

# Digital Divide and Media Empowerment in Rural Education Revitalization

Weiya Zhang<sup>1, a</sup>

<sup>1</sup> Xi'an Technological University, Xi'an, Shaanxi, China

<sup>a</sup>nidezhuozhuo@163.com

**Abstract.** In the process of promoting the strategy of rural education revitalization, the rapid development of digital technology has brought new opportunities, but also exacerbated the digital divide in the distribution of urban and rural education resources, and there is a significant gap between rural areas and urban areas in terms of network infrastructure, intelligent equipment configuration, and teachers' and students' digital literacy, which has seriously constrained the enhancement of the quality of rural education and the realization of education equity. As an important carrier of information dissemination and resource integration, the media, by virtue of its wide dissemination and strong interactivity, can break the barriers of geography and resources, realize the sinking of high-quality educational resources, and inject new kinetic energy into the revitalization of rural education through the construction of a diversified educational resource sharing platform, innovative teaching modes, and the enhancement of teachers' and students' digital literacy, among other paths. This paper provides an in-depth analysis of the performance, causes and impacts of the digital divide in rural education, and discusses the specific strategies of media-enabled rural education revitalization, with the aim of providing theoretical references and practical reference for narrowing the gap between urban and rural education, and promoting the high-quality development of rural education.

**Keywords:** Rural education; Education revitalization; Digital divide; Media empowerment

## 1. Introduction

The strategy of rural revitalization, as the overall gripper of the "three rural areas" work in the new era, has profoundly affected all aspects of China's rural development, among which the revitalization of education is regarded as a key path to blocking the intergenerational transmission of poverty and activating the endogenous dynamics of the countryside. A series of policy documents, such as China Education Modernization 2035 and Opinions on Deepening Education Reform and Comprehensively Improving the Quality of Compulsory Education, clearly point out the need to take education equity as the guiding principle, promote the tilting of high-quality education resources to rural areas, and bridge the gap between urban and rural education. Against this backdrop, digital technology, with its advantages of breaking through time and space constraints and achieving resource sharing, has become an important tool for promoting the revitalization of rural education, and its application in the field of rural education has been deepening, from the construction of the "three passes and two platforms" to the promotion of the National Wisdom Education Public Service Platform.

However, the popularization of digital technology in rural education presents a complex and contradictory picture. On the one hand, the continuous improvement of network infrastructure, the gradual coverage of intelligent terminal equipment, so that rural teachers and students have access to a huge amount of high-quality educational resources; short video, live classroom and other new media forms also inject new vitality for rural teaching. But on the other hand, the existence of the digital divide is still significant. Outdated hardware equipment and insufficient network bandwidth have led to the transmission of teaching resources, and it is difficult for some rural schools to support the

smooth operation of online courses; teachers are not skilled in the operation of digital technology, and students' digital literacy varies, which makes it difficult for advanced educational technology to give full play to its effectiveness; at the same time, the inequality of educational data resources between urban and rural areas, and the differences in the scenarios of digital application of education have further aggravated the imbalance in the distribution of educational resources. At the same time, the inequality of educational data resources between urban and rural areas and the differences in the application scenarios of education digitization have further aggravated the imbalance in the distribution of educational resources.

The contradiction between the ideal vision of technology-enabled rural education and the reality of the digital divide has become the core obstacle in the digitization process of rural education. Although digital technology is expected to narrow the gap between urban and rural education and promote educational equity, in the actual landing process, it is difficult to be truly transformed into educational effectiveness due to the limitations of multiple factors such as technology application, resource adaptation, and subjective ability. How to make media technology in rural education from "can use" to "good use", from "form of innovation" to "effectiveness enhancement", has become a key issue that needs to be solved urgently. Based on the practice of rural education revitalization, this study deeply analyses the intrinsic connection between digital divide and media empowerment, and explores the effective path of transforming media technology into educational effectiveness, with a view to providing useful references for solving the problem of digital development of rural education and promoting educational equity.

## **2. Theoretical Perspectives and Conceptual Definitions**

**2.1 Conceptualization of the Digital Divide.** The digital divide was initially defined as the gap between different groups at the level of information and communication technology (ICT) access, i.e. the "access divide", covering basic elements such as network coverage, hardware equipment configuration and so on. With the continuous development of information technology such as the Internet and its penetration into micro-subjects, the concept of digital divide has been further expanded [1]. In the rural education scenario, the access divide manifests itself in the form of weak network signals in some remote areas and a lack of smart devices in schools, which makes it difficult for teachers and students to access online educational resources. With the popularization of digital technology, the connotation of digital divide is gradually extended to "access divide", which emphasizes the differences in technology application ability, information processing level and innovation and practice ability of different groups. Rural teachers, lacking systematic training, find it difficult to integrate digital technology with teaching in depth; while students, limited by digital literacy, are unable to efficiently screen and utilize quality educational resources. The double gap from access to use together constitutes a real obstacle to the digital development of rural education.

**2.2 Conceptualization of Media Empowerment.** Against the background of rapid development of digitization and globalization, the form and function of the news media, such as the speed, scope and interactive aspects of communication, have experienced significant changes, which have not only enhanced the media's communication capacity, but also deepened its influence in social governance [2]. Media empowerment refers to breaking down information barriers through the characteristics and functions of media technology, constructing an educational ecology with the participation of multiple subjects, and promoting the realization of educational equity. In the revitalization of rural education, media technology firstly, through the function of "connection", integrates urban high-quality educational resources and rural teaching needs, and builds a resource sharing platform; secondly, relying on the two-way "interaction" mechanism, it realizes real-time communication and experience

exchange between teachers and students, home and school, and urban and rural educational subjects; and finally, it forms a platform for the exchange of information and experience between urban and rural educational subjects. Secondly, relying on the two-way "interactive" mechanism, real-time communication and experience exchange between teachers and students, home and school, and urban and rural education subjects are realized; finally, the "empowerment" effect is formed to help teachers and students in the countryside to break through the geographical limitation and improve the quality of teaching and learning effect. For example, the live classroom realizes real-time interaction between urban master teachers and rural students, and the short video platform provides a space for rural teachers to share their teaching experience. All these media applications promote the balanced distribution of educational resources through the chain of connection, interaction and empowerment.

**2.3 Theoretical Explanation of Diffusion of Innovations.** According to Rogers, "Diffusion of innovation is a social process in which information related to something new gradually spreads, and the value and significance of the innovation gradually emerges through a process of social construction" [3]. The theory suggests that the diffusion and adoption of new technologies need to go through five stages: knowledge, persuasion, decision-making, implementation and validation, with impediments at each stage. In the digitalization process of rural education, the diffusion of new technologies faces multiple stages of obstacles: in the awareness stage, rural schools lag behind in the acquisition of information about cutting-edge educational technologies; in the persuasion stage, the conflict between the traditional concept of teaching and the application of technology leads to teachers' misgivings about the new technologies; in the decision-making stage, the lack of funds and equipment limits the introduction of technologies; in the implementation stage, the lack of teachers' digital skills and the poor adaptability of students influence the technology's In the implementation stage, teachers' lack of digital skills and students' poor adaptation affect the effect of technology on the ground; in the confirmation stage, the lack of an effective feedback mechanism makes it difficult to continuously optimize the application of technology. These obstacles are compounded by the lack of an effective feedback mechanism, making it difficult to optimize the use of digital technology in rural education.

**2.4 Theoretical Interpretation of Communication Infrastructure.** The theory of communication infrastructure stresses that the media, as an important part of the social structure, influences the distribution of social resources and power relations through the construction of information dissemination networks. In the field of rural education, media infrastructure is not only a carrier of information transmission, but also a bridge for the integration and optimal allocation of educational resources. A perfect media infrastructure can be embedded in the rural social network, break the spatial barriers between urban and rural educational resources, and promote the sinking of high-quality educational resources; at the same time, through the creation of a communication ecosystem with the participation of multiple subjects, it can promote the innovation of the concept of rural education and the innovation of the teaching mode. For example, the National Intelligent Education Public Service Platform relies on the media infrastructure to precisely push high-quality curriculum resources to rural schools, thus realizing the redistribution of educational resources and the optimization of the social structure.

### **3. The Current State of Digitalization of Rural Education and the Crux of the Matter**

**3.1 Development Status and Results.** The Opinions of the Central Committee of the Communist Party of China and the State Council on Doing a Good Job of Promoting the Key Work of Rural revitalization in a Comprehensive Way in 2023 clearly states that it is necessary to promote the high-quality development of the countryside [4]. As an important strategic initiative to promote rural

education revitalization and achieve education equity, digitalization of rural education has made some progress in recent years under the dual role of policy drive and technology development, but it has also exposed many deep-rooted contradictions. Through the comprehensive analysis of authoritative statistics, typical cases, policy texts and academic research results, we can gain a comprehensive insight into its development status and problems.

In recent years, China's rural education has generally made great strides, with compulsory education becoming fully universal, educational infrastructure facilities gradually improving, teacher training progressing significantly, and educational equity improving significantly. However, relative to the city, rural education still faces considerable challenges, such as weak teachers, the quality of education needs to be improved, insufficient investment in education, the level of information technology in education needs to be improved, and the integration of rural cultural heritage and education is insufficient, etc. [5].

In terms of hardware coverage, the Ministry of Education released the 2023 National Education Development Statistics Bulletin, which shows that the Internet access rate of primary and secondary schools in rural areas in China has reached 99.7%, and the multimedia classroom coverage rate has exceeded 95% [6]. Under the leadership of the government, the construction of rural education hardware facilities continues to promote, such as the "comprehensive thin" project has invested a total of more than 200 billion yuan, focusing on improving the basic operating conditions of rural schools. At the same time, enterprises and social forces are also actively involved, Ten-cent "for the village plan" and the cooperation of the government in many places, donating intelligent teaching equipment, help rural schools hardware upgrade; Ali baba "rural education empowerment program" for remote areas of the school donated tablet computers, electronic whiteboards and other equipment to promote the balanced allocation of educational resources, and is expected to achieve a digital environment for online education as shown in Figure 1.



Figure1. Digitization of online education

However, there is a huge contrast between the popularity of the hardware devices and the actual usage results. Research data from the Chinese Academy of Educational Sciences 2023 shows that about 30% of rural schools have the problem of idle or underused equipment. Part of the school due to the lack of professional maintenance personnel, equipment aging, failure cannot be repaired in a timely manner, it is difficult to support the regular digital teaching. In a primary school in a mountainous area of Yunnan Province, for example, although it is equipped with an intelligent teaching all-in-one machine, due to the lack of professional and technical personnel to guide the

teachers, they only use it as an ordinary projector, and the function of the equipment has not been brought into full play.

**3.2 Existing Problems and Challenges.** In recent years, although China's investment in informatization in the field of education has maintained a steady growth, the flow of funds is obviously biased towards the construction of hardware infrastructure, and insufficient attention has been paid to the construction of soft power such as information resources themselves and information services [7]. Moreover, at the level of actual use, the technical operation ability of teachers and the problem of curriculum adaptability have become the key factors restricting the development of digital teaching. According to the China Rural Education Development Report (2024), less than 40% of rural teachers are able to use digital tools for teaching. Many teachers can only play simple courseware, making it difficult for them to deeply integrate technology with teaching. In terms of curriculum adaptation, a large number of introduced high-quality educational resources are based on the cognitive level and life experience of urban students, which are not in line with the actual needs of rural students. For example, some of the science curriculum content on the National Wisdom Education Public Service Platform involves scenarios such as visits to urban science and technology museums and the operation of intelligent robots, which are difficult for rural students to understand and participate in due to a lack of relevant experience. In addition, students' participation is also affected by weak family support and network stability. The 53rd Statistical Report on Internet Development in China released by the China Internet Network Information Centre (CNNIC) shows that although the household broadband access rate in rural areas has increased to 72.3%, it is still 18.6 percentage points lower than that in urban areas, and the problem of unstable network signals is prominent, which leads to the online courses being stuck and interrupted, and seriously affects students' motivation to learn. In a township middle school in Guizhou Province, due to poor network signals, the originally planned live remote courses were often forced to interrupt, and the students' learning experience was greatly reduced. As of December 2023, the number of urban Internet users in China reached 766 million, accounting for 70.2% of the total number of Internet users; the number of rural Internet users reached 326 million, accounting for 29.8% of the total number of Internet users, as shown in Figure 2.



Figure2. Urban-rural structure of Internet users

As of December 2023, China's Internet penetration rate in urban areas was 83.3%, up 0.2 percentage points from December 2022; the Internet penetration rate in rural areas was 66.5%, up 4.6 percentage points from December 2022, as shown in Figure 3.

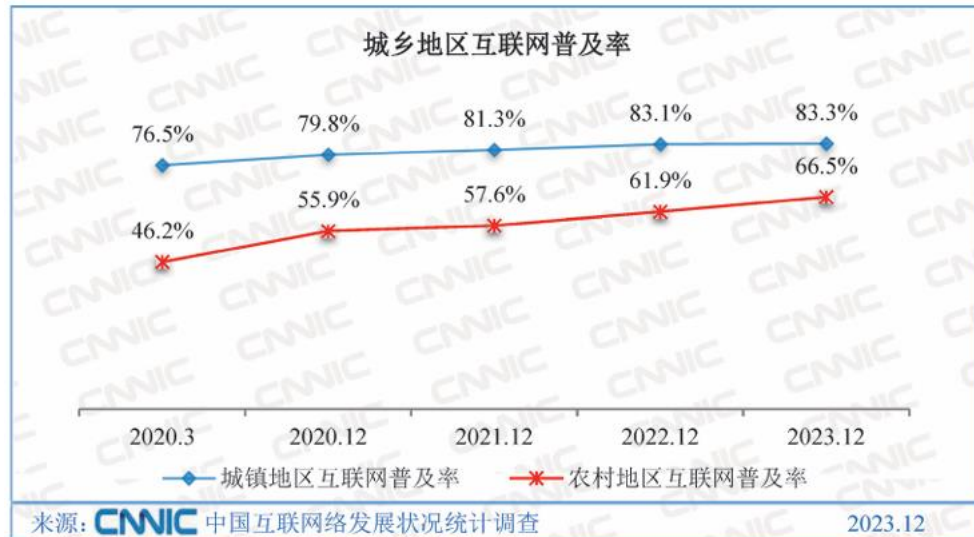


Figure3. Internet penetration rate in urban and rural areas

At the level of effectiveness, the actual results of digitization of rural education have fallen short of expectations. Despite the improvement of hardware equipment, the academic performance of rural students has not improved significantly. The China Rural Education Development Report 2020-2022 (Wu Zhihui's team) reports that the coverage rate of digital equipment in rural schools in the central and western regions exceeds 80%, but "the usage rate of the equipment is less than 30%, and the effect on students' academic performance has not reached statistically significant levels". At the same time, some teachers are resistant to digital teaching, believing that the new technology increases their workload and makes it difficult to see obvious teaching effects. Some rural teachers believe that the teaching load is already very heavy, and that spending a lot of time learning to use the new equipment does not guarantee that the results will be far better than traditional teaching, so there is resistance to the new equipment, and this resistance further hinders the promotion and application of digital teaching.

**3.3 Contradictions and Root Causes.** An in-depth analysis of the above problems can be divided into superficial contradictions and deep-rooted problems. The superficial contradictions are mainly reflected in the lack of a mechanism for updating and maintaining hardware and equipment, the mismatch between educational resources and the actual needs of villages, and the insufficient digital skills of teachers. On the one hand, there is a lack of a long-term mechanism for the procurement and maintenance of hardware equipment, and many schools are unable to update and carry out professional maintenance in a timely manner due to a lack of follow-up financial support after the procurement of equipment; on the other hand, there is a lack of a rural perspective in the development and promotion of high-quality educational resources, which results in resources that "don't fit in the local context". Teachers' digital skills training is mostly short-term and intensive, lacking continuity and systematic, making it difficult to meet teachers' actual teaching needs.

The deeper problem involves the lack of rural teachers' subjectivity in digital teaching, as teachers are mostly passive recipients of technological applications and lack the ability to develop and innovate on their own; the design of technology does not fully take into account the specificities of rural education scenarios, ignoring such realities as weak family support, unstable network environment, etc.; and the lagging behind of the educational evaluation system, which fails to effectively stimulate digital teaching innovation. Currently, rural teachers are mostly passive implementers in digital teaching, and the relevant training focuses on technical operation, neglecting

the cultivation of teachers' independent development and innovation ability of digital teaching content. Teachers are unable to create and integrate resources according to the actual teaching in rural areas, making it difficult to form a digital teaching system with rural characteristics. At the same time, technology designers and developers have not fully considered the special scenarios of rural education in the process of product development, and there are significant differences between rural families and urban families in terms of educational resources, educational concepts, and accompanying time, etc. Rural students lack digital learning support at the family level. In addition, the current education evaluation system is still based on the traditional promotion rate and examination results, and there is a lack of scientific standards for evaluating the results of digital teaching, so the effectiveness of digital teaching in cultivating students' comprehensive literacy and broadening their horizons is difficult to be reflected in the existing evaluation system, which discourages teachers from carrying out digital teaching.

Through comprehensive analyses of policies, data, cases and studies, the current situation and problems in the digitalization of rural education are clearly presented. These problems are intertwined and seriously constrain the development of rural education digitization, and targeted solutions are needed to promote the real transformation of media technology into the development effectiveness of rural education.

#### **4. Optimizing the Path to Media Empowerment**

**4.1 Scenario Adaptation for Technology Design.** Existing rural education digital equipment and resources are mostly developed in a standardized mode, ignoring the special characteristics of the rural network environment and teaching conditions, which leads to the application of technology "not suited to the soil". Optimization of technology design should be based on the core of "lightweight", reducing the dependence of technology application on hardware and network, and improving its applicability in rural scenarios. Enhance the construction of rural community and family networks, so that they can shift from "weak connection" to "strong connection" [8].

On the one hand, the development of low-bandwidth-dependent tools is a key breakthrough. In remote villages with unstable network signals, it is difficult to transmit video-based teaching resources, while voice-interactive learning apps can effectively ease network pressure by virtue of their small data transmission volume and convenient interaction. For example, "AI Language Teaching Assistant" provides students with services such as text reading assessment and poetry recitation guidance through voice recognition and synthesis technology, which can achieve personalized learning counselling without the need for large amounts of video data transmission. In addition, offline learning tools can be promoted, such as pre-storing teaching courseware, question banks and other resources to smart devices, so that students can still learn normally in a network-less environment and solve the problem of network constraints. Therefore, the construction of digital education platforms in rural areas must be multi-functional and comprehensive, covering education, information and technology [9].

On the other hand, building a localized resource base can enhance the relevance of educational resources to rural life. Strengthen the cooperation between the government and social organizations to promote the docking of urban and rural educational resources [10]. Traditional educational resources are mostly modelled on urban scenes, which are difficult for rural students to understand. Incorporating rural production and life scenes into the curriculum design can significantly improve the teaching effect. For example, the introduction of the "farmland measurement" case in the geometry course, with the measurement of common land shapes in the countryside as an entry point, explaining the knowledge of graphic area and perimeter calculation; in the biology course, combined

with the practice of crop planting and poultry breeding in the countryside, explaining the laws of growth of plants and animals. In this way, the difficulty of learning can be reduced and the interest of students can be stimulated, so as to realize the in-depth integration of knowledge transfer and the actual needs of the countryside.

**4.2 Synergistic Co-construction of Master Capacities.** The sustainable development of digital rural education relies on the comprehensive improvement of the capacity of teachers, students and other subjects. In the past, it was difficult to form a long-term mechanism for the "blood transfusion" assistance of "donating equipment and conveying resources", and it is necessary to shift to the "blood-creation" development path centered on capacity building, so as to realize the transformation of the main body from a passive recipient to an active creator. It is necessary to shift to a "blood-forming" development path centered on capacity building, so as to realize the transformation of the main body from passive recipient to active creator.

In terms of teacher empowerment, a "seed teacher" program can be implemented. Teachers in rural schools who are highly sensitive to technology and have strong teaching abilities are selected as "seed teachers" and provided with systematic and progressive training in digital technology, covering digital teaching design, teaching resources development, online teaching organization, etc. These "seed teachers" are responsible for developing teaching cases with local characteristics through the "County Teaching and Research Community". After mastering the technology, these "seed teachers" are responsible for developing teaching cases with local characteristics, and sharing and exchanging experiences through the "County Teaching and Research Community". Regular online and offline hybrid teaching and research activities are carried out, and the "seed teachers" share their experience in using short videos to record village life and develop local curriculum resources, so that teachers in the county can improve their digital teaching skills.

The student population also has the potential to contribute to the digitalization of education. The "Family Digital Classroom" campaign encourages students to pass on the digital technology knowledge they have learnt at school to their grandparents, which not only consolidates their own learning achievements, but also extends the scenarios of technology use and enhances digital literacy at the family level. Schools organize weekly "Digital Skills Sharing Sessions" for students, and students teach their parents to use their mobile phones to access learning materials and participate in online parent-teacher conferences when they go home, which effectively improves the digital learning environment in the family, while enhancing students' sense of responsibility for their learning and their sense of achievement.

**4.3 Social Synergy Network Support.** The digitalization of rural education is a systematic project, and it is difficult to achieve the goal by relying only on a single subject or on the improvement of local links; it is necessary to build a support network in which the government, enterprises and social organizations work together to form a multi-party synergy. Establish a long-term cooperation mechanism to promote cooperation between external institutions and rural education. NGOs, enterprises and other external institutions should actively participate in the digital transformation of rural vocational education [11].

At the government level, it should play a coordinating and resource-guaranteeing role. A special fund for rural education digitization has been set up at, which not only guarantees the procurement of hardware equipment, but also focuses on supporting network operation and maintenance, technical training, resource development and other ongoing work. For example, Guizhou Province has set up a network operation and maintenance guarantee system for rural schools through special allocations from the provincial finance to ensure the stable operation of school networks in remote areas. At the same time, the policy guidance mechanism has been improved, and the effectiveness of rural

education digitization has been incorporated into local education assessment indicators to stimulate the enthusiasm of the grassroots to promote digitization.

As the main force of technological innovation, enterprises need to develop customized products and services according to the needs of villages. Technology companies can develop offline question banks and lightweight teaching software for rural network conditions and teaching characteristics. For example, an education technology enterprise launched an offline learning platform, built-in primary to junior high school subjects of knowledge to explain, exercise training resources, students can download offline use, to solve the problem of poor network. In addition, enterprises can also provide technical support and after-sales service through co-operation with schools to ensure the normal operation of equipment and software.

The intervention of public welfare organizations can inject flexible support for the digitization of rural education. Recruiting "digital teaching volunteers" to provide ongoing technical training and coaching for rural teachers and students, by enhancing the digital literacy and teaching ability of rural teachers, so that they can be proficient in the use of digital technology in their teaching and at the same time become a bridge to transfer trust in digital education between rural students and parents [12]. For example, Teach for China regularly organizes volunteers to go to rural schools to provide digital teaching skills training and online course design guidance. At the same time, public interest organizations can play the advantage of resource integration, linking the strengths of all parties in society, introducing more high-quality educational resources to rural schools, and promoting the improvement of the digital ecosystem of rural education.

Through the cross-regional co-operation platform, rural schools can share technology, educational experience and other resources with educational institutions and research institutes in different regions and fields. Through such co-operation, rural schools can be exposed to more advanced educational concepts and teaching methods, thus improving the quality of teaching [13]. And through the scene adaptation of technology design, the collaborative co-construction of the subject's ability, and the construction of social synergy network, it can effectively crack the problems in the digitalization process of rural education, realize the transformation of media technology from "form empowerment" to "substance efficiency", and provide solid support for the rural education. It can effectively solve the problems in the digitalization process of rural education, achieve the transformation of media technology from "form empowerment" to "substance efficiency", and provide solid support for the revitalization of rural education.

## 5. Conclusions and Discussion

**5.1 Research Summary and Key Findings.** The digital transformation of rural education is highly expected in the context of the rural revitalization strategy, but the many problems exposed in practice warn us that we must get rid of the myth of "technological determinism". "Technological determinism" believes that technology is the only decisive force driving social change, and in the process of digitalization of rural education, this notion has led to excessive attention to the stacking of hardware equipment and the introduction of technological tools, while neglecting the needs of the educational subject, the specificity of the rural educational scene and the complexity of the social ecology. In fact, technology is not omnipotent, simply increase hardware investment, the introduction of standardized digital resources, cannot fundamentally crack the urban-rural digital divide, it is more difficult to achieve substantial improvement in the quality of rural education.

Research confirms that the digital transformation of rural education needs to return to the logic of "people-centered" empowerment. As the core subject of educational activities, people's mobility and creativity are key factors in determining the effectiveness of education. In the rural education scenario,

whether it is the pedagogical innovation of teachers, the active learning of students, or the participation of families and social forces, it is necessary to meet the needs of human development as the starting point and landing point. Only by respecting the subjective status of rural teachers and students and paying attention to their practical difficulties and demands in digital transformation can technology truly serve education and teaching, rather than becoming a "technological shackle" that adds to the burden.

The three-dimensional path of "scenario design - subjectivity activation - ecological synergy" provides an effective solution for the digital transformation of rural education. Scenario-based design emphasizes the adaptation of technical tools and educational resources to the special environment of villages, and reduces the threshold of digital technology application and enhances its applicability through lightweight and localized technology development and resource construction; subjective activation focuses on stimulating the subjective initiative of teachers and students, transforming teachers from passive implementers of technology to the leaders of teaching innovation, and allowing students to grow from passive recipients of knowledge to active explorers; ecological synergy is committed to building a government, enterprises, social organizations and other multi-participants to participate in the digital transformation of rural education. Ecological synergy is committed to building a support network involving the government, enterprises and social organizations, integrating the resources and advantages of all parties, and forming a strong synergy to promote the digital development of rural education. The three are interrelated and progressive, jointly promoting the in-depth integration of media technology and rural education ecosystem, and realizing the leap from technology application to education effectiveness enhancement.

However, the digital transformation of rural education still faces many challenges and unanswered questions. For example, how to establish a long-term mechanism to ensure the continuous updating and optimization of technological tools and educational resources, how to balance the relationship between standardized educational requirements and the unique development of rural education, and how to quantitatively assess the actual effect of media empowerment on the quality improvement of rural education. Future research can further focus on these issues and explore more precise and effective solutions through empirical analyses, case tracking and other methods. Meanwhile, with the development of artificial intelligence, virtual reality and other emerging technologies, how to deeply integrate them with rural education to create more diversified and personalized educational scenarios is also a direction worthy of in-depth exploration.

The digital transformation of rural education is a long-term and complex systematic project. Only by adhering to the "people-centered" principle and through scientific and reasonable path design and multi-party synergy can we truly give full play to the empowering value of media technology, promote the revitalization of rural education, and realize the beautiful vision of educational equity.

## References

- [1] Yu Changwan, Chen Yuwei. An empirical study of urban-rural digital divide in Anhui Province under the background of rural revitalization[J]. *Agricultural Industrialisation*, 2025, (02):151-153.
- [2] Xu Yue. News Media Enabling Grassroots Social Governance in Rural revitalization[J]. *Village Committee Director*, 2024, (17):109-111.
- [3] Zhang Qiu. Misfit and development of innovation diffusion theory in new media context[J]. *Young journalists*, 2016(24):43-44.
- [4] Chen Qi, Hu Keman. Reform and Implementation Path of Rural Vocational Education in the Context of Rural revitalization--Taking Xiangshan Citrus College as an Example[J]. *Zhongnan Agricultural Science and Technology*, 2025, 46(03):232-235.

- [5] Wang Qingxia. Attribution and reconstruction of identity loss of new generation rural teachers[J]. Education Theory and Practice, 2023(17):24-28.
- [6] Statistical bulletin of national education development in 2023[J]. China Geological Education,2024,33(04):128-131.
- [7] Lin J. Investigation and research on digital resource sharing platform for rural entrepreneurship education[J]. Journal of Changchun Municipal Party School,2025, (02):23-28.
- [8] QIAN Xusheng,DAI Xiaoji. digitalization of Vocational and Technical Education Enabling Rural revitalization - Based on Social Capital Theory[J]. Vocational Education Research,2025, (04):27-33.
- [9] Mu Su, Zhou Deqing, Hu Xiaoyong. G-4C Collaborative Model and Application of Digital Transformation of Rural Education Services[J]. Research on Electrochemical Education, 2024(9):29-36.
- [10]LIANG Chengai, ZHU Dequan, JIN Sheng. Construction of an integrated resource sharing platform for urban and rural vocational education in the context of "cloud computing"[J]. Research on Electrochemical Education, 2013(2):78-82,110.
- [11]Xiao Jumei, Gong Lu. Challenges and countermeasures of public welfare organizations' participation in digital rural education governance: a perspective based on risk society theory[J]. Decision Sciences, 2024(1):78-84.
- [12]Gong Hong, Chen Enlun, Tang Xu. Responsibility Ethics and Risk Response of Rural Teachers' Use of Digital Teaching Resources[J]. China Electrochemical Education, 2024(8):102-109.
- [13]Cha Yongjun, Li Qibo. Concerns of the times and promotion path of high-quality development of higher vocational education in China[J]. China Electrochemical Education, 2023(9):83-90.