

A Review of the Research on the Development of New Media Education in China in the Past Twenty Years

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Abstract. The rapid development of new media has brought a new driving force to education, and the integration of new media and education has become a trend of educational model innovation. Based on this trend, this paper carefully reads and scientifically summarizes the representative literature about the development of new media education in China in the past twenty years, and analyzes the development types and course of new media education in China in detail. In addition, this study also predicts the development trend of new media education in China, makes suggestions for China to implement the strategy of rejuvenating the country through science and education with high quality, and effectively promotes the modernization and professional development of new media education in China.

Keywords: China education development; new media; literature analysis.

1. Introduction

Compared with traditional media such as paper, radio, and television, the concept of new media refers to a new form of communication based on the development of internet information technology, which has been discussed more and more frequently in recent years. With the characteristics of digitalization, interactivity, and trans-time and trans-space, new media has profoundly influenced and changed the way of learning, lifestyle, and thinking of human beings, and brought brand-new opportunities and challenges to the promotion of education. Some pioneers of education paid attention to the characteristics of new media and the demands of educational development, the needs of new media development, and the suitability of educational function, and successively devoted themselves to the research on the integration of new media and education. Therefore, new media education, a brand-new educational model, came into being. New media education combines digital media with education, so as to improve the quality of education and purify the network environment. After more than 20 years of development, the new media education in China has a mature development model, which has become a link rich in scientific and technological content and humanistic care in the process of educational model innovation. This has been valued and supported by the state, such as *Quzhou Education New Media System of Three Examinations and Three Schools (Trial)*, *Implementation Opinions on Strengthening New Media Management (Trial)* of Hancheng and other convenient policies, which have also attracted countless domestic experts and scholars to study and write tirelessly. This paper will sort out the relevant literature and make a more detailed summary of the development of new media education in China, so as to help new media education achieve more outstanding educational achievements in the development of the new era.

2. The Categories of New Media Education in China

The classification of new media education is based on the rapid development of new media education, which is a summary and re-classification of new media education categories. New media education in China started in the early 21st century, and has gone through three stages: the first ten years of the early 21st century is the early stage of the development of new media education; the middle stage is from the 2010s to the proposal of Socialism with Chinese Characteristics for a New Era; and the late stage is from the entrance of Socialism with Chinese Characteristics for a New Era to now. The three stages are progressive step by step, forming the development picture of China's

new media education from start to lead. The following are the characteristics of different types of new media education in the development process.

2.1 The use of multimedia tools to assist the traditional classroom

Multimedia technology is the first new media method used in teaching, which has special practical significance for the development of new media education. Multimedia technology is the synthesis of various media, generally including text, sound, and images, and it is a new media means. Teachers can present rich course content based on computer and multimedia, such as course PPT slides, teaching videos, and electronic blackboard books, to assist traditional classroom teaching. As Wang Qing elaborated in the article *The Effectiveness of Multimedia Application in Art Education in the New Media Era*, multimedia, as a supplement to the traditional classroom, provides diverse means and rich content for teaching, which is especially prominent for art education. That is, students can feel the strong visual expression of art from multiple angles when switching between the screen and the blackboard; feel the humanistic charm of art in art documentaries, and achieve the goal of cultivating the quality of art subjects; follow the presentation of painting pictures to explore the artistic expression and painting skills of paintings. Multimedia presents vivid content, which creates a good learning atmosphere, expands students' understanding of teaching content, reduces the difficulty of teaching, and enhances the interest and richness of traditional classrooms. It is a successful example of education using new media.

The integration of multimedia technology and education is not only the successful integration of traditional teaching content and information technology but also a precedent for new media to promote the change of the traditional education model. As Duan Shengfeng discussed in the article *Ecological Orientation of New Media Educational Technology: Theoretical Interpretation and Practical Path*, the application of multimedia educational technology has broken the original classroom balance and changed the basic elements of teaching. That is, the relationship between educational subjects is no longer limited to the interpersonal relationship between students and teachers but has broadened to the interactive relationship between people and characters of multimedia educational technology. With the increasing intersection of multimedia and teaching, multimedia technology has become an irreplaceable part of the modern classroom teaching process. However, the development of education under multimedia technology is limited by the immaturity of new media development and the cautious attitude of education towards new media. The integration of technical content, which is still in the basic stage, is very limited for the in-depth change of education mode. However, this is not the end of the development of new media education. The in-depth development of new media education will break through the limitation of new media as a technology and develop the subject learning contained in new media. In addition, the unique significance of platform construction will enable new media and education to realize the integrated development of form and content from the outside to the inside and innovate the education model.

2.2 The use of new media technology to promote innovation in educational forms

The initial idea of early educators was to carry forward the technical characteristics of new media and build it into a repository of shared knowledge resources or a new platform for educational exchanges. For example, in the article *Application of New Media Technology in Modern Distance Education* written by Zhang Yong in 2009, the new media based on VBI/IP digital information transmission technology can carry a huge amount of information transmission and storage in a short time, so that distance education can bring advantages of "storing and reproducing; spreading far and widely" into play. It can share rich learning resources for distance education learners. In terms of the quality problem of sharing knowledge resources, Zhu Changbao put forward a solution in the work *New Media Era and Modern Distance Education* in combination with the current situation, that is, the wave of digital technology in the new media era will fully create learning conditions and an environment for sharing knowledge resources anytime and anywhere for human lifelong learning,

and new media will not only enrich the content but also put forward higher requirements for the quality standard of the content.

We should abandon the idea of simply “taking” and “adapting”, and avoid uploading knowledge resources to the Internet and sharing them indiscriminately, but produce high-quality knowledge resources that meet the communication needs of new media and the learning needs of new media users, and meet the individualized requirements of learners as much as possible in an organized way. Behind these practical suggestions is Zhu Changbao’s accurate grasp of the development of new media, market rules, and educational needs at that time. The above is the assumption that new media will become a repository of educational resources. However, Rui Hongyan’s assumption in *New Media Technology and Ideological and Political Education for College Students* is more inclined to regard new media as a communication platform and make it glow in the field of education. That is, an open new media platform can become a new place for college students to actively discuss, and it can also become a new place for college students to actively accept ideological and political education and spread healthy ideas. These ideas have opened a precedent for the integration of education and new media. Although there are difficulties in specific implementation, the development of new media is changing with each passing day, technical problems have been quickly solved, and new media has entered a new era of faster development.

With the increasingly powerful role of the Internet in connecting everything in new media, Internet technology has become more mature, and some new social phenomena have also formed. Based on this, educators have produced two practical viewpoints. One view is to conform to social development and take the initiative to develop education by taking advantage of people’s proximity to new media, so as to make education close to people’s lives. Following Rui Hongyan’s suggestion in *New Media Technology and Ideological and Political Education for College Students*, we should change from “blocking” to “sparse” and acknowledge the influence of new media on college students. In addition, we should also actively use new media to carry out interesting cultural activities with educational significance, give full play to college students’ autonomy in learning new media, make them take the initiative to accept guidance, consciously abide by media norms and ethics in a positive new media cultural atmosphere, and rationally use new media resources. These are good soft suggestions. In the article *The Influence of New Media on College Students’ Ideological and Political Education and Countermeasures*, Xiao Xuebin and Zhu Li further pointed out that it was not necessary to deliberately prevent college students from getting close to new media but to find ways to change their own educational methods to adapt to this trend. That is, to join the positive public opinion guidance and expand the content of new media values education. Moreover, educators should also respect students’ status as the main body of education, help college students to awaken their consciousness of higher education, identify their thinking use the psychology of new media, and adhere to the principle of “focusing on sparse, supplemented by blocking, and combining sparse and blocking”, turn the object of education into their own main body of education, and improve their awareness of new media education.

Another opinion is a cautious assumption that we should take seriously the influence of new media on education and take timely measures to establish a red education website to take the initiative to occupy the Internet position and guide the benign development of new media. In *Cross-border Thinking: A Rational Dimension of Ideological and Political Education Carrier Selection from the Perspective of New Media*, Ji Haiju mentioned that the traditional carrier cannot meet the broader practical needs of ideological and political education, and the development of new media is easy to fall into the quagmire of information flooding and not being led by mainstream values. This situation that makes ideological and political education popular and integrates with new media to establish a new media ideological and political education platform becomes a satisfactory solution. The establishment of a new media platform for ideological and political education is an effective implementation of the idea of the red education website, which not only helps ideological and political education “develop in a cross-border way” and expand the scope of the audience but also helps new media to improve user’ quality and clear the network environment. In *A Preliminary Study on*

Developing Socialist Core Values Education in Higher Vocational Colleges under the New Media Environment, Cao Yanning's practical suggestions are even more effective in management. She advocated that education should combine the relevant national network management regulations, establish and improve the education network management system, and strengthen the education of college students' network awareness, ideals, and beliefs through direct management. Besides, the special department should also be responsible for the positive guidance of network public opinion, the creation of a network civilization atmosphere, the construction of professional new media, the new position of socialist core values education, and the initiative of internet socialist core values education. This is very relevant to the practical requirements that China emphasizes that the Communist Party of China (CPC) should firmly grasp the ideological leadership on the Internet and develop the core value system of Socialism with Chinese characteristics. It can be seen that the practice of new media education in China has developed steadily at this stage.

In the process of innovation and development, new media education has been approaching the essence of new media, that is, the essence of the communication revolution and has entered a mature stage of development. In her doctoral thesis, Wang Yan pointed out that as a cultural activity, the development trend of education is inseparable from the revolutionary process of communication. For example, she mentioned the book *Cloud Education-the 3A Era of Opening Learning* co-authored by Du Jixi and Yan Xiaofang, which explored the education methods from "using personal examples" in the period of oral communication, "writings are for conveying truth" after the invention of characters, to "everyone can be educated" brought by printing, and then to the process of "knowledge explosion" in the era of new media communication. She pointed out that every change in communication technology brought profound changes to education, that is, the integration and development of new media education today is the inevitable trend of cultural development.

The inherent time and space limitations of traditional media lead to poor communication between communicators and audiences, and the audience has always been in a passive position to accept news in an all-round way. The education it extends is also a "teacher-guided learning model" with teachers as the main body. That is, there is no connection between courses, teachers are only responsible for imparting content in one direction, and they lack detailed understanding of each individual student. Students cannot find a way to understand extracurricular knowledge and passively accept book knowledge. They are not interested in autonomous learning. In the long run, the teaching has formed a "cramming teaching" with a single communication channel and one-way teaching, which hinders the development of education. This is why we need the development of new media education. Based on the achievements of the fifth communication revolution, new media education has formed a new educational communication mode of independent interaction, which has shaken the absolute position of teachers in the original rules and provided the educated with more free rights. Freedom, autonomy, convenience, and intercommunication are not only synonymous with the characteristics of new media but also synonymous with the development of cultural communication at present. But why is the new media education not a complete online education, but a combination of online education and offline education? We can also find the answer named "media integration" from the perspective of communication. In the article *New Media Education in the Trend of Media Convergence — An Analysis of New Media Classroom Model Based on Practical Cases*, Ouyang Jingmei mentioned that media convergence was a unique phenomenon in the new media stage, which described the process of cross-integration of new media and traditional media and continued to produce new media forms. This is different from the relationship of "replacement-rebirth", but "integration-symbiosis": traditional media and traditional classrooms will not completely die out because of the development of new media education, but will choose self-innovation and development, and integrate into the trend of new media education. Paper textbooks and notebooks will still exist in smart classrooms. As new media terminals integrating with smart display screens and TV technology, we can see the perseverance of traditional media in the new media era and the lasting significance they bring. In the future, the content development of new media education will also adapt to the cultural development

trend, be more daring to be the first, pay more attention to individual training, and have considerable value.

2.3 The development of a new media education platform

Ideological and political education is a discipline that takes the lead in contacting with new media technology and carrying out practical experiments of new media education. After success, it is followed by many specific disciplines to bring new media into the teaching scope and establish various complete online learning platforms, so that the content of new media education can continue to develop steadily on the road of diversification and specialization and enrich itself. At first, the development of ideological and political education in new media was only to cope with the surging trend of new media thoughts, with more general content and scattered online propaganda. For example, in the article <1911> *Three Marketing Campaigns* published in 2012, Zheng Tian mentioned the current situation of new media development and propaganda work in China at the beginning of the 21st century: the influence of new media is not yet developed, and the propaganda mode of people's literature tends to be conservative and traditional, and the publication of books focuses on the offline press conference as the starting point and spreads through traditional media such as print media serials and book reviews. However, new media can only find a few words of books recommended by users independently and encyclopedic propaganda. Since then, the professional degree of ideological and political education in new media has been increasing, which has made scholars realize that new media can be used for educational innovation, so the early comprehensive spontaneous learning platform of new media, which is not limited to ideological and political education, was born. For example, in *Research on the Present Situation and Trend of New Media Education Communication*, Wang Yan mentioned the simple educational games mentioned, the question bank uploaded by users independently, and the academic resource bank gradually developed from electronic teaching plans to electronic books. After the tentative idea has been demonstrated by preliminary practice, aiming at the goal of building a new media professional learning platform, the development of new media education will gallop on the road of specialization, and the construction of a new media learning platform with diverse types, professional content, and orderly management will become more and more mature. A typical example is the MOOC's massive open online course platform, which was established by MIT and Stanford University in 2012 and introduced to China in 2013. It was quickly recognized by educators and learners in China for its high-quality and open educational resources, strong interactivity, and flexibility in learning. As discussed by Wu Yan in *The Influence of Massive Open Online Course, A New Media Education Platform on China's Higher Education*, massive open online course, as a new media education platform, has developed rapidly in China, which has brought great help to China's new media education and education equity. That is, a low-cost education communication model is helpful in solving the problem of the low popularization rate of China's higher education; an open curriculum platform is conducive to the balance and sharing of educational resources in the eastern and western regions.

Zhang Jie, president of Shanghai Jiaotong University, also believes that massive open online courses will "cause the reshuffle of universities and eventually form a brand-new university structure", which is the significance of the rich content of new media education. The mature new media education platform has given us the strength to develop education during the COVID-19 period. In the research *Case Study of Completely Online Task-Driven Flip Classroom Teaching*, Zhu Zhijun and Zhang Shuming found that thanks to the good foundation of the development of new media education, online classroom education was popularized at a faster speed during the pandemic period, and students and teachers were more adaptable. In a short time, a set of preliminary and complete online teaching strategies have been established to deal with issues such as raising hands for speech, group discussion, and assignment and correction of after-school homework, so that China can do its best by using new media to protect the stable development of education while insisting on winning the COVID-19 prevention and control war.

Throughout the development of China's new media education content, from the early propaganda work to the self-learning website, to the professional learning platform, and now to the online smart classroom model, it is full of innovative wisdom that Chinese have made unremitting exploration based on their own national conditions. We have explained with our strength how to make the leap-forward development in the field of new media education from following, running side by side, to leading, which has left valuable China experience for the development of new media education in the world.

3. The Development Trend of the New Media Education

New media education is a new educational model that meets the demand for talent and the market demand for new media technology development, with broad market prospects and policy support. It is the general trend of new media education to develop continuously and expand its scale. According to a large number of detailed real data provided by Jin Tailai and Wang Xinyu in the *Survey of College Students' Network and New Media Education*, such as users' network age and education background, preferences for using new media platforms, attitudes, duration and methods of accepting new media education, we can see that college students at present are highly dependent on the Internet and prefer to use the Internet for entertainment and communication, and only nearly half of the respondents identify that they will accept new media education and use new media for learning. The learning time is generally between half an hour and two hours, accounting for 50.42%. The main content of learning is to use search engines to consult materials, accounting for 85.21%, and the proportion of using new media to receive knowledge training is 55.63%. The overall data is considerable, which shows that the life and study of college students in China are highly integrated with new media, and they have a certain awareness of using new media to learn independently. What is certain is that new media education can be in a state of breaking and building for a long time and become a hot spot leading the innovation and development of education in China. However, there are still some problems in the development. For example, in the survey report about *The interference of Online Media on Learning*, over 40% of students believe that online media has a great interference on learning. Therefore, we need to always keep in mind that we should develop strengths and decrease weaknesses, continue to carry forward the advantages of new media education, and encourage the development of education in the new era.

The first is to adhere to the advantages of informationization. The intellectualization of mobile devices and the rapid speed of networks provide technical support for the development of information network teaching. The diversity and inclusiveness of human culture provide ideological support for the development of information network teaching. This brings faster knowledge dissemination, more learning opportunities, and lower education costs, which provides a resource guarantee for education popularization and education equity. The sources of students' knowledge will be more abundant and diverse, and students will be more active in mastering knowledge and awakening the main position of education. Teachers' inherent dominant position and advantages in the process of education and teaching will continue to decline and turn to the guidance level. Under the disintegration of the "teacher-guided learning model" based on classroom teaching, the relationship between teachers and students will continue to be reconstructed and optimized. The second is to adhere to personalized orientation. The operation function of new media data can reduce the pressure on teachers' teaching statistics, and at the same time, it can generate more specific and accurate learning record reports for each student, which can help teachers develop personalized teaching. That is, students' previous learning behaviors will be recorded and analyzed, so as to comprehensively track and master the learning interests and characteristics of the educated. New media education can also give targeted learning diagnosis reports, and provide reference for teachers to make teaching plans and find learning content suitable for students. New media education can make educational communication more targeted and personalized, provide students with a more participatory, exploratory, and discussion classroom model, and greatly change the imbalance between teachers and students caused by the

limitation of the “one-to-many” model between teachers and students in traditional classroom education and teaching, and will also promote the sustainable development of independent education. The last is to follow the tide of globalization. With the breakthrough of time and space boundaries, excellent educators all over the world have the opportunity to actively share their teaching experiences and achievements, record them as teaching videos, or upload them to online education platforms for others to learn, and realize the educational progress of all mankind. Meanwhile, corresponding world education institutions should be established to integrate the massive network resources so as to prevent a large number of online education and teaching resources in the world from being mixed, and to escort the development of new media education. Throughout the development of new media education in China in the past 20 years, it is certain that new media technology will certainly play a more powerful role in the field of education, and the new media education model will have the ability to lead the development of education in the new era.

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