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Strategic management guideline to use artificial intelligence for teaching in new media of Zhejiang Industrial Vocational and Technical College, China

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ABSTRACT

This article aimed 1) to investigate the problems and needs of artificial intelligence teaching in new media and 2) to develop strategic management guidelines for artificial intelligence teaching in new media. The sample groups for the investigation of problems and needs were divided into 2 groups, namely, 1) 301 undergraduate students and 2) 78 teachers who are the teachers of the new media major in our school. Moreover, 3 specialists discussed the development management guide through online interviews. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean values, and standard deviation. The Likert rating scales were used to rate the degree or level of problems and needs. The research results were found as follows: 1. It was found that the problems and need to establish a new media AI teaching strategic management guideline are high in Zhejiang Industrial Vocational and Technical College. 2. The constructed strategic management guideline for using artificial intelligence teaching in new media colleges comprises 7 units, namely: 1) The vision and mission of constructing a new media and artificial intelligence teaching strategic management guideline, 2) The strategic objective of new media artificial intelligence teaching, 3) Strategic plan for new media and artificial intelligence teaching, 4) The organizational structure of new media AI teaching, 5) Performance evaluation system of new media artificial intelligence teaching, 6) Risk management of new media and artificial intelligence teaching, and 7) Communication and change management in new media artificial intelligence teaching.

Introduction

At present, with the rise of the fourth Industrial Revolution, artificial intelligence technology with deep learning as the core has attracted people's attention. It constantly permeates all fields of production and life and is closely integrated with many industries. With the emergence of new positions, the original talents have been unable to meet the market's demand, which puts higher requirements for the talents in the new media industry and promotes the cultivation of new media talents, Education transformation, and reform. Training new media talents mainly relies on

the network and new media majors. Therefore, colleges and universities need to cling to this opportunity, under the guidance of new liberal arts construction concept, to explore artificial intelligence technology represented by emerging science and technology in the process of new media talent training application methods, given the existing problems in the process of talent training, explore the path of artificial intelligence technology to solve these problems, to further optimize the talent training scheme, cultivate interdisciplinary, practice ability of comprehensive talents (Xu, 2023, pp. 93-95).

The application of artificial intelligence technology in game design is mainly reflected in the interactivity of game design. Artificial intelligence technology through image API technology can realize face unlock, face transformation, face beautification, and image detection, increasing the game's fun and security. Artificial intelligence technology can constantly improve the system through the data generated by the users in the game, continually optimize the game characters, learn and improve themselves in the interaction with the game participants, and make the user's game experience more realistic (Wang, 2023, pp. 149-151).

On June 25, 2011, China's first New Media Education Summit Forum was held in Chongqing Normal University. This BBS to "new era of new media new direction" as the theme, around the new media to the development of media education challenges and opportunities of new media talent training mode, mobile Internet, and micro video industry development discussion. Yin Yungong, a researcher at the Chinese Academy of Social Sciences, believes that human society has gone through three revolutionary processes: the invention of writing changes the way of information collection, and the achievements of human civilization can be better stored and inherited. The birth of paper and printing has changed human information: the technical means of digital and information technology have overturned the traditional way of information dissemination and changed people's lifestyles, ways of thinking, and behavior habits. We are now in the process of digitalization, information, and the third revolution, digital new media has become the label and epitome of The Times. the communication mode of new media and business forms has changed our consumption and media behavior (Lai et al., 2023, pp.91-92).

With the progress and development of the information society, artificial intelligence is playing an increasingly important role in daily life. The United States is a country where information technology started early and has attached great attention to primary and secondary education. [Since the fall of 2018, Pittsburgh Monto School District has launched a new AI program to enable students to experience AI better. In 2018 and 2019, China successively issued high school and middle school textbooks, focusing on cultivating students in the new era with a scientific spirit (Guo et al. 2019, pp. 95-99).

Objectives

1. To investigate the problems and needs of artificial intelligence teaching in new Zhejiang Industrial Vocational and Technical College media.
2. To develop strategic management guidelines for using artificial intelligence teaching in new media.

Literature Review

Concepts of new media education

New media education in colleges and universities has many forms and multiple connotations, including the use of digital new media technology, new media professional courses, and opening. Whether it is the "borderless" education mode of "whole region and full time" or the comprehensive promotion of "network education", "content education," and "platform education", universities are no longer closed "ivory towers", nor "knowledge factory", but also "operation platform" and "education think tank" enabled by new media. It is the trend of The Times to fully develop and extensively open the teaching resources of new media in colleges and universities. It is the new mission of institutions of higher learning and scientific research institutions to make educational resources serve society broadly through modern information means (Chen, 2023, pp. 115-117).

Concept of artificial intelligence teaching

Artificial intelligence education has been put forward as early as the 20th century. Still, due to the high requirements of artificial intelligence education on software, hardware, and users, China's research on artificial intelligence education has been deepened after the promulgation of the Development Plan of the New Generation of Artificial Intelligence in 2017. Using artificial intelligence technology in the classroom is no longer fresh. artificial intelligence can assign education to combine education and artificial intelligence, change the conventional form of education, and meet the teacher's and students' intelligent teaching requirements. Artificial intelligence can assign education simply by combining artificial intelligence and education and can assign given energy; the teaching mode under the background of artificial intelligence is not only that teachers simply use emerging technologies to provide students in the classroom with the process of knowledge, and teaching, various tools and platforms provided by artificial intelligence are used to design the teaching mode of different subjects, and the teaching mode should be in line with the development of students at various stages (Tan, 2023, pp. 27-28).

Concept of artificial intelligence

Artificial intelligence is the technology that simulates the realization of human thinking, and its main purpose is to give the robot a unique audio-visual theory and the brain's abstract thinking ability. Especially reflected in judgment, reasoning, proof, recognition, learning and problem-solving, and other thinking activities. In general, it is a combination of knowledge and thinking. Since the Industrial Revolution. We have used machines instead of people for part of the work, greatly liberating mankind with the development of computer technology and information networks; we are no longer satisfied with operating machines to complete relevant tasks but hope that it can help us to complete a certain task independently. Some work, to achieve a deeper liberation of people. This includes industrial robots and agricultural machines. People, service robots, and other robots, intelligent transportation, intelligent manufacturing, etc." AI concept is the intersection of the concept connotation of artificial intelligence and other disciplines, as shown in the figure: artificial intelligence and the Internet of Things, big data, and cloud computing technologies (Liu et al., 2018, pp. 140-141).

Conceptual framework

The conceptual framework is as follows

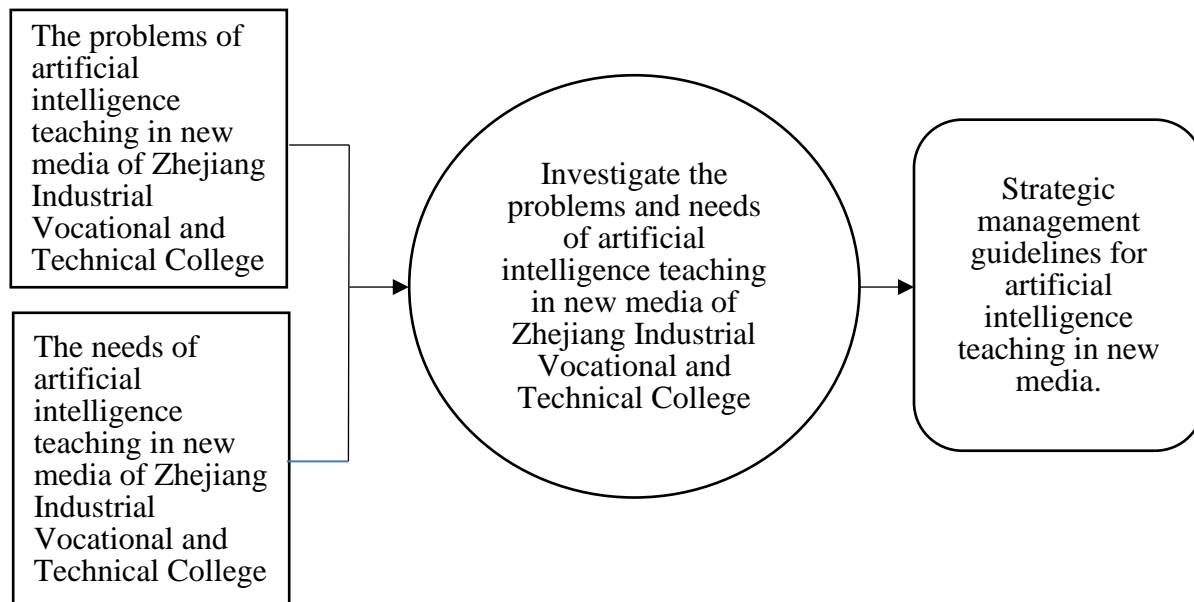


Figure 1 Research Conceptual Framework

Methodology

1. Population and sample

1.1 Population

This study was conducted at Zhejiang Industrial Vocational and Technical College. The population for this research project was divided into 2 groups, namely, 1) 1216 students in 2023 and 2) 78 population who are the teachers of the new media major in our school.

1.2 Sample

The samples in this study were obtained through stratified random sampling technique and then were divided into 2 groups; namely, 1) 301 students (Yamane, 1967, p.887); and 2) 78 teachers who are the teachers of the new media major in our school. Moreover, the 3 specialists were used for the online interview form.

2. Research instrument

This paper studies the problems and needs of AI teaching in new media majors and analyzes them to understand and master the current research status and results by reviewing the existing paper databases, core journals, literature, and related literature collected by induction. After drawing up the questionnaire outline, the contents were analyzed and adjusted, and finally, the three research objects were investigated.

Questionnaires: In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 parts, namely, 1) general information and 2) problems and needs of artificial intelligence learning in new media in the opinion of students and teachers. The Index of congruence (IOC) evaluated the questionnaire for validity. Each question

in the questionnaire was in the range of IOC 0.67 to 1.00. The reliability of the questionnaire was assessed in terms of Cronbach Alpha Coefficient at 0.80 (Cronbach, 1951, pp. 297-334).

For the strategic management guideline of artificial intelligence teaching in new media, a set of questions was used for the online Interview form. The strategic management guideline was evaluated by 3 experts who provided comments, ideas, and suggestions on the correctness and suitability of the strategic management guideline. The correctness and suitability of the guidelines were presented in terms of IOC.

3. Data collection

For the investigation of problems and needs, the researcher himself collected the data and information from the sample groups via email. The researcher submitted a letter of permission to the school director in advance to ask permission to collect the data and information from the sample group at the Vocational College. 309 student questionnaires were distributed and 301 questionnaires were returned, a recovery rate of 97.41%. Teachers' questionnaires were distributed in 81 copies, with 78 recovered, a recovery rate of about 96.30%.

Moreover, the online interview form was conducted to recruit ideas and suggestions for strategic management guidelines for artificial intelligence teaching in New Media.

4. Data analysis

The Data and information collected will be analyzed, interpreted, and then presented in terms of frequency, percentage, mean, and standard deviation (S.D.). The 5-point Likert rating scale was used to evaluate the respondents' needs and problems with teaching Chinese pronunciation to people with speech organ defects.

The criteria defined the range of the mean scores as the following: The ideas and comments from the online interview form were analyzed by using the quantitative research method and then used to correct and improve the contents of the management guideline

For the rating reference table of the 5-point Likert rating scale (Srisa-ard, 2002, p. 103), see Table 1.

Table 1 Rating scale

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Result

1. The problems and needs of artificial intelligence teaching in new media.

It is found that problems and needs of artificial intelligence teaching in new media of students and teachers are at high and highest level.

Table 2 Problems of using artificial intelligence for learning in new media in the opinion of students.

Questions	n=301		Level of problems
	\bar{x}	S.D.	
1. Artificial intelligence learning makes people prone to a sense of dependence and reduces their enthusiasm.	4.52	0.60	Highest
2. New media and artificial intelligence teaching cannot meet the learning needs of all people.	4.51	0.63	Highest
3. You cannot skillfully operate AI learning software.	4.51	0.60	Highest
4. You think there are so many problems with AI learning.	4.51	0.60	Highest
5. Improper operation of AI learning systems will bother learning.	4.50	0.63	High
6. Artificial intelligence learning can see many beautiful pictures, which can easily lead to distraction in learning.	4.50	0.61	High
7. AI learning sometimes slows down your learning progress.	4.50	0.60	High
8. You can skillfully operate AI learning software.	4.50	0.43	High
9. AI learning sometimes brings more difficulties when reviewing lessons.	4.49	0.59	High
10. Artificial intelligence courses are rich in resources and materials but lack a systematic nature.	4.47	0.65	High
11. The video playback feature sometimes creates difficulties for you to complete the course playback.	4.46	0.63	High
12. The cost of AI learning equipment is relatively high.	4.46	0.63	High
13. There are many AI courses, but some are not effective.	4.44	0.65	High
14. AI learning brings some limitations to teacher interaction.	4.43	0.64	High
15. Your computer is difficult wired with learning equipment.	4.41	0.62	High
Average	4.48	0.60	High

According to table 2, the overall average is high ($\bar{x}=4.48$, S.D.=0.60).

First, students in AI learning expose people to a sense of dependence and reduce their enthusiasm at the highest level ($\bar{x}=4.52$, S.D.=0.60). It shows that the students react fiercely, and most people have questions about this, which provides the direction for the later research.

Secondly, the students are also at the highest level ($\bar{x}=4.51$, S.D.=0.60). This shows that this needs further upgrading of the AI needs to meet the needs of students.

Finally, students have the highest level ($\bar{x}=4.50$, S.D.=0.60) of inability to operate AI software skillfully.

Table 3 Problems of using artificial intelligence for learning in new media in the opinion of teachers.

Questions	N=78		Level of problems
	\bar{x}	S.D.	
1. The school does not have a perfect strategic management guideline to guide teachers in AI teaching	4.56	0.54	Highest
2. AI teaching sometimes slows down your teaching schedule.	4.55	0.53	Highest
3. AI teaching sometimes makes it easy for students to cheat on exams.	4.52	0.48	Highest
4. AI teaching sometimes imposes some limitations on student interaction.	4.49	0.65	High
5. Artificial intelligence teaching resources are rich, but it is difficult to screen out qualified textbooks.	4.49	0.58	High
6. Online courses are plenty, but some are not effective.	4.47	0.64	High
7. You can watch many online videos causing distractions from teaching tasks.	4.46	0.64	High
8. The video playback feature sometimes creates difficulties for you to complete the course playback.	4.45	0.64	High
9. Your computer sometimes struggles to connect to your AI teaching equipment.	4.45	0.57	High
10. Your AI teaching equipment is tough to use.	4.44	0.70	High
11. The school does not have a perfect instruction strategic management guideline to help teachers improve the quality of teaching.	4.42	0.66	High
12. You think there are so many problems with AI teaching systems.	4.42	0.63	High
13. The school does not have a perfect instruction strategic management guideline to help teachers improve their teaching efficiency.	4.41	0.68	High
14. AI teaching can sometimes reduce teachers' interest.	4.41	0.67	High
15. AI teaching sometimes creates more difficulties for teachers in reviewing their lessons.	4.41	0.63	High
16. AI teaching sometimes creates more difficulties for students to consult with their teachers.	4.40	0.69	High
17. AI classroom exercises take a lot of time to screen.	4.40	0.61	High
18. AI teaching often reduces your teaching time.	4.32	0.67	High
Average	4.45	0.62	High

According to table 3, the overall average is high ($\bar{x}=4.45$, S.D.=0.62).

First, the school lacks a well-established manual to guide teachers in AI teaching ($\bar{x}=4.56$, S.D.=0.54). The feedback from teachers or administrators is relatively consistent, indicating that people pay much attention to it, which points out the direction for future research.

Second, ($\bar{x}=4.55$, S.D.=0.53). This shows that teachers may encounter various problems when operating AI-related software, which can be our research goal in the future.

Finally, AI teaching, which sometimes makes it easy for students to cheat on exams, becomes a high concern for teachers and administrators at the highest level ($\bar{x}=4.52$, S.D.=0.48). This shows that we can discuss this issue in future research.

Table 4 Needs of using artificial intelligence for learning in new media in the opinion of teachers.

Questions	N=78		Level of needs
	\bar{x}	S.D.	
1. New media artificial intelligence teaching can improve students' practical and problem-solving abilities.	4.58	0.52	Highest
2. AI teaching can improve the teaching quality.	4.55	0.61	Highest
3. Perfect strategic management guidelines can help teachers to improve the teaching quality and teaching effect.	4.54	0.60	Highest
4. AI teaching can enable students to complete their exercises efficiently.	4.53	0.59	Highest
5. AI teaching can understand students' learning progress at any time.	4.51	0.62	Highest
6. Artificial Intelligence teaching can improve the efficiency and quality of classroom practice.	4.49	0.64	High
7. New media AI teaching comprehensively evaluates students' mastery of knowledge by using project reports and experiments.	4.49	0.62	High
8. You think that online teaching helps enhance the effectiveness of the teaching system.	4.47	0.62	High
9. Artificial intelligence teaching methods are diversified, thus making it easier for students to master the knowledge points.	4.47	0.62	High
10. AI teaching makes the classroom more active.	4.46	0.66	High
11. AI teaching can increase students' interest	4.46	0.64	High
12. AI teaching often helps students review lessons.	4.45	0.66	High
13. Well-developed manuals can help teachers improve student participation.	4.43	0.68	High
14. AI courses are often easy to download or save files.	4.40	0.63	High
15. Artificial intelligence teaching can help teachers determine students' emotional needs in time.	4.40	0.63	High
16. AI teaching makes students easier to accept and understand.	4.38	0.61	High
17. AI teaching resources are more abundant.	4.38	0.61	High
18. Perfect manuals can help teachers to improve their teaching efficiency.	4.31	0.67	High
Average	4.46	0.62	High

According to table 4, the overall average is high ($\bar{x}=4.46$, S.D.=0.62).

First, in terms of new media AI teaching, which can improve students' practical and problem-solving abilities up to the highest level ($\bar{x}=4.58$, S.D.=0.52), teachers who use artificial intelligence in the teaching process find that this system helps improve students' practical ability.

Secondly, ($\bar{x}=4.55$, S.D.=0.61). This shows that teachers have successfully improved the quality of artificial intelligence and have achieved the teaching effect.

Finally, the perfect manual can help teachers improve the teaching quality and effect; that is, in terms of school management, teachers also hope to get more support from relevant school policies but reach the highest level ($\bar{x}=4.54$, S.D.=0.60).

Table 5 Needs of using artificial intelligence for learning in new media in the opinion of students.

Questions	n=301		Level of needs
	\bar{x}	S.D.	
1. AI learning courses can improve the breadth and depth of learning.	4.54	0.59	Highest
2. AI learning can improve operational ability.	4.54	0.57	Highest
3. AI learning can save a lot of time.	4.53	0.62	Highest
4. The video playback feature normally allows you to complete the course playback.	4.53	0.58	Highest
5. Artificial intelligence learning can improve the timeliness of new media.	4.52	0.63	Highest
6. You think that artificial intelligence learning helps enhance the effectiveness of the learning system.	4.51	0.64	Highest
7. Ai immersive learning can improve practical operation ability and enhance employment competitiveness.	4.51	0.61	Highest
8. AI learning can increase learning interest.	4.51	0.28	Highest
9. Ai learning makes it easier for you to understand the knowledge points.	4.51	0.21	Highest
10. AI learning can improve learning quality.	4.50	0.62	High
11. Artificial intelligence learning helps to review and consolidate knowledge points at any time.	4.50	0.60	High
12. AI learning courses are often easy to download or save files.	4.49	0.60	High
13. Artificial intelligence learning can more intuitively improve the beauty of new media.	4.47	0.64	High
14. You can watch many online videos to broaden your vision and increase your knowledge	4.47	0.63	High
15. AI learning has more abundant resources.	4.46	0.63	High
Average	4.51	0.56	Highest

According to table 5, the overall average is highest ($\bar{x}=4.51$, S.D.=0.56).

The first one is that artificial intelligence learning courses can improve the breadth and depth of learning. Achieving the highest level ($\bar{x}=4.54$, S.D.=0.59) Shows a very high recognition of artificial intelligence learning courses to improve the breadth and depth of professional knowledge.

Next, students' satisfaction with AI learning to improve their operational ability is also very high, reaching the highest level ($\bar{x}=4.54$, S.D.=0.57).

Finally, artificial intelligence learning can increase your interest in learning, making it easier to understand these knowledge points. ($\bar{x}=4.51$, S.D.=0.28), ($\bar{x}=4.51$, S.D.=0.21).

2. The strategic management guideline for artificial intelligence teaching in new media at Zhejiang Industrial Vocational and Technical College.

According to the results from this study, the strategic management guideline for artificial intelligence teaching in new media at Zhejiang Industrial Vocational and Technical College is composed of seven units; Namely: 1) The vision and mission of constructing a new media and artificial intelligence teaching strategic management guideline, 2) The strategic objective of new media artificial intelligence teaching, 3) Strategic plan for new media and artificial intelligence teaching, 4) The organizational structure of new media AI teaching, 5) Performance evaluation system of new media artificial intelligence teaching, 6) Risk management of new media and artificial intelligence teaching, and 7) Communication and change management in new media artificial intelligence teaching.

Conclusion

1. Artificial intelligence learning needs to be done in new media, in the opinion of students.

According to the results of this study, artificial intelligence learning courses can improve the breadth and depth of learning. The highest value of demand was reached at the highest level ($\bar{x}=4.54$, S.D.=0.59). Students' satisfaction with AI learning to improve their operational ability is also very high, reaching the highest level ($\bar{x}=4.54$, S.D.=0.57).

Next, students responded positively to the issue that AI learning can save time, the highest level ($\bar{x}=4.53$, S.D.=0.62). The video playback feature normally facilitates you to complete the course playback, the highest level ($\bar{x}=4.53$, S.D.=0.58),

Finally, Artificial intelligence learning can improve the timeliness of new media at the highest level ($\bar{x}=4.52$, S.D.=0.63).

2. Problems of artificial intelligence learning in new media in the opinion of teachers.

According to the results from this study, Teachers are highly satisfied with new media AI teaching, the most satisfactory of which is using AI teaching to improve students' practical and problem-solving abilities. ($\bar{x}=4.58$, S.D.=0.52 fully illustrates the popularity of artificial intelligence teaching among teachers.

AI teaching sometimes slows down the teaching progress, $\bar{x}=4.55$, S.D.=0.53 In addition, in terms of school management, teachers also reflect a lot of problems. The biggest problem for teachers is that there is no perfect instruction manual for using artificial intelligence in teaching school, so teachers encounter difficulties in using the $\bar{x}=4.56$, S.D.=0.54.)

3. The strategic management guideline for artificial intelligence teaching in new media in Zhejiang Industrial Vocational and Technical College. According to the results from this study, the strategic management guideline for artificial intelligence teaching in new media at Zhejiang Industrial Vocational and Technical College is composed of seven units; Namely: 1) The vision and mission of constructing a new media and artificial intelligence teaching strategic management guideline, 2) The strategic objective of new media artificial intelligence teaching, 3) Strategic plan

for new media and artificial intelligence teaching, 4) The organizational structure of new media AI teaching, 5) Performance evaluation system of new media artificial intelligence teaching, 6) Risk management of new media and artificial intelligence teaching, and 7) Communication and change management in new media artificial intelligence teaching.

Discussion

1. Problems and needs of artificial intelligence learning in new media in the opinion of students.

According to the results of this study, a survey of student new media AI learning shows that Students' learning of AI is at the "highest" level, $\bar{x}=4.51$, S.D.=0.56, while the problem is at the "high" level, $\bar{x}=4.48$, S.D.=0.6. It indicates the severity of the problem of students learning using AI systems. The relevant studies are conducted as follows:

1) AI education highlights the characteristics of schools and the direction of education. It cultivates students' ability to find and solve various problems they may encounter in future studies and work with the mode of thinking of artificial intelligence Ma (2023, pp.118-127).

2) Zhang & Wang (2023, pp.292-299) conducted a research project titled "Design and implementation of artificial intelligence teaching based on AI controller" The results indicated that: We can further explore how to combine smart devices with life practice to provide students with a more efficient and convenient learning path.

2. Problems and needs of artificial intelligence learning in new media in the opinion of teachers

According to the results of this study, a survey of students on new media AI learning shows that teachers have a high demand for new media AI teaching, $\bar{x}=4.46$, S.D.=0.62.

It shows that teachers have a high recognition of AI teaching, among which the highest is that new media AI teaching can improve students' practical ability and problem-solving abilities. Regarding the problems, the teachers reacted more strongly, $\bar{x}=4.45$, S.D.=0.62. The relevant studies are conducted as follows:

Tan (2023, pp.27-28) conducted a research project titled "The construction and application of the teaching mode of artificial intelligence enabling education." The results indicated that Intelligent teaching tools in the classroom make teachers' teaching more convenient and intelligent, greatly reducing their workload. Artificial intelligence is used to reduce the burden of teachers' classes, solve students' learning obstacles, and improve classroom efficiency.

3. The construction of strategic management guidelines for artificial intelligence teaching in new media at Zhejiang Industrial Vocational and Technical College.

According to the results from this study, it can be concluded that teachers are dissatisfied with the school's lack of a perfect AI teaching strategic management guideline, "Highest" level ($\bar{x}=4.56$, S.D. =0.54). Li & Liu (2023, pp.30-37) conducted a research project titled "Classroom teaching from the perspective of artificial intelligence". The results indicated that: AI can integrate various teaching elements, support various teaching processes, and form the basic planning and talent training system of AI education from basic education to higher education. The classroom is the main channel and position for educating people.

Finally, according to the results of this study, the academic administration guidelines for artificial intelligence teaching in new media consist of seven units.

Body of knowledge



Figure 2 Knowledge from research

Suggestions

1. Recommendation for implementation:
 - 1) Schools must create an effective new media AI teaching manual for students and teachers.
 - 2) Education departments must develop AI systems training programs for teachers and students majoring in new media.
2. Recommendation for further research
 - 1) Cross-media analysis reasoning technology system.
 - 2) Active scene perception technology under cognitive tasks: study the active visual perception, 3D modeling, and positioning technology of natural scenes in a complex environment.

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