

Research on Innovative Pathways in University Education Management Under the Context of New Media

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Abstract: With the revolutionary advancement and widespread integration of information technology, new media forms represented by social media, mobile applications, and big data analytics are being incorporated into the entire process and every aspect of higher education management with unprecedented depth and breadth, becoming a pivotal force driving the modernization of governance systems and capabilities in higher education. Leveraging inherent characteristics such as immediacy, strong interactivity, decentralization, and massive sharing, new media technologies not only significantly expand the physical and virtual boundaries of educational management but also reshape traditional models of information dissemination, resource allocation, and interpersonal communication. Additionally, they open up new practical spaces for personalized educational services, refined process management, and implicit value guidance. However, while technology empowers, it also brings notable challenges: information overload and noise interference undermine management efficacy, content distortion and public opinion risks test emergency response capabilities, and the digital literacy gap between administrators and students may constrain innovative outcomes. This paper aims to systematically analyze the multidimensional and profound impacts of the new media environment on higher education management, objectively review the core challenges faced in current management practices across conceptual, institutional, tool, and capability dimensions, and explore innovative pathways and strategic frameworks for integrating new media elements into higher education management in alignment with digital-era requirements. The analysis is conducted from five key dimensions: strategic conceptual innovation, institutional framework restructuring, technological platform upgrades, educational model iteration, and the cultivation of stakeholder competencies.

Keywords: New Media, Higher Education Management, Innovation Path, Digital Governance.

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1 INTRODUCTION

The arrival of the new media era has profoundly changed the way information is disseminated, the way knowledge is acquired, and the mode of interpersonal interaction. As an important battlefield for talent cultivation and knowledge innovation, universities' educational management activities are inevitably influenced by new media in all aspects. New media technology has brought unprecedented opportunities for higher education management, including open sharing of educational resources, intelligent management processes, real-time communication between teachers and students, and diversified educational evaluations, all of which demonstrate its powerful empowerment potential. However, new media is like a double-edged sword. While improving management efficiency, it also poses a series of challenges such as difficulties in information screening, weakening of mainstream value guidance, dissolution of traditional management authority, and increased cybersecurity risks.

Therefore, how to actively embrace technological changes, innovate educational management concepts and models, resolve potential risks, and build an efficient, intelligent, and people-oriented educational management system that is compatible with the new media environment in the context of the new era has become an important issue facing universities.

2 THE PROFOUND CHANGES AND IMPACTS BROUGHT BY NEW MEDIA ON THE MANAGEMENT OF HIGHER EDUCATION

The field of educational management has shifted from physical entities to the integration of virtual and real. Traditional educational management mainly relies on physical campuses and face-to-face communication, with obvious limitations in time and space. New media technology has broken through these limitations and built a virtual management space parallel to physical campuses through

social media, online platforms, mobile applications, and more. Educational notifications, course resources, academic guidance, psychological counseling, and other activities can all be extended to the internet, achieving 24/7, cross regional management and services, greatly expanding the coverage and flexibility of educational management. This interweaving of reality and virtuality in the field no longer limits educational management behavior to offices and classrooms, but permeates into students' digital life scenarios, requiring management thinking to shift towards a comprehensive and holistic approach.

The teacher-student relationship has shifted from one-way transmission to diverse interaction. In traditional management models, teachers and managers are often at the center of information and power, while students are often passive recipients. The equal and open platform created by new media enables students to conveniently access information, express their opinions, and participate in decision-making. Through commenting, discussing, and collaborating, teachers and students can achieve multi-directional interaction, significantly enhancing students' subjectivity and participation, and making the educational management process more democratic and dialogic. The role of managers also needs to transition from being "commanders" and "supervisors" to being "guides", "collaborators" and "service providers", which puts higher demands on the communication art and network leadership of managers.

The management mode has shifted from experience driven to data-driven. New media platforms can record and accumulate massive amounts of student behavior data, learning data, interactive data, etc. in real time. By mining and analyzing this data, managers and teachers can more accurately grasp student dynamics, identify academic risks, and predict development needs, thereby achieving a shift from "one size fits all" extensive management to "one person, one policy" precise management and service, and enhancing the scientific and predictive nature of management. Data has become a new key to insight into educational laws and optimize management decisions, driving management activities towards pre warning and process intervention.

Educational resources have shifted from closed monopoly to open sharing. New media has accelerated the digitization and networking of high-quality educational resources, MOOCs, Online open courses, digital libraries, and other platforms enable educational resources to flow across inter school and international boundaries. One of the important aspects of higher education management is how to effectively integrate, utilize, and create these open resources, providing students with richer, more diverse, and high-quality learning choices. This also means that the education quality and management level of universities will face global comparison and competition on more open platforms [1].

3 THE REALISTIC DIFFICULTIES AND CHALLENGES FACED BY HIGHER EDUCATION MANAGEMENT UNDER THE BACKGROUND OF NEW MEDIA

The sharp contradiction between the extreme complexity of the information environment and the effectiveness of traditional management. The diversity of information production entities, uneven quality of content, and geometric growth in dissemination speed on new media platforms have led to the phenomenon of "information overload" and "information fog" also existing on campus. False notifications, online rumors, entertainment oriented content, and even harmful ideological infiltration may disrupt normal teaching order and mislead students' judgment. However, the existing information review, release, and public opinion monitoring mechanisms in many universities still have strong offline thinking and lag. Faced with the fermentation and spread of online public opinion, they often respond slowly and passively, resulting in "the truth is still wearing shoes, and rumors have spread all over the world". As a result, official and important management information and positive guidance content are difficult to effectively reach students in the complex information flow, and management effectiveness is diluted.

The contradiction between the richness of technology tool supply and the superficial integration of management business. Currently, universities are investing heavily in information technology construction, with various teaching management systems, student work platforms, mobile campus apps, social media accounts, and more emerging one after another. But there is a common problem of "emphasizing hardware over software, emphasizing construction over operation, and emphasizing ownership over integration". Different systems have different data standards and closed interfaces, forming a "data island" that cannot support cross-departmental business collaboration and global data analysis. Many managers' application of new media remains at the initial stage of "website relocation" or "electronic notification", failing to deeply integrate it into core management processes such as dynamic monitoring of teaching quality, student developmental evaluation, personalized career guidance, and prevention and disposal of campus crisis events. The lack of deep integration between the "tools" of technology and the "ways" of management has led to low input-output efficiency, and even caused resistance among teachers and students due to the excessive number of platforms and cumbersome operations, increasing the "digital burden".

The contradiction between the extreme activity of students' online behavior and their relative lack of online literacy and self-management ability. As 'digital natives', college students are the most active users of new media.

However, some students lack the ability to discern information and think critically, making them easy spreaders of online rumors or false information; Weak self-discipline in media use, addiction to short videos, online games, and social entertainment, which affects academic and physical and mental health; Lack of standardized awareness of online behavior and behavior may lead to issues such as online violence and privacy infringement. At the same time, the anonymity and virtuality of cyberspace greatly reduce the effectiveness of traditional disciplinary constraints and ideological education methods based on offline observation.

How to effectively guide students to grow into responsible digital citizens while enjoying digital convenience has become a new challenge facing education management [2].

4 EXPLORATION OF SYSTEMATIC INNOVATION PATH FOR HIGHER EDUCATION MANAGEMENT IN THE NEW MEDIA ERA

TABLE 1. INNOVATION PATH SYSTEM OF HIGHER EDUCATION MANAGEMENT UNDER THE BACKGROUND OF NEW MEDIA

Innovation Dimension	Core Principles	Key Measures
Philosophy Guidance	Student-centered, data-empowered, value-integrated	1. Establish a student development-centered philosophy. 2. Integrate moral education and talent cultivation throughout the digital management process. 3. Infuse mainstream values into services and information dissemination.
Institutional Safeguards	Normative, flexible, inclusive, secure, and controllable	1. Improve management standards for new media platforms. 2. Develop data security and privacy protection policies. 3. Establish public opinion monitoring and emergency response mechanisms. 4. Incorporate digital literacy into student comprehensive evaluation.
Service Innovation	Precise delivery, interactive participation, cultural immersion	1. Innovate information presentation through new media (e.g., infographics, short videos). 2. Broaden channels for student participation in governance. 3. Develop personalized guidance based on digital profiling.
Capacity Building	Whole-person enhancement, tiered empowerment, integration of knowledge and action	1. Provide digital literacy education for students. 2. Conduct technology-integration training for teachers. 3. Enhance digital governance capabilities for administrative staff.

4.1 ESTABLISH A NEW MODERN GOVERNANCE MINDSET THAT IS "STUDENT-CENTERED, DATA-EMPOWERED, AND VALUE-INTEGRATED"

The foremost step in innovation lies in breaking the ice in terms of concept. Decision-makers and management teams in universities must take the lead in achieving cognitive dimensionality enhancement, transcending the technocratic view that treats new media as a simple tool, and deeply recognizing that it is reshaping the underlying logic and ecology of education. We must unswervingly establish the core concept of "centering on the comprehensive development of students", and all management measures and the application of new media should ultimately serve the growth and success of students. At the same time, we must possess a distinct sense of "value guidance", integrating the fundamental task of cultivating students' moral character throughout the entire process of digital transformation of management services, embedding educational guidance in convenient services, infiltrating mainstream values into information dissemination, and achieving the organic unity of managing and educating through management and service^[3].

4.2 IMPROVE THE INSTITUTIONAL SYSTEM FOR NEW MEDIA APPLICATIONS THAT IS "STANDARDIZED AND ORDERLY, FLEXIBLE AND INCLUSIVE, SAFE AND CONTROLLABLE"

A robust system serves as the guarantee for sustainable innovation. Universities should systematically review and upgrade their existing rules and regulations, and establish an educational management system tailored to the new media environment. This includes: clarifying the establishment, management, operation, and content publishing norms for various new media platforms (official and non-official); formulating detailed policies for the collection, storage, analysis, use, and privacy protection of educational data, while strictly adhering to security bottom lines; establishing and improving a comprehensive workflow plan and linkage mechanism for network public opinion monitoring, research and judgment, reporting, and emergency response; revising student behavior guidelines and evaluation methods, incorporating responsible online speech and behavior, digital citizenship literacy, and other aspects into comprehensive evaluation; improving incentive mechanisms to encourage teachers and students to utilize new media for teaching

innovation, management optimization, and positive content creation, ensuring a clear and orderly cyberspace, and leaving flexible space for beneficial exploration and innovation.

4.3 INNOVATE NEW FORMS OF MANAGEMENT

AND SERVICE FEATURING "PRECISE SUPPLY, INTERACTIVE PARTICIPATION, AND CULTURAL INFILTRATION"

In terms of the content and form of management and services, we must keep pace with the times and stay close to students [4]. We should be adept at utilizing new media platforms to transform rigid policy texts, notices, and announcements into visually appealing illustrations, lively and interesting short videos, interactive H5 pages, or live Q&A sessions, thereby enhancing the readability and acceptance of information. Centered around themes such as academic atmosphere construction, career planning, safety education, mental health, legal education, and patriotism education, we should plan a series of high-quality online cultural products. In the management process, we should actively utilize new media tools to conduct online surveys, issue discussions, democratic appraisals, and project-based collaborations, broadening the channels for students to participate in campus governance. We should explore the establishment of "growth archives" based on students' digital personas and personalized development guidance schemes, making management services more precise, delicate, and full of humanistic care, allowing the guidance of positive values to be achieved subtly and imperceptibly.

4.4 BUILD A DIGITAL CAPABILITY DEVELOPMENT

SUPPORT SYSTEM FEATURING "COMPREHENSIVE IMPROVEMENT, LAYERED EMPOWERMENT, AND THE INTEGRATION OF KNOWLEDGE AND ACTION"

Talent is the ultimate decisive factor. We must prioritize the enhancement of digital literacy as a strategic project. For student groups, education in information discrimination, network ethics, digital security, and new media creation should be systematically carried out through various forms such as general education courses, special lectures, and themed activities, to cultivate them into qualified digital citizens with critical thinking, creativity, and a sense of responsibility. For teachers, their abilities in new media teaching applications, online teacher-student interaction, and data literacy should be incorporated into the teacher development and training system, supporting them in exploring technology-enhanced teaching and management innovation [5]. For management cadres and administrative personnel, emphasis should be placed on training their abilities to utilize new media for public services, public opinion response, data decision-making, and online community operation. Create an organizational cultural

atmosphere that encourages exploration and active learning of new technologies.

5 CONCLUSION

Innovation in university education management under the background of new media is by no means a technical upgrade or partial adjustment that can be achieved overnight. It is a profound systemic transformation involving concept reshaping, system reconstruction, process reengineering, and capability rebuilding. It requires universities to stand at the strategic height of educational modernization and digital China construction, with an open and inclusive mindset, forward-looking and pragmatic planning, and perseverance, to carry out a profound "digital reconstruction" of the existing education governance system. Looking ahead, a successful university education management system must be a smart organism that can fully harness data intelligence, efficiently coordinate organizational resources, deeply care about individual growth, and effectively lead value in a complex network environment. Faced with the continuous impact and empowerment of next-generation Internet technologies such as 5G, artificial intelligence, and the metaverse, universities need to maintain strategic focus and innovative vitality, continuously promoting the modernization of management concepts, the scientification of systems, the ecologicalization of platforms, the humanization of models, and the professionalization of teams. Only in this way can we steadily advance in the rapidly changing digital tide, building a modern university education governance system that is highly adaptable, resilient, and efficient, capable of responding to the challenges of the times while adhering to the original intention of educating people.

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