

Application of New Media Technology in Education

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Abstract. Under the cyberspace continuously built up by algorithms, big data and smart technologies, the application of new media technologies in education is becoming more and more widespread, bringing new opportunities for educational innovation. This study systematically explores the current situation, challenges and opportunities of the application of new media technologies in education. Firstly, the relevant theoretical foundations are sorted out through literature review; secondly, combined with case studies, it provides an in-depth analysis of how new media technology promotes educational content innovation and learning effect enhancement in the new era; thirdly, through case collection and empirical research, it verifies the advantages of new media technology in enhancing learning interactivity and personalisation, improving learning motivation, promoting knowledge sharing and building learning communities, and reveals the challenges such as technology acceptance, digital divide, and data security and privacy protection; finally, coping strategies are proposed to address these challenges, and the role of new media technologies in promoting educational equity and enhancing educational quality is emphasised. This study aims to provide educational institutions and educators with practical suggestions for the effective use of new media technologies to enhance teaching effectiveness and learning experience, which is of great significance in promoting the process of educational informatisation and facilitating educational innovation and development.

Keywords: New Media Technology; Education Field; Education Informatisation; Education Innovation

1. Introduction

In today's information society, with the rapid development of mobile Internet technology and the widespread popularity of intelligent terminal devices, the field of education is undergoing profound changes. The rapid development of new media technologies has revolutionised the dissemination of educational content, not only greatly enriching access to educational resources, but also significantly enhancing the learning experience. With their unique interactivity, immediacy and extensiveness, these technologies enable the rapid and wide dissemination of educational content to all corners of the globe, breaking the time and space boundaries of traditional education and promoting the optimal allocation and sharing of educational resources. However, although the application of new media technology in education has achieved remarkable results, it still faces many challenges. Uneven acceptance of technologies has led to a growing digital divide, with a portion of the population unable to fully enjoy the convenience of these technologies, exacerbating educational inequality. At the same time, the issue of data security and privacy protection has also become an urgent challenge, how to use big data and artificial intelligence technology to optimise learning results at the same time, to protect personal privacy and data security has become an important issue. In addition, the establishment and improvement of the evaluation system of education quality and effect is also an important challenge at present, and how to accurately assess the effect of the application of new media technology in the field of education to ensure the steady improvement of education quality is a problem that educators and policy makers need to deeply think about and solve. Therefore, this study aims to comprehensively explore the status quo, advantages and challenges of the application of new media technologies in education and put forward targeted coping strategies, with a view to providing useful references for educators, policy makers and researchers in related fields, promoting the process of education informatisation, and facilitating the fairness and quality improvement of education.

This study is significant at both the theoretical and practical levels. At the theoretical level, this study helps to deepen the understanding of the application of new media technologies in the field of education. By systematically sorting out and analysing the theoretical foundations, development history and specific applications of these technologies in the field of education, this study is able to reveal the internal logic and operation mechanism of these technologies, and provide new theoretical perspectives and frameworks for research in related fields. At the same time, this study can also enrich the research results of many disciplines, such as pedagogy, communication and information technology, and promote the in-depth development of interdisciplinary research. At the practical level, this study can play a positive role in promoting the process of education informatisation, improving the quality of education and promoting education equity. By exploring the status quo, advantages and challenges of new media technologies in education, this study can provide practical guidance to educators and policy makers, helping them to make better use of these technologies to innovate teaching and learning styles, and to improve students' learning efficiency and experience. In addition, this study can provide useful references and insights for solving the problems and challenges encountered in educational practices, and promote the sustainable and healthy development of education.

2. New Media Technology Base

2.1 Technologies and Classification of New Media. The technology and classification of new media is an important topic in the field of contemporary media. From a technical point of view, new media mainly rely on modern information technologies such as digital technology, network technology and mobile communication technology to provide users with information and entertainment services through channels such as the Internet, wireless communication networks and cable networks, as well as terminals such as computers, mobile phones and digital television sets. New media are media forms that appear under the new technology support system, such as digital magazines, digital newspapers, digital radio, mobile phone text messaging, mobile TV, internet, desktop windows, digital TV, digital movies, touch media, mobile phone networks, etc [5].

New media technologies cover a wide range of technological fields, including social media, mobile Internet, virtual reality (VR) and augmented reality (AR), artificial intelligence (AI), blockchain technology, cloud computing, and the Internet of Things. These technologies not only enable new media to disseminate information in real time, quickly and widely, but also provide rich interactive experiences and personalised services. For example, social media platforms make use of Internet technology to enable users to share information, communicate and interact in real time, forming a huge social network; the popularity of the mobile Internet has led to the emergence of mobile applications (APPS), which provide users with a rich variety of functions and services, such as online shopping, online payment, map navigation, etc.; and the development of AI technology promotes the intelligence and personalisation of new media. Through intelligent algorithms and data analysis, new media can more accurately understand users' needs and preferences, and provide users with more personalised content and services.

From a classification point of view, new media can be divided into various types based on different criteria and characteristics. According to communication channels and terminals, new media can be divided into online media (such as web portals, search engines, social media platforms, video sharing websites, etc.), mobile media (such as mobile applications, mobile games, mobile advertisements, short message services, etc.), digital TV and IPTV. According to user engagement and interactivity, new media can be classified into social media (e.g., WeChat, Weibo, Instagram, etc., where users can create and share content for social interaction), self-media (where an individual or a small team publishes content through an Internet platform, such as personal blogs, video bloggers, live anchors, etc.), etc., as shown in the classification of common new media apps in Fig 1. In addition, new media can also be classified as new media art based on the form of content and artistic expression, such as digital painting, interactive installation art, etc. These classifications are not fixed, and with the continuous development of new media technology and the continuous expansion of application fields, new classifications may emerge. The diversity and

flexibility of new media make it the most dynamic and innovative part of the modern media field.



Figure 1. New media classification display

2.2 The Role of New Media Technologies in Information Dissemination. New media technologies have three significant characteristics. First, interactivity. With the help of computers and network platforms, new media technology has realised the transformation of the new information dissemination mode from the passive reception of information to the active participation in information creation, editing, dissemination and feedback interaction. Second, digital. Through digital storage and processing, new media technology breaks the time and space limitations and greatly improves the speed, scope and flexibility of information dissemination. Globalisation. New media technology realises global information dissemination and sharing through network platforms, which promotes cultural exchange and international understanding [6].

The influence of new media technology in information dissemination is far-reaching and extensive. Firstly, new media technology has greatly broadened the channels and scope of information dissemination. Traditional media are limited by physical media and geographical restrictions, and the dissemination of information is often limited by time and space. However, the development of new media technologies, especially the Internet and mobile communication technologies, has made it possible for information to spread rapidly and widely across the globe, transcending geographical and time constraints. New media channels, such as social media platforms, news websites and mobile applications, provide a virtually borderless platform for the dissemination of information, which can be accessed and shared by users anytime and anywhere, greatly enhancing the accessibility and timeliness of information. In addition, new media technologies have promoted the diversification and personalised dissemination of information. Through various forms such as pictures, videos, audios and live broadcasts, as well as intelligent algorithms and data analysis, new media are able to accurately push content that meets the interests and needs of users, making the dissemination of information more precise and efficient.

New media technologies have significantly enhanced the interactive and participatory nature of information dissemination. The information dissemination model of traditional media is often unidirectional, with the audience receiving information passively and lacking effective feedback and interaction mechanisms. New media technology, especially the rise of social media and self-media platforms, makes the user no longer only the receiver of information, but also the creator and disseminator of information. Users can actively participate in the process of information dissemination through commenting, liking, sharing, forwarding and other ways, forming a two-way interactive mode of information dissemination. This interactivity and participation not only enhances the effect of information dissemination, but also promotes the formation of social opinion and the discussion of public topics, making information dissemination more active and diversified. Through its powerful information dissemination capacity and interactivity, new media technology is profoundly changing the mode and pattern of information dissemination, and has had a far-reaching

impact on information exchange and public opinion guidance in modern society.

3. Application of New Media Technologies in Education

3.1 Application of New Media Technology in Teaching Content Innovation. The application of new media technology in teaching content innovation is gradually changing the face of education, bringing unprecedented vigour and change to the field of education. This technology greatly enriches the teaching content by integrating text, pictures, audio, video and other media resources, making the learning process more vivid and intuitive. For example, in the history classroom, teachers can use new media technology to play historical documentaries, display valuable historical pictures and maps, and even let students "experience" historical events through virtual reality technology, which not only enhances the sense of immersion in learning, but also promotes students' in-depth understanding of historical knowledge and memory. This kind of immersive learning not only enhances the sense of immersion, but also promotes students' deep understanding and memory of historical knowledge.

At the same time, new media technologies have also promoted innovation in teaching methods. Through online learning platforms, social media and specialised educational APPs, teachers can easily release pre-testing materials, post-course assignments and even conduct live lectures, while students can ask questions and participate in discussions at any time, forming a good learning atmosphere of teacher-student and student-student interaction. This instant feedback mechanism not only improves teaching efficiency, but also stimulates students' interest and enthusiasm in learning. In addition, based on big data and artificial intelligence technology, the new media technology is also able to analyse students' learning behaviours and performance, and recommend personalised learning resources for them, such as customised practice questions and interest-orientated reading materials, so as to satisfy the learning needs of different students and realise tailor-made teaching.

In concrete practice, the application of new media technology is even more colourful. For example, in the teaching of science and engineering, virtual laboratories created with virtual reality (VR) and augmented reality (AR) technologies allow students to carry out experimental operations in virtual environments, which not only reduces the cost of experiments and avoids safety risks, but also provides a more intuitive and realistic learning experience. In terms of cross-cultural communication and cooperation, through video conferencing software and online social networking platforms, students from different countries and regions can cross geographical boundaries and jointly participate in project cooperation and cultural exchange activities, which broadens their international horizons and enhances their cross-cultural communication skills. In addition, the flipped classroom model is also one of the applications of new media technology in teaching. By releasing teaching videos, PPTs and other pre-study materials in advance, students learn independently at home, while the classroom is mainly used for discussion, problem solving and practical operation, this teaching model flips the traditional teaching process, emphasises the importance of active learning and improves learning efficiency, and its conceptual schematic diagram is shown in Fig 2.



Figure 2. Schematic diagram of flipped classroom

The "Digital Forbidden City" project launched by the Palace Museum using virtual reality technology allows students to tour the Forbidden City online, see the details of cultural relics up close, and even participate in interactive puzzle solving games, which is an attempt to digitise the cultural heritage of the Scenario Revolution 3.0 [7]. This vivid and interactive learning method greatly enriches the teaching content of history and culture. In STEM education, through the online programming platform, students can design, programme and control robots to complete various tasks in the virtual environment, and this teaching method not only exercises students' logical thinking and programming ability, but also stimulates their interest in science and technology and their sense of innovation.

In summary, the application of new media technology in teaching content innovation not only enriches the teaching means and improves the quality of teaching, but also promotes the development of educational fairness and individualisation, and lays a solid foundation for the cultivation of innovative talents adapted to the needs of the future society.

3.2 Interactive Teaching and Learning Community Building. Interactive teaching and the establishment of learning communities are gradually becoming the new normal in the field of education, driven by new media technologies. With its immediacy, interactivity and extensive connectivity, new media technology greatly facilitates interactive communication between teachers and students, and also provides strong support for the establishment and operation of learning communities.

Through online learning systems, social media and other new media channels, teachers can release teaching materials and answer students' questions at any time, while students can participate in learning, questions and discussions anytime and anywhere. This all-weather, all-round interactive mode not only enhances communication between teachers and students, but also stimulates students' interest in learning and promotes the effective transmission of knowledge and deepening of understanding.

In terms of learning communities, new media technology has made it easier to share resources, organise activities and display results. Learners can independently choose learning contents, participate in online discussions and share learning tips and experiences, forming an open, collaborative and innovative learning environment. For example, Xi'an University of Technology (XUT), for example, has established a learning community of "Xi'an University of Technology Network Teaching Platform Communication Circle" in the online platform of Learning Channel, as shown in Fig 3. Some online education platforms can also make use of new media technology to provide learners with personalised learning path planning, intelligent recommendation and other functions, and at the same time set up social modules such as learning communities and online forums to facilitate interaction and communication among learners.

New media technology plays an important role in promoting teacher-student interaction and establishing and operating learning communities, which breaks the time and space constraints of the traditional classroom and provides learners with a more flexible and convenient way of learning. With the continuous development and popularisation of new media technology, it is believed that more learning communities will emerge in the future, bringing more innovation and change to the field of education.



Figure 3. Online learning community shown in the example of Xi'an University of Technology

The profound impact of new media technology on the field of education in the new era is mainly reflected in three aspects: first, new media technology can effectively stimulate students' positive initiative. The use of new media technology, user demand-oriented innovative communication methods, effectively enhance the relevance of education and student learning enthusiasm. Secondly, new media technology can break through the time and space limitations. New media technology helps traditional education to break through the time and space limitations, enhance students' self-management ability with vivid forms and innovative modes, and derive new values in education. Thirdly, new media technology can increase the attention of education. Teachers use new media technology to communicate with students in real time through online social platforms, which helps to increase the attention of students [8].

4. Challenges and Opportunities of New Media Technologies in Education

4.1 Challenges of New Media Technologies in Education. Despite the fact that new media technologies are currently being used in education in a promising way, bringing many innovations and conveniences to education, they are also facing a number of difficulties and challenges.

Firstly, technical difficulties and equipment updating are a major problem. With the continuous development of information technology and the emergence of new technologies and tools, schools need to update and upgrade their teaching equipment and facilities to meet the new teaching needs and technological environment [9]. The diversity and rapid development of new media technologies have brought about the problem of poor equipment compatibility. Different brands and models of equipment may have differences in display content and interaction methods, which brings troubles to the presentation of teaching content and students' learning experience. In addition, network instability is also a major challenge. When conducting real-time interactive learning such as online live streaming and video courses, problems such as network lag and delay can seriously affect the teaching effect and learning experience.

The quality of educational resources is uneven, and new media technology provides a huge amount of resources for education, so the quality of resources will inevitably be uneven. There exists a large amount of low-quality, erroneous and even harmful content on the Internet, and it is a difficult problem for learners, especially those with weak independent learning abilities, to filter out quality educational resources. This not only requires learners to have a high level of information screening and judgement, but also requires education departments and schools to strengthen the regulation and assessment of new media educational resources.

In the context of the rise of new media technologies, the technological literacy and role of teachers have been transformed, and there are certain challenges to the authority of teachers. In the new media era, information is presented in various forms, which can provide students with more different learning channels, and this will weaken the educational role of teachers to a certain extent, posing a greater challenge to the authority of teachers [10]. However, some teachers may not be skilled enough in new media technologies to adapt to this role change. They need to change from traditional knowledge transmitters to guides and organisers to help students make better use of new media resources for learning. This not only requires teachers to continuously improve their own learning literacy, but also requires schools and educational organisations to provide teachers with more training and learning opportunities on the application of new media technologies.

Along with the convenience and innovation of new media technology, the physical and mental health problems caused by students' over-reliance on electronic devices have attracted attention. Prolonged use of electronic devices for learning can easily cause students to suffer from fatigue and lack of concentration. In addition, over-reliance on electronic devices may also have negative impacts on students' physical and mental health, such as vision loss and cervical pain. Therefore, how to guide students to use electronic devices reasonably and cultivate good learning habits and lifestyles has become a major challenge for new media education.

The issue of data security and privacy protection has always existed, and in new media education, students' personal information and learning data may be over-collected and misused, which not only violates students' privacy, but also may cause a series of social problems. Therefore, it is crucial to

strengthen data security and privacy protection. Education departments and schools need to establish a sound data protection mechanism to ensure that students' personal information and learning data are not leaked and misused. A questionnaire survey on the problems brought about by the use of new media technologies in the field of education by teachers and students in colleges and universities was obtained as shown in Fig.4 .

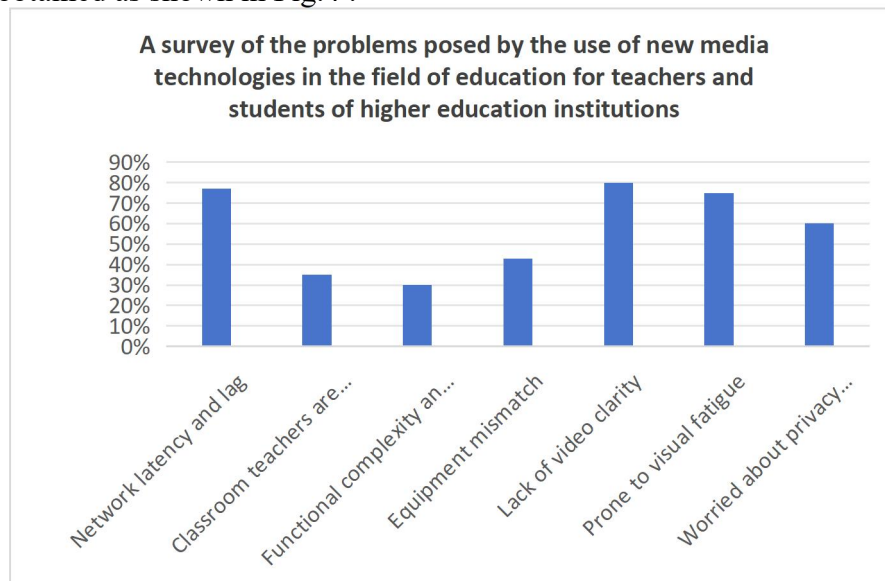


Figure 4. Survey on the problems posed by the use of new media technologies in the field of education for teachers and students of higher education institutions

In summary, although the application of new media technologies in education has brought about many innovations and conveniences, it also faces difficulties and challenges in terms of technical compatibility, resource quality, teachers' technical literacy, students' physical and mental health, and data security. In order to give full play to the advantages of new media technologies and promote the digital transformation of education, it is necessary for education departments and schools, teachers, students and all sectors of society to work together to actively address these challenges and jointly explore new paths for education that are adapted to the development of the times.

4.2 Opportunities and Prospects for New Media Technologies in Education. Although the rapid development of new media technology brings inevitable difficulties and challenges, it also brings unprecedented opportunities for the field of education. It not only broadens the boundaries of education, but also promotes the fair distribution of educational resources and the realisation of personalised learning, opening up a broad prospect for the future of education.

Firstly, new media technologies offer the possibility of sharing and collaborative development of educational resources. Through new media forms such as online course platforms, educational APPs and social media, high-quality educational resources can cross geographical restrictions and be shared by learners worldwide. This not only helps to narrow the geographical differences in educational resources, but also promotes educational exchanges and cooperation in different cultural contexts.

Secondly, new media technology provides strong support for personalised learning. Through big data analysis, artificial intelligence algorithms and other technical means, new media platforms are able to accurately analyse learners' learning behaviours and preferences and provide them with customized learning resources and paths. This kind of personalised learning not only improves learning efficiency, but also stimulates learners' interest and motivation.

In the future, the application of new media technology in the field of education will be more extensive and in-depth. With the continuous development of 5G, Internet of Things, virtual reality and other technologies, new media education will show a more diversified and intelligent trend. For example, through virtual reality technology, learners can immerse themselves in historical events, scientific experiments and other scenes, so as to obtain a more intuitive and vivid learning

experience. At the same time, new media education will also pay more attention to the participation and interaction of learners, and promote communication and cooperation among learners through online discussion and collaborative learning.

In addition, new media technologies will also promote changes in the way education is evaluated. While traditional examination and evaluation methods tend to focus on the memorisation and reproduction of knowledge, new media education pays more attention to the evaluation of learners' innovative and practical abilities. Through big data analysis and artificial intelligence technology, we can track and assess learners' performance in the learning process in real time, providing them with more comprehensive and objective evaluation results.

In conclusion, the opportunities and challenges of new media technology in the field of education coexist, and in the future development, in view of the challenges brought by new media technology, it is necessary to analyse the problems rationally and pay attention to solving the practical application problems [11]. Recognising the double-edged sword nature of new media technology, understanding the characteristics of the development of the times, understanding the current media development environment, responding positively and innovating continuously, we will be able to seize the opportunities and meet the challenges, and promote the digital transformation and high-quality development of education.

5. Conclusions and Recommendations

5.1 Research Summary and Key Findings. With the rapid development of information technology, the application of new media technologies in the field of education is becoming more and more widespread, providing new opportunities for news dissemination and educational innovation. This study delves into the current situation, advantages and challenges of the application of new media technologies in the field of education, and systematically analyses how these technologies can promote the innovation of educational content and enhance the learning effect through a variety of methods such as literature review, case study, case search and empirical research.

It has been found that the use of new media technologies can significantly enhance the interactivity and personalisation of learning, and improve the attractiveness and dissemination efficiency of educational content. This combination not only breaks the time and space limitations of the traditional education model, but also meets the needs of different learners through intelligent learning platforms and personalised learning path design. At the same time, it provides rich interactive functions, such as online discussion, real-time feedback, collaborative learning, etc., which enhances the sense of participation and belonging in learning.

In addition, empirical studies have shown that new media technologies have significant advantages in enhancing students' motivation to learn, promoting knowledge sharing and building learning communities. Through immediacy, interactivity and extensive connectivity, it promotes interaction and communication between teachers and students, and also provides strong support for the establishment and operation of learning communities, forming an open, collaborative and innovative learning environment.

However, the study also reveals a number of challenges, including the issue of digital divide due to uneven technology acceptance, issues such as data security and privacy protection, and how to effectively manage learning time without the constraints of a traditional classroom environment and avoid learner distraction. These issues require the joint attention of educators and policymakers, and the adoption of appropriate response strategies.

In summary, the application of new media technologies in the field of education brings both unprecedented opportunities and a series of challenges. This study not only deepens the understanding of the application of these technologies in the field of education, but also verifies their effectiveness in practical application through empirical research and proposes targeted coping strategies. These findings are of great significance for promoting the process of education informatisation and educational innovation and development, and also provide practical suggestions for educational institutions and educators on how to effectively use these technologies to enhance teaching effectiveness and learning experience.

5.2 Implications and recommendations for educational practice. In the era of rapid development of new media technology, the application of new media technology in the field of education not only changes the traditional mode of education, but also brings new insights into educational practice. Firstly, in educational practice, the flexibility and convenience of mobile learning should be fully utilised to break the time and space limitations and provide students with learning opportunities anytime and anywhere. Educational institutions can develop diversified mobile learning resources, such as online courses and interactive teaching materials, to meet the learning needs of different students. At the same time, the richness and interactivity of new media technologies are used to innovate teaching content and methods, such as simulating experimental scenarios through virtual reality technology or using social media platforms to promote collaboration and communication among students.

In terms of application strategies, educators should focus on the design of personalized learning paths, analyse students' learning behaviours and preferences with the help of big data and artificial intelligence technologies, and provide them with customized learning resources and advice. In addition, students should be encouraged to take the initiative to participate in learning, and their interest and motivation should be stimulated through discussions, competitions and other activities on the mobile learning platform.

However, new media technologies also face many challenges in educational practices, such as uneven technology acceptance, digital divide issues, data security and privacy protection. To address these challenges, educators and policymakers need to take proactive measures. First of all, investment in new media technologies should be increased to improve the balanced distribution of educational resources and ensure that every student can enjoy high-quality educational services. At the same time, technical training and guidance should be strengthened to enhance students' information literacy and digital skills and help them better adapt to the digital learning environment.

In terms of data security and privacy protection, educational institutions should establish a sound data management system to strengthen the protection and management of learning data and prevent data leakage and misuse. They should also strengthen data security education for students and parents to raise their awareness of data protection.

In summary, the application of new media technologies in education has brought new opportunities and challenges to educational practices. Educators should make full use of the advantages of these technologies to innovate teaching methods and content, while actively addressing the challenges to ensure that every student can develop holistically in a digital learning environment.

5.3 Future Research Directions and Perspectives. In exploring the application of new media technologies in education, this study has achieved some results, but there are still limitations. For example, this study has not yet proposed comprehensive solutions to the challenges of digital divide issues, data security and privacy protection due to uneven technology acceptance. In addition, the significant differences in access to mobile learning resources and new media technology devices among learners in different regions and economic conditions have also constrained the in-depth development of education informatisation, which needs to be further explored and addressed in future research.

Future research directions could focus more on how to narrow the digital divide and improve the balance of educational resources. For example, research can be conducted on how to provide learners in economically disadvantaged areas with more access to mobile learning resources and new media technology devices through policy guidance and technological innovation. Meanwhile, with regard to data security and privacy protection, future research could delve into the application of encryption technology, anonymisation and other means in education to ensure the security of learners' information.

In addition, future research can further explore the potential of new media technologies in promoting education equity and enhancing education quality. For example, research can be conducted on how to meet the needs of different learners and improve learning outcomes through intelligent learning platforms and personalised learning path design. Meanwhile, attention can also

be paid to the application of new media technologies in cross-cultural communication and co-operation, exploring how to use new media technologies to promote mutual understanding and respect among learners from different cultural backgrounds, and to cultivate a global perspective and cross-cultural communication skills.

In conclusion, with the continuous optimisation of technology and the further deepening of the curriculum reform of university subjects, new media technology will certainly play a greater role in the field of education, assisting teachers to continuously improve teaching and continuously improve the quality of talent cultivation [12]. Future research should continue to deepen the understanding of the application of new media technology in the field of education, and put forward more comprehensive and specific solutions to promote the process of education informatisation, and to promote the fairness and quality improvement of education.

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