

# Analysis of Innovation in Publicity and Education Methods for Rules and Regulations Based on the New Media Environment

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**Abstract:** With the deep integration of digital technology, network technology, and mobile communication technology, the new media environment has reshaped the ecology of information dissemination, posing profound challenges to the traditional model of regulation and policy publicity and education. This paper aims to analyze the core characteristics of the new media environment and their impact on the publicity and education of regulations and policies, examine the practical dilemmas of traditional methods in aspects such as communication models, content forms, feedback mechanisms, and channel effectiveness, and then explore systematic innovation paths based on user-centered concepts, multimodal content creation, two-way interactive experiences, and data-driven evaluation, in order to enhance the communication effectiveness and acceptance depth of regulation and policy publicity and education.

**Keywords:** New media environment; Regulations and policies; Publicity and education; Communication paradigm; Data-driven

## Introduction

Against the backdrop of the information dissemination paradigm shifting from one-way transmission to multi-directional interaction, traditional methods of regulation and policy publicity and education are facing systemic challenges of diminishing effectiveness. The decentralized, convergent, and networked characteristics of the new media environment have reconfigured the structure of information power, leading to fundamental changes in the relationship between communicators and audiences. This ecological shift has not only undermined the traditional logic of publicity and education based on authority and coverage but has also imposed adaptive demands on the mechanisms of knowledge transmission and norm internalization within organizations. Current research urgently needs to move beyond technical applications at the instrumental level and delve into the intrinsic relationship between the transformation of the communication ecology and the paradigm shift in publicity and education. By deconstructing the characteristics and influences of the new media environment, this paper systematically examines the practical dilemmas of traditional methods and, grounded in theories of communication and cognitive science, constructs an innovative framework for publicity and education that is based on user cognitive patterns and supported by data intelligence. This exploration not only contributes to enhancing the precision and penetrative power of regulation and policy dissemination but also provides a theoretical reference for organizations to build resilient and self-adaptive normative transmission systems in complex information environments.

## 1. Characteristics of the New Media Environment and Its Impact on Regulation and Policy Publicity and Education

### 1.1 Deconstruction of the Core Characteristics of the New Media Environment

The new media environment, as a novel information ecology catalyzed by the deep integration of digital technology, network technology, and mobile communication technology, exhibits core characteristics of decentralized communication structure, convergent communication media, and networked communication nodes. The decentralized characteristic breaks the monopoly of information controllers over communication channels in traditional linear dissemination models, enabling any

individual or organization to become an origin point for information publishing and dissemination. Information flow now demonstrates a multi-directional and interactive complex trend. This decentralization of communication power directly leads to a reconfiguration of communication rights and responsibilities, posing new challenges to traditional information governance models.

The convergence of communication media is reflected in the integration of multiple symbolic systems such as text, images, audio, and video. Information presentation methods tend toward multimedia and rich media formats, significantly enriching the representational dimensions and sensory experience of information content. Simultaneously, this convergence demands higher media literacy and information processing capabilities from information recipients <sup>[1]</sup>. Node-based connections further enhance the penetration and diffusion capacity of information within networks. Each user functions as a dynamic node, enabling exponential information dissemination and recreation through social relationship chains. This constitutes a highly dynamic and interconnected information dissemination network. While this network structure greatly improves the efficiency of information dissemination, it also increases the difficulty of managing information distortion and guiding public opinion.

### ***1.2 The Impact of Information Dissemination Paradigm Shifts on Publicity and Education Concepts***

The traditional information dissemination paradigm, characterized by one-way indoctrination and hierarchical transmission, corresponds to a publicity and education concept that emphasizes authoritative content release and uniform coverage. The paradigm shift triggered by the new media environment has fundamentally shaken the foundations of this concept. The transformation of information dissemination from one-way broadcasting to multi-directional interaction, and the partial transfer of communication power from information controllers to the broader information audience, has led to a restructuring of power relationships. This poses severe challenges to the traditional directive communication model. This shift presents profound conceptual challenges for regulation and policy publicity and education, requiring communicators to re-examine the psychological mechanisms and cognitive patterns of information recipients from the perspective of cognitive psychology.

The effectiveness of the previous "I speak, you listen" publicity and education model, which relied on organizational authority and channel monopoly, has significantly diminished in this new context. It may even trigger psychological resistance and cognitive rejection among the audience. The focus of publicity and education work is shifting from "what to convey" to "how to interact" and "why accept." This requires management entities to re-evaluate their role within the communication ecosystem, adjusting their working philosophy from being one-dimensional information publishers to becoming information integrators, topic guides, and meaning negotiators in equal dialogue. This conceptual transformation is an inevitable requirement for adapting to the new media ecology <sup>[2]</sup>.

### ***1.3 Shift in Audience Role and Reshaping of Acceptance Psychology***

Driven by the empowerment of new media, the role of the information audience has undergone a fundamental evolution, transforming from passive receptacles of information into active information seekers, content interpreters, and even meaning co-creators. Their psychology regarding information acceptance has been consequently reshaped. The inherent receptiveness to authoritative discourse has diminished; audiences now tend to rely more on their own knowledge structures, social circle affiliations, and emotional resonance when selectively exposing themselves to, understanding, and remembering information. A sense of participation and experiential engagement have become crucial factors influencing the depth of information acceptance.

In the context of regulation and policy publicity and education, the audience is no longer content to be passive recipients of rules. Instead, they expect to understand the logical background of rule formulation, participate in discussions on relevant issues, and achieve effective alignment between personal understanding and organizational rules through interactive feedback. This shift at the psychological level necessitates that publicity and education methods fully consider the cognitive habits and emotional needs of the audience.

### ***1.4 Holistic Transformation of the Publicity and Education Ecosystem***

The superimposed effects of the aforementioned characteristics and changes collectively drive a holistic transformation of the ecosystem in which regulations and policies publicity and education operates. This ecosystem has transitioned from being closed and controllable to open and

self-organizing. The high complexity of the information environment makes single, isolated publicity and education initiatives ineffective, as various information sources compete for public attention and recognition within the same informational arena.

The boundary between educators and the educated has become increasingly blurred. Information is continuously re-interpreted and re-disseminated through interpersonal networks and community interactions. Temporal and spatial constraints have been dismantled, transforming publicity and education into a continuous process that can occur anytime and anywhere, rather than a periodic task confined to specific time frames.

This ecological transformation indicates that any effective innovation in publicity and education must be built upon systemic thinking. It requires positioning such efforts within the entire dynamic and complex information ecosystem, and seeking collaborative strategies and long-term mechanisms that align with the characteristics of this ecology.

## **2. Examination of Practical Dilemmas in Traditional Methods of Regulation and Policy Publicity and Education**

### ***2.1 The Unidirectional Indoctrination Model and the Dissolution of Audience Agency***

Traditional methods of regulation and policy publicity and education are primarily based on a one-way linear communication model, whose theoretical premise originates from early communication effect theories. This model conceptualizes information transmission as a direct injection process from the communicator to the receiver. It heavily relies on the bureaucratic structure of the organizational system to achieve top-down information conveyance, with its original design intention being to ensure the accuracy of rule content and the efficiency of the transmission process. Operationally, it typically manifests as the dissemination of directive texts and the interpretation of normative clauses. The entire communication process is strictly pre-defined and controlled, aiming to minimize information loss <sup>[3]</sup>.

This communication paradigm essentially positions the audience as passive terminals for information reception, rather than active agents with autonomous cognitive abilities. Interactive elements within the communication process are systematically weakened. The individual experiences, contextualized understandings, and critical thinking of the audience lack necessary channels for expression and accommodation within the established communication framework. Over time, this model not only struggles to facilitate the deep internalization of the substance of regulations and policies but may also induce a sense of alienation among the audience at the cognitive level. Consequently, the audience's active participation in the construction of rule awareness is subtly dissolved, ultimately impairing the long-term effectiveness of the publicity and education efforts.

### ***2.2 Rigid Content Formats and the Decline of Communication Appeal***

Traditional publicity and education content exhibits significant characteristics of standardization and formulaic patterns in its format. Its textual construction typically adheres strictly to legal document paradigms, emphasizing logical completeness and precise expression. While ensuring authority and normative rigor, this type of content format also leads to monotony in presentation, characterized by a scarcity of visual elements, rigid narrative structures, and a language style leaning towards abstraction and generalization. In an era where multimedia integration has become the norm for societal information consumption, a significant perceptual gap exists between such content formats and the rich media information environment that audiences routinely encounter.

The maintenance of communication appeal largely depends on the congruence between content form and audience perception habits. The rigid format of traditional content struggles to effectively capture and sustain audience attention in an information-saturated environment, demonstrating notably insufficient sensory impact and emotional resonance. The content itself lacks explicit and vivid connections to the audience's work-life scenarios and specific behavioral contexts. This deficiency makes it difficult for abstract rules and provisions to form meaningful associations or effective memory anchors within the audience's cognitive framework, consequently exposing communication effectiveness to the risk of attenuation even at the initial stage of contact <sup>[4]</sup>.

### **2.3 Absence of Feedback Mechanisms and Limitations in Effectiveness Evaluation**

The traditional publicity and education system exhibits significant structural deficiencies in its design, primarily manifested in the unidirectional and incomplete nature of its information circuit. While the system facilitates the top-down dissemination of information from the center to the periphery, it fails to establish effective upstream channels for collecting, analyzing, and responding to feedback signals from the audience. This structural flaw renders the communication process a nearly closed system. Consequently, communicators are unable to obtain real-time data regarding the audience's cognitive state, comprehension barriers, or attitude changes in a timely manner, thus impeding the dynamic adjustment and precise optimization of communication strategies.

At the level of effectiveness evaluation, traditional methods typically rely on process metrics and proxy metrics for performance measurement, such as the scale of activities conducted, the coverage rate of promotional materials, or statistical data on participant numbers. Although these quantitative data can visually reflect the intensity of organizational mobilization and the extent of resource investment, the causal relationship between these metrics and the ultimate goals of publicity and education — namely, the audience's accurate understanding, internal acceptance, and behavioral compliance with regulations and policies—remains indirect and ambiguous. Due to the lack of direct measurement of cognitive and attitudinal transformation effects, the evaluation results often fail to genuinely reflect the actual effectiveness of the publicity and education efforts. This, in turn, constrains the scientific rigor and targeted nature of subsequent work-related decision-making.

### **2.4 Decline in the Influence and Coverage of Traditional Channels**

The structural position of physical and organizational channels, which traditional publicity and education relies upon, is undergoing fundamental changes within the overall social information dissemination system. Traditional media forms such as physical bulletin boards, printed manuals, and centralized meetings exhibit inherent limitations in terms of information capacity, dissemination speed, and accessibility when compared to digital communication platforms. The information acquisition behaviors of the general public have completed a comprehensive shift towards mobility, networking, and platform-based access. This profound transformation in media contact habits has directly led to the continuous contraction of the effective audience size for traditional channels.

The maintenance of channel influence depends on its alignment with the audience's information contact points. When the audience's attention is predominantly directed towards digital spaces, traditional communication methods reliant on physical spaces and specific times inevitably face severe challenges in information reach efficiency. In the highly fragmented era of the attention economy, information disseminated through traditional channels is easily submerged within the vast flow of digital information, struggling to enter the perceptual range of the target audience. Consequently, their intended broad coverage goals often prove difficult to achieve in practical environments, thereby undermining the overall effectiveness of regulation and policy publicity and education from the foundational level of the communication chain<sup>[5]</sup>.

## **3. Exploring Innovative Pathways for Regulation and Policy Publicity and Education in the New Media Environment**

### **3.1 Establishing a User-Centered Precision Communication Framework**

Innovation in publicity and education work must originate from a fundamental shift in communication philosophy — transitioning from a communicator-centric information dissemination logic to a service-oriented logic that prioritizes users' cognitive patterns and intrinsic needs. This transformation requires management entities to deeply understand the proactive and selective nature of information recipients within the new media environment, regarding the audience as users with independent cognitive structures and emotional requirements. The formulation of communication strategies must be based on detailed analysis of users' information reception habits, knowledge backgrounds, and contextual needs, aiming to optimize communication effectiveness by enhancing information relevance and acceptability [5].

Precision communication represents the practical implementation of the user-centered concept, with its core focus being the efficient matching of regulatory information with specific user groups. This

relies on the refined segmentation of internal organizational user groups and the accurate understanding of different groups' cognitive characteristics and information scenarios. By analyzing user behavioral data across different media platforms, clearer user profiles can be developed. This enables the customization of differentiated communication content for distinct groups, the selection of appropriate communication channels, and the identification of optimal communication timing. Consequently, this approach effectively addresses the issues of information overload and cognitive biases inherent in the traditional "one-size-fits-all" model, significantly enhancing the efficiency of regulation dissemination and the depth of comprehension.

### ***3.2 Promoting Multimodal and Scenario-Based Content Development for Publicity and Education***

Content innovation is crucial for addressing the decline in engagement. Multimodal creation involves transcending the limitations of single-format text carriers by comprehensively utilizing various modalities such as visual symbols, auditory elements, dynamic imagery, and even interactive interfaces to encode and translate the core meaning of regulations and policies across media. This creative approach can significantly lower the cognitive threshold for understanding abstract rules, enhancing information perception intensity and memory retention through the activation of multiple sensory channels. For example, transforming textual regulations into infographics, comic stories, short videos, or interactive animations better aligns with contemporary users' media consumption habits.

Scenario-based creation aims to bridge the gap between regulatory texts and specific behaviors. Its essence lies in embedding the applicable conditions, behavioral norms, and potential consequences of rules into work and life situations familiar or perceptible to users, presenting them narratively. By constructing immersive narrative frameworks that translate abstract norms into behavioral choices and consequence deductions within specific contexts, this approach effectively stimulates users' emotional resonance and cognitive associations. This content format not only explains "what" but also vividly illustrates "why" and "how," thereby promoting users' understanding of the practical value and internal logic of regulations and policies, and facilitating the transformation of knowledge from awareness to acceptance and internalization.

### ***3.3 Creating Immersive Publicity and Education Experiences through Two-Way Interaction***

New media technologies enable the creation of participatory learning environments that transcend one-way notification and establish two-way interaction. The innovation pathway should actively explore the application of interactive design principles to develop immersive publicity and education experiences. This approach transforms users from passive viewers or readers into active participants in information exploration and meaning construction. Through applications such as interactive Q&A based on regulatory scenarios, situational simulations, role-playing, or branching narratives, users can dynamically and profoundly understand the rationale behind rule formulation and its application boundaries while making simulated decisions and observing their consequences.

The core value of this interactive experience lies in its ability to create a safe learning space that allows for trial and error while providing immediate feedback. The questions generated, choices made, and consequences triggered by users during interaction are all instantly transformed into learning materials that deepen understanding. Sustained interaction not only maintains user engagement but, more importantly, promotes the generation and consolidation of procedural knowledge through simulated practice. When users acquire understanding through personal participation rather than passive reception, their comprehension of regulations and policies becomes more profound, and their willingness to comply is more likely to transform from external constraint to internal motivation [6].

### ***3.4 Establishing a Data-Driven Dynamic Evaluation and Optimization Mechanism***

In the new media environment, the evaluation and optimization of publicity and education work must transition from relying on macro-level inferences to leveraging micro-level data. The foundation of a data-driven dynamic evaluation mechanism lies in the systematic collection and analysis of multi-dimensional behavioral data generated by users throughout the entire publicity and education process. This data may include metrics such as content click-through rates, completion rates, dwell time, interaction frequency, sharing behaviors, as well as users' decision paths and accuracy rates within interactive simulations. These indicators form the objective basis for evaluating communication effectiveness and cognitive outcomes.

Through modeling and analysis of this processual data, we can transcend the limitations of traditional evaluation methods and achieve precise diagnosis of the entire publicity and education chain's effectiveness. Data can reveal differences in content acceptance across various user groups, identify common comprehension challenges, and track trajectories of attitude shifts. These insights provide a scientific basis for the continuous iteration of communication strategies and the precise optimization of content creation. Consequently, publicity and education methods can evolve from static programs into intelligent systems capable of self-correction and dynamic adaptation based on real-time feedback, thereby ensuring their long-term effectiveness and environmental adaptability.

## Conclusion

This study systematically demonstrates the structural impact of the new media environment on the publicity and education of regulations and policies, revealing the systematic limitations of traditional methods in terms of communication philosophy, content format, interaction mechanisms, and evaluation systems. The study proposes replacing the communicator-centered approach with user-centric principles, reconstructing content expression through multimodal narratives, utilizing interactive technologies to build immersive cognitive scenarios, and leveraging data-driven methodologies to achieve evaluation and optimization. Together, these elements form a composite innovation pathway tailored to the new media ecology. These pathways are interconnected and mutually reinforcing, collectively pointing toward a modern publicity and education system capable of adapting to information fluidity and respecting audience agency.

Future practical explorations should focus on three key areas of refinement: first, developing artificial intelligence-based personalized content generation and recommendation systems to achieve dynamic alignment between regulatory information and individual cognitive characteristics; second, constructing a coordinated communication mechanism across media platforms to create an integrated online-offline publicity and education ecosystem; third, establishing a multidimensional evaluation model that incorporates behavioral data and cognitive measurements, facilitating a transition from experiential decision-making to scientific governance in publicity and education efforts. Ultimately, the publicity and education of regulations and policies should advance toward an agile governance model, forming an intelligent communication ecosystem capable of self-iteration. While ensuring the authority of norms, this approach should stimulate audiences' internal acceptance and voluntary compliance, providing sustained momentum for organizational normative management in the digital era.

## Fund Projects

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