Constructing a Journalism Education Model in the Digital Communication Era: A Self-Efficacy Perspective

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Abstract： The profound impact of digital technology on journalism has also exerted growing pressure on journalism education globally, thereby necessitating urgent curriculum reforms to adequately prepare students for the evolving digital landscapes of today and tomorrow. The research provides an in-depth understanding of the impact of Teacher self-efficacy and Student Self-efficacy on their behavior through observations and interviews, as evidenced by empirical studies that explore the relationship between teacher self-efficacy and student performance, the influence of teacher self-efficacy on teaching behavior, and the correlation between teacher self-efficacy and student learning achievement., and proposes strategies to foster teaching innovation through enhancing both teachers' and students' self-efficacy.acy to achieve effective journalism education.

Keyword: Teaching model for Journalism education; Digital age; Self-efficacy; in China

1 Introduction

The advent of digital technologies has profoundly disrupted the journalism industry, necessitating that media practitioners acquire new skills to leverage emerging storytelling tools, platforms, and diverse data sources effectively (Westlund & Lewis,2014 [17] , Carnegie, 2020) [4] Consequently, journalism educators worldwide face mounting pressure to revise curricula and teaching methodologies to adequately equip students for the contemporary digital news landscape and future ecosystems (Blom & Davenport, 2012) [3] .This challenge is especially acute in China where journalism education has traditionally focused on theory rather than practical training, leaving graduates increasingly unprepared for the digital transformation that is revolutionizing media sectors (Cheng & L, 2022) [5] .

Educators can harness the principles of self-efficacy theory, as demonstrated by its successful application in various educational settings, to develop pedagogical models that effectively motivate students to enhance their digital competencies.

According to seminal scholar Albert Bandura (1997) [1] , self-efficacy represents individuals' beliefs in their capabilities to execute necessary actions to overcome difficulties in pursuit of goals. Extensive empirical evidence shows self-efficacy strongly predicts students' motivation, learning and performance across academic domains because those doubting their abilities often shy away from challenges (Pajares, 1996) [13] .Given the complexity and rapid evolution of digital environments, establishingablishing Strong self-efficacy is crucial for journalism graduates to maintain their competence development autonomously throughout their careers amidst technological shifts.

Educational research has identified four key factors that contribute to strong self-efficacy, which can be deliberately incorporated into teaching practices: mastery experiences, vicarious learning, verbal encouragement, and the interpretation of physiological and emotional states (Usher & Pajares, 2008). These factors are supported by data collection methods such as observation and interviews, which are commonly used in educational settings to understand and enhance student learning and self-belief. Aligning instructional strategies with factors that influence self-efficacy, such as those explored in educational research, can significantly boost journalism students' confidence in acquiring digital skills (Bierly, 2013) [2] . The research also highlights the critical role of self-efficacy cultivation in mitigating skill gaps that emerge from rapid technological advancements (Loosen et al., 2020) [11] . Therefore, it is crucial to equip Chinese journalism students with strong self-efficacy by employing pedagogical models that are grounded in principles that foster self-efficacy.

2 Theories and Models

2.1 Cultural capital theory

Self-efficacy was first proposed by Bandura in 1977, who defined it as "the degree of confidence individuals possess in their capacity to employ their skills to accomplish a specific task behavior.". Bandura believes that in addition to the expectation of results, there is also an expectation of effectiveness.
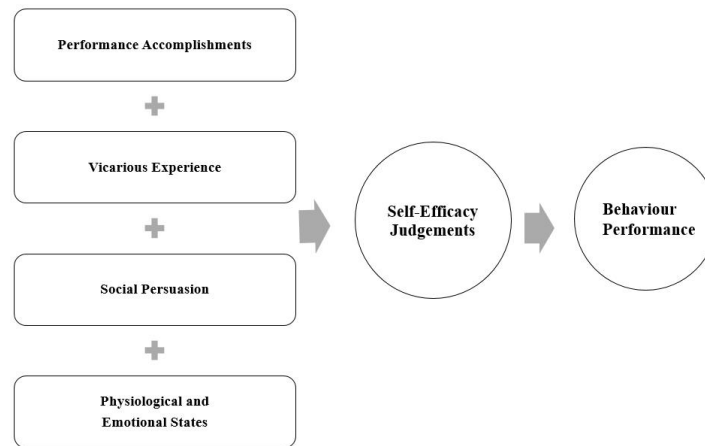

Figure 1 Self-efficacy Framework

Source: Staples, D. S., Hulland, J. S., & Higgins, C. A. (1999). A Self-efficacy Theory Explanation for the Management of Remote Workers in Virtual Organizations. Organization Science, 10(6), 758–776.

2.2 Social Cognitive Theory

Albert Bandura introduced the social cognitive theory in 1986, emphasizing the agent's perspective and detailing how observation, imitation, and self-regulation contribute to individual learning and development. Bandura's social cognitive theory posits that individual characteristics, including behavior and cognition, are formed through the dynamic interaction between personal factors and the external environment, encompassing human activities.
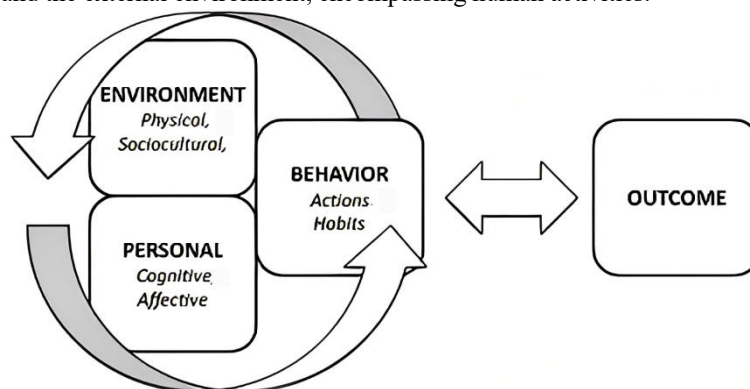

Figure 2 Social Cognitive Theory Framework

Source: Marcus Phipps, Lucie K. Ozanne, Michael G. Luchs, Saroja Subrahmanyan, Sommer Kapitan, Jesse R. Catlin, Roland Gau, Rebecca Walker Naylor, Randall L. Rose, Bonnie Simpson, Todd Weaver, Understanding the inherent complexity of sustainable consumption: A social cognitive framework, Journal of Business Research, Volume 66, Issue 8,2013, Pages 1227-1234

3 Discussion and findings

Specifically, an appropriate student-centric teaching model for digital journalism education in China should encompass:

3.1 Multi-platform digital media curriculum

Today's journalists require competencies in areas like social newsgathering, data analysis, coding, visualizing information, producing digital content optimized for various devices, and leveraging audience metrics (Deuze, 2020

[7];Carnegie, 2020[4]; Lawrie Zion, 2015[9]). Curricula must encompass a wide array of topics, surpassing the limitations of traditional reporting and editing courses focused solely on traditional media. Holistic knowledge of digital journalism processes is critical (Blom & Davenport, 2012)[3].

3.2 Instructional strategies to boost self-efficacy

Journalism programs should deliberately incorporate the four sources of self-efficacy identified by Usher and Pajares (2008)[16] into their pedagogies. Assignments should be designed to progressively increase in complexity, thereby facilitating early achievements in skill mastery. Inviting industry speakers to share professional digital reporting experiences provides motivating vicarious performance exposure. Instructors should consistently offer encouragement and provide constructive feedback in a supportive manner. Fostering a collaborative learning environment and nurturing a growth mindset further aids alleviate anxiety stemming from fast-paced technological change (Loosen et al., 2020)[11].

3.3 Experiential learning initiatives

Alongside classroom teaching, ample opportunities for practical application enhance the development of self-efficacy (Dibapile, 2012)[8]. This includes student journalism projects creating digital content, participating in problem-based summer schools co-developed with tech firms, or structured internships paired with industry mentors and reflecting on insights gained. These initiatives facilitate meaningful application and transfer of skills, which are crucial for fostering self-efficacy.

3.4 Authentic competency-based assessments

Traditional theory-focused exams are misaligned for digital skill evaluation (Mensing,2010)[12]. Assessments must appraise full range of relevant capacities across news gathering, production and distribution as per curriculum. Multimedia portfolios where students regularly curate work demonstrating competencies in areas like data journalism, audience growth marketing and multi-platform storytelling enables authentic performance measurement (Ratcliffe, 2020)[14].

4 Conclusion

In conclusion, this proposed framework intertwines digital media literacy with evidence-based motivational approaches specifically designed for journalism students venturing into disrupted and highly unpredictable news industry landscapes. Scholarship in communication underscores that self-efficacy perceptions are culturally contingent, necessitating localized inquiry to optimize motivational strategies (Bandura, 1997). Bandura's theory, which has been extensively researched and applied across various fields, indicates that self-efficacy is a key determinant of an individual's behavior and motivation, and it is influenced by cultural factors, personal experiences, and social learning. This is consonant with expert affirmations that student-focused pedagogical approaches cultivate the attitudes and attributes essential for successful lifelong learning amid relentless technological change are vital in journalism education (Deuze, 2020)[7]. Further empirical investigation is necessary to explore the manifestation of the four proposed sources of self-efficacy within the educational settings of China. dominating existing research to strengthen model effectiveness.

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