Strategies for Higher Education Reform in the New Media Environment

Jing Luo
Guangxi Yinghua International Vocational College, Qinzhou, Guangxi, China

Abstract: With the continuous advancement of technology, new media has brought unprecedented opportunities to education, but at the same time, it has also brought a series of challenges, and higher education is no exception. The transformation of information dissemination methods in the era of new media has broadened students' learning horizons and enriched their knowledge system, but there are still urgent problems to be solved in university teaching in the new media environment. The paper briefly describes the important significance of higher education reform in the new media environment, analyzes the trends and challenges of education reform in the new media environment, and explores education reform strategies in the new media environment. New media provides rich and diverse teaching resources for higher education. Universities should make full use of new media technology according to the needs of social development, make teaching methods more flexible and personalized, improve education quality and efficiency, provide students with a broader learning space, and cultivate talents with 21st century skills for the country and society.

Keywords: New Media; Higher Education; Reform Strategy

1. Introduction

The emergence of new media has not only changed people's lifestyles, but also had a profound impact on the field of education. As an important base for cultivating social talents, universities are facing unprecedented challenges and opportunities. How to carry out higher education reform in the new media environment, improve the quality of education, and cultivate high-quality talents that meet the needs of social development has become an important issue in current higher education reform. The reform of higher education in the new media environment provides a new, diversified, and open learning platform for education. On this platform, students can choose suitable learning resources and engage in self-directed learning based on their interests and needs. At the same time, university teachers can also use new media platforms to better design and implement teaching, and improve teaching effectiveness. In addition, it also helps to break the traditional education model and achieve personalized and differentiated education. Through new media technology, personalized one-on-one teaching can be achieved to meet the learning needs of different students. The reform of higher education in the new media environment is of great significance for promoting the modernization of education, improving the quality of education, and achieving educational equity.

This study aims to explore how to fully utilize new media technology, innovate educational concepts, content, methods, tools, and management in the context of new media, in order to adapt to the development trends and challenges of higher education in the new era.

2. The Trend of Education Reform in the New Media Environment

2.1 The Rise of Online Education

With the rapid development of Internet technology, more and more educational institutions and individuals are trying to transform the traditional face-to-face teaching mode into online teaching mode. The application of new media has given rise to new forms and carriers of cultural dissemination, which not only changes the form of education, but also has a profound impact on the content, methods, and evaluation system of education. Using new media to build a good ideological and cultural education curriculum system for international students studying in China, by improving the construction of new media

information platforms, utilizing new media technology to create "smart classrooms", using new media to assist in the dissemination of Chinese culture, and strengthening the supervision of new media platforms by relevant departments, we can help students effectively improve their cross-cultural adaptability, become cultural ambassadors for communication and exchange, and build bridges of friendship [1]. The popularization of online education enables a more equitable distribution of educational resources and provides more people with opportunities to receive high-quality education. Although Internet technology makes access to educational resources more convenient, due to geographical, economic and other factors, educational resources in some regions and schools are still very scarce. However, this has also brought about a series of issues, such as cybersecurity, student self-discipline, and the transformation of teacher roles. So, how to fully utilize the advantages of online education and overcome its potential problems while ensuring the quality of education has become an urgent issue in the field of education [2]. Future educational research needs to focus on the integration of online education and traditional education, exploring how to find the best balance between different teaching modes to achieve maximum educational benefits.

2.2 Promotion of Personalized Education

Personalized education emphasizes student-centered approach, respecting the uniqueness of each student, and teaching based on their interests, abilities, learning styles, and pace. The characteristic of this educational model lies in its flexibility and diversity, which can adapt to different student needs, provide personalized learning paths and support. In addition, personalized education emphasizes students' active participation and self motivation, encouraging them to explore and solve problems independently, thereby cultivating their innovative thinking and critical thinking abilities. However, implementing personalized education is not an easy task and it faces many challenges. For example, the role of university teachers is changing, and they need to transition from traditional knowledge transmitters to guides and tutors for student learning, which requires university teachers to possess higher

professional qualities and educational skills. Furthermore, personalized education requires a large amount of educational resources and technical support, including personalized learning content, learning paths, and evaluation methods, which pose new requirements for resource allocation and technical support in the education system [3]. In addition, the implementation of personalized education requires the understanding and support of parents and society, which requires extensive educational promotion and training work. Therefore, how to promote the further development of personalized education is a question that we need to deeply study and explore.

3. Challenges of Education Reform in the New Media Environment

3.1 Unequal Distribution of Educational Resources

In many countries and regions, there is a clear inequality in the distribution of educational resources. This inequality manifests in multiple aspects, including education funding, teacher resources, educational facilities, and educational opportunities. The reasons for uneven distribution of educational resources are also diverse, including differences in economic development levels, regional differences, social class differences, and unfair policy formulation and implementation [4]. Unequal distribution of educational resources can have profound impacts on both individuals and society. For individuals, uneven distribution of educational resources may result in their inability to access high-quality education, thereby affecting their future development. In addition, uneven distribution of educational resources may lead to social stratification and exacerbate social inequality. Therefore, solving the problem of uneven distribution of educational resources is of great significance for promoting social equity and harmonious development.

3.2 The Transformation of the Role of Teachers

The challenges of the transformation of teachers' roles in the new media environment are firstly manifested in how to adapt to and utilize new media technologies. With the popularization of new media technologies such

as the Internet and mobile devices, University teachers need to master these technologies and integrate them into teaching to improve teaching effect [5]. However, many teachers have limited abilities and experience in this area and need to improve their skills through training and learning. In addition, in the context of the new media era, numerous deficiencies have been exposed in the mental health education of college students, which has had a certain negative impact on the smooth implementation of mental health education work [6]. In the new media environment, students have more diverse ways of obtaining information. University teachers need to pay attention to students' online behavior, guide them to use new media correctly, and prevent them from becoming addicted to the virtual world [7]. Meanwhile, as the main users of new media, college students face the challenge of information overload [8]. Secondly, teachers also need to pay attention to network security issues and protect students' privacy and information security. The transformation of the role of university teachers in the new media environment is also reflected in how to adjust teaching methods and strategies. Traditional teaching models often center around teachers, while in the new media environment, teachers need to shift to student-centered teaching models, paying more attention to cultivating students' autonomous learning ability and innovative thinking. This requires university teachers to pay more attention to stimulating students' interest in learning, guiding students to actively participate in classroom discussions and practical activities, and improving students' comprehensive quality in the teaching process. In short, the transformation of the role of university teachers in the new media environment is a complex and arduous task that requires our joint efforts to face and solve.

3.3 Changes in Students' Learning Modes
Traditionally, students' learning mainly depends on classroom teaching and textbooks. Now, they can access massive information resources through the Internet for independent learning and exploration. New media also provides students with more forms of learning opportunities, such as online courses, interactive discussions, etc., making learning more flexible and personalized [9]. However, learning in the new media environment also faces some problems, such as information overload and internet addiction, which require joint attention and solutions from educators and policy makers. Overall, the change in students' learning methods in the new media environment is an inevitable trend, and we need to actively respond, fully utilize the opportunities it brings, and properly handle possible problems.

4. Educational Reform Strategies in the New Media Environment

4.1 Innovation of Educational Philosophy
In the new media environment, universities should establish a people-oriented and comprehensive development educational philosophy, focus on cultivating students' innovative spirit and practical ability, improve students' comprehensive quality, and guide students to learn independently.

4.1.1 Cultivate students' information literacy
Cultivating students' information literacy is one of the important tasks in today's education field. How to select valuable content from massive information and effectively utilize this information to solve problems has become an important standard for measuring a person's comprehensive quality. Information literacy not only includes the ability to acquire, evaluate, organize, and use information, but also includes critical thinking, innovative thinking, and teamwork skills. Therefore, educators should innovate in curriculum design and teaching methods, integrating the cultivation of information literacy into various subject areas. In order to cultivate students' information literacy, teachers should pay attention to their information acquisition ability and teach them how to use various tools and resources to find the information they need. Multiple teaching methods can be adopted, such as project-based learning, cooperative learning, etc., to enable students to learn and master these skills through practice. Teachers should also cultivate students' ability to analyze information, guiding them to use logical thinking and critical thinking to analyze problems, evaluate the authenticity and reliability of information when facing complex problems. Teachers should also pay attention to students' information communication skills, cultivate their ability to express their views and ideas in clear, accurate, and organized

language, in order to better communicate and cooperate with others. In addition, schools should provide students with abundant resources and opportunities, such as libraries, laboratories, and online resources, to help them better develop their information literacy.

4.1.2 Provide personalized learning resources

Providing personalized learning resources is an important trend in modern education, emphasizing the customization of educational resources based on each student's learning style, interests, and abilities. In traditional teaching models, all students are required to learn at the same pace and in the same way, which often overlooks the differences between students. However, each student has their own unique learning style and pace, therefore, the core concept of this teaching method is to provide personalized learning resources to help them find the most suitable learning method for themselves, thereby improving learning efficiency and effectiveness. These resources can include various forms of teaching materials, such as textbooks, online courses, video lectures, interactive games, teaching software, educational applications, etc. In addition, by using artificial intelligence and big data technology, students' learning behavior can be analyzed to more accurately understand their learning needs and progress, timely identify their learning problems, and provide targeted guidance and assistance, thereby providing more targeted learning resources. Overall, providing personalized learning resources can not only improve students' learning satisfaction, but also help cultivate their self-learning and critical thinking abilities.

4.1.3 Establish an effective learning evaluation system

Establishing an effective learning evaluation system is not only the core task of educators, but also a key factor in promoting students' comprehensive development. A comprehensive evaluation system should not only focus on students' academic performance, but also take into account their learning process. We need to clarify the evaluation objectives, which are to assess students' learning outcomes and progress, rather than just their mastery of knowledge. Therefore, the evaluation system should include diverse evaluation methods, including their participation, innovation ability, teamwork ability, and problem-solving ability. In addition, this evaluation system should also reflect the individual differences of students, so that teachers can provide personalized teaching support based on each student's specific situation. To achieve these goals, we need to adopt comprehensive evaluation methods such as self-evaluation, peer evaluation, teacher evaluation, and comprehensive evaluation to enhance their self reflection ability and cooperation spirit. We also need to regularly evaluate and provide feedback on the effectiveness of the evaluation system to ensure that it can truly and accurately reflect students' learning situation. The evaluation system should be revised and improved regularly to meet the needs of educational reform. At the same time, we also need to pay attention to protecting students' self-esteem and confidence, and avoid excessive and negative evaluations that have a negative impact on their mental health. Finally, the evaluation results are applied to teaching feedback and student learning guidance, helping students understand their learning situation, adjust learning strategies, and improve learning outcomes. Overall, establishing an effective learning evaluation system requires us to consider the diversity and complexity of education from multiple perspectives, in order to achieve fairness and high quality in education.

4.2 Update of Educational Content

New media provides abundant educational resources for higher education. Universities should adjust their curriculum, update teaching content, strengthen interdisciplinary integration, and cultivate versatile talents in a timely manner according to the needs of social development.

4.2.1 Adjust course settings

To adapt to industry trends and the rapid development of academia, universities should update or replace course content, achieve modularization of courses, maintain the forefront of educational content, integrate new media resources into courses, and introduce subject courses related to new media. For example, data science, artificial intelligence, digital marketing, social media management, etc. Universities should establish interdisciplinary core courses to promote the integration of knowledge from different fields, such as technology and humanities,

engineering and design, public policy and data analysis, etc. By offering micro professional or short-term certificate courses, targeted training for specific skills such as programming languages, blockchain basics, etc., we provide students with flexible learning paths. Universities should add discussions on topics such as career planning and guidance, technological ethics, corporate social responsibility (CSR), and sustainable development in their curriculum, in order to cultivate students' sense of responsibility and planning abilities.

4.2.2 Update teaching content

University teachers leverage the immediacy of new media to regularly update course content, ensuring that textbooks keep pace with the times and reflect the latest academic developments and practical changes. With the increasing amount of information, cultivating students' critical thinking and digital literacy has become particularly important, and teaching content should include how to evaluate, screen, and effectively utilize information resources on the internet. For example, utilizing the convenience of e-books and online textbooks to quickly reflect the latest research results and market changes, cultivating students' digital literacy. Regularly update case studies to ensure their timeliness and educational relevance. For example, using new media platforms to share the latest industry cases and research, exposing students to real problems and situations, cultivating their problem-solving skills, and enabling them to understand the latest market trends. University teachers will integrate more practical projects and laboratory work into the curriculum, such as programming practice, entrepreneurship projects, data analysis projects, etc., to enhance students' practical operational abilities. University teachers design flexible curriculum structures that allow students to choose course content based on their personal interests and career goals, and promote personalized learning paths. For example, integrating high-quality open education resources (OER) and online courses from around the world, such as MIT OpenCourseWare, edX, Coursera, etc. By utilizing rich educational resources such as video, audio, animation, and gamified design elements, university teachers provide diverse learning content, enhance the attractiveness of teaching materials, improve learning motivation, and broaden students' knowledge channels. University teachers should strengthen the cultivation of students' innovative thinking and entrepreneurial abilities. For example, through organizing creative workshops, entrepreneurial challenges, and other activities.

4.2.3 Strengthen interdisciplinary construction

Firstly, in order to meet the demands of the new media era in the education system, educational content should be synchronized with social development and meet the actual needs of the industry. Universities should cultivate composite talents who possess both professional knowledge and interdisciplinary abilities. Through team projects and group assignments, universities encourage students from different backgrounds to collaborate, so that they can acquire a wider range of knowledge and skills, and stimulate the generation of innovative solutions. The connections between disciplines reflect the complexity and diversity of the real world. Universities should encourage interdisciplinary curriculum development, implement joint teaching by teachers from different disciplines, create open laboratory and studio environments for students from different disciplines to work and create together. Universities establish online learning communities to encourage students to communicate with peers from different cultures and backgrounds, providing students with multiple perspectives for observation and analysis. Universities should utilize online platforms, social media, blogs, videos, and audio materials to regularly hold interdisciplinary seminars and lectures through online discussions, interactive assignments, and projects, inviting experts from various disciplines to exchange ideas. Secondly, universities should broaden online communication channels, promote students' active learning, increase interaction and participation, and improve students' interaction and participation by taking advantage of visual, lively, and on-site short videos, such as settling in existing social media platforms such as Tiktok, Kwai, Station B, Watermelon Video, Little Red Book [10]. The educational content is inclusive, reflecting the perspectives of diverse cultures and social groups, and utilizing values that promote equality and

respect for diversity.

4.3 Reform of Educational Methods

New media provides diverse teaching methods for higher education. Universities should fully utilize new media technology and adopt a combination of online and offline teaching modes to improve teaching effectiveness and optimize the allocation of educational resources.

4.3.1 Increase investment in education

Firstly, universities should recognize the impact of the new media environment on education investment and how to utilize the advantages of new media to improve the efficiency and effectiveness of education investment. For example, conducting online education through online platforms can greatly reduce educational costs and also enable more students to access high-quality educational resources. Secondly, promoting and advertising through social media and other channels can also attract more students and parents to pay attention to and support the education industry. Thirdly, universities also need to explore new educational investment models to adapt to the development and changes in the new media environment. For example, universities should establish a diversified education investment system, including participation and support from multiple parties such as government, enterprises, social organizations, and individuals.

4.3.2 Improve the quality of education

In this era of information explosion, new media tools such as the internet and mobile phones have become the main ways for people to obtain information. Therefore, universities need to fully utilize these new media tools to improve the quality of education and teaching effectiveness. For example, universities should strengthen communication and interaction with students. By establishing social media platforms such as WeChat groups and QQ groups, university teachers can timely understand students' learning situations and needs, and provide personalized and accurate teaching services for students. Universities should also focus on cultivating students' ability for self-directed learning. In classroom teaching, teachers should encourage students to actively participate in discussions, questioning, and thinking, and cultivate their

innovative thinking and problem-solving abilities. In addition, universities should strengthen the professional training and management of teachers. Only by continuously improving the teaching level and quality of teachers can we better adapt to the development and changes of the new media environment and improve the quality of education.

4.3.3 Promote educational equity

Under the influence of new media, the teacher-student relationship in traditional teaching has undergone significant changes. The internet and new media enable students to easily access various information and knowledge, and teachers are no longer the sole transmitters of knowledge. An equal interactive relationship can be established between teachers and students [11]. On the one hand, the popularization of new media has made access to educational resources more convenient, especially for students living in remote areas with limited resources. New media provides them with equal opportunities to access information as urban students. On the other hand, new media may also exacerbate educational inequality, as not everyone has access to necessary equipment and network support, which puts some students at a disadvantage when exposed to new media. Therefore, while utilizing new media to promote educational equity, universities need to pay attention to students who cannot fully enjoy the advantages of new media for various reasons, and strive to eliminate educational inequality caused by new media through policy tilt and public investment.

4.4 Innovation in Educational Methods

New media provides convenient channels for information dissemination in higher education, and universities should strengthen the construction of online teaching platforms to promote the sharing and optimization of educational resources.

4.4.1 Construction of online teaching platform

In the continuous upgrading of digital and multimedia technologies, traditional communication methods have undergone significant reforms. In addition to utilizing traditional teaching methods such as website platforms, online teaching also requires full utilization of new communication media such as online media [12]. Higher education should

develop an algorithm that can recommend resources based on students' learning progress and interests, and optimize the platform's compatibility with mobile devices to ensure that the teaching platform interface is intuitive and easy to use, thereby facilitating students and teachers to access course materials, communicate, and manage learning progress anytime and anywhere. For example, online teaching platforms are compatible with other systems, using standardized APIs and data formats to facilitate resource integration and sharing. Cloud services are utilized to provide reliable storage for teaching materials, ensuring their security and backup, and integrating online collaboration tools. Such as document sharing, real-time editing, video conferencing, etc., to promote interaction between students and between teachers and students. Universities use data collected from teaching platforms for analysis, providing teachers with course effectiveness evaluations and helping educators improve teaching methods, such as automatic grading systems, intelligent question answering robots, etc., to achieve intelligent assisted teaching and improve teaching efficiency.

4.4.2 Sharing and optimizing the allocation of educational resources

Educational resource allocation refers to the distribution of various resources (including human, material, and financial resources) used for education in different directions throughout society [13]. Educational resource allocation refers to the distribution of various resources (including human, material, and financial resources) used for education in different directions throughout society. During the teaching process, university teachers can rely on new media technology to achieve diversified teaching modes and apply learning resources to course teaching using new media technology. Universities should actively adopt and contribute high-quality open education resources, cooperate with excellent educational institutions, share online course resources such as MOOCs, widely disseminate high-quality educational content through platforms, allow students to take elective courses across campuses, provide top academic lectures and courses for students, and use online teaching platforms to promote innovative teaching models such as blended learning and flipped classrooms. Students can share credits,

enhance diverse learning experiences, and make more efficient use of educational resources. Universities can also establish digital libraries and online archives, collecting electronic books, journals, research papers and other resources from various disciplines, creating a more open, interactive and efficient learning environment, and providing high-quality educational opportunities for all students.

4.5 Optimization of Educational Management

New media provides efficient management tools for higher education management. Universities should strengthen information technology construction, achieve scientific, standardized, and humanized education management, and cultivate a new type of teacher team.

4.5.1 Enhance teachers' information literacy

Information literacy is widely regarded as one of the important abilities of the 21st century. It is not only an important prerequisite for lifelong learning ability, but also an indispensable skill for individuals to participate in social activities, work, and learning in modern society [14]. Therefore, in the new media environment, teachers not only need to master professional knowledge but also possess certain information literacy in the teaching process, in order to better utilize new media resources for teaching activities. Teachers can use social media to support various forms of media such as text, images, audio, and video to express themselves, making communication and learning more vivid and intuitive [15]. In order to improve the information literacy of university teachers, universities should strengthen training and guidance for teachers, help them master the application methods and skills of new media technology, and enrich their learning experience. The changing trends of new media require that teachers' knowledge systems and teaching models also keep pace with the times, which is difficult to achieve solely through the efforts of individual teachers. Universities should also provide teachers with a good information-based teaching environment and encourage them to actively try new teaching methods and tools. In addition, teachers should also focus on their own learning and improvement, constantly updating their

knowledge and skills to adapt to the development needs of the new media era.

4.5.2 Strengthen the professional development of teachers

With the continuous evolution of social forms, educational forms have also undergone significant changes, and the iteration of teaching technology is crucial for the development of the education field [16]. In order to adapt to the rapid changes in the new media environment, university teachers are required to continuously improve their professional qualities and enrich existing educational resources and teaching methods. This change has raised higher standards and requirements for the professional competence of university teachers. Teachers need to be proficient in new media technology to promote teaching innovation, which requires them not only to have technical operation skills, but also to be good at integrating new media into traditional teaching, improving the teaching effectiveness of flipped classroom, blended learning, and online teaching modes. At the same time, teachers need to maintain continuous learning and self-improvement, actively receive new training, and keep up with the pace of educational and teaching changes in the new media environment. In addition, the ethical literacy of teachers is also indispensable. They should deeply consider and practice how to abide by educational ethics when utilizing new media resources, effectively protect students' privacy, and avoid problems such as information overload. Therefore, the professional development of teachers in the new media environment not only requires teachers to possess new skills, but also requires teachers to constantly reflect and improve in theory and practice.

4.5.3 Establish a teacher incentive mechanism

In the context of new media, it is of great significance for universities to use new media methods to stimulate teachers' enthusiasm, professional competence, work enthusiasm, and innovative spirit, in order to improve the quality of education. Firstly, universities should establish a comprehensive teacher evaluation system, incorporating new media skills as an important indicator for evaluating teachers, along with educational and teaching abilities, into the assessment scope; Secondly, universities can organize various new media teaching competitions, seminars, and other activities to encourage teachers to actively participate and showcase their teaching achievements; Thirdly, universities can also provide certain training opportunities for teachers to help them master new media technologies and improve their teaching adaptability in the new media environment; Fourthly, universities should establish and improve incentive mechanisms, increase rewards for outstanding teachers, and provide both material and spiritual incentives. By establishing rewards, promotions, and other channels, teachers' efforts in the new media environment can be fully reflected and rewarded, enabling them to be more involved in educational and teaching work. In short, establishing a teacher incentive mechanism in the new media environment can help improve the overall quality of the teaching staff and promote the development of education. Only in this way can universities cultivate more outstanding teachers in the era of new media and make greater contributions to the education cause of our country.

In short, the reform strategy of higher education in the new media environment requires universities to fully understand the impact of new media on education, actively explore educational reform paths that adapt to the new media environment, and provide strong guarantees for cultivating high-quality talents that meet the needs of social development.

5. Conclusion

This paper provides an in-depth analysis of the reform of higher education in the new media environment and links it with existing literature, emphasizing the importance of continuous innovation and adaptability in education reform for future education. With the continuous development and deepening of the new media environment, the reform of higher education is not just a strategic adjustment, but a necessary cultural and thinking transformation. As is well known, technological advancements have brought unprecedented opportunities and challenges to education. In this era of diversity and rapid change, traditional teaching methods are no longer able to meet the needs of students and fully prepare them to face the future world. Therefore, the reform of higher education requires university teachers to continuously

learn new technologies, embrace new methods, and have the courage to try. Universities need to establish a flexible, open, and collaborative educational environment. University teachers should encourage students to actively learn, cultivate their critical thinking, innovation ability, and cross-cultural communication skills. At the same time, higher education also needs to collaborate with industry, government, and other educational institutions to jointly build an ecosystem that supports students' comprehensive development.

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