

Transformation and Development of University Education Management from the Perspective of New Media

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Abstract

This paper systematically examines the strategic imperative of integrating new media into university education management, a crucial shift for moving beyond traditional hierarchical models to meet the needs of digital-native students. It analyzes the defining characteristics of this new paradigm, namely enhanced interactivity and equality, datafication for precision management, and unprecedented immediacy and reach. Ultimately, the study proposes practical innovation paths, arguing that leveraging new media necessitates a fundamental philosophical revolution in management, shifting from control to service-governance and from one-way communication to dynamic dialogue. The research aims to provide the necessary theoretical and practical guidance for building a more efficient, democratic, and people-oriented modern university governance system that can fulfill its mission in an evolving digital society.

Keywords

New Media; University Education; Management Work.

1. Introduction

The pervasive influence of digital technology has fundamentally reshaped our era, transforming social media, mobile applications, and instant messaging from mere information tools into a pervasive environment that redefines social relationships and cultural patterns. This wave of change has now reached the proverbial ivory tower of higher education, profoundly impacting its internal educational management ecology. Traditional university management models, which rely heavily on bureaucratic hierarchies and face-to-face communication within relatively closed systems, are increasingly challenged by the emergence of a new generation of "digital native" students. These individuals are accustomed to instant information access, identity formation in virtual communities, and participatory, interactive engagement. In this context, the conventional top-down, one-dimensional management approach appears increasingly obsolete. Practical problems such as ineffective communication, blocked feedback channels, and slow service responses not only diminish stakeholder identification with the management system but also pose significant obstacles to the modernization of university governance. Consequently, examining and advancing the transformation of university education management through the lens of new media is no longer optional but has become a strategic imperative crucial for the future direction of higher education.

2. Rationale for Integration

2.1. Meeting Contemporary Demands

In the contemporary social landscape, new media platforms driven by the internet and mobile technology have become deeply embedded in all facets of human activity, fundamentally transforming both information dissemination patterns and interpersonal interaction. This paradigmatic shift constitutes an inescapable macro-context for university education management. As vanguards of societal development, higher education institutions must align

their management philosophies and operational approaches with external progress; failure to do so would inevitably create systemic disconnects between administrative structures and contemporary realities. This imperative is particularly evident when considering today's university students, digital natives whose daily communication, knowledge acquisition, and cognitive development are intrinsically linked to new media ecosystems. For this generation, virtual spaces serve as primary environments for world understanding and social relationship formation. Confronted with such an educational demographic, traditional management approaches dependent on offline channels and unidirectional communication are demonstrating markedly diminished effectiveness [1]. Should education management stakeholders fail to proactively embrace these emerging platforms, the consequences will extend beyond mere information blockages to include significant emotional and value-based disconnections, ultimately preventing management initiatives from resonating with students' genuine concerns and intellectual engagement. Consequently, the integration of new media paradigms and technologies into education management represents not a transient accommodation to technological trends, but rather an essential requirement and fundamental pathway for higher education to sustain its educational mission amidst ongoing social structural transformation.

2.2. Driving Operational Excellence

The deep application of new media technology is changing the underlying logic and operational methods of university education management, serving as a key driving force for improving its efficiency and service quality. Traditional management methods are often constrained by physical space and administrative procedures, resulting in slow information dissemination and cumbersome processes. Teachers and students often have to shuttle between multiple departments, expending considerable effort. After the introduction of new media platforms, an all-weather online hub is formed. Information such as policy notifications and service guides can be instantly delivered to a wide range of teachers and students, thereby resolving issues of information asymmetry and delayed transmission. More importantly, routine, procedural management tasks such as course schedule inquiries, fee payments, activity registrations, and venue applications can be moved online, shifting from "people running errands" to "data moving." This significantly shortens the waiting time for handling affairs and partially frees management personnel from repetitive work, allowing them to invest in more creative and complex tasks. New media makes management services more interactive and responsive. Teachers and students can report problems and share their ideas through official channels at any time, while management departments can promptly collect feedback, resolve doubts, and improve procedures, forming a close two-way communication cycle. This immediate, dialogue-based form of interaction gradually transforms the role of management from a commanding presence to a service provider focused on meeting the needs of teachers and students. Thus, while improving operational speed, it actually enhances the perception and satisfaction of teachers and students, reshaping the face of education management.

3. Core Features in the New Media Landscape

3.1. Interactivity and Equality

The proliferation of the new media environment fundamentally alters the flow of information and interpersonal interactions within universities, making interactivity and equality prominent features of education management work. Information transmission in traditional management systems mostly follows a top-down, one-way path. Administrative directives and regulations are disseminated through meetings, documents, or bulletin boards, but the voices and feedback from teachers and students often struggle to reach management decision-makers. With the emergence of new media platforms, this barrier is broken down, creating an immediate, open,

two-way interactive space. Managers can use their official accounts to release information and explain policies, while teachers and students can engage in real-time comments, send private messages with questions, or even initiate public discussions, making information transmission more bidirectional. This continuous process of interaction not only makes communication more effective but also subtly changes the relationship between managers and teachers. Management is no longer the sole authoritative source of information; its role shifts more towards that of an information coordinator and public service provider. Teachers and students change from passive information recipients to active participants and co-builders. Their opinions and demands can be directly expressed, immediately responded to, and even influence final decisions. The resulting immediacy and mutual listening relationship encourage university management to move from vertical and hierarchical to flat and networked, thereby providing a solid practical foundation for establishing a more democratic and open modern university governance model.

3.2. Datafication and Precision

The deep infiltration of the new media environment has led to a datafication turn in university education management, making management actions unprecedentedly precise. While previous management decisions relied on periodic surveys and experiential judgment, daily activities such as campus card consumption, book borrowing, network access, and online learning now continuously generate massive amounts of behavioral traces, which constitute real-time data streams that accurately reflect student status. After collection, organization, and analysis, these seemingly scattered pieces of information reveal meaningful patterns and models. Managers can transcend subjective impressions and vague feelings, grasping the trends of the entire student population at a macro level and observing individual situations at a micro level. For example, abnormal fluctuations in academic data might indicate learning difficulties, and sudden changes in spending habits might suggest financial pressure. These minor issues, easily overlooked before, can now be promptly identified through data comparison and trend analysis [2-3]. This allows education management to move beyond generalized guidance by enabling the proactive identification of each student's unique needs and the anticipation of potential problems, which in turn permits targeted interventions and resource allocation. This shift from extensive to precise management is powered by the profound insight afforded by datafication, which makes it possible to implement care and support in concrete terms, thereby advancing the entire university education management system toward a more scientific and efficient level.

3.3. Immediacy and Extensiveness

The new media environment brings significant immediacy and extensiveness to university education management, completely altering the spatiotemporal boundaries of management activities. The pace of information transmission has accelerated rapidly. Through social networks and mobile applications, school notices and announcements can reach every teacher and student instantly. Managers' control over campus dynamics can almost be synchronized with events. This change in the speed of information flow imposes nearly stringent requirements on management response times, even a slight delay can lead to missed opportunities or loss of control. Simultaneously, the physical boundaries of management have expanded unprecedentedly. The field of education management is no longer confined to traditional physical spaces like offices, teaching buildings, and bulletin boards. Instead, it extends along network lines to all connected locations, forming a virtual school wherever there is an internet connection. Whether students living in dormitories or teachers residing off-campus, all can equally access this management service system to receive information and complete tasks. However, this extensiveness also brings new complexities. The internal campus opinion sphere intertwines with the broad public social space. External ideological trends and events can easily penetrate the campus walls, causing reverberations among teachers and

students. The management environment has transformed from a relatively independent, closed system into a highly open, constantly changing complex system.

4. Paths for Innovative Development

4.1. Path of Conceptual Innovation

The deep integration of new media necessitates a profound self-renewal at the ideological level of university education management, beginning with a thorough conceptual update. Traditional management thinking habitually treats teachers and students as passive objects of administration, with process designs primarily revolving around administrative convenience, exhibiting distinct one-dimensional control characteristics. This outdated approach is fundamentally incompatible with the new environment of equality, interaction, and decentralization fostered by new media. The essence of conceptual innovation lies in completely moving beyond the superficial perception of new media as mere information distribution channels and genuinely establishing a teacher-student-centered service-oriented philosophy. This shift requires that the starting point and evaluation criteria of management work transition from fulfilling administrative directives to addressing the genuine and diverse needs of teachers and students. Managers must learn to examine and improve every online and offline touchpoint from the user's perspective. A more profound transformation involves evolving from a control-based mindset toward a governance-oriented approach. It must be recognized that in the new media era, every individual has a voice, and a healthy educational environment depends on the collective efforts of managers, teachers, students, and broader social actors [4]. Accordingly, management thinking must shift from being closed to open, from monopolizing authority to fostering collaboration, and strive to establish a framework capable of incorporating diverse perspectives and facilitating constructive communication. Ultimately, this conceptual renewal must crystallize into a conscious new media literacy among all educators, which represents an intrinsic capacity to proactively apply new media thinking to identify, analyze, and solve problems. Only then can a solid ideological foundation be laid for all specific technological applications and model innovations.

4.2. Path of Platform Construction

The construction of university education management platforms in the new media context extends far beyond the mere creation of social media accounts. It demands comprehensive top-level design and systematic integration to establish a unified digital service ecosystem with interconnected functions and data flows. Historically, dispersed and independent systems, including portal websites, administrative platforms, and various departmental online services, have created a fragmented digital infrastructure. While these systems served their initial purposes, they also resulted in operational inefficiencies, requiring repeated logins and causing data inconsistencies for teachers and students. The future of platform development lies in breaking down these invisible data and procedural barriers by constructing an integrated campus information portal or mobile application based on unified authentication and standardized data protocols. Such a core platform would enable users to conveniently access diverse resources, ranging from academic to daily services, and complete procedures spanning enrollment to graduation, thereby achieving the goal of centralized service delivery. At the same time, official social media accounts, such as WeChat public platforms, Weibo, and emerging video channels, should not be replaced but strategically repositioned as complementary components of this core system. These platforms should specialize in lightweight information dissemination, vivid cultural representation, and sustained emotional engagement with the campus community, forming a cohesive media matrix that combines robust operational capacity with dynamic interactive touchpoints. Ultimately, all these developments must be supported by solid technical capabilities, including cloud computing and

big data architectures, to ensure stable, efficient, and sustainable platform operation, which lays a reliable digital foundation for the effective functioning of modern university education management.

4.3. Path of Content Innovation

Content innovation within the new media environment represents a fundamental transformation of the communicative discourse and the methods of value transmission in university education management. Traditional management information, typically disseminated through formal documents and notices, often proves incompatible with a media landscape that prioritizes approachability and resonance, thereby failing to genuinely connect with teachers and students [5]. The primary task of this innovation is therefore a radical renewal of discursive practices, which entails shifting from rigid, official language to a more vibrant and relatable communicative style. This involves addressing serious managerial topics in a tone and manner that is familiar and engaging to the academic community. This shift is not a compromise of principles but a strategic adaptation to the realities of effective communication, aimed at ensuring information is not merely seen but also understood and accepted. Furthermore, content formats must move beyond plain text to embrace visually rich forms such as illustrated posts, clear infographics, compelling short videos, and interactive media. By transforming complex regulations and abstract notices into visual, narrative-driven content, the reach and effectiveness of management communication are significantly enhanced. Most importantly, content innovation must transcend superficial form. Beneath appealing discourse and modern formats, core educational objectives, including ideological guidance, behavioral norm cultivation, and value formation, must be artfully integrated. This allows educational transmission to occur organically, using these new forms of dialogue to foster a deeper understanding and sincere trust in the institution's management among students.

5. Conclusion

The integration of new media into university education management presents both significant opportunities and considerable challenges. This study has detailed this transformative process, emphasizing that such integration goes beyond mere technological adoption to represent a fundamental revolution in management concepts, organizational structures, operational methods, and evaluation systems. This shift moves management from a control-oriented approach to a service-governance model, from one-way information release to interactive dialogue, and from experiential judgment to data-driven precision. As a result, it enhances the efficiency of information flow and task execution, expands the spatiotemporal boundaries of educational management, and most importantly, reshapes the relationships among administrators, teachers, and students, thereby enabling the development of a flatter and more participatory campus governance structure. Looking forward, the innovative development of university education management will be a sustained and complex endeavor. It requires continually updated conceptual guidance, systematically built platforms, meaningful content innovations, and well-designed safeguarding mechanisms. Only by fully embedding new media elements throughout all facets of education management can higher education institutions uphold their fundamental mission of fostering talent, revitalize their organizational structures, and effectively fulfill their role in this rapidly evolving era.

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