

Outline of the implementation and research of the management policy of the education leadership department from the perspective of global new media

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Abstract: *At present, a new media era has been formed in the global scope, and the management work of education leaders is also facing opportunities and challenges under the new situation. Based on the current global situation, to explore the development strategy close to the current and contemporary trend, analyze the new path of the current education management from the perspective of global development, infiltrate the advantages of new media into the education management, and explore the education management implementation strategy that is more suitable for the development of The Times and can stimulate the efficiency of education management.*

Keywords: *Globalization, New Media, Education Leadership Department, Management Policy, Implementation*

1. Introduction

The rapid development of globalization has not only fostered the stable development of China's economy and society but has also supported the advancement of new media in the context of this new era. Against the background of global new media in the process of studying the development of education management department, the higher education should focus on management leadership management strategy and the execution system research. The new era of education leadership management provides a scientific reference to promote the digital era of education leadership department work effect^[1].

2. Analysis of New Media Education Methods

2.1 Digital Curriculum

The digital curriculum takes the digitization of technology as the core, because information technology in education can make the curriculum from abstract to intuitive, and from rigid to fresh. The penetration of technology into education today has profound implications. Academic circles paint a positive picture of technological progress. Xiang has also recognized that the practice and attempt to use technology to promote the reform of higher education has mushroomed^[2]. But with this near-unanimous praise for technology, there are also risks.

Digital curricula are created primarily through online teaching platforms and instructional support software. However, similar curricula in schools with different versions may be outdated, and there are courses that provide teachers with additional methods to prepare lessons and facilitate student learning^[3]. However, when creating digital curriculum, not only to simply harden mechanically, but to pay attention to the integrity and continuity of the course system^[4].

In addition to traditional offline instruction, digital curricula also offer a new form of online instruction and a blend of online and offline instruction^[5]. Digital courses also have more forms of teaching and communication, the construction of an online teaching platform has provided a platform for the development of digital courses. An online teaching platform could ensure the integrity of online teaching and real-time requirements, and provides a variety of courses and all kinds of teaching materials, solving the problem of lack of storage space and lack of transmission of teaching content. Apart from their own content characteristics, online teaching platforms can be divided into three categories from the developers' point of view. For example, school's official platform, school-enterprise collaboration

platform, and enterprise related platform. Schools can choose the corresponding development model according to the formula for teaching needs and the corresponding platform.

2.2 Management of Digital Courses

The structure of the digital teaching resources system, as the main theoretical foundation, is based on the constructivist learning theory. It fully reflects the needs and characteristics of digital teaching and digital learning, and establishes the system model of digital teaching resources.

There is also a strict management system for college and college digital teaching in the context of global new media. Firstly, implement the certification and registration procedures and improve the registration information according to the requirements. Secondly, to carry out the responsibility of the supervisory authority. All schools have to take responsibility for the management of new media, clarify that full-time staff are responsible, and manage the position and the team well. Furthermore, to strict review procedures for the release of information. The procedures of "hierarchical review and authorized release" should be strictly implemented, and the full-time responsible comrades of each unit should take the initiative to take responsibility for the "first responsible person" for the release of information.

In order to push forward the reform of teaching and the construction of digital curricula, some Chinese universities are actively introducing courses in MOOCs to realize the joint construction and sharing of high-quality educational resources, and formulating personalized plans for the construction and implementation of digital curricula based on the actual situation of the school.

3. The Embodiment of Leadership in Education from The Perspective of New Media

3.1 Management Policy of The Department's Educational Management

The current digital courses in Chinese universities have not achieved the desired results. The information has seriously hindered students' pioneering consciousness and ability to innovate in new fields. For example, introducing the latest scientific research results into educational content online with up-to-date information, and complying them into textbooks or lectures in a timely manner could help students build a new version of the information.^[6] However, the current digital courses in Chinese universities show that the incompleteness in specific operational measures has resulted in some information sources being missing or not comprehensive enough.

After entering the 1990s, with the increasing popularity of multimedia and network technology, a different kind of "learning" gradually emerged, and the teaching center also develops the characteristics of constructivism learning theory. It is the formation of teachers who introduce brand-new pedagogical ideas and teaching methods into the teaching process.^[7]

In the process of vigorously promoting digital teaching, the school continuously promotes the quality of global teaching with new media through various ways. To begin with, developing a transformation strategy. Taking comprehensive account of the vision of learning competency, scientific research, cultural heritage, and social service, universities formulate digital transformation strategies, and put forward specific implementation plans, followed by taking into account the actual situation. In the implementation process, paying attention to strengthening the organizational leadership, improving systems and mechanisms, clarifying responsibilities of all departments with the divisions of labor and cooperation. Secondly, to talent guarantees.^[8] In the wake of digital transformation and continuous technological change, the role of professional talents is becoming increasingly important. The college not only attaches great importance to the introduction mechanism and development space for information talents, strengthens the construction of information teams and resource assurance, and explores the mechanism for introducing talents through multiple channels, but also innovates talent management and utilization mode, ensures scientific allocation and efficient use of resources, and builds a solid human foundation for digital transformation. It is going to establish a shared ecology.^[9] Moreover, to ensure the information security of new media in the administration. The new media equipment and technical support should be strengthened. A regular training mechanism for new media managers has been established to continuously improve their ability to grasp policy, research and judge public opinion, respond and direct, and respond to emergencies. The university mobilizes social forces to build strong partnerships with relevant cooperative enterprises and institutions to jointly find solutions for the digital transformation of universities.

In improving new media teaching, it's necessary to learn excellent experience and usage of media in

other schools. Florida, for example, in addition to multimedia teaching materials, will also design course content in the form of more vivid and specially designed teaching software for specialized teaching. Much of this instructional software is developed by Microsoft and designed according to the needs of the subject classes, and the instructional software is highly targeted. With software resources that are closely aligned with their learning needs, students are very actively engaged in their digital learning courses. They spend most of their time each day in the group learning area, trying to use the Internet, digital teaching tools, and various software to solve various learning problems. For instance, at the Okoy Middle School, students can focus on the online course learning at anytime and anywhere with the help of equipment provided by digital technology. Both teachers and students can track and manage the learning situation in a timely manner through a powerful learning management system, and ensure that all learning, homework and assessment can be carried out from start to finish with the help of computer software. ^[10]

However, as universities fully adopt digital courses, there are corresponding drawbacks. The mode of teaching has changed from traditional teacher-centered to student-centered modern education. With the advent of the digital age, teachers are no longer the representatives of authority. The convenience of the network brings new knowledge to all stakeholders, and the cycle of knowledge sharing is getting shorter. Therefore, teachers must first complete the digitization of their own knowledge, constantly expand the information through the shared space online, and carry out an interactive teaching mode in teaching.

In addition, some fields of study in universities have extremely high requirements for students' practical work. Even though students can master the operation process and skills by watching the operation experiment in front of the screen, they have rarely opportunities for practical operations. In the traditional classroom, teachers can teach through personal guidance and demonstration, thus, students could gain a deeper understanding of theoretical knowledge. However, it is hard to get physical interaction on digital platforms, especially in courses that highly required practical experiments.

3.2 Background of Policy Management System Establishment in Chinese Universities

Online media teaching should pay more attention to policy formulation to ensure the orderly development of digital courses. Regardless of students, teachers or school administration departments, more organized and detailed plans for online teaching must be made to support the high quality of online teaching. ^[11]

In early 2022, the Chinese Ministry of Education officially proposed the "Implementation of education Digital Strategy Action" in the National Education Work Conference and the annual work items. The digital transformation has become the strategic deployment of China's education reform, which will give new momentum to the high-quality development of education. In the field of higher education, on the one hand, digital technology innovation is accelerating, affecting social production and life in an unprecedented way, and making new demands on the university governance system and talent training; On the other hand, Covid 19 has brought unprecedented challenges to university teaching and management, and accelerated the pace of university digitalization.

University policies are constantly adapting to the new media environment and improving the educational environment within the framework of the new media. Based on this situation, the educational structure is constantly adjusted, and the higher education policy plays a normative and corrective role, so that it constantly serves the development needs of university students in the new era. At the same time, the management policy constantly improves the construction of the educational structure, so that it can work to cultivate high-quality talents needed.

4. Strategies for Improving the Leadership and Execution of Department's Educational Management

In promoting the school's work, the Education Management Department should establish a scientific data planning, and realize the process of high-quality information management. A significant proportion of managers have limited awareness of information searching, resulting in the ineffective use of media platforms. Therefore, the data management mechanism is necessary for ensuring the high quality of data collection. ^[12]In addition, the management system of colleges and universities is closely related to Big Data technology. In the process of education management, data resources should be shared between departments and divisions within management system. All departments can get the interaction in the platform and communicate with each other, to be supportive to avoid the phenomenon of exclusive

resources and reduce the information gap.

Arising from the development of the informatization of education, stakeholders should employ a strategic plan to promote the development of higher education online. Government agencies in China are recommended to reform the teaching mode in the following ways. Firstly, update the progress of new media applications. It includes disseminating information platforms, building a digital classroom, improving digital teaching aids, and building a management information system. Secondly, renew the methods of talent training in universities to improve the quality of skill development. The focus is on integrating new media multiple functions, innovating teaching operation and process, cultivating students' independent ability and transforming scientific and educational resources; Thirdly, increase the ability of universities' scientific research and expand the academic research horizons. It mainly involves the construction of scientific research websites, the sharing of scientific research resources, and the cooperation with industries, brother colleges, and research labs. Moreover, to improve the social services quality of universities, and develop cultural heritage capability. It is mainly aiming to guide relevant educational organizations and education departments in China to pay more attention to the diverse uses of media in digital courses.

Establishing a system of teaching administration and operating system should be suitable for the media platform's function and purpose. At the micro level, the harmonious development of new media and higher education should be pursued in two main directions: First, government should support the construction of a system of teaching methods and the establishment of curricula. Curricula and teaching methods suitable for the application of new media should be established under the supervision of ministries to promote the integration of new media and higher education. Besides, to standardize the operating system for equipment and facilities. It is significant to have a subjective recognition of new media and a comprehensive understanding of the control of equipment systems. The training of new media application methodology and the regulation of the management are the practical basis and development needs for deeper integrations.

5. Conclusion

In conclusion, this paper emphasizes the urgent need for a strategic plan to facilitate the integration of new media technologies into the higher education sector, particularly in China. This transformative change depends on reforming teaching methods, innovating talent training, improving scholarly research, and enhancing the quality of college social services, all facilitated by the effective use of digital platforms. The central to this is a government-supported system that promotes the development of teaching methods suitable for using new media. This requires standardization and a comprehensive understanding of new media equipment systems, along with effective training and regulation of management practices for deeper integration. In addition, this paper highlights the potential of using Big Data and digital technologies to improve the quality of education - a critical step toward higher education in China. Therefore, this discourse serves as a call to action for relevant educational organizations and government agencies to pay more attention to the transformative role of new media in digital courses to help improve the educational landscape and ultimately foster a more vibrant and effective learning ecosystem.

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