Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 9, No. 2, 2024

Reconstruction of the Educational Model by the Media

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Abstract: This dissertation explores the interactive relationship between mediatized education and social participation and the role of public media in advancing educational equity. First, the interactive relationship between mediatized education and social participation provides students with a wide range of learning opportunities and social participation platforms, and promotes the development of cross-cultural understanding and global awareness. Second, public media play an important role in educational equity by providing equal access to educational resources, facilitating information sharing and knowledge dissemination, guiding public opinion and policy advocacy, increasing participation and inclusiveness in education, and fostering media literacy and critical thinking. However, the realization of educational equity requires the support of educational policymakers and decision makers, media literacy education for educational institutions and teachers, and the attention and support of all sectors of society. This study highlights the interrelationships between mediatized education, public media, and educational equity, providing guiding principles for achieving equitable, inclusive, and quality educational opportunities.

Keywords: Mediatized Education; Social Engagement; Public Media; Educational Equity.

1. Introduction

In recent years, the rapid development of media technology is profoundly changing our way of life and social structure. In this era of digitisation and informatisation, the field of education is no exception. The reconstruction of the education model by the media has become a topic of great concern. The change in the education model does not only mean a change in the way and method of education, but also involves the reshaping of the philosophy, values and education system of education.

The traditional model of education presents a number of challenges and limitations to some extent. Traditional education relies mainly on face-to-face teaching and traditional teaching materials, and students' learning space and time are limited. At the same time, the traditional education model tends to focus on the indoctrination and one-way transmission of knowledge and lacks interactivity and personalisation. These problems have raised higher requirements for education reform and provided opportunities for media intervention.

This paper will explore the dynamics and mechanisms of the media's reconfiguration of the education model, analyse the impact of new media on the education model, examine media communication and the transformation of educational values, explore the role of media literacy in educational practice, and the interaction between social participation and the mediatisation of education. By exploring these issues, we aim to provide an in-depth understanding of the reconstruction of the educational model by the media, and provide useful references for educational reform and practice.

2. Changes in the Media and Educational Models

2.1. Characteristics and Challenges of Traditional Education Models

One of the characteristics of the traditional education model is the face-to-face approach to teaching and learning. In traditional education, students usually gather in classrooms where teachers impart knowledge and guidance. This face-to-face teaching method facilitates direct interaction and communication between teachers and students, but it also limits the flexibility of learning space and time. Students' learning is limited to the classroom and cannot break through the limitations of geography and time. The traditional education model also focuses on the indoctrination and one-way transmission of knowledge. Teachers usually play the role of knowledge transmitters and authority figures, while students are regarded as passive recipients of knowledge[1]. This mode of teaching lacks interactivity and personalisation and fails to meet the learning needs and interests of different students. The traditional education model also relies on traditional textbooks and teaching resources. Teachers usually use textbooks and handouts as the main teaching tools, and students acquire knowledge through reading and listening to lectures. However, traditional textbooks and teaching resources are limited in terms of updating and diversity, and are unable to meet the needs of a rapidly changing society and the diversified needs of students[2]. The challenges facing the traditional education model cannot be ignored. With the development of information technology and the acceleration of social change, the traditional education model is lagging behind in adapting to the needs of the new era.



Figure 1. Characteristics and Challenges of Traditional Education Models

2.2. Rise and Development of Media Technologies

The development of media technologies has provided a rich and diverse range of learning resources. Through the Internet and digital technology, students can easily access various forms of learning materials, such as online courses, e-books and educational applications. These resources enrich learning content and enable students to make independent learning choices according to their interests and needs. The rise of media technologies has facilitated personalised and adaptive learning. Intelligent education platforms and learning management systems are able to provide personalised learning paths and feedback based on students' performance and needs. Students can learn at their own pace and in their own way, improving learning outcomes and meeting individualised learning needs. Media technologies also provide innovative learning approaches and tools[3]. Technologies such as virtual reality (VR) and augmented reality (AR) create immersive learning experiences for students, making abstract concepts more concrete and visual.

2.3. Mechanisms of Media Influence on Educational Models

The media have enriched educational resources and content. Through the Internet and digital technology, students have access to various forms of learning resources, such as online courses, educational applications and teaching videos. These resources not only provide a wealth of knowledge and information, but also offer students diverse learning experiences and interactive opportunities. The media promote personalisation and autonomy in learning. Intelligent education platforms and learning management systems can provide personalised learning paths and recommended content based on students' learning needs and performance. Students can make independent learning choices according to their own interests and learning progress, improving learning effectiveness and meeting individualised learning needs. Media has also changed the traditional teaching model by providing innovative learning methods and tools. Technologies such as virtual reality (VR) and augmented reality (AR) create immersive learning experiences for students, making abstract concepts more concrete and visual. Online collaboration tools and social media have also facilitated interaction and cooperation among students, fostering teamwork and communication skills. Media also provide rich ways of assessment and feedback. Traditional paper-based exams have gradually been replaced by online quizzes and automated assessments. Media technologies can monitor students' progress and performance in real time and provide personalised feedback and advice.



Figure 2. Mechanisms of media influence on educational models

3. The Reconstruction of the Educational Model by New Media

3.1. The Rise of Digital Learning Platforms and Online Courses

Digital learning platforms provide a convenient learning and teaching environment for students and teachers. Through these platforms, students can access learning resources, such as course materials, teaching videos and online quizzes, anytime and anywhere. Teachers can use the platforms for teaching management, assignment setting and student assessment. This flexibility and convenience makes learning and teaching more efficient and convenient. The rise of online courses has provided students with more diverse learning options. While traditional modes of education are often limited by time and location, online programmes break down these limitations and allow students to choose programmes that suit their interests and needs. Whether it is academic knowledge or vocational skills, students can access a wealth of learning content and expertise through online programmes. Online programmes also facilitate learning exchanges and collaboration on a global scale[4]. Students can participate in online courses from all over the world through digital learning platforms, interacting and collaborating with teachers and students from home and abroad. This cross-cultural learning experience not only broadens students' horizons, but also develops global awareness and cross-cultural communication skills. Digital learning platforms and online courses also support the personalisation and adaptability of education. Through intelligent education platforms and learning management systems, students' learning progress and performance can be monitored and assessed in real time, thus providing personalised learning paths and feedback.

3.2. Social Media and the Construction of Learning Communities

The rise of social media in education has provided new opportunities and ways to construct learning communities. Learning communities are virtual communities where students, teachers and other relevant people communicate, share resources and collaborate on learning through social media platforms. Social media provides an open platform for learners and facilitates communication and collaboration among learners. Students can share learning experiences, ask questions, and discuss and interact with classmates, teachers, and domain experts through social media platforms. Such communication and cooperation can stimulate students' thinking, promote knowledge sharing and construction, and enhance the depth and breadth of learning. Social media provide learners with a wide range of learning resources and information. Learners can access various forms of learning resources, such as teaching videos, academic materials, e-books, etc. through social media platforms. At the same time, they can also access the latest academic developments and cutting-edge knowledge in the field through social media platforms. The richness and immediacy of this information helps learners broaden their knowledge and deepen their learning content. Social media also provides instant feedback and support among learners. Learners can post learning outcomes, assignments, projects, etc., through social media platforms and receive feedback and suggestions from classmates, teachers, and other community members.

3.3. Application of Virtual Reality and Augmented Reality Technologies in Education

Virtual reality technology can simulate real-life scenarios and help students learn in an immersive way. Through virtual reality headsets or devices, students can enter the virtual world and experience various situations and scenarios, such as historical events, scientific experiments, geographic terrain and so on. This type of immersive learning can stimulate students' interest and curiosity and increase the engagement and depth of learning. Augmented reality technology can combine virtual content with the real world to provide students with real-time information and assistance. Through AR apps or devices, students can see virtual images, text, or video in the real environment and interact with real objects. For example, in a biology course, students can observe and explore the structure and function of human organs through AR apps to deepen their understanding of biological knowledge. Virtual reality and augmented reality technologies can also provide personalised and adaptive learning experiences. Students can select and adapt virtual content and learning paths according to their interests and learning needs. This personalised and adaptive learning experience helps to meet the learning styles and rhythms of different students, improving learning effectiveness and satisfaction. Virtual reality and augmented reality technologies can also extend the space and time for learning.

4. Media Communication and the Transformation of Educational Values

4.1. Dissemination and Shaping of Educational Values by the Media

The media play an important role in contemporary society and have a profound influence on the dissemination and shaping of educational values. Through advertisements, news reports, television programmes, films and other forms, the media convey a variety of educational values, which have a significant impact on the educational concepts of individuals and society. The media convey commercialised conceptions of education through advertisements and promotional activities. Advertisements often associate education with commercialisation, emphasising that success and happiness can be achieved through the purchase of a particular product or service. This commercialised concept of education may lead individuals to over-pursuing material benefits, neglecting the essence and value of education, and creating distortions and deviations in the goals and methods of education. The evaluation and presentation of education in media news reports and television programmes also have an impact on the public. The media tend to selectively report and exaggerate some educational events and phenomena, which may exaggerate the seriousness of the problems or ignore the positive results of education. This kind of reporting tends to form public prejudices and misunderstandings about education, which affects society's perception and evaluation of education. The media also convey specific educational values through forms of entertainment such as films and television dramas. Characters and plots created by the media often resonate and emotionally resonate with the audience and have a profound impact on their values.



Figure 3. Dissemination and shaping of educational values by the media

4.2. Impact of Media Content on Learning Attitudes and Values

Media content has a significant impact on the formation and shaping of learning attitudes and values in contemporary society. Different types of media content such as television programmes, films, social media and online platforms have a profound impact on individual attitudes and values towards learning by presenting and conveying a variety of learning experiences and perspectives. Media content can stimulate interest and curiosity in learning. Through lively and interesting storylines, exciting performances and visual effects, media content attracts the attention of viewers and triggers their interest in learning in related fields [5]. For example, science documentaries can stimulate viewers' curiosity about scientific knowledge through exciting images and experimental displays, prompting them to actively learn relevant scientific concepts and principles. Media content serves as a model and role model for the shaping of learning attitudes and values. Characters and storylines portrayed in the media can influence viewers' values and behavioural patterns. When viewers see successful learners or aspiring characters, they may be motivated and inspired to develop positive attitudes and values towards learning as an important way of achieving goals and pursuing personal growth.

5. Media Literacy and Educational Practices

5.1. Concept and Importance of Media Literacy

Media literacy refers to an individual's ability to understand, evaluate and utilise the media and is an essential competency in the contemporary information society. It encompasses skills and knowledge in analysing media content, critical thinking, media creation and communication. The importance of media literacy lies in improving an individual's access to information, promoting the development of thinking, and fostering critical thinking and creativity. Media literacy improves an individual's ability to access information. In the age of information explosion, media is an important channel for us to acquire various information. By possessing media literacy, individuals can accurately and effectively acquire, filter and understand media content, so as to obtain high-quality information and improve their knowledge and learning effect. Media literacy promotes the development of thinking. Media content often involves multiple viewpoints and information, and is complex and diverse. Through the development of media literacy, individuals can learn to

analyse and understand the viewpoints, logic and arguments in media content, and form their own opinions and judgements. This helps to broaden thinking, develop critical and logical thinking skills, and improve problem-solving and decision-making abilities. Media literacy develops creativity and media creation skills. Media is not only a receiver of information, but also a creator and sharer of information. Through the development of media literacy, individuals can learn to use media tools and technologies, express their opinions and creativity, and create and share valuable media content.

5.2. Strategies for Developing Media Literacy in Educational Practice

In educational practice, developing students' media literacy is one of the key tasks in improving their access to information, promoting the development of thinking and fostering creativity.

1. Integrate media literacy education in the curriculum and incorporate the development of media literacy into the curricula of various disciplines, so that students can learn to analyse and evaluate media content in the learning process of different disciplines, and improve their ability to understand and use information. Teachers can design relevant learning tasks and projects to encourage students to take the initiative to search, analyse and use media resources, thereby promoting the development of their media literacy.

2. Provide media literacy training and guidance to provide students with relevant media literacy training and guidance to help them acquire skills in media analysis and evaluation. This includes teaching students to think critically about media content and developing their ability to recognise disinformation and understand media manipulation techniques. At the same time, educators can guide students to learn to use media tools and techniques to create and share valuable media content.

6. Social Participation and the Mediatisation of Education

6.1. Interaction between Mediatised Education and Social Participation

Media-enabled education is the approach and philosophy of using media and communication technologies to support and enhance the educational process. It closely integrates media and education to facilitate student learning and development through innovative teaching and learning methods and tools. There is a close interaction between media-enabled education and social participation, which are mutually reinforcing and influential. Media-enabled education provides wider opportunities for social participation. Through media and communication technologies, learners can interact with knowledge, resources and perspectives globally, across geographical and temporal boundaries. Media-enabled education provides platforms for students to engage in social dialogue and collaboration, where they can interact and collaborate with other students, teachers, experts and community members to explore and solve real-world problems.

Social participation contributes to the development and innovation of mediatised education. Social participation implies the active involvement and contribution of students, whose feedback and opinions are crucial to the improvement and development of media-enabled education. Through interaction with students, teachers and other stakeholders, mediatised education can better understand learners' needs and interests and provide more personalised, flexible and effective teaching and learning content and methods.

6.2. Public Media and the Advancement of Educational Equity

Public media are media organisations that exist for the benefit of the public, with wide coverage and fair and objective news reporting. Public media play an important role in the field of education and can promote the realisation of educational equity. Providing equal educational resources, the public media can provide equal educational resources to all students through channels such as radio, television and the Internet. It can provide high-quality educational programmes, online courses and learning resources that enable students to have access to the same learning opportunities and resources regardless of whether they are in urban or rural areas, developed or developing countries. This equal distribution of educational resources helps to reduce the impact of geographical and economic disparities on educational equity. Promoting information sharing and knowledge dissemination public media can be a platform for information sharing and knowledge dissemination, conveying the importance and value of educational equity to society by reporting on education-related news, achievements and practices. Public media can focus on the issue of educational inequality, provide cases and solutions on educational equity, arouse public attention and discussion, and promote social attention and action on the issue of educational equity.

7. Conclusion

The interactive relationship between mediatised education and social participation, as well as the advancement of public media and educational equity, are important topics in the field of education. By exploring and practising these topics, we can promote the development of education and achieve a more equitable and inclusive education system. The interactions between media-enabled education and social participation provide students with a wider range of learning opportunities and platforms for social participation. Through media and communication technologies, students can interact with knowledge, resources and perspectives on a global scale across geographical and temporal boundaries. Such interaction promotes students' cross-cultural understanding and global awareness, and fosters their collaborative spirit and problem-solving skills. At the same time, social engagement drives innovation and development of mediated education, which can better meet the needs and interests of learners through the participation of students and stakeholders. Public media play an important role in advancing equity in education. By providing equal access to educational resources, facilitating information sharing and knowledge dissemination, guiding public opinion and policy advocacy, increasing participation and inclusiveness in education, and fostering media literacy and critical thinking, public media can contribute to the realisation of equity in education. Public media should endeavour to reduce the impact of geographic and economic disparities on educational equity, focus on the educational rights and interests of disadvantaged groups and students with special needs, and work together in partnership with the education sector, schools, parents and the community to provide equitable, inclusive and quality educational

opportunities for all students.

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