

The Impacts of New Media on Classroom Teaching Management of Administrators in Educational Management Taking Guangdong University of Education as an Example

¹He Zi Yun and ²Napat Worapongpat

¹Faculty of Education Bangkok Thonburi University, Thailand

²Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism and Educational Administration, Thailand

E-mail: dr.thiwat@gmail.com

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Abstract

This paper aimed to: 1. study the application of educational technology principles, new media theory, and university teaching theory with new media compressed for teaching. 2. compare gender education level and experience with the application of educational technology principles, new media theory, and teaching theories of the university in conjunction with new media that may be used in teaching. This is a quantitative study, and the population used is the current faculty of Guangdong University of Education, a total of 440 people. The sample size was determined by the Krejcie and Morgan tables and obtained by simple random sampling, totaling 203 people. The instruments were a questionnaire with a five-level rating scale and validation checklist. The statistics used for data analysis were percentage, mean, standard deviation (S.D.), and t-test.

The results of the study were as follows: The positive effects of new media on classroom teaching were that: (1) the acceptance of new media is high; (2) the effect of classroom teaching is improved; and (3) it is beneficial to improve one's own learning ability. The negative effects of new media on classroom teaching include: (1) the high practical rate of mobile phones in the classroom; (2) the use of new media in the classroom focuses on entertainment; (3) it directly affects academic performance; and (4) it increases thinking inertia.

Keywords: New media; New media teaching; Guangdong University of Education; Teaching Impact

Introduction

The 21st century is an era of great development of information and technology. As a technology tool for faster and more efficient communication, new media has been widely used and penetrated into all aspects of our daily study and life. It not only promotes the revolutionary innovation of human communication mode, but also spawns new cultural production and communication modes, which in turn leads to changes in people's way of thinking, code of conduct, and value orientation. The way of using new media as a carrier is a more open technology, which will have a profound impact on society. It is not only a medium for disseminating information to the public, but also a carrier for expressing public opinion. According to the 48th report of the "Statistical Report on Internet Development in China" released by the China Internet Network Information Center (Statistical Report on Internet Development in China, 2021), as of June 2021, the number of Internet users in my country reached 1.011 billion, an increase of 21.75 million Internet users compared with December 2020, and the Internet penetration rate reached 71.6%, an increase of 1.2 percentage points from December 2020. The proportion of netizens aged 20–29 is 17.4%. The majority of college students in this age group, and the number of college students is increasing year by year, which fully shows that college netizens are an important part of my country's new media users. Therefore, the impact of new media on college students will also increase.

New media not only brings convenience, but also because it emphasizes the media nature of the individual, and its dissemination has great freedom. In addition, the supervision and control of information dissemination is difficult to cause the flood of bad information, and it is a person who is correct during college. The process of developing world outlook and outlook on life (Wang Ling, 2012). If such bad information is very misleading, it will inevitably lead to ideological confusion and lack of morality, which is not conducive to the formation of correct values and outlook on life, the formation of healthy new media literacy for college students, and the development of college students themselves.

However, in view of the common problems in management, an investigation was conducted on the use of new media in the management of college students' classroom teaching by Guangdong University of Education, and it was found that the current school management has the following problems: (1) Colleges and universities formulate relevant rules and regulations to regulate students' attitudes towards new media. Use, but lack strong execution, the effect is not very significant. (2) Students' attention in the classroom is often concentrated on their mobile

phones. College students have a strong ability to accept new things. The classroom teaching is still a traditional model, and its attractiveness to students has declined. Bowers. It is necessary to change the teaching concept, and how to integrate classroom teaching content with new media is the focus of future classroom teaching. (3) The media literacy of college students is relatively low. Although the popularity of new media among college students is high, most schools do not understand the norms of using new media and lack a clear understanding of media literacy. (4) University teachers will not impose too many restrictions on students using mobile phones to surf the Internet in class, which will lead to the flood of information spread by new media in the classroom and affect classroom teaching.

When there are deficiencies in managing the use of new media in classroom teaching, Guangdong University of Education has developed a plan to integrate classroom teaching and new media. Strengthen the supervision of new media communication, strive to create a good online cultural atmosphere, guide college students to use new media correctly in the classroom, establish correct new media concepts, change traditional classroom teaching methods and teaching ideas, and encourage new media to be integrated into classroom teaching to build a new type of teaching surroundings. Develop good new media literacy, make use of the characteristics of new media to learn theoretical knowledge in classrooms, and cultivate high-quality talents. Therefore, this research aims to study the integration of educational technology principles, new media theories, classroom teaching theories and new media teaching, so as to guide the teachers of Guangdong University of Education to understand and apply new media comprehensively and systematically, and to make better use of new media for teaching. classroom teaching.

Research Objectives

1. To study the application of educational technology principles new media theory and university teaching theory with new media compressed for teaching.
2. To compare gender education level and experience with application of educational technology principles new media theory and teaching theories of the university in conjunction with new media that may be used in teaching.

Literature review

Research titled “Effects of new media in classroom teaching management of educational management administrators, a case study of Guangdong University of Education.” The researcher has studied and researched concepts, principles, relevant theories, documents and related research. To define a conceptual framework that can be used as a guideline for conducting research on the following issues:

1. Theories of learning and quality management processes
2. Online teaching and learning management
3. Teaching and learning management system
4. Teaching management
5. collaborative learning techniques
6. New media
7. Guangdong University of Education Basic information
8. Relevant research
 - 8.1 National Education
 - 8.2 International Studies
9. Research Concepts

Research conceptual framework

A research framework for analyzing the impact of new media on the classroom teaching of students majoring in education—Taking the School of Education of G University as an example:

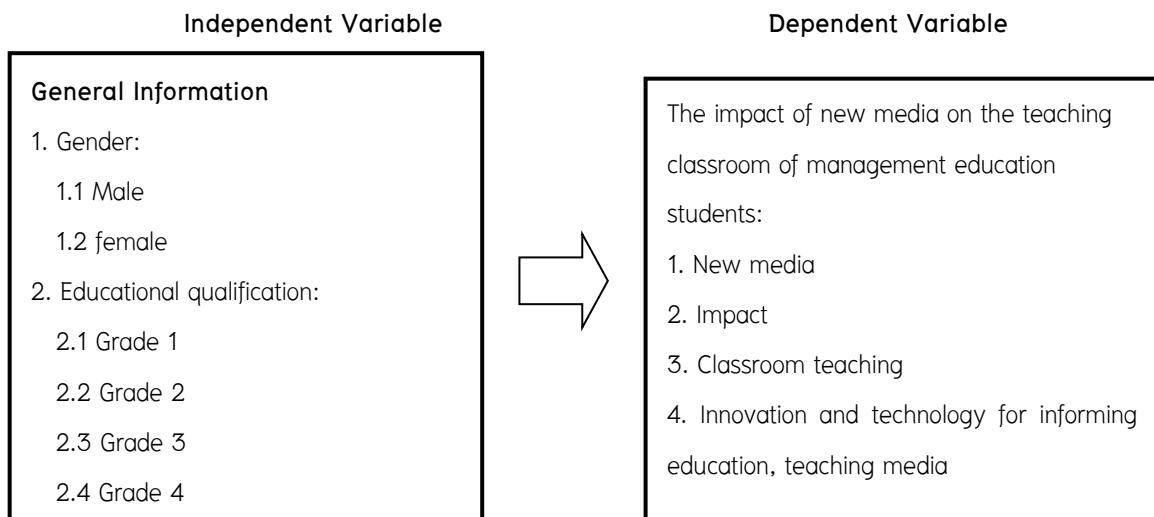


Figure 1. Research framework

Research Methodology

This research is research and development (Research and Development: R&D) which will be a descriptive research (Descriptive Research) to explain the impact of new media in the management of classroom teaching of administrators in managing university case studies. Cantonese China, which is a prototype system of implementation for future management. Research and development activities will have Related content as follows:

Research is an exploratory research. open end design It consists of both quantitative and qualitative research. The research has 3 steps: preparation of the research proposal, the research process. and research reports the research process consisted of three steps (1) defining the existing problem. The impact of new media in classroom teaching management of executives in management studies, a case study of Guangdong University, Guangdong University, China (2) Development of educational innovation management of educational administrators of modern media in management education. Classroom of Executives in Management Studies, Guangdong University Case Study Details are as follows:

Research design

- 1) Research concepts, principles and theories of modern media, innovation management education administration of Educational Administrators, Guangdong University, China
- 2) Establish a conceptual framework for modern media, innovation management. education administration of education administrators Guangdong University China
- 3) Questionnaire development
- 4) Determination of existing problems The Impact of New Media in Classroom Management of Executives in Management Studies, Guangdong University, China
 - 4.1 Population and sample
 - 4.2 Research instruments
 - 4.3 Methods for creating research tools
 - 4.4 Methods for experimenting and collecting data
 - 4.5 Data analysis
 - 4.6 Statistics used in data analysis

The details of the operation are as follows.

Population and sample

The population used in this study is the faculty of Guangdong University of Education, with a total of 440 people. The sample group is 203 teachers in Guangdong University of Education in

2022. The sample was determined by using the Krejcie and Morgan table (Krejcie & Morgan, 1970) and using a sample size of simple random sampling.

Table 1 Administration level Population and sample Guangdong University of Education, 2022

Administration level	Population	Sample
Teacher	440	203

Research instruments

1. Quality assessment

The steps to assess the impact of the use of new media in classroom teaching on university students at Guangdong University of Education are as follows:

1) The creation method of the impact assessment table of the application of new media in classroom teaching on the college students of Guangdong University of Education. The researchers proceeded from B.F. Skinner's concept of behaviorism.

2) Create an evaluation form of the impact of the application of new media in classroom teaching on the college students of Guangdong University of Education, set the score to 5 according to the Likert method to solicit opinions and suggestions, and improve the concept of behaviorism from B.F. Skinner as follows.

average rating

4.51–5.00 fully compliant

3.51–4.50 is more in line

2.51–3.50 Not sure

1.51–2.50 is not in line with

1.00–1.50 is totally out of line

3) Check the impact evaluation form of the application of new media in classroom teaching on the college students of Guangdong University of Education, and complete the correctness verification of the content.

4) Submit the reviewed evaluation form of the impact of the application of new media in classroom teaching on Guangdong University of Education students to experts for review.

5) Put forward an evaluation form of the impact of the use of new media in classroom teaching on university students at Guangdong University of Education, which has been reviewed, improved and revised by experts.

6) The evaluation form of the impact of the application of new media in classroom teaching on the college students of Guangdong University of Education has been reviewed by experts.

2. Opinion questionnaire

The steps of compiling the questionnaire on the impact of the use of new media in classroom teaching on the college students of Guangdong University of Education are as follows: Learn how to create a questionnaire. Researchers have methods and procedures for doing this by studying data from previously studied documents, books, journals, studies, and questionnaires to use as a guide for creating questionnaires, as follows:

① Questionnaire of A comparison of Likert scale and visual analogue scales as response options in children's questionnaires.

② How to ask the questionnaire about patient satisfaction? Visual analog scales are less susceptible to confounders and ceiling effects than symmetrical Likert scales.

③ The Five Degrees of Happiness Questionnaire: Valid Smiley Likert Scale for Assessment with Children – Lynne Hal, Colette Hume, Sarah Tazzoymann (2016).

2) Create a questionnaire as a checklist, including three parts, the first part is population information, with 10 questions, the second part is the use of new media, with 8 questions, the third part is the impact of new media on classroom teaching, there are 9 questions in the third part by the researcher assigning scores to 5 levels according to the Likert method How to ask about patient satisfaction? The visual analogue scale is less vulnerable to confounding factors and ceiling effect than a symmetric Likert scale (1932) as follows

Point value, opinion level

4.51–5.00 fully compliant

3.51–4.50 is more in line

2.51–3.50 Not sure

1.51–2.50 is not in line with

1.00–1.50 is totally out of line

3) Take the completed questionnaire, and 3 experts will use IOC (Item Objectives Congruence Index of Item Objectives Congruence) to reconfirm the validity of the content of the questions and verify the correctness of the content. The content validity of the IOC question–0.67–1 between item values, indicates that the question is content valid for data collection.

4) Publish the original questionnaire for further data collection.

3. Test of the impact of new media on classroom teaching

Here are the steps to create it:

- 1) Study the details of the impact of new media on classroom teaching at Guangdong University of Education and create a research tool.
- 2) In order to understand the impact of new media in Guangdong University of Education on classroom teaching, create a 12-question analysis sheet to define the exam and its measurement steps.
- 3) Questionnaire survey A sample survey was conducted in Guangdong University of Education, with 203 teachers participating.
- 4) The impact of new media on classroom teaching in Guangdong University of Education is analyzed by the calibration test analysis method of the content questionnaire of new media in Guangdong University of Education on classroom teaching.

Table 2 Content analysis of new media and classroom teaching

Description of specific issues	Completely incompatible	Compare incompatible	Uncertain	Compare meets the	Completely Meets the
Spend a lot of time on social platforms such as WeChat and MSN in class and cannot concentrate on learning	1	2	3	4	5
Avoid interference from the Internet or mobile phones in class, such as intentionally not using WeChat, MSN, etc.	1	2	3	4	5
Internet use takes up a lot of time and reduces academic performance	1	2	3	4	5
In classroom quizzes, they are more likely to use mobile phones to search for answers on the Internet	1	2	3	4	5
Searching for answers on the Internet is not conducive to cultivating the ability to think independently	1	2	3	4	5
It is necessary to establish a class-based communication platform such as WeChat and MSN, which focuses on teaching knowledge.	1	2	3	4	5
The use of new media in the classroom helps teachers and students to share teaching resources in a timely manner and among classmates	1	2	3	4	5
Real-time search of teaching content in the classroom can promote classroom interaction and knowledge understanding	1	2	3	4	5
The diversification of online search information on mobile terminals such as mobile phones and tablet computers is conducive to improving students' autonomous learning ability	1	2	3	4	5
The combination of client-side network services such as mobile phones and tablet computers with classroom teaching can improve learning efficiency	1	2	3	4	5
The focus and difficulty of classroom teaching are placed on WeChat, MSN, and class forums, which are conducive to knowledge consolidation	1	2	3	4	5
The storage of classroom content in the cloud is more helpful for reviewing and reviewing before the exam.	1	2	3	4	5

Data collection

1. Experimental preparation

1.1 The researcher presents a request for assistance to the Dean of the Faculty of Education, Bangkok Thonburi University. Request permission to collect data and experiment in the first academic year of 2022.

1.2 Prepare questionnaires and test applications for experts for the IOC by organizing 3 studies, 3 experts as follows:

(1) Assistant Professor Dr. Pongsak Phakamas, Rajamangala University of Technology

Rattanakosin

(2) Assistant Professor Dr. Bhumipakawat Phumphongkachosorn, Suvarnabhumi

Institute of Educational and Research Innovation Technology

(3) Assistant Professor Dr. Akradej Phromkalp, Mahachulalongkornrajavidyalaya

University

Selection criteria are as follows.

1) Being an expert covering the main issues in the field of management, education, or being a speaker Management education at the university level

2) Have knowledge, experience or have been trained in educational innovation management

3) Doctors degree or equivalent in a field related to the university's core discipline of innovation management.

4) Experienced professionals may be involved in innovation management at the corporate level or for at least 3 consecutive years.

Data analysis

The researchers used the data to analyze the data through statistical computer programs. by doing the following:

2. Research on Questionnaire Related Content

The current situation and impact of new media on classroom teaching.

2.1 The quality evaluation of the three educational innovation experts adopts a 5-level evaluation scale, and the quality evaluation standards are explained as follows.

Point value, opinion level

4.51–5.00 is most suitable

3.51–4.50 is suitable

2.51–3.50 suitable

1.51–2.50 Not suitable

1.00–1.50 is least suitable

2.2 The new media analyzes the content of classroom teaching, finds out the basic statistical data such as the test percentage, arithmetic mean, standard deviation, etc. of each unit, as well as the post-school measurement score performance.

2.3 By averaging (\bar{X}) And standard deviation (SD) and compare the average with the set standard. The evaluation standard adopts the level 5 estimation scale as the interpretation standard of quality evaluation, as shown below:

Point value, opinion level

4.51–5.00 majority agreement

3.51–4.50 very agree

2.51–3.50 comparison and agreement

1.51–2.50 slightly agree

1.00–1.50 least agree

Research results

After analyzing the questionnaire data using SPSS data software, the following conclusions can be obtained:

(1) Demographic information

Through analysis, it is found that there is a certain gap in the number of male and female college students participating in the survey, and female students account for 82.8%; in the grade analysis, freshman and sophomore students were the main subjects of the survey, accounting for 39.9% and 29.06% respectively, while juniors and seniors were relatively few.

(2) About the use of new media

The distribution of online age of college students, among the students who participated in the survey, the number of students who have been online for more than 8 years accounted for the highest proportion, accounting for 42.36%, followed by students with 5–8 years, accounting for 28.08%. When it comes to the type of new media, 90.64% of students have used social networks such as WeChat and MSN, and 76.35% of them use them as their main means of communication; in the column about the purpose of using new media, choose to obtain information

and communicate with the outside world. The proportion of students accounted for 35.47%, and another 29.56% of the students chose entertainment and leisure.

(3) On the impact of new media on classroom teaching

In the specific analysis, use the method of comparing mean univariate analysis, univariate analysis, correlation analysis, etc. to analyze the impact on classroom teaching. According to the scale, the total score of the positive and negative effects of new media on classroom teaching is calculated. When analyzing the two factors of gender and grade, it was found that there was a significant difference at the 0.05 level, and the value of Sig was 0.044 and 0.025, both of which were less than 0.05. The value is 0.161, and the difference is not significant above 0.05. The performance of positive influence is first shown in the high degree of acceptance of new media teaching by college students. 92.7% of the students can fully accept and sometimes can accept it. Secondly, the integration of new media and classroom teaching can improve the effect of classroom teaching. 74.6% of students believe that the use of new media in the classroom is helpful for sharing teaching resources and improving teaching effect. Another 64.3% of students can accept the key and difficult points of classroom teaching. The form of storage, and think that such a storage method is more conducive to review. Finally, the integration of new media and classroom teaching helps to improve students' autonomous learning ability. 57.1% of students' new media terminal's powerful knowledge and information network search function combined with classroom teaching can improve their learning ability.

A single sample test was performed on the total score of negative impact, and the analysis results showed that the T-test Sig value was 0.000, which indicated that new media also had a significant negative impact on learning, which was first manifested in the high usage rate of mobile phones in the classroom: 54.19% of the students in the classroom Using mobile phones, 22.66% of students use mobile phones for more than 15 minutes in each class, and 6.9% of students use mobile phones for more than 30 minutes in each class. Secondly, it exacerbates students' thinking inertia. Among the answers to the tendency to search for answers on mobile phones in classroom tests, 38.2% of students searched for answers online in classroom tests. Finally, students use new media in the classroom to focus more on entertainment, social networking sites and entertainment information account for 35.96% and 18.23% respectively, and only 16.26% use new media to learn course content. The negative impact of media teaching, the probability value corresponding to the test statistic is $P=0.01$, which is less than 0.05. The results show that the positive correlation is extremely significant.

Discuss the results

The results of the first objective study found that new media lacks normative construction. This may be because the dissemination and development of new media relies on the Internet, and the speed of information transmission is fast, no matter which social class they come from or what level of education they have received. What kind of character characteristics does it have? In the real society, it is all maintained by social relations. Individual behavioral concepts are often restricted and bound by traditional concepts, inner beliefs, and social public opinion orientation. With the rise of new media communication methods, everyone can Spread your ideas online. (Wang Ling, 2012)

Second objective study found that colleges and universities are insufficient in new media management, which may be due to: (1) cognitive bias. Colleges and universities often think that the supervision of new media is a matter of the government, ignoring the characteristics of new media. The main body of colleges and universities is students. Until new media is widely used by students, colleges and universities formulate some rules and regulations to regulate the use of new media by students, but such rules and regulations are often an after-the-fact decision and lack of effective implementation, which plays a role in the effect is not very significant. (2) It is difficult to change the teaching concept. College students have a strong ability to accept new things, and the classroom teaching is still the traditional model, and its attractiveness to students has declined. Classroom teaching also has knowledge that is close to the life of college students and an entertaining teaching method. There are also teaching contents and rich theoretical results that are attractive to students. However, students' attention in the classroom is often concentrated on their mobile phones. This requires a change in teaching concepts. (3) Media literacy education is insufficient. Although the popularity of new media among college students is very high, most schools do not understand the norms of using new media, lack a clear understanding of media literacy, and have no basic theoretical knowledge. (4) Insufficient teacher training. When students overuse new media in the classroom and affect classroom teaching, quite a few teachers are instantly at a loss. Teachers are accustomed to traditional teaching methods and students' traditional classroom listening methods. New media lack effective measures. (Luo Xia, 2005)

Third objective study found that the self-management of college students is insufficient, which may be due to: (1) open-mindedness. The convenience of communication tools makes it easy for students to hide in the classroom, and information from the outside world can be responded to in the first time in the classroom, making it easier for students to focus their attention

outside the classroom. (2) Behavioral autonomy. New media is a space designed with me as the center. In this space, everyone is equal. Using new media, college students can arbitrarily choose their areas of interest without being restricted by the outside world. The choices in these areas tend to be more entertaining than the choice of teaching resources that suit oneself. (3) Identity anonymity the anonymity of identities allows students to express themselves openly without worrying about the consequences or exposing their identities. Basically, they can do whatever they want in the new media environment. It brings high temptation to college students. Since there are many things that can be done, coupled with the lack of classroom supervision and the lack of self-discipline of some college students, they rarely use new media in the classroom for theoretical knowledge learning. (4) Thinking dependence. Materials obtained through new online media are often accompanied by auxiliary information such as text, pictures, animation, and audio. This more intuitive and vivid form of knowledge transfer is easily accepted by college students, but this kind of knowledge transfer without the process of human brain thinking and sorting only stays at the level of superficial reading. The performance of this behavior in classroom learning It is a simple information search that lacks rational thinking. Over time, it will over-rely on new media and lack the ability to discriminate and judge the information provided by new media, which is not conducive to the formation of college students' thinking ability. (Shi Chunhong, 2013)

Conclusion

With the advent of the information age, new media technology is highly developed, and the use of new media has become very common among college students. The impact of new media on college classroom teaching has also become one of the key issues in the reform of school classroom teaching. The virtuality and openness of new media also make our space become smaller and smaller. The new media represented by the Internet has an impact on people with its unprecedented potential. College students, as the main application group of new media, It is of great significance to study the impact of new media on college classroom teaching.

Suggestions

From the findings, the researchers make the following recommendations:

1.1 The results of the study found that it is necessary to strengthen the education of college students' new media literacy. Therefore, relevant institutions should take action. As follows:

(1) Pay attention to the education of new media knowledge. First of all, add new media literacy education content to the curriculum, explain to students the relevant knowledge of new media types, characteristics, uses, etc., and use communication, informatics, media ethics, and related legal knowledge as knowledge aids to form a set of behaviors. The most effective new media literacy theory is added to the student achievement assessment project. Secondly, add new media knowledge to the content of moral education and publicize it in various forms to introduce new media application knowledge to students. (2) Cultivate the ability to use new media correctly. To cultivate students' ability to obtain information, interpret information, identify information, express information, and criticize information in the face of mixed information. (3) Cultivate the self-education ability of college students. In the education of individuals, self-education is one of the leading methods. Consciously carry out self-awareness, self-regulation and self-management, and then realize the importance of media literacy. Stimulate the initiative of college students' self-education, and give full play to the main role of college students' self-education.

1.2 The results of the study found that it is necessary to strengthen the supervision of new media communication in colleges and universities. Therefore, relevant institutions should take action. As follows: (1) Create a good network culture atmosphere. First, use firewall filtering technology to filter out some junk information. Secondly, conditional use of password settings and data encryption technology. A certain degree of encryption can effectively prevent some important information from being tampered with, copied, polluted, etc., and reduce the negative impact on college students. At the same time, the campus network is monitored in a timely and effective manner, and problems that may be caused are recorded in real time to avoid mass incidents and emergencies caused by the spread of new media such as the Internet. (2) Strengthen the management of campus network public opinion. Use a unified network interface and enforce a unified security policy to access the public network. (3) Strengthen the construction of campus culture. Carry out a variety of educational activities to effectively relieve the psychological problems of college students. Through the construction of these campus cultures, create a good campus cultural atmosphere and avoid the negative impact of new media on college students.

1.3 The results of the study found that the traditional classroom teaching method needs to be changed, therefore, relevant institutions should take action. As follows: (1) Encourage the integration of new media into classroom teaching. Effectively regulate and control students' Internet access.

The positive role of the media network in the classroom, minimizing its negative impact and making it an aid to classroom teaching tool. (2) Build a new teaching environment. In the teaching process, fully mobilize the information exchange between students, so that students have space to express their opinions, can promote them to form a sense of group belonging and group emotion, stimulate the enthusiasm of members within the group to participate in learning, and help the cultivation of innovation ability and the formation of a good teaching atmosphere. (3) Change teaching ideas. In the daily teaching process, teachers gradually convey to students the media literacy that keeps pace with the times, so that students can use new media in a moderate manner. In the process of classroom teaching, teachers guide students from two aspects. First, convey information to students in the cognitive stage, in order to tell students how to think in a specific way, to display the knowledge that needs to be taught, and then let students take the initiative to obtain relevant information of relevant knowledge. Second, tell students how to think so that students can form their own original views or viewpoints. Let students continue to actively think, and constantly update the concept of media.

1.4 The results of the study found that it is necessary to strengthen the monitoring of teaching effects. Therefore, relevant institutions should take action. as follows: In the new media environment, teachers can make full use of the interactive and time-sensitive features of new media, Build a new media platform for interaction between teachers and students to understand students' learning dynamics and feedback on teaching effects. Students express different opinions, so that teachers can quickly and accurately obtain feedback on teaching activities. In addition, teachers can also deeply understand the learning situation of individual students and the learning dynamics of students.

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