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Research on Theoretical and Practical Innovation in Higher Education Management in the New Media Era

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ABSTRACT
The advancement of information technology has profoundly transformed how information is disseminated and accessed in society. Unlike traditional media such as newspapers, radio, and television, new media—delivered through the internet, mobile communication networks, and smart devices—have emerged as a pivotal form of communication. As institutions dedicated to nurturing talent, universities must adapt their management models to this evolving media landscape. While new media opens new possibilities for faculty-student interaction and information sharing, it also challenges traditional university management mechanisms. Therefore, this paper explores practical innovations in university educational management within the new media environment, aiming to provide insights for enhancing university administration's contemporary relevance and effectiveness.

KEYWORDS
New media era; Higher education; Educational management

1 Introduction

New media, rooted in digital technology, delivers information and services through the internet, mobile networks, and terminal devices. Its definition evolves dynamically with technological advancements. Traditional educational management theories—such as scientific management emphasizing efficiency, behavioral science management focusing on interpersonal factors, and learning organization theory prioritizing continuous innovation—provide crucial frameworks for analyzing management patterns. The development of the new media environment has transformed teaching interaction methods, learning behavior patterns, and information circulation channels. Students' initiative and personalized needs have been activated, and the teacher-student relationship has evolved toward a more equal and complex interactive dynamic. Based on this, this paper will analyze the changes brought about by new media and explore their impact on higher education management, aiming to identify feasible directions for reforming management systems and optimizing management effectiveness.

2 Theoretical foundations of higher education management in the new media context

2.1 New media-driven perspectives on educational management theory

The emergence of the new media environment imposes fresh practical demands on existing educational management theories. Scientific management theories centered on enhancing operational efficiency remain valuable today, as their standardized process philosophy can provide systematic support for the information-rich new media landscape [1]. Managers must simultaneously recognize that new media introduces highly dynamic, multidirectional information flows, necessitating flexible adjustments to unidirectional management processes. Faculty and students form dense informal communication networks through mobile social networks and course discussion forums. Understanding the cultural dynamics and evolving needs within these interactions becomes a critical pathway for managers to optimize services. Amid accelerated technological iteration in new media, university management bodies must break from entrenched patterns to develop dynamic capabilities for continuous information absorption, rapid response to change, and support for pedagogical innovation. The symbiotic integration of these theories within the new media context forms a multidimensional management perspective grounded in standardization, anchored by human-centered interaction, and driven by organizational learning. This integrated viewpoint aims to establish a more resilient university governance framework capable of effectively navigating environmental uncertainty.

2.2 Application characteristics of new media in higher education

Implementing new media in university education management exhibits distinct features compared to traditional methods. Specifically, information dissemination transcends temporal and spatial constraints. Academic notices, course updates, and campus announcements can reach faculty and students instantly via Weibo public accounts, mobile apps, and official WeChat groups, shortening management information cycles and enabling near-simultaneous instruction

delivery and task coordination [2]. Unlike paper notices or one-way meetings, new media platforms—such as online presidents' mailboxes, interactive teaching forums, and online feedback systems for logistical services—facilitate real-time, equal dialogue and information exchange between administrators and students and among students. This diversification of information sources promotes broader participation in management decision-making processes. Campus information portals and digital learning platforms integrate diverse teaching resources, service information, and management access points, enabling a "one-stop" solution for faculty and students to obtain necessary resources. Management systems can deliver more targeted information pushes or learning resource recommendations to diverse groups or individuals through moderate analysis of platform user behavior data—such as course selection preferences and frequently asked questions in advisory services. Collectively, these features propel higher education management systems toward a sustained transformation from relatively closed, vertical, and slow-response structures toward open, flat, and efficient operations.

2.3 Transformation of faculty-student relationships and learning approaches

New media technologies have profoundly restructured universities' teaching and learning relationship networks, driving fundamental transformations in faculty and student roles and learning patterns. Faculty-student relationships are undergoing significant shifts toward greater equality and diversity. The ease of access to information has disrupted the traditional model, in which faculty served as the sole knowledge authority. Students can now independently explore cutting-edge information through open course platforms, professional forums, academic databases, and other channels, while faculty transition from knowledge transmitters to facilitators and collaborators in knowledge exploration. The openness of new media platforms fosters deep teacher-student interactions beyond the classroom, based on shared interests or projects, extending the teaching relationship beyond the classroom walls. Learning methods now exhibit more pronounced autonomy, contextualization, and fragmentation characteristics, with student-led learning becoming the new norm. Students can construct knowledge and solve problems individually through online resource searches, cross-campus course selection, and community discussions, rather than relying solely on classroom lectures. Learning environments are no longer confined to classrooms or libraries. Mobile devices and online collaboration tools (such as Tencent Meeting and WPS Collaboration Space) enable learning activities to occur and interact anytime, anywhere—within virtual learning communities or during fragmented moments in daily life.

3 Practical innovation pathways in higher education management

3.1 Digital transformation of management approaches

Digital transformation has evolved from a technical experiment into an intrinsic requirement for upgrading university management. The ultimate goal must extend beyond merely replacing routine tasks with technology to encompass profound service innovation, enabling faculty and students to experience enhanced service quality through streamlined processes tangibly. This necessitates systematically integrating currently fragmented independent portals for academic affairs, human resources, and logistics. Establishing a unified login portal enables single-sign-on access for all high-frequency operations—such as certificate applications and venue reservations. Simultaneously, breaking down data silos between systems allows automatic synchronization of related items—like course selection permissions, housing information, and graduation eligibility reviews—following enrollment status changes [3]. Administrators must prioritize mobile compatibility by equipping department heads with portable tools for task approvals. For cross-departmental collaboration workflows, real-time progress tracking and time-out alerts should be implemented to prevent new operational bottlenecks from emerging during digital coordination. Crucially, this transformation requires synchronized advancement of technological upgrades and management mindset shifts to support efficient and sustainable administration. At its core, this process reconstructs service logic centered on the user experience of faculty and students.

3.2 Optimizing educational quality monitoring and feedback mechanisms

New media propels higher education quality monitoring toward a dynamic, continuously optimized model co-created by faculty and students. Traditional approaches—relying on end-of-semester evaluation surveys or random teaching inspections—struggle to keep pace with the immediacy and complexity of teaching activities. Students require channels to express learning difficulties at any time, while administrators need capabilities to observe teaching processes continuously. New media tools establish feedback hubs spanning the entire teaching cycle. For instance, in-class mini-programs can feature anonymous difficulty-marking functions; when five or more students flag a knowledge point, the system sends teaching alerts to instructors. Graduation project management platforms can incorporate periodic peer evaluations of guidance quality. Analyzing data patterns—such as hot-word distributions in course discussion forums or

peak replays of critical teaching video segments—helps departments identify teaching segments requiring targeted support. Additionally, teaching support suggestions are routed to specialized academic affairs teams for optimization within three days, while faculty development requests are matched with tailored cultivation plans from teaching development centers. The key lies in transforming fragmented faculty and student requests into systematic teaching improvement drivers through mechanism design. This ultimately forms a teaching reform cycle: "participatory feedback → problem focus → solution implementation → effectiveness evaluation" [4].

3.3 Campus culture and online sentiment guidance

New media deeply engage in the complex processes of building shared values and mitigating risks within universities. While creating new spaces for spiritual resonance also amplifies the spread of misguided views. Management can integrate campus culture into daily communication ecosystem development, such as establishing dedicated sections on the campus homepage to provide in-depth coverage of cutting-edge academic breakthroughs and faculty/student community service initiatives; On social media, visualize campus culture through initiatives like starlight photography exhibitions or lab exploration tours to evoke multifaceted perceptions among faculty and students [5]. To maintain stability in campus discourse, identity management should combine real-name registration backend systems with frontend anonymity options; develop data monitoring models based on campus network behavior patterns to trigger analysis workflows when discussion density on specific topics abnormally spikes; Prioritize cultivating influential student public account administrators and club leaders to form a volunteer network for information verification. During critical issue phases, intervene promptly when rational discourse falters by organizing faculty in relevant fields to publish fact-based, analytical articles and opening comment sections for multiple rounds of questioning and responses. Within reasonable bounds, permit controlled growth of differing viewpoints under guidance, gradually shifting campus cohesion from external rule-based constraints toward internal value recognition.

4 Improving educational management systems and safeguard mechanisms

4.1 System development and standardized management guided by theory

Institutional development in higher education institutions involves designing forward-looking regulatory frameworks aligned with educational principles while deeply integrating management characteristics of the new media era. New media platforms have become vital hubs connecting faculty and students. Institutional development must fully consider the immediacy and interactivity of information dissemination, extending standardized management to online behavior domains. Specifically, the policy formulation process should incorporate new media feedback channels—such as publishing drafts via campus WeChat accounts to solicit student input and utilizing online survey tools for faculty discussions—to maximize consensus and minimize implementation resistance. During public disclosure, new media formats like short video explanations and infographics should visualize policy provisions, ensuring a clear understanding of operational boundaries. Daily enforcement should include Q&A systems integrated into academic platforms for real-time responses to inquiries. Institutional oversight within the new media environment further necessitates innovative verification mechanisms. Examples include launching a Douyin account for the president's mailbox to receive real-name complaint videos and establishing a monitoring module within campus apps to allow tracking of complaint resolution progress, thereby enhancing the credibility of regulations. The primary objective is to construct a management system capable of accommodating the complexity of the online ecosystem, withstanding the scrutiny of new media dissemination, and achieving resilient institutional development within the digital environment.

4.2 Adjusting and innovating evaluation systems

The deep application of new media technologies provides practical pathways to overcome the lagginess of traditional evaluations. Universities should establish real-time evaluation networks based on full-scenario data collection. The latest evaluation system must transform digital traces from daily educational interactions between faculty and students into a driving force for continuous optimization, using technology to eliminate perceived barriers in the assessment process. Evaluation dimensions should shift from static outcome observation to dynamic process tracking and management, focusing on developing real-time feedback mechanisms during teaching. For example: - Introducing in-class QR code evaluation channels in practical training courses, allowing students to submit questions about practical exercises via their devices anonymously; Instructors can use classroom "bullet screen" tools to capture peaks in student knowledge comprehension and dynamically adjust teaching pacing. The key innovation lies in establishing an intelligent processing hub for evaluating data. Algorithms identify abnormal fluctuation points to trigger improvement workflows, enabling revisions to talent development plans based on high-frequency evaluation features from internship sites; professional

warning thresholds can be dynamically adjusted according to graduate development tracking reports. New media technologies endow the evaluation system with heightened perceptual acuity and responsiveness, forming a closed-loop operational logic where evaluation data drives management decisions and execution outcomes inform assessment metrics. This ensures resources are precisely allocated to areas critical for enhancing educational quality.

5 Conclusion

This paper outlines practical pathways for educational administration in the new media environment. Educational management must optimize existing regulations by leveraging digital media characteristics, migrating processes such as policy disclosure, opinion solicitation, and implementation oversight to campus application platforms used daily by faculty and students. This ensures regulations align more closely with actual educational scenarios. Evaluation systems must transcend the limitations of periodic assessments by comprehensively capturing teaching dynamics through real-time classroom feedback tools, practical training data tracking, and developmental trajectory records. This establishes a data foundation for continuous improvement. Therefore, higher education management should deeply integrate institutional operation analysis with evaluation data, regularly identify conflicts between management rules and real-time feedback, and swiftly revise mismatched provisions. Resource allocation should be adjusted based on high-frequency demands identified in evaluation data to ensure resources flow toward educational processes. When institutional design and evaluation feedback form a synergistic mechanism, the academic management system will gain self-upgrading capabilities in the digital environment, ensuring talent cultivation quality keeps pace with the times.

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