



**Optimization of Communication Strategies in Educational Institutions: A
Comparative Study of New Media and Conventional Media**

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November 7.2024

1. Introduction

Founded in 1993 and based in Beijing, New Oriental Education & Technology Group stands as a leading company in China's education technology sector. Over the past three decades, New Oriental has evolved and expanded its services, establishing a diverse educational ecosystem that encompasses primary and secondary education, overseas study preparation, career development programs, and smart education solutions. As a global entity, New Oriental distributes its educational resources across the world. The company went public on the New York Stock Exchange in 2006 and subsequently listed in Hong Kong in 2020. By 2024, New Oriental operates schools and learning centers in 73 cities across China, employs over 39,400 educators, and remains dedicated to delivering high-quality educational services to students.

New Oriental Education adopts different operating models online and offline. Offline education sets up diversified courses, provides language training, study abroad exam tutoring and other courses to meet the needs of different students, and sets up branches in a large number of cities to expand market share and strengthen teacher construction. In recent years, under the impact of the epidemic and the widespread popularization of new media, New Oriental Education Platform has expanded its online education business. New Oriental uses online media platform operations to expand the audience range, allowing

many students to take online classes at home.

However, in recent years, there has been more and more negative news about New Oriental's online education. News about false propaganda, excessive marketing and poor course quality has emerged in an endless stream. New Oriental's online course sales use the name of "teachers" to falsely market to students and parents, exaggerating the course content and results. This has caused New Oriental's reputation on new media platforms to decline all the way. Many students and parents said they could not believe New Oriental's propaganda content on new media platforms, which led to a decline in the credibility of New Oriental's online education; at the same time, many parents of students reported that online courses were ineffective, expensive, and their children's online learning was not supervised. At the same time, the learning methods provided by New Oriental using new media platforms can easily distract children. This article explores the advantages and disadvantages of New Oriental Education Institution's use of traditional media and new media for offline and online education through a survey of user satisfaction.

1.1 Analysis of the selected topic E2 and the chosen organization New Oriental

The comparative analysis of new media and traditional media has been an important topic in academic research in recent years, especially in terms of the transformation of information dissemination methods and social influence. This transformation has also brought about critical voices, and surveys have found

that new media may lead to the proliferation of false information and public cognitive bias. At the same time, traditional media rely on screened and professionally edited content, which, although slower in information transmission, is generally more authoritative and accurate.

Against this background, the case of New Oriental Education and Technology Group provides us with a perspective worthy of attention. As one of China's leading educational institutions, New Oriental has made full use of new media platforms and achieved remarkable results in market promotion and educational resource dissemination. Through modern educational forms such as online courses and live teaching, New Oriental has effectively complemented traditional offline classrooms and further expanded its influence. However, in its development process, New Oriental has also faced many challenges brought by new media, especially in terms of information credibility and quality control of educational content. In order to stand out in the increasingly competitive online education market, New Oriental not only needs to cope with users' high expectations for educational content, but also needs to solve the problem of how to maintain the rigor and high standards of education in a virtual environment. These challenges have posed a severe test for how New Oriental can balance innovation with the maintenance of traditional education quality.

Therefore, the analysis of New Oriental not only reveals the application of new media in modern education, but also reflects the complexity and contradictions faced by traditional educational institutions in adapting to this change. In today's world where new and old media are intertwined, how to balance the convenience of new media and the authority of traditional media has become a problem that educational companies must think about.

1.2 Strengths analysis of New Oriental as a research subject

Choosing New Oriental as the research object has obvious advantages. First, New Oriental is one of the important leaders in China's education industry. Its long history of development and extensive domestic and international influence make it a key case for studying the transformation of modern education models. As a company involved in multiple education fields, New Oriental not only occupies an important position in traditional classroom education, but also actively expands the online education and overseas training markets. This is conducive to searching for a large amount of research materials to make full preparations for the research. Secondly, New Oriental's use of new media is particularly extensive and helps to explore in depth the problems faced by new media in the education industry. Therefore, studying New Oriental's problems and challenges will not only help understand the development trend of China's education industry, but also provide important reference and reference for global education reform.

1.3 Significance of the research study on New Oriental media

organizations.

With the advancement of science and technology and the development of society, New Oriental, as one of the leading enterprises in China's education industry, has long been a unique research object due to its influence and innovative initiatives in the field of education. The education industry is facing unprecedented changes, especially in the context of the rapid development of new media. Studying New Oriental's media organization can help us reveal the challenges and opportunities faced in information dissemination and educational content provision.

In general, studying New Oriental's media organization not only helps us understand how the education industry can achieve self-innovation in the process of integrating new and old media, but also provides theoretical support and practical guidance for the future development of educational communication, educational management, and educational technology.

2. Background & Literature review

2.1 Background analysis of the study

Founded in 1993, New Oriental Education & Technology Group is China's leading comprehensive education technology company. After 30 years of development, New Oriental has built a diversified education service system

covering primary and secondary education, overseas study training, career development training, smart education, etc.

New Oriental Education Institutions have made a lot of efforts in both online and offline education.

Over the years, online courses mainly in the form of new media, teachers mainly conduct virtual teaching through the Internet, and communicate with students through mobile phones, computers and other devices. Especially during the epidemic, online teaching has become very popular. However, this popularity has not brought unanimous praise to New Oriental. What is incredible is that many students and parents have responded that they prefer offline teaching to online teaching. This way of teaching using traditional media seems to have its advantages.

In this context, the situation of New Oriental Education Group provides a new perspective for our research. Although New Oriental Online Education has used new media platforms for market promotion and educational information dissemination, and has left a deep impression on students and parents through online courses and live teaching, the development of New Oriental Online Education has not been smooth sailing, and the economic benefits brought by new media have only been welcomed in the short term, and criticisms of New Oriental Online Education are still emerging.

Based on the potential crisis facing New Oriental Online Education, this study summarizes people's dissatisfaction with new media teaching into the following

three points:

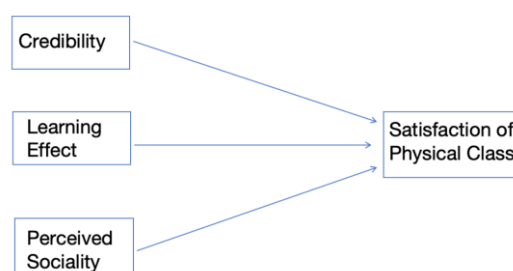
They believe that online education has low credibility, which is not only reflected in the quality of teaching, but also in false propaganda and excessive marketing.

They believe that online education has poor learning effects, children's listening efficiency is low, and their grades cannot be significantly improved.

They believe that online education has poor interactivity, cannot communicate face-to-face with classmates and teachers, and does not have perceptual sociality.

Therefore, this study attempts to explore the causal relationship between credibility, learning effect, and perceived sociality on students' choice of traditional offline teaching methods, and attempts to analyze the impact of these three latent variables on traditional media satisfaction.

2.2 Research Framework



This study uses credibility, learning effect, and perceived sociality as independent variables, and offline class satisfaction as the dependent variable, attempting to explore the causal relationship between these three independent variables and the dependent variable. Education credibility refers to the degree of trust people have in institutions and teachers (Tschannen, 2014). In

previous surveys, the credibility of online live education methods faces huge challenges under new media platforms, and many parents and students have developed a distrust of New Oriental's online education. Therefore, this study uses credibility as a latent variable to study students and parents' choice of traditional offline education methods.

At the same time, learning effect refers to the actual results achieved by students after learning (Schunk, 2012). The quality of the results is the condition for measuring learning effect. In previous surveys, many students and parents reported that the learning effect of New Oriental Online Education was poor. Based on the previous actual situation, this study uses learning effect as another latent variable to test the satisfaction with traditional education methods.

Perceived sociability refers to the experience of interacting with people during activities, including competition, cooperation, and making friends (Cole & Griffiths, 2007). Online live education is limited by time, space, and listening equipment. In the survey, it was found that students could not interact with teachers and classmates in a timely manner and could not complete the social experience they should have, resulting in increasing opposition to online education. Therefore, we use perceived sociability as one of the latent variables to explore satisfaction with traditional offline education.

By investigating satisfaction with offline traditional education, this study attempts to analyze the linear relationship between credibility, learning outcomes, perceived sociality, and satisfaction, thereby completing the

explanation of the entire model.

2.3 Literature Review

New media are relatively recent developments on the web, such as blogs, microblogs, social media networks, etc., which are essentially used as independent or self-publishing platforms without bottlenecks(Hutchinson & Wiltshire, 2022). On the other hand, traditional media refers to those methods that represent print-based newspapers and television. They include electronic, print and narrowcast media.

The combination of social media and traditional marketing will create synergy and significantly expand brand sales(Kumar, V., Choi, J.B. & Greene, M., 2017). Social media excels at engaging and targeting younger audiences, while traditional media enhances trust and credibility among older demographics. These two channels highlight the importance of an integrated marketing approach, which not only improves resource allocation but also reduces costs and improves overall campaign performance.

Buyanza-Mwidima and Nkeni(2021)examine how higher education institutions have adapted their marketing strategies in the 21st century. They highlights the increasing reliance on integrated marketing approaches that combine traditional methods, such as print advertisements and in-person events, with digital tools like search engine optimization (SEO) and social media campaigns. Camilleri(2020) analyzes the marketing strategies of higher education institutions in the digital age and finds that they are increasingly

acting like for-profit organizations, responding to global competition through diverse student sources and multinational collaborations. At the same time, the integration of digital media and traditional media helps to enhance the international visibility of the quality of its education, promote student mobility and collaboration with industry.

From the perspective of trust, many people choose to obtain information through traditional media because they firmly believe that traditional media has greater credibility, while they are skeptical about the information released by online news platforms such as Instagram or YouTube(Fotopoulos, 2023). However, online education institutions often attract consumers through exaggerated publicity or vague promises, such as emphasizing "guidance from famous teachers", "one-on-one interaction" or "improvement in grades in a short period of time", but the actual services may not meet expectations. This kind of false propaganda will lead to students and parents having too high expectations of the course. When there is a gap between the actual experience and the advertised content, satisfaction will drop significantly(Spencer & Temple, 2021).

For students, online learning is more distracting and lacks real-time supervision and face-to-face interaction from teachers, resulting in poor learning outcomes. This situation not only frustrates students, but also increases parents' anxiety. Research during the COVID-19 pandemic highlights a significant decline in satisfaction when institutions transitioned from in-person

to online learning without adequate preparation. Students reported feeling disengaged, with reduced interaction opportunities and motivation, which also negatively impacted parental perceptions of the value of online education (Means & Neisler, 2020).

Online education lacks interpersonal interaction in the classroom, including direct communication between teachers and students and cooperative learning among classmates. This lack of sociality has a negative impact on questionnaires between teachers and students. Tea Pavin Ivanec (2022) explored how the lack of academic social interaction in online learning environments can lead to difficulties in learning and self-regulation. The study highlighted how reduced direct interaction can lead to feelings of isolation and adaptation challenges, ultimately affecting academic satisfaction and engagement.

3. Scenario issues (a description of the particular key issue)

In the field of education, the combination of new and traditional media is rapidly changing teaching and learning patterns. Take the New Oriental Education Institution for example, which combines traditional classroom teaching with online courses to provide students with diversified learning paths. However, the rapid development of online courses has also exposed some problems,

especially in terms of learning effectiveness , publicity methods and perceived sociality.

3.1 The learning outcomes of online classrooms are unsatisfactory.

Through face-to-face teaching and immediate feedback, New Oriental's traditional offline classroom can help students stay efficient and focused in the learning process and solve learning problems in a timely manner. However, the learning effect of online courses is restricted by many factors, such as the lack of students' self-discipline, the weak attraction of courses and the interference of learning environment. According to online reports, many parents complain that the knowledge imparts in some online courses is difficult to form a deep understanding and memory, resulting in a low passing rate of students or a failure to achieve learning goals. In addition, the lack of targeted evaluation and feedback mechanism also limits the improvement of learning effect.

Based on this, it is worth further research: What are the differences between new media and traditional media in learning effect?

3.2 False advertising and low credibility.

The publicity of traditional offline courses generally relies on real teaching results and word-of-mouth accumulation, and students and parents have a high trust in it. However, amid fierce competition in the online education market, some institutions attract students by exaggerating the effectiveness of courses or misleading advertisements. Take New Oriental as an example, some of the propaganda language did not clarify the scope of application of the course

effect, and even there were unrealistic promises (such as "greatly improve the performance in a short time"), which caused dissatisfaction and questions from students and parents. This false publicity has a negative impact on brand reputation and user trust.

Therefore, it is necessary to explore: What is the difference between the credibility of new media and traditional media?

3.3 The sociality of online classrooms are poor.

In the offline education model, an immersive learning environment is created through face-to-face teacher-student interaction, where students can give real-time feedback through classroom questions, discussions, and collaboration with teachers. This environment also fulfills their social needs through interaction with classmates. This immediate and emotionally rich interaction not only helps students solve questions in a timely manner but also enhances their enjoyment of learning and sense of belonging within a community. However, online education relies on screens to transmit information, limiting teacher-student interaction to text or voice communication, which often lacks real-time and emotional depth. Additionally, students' learning at home is susceptible to distractions, and the classroom atmosphere can feel overly formal and isolated. The insufficient design of interactive features also fails to stimulate students' active participation, leading to a reduced sense of perceived sociality and engagement in online classes.

Therefore, it is necessary to further explore: What is the difference between new media and traditional media in terms of perceived sociality?

4. Three objectives of project

Based on the description of the above problems, the research objectives can be divided into the following three points:

RO1. To determine the impact of new media and traditional media teaching methods on student learning outcomes.

RO2. To determine the difference between new media and traditional media in credibility.

RO3. To determine the impact of perceived sociality on students in new media and traditional media teaching methods.

5. Com method: (Evaluation on Benchmarking Instrument Matrix - EBIM)

We used the benchmarking tool matrix evaluation method (EBIM) to collect and analyze data on the satisfaction of New Oriental Education Institution's online education, trying to explore whether traditional media education methods are more popular among students and parents than new media education methods.

We designed a Likert five-level questionnaire and distributed it to New Oriental students and parents. According to the specific scale specified under each variable, the data we collected is easier to quantify and analyze, and is convenient for comparison and statistics. Through this evaluation method, we can intuitively see whether the way educational institutions use new media for online education is more effective than traditional media offline education, and at the same time, whether New Oriental Education Institution should combine traditional media and new media to develop online and offline simultaneously in order to better serve students.

Project Objective 1 To determine the impact of new media and traditional media teaching methods on student learning outcomes.		Attain level (High, Average, Low)	Score (1-3)	Remarks
1	Students' understanding of new media and traditional media teaching content			
2	Students' enthusiasm and participation in learning			
3	Students' ability to memorize and apply course content			
Project Objective 2 To determine the difference between new media and traditional media in credibility.				

1	Accuracy and scientificity of teaching content			
2	Professional image and credibility of teachers in different media			
3	Transparency of information sources in the media			
Project Objective 3 To determine the impact of perceived sociality on students in new media and traditional media teaching methods.				
1	Frequency and Quality of Interaction			
2	Social Comfort and Trust			
3	Effectiveness of Collaborative Learning			

6.Methodology

This study uses a quantitative research method to explore the advantages and disadvantages of educational institutions in using traditional media and new media for teaching.

6.1 Data collection method

We used the Likert 5-point scale to set up a questionnaire survey. The questionnaire was distributed to three groups of teachers, students, and parents of New Oriental Education Institutions through an online link. This questionnaire will measure variables such as the quality of online courses of

educational institutions, the learning effect of online courses, the credibility of new media publicity, and satisfaction with online courses.

6.2 Questionnaire collection process

The questionnaire was designed using the Chinese questionnaire collection platform WJX(<https://www.wjx.cn/>), and the respondents were invited to fill it out by sharing the link. The research team contacted the person in charge of New Oriental Online Education and invited him to help the team distribute the questionnaire. The goal was to collect 100-150 valid questionnaires. The respondents were teachers, students and their parents from New Oriental Online Education.

6.3 Sampling Method

This study adopts a complete sampling method to ensure that the sample is drawn fairly and impartially.

6.4 Data Analysis

There are two polygraph questions in this questionnaire. Questionnaires that fail the polygraph test are considered invalid and will not be used as sample references for data analysis. Due to the small sample size, this study uses spss and smart-PLS software for data analysis and investigation to ensure the objectivity and validity of the results.

6.5 Moral Ethics

This research team adheres to the bottom line of morality. All questionnaires are conducted anonymously and the privacy of respondents is strictly protected.

The questionnaire data and results will not be used for any purpose other than academic purposes.

7.Conclusion

The combination of new media and traditional media in the field of education reflects the profound impact of technological progress on education, but also exposes the contradictions between the two in practical application. Traditional media provides rigorous knowledge dissemination and social interaction through offline teaching, which can promote students' concentration and learning enthusiasm. Although new media has advantages in the speed of dissemination, it also brings many problems. for example, false propaganda, inefficient learning effects and lack of social interaction. In this context, exploring new media and traditional media in online and offline education is not only a response to actual needs, but also an important research to provide theoretical and practical basis for the future development of education.

Through questionnaire survey and data analysis, this study takes user satisfaction as the core evaluation indicator and compares the three key variables of learning effect, credibility and social interaction. We conclude from the analysis that traditional media have rigorous content screening and reliable ways of dissemination, which can provide real-time interaction and in-depth explanation, enhancing the close connection between students, teachers and

peers. The main disadvantages of new media are uneven content quality and false propaganda. In addition, the social interaction function of new media is limited, and it is difficult to achieve face-to-face instant feedback and emotional connection like in traditional classrooms.

In real-world applications, institutions also need to establish a data-driven decision-making system to dynamically adjust the use ratio of the two media in accordance with user feedback and learning effects. It is suggested that, in terms of investment in technology, the top priority should be digital tool development, enhancing teacher-student interaction and social connections, with the same teaching quality and social value as offline classes, to find the best balance between innovation and the essence of education.

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