

The Study of Educational Management in Internet New Media Majors in Chinese Universities

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(Received: 5 September 2025, Revised: 9 September 2026, Accepted: 11 September 2026)

<https://doi.org/10.57260/csdj.2026.283418>

Abstract

This study examines educational management in Internet New Media majors across six Chinese universities spanning five institutional categories: two comprehensive universities and one university in each of the science and engineering, teacher-training, media, and arts categories. A mixed-methods design combined 483 valid student questionnaires with interviews involving 15 teachers and 10 educational administrators. A 40-person pilot assessed questionnaire reliability, with dimension-level Cronbach's alpha coefficients of .898–.913. Descriptive findings and interview accounts were integrated through a policy–practice–effectiveness framework. Students rated curriculum–industry alignment positively ($M = 3.92$), whereas the student feedback mechanism received a lower rating ($M = 3.34$). Support for an additional digital feedback platform was also comparatively low ($M = 3.42$), suggesting that responsiveness and visible follow-up require attention alongside technical access. The media category recorded the highest reported mean scores across the three broad domains, although the lowest-scoring category varied by domain. Five reform strategies addressed curriculum renewal, employment information, student feedback, faculty development, and practice resources. The study's contribution is an institutional comparison that connects management arrangements with students' reported experiences and practical reform priorities. The findings support context-sensitive improvement and should be interpreted as descriptive evidence rather than causal effects.

Keywords: Internet new media education, Educational management, Institutional comparison, Curriculum reform

Introduction

With the rapid advancement of information technology, network-based new media have transformed modes of communication and knowledge exchange. The integration of digital technologies and communication platforms has changed content delivery, teaching methodologies, and administrative practices in higher education. Universities therefore face connected challenges in program development, professional preparation, and educational management (Huang, 2023; Wang, 2020).

To meet the demands of media convergence and societal transformation, a growing number of Chinese universities have established Internet New Media majors. These programs aim to cultivate interdisciplinary and application-oriented talent with digital communication skills, media technology literacy, platform operation capabilities, and innovative thinking. However, due to varying institutional missions, disciplinary foundations, resource endowments, and regional conditions, educational management of these majors can differ across institution types. This diversity is reflected not only in tangible resources and faculty capacity, but also in curriculum design, pedagogical philosophy, and management systems.

Existing research identifies challenges that extend beyond the availability of digital tools. Cai et al. (2020) discuss the additional demands that new media place on teaching, knowledge internalization, and educational guidance, although their analysis concerns school education rather than university majors. Che (2023) addresses media education in vocational institutions, while Wang (2020) examines journalism and communication education under media convergence. These studies help frame the need to examine how management arrangements support learning in different institutional settings.

At the instructional level, curriculum renewal requires alignment among learning outcomes, teaching activities, and assessment (Biggs & Tang, 2011). Student development also needs to be understood in relation to the educational environment and opportunities for involvement (Astin, 1993). More recent work identifies both perceived benefits and concerns associated with generative artificial intelligence in higher education (Chan & Hu, 2023). Interviews with journalism program administrators further highlight faculty expertise, policy, partnerships, curriculum, and ethical considerations as connected challenges in AI integration (Wenger et al., 2025).

While this literature offers useful insights into digital education and curriculum reform, it does not by itself establish how Internet New Media programs compare across the five institutional categories represented by the six participating universities. Addressing this gap, the present study investigates two comprehensive universities and one university in each of the science and engineering, teacher-training, media, and arts categories. It compares educational management policies, applied practice, and student learning outcomes and service quality. The goal is to identify shared concerns and context-specific improvement priorities, with particular attention to how students experience the implementation of institutional policies.

Research Objectives

The study aims to clarify the organization and practical operation of educational management in Internet New Media majors, examine its relationship with students' perceived educational experiences, and propose management improvements.

1. To examine management arrangements and curriculum provision and assess their responsiveness to students' individual development and technological learning needs.

2. To evaluate students' perceptions of faculty quality, technology application, and teaching practices in Internet New Media programs.

3. To investigate students' evaluations of learning outcomes and educational services and identify priorities for improving the connection between management and learning experiences.

4. To propose educational management reforms that respond to shared challenges and differences among institutional categories.

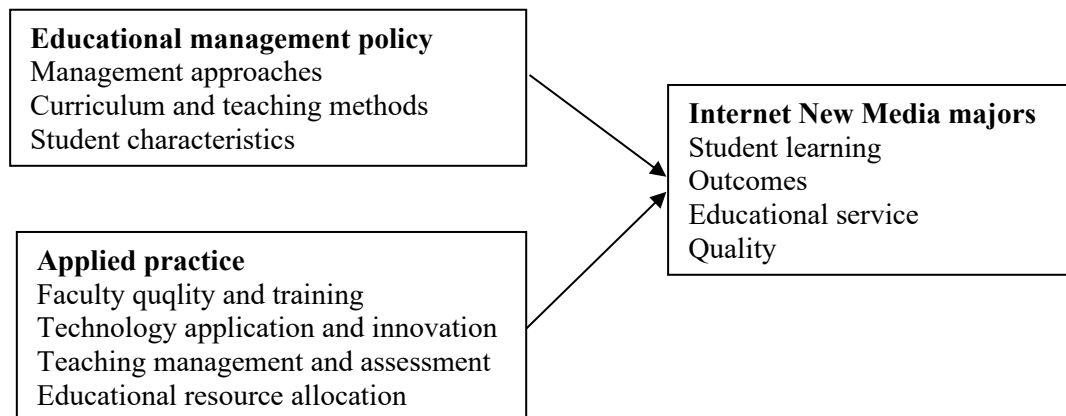


Figure 1 Conceptual framework of the research

The framework organizes the study into policy, practice, and effectiveness domains. Policies provide management and curriculum direction; teaching practices translate these arrangements into learning opportunities; and students' evaluations identify priorities for improving both policy and practice. The arrows represent proposed relationships for investigation, not established causal effects. Student voice provides a complementary governance perspective because collecting opinions is useful only when students have opportunities to influence educational decisions (Cook-Sather, 2006).

Methodology

The study combined a cross-sectional student survey with semi-structured interviews of teachers and administrators. Quantitative summaries describe students' experiences, while interview accounts provide contextual explanations of implementation problems. The strands are integrated by comparing survey patterns with relevant interview accounts within the policy, practice, and effectiveness domains, an approach consistent with integration at the interpretation stage of mixed-methods research (Fetters et al., 2013).

Population and Sample

The study involved six Chinese universities representing five institutional categories: two comprehensive universities and one institution in each of the science and engineering, teacher-training, media, and arts categories. The target population comprised undergraduate students enrolled in Internet New Media majors and the teachers and educational administrators responsible for those programs. The population relevant to this study is the eligible program population, rather than the combined enrollment or workforce of entire universities.

The planned sample comprised 1,000 students, 50 teachers, and 20 administrators. The achieved sample comprised 483 valid student questionnaires and 25 interviews, including 15 teachers and 10 administrators. These totals represent 48.30%, 30.00%, and 50.00% of the respective recruitment targets; they are target-attainment proportions, not response rates. The sampling plan specified student strata based on grade and gender, teacher strata based on academic title, and administrator strata based on job level. A stratified plan alone does not

establish that achieved participation was proportional or representative. The reduction from planned to achieved sample sizes creates a risk of unequal coverage across institutions and participant groups.

Figure 2 distinguishes the recruitment targets from the achieved samples across the six participating universities. The 40-person instrument pilot and the seven-person policy appraisal panel served different purposes from the main student survey and staff interviews; their observations are not pooled with the 483 student questionnaires or treated as additional student cases.

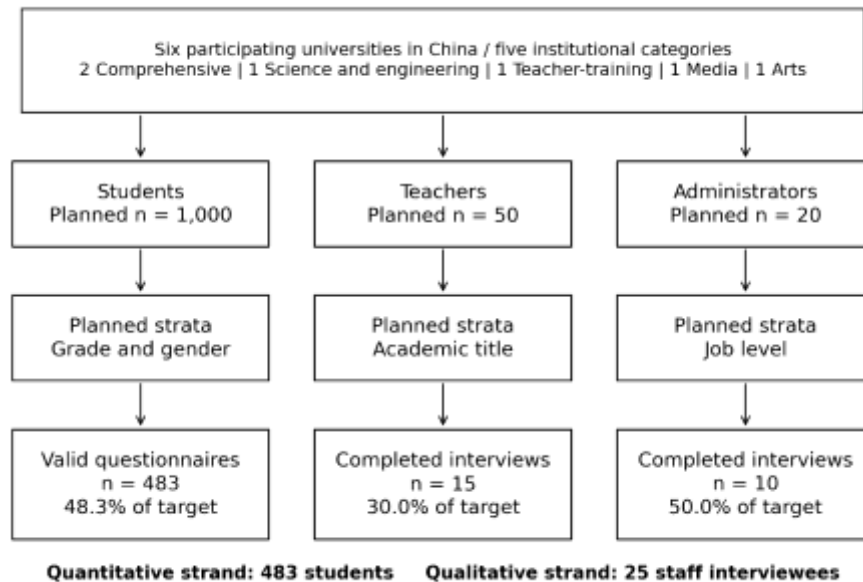


Figure 2 Sampling plan and achieved participation

Research Instruments

Student questionnaire

The questionnaire collected demographic and study-related information, including grade, gender, and career intentions.

The substantive questionnaire used a five-point response scale from 1 (strongly disagree) to 5 (strongly agree). It addressed ten dimensions: management approaches; curriculum and teaching methods; educational resource input; student characteristics; faculty quality and training; technology application and innovation; teaching management and assessment; educational resource allocation; student learning outcomes; and educational service quality. The dimensions were organized under the three broad domains shown in Figure 1. Higher scores indicate more favorable perceptions. The five proposed reform strategies were rated separately from evaluations of existing provision.

Semi-structured interviews

The interview guide used main questions and follow-up probes covering five topics: curriculum organization, faculty development, technology use, management challenges, and improvement priorities. The 15 teachers included program leaders, teaching and research leaders, and core faculty members. The 10 administrators included staff responsible for teaching, departments, and academic affairs. These participants provided professional perspectives on the implementation of educational management. Interview accounts are used to contextualize students' evaluations, rather than to estimate the prevalence of staff opinions.

Pilot Study and Instrument Quality

The questionnaire was developed through a review of relevant literature and supervisory review of its language, coverage, and terminology. Five experts assessed item–objective congruence, with an item retention criterion of $\text{IOC} \geq .60$. Following revision, the questionnaire was piloted with 40 individuals whose characteristics were similar to those of the intended main sample. Dimension-level Cronbach's alpha coefficients ranged from .898 to .913, and reported item–total correlations ranged from .731 to .779. These pilot findings provide preliminary evidence of internal consistency; they do not establish the factor structure of the main-sample instrument. Exploratory factor analysis requires the full 483-case student dataset, a documented item specification, and explicit decisions about extraction, rotation, and factor retention (Fabrigar et al., 1999).

Data Collection

Institutional access was sought through the Graduate School, participating universities' Academic Affairs Offices, the relevant colleges, and program departments. The survey was administered electronically, including through the Questionnaire Star platform. The final student dataset comprised 483 questionnaires identified as valid.

The original report paired 483 valid questionnaires with a value of 96.60%; these figures are arithmetically consistent with a denominator of 500 because $483/500 = 96.60\%$. The available record does not identify whether 500 denotes invitations, submissions, or another recruitment stage. Accordingly, the manuscript does not label 96.60% as a response rate. The target-attainment proportions in Section 1 describe a different stage of recruitment and cannot be used interchangeably with a questionnaire-validity proportion.

Analytical Strategy and Interpretation

The analytical sequence distinguishes instrument assessment, description and comparison, and interpretation. First, the pilot reliability results are considered separately from main-sample construct assessment. Second, student responses are summarized using means and, where the relevant dispersion is defined, standard deviations; the institutional high-satisfaction percentages refer to ratings of at least four points. Third, domain and item patterns are compared descriptively with teacher and administrator accounts. Individual survey items, dimension scores, and broad-domain scores are kept separate to avoid comparing different levels of aggregation.

Inferential comparisons require information beyond differences in sample means. Between-group ANOVA requires inspection of residual distributions and variance homogeneity, together with a defensible independence assumption; students' clustering within universities also requires attention. Comparisons of the five strategy ratings must account for their repeated measurement on the same students, for example through a repeated-measures or multilevel analysis. A chi-square test requires the complete contingency table and adequate expected counts. The institutional and strategy comparisons presented below are descriptive and do not establish statistically significant differences.

The conceptual framework is not presented as a validated structural equation model. Evaluating such a model would require a defined measurement model and estimator, standardized estimates with uncertainty, and overall fit statistics including χ^2 and df, χ^2/df , CFI, TLI, RMSEA with its confidence interval, and SRMR (Hu & Bentler, 1999). Model fit alone would not establish causality in a cross-sectional survey. Accordingly, the conclusions do not rely on claims of a strongest causal predictor, mediation, or intervention effectiveness.

Interview accounts are integrated with the survey findings at the domain level, and illustrative participant identifiers retain the T prefix for teachers and M prefix for administrators. Seven experts—four university teachers, two educational managers, and one

enterprise representative—also appraised the five reform proposals. Their judgments concern the proposals' perceived suitability; they do not constitute evidence that the reforms have already improved educational outcomes.

Results

Educational Management Policies

Management approaches

This dimension had an overall mean of 3.71, reflecting generally favorable perceptions of institutional management. The use of scientific and systematic management methods received a comparatively high rating ($M = 3.90$), whereas the student feedback mechanism received a lower rating ($M = 3.34$). This pattern suggests that students' recognition of management arrangements can coexist with concerns about their opportunities to influence decisions. It does not establish the effectiveness of a particular management method.

Curriculum and Teaching Methods

Students expressed generally positive evaluations of curriculum content and teaching methods ($M = 3.80$), particularly their alignment with industry trends ($M = 3.92$) and the use of pedagogical formats such as project-based learning and flipped classrooms ($M = 3.81$). Provision for diverse learning needs received a lower mean rating ($M = 3.67$). Faculty interview accounts emphasized pedagogical innovation and regular course updates, suggesting that curriculum renewal remains an ongoing implementation task.

Input of Educational Resources

Educational resource input received a mean rating of 3.73. Faculty members' interdisciplinary qualifications were rated favorably ($M = 3.84$), whereas the use of advanced facilities and the adequacy of practice platforms received lower evaluations (both $M < 3.60$). Interview accounts identified outdated equipment, slow upgrades, concentration of resources in later years of study, and weak institutional arrangements for university–industry collaboration. Table 1 summarizes the reported proportions of high satisfaction by institutional category.

Table 1 Reported high satisfaction with educational resources by institutional category

Institutional category	High satisfaction (rating ≥ 4)
Media	64.30%
Comprehensive	60.70%
Teacher-training	48.90%
Science and engineering	44.60%
Arts	38.20%

Student Characteristics

The student-characteristics dimension had a mean of 3.67. Individualized instruction received a slightly higher rating ($M = 3.72$) than attention to generational characteristics in policy arrangements ($M = 3.61$). Teachers and administrators discussed grouping students by learning needs and diversifying course choices, while also describing difficulties in coordinating curricula and resources. These accounts identify implementation concerns rather than demonstrating that a particular grouping approach is effective.

Applied Practice

This section examines four dimensions of educational practice: faculty quality and training, technology application and innovation, teaching management and assessment, and educational resource allocation. Scores for distinct dimensions and individual items are reported separately.

Faculty quality and training

Students rated faculty dedication ($M = 4.12$), teaching competence ($M = 3.91$), and technology application ability ($M = 3.84$) positively. In contrast, systematic faculty training support received a lower rating ($M = 3.05$). This contrast points to a possible gap between individual teachers' strengths and the institutional support available for continuing development. Faculty and administrator accounts also described training in emerging technologies as insufficiently systematic or closely connected to teaching needs.

Technology Application and Innovation

The integration of technology into teaching received favorable evaluations. Faculty use of AIGC and other emerging technologies had a mean rating of 3.92, and student exposure to new media tools had a mean of 3.85. Systematic technical training received a lower rating ($M = 3.49$). Interview accounts described limited hands-on opportunities, a lack of standardized platform training, and outdated equipment. These findings distinguish exposure to technology from sustained opportunities to develop proficiency.

Teaching Management and Assessment Mechanisms

Teaching management and assessment had a mean of 3.69 ($SD = 0.88$). Diversity in assessment methods ($M = 3.71$) and accessibility of teaching resources ($M = 3.68$) received generally favorable evaluations, while participation in peer and self-assessment received a lower rating ($M = 3.56$). Interview accounts described unclear assessment standards and limited follow-up on feedback. Faculty also reported an emphasis on final products rather than the learning process and creative development. These concerns suggest a need to connect assessment information with subsequent teaching and learning decisions.

Educational Resource Allocation

Educational resource allocation had a mean of 3.74 ($SD = 0.86$). Interview accounts described a perceived concentration of funding and equipment in established disciplines and delays in updating resources for emerging technologies. Students' access to suitable platforms and practical opportunities therefore requires attention alongside the purchase of equipment. Resource input in Section 1.3 refers to perceived provision, while this dimension concerns how resources are made available in practice.

Students generally viewed teaching technology and faculty performance favorably, but identified weaker continuity in training, assessment feedback, and access to practice resources. Together, the survey patterns and interview accounts suggest that educational management should connect teaching provision, resource access, and the use of assessment information.

Student Learning Outcomes and Educational Services

This section examines students' perceptions of learning outcomes and educational service quality. These self-reports describe perceived development and support, rather than independently assessed competence or observed employment outcomes.

Student Learning Outcomes

Student learning outcomes had a mean of 3.72 (SD = 0.88). Mastery of basic professional skills received the highest rating among the items discussed here (M = 3.81), followed by applying knowledge to real-world contexts (M = 3.68) and interdisciplinary thinking (M = 3.66). Interview accounts associated projects, internships, and competitions with opportunities to apply professional knowledge. The findings identify valued learning experiences, but the cross-sectional design cannot show that these activities caused improvements in competence.

Quality of Educational Services

Educational service quality had a mean of 3.57 (SD = 0.90). Overall satisfaction received a mean rating of 3.77, whereas access to employment information and jobs received a lower rating of 3.41. Teachers and administrators reported that career guidance often depended on individual staff members' time and that university–industry arrangements were frequently limited to short-term activities. Their accounts support a need for more continuous guidance across the program. Table 2 summarizes four dimension scores for which both a mean and standard deviation are presented.

Table 2 Selected student evaluations of practice, outcomes, and educational services

Measure	M	SD
Teaching management and assessment	3.69	0.88
Educational resource allocation	3.74	0.86
Student learning outcomes	3.72	0.88
Educational service quality	3.57	0.90

Students' perceived professional development was generally positive, while employment information and service continuity emerged as improvement priorities. A coordinated service system could connect learning activities, practice placements, and career preparation across years of study. The survey does not establish whether such a system would improve employment outcomes; that question requires follow-up evaluation.

Institutional Comparison and Reform Priorities

The institutional comparison considers educational management policy (EMP), applied practice experience (APE), and learning outcomes and service quality (LOQ). The media category recorded the highest reported mean in each domain. These sample patterns should not be interpreted as an overall ranking of Chinese universities or as statistically verified differences between institutional categories.

For EMP, the mean was 3.86 in media institutions, 3.78 in comprehensive institutions, 3.59 in science and engineering institutions, and 3.52 in arts institutions. Among these reported values, arts institutions had the lowest mean. Teacher T007 described the role of industry resources in supporting policy implementation in media institutions.

For APE, the mean was 3.87 in media institutions, 3.61 in arts institutions, and 3.58 in science and engineering institutions. Administrator M004 described delays in updating equipment in science and engineering institutions. These accounts provide context for the descriptive pattern without isolating institutional type as its cause.

For LOQ, the mean was 3.92 in media institutions, 3.85 in comprehensive institutions, 3.69 in science and engineering institutions, and 3.66 in arts institutions. Teacher T011 linked project practice with opportunities for skill development, while administrator M006 identified management and practice-resource constraints. The category with the lowest reported mean therefore varied by domain: arts for EMP and LOQ, and science and engineering for APE.

Shared strengths and implementation concerns

Survey and interview findings suggest several shared strengths and concerns across the participating institutions.

Strengths included attempts to align courses with industry developments, introduce practical projects, update technology-related content, and sustain faculty commitment. These initiatives were reflected in favorable ratings for curriculum relevance and teacher performance.

Recurring concerns included insufficiently systematic faculty training, limited student influence on management decisions, unequal access to practice opportunities, and fragmented career information. Teacher T004 described difficulties in securing suitable internships. Such accounts identify issues for institutional review rather than the prevalence of those issues across all universities.

Student support for five reform strategies

Five reform strategies were proposed in response to the findings. Table 3 presents students' support ratings in descending order. Curriculum renewal through AIGC and short-video courses (S1) received the highest mean support, followed by cross-campus faculty training (S4). The digital student feedback platform (S3) received the lowest mean, although its score remained above the scale midpoint. These descriptive rankings indicate relative priorities and do not measure the effects of implementing the strategies.

Table 3 Student support for proposed reform strategies (N = 483)

Code	Proposed strategy	M	SD
S1	Promote AIGC and short-video courses	4.18	0.65
S4	Implement cross-campus technology training for teachers	4.02	0.68
S2	Establish a current employment-information database	3.92	0.73
S5	Prioritize practice resources for science and engineering and arts institutions	3.88	0.70
S3	Establish a digital student feedback platform	3.42	0.83

Expert appraisal and implementation priorities

The seven-member expert panel appraised the five proposals. S1 and S5 received the highest reported mean ratings (M = 4.71 each), while S3 received the lowest (M = 4.43). This pattern indicates favorable expert judgments, including for the feedback proposal, but should not be treated as evidence of intervention effectiveness. Experts highlighted the following implementation priorities.

For S1 and S5, experts recommended attention to platform algorithms, students' skill adaptability, equitable equipment access, and the evaluation of resource use.

For S4, experts recommended connecting faculty development with industrial practice and implementing training in manageable stages.

For S2 and S3, experts emphasized integration with existing information and teaching systems to reduce coordination problems.

The resulting priorities connect curriculum renewal and faculty development, employment information, responsive student feedback, and the distribution of practice resources. These proposals require staged implementation and evaluation; the present study establishes priorities for testing rather than verified policy effects.

Discussions

Educational management policy and student participation

The findings suggest a distinction between favorable evaluations of curriculum relevance and weaker evaluations of student influence. Curriculum–industry alignment received a mean of 3.92, whereas the feedback mechanism received a mean of 3.34. Student voice is therefore relevant to both information collection and participation in decisions. Cook-Sather (2006) argues that students' perspectives warrant responses and opportunities to shape education. Applied to the present context, administrators should specify how student suggestions enter curriculum review, who responds, and how decisions are communicated. The findings identify a governance concern; they do not establish a causal pathway from policy awareness to satisfaction.

Why lower feedback satisfaction does not imply strong support for another platform. The comparatively low rating of the existing student feedback mechanism ($M = 3.34$) and the lower support for S3 ($M = 3.42$) are not necessarily contradictory. The first concerns students' evaluation of current provision; the second concerns a proposed technological solution. Neither mean is below the response-scale midpoint, and the 0.08-point difference has not been tested as a paired difference. Students may value better responsiveness without regarding an additional platform as their highest reform priority.

One plausible interpretation is that students question whether submitting more feedback will lead to visible action. Additional logins, duplicated questionnaires, uncertainty about confidentiality, or limited explanations of past decisions could also reduce willingness to engage. These are possible mechanisms for future investigation, not measured explanations or additional interview findings. The existing accounts of limited student input and fragmented information systems make organizational responsiveness a relevant issue to examine.

The practical implication is to connect any digital channel with a clear response process: identify a responsible unit, publish a response timetable, explain decisions, and report changes made following student input. Student representatives should help design the process. A small pilot integrated into an existing learning system could assess participation, response completion, and students' perceptions of whether their input matters. Carless & Boud (2018) emphasize action as part of feedback literacy; although their framework addresses learning feedback, it offers a useful analogy for ensuring that institutional feedback leads to an observable response.

Applied practice and faculty development

Students' favorable ratings of faculty dedication and technology exposure coexisted with weaker ratings of systematic training. This pattern supports a distinction between access to a tool and the instructional capacity to use it well. Chan & Hu (2023) document perceived benefits and concerns surrounding generative AI, while Hemminki-Reijonen et al. (2025) show how pedagogical needs can inform the design of AI-supported virtual reality. Rong et al. (2022) also examine AI and VR in art education, although their school-based setting differs from the university programs studied here. These studies inform the discussion of teaching design; they do not provide statistical evidence for gender, grade, or institutional differences in the present sample.

Learning outcomes and educational service quality

Students rated basic professional skills favorably ($M = 3.81$), but access to employment information was less positive ($M = 3.41$). These findings suggest that perceived learning and perceived service support should be monitored separately. Almulla (2024) examines learning

satisfaction in the specific context of ChatGPT-supported research, which provides a related perspective on student perceptions without validating the present study's outcome measures. Curriculum and assessment should require students to demonstrate how they apply knowledge and revise their work, consistent with constructive alignment and formative feedback principles (Biggs & Tang, 2011; Nicol & Macfarlane-Dick, 2006).

Institutional differences and the scope of expert appraisal

The reported media-institution means were EMP = 3.86, APE = 3.87, and LOQ = 3.92. The lowest reported category varied by domain, so a single institutional ranking would obscure the pattern. Institutional mission, resources, and student composition offer possible explanations that require further analysis. Wenger et al. (2025) identify connected policy, curriculum, faculty, and partnership issues in journalism education, supporting an integrated discussion of reform. Expert approval of proposals adds a stakeholder perspective but does not establish feasibility under each institution's budget or demonstrate effectiveness. Evidence on AI and VR for educational inclusion also suggests that accessibility should be considered during design and evaluation (Chalkiadakis et al., 2024); disability-related outcomes were not measured in this study.

Conclusion and suggestions

The study identifies a recurring implementation gap: students often viewed curriculum relevance, faculty dedication, and technology exposure positively, while systematic training, student feedback, and employment information received weaker evaluations. Five connected areas of reform follow from these descriptive findings and the interview accounts. Implementation should be adapted to institutional resources and evaluated before expansion.

Connect policy with a responsive feedback process

University administrators should clarify policy responsibilities, improve communication between management and teaching teams, and connect student suggestions to curriculum and service decisions. For S3, an existing platform should be used where practical, with a designated response unit, a published timetable, and visible explanations of action taken. Review should consider completed responses and students' confidence in the process, alongside participation rates.

Provide sustained faculty development

For S4, academic affairs units should coordinate continuing development in emerging media technologies and instructional design. Training can progress from basic applications to course redesign and supported classroom implementation. Shared workshops and industry collaboration should include opportunities to test teaching materials, receive peer feedback, and revise practice. Attendance alone is an insufficient indicator of instructional improvement.

Align curriculum renewal with assessable learning outcomes

For S1, program committees should connect foundational communication knowledge with flexible modules in AIGC, short-video production, and other relevant media practices. Project briefs should specify learning outcomes, evidence of individual contribution, verification of generated content, and assessment criteria. A curriculum review cycle incorporating students, alumni, and industry partners can help assess whether course updates address professional needs.

Improve access to practice resources

For S5, institutions should review demand, booking access, equipment availability, and participation by year of study before allocating additional resources. Shared facilities and collaboration among communication, computing, and design departments may improve access. Support for science and engineering or arts institutions should respond to demonstrated needs rather than a blanket assumption that either category performs worst in every domain. Accessible design and appropriate technical support should be included in resource planning.

Connect career information with support across the program

For S2, career services and program teams should maintain an employment and internship information source with clear responsibility for updating and checking opportunities. Guidance should begin before the final year and connect course projects with progressively more demanding practice experiences. Review should distinguish access to information, use of guidance, placement quality, and subsequent employment outcomes. These are proposed monitoring priorities rather than outcomes measured by the present study.

Limitations and Future Research

First, the cross-sectional sample from six participating universities limits generalization and cannot establish temporal or causal relationships. The achieved student and staff samples were below their recruitment targets, and the extent of selection and nonresponse bias cannot be determined without complete recruitment records and eligible-population counts. Findings should therefore be interpreted in relation to the participating programs rather than all Chinese universities.

Second, student self-reports measure perceptions rather than independently demonstrated competence, objective resource use, or employment outcomes. Responses may be affected by common-method bias and differences in students' expectations. Staff accounts provide contextual perspectives but cannot substitute for direct evidence of student experiences or the reasons students supported particular proposals.

Third, pilot internal consistency does not establish the main-sample factor structure. Complete measurement and model diagnostics are needed before interpreting latent dimensions, adjusted group differences, or structural paths. Future analyses should account for university clustering, distinguish paired strategy ratings from independent groups, and report uncertainty and effect sizes. Longitudinal or intervention designs are needed to test whether the proposed reforms improve outcomes.

Fourth, institutional categories can conceal variation in resources, location, program maturity, and student composition. Wider sampling and comparisons within institutional categories would strengthen external validity. Future studies could include alumni, employers, and community partners to examine the relationship between educational provision and longer-term professional development.

Finally, support for proposed reforms is not evidence of their effectiveness. Future work should investigate why students give relatively low priority to a new feedback platform, using direct questions about trust, workload, accessibility, and visible responsiveness. Pilot implementations of the five strategies should combine process measures with learning and service outcomes, and assess the benefits and demands of emerging technologies over time.

New knowledge and the effects on society and communities

The study contributes an institution-sensitive account of how educational management is experienced across policy, practice, and effectiveness domains. Its central insight is that favorable views of curriculum relevance or technology exposure can coexist with weaker perceptions of continuing support and meaningful participation. The contrast between feedback satisfaction and platform support further suggests that the management of responses deserves attention alongside digital infrastructure.

For universities and community partners, the findings suggest practical opportunities to coordinate teaching projects, internship information, faculty development, and shared production resources. Local media organizations, cultural institutions, and community groups could contribute project briefs and feedback on student work. Potential benefits include more relevant learning opportunities and stronger links between university activity and community communication needs. These are expected applications of the findings; community-level effects were not directly evaluated.

Acknowledgments

The author(s) would like to express sincere gratitude to the participating universities, faculty members, and students who contributed their time and insights to this study.

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