientation of the evaluation system reveals systemic biases, with current assessment standards excessively emphasizing technical metrics like voice standardization while suppressing the development space for competencies such as content innovation and user insight. Evaluation bodies exhibit homogeneity, lacking diverse calibration mechanisms involving industry experts and audience groups. Assessment scenarios suffer from the universalization fallacy, applying uniform standards to diverse communication practices across media. These institutional flaws hinder students' development of professional resilience, causing practitioners to face adaptation crises during new media transitions [3].

4 Innovative pathways for cultivating broadcast hosting talent to meet omni-media demands in China

4.1 Establishing a new modular curriculum system integrating journalism, communication, editing, and operations

The primary task in innovating broadcast hosting talent cultivation is reconstructing the curriculum system and establishing a modular and integrated teaching content framework. The new curriculum should transcend traditional disciplinary boundaries and be structured around the core competencies required for omni-media professionals. Foundational modules should solidify professional fundamentals in language expression and journalism while preserving disciplinary distinctiveness. Core modules must cover critical domains such as content planning, multimedia production, and platform operations. Expansion modules may incorporate cutting-edge directions like data journalism and audiovisual communication. Organic connections between modules should form a comprehensive knowledge chain. Curriculum updates must promptly reflect industry developments, integrating emerging communication formats like mobile live streaming and short-video creation. Additionally, textbook development must be strengthened by creating new teaching materials and case libraries tailored to converged media education. This modular curriculum system ensures both the preservation of professional identity and the fulfillment of personalized development needs, offering students more flexible and diverse pathways.

4.2 Implementing project-based and studio-based teaching models for industry-academia-research integration

Project-based and studio-based teaching models should be fully implemented across broadcasting and hosting programs to deepen teaching methodology reform. Project-based teaching should utilize real or simulated media projects as carriers, enabling students to master omnichannel workflows through practice. Project design must cover the entire process from topic planning and content production to dissemination operations, cultivating students' systematic thinking and teamwork skills. Studio-based systems emphasize specialized division of labor and market-oriented operations. Studios, co-guided by professional faculty and industry mentors, can be established in different directions, such as news editing, short video creation, and live-streaming e-commerce. In instructional organization, break free from traditional classrooms' temporal and spatial constraints by adopting flexible teaching formats such as workshops, practical exercises, and case studies [4]. Establish industry-academia collaboration platforms to forge deep partnerships with mainstream media and prominent self-media outlets, integrating authentic project resources and industry standards. Faculty development should implement a "dual-mentor system," inviting seasoned media professionals to participate in teaching while arranging professional instructors for industry placements. Teaching evaluations should

emphasize practical effectiveness, incorporating real-world metrics such as the dissemination impact of student work and user feedback into the assessment system.

4.3 Establishing a diversified, comprehensive evaluation mechanism incorporating industry standards and outcomes-based assessment

Constructing a scientific and reasonable evaluation system is crucial for reforming broadcasting and hosting talent cultivation. The new evaluation mechanism must adhere to fundamental principles: in terms of diversity, it should assess not only professional skill levels but also comprehensive competencies such as content production capabilities and innovative thinking; In terms of process, it should strengthen dynamic evaluation throughout the learning journey, moving away from the traditional practice of "one exam determining one's entire future." Regarding openness, it should incorporate industry standards and societal feedback to avoid developing in isolation. Specifically, tiered and categorized evaluation standards should be established, with differentiated assessment indicators developed for different learning stages and training directions [5]. Evaluation methods should diversify through integrated combinations of portfolio reviews, project defenses, and simulated practical scenarios. Industry assessment must be incorporated by inviting media experts to participate in curriculum design, teaching process oversight, and graduation evaluations. Audience feedback should also be prioritized, with actual content dissemination outcomes serving as key evaluation metrics. Assessment content should emphasize innovation capabilities and practical achievements by establishing innovation credits and practice credits, encouraging student participation in professional competitions and innovation/entrepreneurship activities.

5 Conclusion

Broadcasting and hosting education in the era of omni-media requires a paradigm shift. This study constructs a multidimensional innovation framework featuring: Curriculum implementation through multidisciplinary modular restructuring; Teaching delivery via authentic project-based training; Evaluation established with competency-oriented capability matrices. This framework drives the educational focus from technical drills to competency shaping, evolves training objectives from specialized expertise to interdisciplinary innovation, and transforms the educational ecosystem from a closed system into a symbiotic industry-academia field. Implementation requires collaborative stakeholders: universities must break disciplinary barriers, industries provide technical validation, and students develop cognitive autonomy. Future trends exhibit knowledge convergence, embedded practice, and innovation leadership characteristics. This paper proposes an expandable reform paradigm whose effectiveness depends on institutions' contextual adaptation capabilities. Continuous closed-loop optimization cultivates resilient core communicators.

About the Author

Haiou Liu, M.A., Associate Professor. Research Interests: Broadcasting and Hosting Arts, Omni-Media Journalism, New Media Communication Arts.

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