

Exploration and Practice of Teaching from the Perspective of New Liberal Arts ——The Case of the Course “Introduction to Cultural Industry”

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ABSTRACT

The construction of new liberal arts brings new goals and challenges to the cultivation of liberal arts talents, while it provides new opportunities and approaches for the development of Humanities and Social Sciences. As one of the basic courses of Humanities, the course of Introduction to Cultural Industry must adapt to the changes and development of the times and carry out timely teaching reform. Based on the discussion of the connotation of the new liberal arts, taking the specific practice of the course "Introduction to cultural industry" of Ningbo University as an example, this paper addresses the teaching exploration and practice adapting to the new era from the following four aspects: General Education of Humanities and Social Sciences, student centered updating of teaching content, acceptance of online courses to enhance educational technology, and achievement oriented knowledge transformation.

Keywords: New Liberal Arts; Introduction to Cultural Industry; General education; SPOC; Achievement Orientation Teaching

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INTRODUCTION

The progress of technology and the upgrading of industrial structure have brought about new division of

labor and productivity changes, which have affected the social demand for talent, thus determining the

educational reform of higher education to cope with new challenges and new trends. It is in this context that the proposal and construction of new liberal arts came into being. In universities all over the world, humanities and social sciences related majors are constantly promoting the pace of "new liberal arts" reform. "Introduction to Cultural Industry" (ICI for

convenience), as a fundamental and compulsory course in Humanities, covers a wide range of subjects. Its content is closely related to the development of the times and industrial reform. It has strong applicability and has an important impact on students' future career development. With the innovation of teaching reform concept and the introduction of modern information technology, the course teaching has been updating and improving. However, there are still some problems, such as the traditional teaching methods, the disconnection between teaching and application, and the lack of integration between information technology and curriculum. It remains issue to implement the requirements of the construction of new liberal arts, further deepen the education reform of Humanities and Social Sciences, comply with the education modernization, stimulate students' learning drive, and improve the teaching effect of production. Under the new liberal arts perspective, this paper will take the teaching official Ningbo University as an example to explore the teaching in accordance with the new era.

I. THE CRISIS OF HUMANITIES AND THE NEW LIBERAL ARTS

A short comment *New Ways from the Liberal Arts?* was published in *Nature* in 1982, mentioning that Stephen White's tract *The New Liberal Arts* arguments that a liberal arts education is no longer complete if mathematics and computer language is neglected. This sends waves of panic in liberal arts establishments.¹ To cope with the crisis, some universities start to reform with the generous funding from the Sloan Foundation. According to the Sloan Foundation's new liberal arts project report, "the first grants for the new liberal arts program were issued between 1982 and the end of 1985, totaling about \$12 million."² MIT Press has since published a series of "new liberal arts series"³, including for example *The Age of Electronic Messages* by John G. Truxal in 1990. Immanuel Wallerstein has always advocated reforming the social science. In 1991, he mentioned in

Unthinking Social Science that the artificial boundaries between economics, political science and sociology should be erased. In his report *Open Social Sciences* published in 1996, Wallerstein mentioned the importance of social sciences to new academic challenges and discussed four tentative proposals for "new social sciences".⁴The essence of these proposals is that the social sciences need to be re-organized to make the adequate analyses of social phenomena possible.

In 2015, UNESCO called for and promoted the change of educational philosophy for complex issues. Societies all over the world are going through deep transformation, and this calls for new forms of education to foster the competencies that societies and economies need, today and tomorrow.⁵ In 2018, Lori Varlotta, President of Hiram College, published a paper to summarize the concept and experience of the college's education reform in the past year. He believes that the new liberal arts include four elements, two of which are the Integrated major and the Coherent core. To garner students' interest and help them see how different disciplines shed critical light on the same topic, the new liberal arts requires students to choose a set of interconnected core courses to address a complicated, real-world challenge.⁶

The concept of "new liberal arts" was formally proposed in China in 2018. The report of the 18th National Congress of the Communist Party of China proposed "promoting the connotative development of higher education", and the report of the 19th National Congress of the CPC proposed "realizing the connotative development of higher education". In August 2018, the CPC Central Committee formally proposed that "higher education should strive to develop new engineering, new medicine, new agriculture and new liberal arts" before the national education conference⁷. On April 29, 2019, 13 departments including the Ministry of education, the central political and Legal Commission, and the Ministry of science and technology jointly launched

the "six excellence and one top-notch" plan 2.0, which puts forward more clearly the need to "comprehensively promote the construction of new engineering, new medicine, new agriculture and new liberal arts, and improve the ability of colleges and universities to serve economic and social development". Meanwhile, the construction of new liberal arts should "grasp the new requirements of the development of philosophy and Social Sciences in the new era, promote the cross integration of philosophy and social sciences with the new scientific and technological revolution, cultivate philosopher and social scientists in the new era, spread Chinese culture around the world, and enhance the cultural soft power."⁸ On November 3, 2020, the new liberal arts construction working group of Chinese Ministry of Education issued the "Declaration on the construction of new liberal arts", stressing that the promotion of the construction of new liberal arts should 1. Follow the "three basic principles" of: adhering to the principle of innovation, value guidance and classified promotion. 2. Grasp the "three important points" of: specialty optimization, curriculum quality improvement and mode innovation. 3. Make greater efforts in the "four key breakthroughs": China's political and legal practice forum, China's news and communication forum, China's economic forum and China's art forum. The Declaration also emphasizes the importance to cultivate applied and compound liberal arts talents to meet the requirements of the new era.⁹ At the meeting, Wu Yan, director general of the Department of higher education of the Ministry of education, made a theme report entitled "Accumulating potential. Seeking, identifying, and adapting to change. Comprehensively promoting the construction of new liberal arts". He answered several major questions including what is new liberal arts, why is it necessary to build new liberal arts, and how to build new liberal art.¹⁰ Facing the international crisis of Humanities¹¹ and in response to the trend of informatization and technicali

zation, China's new liberal arts construction also attaches great importance to the application and innovation of modern science and technology, the combination of theory and practice, and the integration and intersection of disciplines in the humanistic society.¹²

CURRICULUM EXPLORATION AND PRACTICE OF ICI FROM THE PERSPECTIVE OF NEW LIBERAL ARTS

In this section, we take the author's teaching of the course "Introduction to cultural industry" in Ningbo University as an example to explore the strategies and methods of curriculum reform of Humanities and social sciences from the perspective of new liberal arts.

The introduction of Yangming College and ICI

Since 2008, Yangming College of Ningbo University is responsible for the teaching management of the first-year students. It provides a platform for them to broaden discipline foundation, enhance knowledge intersection, rationally choose majors, and scientifically plan their lives.¹³

In the practice of education reform of Ningbo University, the university enrolls students according to the first-class disciplines. After entering the university, students first carry out one year's general education in Yangming College, and since sophomore year, students choose majors according to their interests and enter different schools and departments. Under the philosophy of "letting students have the right to choose", this educational practice has made progress in developing personality, encouraging innovation, and adapting to the needs.¹⁴

In Yangming College, the major of Humanities and Media covers Journalism, Advertising, Chinese and History. In the first academic year, students learn the introductory and fundamental courses in different disciplines. It is beneficial to students' knowledge broadening and combination, and it also provides students with sufficient time and knowledge for their rational choice of major in future.¹⁵ "Introduction to Cultural Industry" is one of the fundamental courses

here. It aims to cultivate comprehensive talents with good political and ideological quality, strong learning and research ability, practical ability, and innovative spirit. By learning this course, students should be able to plan the selection of more advanced courses in future based on a better understanding of cultural industry and interests in humanities, history, journalism, or communication.

Contemporary content matching students' interests

According to the syllabus, ICI adopts several teaching methods, such as classroom teaching, topic investigation, group discussion and stage test. The assessment methods are mainly group discussion/presentation, and final paper. These requirements provide the teacher a great deal of freedom, while allowing students to study the course more interest orientated. The topic selection of group work should be novel, modern, and showing a good understanding. It should be combined with a certain branch of cultural industry (such as radio, film, TV series, variety show, animation, game, book and magazine publishing, audio-visual, network, advertising, etc.) or a certain cultural product to carry out the analysis of industrial chain, profit pattern and business model. It should also reflect on the practical difficulties or even provide the possibility of work able strategies. The group presentation lasts about 15-20 minutes, with 6-8 members forming each group cross professionally. The topic of the final paper should be a continuance of the group presentation, explaining the composition, operation and characteristics of the industrial chain or profit pattern in a limitation of 3000-4000 words. This course does not require students to memorize and recite the knowledge rigidly, but instead emphasizes the internalization of students' knowledge in subject research, searching materials,

reading literature, group discussion process and thesis writing.

Due to the rapid development of cultural industry, new phenomena and new things are constantly emerging, business patterns are changing with each passing day. The writing cycle and publishing cycle of general textbooks are long. While they may have good performance in the integrity of content and learning rationality, the timeliness of cases could be an issue. The students of this course are generally born in 1998-2001, they have senses of strangeness to the classic cases. There is no specific teaching material in this course, in case teaching, the teacher needs to combine classic cases with recent ones, supplement videos and network information. Interactively, the teacher's case selection in each year is also affected by students' interest and choices.

According to many years of experience, the teacher provides several categories of topics, and students carry out specific topic selection with the categories. Among them, some of the categories have some intersection, such as live stream selling and live game streaming, although they are clearly related due to the mutual live broadcast, they can be categorized differently each academic year according to the specific situation of students' topic selection. In addition to some classic topics, such as film and television industry analysis, cross media adaptation of classic IP, idol manufacturing, etc., the topics show obvious timeliness each year, such as the newly launched films, TV series, variety shows and other cultural products. The teacher prepares teaching contents according to students' topic selection. It does not only respond to the development of times and the change of the industry, but also improves students' interest in learning and internal motivation.

Table 1: Topic selection framework in ICI

First level topic selection	Secondary level topic selection
Video and short video	Video website Short video platform Content we-media live broadcast
Idol making	Japanese and Korean entertainment stars Domestic talent shows and idol making Internet red economy Virtual idol
Variety show	Business model and industry analysis Variety shows with different theme categories Network variety show Cross media cooperation of variety show
Network literature	Business pattern of network literature website The profit pattern of creators Industrial ecology of Fan fiction(<i>Tongren literature</i>) Overseas dissemination of network literature
TV play	TV drama industry in different countries and types Publicity, distribution, and audience rating Network drama
Film	Fil industry in different countries and types Film promotion and distribution Patch advertisement and product placement advertisement Film derivatives development Movie ticketing
Comic	Animation works of different countries Cross media adaptation of animation Derivatives, manual development
Game industry	Industry analysis of end game and mobile game Analysis of profit model of different games Game derivatives development Live game Game Education
Performing Arts	Concert, music festival, crosstalk, drama, exhibition

Some students expressed in group presentation: "You can do all the topics in this course that seem to be unprofessional in other classes", "finally, you can play games/view TikTok/read Fan fiction (*Tongren*

literature) in class". Behind these exclamations, there is a social background that cannot be ignored: cultural industry has become one of the fastest growing, richest, and most dynamic industries in China. The legitimacy of cultural industry and

cultural products is constantly confirmed, subculture is gradually incorporated by the mainstream culture, and the cultural symbols of minority culture are embedded into the mainstream discourse system. Some scholars analyze 1718 pictures and texts related to "game" in *The People's Daily* from 1981 to 2017, and found that after 2001, the proportion of negative attitude reports decreased gradually: In 2009 the number of positive reports increased sharply, in 2010 the proportion of neutral reports reached the peak while negative reports decreased dramatically. The most significant keywords in the past 37 years are "endangering teenagers" and "industrial economy", but since 2012 the failure of former and the victory of the latter are clear and undoubted.¹⁶ The social cognition and even ideological turn of cultural industry in China is reflected in the discourse change of media reports at the macro level, and in the trend of students' topic selection in ICI at the micro level.

Educational technology empowerment and learning methods

The concept of SPOC (Small Private Online Course) was proposed and took the lead in practice by Professor Armand Fox of the University of California, Berkeley, in 2013. Small and private are compared with massive and open in MOOC (Massive Open Online Courses). Small refers to the size of students, which generally ranges from dozens to hundreds. Private refers to the setting of restrictive access conditions for students so that only applicants who meet the requirements can be included in SPOC courses. Professor Fox believes that SPOC should be used as a supplement to classroom teaching rather than as a replacement for it: they can increase instructor leverage, student throughput, student mastery, and student engagement.¹⁷

We consider SPOC to be a development and supplement of MOOC, a mixture between entity classroom and online education. It makes up for the deficiency of MOOC and traditional classroom education, combines online learning with offline teaching,

and adopts online resources to implement flipped classroom teaching.

As a rule of thumb, the course construction of SPOC can be roughly divided into four parts: 1. Release the announcement: release the course introduction, curriculum plan, course supporting materials, supplementary information, etc.; 2. Release the scoring method: set the scoring standard and question format according to the needs; 3. Release the teaching unit content: add or reduce the teaching content according to the requirements of the syllabus, so as to achieve the teaching purpose of the network course; 4. Guide students to choose courses and begin the study: provide students with a QR code or password for the course, and all learning behaviors will be recorded as the basis for the teacher to mark on; 5. Students who meet the admission requirements need to complete the online course learning, participate in online discussion, course assignment and online test within the specified time period, and obtain the certificate after meeting the qualification requirements.

Online course resources could be used for preview before class, study within class and review after class. The content design and the function of online course varies in different stages. The SPOC course of ICI is consistent with classroom teaching, mainly used as a supplement to the offline course, and the learning content is mostly extended reading and seminar discussion. According to the content of the class, the instructor supplemented a wealth of extensive reading materials in SPOC, such as papers, industry reports, videos, etc. For example, in the SPOC course of ICI, a special study related to the online literature and idols was conducted, the "227 great unity" event of XIAO Zhan and AO3 was taken¹⁸ as an example to discuss the power and boundaries of fans. The "227 great unity" incident in China has caused many discussion on fan culture and the boundary of creation of Fan fiction (Tongren literature). XIAO Zhan's fans are worried that Fan fiction and public opinions will damage XIAO Zhan's long-term positive image, while the public is worried that the

report on system is facing a serious risk of being abused. Life Week(SanLianShengHuoZhouKan) timely interviewed Henry Jenkins, the founder of fan culture research.¹⁹The interview triggered a heated discussion among Chinese netizens. From more than 3000 questions collected on Weibo, Wechat and Bilibili, Life Week selected 40 questions to send to Henry Jenkins and received video reply for 15 of them²⁰. The problems cover fan culture, peer culture, gender concept and fan economy. In addition, many media and we media also participated in the discussion of the event, in the form of text and short video. In the SPOC course of ICI, the teacher presents the core controversy of the event using interview reports, video commentary, research papers etc. These extended reading materials effectively deepen students' understanding of the core issue of the event.

The advantage of thematic case teaching is that the teaching content not only contains professional knowledge related to the core of the course, but also contains rich and vivid application of theoretical knowledge in practice, which can stimulate students' cognitive interest and narrow the distance between students and teacher. The theoretical knowledge is placed in specific events and scenarios and students study the mechanism of the theory in the real scene. In this process, passive indoctrination becomes students' active inquiry, and the teaching objectives is reached successfully.

Achievement oriented teaching and chain learning outcomes

Local colleges and universities are the intermediate type between "academic research universities as elite education" and "Vocational and technical colleges as practicality".²¹ This requires local colleges and universities to have both application and theory in talent training. In the teaching process, teachers advocate to carry out teaching activities under the guidance of academic papers, research projects, subject competitions, and industry practice. The teacher

emphasized the importance of learning outcomes to students by analogy, saying that "digging in various locations cannot generate a well". The teacher suggests that students should make a profound and thorough study on a topic, that is, to produce different forms of learning outcomes around the same topic in different learning stages.

Under such a philosophy, the chain learning outcomes of the course keep emerging after class. During the second semester of 2019, LI Wanyu group's presentation topic is "*the cultural industry chain behind the Internet Celebrity Economy*", and its final assignment topic is "*Research on the development pain points and Countermeasures of fashion KOL industry in the era of short video*". In her spare time at University, LI is a part-time fashion KOL who has more than 2000 fans on the app of XIAOHONGSHU. LI's we-media sideline not only enables her a stable advertising income, but also the chance to connect the theoretical study with professional practice. At the end of the course, under the guidance of the teacher, LI published her dissertation on an academic paper.²² Meanwhile, the research project "*Research on the symbiotic relationship between beauty brands and KOL - Taking lipstick color test bloggers as an example*" was awarded the college level funding from SRIP(Student Research and Innovation Program of Ningbo University). In the 11th National Collegiate Advertising Art Competition, LI made an audio advertisement "*You are more beautiful than beautiful pictures*" according to the enterprise proposition of a mask brand XIAOHUTU, winning the national second prize of radio category.²³ After the outbreak of COVID-19, under the guidance of the course teacher, LI wrote a paper entitled "*content production and dissemination of doctors' We-Media in public emergencies: a case study of short video account Dr. YU Changping*", which has been submitted into academic journals and forthcoming in 2021. Based on the previous practice and research experience, LI identified "*The development dilemma and*

Countermeasures of e-commerce live broadcast in the post epidemic era: a case study of live streamers at Taobao” as the topic of the undergraduate thesis and will complete the final academic achievement of the undergraduate stage under the guidance of the course teacher. During the four years of University, LI with her excellent professional achievements and a series of "chain achievements", became the only student in her major winning the qualification for direct admission into the postgraduate program.

In recent years, several other students have gone through the similar process of polishing group discussion or final assignment into contribution papers, such as *"Marketing and Communication Mode of Domestic Art Films in the context of Internet +: a case study of the Last Night of the Earth"* by WU Baoping²⁴, *"Audience Oriented Expression of Cultural Relic Documentaries: a case study of If Treasures Could Talk"* by ZHU Liuning²⁵, *"An analysis of the Localization Strategy of Augmented Reality Games: a case study of Catching Demons Together(yiqilaizhuoyao)"* by DING Jieyu.²⁶

In addition, the school of Humanities and media of Ningbo University, where the lecturer is located, have built a collaborative education base for industry-university cooperation with Ningbo Film and Television Industry Association, based on the principle of "resource sharing, mutual cooperation and common development"²⁷. Students with strong practical ability participate in the professional practice of the industry by using the resources of the base. From 2019 to 2020, many students have received practical opportunities such as script writing, publicity and distribution of online dramas and short videos.

Under the guidance of the results-oriented teaching concept, students' willingness to learn independently and the teaching effect of teachers have been significantly improved, the internal drive of students and teachers has been improved, and a good virtuous circle has been formed. With promoting learning by competi

on, project, thesis, the comprehensive ability of students in universities has been enhanced in the long run.

CONCLUSION

The word "new" from new liberal arts mainly refers to innovation. In the changing educational environment, the construction of new liberal arts is not to overturn traditional liberal arts, instead, it relies on the cornerstone of the traditional humanities and social sciences and reform to cope with the new environment.

In the inevitable wave of reform and development, following are the things educators should accomplish.1. Establish a firm belief in complying with the educational reform, break the path dependence under the established teaching mode, and deal with the crisis and dilemma with a positive attitude; 2. Remold the identity of teachers with the student-centered philosophy, change from the one-way teaching into interactive teaching and learning, pay more attention to students' feedback in the classroom and online teaching, and integrate it into the teaching in the next stage.3. Arrange diversified teaching tasks to promote different teaching targets, use group discussion and presentation to cultivate students' ability in critical thinking, oral expression, and team cooperation, use course paper writing to practice students' information collecting and Written expression, use scientific research projects and professional practice to help students in internalize knowledge and solving problems. 4. Improve technical literacy to embrace the tide of educational information, emphasize the practical application and situational presentation of theoretical knowledge content, get acquainted with the online courses as useful resources in daily teaching to improve the defects of classroom education.

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