New Media-based Campus Culture Construction in Higher Vocational Colleges

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Abstract
Campus culture is an important component of social culture. Campus culture construction in higher vocational colleges is realistically significant in that it cannot only subtly influence vocational college students’ learning and life but also promote the development of higher vocational colleges. With the highly development of information technology, new media, mostly social media, have grown rapidly. Due to its extensiveness and convenience, new media has gradually become a main direction, which provides a new channel for campus culture construction in higher vocational colleges and brings about new challenges as well. Therefore, vocational colleges should pay enough attention to new media and carry out campus culture construction based on new media, which is of great significance to the enhancement of the comprehensive strength of higher vocational colleges and promote their sustainable development.

Keywords: New Media, Vocational Colleges, Campus Culture.

1. RESEARCH REVIEW

1.1 Research background

1.1.1 Background of new media

The Internet and mobile communication are main drives for the development of new media. By 2007 the Internet and mobile communication technology have been developed by leaps, followed by the rapid development of new media; with a wider market and continuously raising influence, a large amount of capitals flow into the new media market and help it develop in the direction toward depth. As an independent medium, it works together with traditional media to broadcast the Olympic Games for the first time in 2008. It has also been formally incorporated into Olympic Games broadcast channels, which reflects the huge commercial opportunities and broad prospects brought by new media and greatly promotes the transformation and development of new media industry.

1.1.2 The background of campus culture construction

Vocational education is an important part of education system in our country. With the continuous development of education system reform, the importance of vocational education starts to emerge. Due to its special teaching mode and direction, a large number of excellent practical personnel needed by our country has been cultivated and it has made tremendous contributions to our country’s giant stride forward from a major power to a powerful one. In the new era, the demand pattern of our country’s personnel has undergone some changes from singly pursuing expanding scale to emphasizing on the promoting connotations. It has become the core teaching objectives for higher vocational colleges to cultivate personnel with both theories and practice, high professional accomplishment and ideological and moral standards.

1.2 Literature review

Affected by a variety of subjective or objective factors, China’s higher vocational colleges mainly took the means of extensive expansion, focused on expanding the scale and carried out infrastructure construction in the past, but ignored campus culture construction, which led to the result that students have excellent professional skills but low overall quality and lack of professional accomplishment. It is likely that they would have wrong
working ideas such as fishing in troubled water after entering workplace. It fails to train students’ ability to adapt to the society or meet enterprises’ needs for personnel from higher vocational colleges. All these make it difficult for higher vocational college students to find jobs and has a negative impact on the development of vocational education in our country (Zhang, 2013). The campus culture construction in higher vocational colleges is relatively weak for now, and the main reason is that the campus culture construction in traditional model has a low cultural impact and can hardly affect students’ thinking; what’s worse, due to the lack of attention paid to new media mainly based on social media and its low application level, the importance of social media in campus culture construction is very limited. In addition, campus culture construction can be affected by the qualities of both the sending and receiving sides. A common problem in vocational education is that the quality of students is generally low. Many students are opposed to the management of colleges, and this psychology has a negative impact on campus culture construction in higher vocational colleges (Qiu, 2013). If we want to promote campus culture construction in higher vocational colleges in the background of new media, we need to start from the following aspects: first of all, it is necessary to improve the content and means of transmitting information and provide students with more available information through multiple channels; second, the construction of social media propagation teams should be strengthened; managers of social media accounts need to shoulder corresponding responsibilities for checking the information to be released; teachers should sort out correct propagation concept and insert it into ideological and political education; in addition, students from leaders of students’ union and each class cadres should also play an active guiding role; finally, college students’ new media literacy and ability of cultural choice need to be improved, so that the comprehensive development of students’ overall qualities can be promoted (Shi et al., 2013).

2. SURVEY ON THE NEW MEDIA USING AMONG COLLEGE STUDENTS

2.1 General situation of the surveyed students

In order to know the new media using among college students, we distributed a total of 200 questionnaires in five higher vocational colleges and universities somewhere. The questionnaires were filled in by students in person and 200 surveys were collected, with a recovery rate of 100%, among which the number of valid questionnaires was 188 and the valid recovery rate was 94%. Divided by grade, the distribution of the specific surveyed students is shown in Figure 1:

![Figure 1. Grade Distribution of the Surveyed Students](image)

By analyzing the figure, we can know that among 200 surveyed college students, freshman accounts for 31.4%, sophomore 35.1%, junior 26.6% and senior 7%. Among them there are 106 boys, accounting for 53% of the total number and 94 girls, accounting for 47% of the total (Wang and Tang, 2013).

2.2 The time college students spend on new media
The time college students spend on new media is shown in Figure 2:

![Figure 2. The Time College Students Spend on New Media](image)

By analyzing the figure, we can know that 12.3% of students spend more than 6 hours a day on new media; 20.4% spend more than 3-6 hours a day; 52.2% spend 1-3 hours a day; 12% spend less than one hour a day and 3.1% of students never spend time on new media. For 12.3% of the students who spend more than 6 hours a day on new media, they could probably be obsessed with the internet and this will inevitably influence their normal learning and life (Jia, 2013). However, from an overall perspective, the vast majority of students have a good control of the time they spend on new media and also strong self-control ability. Moreover, the number of those who never spend time on new media is very small; most of the students can use new media skillfully. Therefore, vocational colleges will have absolutely wide audiences to carry out campus culture construction through new media.

2.3 The types of the new media students use

The types of the new media students use is shown in Figure 3:

![Figure 3. The Types of the New Media Students Use](image)

The types of the new media students use are various. Among them 62.2% of students watch various videos on the Internet to obtain the information they want; 60.1% browse information on major portal websites; 79.5% frequently use social software such as QQ, WeChat and MSN; 40.1% often use software like BBS; 52.1% are active on social networking platform such as microblog for a long time; 56.5% of the students use new media on mobile phones. According to the result in Figure 3, social software like QQ and WeChat absolutely occupy the
dominant position among college students who use new media; and most college students use social software frequently (Zhang, 2014). Besides, new media platforms such as videos, common websites and blogs are relatively balanced, reflecting that college students’ use of new media are diverse. This also requires that simply using a certain new media platform is not allowed in constructing campus culture, and building a multichannel propaganda mode is needed to achieve better effect on campus culture propagation.

2.4 Main uses of new media for college students

Main uses of new media for college students are shown in Figure 4:

![Figure 4. The Main Uses of New Media for College Students](image)

By analyzing the above Figure, we can know that 36.8% of students use new media primarily for entertainment and leisure; 30.2% mainly for the purpose of communication and chatting; 15.3% use new media to keep up with current events; 14.7% use new media to learn knowledge and 3% for other purposes. This reflects that entertainment is the most important function for students. Therefore, higher vocational colleges should take a more relaxed and lively way to achieve the purpose of campus culture construction during the process of constructing campus culture by new media, under the premise of meeting the entertainment needs for students (Gu and Ji, 2014).

2.5 The influence of new media on college students’ learning and life

The influence of new media on college students’ learning and life is shown in Figure 5:

![Figure 5. The Influence of New Media on College Students’ Learning and Life](image)
By analyzing the above Figure we can know that 9.6% of students think new media can promote their learning; 8.3% think new media can make their life more exciting; 13.8% think new media will have some negative influence on their learning; 15.7% think new media conflicts with their normal life; 20.2% think new media won’t affect their normal life; 20.9% think new media won’t affect their learning; 56.4% think the new media will have an impact on their normal life but the impact is very little; 55.1% think the new media will have an impact on their normal learning but the impact is very little (Gao, 2014). Analysis of the above shows that the integration between college students and new media is becoming higher and higher, and new media has become an important part of college students’ learning and life. New media not only enrich the spiritual and cultural life of students after school, but also have an important and positive effect on the development of their interpersonal relationship. Therefore, higher vocational colleges have a solid theoretical basis and realistic significance to carry out new media-based campus culture construction. It is one of the most important issues that vocational colleges should pay attention to on how to develop new media so as to deeply promote the construction and development of campus culture (Li, 2014).

3. QUALITY EVALUATION SYSTEM OF CAMPUS CULTURE CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

Campus culture is highly abstract and many indexes are difficult to quantify, so it is difficult to be estimated by traditional quality evaluation methods. Nevertheless, extension evaluation method is a kind of evaluation method which can quantify the abstract indexes scientifically and accurately. The steps to construct campus culture in higher vocational colleges by extension evaluation method are as follows:

First, the C:\Program Files\Youdao\Dict\7.5.0.0\resultui\dict\?keyword=index and matter-element which are to be assessed to measure the level of campus culture construction in higher vocational colleges need to be determined, of which the matter-element, affair-element and relation-element are N, c, v, respectively. Substitute them into set R, we can have: R = (N, c, v).

M represents the measuring tern set, and it can be expressed as M = (m₁, m₂, ..., mₙ), in which Mᵢ = (cᵢ, Vᵢ) represents characteristic-element, and Vᵢ represents the quantified field value (i = 1, 2, ..., n). For the influencing matter N, namely campus culture construction in higher vocational colleges, the related data or information can be expressed in the form of matter-element. The matrix is as follows:

\[
\begin{bmatrix}
  n & C_1 & v_1 \\
  C_2 & v_2 \\
  M & M \\
  C_n & v_n \\
\end{bmatrix}
\]  

(1)

The matter-element is N’s matter-element that is to be assessed, and Vᵢ represents matter N’s value for Cᵢ, which also means the actual data obtained after the investigation of matter N.

Afterwards each indicator of the data about vocational college campus culture construction needs to be obtained, and then the weight coefficient needs to be defined according to each indicator. The formula is as follows

\[
a = (a_1, a_2, ..., a_n) \sum_{i=1}^{n} a_i = 1
\]  

(2)

where aᵢ is the weight coefficient of index Cᵢ. Then a clear priority value needs to be defined. Let X = (a, b), M ∈ X, we can get:

\[
k(x) = \frac{b - x}{b - M}
\]  

(3)

where the function K(x) represents the correlation function of the individuality x in X = (a, b), M ∈ X. Let k(N) be
the correlation function of the object $N_j$ on point $M_i$, then $K_i = k_i(N_1), k_i(N_2), \ldots, k_i(N_m)$ is the correlation function of $N_1, N_2, \ldots, N_m$ on point $M_i$, in which $i = 1, 2, \ldots, n$.

Again, the obtained results need to be normatively processed, and the formula is:

$$k_{ij} = \frac{k_i(N_j)}{\max K_i(x)}, (i = 1, 2, \ldots, m)$$ (4)

By analyzing the above, we can know that in quality evaluation of campus culture construction in higher vocational colleges, $k_i = (k_{ij}, k_{i2}, \ldots, k_{im}), (i = 1, 2, \ldots, n)$ is the quantified value of each object $N_j$ for $M_i$.

Finally, the goodness need to be calculated. The standard degree of $N_j$ for different conditions $M_1, M_2, \ldots, M_n$ is shown as below:

$$K(N_j) = \begin{pmatrix} k_{1j} \\ k_{2j} \\ \vdots \\ k_{mj} \end{pmatrix} (j = 1, 2, \ldots, m)$$ (5)

where the goodness of the object $N_j$ is $C(N_j) = aK(N_j) = (a_1, a_2, L, a_n)$.

$$C(N_j) = \begin{pmatrix} k_{1j} \\ k_{2j} \\ \vdots \\ k_{nj} \end{pmatrix} (j = 1, 2, \ldots, m).$$

Compare the goodness of different objects, we can get the result $C(N_0) = \max(C(N_j)) (j \in 1, 2, \ldots, m)$. Therefore, the conclusion can be obtained: the object $N_0$ is optimal (Tan, 2014).

4. IDEAS OF NEW MEDIA-BASED CAMPUS CULTURE CONSTRUCTION IN VOCATIONAL COLLEGES

For now, there are still some problems in applying new media technology in campus culture construction in higher vocational colleges, and influenced the effect of how new media is applied. Therefore, targeted reforms need to be carried out and main steps can be taken from the following aspects:

4.1 Enrich the content and forms of information transmission

In terms of the content, its single, rigid in traditional campus culture and concurrency is serious, which makes it difficult for students to resonate or spread campus culture (Deng, 2015). Therefore, when spreading campus culture, attention needs to be attached to material culture such as introductions with cultural connotations of the teaching buildings, sculptures, gardens, so that students can have a deeper understanding of every corner in colleges. This can not only enhance students’ sense of belonging to higher vocational colleges, but also help students subtly accept ideological education. In addition, attention to cultivating students’ professional spirits also need to be attached to. The teaching goals of higher vocational colleges lie in cultivating high-quality and skilled personnel needed by our country. Traditional higher vocational college teaching tends to focus more on developing the students’ technical skills without cultivating students’ professional spirits, which makes the problem that students lack professional spirits comparatively prominent. Therefore, people or things with professional spirits should be shared with students on the basis of new media, so that the importance of professional spirits will be understood by students and their overall spiritual and cultural level will be enhanced as well (Zhang, 2015).

In terms of transmission channels, firstly, the traditional way of information expression needs to be reformed, as
it is mainly in the form of large texts with some illustrations. However, few students are willing to spend a lot of time reading an article in the current social environment, which makes the effect of transmitting information in traditional way comparatively poor. Therefore, it is necessary to use the shortest texts with illustrated explanations to stimulate students’ enthusiasm for reading and serve the purpose of information transmission. Secondly, the traditional way of symbolic expressions needs to be reformed. Transmitting information in simple language or words is not beneficial for students to digest and absorb, and often can activate students’ defending thinking. Therefore, more emoticons should be used in information transmission, as it can close the gap between social accounts and students and effectively improve information transmission (Deng, 2016).

4.2 Strengthen the construction of new media management team

The communication between managers of new media and students is the most frequent, and it has a profound influence on students. During campus culture transmission, managers should pay attention to information management and screening to make sure every piece of released information can serve the purpose of education and campus culture construction. Therefore, new media managers should have the following professional capabilities: first, managers should have a clear understanding of new media, reinforce learning theoretical knowledge of new media, and better serve a supporting role in new media operation and development; second, it is necessary for managers to have a full understanding of the campus culture. Only when managers have a clear understanding of the essence of campus culture can they start campus culture education and promotion effectively on students; finally, they must improve their own new media literacy. At present, new media managers’ low new media literacy is one of the common problems. As a result, they need to strengthen learning new media to better apply it to campus culture construction(Chen et al., 2017).

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