

## Applying New Media in Education of Mainland China: A Systematic Review of the Researches

Xiaoyao Yue<sup>1</sup>, Peizhi Hu<sup>2</sup>, Ruixuan Ji<sup>3</sup>,

<sup>1</sup>Higher Education Research Institute, Yunnan University, Green Lake North Road No.2, Wu Hua District, Kunming city, 650091 Yunnan Province, China.

<sup>2</sup>School of literature and Journalism, Chongqing Business University, 9 Xuefu Avenue, Nan'an District, Chongqing, 400067, China

<sup>3</sup>University of Tasmania, College of Arts, Law, and Education, Faculty of Education,

\*Corresponding author: Xiaoyao Yue<sup>1</sup>

**ABSTRACT**—The application of new media in education has become the mainstream, and has become a hot topic in academia and industry. This study attempts to explore the overall situation of the research on the application of new media in education. Through the text mining of CNKI (n = 2830), the representative core journals and “double first-class” University Master's theses are selected. The relevant documents used in education by new media are used as random samples, and the article (n = 70) is coded and statistically analyzed by content analysis method, and the new media in education is obtained. The number of research papers in use shows a trend of rising first and then falling, and has penetrated into all directions of education. It is worth noting that most of the research tends to practical research, has not yet formed a perfect academic system, and needs to be optimized and improved in the scientific nature of research methods.

**Keywords:** New Media, Media in Education, Mainland China, Content Analysis, CNKI.

### I. INTRODUCTION

At the beginning of the millennium, most people realized that we are going to enter the most dramatic technological revolution in history, which is changing the way we work, communicating and wasting our leisure time (Kellner, 2000). The new media with the application equipment with computer characteristics as the carrier has the powerful communication function that the traditional media does not have. In addition to being widely used in the field of Journalism and other fields, it is often regarded as a powerful force to promote the progress of Education (Chang, Eleftheriadis & McClintock, 1998). However, new media has both good and bad sides (Buckingham, 2007). Compared with traditional media, the different use of new media widens the "digital divide" and creates greater social inequality. Education is a possible way to reduce this inequality (Lu & Hindman, 2001). Therefore, it is also taken for granted by education researchers (Voithofer, 2013). In reality, with the continuous improvement of our education system and educational facilities, new media has become an important tool for daily teaching activities. With mobile phones, tablets, computers and other media as carriers, students' ideology faces a complex network environment (Xu & Ruan, 2020). The echo chamber effect generated by media algorithm recommendation will expand its negative impact on students with weak recognition ability and insufficient social experience (Yang & Yang 2019).

European and American scholars first defined the term "new media". In 1976, gold mark of CBS network technology research institute first proposed that it became a hot topic in the academic circle and industry in Europe and America (Yue, Wang & Liu, 2010). Then, European and American scholars have a comprehensive interpretation of new media, including a comprehensive definition from the perspective of technology, audience use habits and the overall social environment. According to scholars such as Luo les, the carrier form of new media is mainly computer and media with computer characteristics, which makes the information exchange and communication of network audiences more convenient and quick; e. Rogers points out that new media changes the traditional information exchange channels, unblocks the information exchange between the communicator and the audience, and makes the new media information communication produce new social significance and value (Lu, 2007).

New media, as a broad concept developing with the technology updating, has its own understanding and definition. However, most scholars believe that new media is not totally different from the traditional media, but on the basis of technology updating, the functional upgrading of traditional media (Liao, 2008). The new media is the media that uses computers or digital devices with computer functions to transmit and receive information (Kuang, 2009). With the upgrading of computer equipment, there are many kinds of new media carriers that can be called by the public, but they are mainly divided into computer-based and mobile phone based new media (Yue et al., 2010). Although the academic research on new media in the field of Journalism and communication education is relatively rich, it is similar and not perfect. In addition, the new media put forward new challenges to the research in all directions of education. They have been involved in education managers, family education, national defense education, Chinese international education, general law education and health education. In the discipline of management, new media has also studied the training of leaders. Therefore, this study starts from the research results and research methods of new media in all directions of education discipline, and analyzes new media, teaching and research in the field of Education.

## II. METHODOLOGY

This research adopts the method of content analysis, that is, through the selection of authoritative professional academic journals, namely CSSCI journals and two first-class university Master's dissertation as the whole, and selects the empirical research as the main part and the thesis with relatively high citation rate as the sample to quantitatively describe and summarize the coding and statistical analysis of the thesis.

### Sample

This paper focuses on the application of new media in education. Therefore, the key words "new media" or "all media" or "melt media" or "self-media" and "education" are searched on the HowNet respectively. CSSCI journals and papers on related topics in Graduation Theses of two first-class universities are selected for screening, and papers mainly based on empirical research methods are selected. The specific operations are as follows:

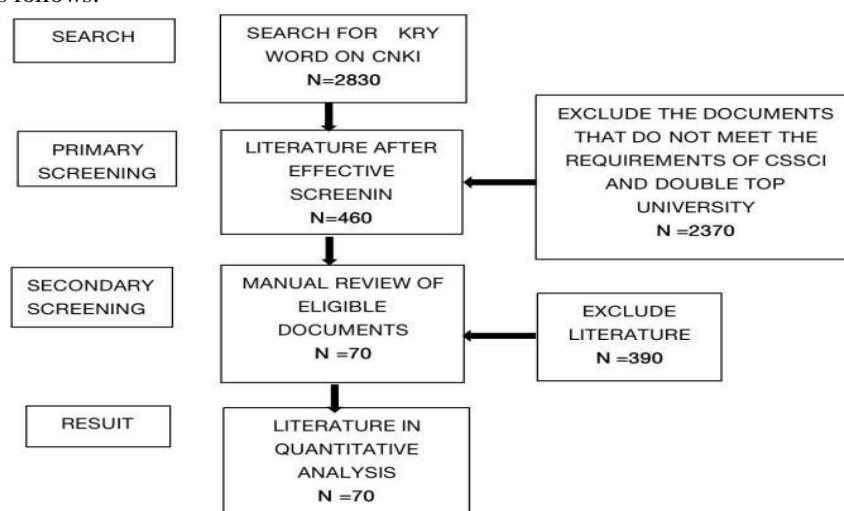


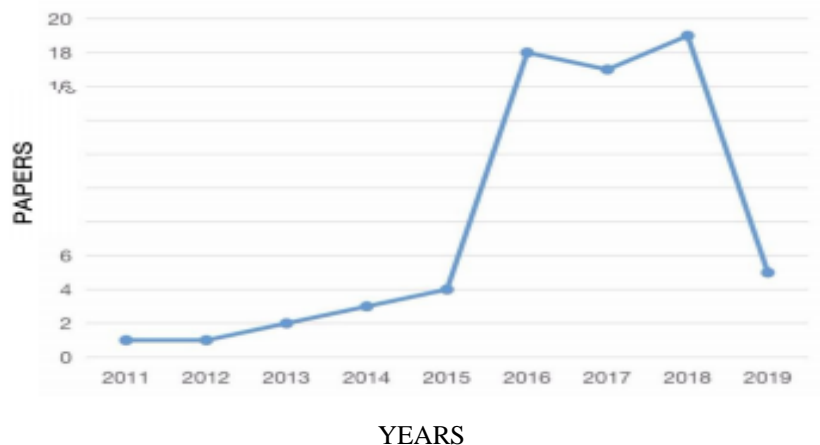
Figure 1. Phases of the bibliographic search process

Through the HowNet, 2370 papers of non CSSCI journals and non-double first-class universities are excluded, and for 390 papers with inconsistent questions, 70 qualified research papers were selected as samples.

This paper mainly measures and describes four variables of new media in Education: publishing trend, research topic, research method and research discipline. The specific measurement and coding methods of the four variables are as follows: first, release trend. 70 samples are numbered and counted from 2011-2019 to obtain trend chart. The second is the research topic. 70 samples are selected for content reading, which is divided into major themes such as ideological and political, news communication, education, management and the following small themes in different research directions. Third, research methods. The sample selection is mainly based on empirical research, but not excluding a small number of non-empirical research with relatively high citation rate. The non-empirical research is classified into quantitative research method, qualitative research method and hybrid method. The qualitative research is mainly divided into literature method, field investigation method, case study method, interview method, participatory observation method and comparative method

**Output Indicators**

The sample selects 70 CSSCI journals and two first-class university graduation theories in 2011-2019. As can be seen from Figure 2, the number of published papers in 2011-2018 has an overall upward trend. The data in 2019 is still being collected, but it can be predicted. It is estimated that the number of papers published in 2019 will be the same in 2018, even more than in 2018. Therefore, the application of new media in the field of education is more and more extensive, and more and more researchers are engaged in the related research of new media in the field of education, which shows that the interdisciplinary research is becoming a sunrise research field, and has great research potential and value.



**Figure2. Correlation between papers(y-axis) and years(x-axis)**

**Research topics and their distribution**

Intelligent mobile devices and Internet communication technology are constantly updated and upgraded, which has given birth to media interaction platforms such as microblog, WeChat and short video, and has a subtle impact on people's life, learning and work. At the same time, they interact with various industries, and integrate with different disciplines. At the same time, many different issues related to new media and education have emerged.

**Table 1. Theme distribution (%)**

Subject Classification	Topic Sub Classification	Percentage
Ideological And Political	Traditional Culture Education	1.4
	Education of National Unity	1.4
	Patriotic Education	4.3
	College Students' ideal and belief	2.9
	Religious belief education for teenager	1.4
	Ideological and Political Education	45.7
Journalism And Communication	Brand communication of new media education press	1.4
	The influence of American journalism education on China	2.9
	Media literacy education	4.3
	The construction of the Teaching Laboratory of melt media	1.4
	Journalism And communication education	5.7
	Advertising Education	2.9
	Education public opinion	1.4
	Sports news education	2.9
	Media environment and application in Japanese primary schools	1.4
	TV Education News	1.4
	Educational function	1.4
Education	The use of new media by basic education administrators	1.4
	Education policy	1.4
	Family education	4.3
	National Defense Education	1.4
	Chinese International Education	1.4
	General law education	2.9
	Health Education	1.4
Management	Education and training of leading cadres	2.9

It can be seen from table 1 that as long as the theme of the application of new media in education is focused on Ideological and political, news and communication, education and a small number of management, the ideological and political education is divided into six secondary themes, namely, traditional culture, national unity, patriotism, college Students' ideals and beliefs, young people's religious beliefs and ideological and political education politics. The proportion of governance education as the theme is the largest, accounting for 45.7%, which is also the largest literature research of all kinds of major themes.

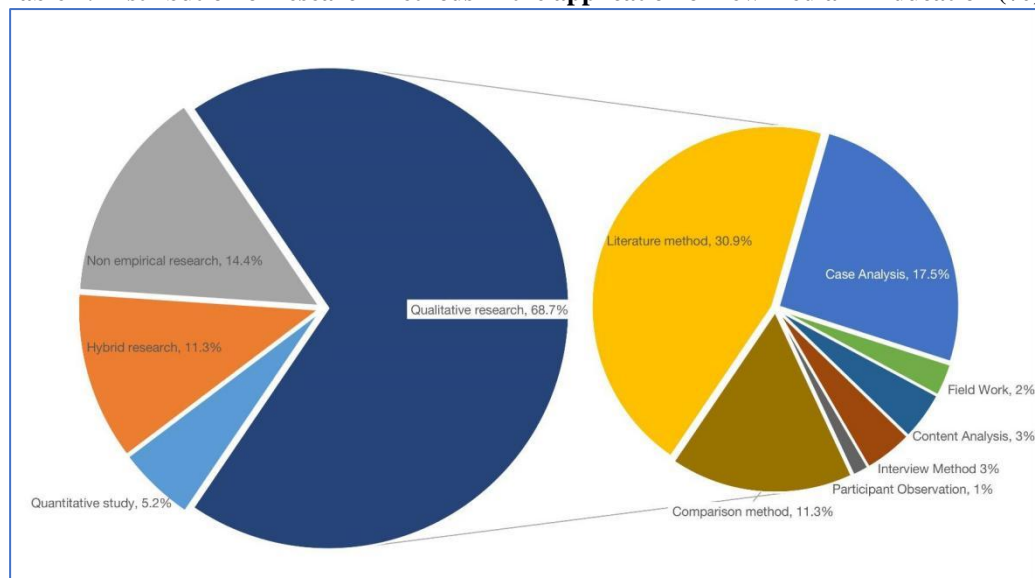
Secondly, in the category of news communication, it is mainly divided into 10 secondary themes, namely, the brand communication of educational newspapers and magazines, the influence of American news education on China, media literacy education, the construction of media teaching laboratory, news media education, advertisement education, educational public opinion, sports news education, media environment and application research, and television education news, of which the research of news communication education accounts for 57%, the largest proportion, followed by media literacy education (4.3%). In addition, in the education category, it is divided into 8 secondary themes, including education function, basic educators' use of new media, education policy, family education, national defense education, international Chinese education, universal law education and health education, of which family education accounts for 4.3%, the largest proportion, followed by universal law education.

The third category is management, accounting for 2.9%. In the three categories, the largest proportion is ideological and political (57.1%), followed by news communication (25.7%), education (15.6%) and management (2.9%). It can be seen that in the research of new media in education, ideological and political research is the most popular topic of research literature, and it is also the subject of thorough research. Media literacy education in news communication is also the subject of research number, and There are many topics in the literature, but few studies on Chinese and Foreign Journalism and communication education, so there is a wide range of research space. Secondly, in education, the research on new media in family education accounts for a large proportion, which is also the mainstream direction of new media research in education. Secondly, new media has a large research in general education, national defense education, health education, basic education managers and other directions In terms of space, a small number of topics involve the field of management, such as the use of new media to study the education and training of leaders. This part of research is less and can be used as the direction of follow-up research.

### **Research methods and their distribution**

In the era of new media becoming the main media for people to obtain and disseminate information, it plays an important role in the field of education. The application of new media in education not only needs to understand its traditional research methods, but also needs to explore new research methods and ways, and explore the value and laws behind.

**Table 2. Distribution of research methods in the application of new media in Education (%).**



According to the data in Table 2, the research methods used by new media in education are mainly literature method, accounting for 30.9%, followed by case analysis method, accounting for 17.5%, comparative method, 11.3%, mixed research method, accounting for 11.3%, among which non empirical research accounts

for 14.4%. It can be seen that the research methods used in the education of new media are mainly literature analysis of qualitative research, which is also one of the main methods of social science research.

With the increasing use of new media in education themes, research content is increasingly in-depth, research methods should follow a similar development process. If we simply regard the investigation method and the mixed research method as the relatively standard scientific research method, and the literature analysis method and the non-empirical research method as the relatively unscientific research method, the data shows that the relatively unscientific research method is higher than the relatively scientific research method, which also shows that the research of new media in education should strengthen its scientificity and standardization.

### III. DISCUSSION

New media generally refers to on-demand access to content at anytime, anywhere, on any digital device, as well as interactive user feedback and creative participation. It also refers to real-time generation of new and unregulated content (Dijk, 2012). It has the characteristics of diversified disseminators, hypertext content, platform channels, and audience segmentation, which is not available in the era of traditional media. The core factor driving the birth of new media is the continuous upgrading of information technology and digital technology, changing the coding, dissemination and acceptance of information, so that information is no longer a simple two-way communication, but a dynamic and complex multi polarization communication. To sum up, new media is a kind of media with a wide range of communication speed and two-way interaction generated under the premise of the continuous development of Internet technology and computer technology compared with traditional media. Their hardware forms mainly include notebook computer, smartphone, pad, and software forms include news client, social software and various kinds of app with information Application. The earliest research of new media in the field of education is defined as "educational technology". Educational technology was first formally defined by Donald Ely in 1963 as "audio visual communication is a branch of educational theory and practice, focusing on the design and use of information that controls the learning process" (Januszewski, 2001, pp.18). Its definition clearly clarifies the essence of educational technology, that is, "audio-visual communication" is educational technology. The audio-visual technology in the 1960s and 1970s refers to photography, film, television and other media, which are labeled as "old media", in sharp contrast to the "new media" that developed and flourished after digitalization in the 1980s. (Yuan, 2015, pp. 4). The research of new media in the field of pedagogy in China mainly focuses on Ideological and political education, journalism and communication education and other disciplines.

In the field of ideological education, the influence of new media on college students presents complex and dynamic changes. Generally speaking, there are two aspects. One is that the new media plays a positive role in the establishment of College Students' ideology and political concept. This is based on the reception of positive content in the new media. However, due to the mixed content of the new media, compared with the traditional knowledge dissemination, the new media loose the information, which is likely to produce for students who are weak in distinguishing right from wrong Negative effects (Wang, 2013). Therefore, in the era of new media, it is necessary to innovate the teaching mode of Ideological and political education, build an interactive platform between teachers and students, grasp the ideological trends of students, so as to improve the teaching effect (Ji, 2016).

In the study of the application of new media in patriotism education, some scholars try to explore how to carry forward and inherit patriotism better in the new media era. Patriotism is the basic moral standard of Chinese citizens, but the emergence of new media brings new opportunities to patriotism education, enriches the resources of patriotism education, widens the channels of patriotism education, and deepens patriotism education At the same time, new media has diversified information, increased the complexity of patriotism education, challenged the status of patriotism educators, and weakened the patriotic feelings (Wang, 2016). Therefore, in the era of new media with noisy public opinion environment, we should purify the network space environment, grasp the key point of patriotism education, and guide the rational return of patriotism with the help of normative force. Cui and Zhang (2020) proposed to strengthen the monitoring of information, expand the channels of patriotic education, cultivate patriotic feelings, and attach importance to self-education. However, the author believes that under the new media environment, the positive effect of patriotism education is greater than the negative effect. We should use scientific and reasonable methods to carry out patriotism education, avoid excessive education methods, and make the new media play its due role in patriotism education.

The research of new media in Ideological and political education mainly focuses on the analysis of current situation, the raising of problems, and the corresponding suggestions from the perspectives of government, technology, educators and students. The research on the application of new media in journalism and communication education focuses on journalism and communication education, media literacy education,

Chinese and Foreign Journalism and communication education research, education journalism research, public opinion research, advertising education and other directions. Most scholars believe that in the era of new media, the education of news communication needs to keep pace with the development of technology. The rapid development of new media puts forward new requirements for the traditional information production and communication, and the integration and application of media bring up different standards for the cultivation of traditional news communication talents. In Colleges and universities that offer traditional journalism and communication majors, there are awkward imagination, such as the classroom teaching content is difficult to be used in practical operation, the teaching content of teachers is too old, and the curriculum arrangement is rigid (Hu, 2014).

In the era of new media, the teaching of news communication should not only keep the traditional courses of basic knowledge learning and basic writing ability practice in the teaching of news communication, but also set up innovative courses that are in line with international standards, close to the market and technological innovation, and constantly improve the teaching skills of teachers, update the corresponding teaching facilities and equipment, establish a new media practice base with enterprises, and cultivate Practical skills of students (Mo, 2011; Li & Zhu, 2018). At the same time, the innovation of the education and training system of news communication requires not only the renewal and change of curriculum content, but also the optimization of teacher structure (Zou, 2011). In the future, the division of Journalism and communication disciplines and the arrangement of courses put forward that the cultivation of Journalism and Communication Talents in the era of new media should realize theoretical and practical change and innovation (Chen, 2012).

Media literacy education may become an effective health promotion strategy to improve students' harmful health behaviors (Bergsma & Carney, 2008). In the study of media literacy education in China, by comparing the media literacy education in foreign countries, it is found that the media literacy education in China is in the initial stage, and there is still a huge space for improvement. It is necessary and important to carry out media literacy education. It is suggested that the media literacy of students should be cultivated and improved through three aspects of universities, government and Society (Liu, Yang, Bao & He, 2018). As a result, digital literacy needs to be seen as part of a broader literacy re understanding, as well as the use of technology in Education.

In the comparative study of Chinese and Foreign Journalism and communication education, through the curriculum, practice platform, Through investigation and Research on the content of news programs, it is found that there is a serious derailment between curriculum teaching and practice in China's news communication education, and the update of media technology makes this dilemma more and more obvious. Therefore, it is proposed that China's news communication education should keep pace with the latest development of the industry (Zhang, 2013). In addition, based on the observation of "mobile and social media journalism" course of Virginia Federal University, the paper analyzes the teaching purpose, teaching method, semester assessment and practice of Editorial Department of the course, and concludes that China's journalism and communication education should be integrated into the mainstream of internationalization, encourage front-line teachers to be brave in curriculum innovation, and make journalism and communication education meet the needs of practice (Yi, 2016) .

In the research of sports news education, by comparing the sports news education in Colleges and universities at home and abroad, it is concluded that there is a disjunction between China's sports news education and the needs of China's new media sports news communication, the sports news teaching materials are old, the corresponding teacher structure needs to be optimized and the curriculum should be synchronized with practice (Zhang, 2011). Therefore, through expert interviews, literature analysis and other methods, it is proposed to change the concept of sports news education, cultivate all media talents, highlight the cutting edge and characteristics, strengthen general education, build a full media teaching system, and realize the transformation of education evaluation (Li & Xiao, 2013).

Scholars think that new media puts forward new standards for advertising teaching. By using the method of on-the-spot investigation, this paper investigates the University of Texas at Austin, and analyzes the courses, teaching concepts and teaching methods of undergraduate advertising education in this university. It is believed that the development of applied advertising in Chinese advertising education is closely related to and has a diversified knowledge system, innovative experiments (Zhang, 2013), innovative teaching concepts and practical teachers' pay attention to case study of advertisement and increase the proportion of practical teaching (Zou, 2018).

It can be seen that in the research of new media in the field of news communication education, the research objects are mainly undergraduate and master students of news communication science, and the research contents are mainly news communication courses, teaching methods and the research of Chinese and foreign news communication. In addition, the research on the quality of new media is also a key research field. How to improve the learning of Internet users and news communication specialty Students' media literacy becomes a place for researchers to think about. The new media in national defense and national defense education, through the form of questionnaire survey, quantitative and qualitative combination, come to the conclusion that in the national defense education of colleges and universities, there are old curriculum, single education mode and lack of corresponding professional teachers. Therefore, it is proposed to build a professional national defense education teachers' team, enrich the content of national defense education, and actively guide the opening of universities Self education and other measures (Zhang, 2018). In the era of new media, the law popularization education should be innovated in its communication content, channels and methods. It is proposed to cultivate citizens' legal awareness, integrate legal communication channels, and strengthen communication and dialogue (Gao, 2018).

The research of new media in health education finds that compared with traditional media, the popularity and application of new media has a subtle impact on College Students' mental health. Although it broadens students' cognitive horizons, it also makes the growth environment of the educated more complex, thus weakening the teachers' ability to spread knowledge and authority (Zhu, 2016). Therefore, from the perspective of the education, it is proposed to design courses that are close to their discourse system and cognitive structure, and to provide online education resources, optimization and integration of resources, strict audit and control, and play the positive role of new media in health education (Du, 2016). Research of new media in the education and training of leading cadres, the new media era puts forward new challenges to the governance ability and governance style of governments at all levels in China, making some deep-seated contradictions in various fields of government increasingly exposed (Li, 2017), using WeChat, microblog and other new media platforms, changing the traditional teaching mode, building an interactive communication mechanism to meet the personalized needs of students , improve its business capacity (Liao, 2015).

#### IV. CONCLUSION

To sum up, new media has been involved in national defense education, law popularization education, health education and other directions, and basically put forward solutions to the current situation and existing problems, but lack of academic support in theory. Although the existing research has made some theoretical reflection and Exploration on the application of new media in education, it is still in the state of fragmentation and looseness, the core concepts have not yet formed a consensus, and the system academic system has not yet been established. Therefore, the research of new media in pedagogy should strengthen the theoretical construction. Based on the characteristics of the application of new media in education, we should creatively put forward the meta theory, clarify the core concepts and basic issues, define the boundaries of academic fields, and have independent research methods, so as to form a systematic research paradigm.

This paper mainly focuses on the application of new media in education in China, but the new media is a global media revolution. In the current era of education globalization and networking, how to use new media to achieve education equality and optimization of education resources has become a topic for scholars and the industry to discuss. Especially in the period of the spread of major public epidemics, how to use new media to carry out online teaching in Colleges and universities at home and abroad has become the current hot spot. Therefore, in the next step, the author will extract relevant literature from foreign academic databases for content analysis, improve the overall research situation of the application of new media in the field of education at home and abroad, and provide reference for subsequent scholars' research.

**There are no relevant financial or non-financial competing interests to report.**

**Data sharing not applicable to this article as no datasets were generated or analysed during the current study.**

#### REFERENCES

- [1]. Bergsma, L. J. & Carney, M. E. (2008). Health Education Research[J].Effectiveness of health-promoting media literacy education: A systematic review. Vol.23(3). pp.522-542.
- [2]. Buckingham, D. (2007). Digital Media Literacies: rethinking media education in the age of the Internet. *Research in Comparative and International Education*. Vol2(1). pp.43-55.

- [3]. Chang, S. F., Eleftheriadis, A., & McClintock, R. (1998). Next-generation content representation, creation, and searching for new-media applications in education. *Proceedings of the IEEE*. Vol86(5). pp.884-904.
- [4]. Chen L.D. (2012). Journalism and communication education should adapt to the situation of new media [J]. *Press*, Vol. (5). pp.72-74.
- [5]. Cui, C. & Zhang, L.R. (2020). *The challenge and response to the cultivation of patriotism values under the influence of "Internet Populism"*. *Theoretical Guide*. Vol(1).pp.112-117.
- [6]. Dijk, V.J. (2012). *The Network Society (3rd ed.)*. London: Sage.
- [7]. Du, X.J.(2017). *Research on the path of college mental health education in the new media era*. Heilongjiang: Heilongjiang University.
- [8]. Gao, F.F. (2016). Research on the guidance of religious belief education for Chinese youth under the new media environment -Taking the results of youth survey in Henan Province as an example. *China Youth Research*, Vol.(9). pp.110-119.
- [9]. Kuang W. B. (2012). Clarifying the core concepts of new media. *Journalism and communication research*. Vol.10. pp. 32-34.
- [10]. Kellner, D (2000). New Media and New Literacies: Reconstructing Education for the New Millennium. *Teaching Education*. Vol.11(3). pp.245-265.
- [11]. Hu, Z.R. (2014). Composite education in the era of all media. *Journalism University*, Vol.(1). pp.1-3.
- [12]. Januszewski, A. (2001). *Educational Technology: The development of a concept*. Englewood: Libraries Unlimited, Inc.
- [13]. Ji, Q.Y. (2016). Research on innovation of Ideological and political education from the perspective of new media. *Education Theory and Practice*. Vol.36(3). pp.36-38.
- [14]. Liao, X.Z. (2008). What is new media. *Modern communication*, Vol(5). PP.121-125.
- [15]. Li, L. (2017). *Innovative research on the education and training system of leading cadres in the context of new media*. Shanxi: Shaanxi Normal University.
- [16]. Liao J. (2015). The impact of new media on cadre education and training. *Practice and theory of SEZ*. Vol.4. pp. 93-95.
- [17]. Li, X. J., & Zhu, Q. H. (2018). Master Training of Journalism and communication in the era of intelligent media: an industry perspective. *Modern communication (Journal of China Media University)*. Vol.40(8). pp.160-165.
- [18]. Li D., & Xiao, H.Y. (2013). Characteristics, difficulties and transformation of sports news education in the era of all media. *Journal of Tianjin Institute of Physical Education*, Vol.28 (6). pp.524-529.
- [19]. Liu, Q. Q., Yang, S. H., Bao, H., & He, Y. J. (2018). Exploration of media literacy education for university graduate students in the era of media integration. *Degree and Graduate Education*. Vol.(3). pp.27-32.
- [20]. Lu S. M.,(2007). *Communication*. Beijing: China Renmin University Press.
- [21]. Lu, W., & Hindman, D.B. (2011). Does the Digital Divide Matter More? Comparing the Effects of New Media and Old Media Use on the Education-Based Knowledge Gap. *Mass Communication and Social*. Vol14. pp.216-235.
- [22]. Mo, F. (2011). Talent demand and education reform of Journalism and communication education in the era of all media. *Theory Guide*, Vol.7. pp.94-97.
- [23]. Qing, J, Zuo, X. X. (2016). Research on education innovation of national unity in the new media era. *Ethnic Education Research*, Vol.(6). pp.5-11.
- [24]. Voithofer, R. (2013). Designing New Media Education Research: The Materiality of Data, Representation, and Dissemination. *Educational Researcher*. Vol.34(9). pp.3-14.
- [25]. Wang, X. (2016). *Influence of new media on patriotism education of college students and countermeasures*. Wuhan: Central China Normal University.
- [26]. Wang, Y.T. & Wang, X.S. (2013). On the influence of new media on College Students' political thoughts and countermeasures. *School Party Building and Ideological Education*, Vol.4. pp.78-80.
- [27]. Wen, E. (2018). *Research on legal publicity and education mode in the new media environment*. Shanghai: East China University of political science and law.
- [28]. Xu, H. & Ruan, Y.F. (2020). Construction of leading mechanism of mainstream ideology in Ideological and political education in the new era. *Teaching and management*. Vol.6. pp.36-39.
- [29]. Yang Y & Yang C.B. (2019). New media information recommendation strategies for college students' personalized needs. *School party building and ideological education*. Vol.24. pp.74-75
- [30]. Yue, Q., Wang, H. Z., Liu, H. Z. (2010). *Introduction to New Media*. Nanjing: Nanjing University Press.
- [31]. Yu, Y. F. (2016). Curriculum innovation and practice: the trend of American journalism education reform in the new media era. *Press*, Vol. (2). pp.54-57.



- [32]. Yuen, A. H. K. (2015). The Changing Face of Educational Technology: New Media, Knowledge Practices, and Multiliteracies. *New Media, Knowledge Practices and Multiliteracies*. Berlin: Springer.
- [33]. Zhang, J.N. (2011). Reflections on the construction of sports news education in the context of all media. *Journal of Wuhan Institute of physical education*. Vo.45 (10). pp.87-91.
- [34]. Zhang, X. Q. (2013). Journalism education in the digital age: immersive all media practice -- how to teach journalism in the United States from Cronkite college. *Journalism and Communication Research*. Vol.20(8). pp.118-125
- [35]. Zhang, Y.B. (2012). Analysis of the experience and Enlightenment of undergraduate advertising education in American universities in the era of media integration -- Based on the field survey of University of Texas Austin. *Friends of Editors*. Vol.9. pp.126-
- [36]. Zhang, X.D. (2018). *Research on national defense education in Colleges and universities from the perspective of new media*. Xiamen: Xiamen University.
- [37]. Zhu, Y.H. (2016). Analysis on the path of College Students' mental health education in the new media environment. *Media observation*. Vol.5.pp.34-36.
- [38]. Zou, W.B.(2018). Research on the transformation of advertising education in the context of new media. *Journal of Jiangxi University of Finance and Economics*. Vol.1, pp.106-113.
- [39]. Zou, J. (2011). Logic and path of news education reform in new media era. *Contemporary Communication*, Vol.6. pp.86-87.

**\*Corresponding author: Xiaoyao Yue<sup>1</sup>**

**<sup>1</sup>Higher Education Research Institute, Yunnan University, Green Lake North Road No.2, Wu Hua District, Kunming city, 650091 Yunnan Province, China.**