Research Article
The Validity of Digital Media Communication of Platforms

Baoying Yu [iD],[1] Haigang Li,[2] and Chengming Ma[3]

[1]*School of Literature and History (School of Journalism and Communication), Qiqihar University, Qiqihaer 161006, China*
[2]*College of Teacher Education, Qiqihar University, Qiqihaer 161006, China*
[3]*College of Communication, Northwest Normal University, Lanzhou 161006, China*

Correspondence should be addressed to Baoying Yu; 02261@qqhru.edu.cn

The status of Politics and Ideology curriculum is becoming more and more important in university education. The Politics and Ideology curriculum is closely related to both the development of the country and the nation and the quality of university students. Due to the progress of technology, new media has become an important information collection channel for college students, which has an important impact on college students' thoughts and life. Situation, problems, environment, politics, and ideology work need to deal with new challenges. It also brings new perspectives, new ideas, and new models. This study focuses on how new media technology affects the college students' Politics and Ideology learning, studies the timeliness of new media on political education, and analyzes the path and countermeasures to improve the new media communication with the theoretical basis of communication, Politics and Ideology curriculum, and other disciplines. The AIDMA model of the validity of new media communication is constructed and the validity of the digital media communication is studied by means of literature research and questionnaire survey. The results show that the use of new media to attract archive users is clearly feasible and has advantages that the traditional media technology cannot achieve. The fast and effective speed of information dissemination can affect the behavior of profile users in the model. In the political education of colleges and universities, the influence of digital media is used to continuously improve the quality of educators, improve the literacy of students in using new media, optimize educational content, innovate educational carriers, optimize educational environment, and improve the new media management mechanism, etc.

1. Introduction

The Politics and Ideology work is the lifeline of various teaching work and runs through college education from beginning to end to ensure that the college education always puts people first [1]. Whether students have high political and ideological awareness and upward spiritual outlook, the key lies in whether the various work of education in this area is well implemented and whether it is implemented well depends on whether the effectiveness is high [2]. In 2019, Chinese President proposed that Chinese universities need to add teaching content related to socialism with Chinese characteristics in the new era to increase college students' understanding of socialism with Chinese characteristics in the new era. This has increased the importance of Chinese universities to politics and ideology curriculum [3].

In recent years, with the in-depth development of information technology, portal websites, search engines, virtual communities, e-mails, blogs, online literature, e-books, e-magazines, Internet radio, Internet TV, and mobile newspapers, mobile text messages, new media networks represented by mobile TV, digital TV, etc., people have entered the new media era [4]. New media has the characteristics of convenience and speed, instant openness, all-time and all-area, and equal interaction. It has realized the innovation of communication carriers and has also changed the content of media communication and the way people communicate, and it has become more and more popular among college students. Affected by new media, the status and role of traditional media represented by television, radio, newspapers, magazines, etc. have been weakened, and the college students' attention to it has gradually decreased [5]. Digital media communication technology has made the

content of educational information dissemination more diversified, and the traditional unity has also been broken in the form of communication. Contemporary digital media transmission technology combines text, pictures, and audio and video, showing online classrooms with pictures, audio, and video, and the interactive and rich learning resources can provide students with accurate data and help students learn in a targeted manner. The current Chinese President has been advocating that colleges and universities need to combine new media technology with modern educational means. Different from the traditional way of education, this can ensure that the students learn politics and ideology more efficiently. The combination of strengths and advanced technology can make our work more effective and will be icing on the cake [6].

However, there are two sides to everything, and the negative impact of digital media communication technology has begun to appear. Digital media communication technology is a double-edged sword. For example, the contemporary masses lack the opportunity for face-to-face communication, and the relationship between people is becoming increasingly indifferent uncertainty of the authenticity of information content, lack of credibility of information sources, and lack of systematic information dissemination process [7]. Sex and the acceptance of college students make it difficult for educators to grasp and so on [8].

In order to promote the development of university Politics and Ideology curriculum, it is a good choice to apply new media technology to traditional education. In the era of rapid dissemination of information by new media technology, how to integrate new media into traditional Politics and Ideology curriculum and what kind of problems will be faced in the process of integration need further research by researchers. Finally, it is beneficial for universities to improve the learning efficiency of students in this aspect [9].

2. State of the Art

2.1. Theoretical Research on New Media. Rapid updating of technology cause that the forms of media communication are also emerging in an endless stream. The popularity of the traditional media has gradually disappeared and is replaced by the emergence of new media forms, which have an irreplaceable effect on people's lives. Digital media is the use of digital technology, information is packaged into a digital way to spread on the network, and the dissemination of the object is the mobile phone or computer screen users and consumers. Professor of communication studies at Tsinghua University believes that the emergence of new media benefits from the development of information technology. Information can spread quickly on the network and affect more people more quickly. Professor Huang Shengmin of Communication University of China believes that it is certain that new media is based on digital technology, and on the basis of network technology, various media forms are extended [10]. Media is divided into emerging media and traditional media. Emerging media refers to the Internet, which is a new media emerging in recent years. Thanks to the development of

information technology, some traditional media can also improve the communication efficiency through information technology, such as electronic newspapers, digital TV, and mobile media. Professor Meng Wei from Communication University of China believes that new media is a series of new communication forms compared to the traditional mass media, using digital technology (DAB, "DAB+"), network technology (big data), and mobile technology (from free WiFi to the maturity of audio and video technology of smart phone terminals), and provides users with information, entertainment, transaction, and social interaction functions through channels such as the Internet as well as other terminal devices such as smart phones, digital TVs, and tablet computers [11]. In Professor Dong Lu's book "Core Theories and Concepts of Communication Studies," she understands new media as new media, she believes "The so-called new media is the combination of audio/video technology and digital communication technologies such as the Internet, which refers to the emerging digital Technology and digital platforms, also refers to electronic or multimedia publishing (especially on the Internet)" [12].

2.2. Research on the Impact of New Media on Politics and Ideology Curriculum. The progress of Politics and Ideology curriculum needs the support of new media technology. The way of Politics and Ideology curriculum in universities combines information technology and new media and also reflects that education is gradually integrating with the modern science and technology to promote the development of modern educational technology. Candidatu and Ponzanesi put forward the integration of Politics and Ideology curriculum and multimedia in the new media era and the development ideas under the background of integration. In his study, Zhao Jian analyzed the difficulties faced by colleges and universities in integrating Politics and Ideology curriculum and new media and then explained the methods of conducting online Politics and Ideology curriculum from the perspective of counselors [13] path. In their book, Liu and Wang summarize the current development and problems of Politics and Ideology teaching in universities and put forward the influence and innovation of new media on Politics and Ideology teaching [14] and the necessity of combining the Politics and Ideology courses with the new media technology under the development of new media technology [15]. Janmohammadi makes contributions to the application of new media in Politics and Ideology curriculum and studies the Politics and Ideology learning mode of college students in the new era of theory and practice [16].

2.3. Research on the Effectiveness of Politics and Ideology Curriculum in the New Media Era. From 2011 to November 2019, a total of 106 articles were published on China Knowledge Network on the effectiveness of education with the new media era. Among them, 54 were studied by universities, 23 were studied by university students, 6 were studied by ideological and political education courses, 4 were studied by counselors, and 3 were studied by university students. The research objects are young teachers, the

research object of 2 articles is higher vocational colleges, and the research object of 2 articles is the agenda setting of network Politics and Ideology curriculum. In addition, the research objects are liberal arts graduate students, public security colleges, and vocational students [17]. Yi Class network politics and ideology, Jinping Xi New era of socialism with Chinese characteristics "Three advances," politics and ideology curriculum research overview. There are only six articles based on fieldwork research [18]. Wang Xiaoxia pointed out that two important problems of new media combined with Politics and Ideology curriculum include the complexity of teaching content and the decline of communication efficiency among the college students. In addition, due to the integration of new media technology, the educational function of Politics and Ideology curriculum content will be adversely affected. At present, there are many problems in the course of Politics and Ideology curriculum for college students. These problems include not only the problems of teaching content and teaching materials but also the problems of school teachers and leaders. Fu Gang analyzes the system and personnel management system of different colleges and universities in the management of Politics and Ideology curriculum and also summarizes the problems of teachers in different colleges and universities and the impact of these problems on the effect of Politics and Ideology curriculum. For different situations, he put forward corresponding and reasonable solutions. Jiang Yanhong believed that the university does not pay enough attention to students' Politics and Ideology learning. This is the main reason for the poor effect of Politics and Ideology curriculum in the universities. At the same time, the effect of Politics and Ideology curriculum in universities will also be affected by teaching materials, teachers, management mode, and so on. Problems with methods and solutions are proposed. In the article, through the case analysis, Qin Xiaojuan learned that, in the process of college Politics and Ideology course learning, students' attention will also affect the effect of college Politics and Ideology teaching, and many colleges and universities have deficiencies in the content of Politics and Ideology curriculum and teachers' teaching mode. She believes that the Politics and Ideology curriculum in Chinese universities needs to combine the advantages of the Internet and schools need to always pay attention to the impact of the Internet on the Politics and Ideology curriculum of college students. Mobile Internet technology is widely used, profoundly changing and influencing this era, political, economic, social, and educational. Colleges and universities that grow up with Internet technology are deeply branded by the times, and colleges and universities must take the initiative to conform to the needs of the times, take the initiative to master and use the mobile Internet technology, and occupy a new position in Politics and Ideology curriculum work so that the personnel training work of colleges and universities can be more effective.

2.4. Research on the Path and Countermeasures to Enhance the Influence of New Media on Politics and Ideology Curriculum. In 2009, the Ministry of Education held a special meeting on the Politics and Ideology curriculum of college students under the background of new media. The participants agreed that the new media era has brought about an extremely important impact on the Politics and Ideology curriculum of today's college students, especially the Internet and mobile phones. The advent of text messages and other forms has had a great impact on the language characteristics, thought patterns, psychological awareness, and behavior of college students, and the Politics and Ideology curriculum is facing new opportunities and challenges. Theoreticians generally believe that, although the progress of new media is beneficial, it improves the efficiency of Politics and Ideology curriculum in universities, and it brings convenience to students and teachers, but the new media will also bring some negative impacts and challenges, bringing many unprecedented new problems. In the process of studying the impact of new media on the Politics and Ideology curriculum of college students, theorists focus more on study, life, and thinking. Theorists also analyze the advantages and disadvantages. It not only brings convenience to students' life and study but also makes students feel uneasy and confused in their life and study. Yu Lei proposed that the influence of new media on traditional Politics and Ideology curriculum mainly has three aspects, namely, increased difficulty, increased depth, and increased scope. The countermeasures to better realize the integration of the development of new media and the Politics and Ideology curriculum of college students are put forward. Li Caijun and Tang Wenwu analyzed the organic integration of Politics and Ideology curriculum and the Internet in "New Probes in Politics and Ideology curriculum Methods from the Perspective of the Internet" and proposed an important way for the integration and development of the two and their strong leading power. Yin Tingting et al. believe that what colleges and universities need to pay attention to is the renewal of the concept of Politics and Ideology curriculum, as well as the improvement of educational methods and working methods. In the new era, colleges and universities need to find more innovative ways to improve the effect of Politics and Ideology curriculum. Methods and new ways can lead college students to correctly understand the new media, making it a powerful carrier and material resource to promote the all-round development of college students.

To sum up, scholars have studied and explored the effectiveness of Politics and Ideology curriculum in the new media era from the above aspects, and they found out some of the problems existing in the Politics and Ideology curriculum, and actively sought solutions to solve the current issues. The problems of Politics and Ideology curriculum have good effects. On the one hand, teachers should actively contact the new media and abandon the old. Students can access government information through digital media. On the contrary, the formation is both Politics and Ideology. The media practice the ability of the mission team and practice its application. Digital media propagate the socialist nuclear value concept. The theoretical connotation is to use the form of popular language to give play to the society. The concept of value plays a role in guiding the virtual environment of the network. In order to improve the digital media transmission

effect, it is necessary to strengthen the public communication and cultivate through it to construct a rational and harmonious network public opinion environment, laying a good environment for the dissemination of core socialist values Basic, and also to provide a reference for the writing of this article. This article will continue to dig deep to solve the path and measures to improve the effectiveness of Politics and Ideology curriculum in the new media era and contribute to the previous research.

In this paper, we frame the communication characteristics of the new media, model the communication process, and quantify the specific indicators to achieve the measure of communication validity. The specific theoretical framework is shown in Figure 1.

3. Methodology

3.1. Research Methods

3.1.1. Literature Research Method.
We read a large number of documents and monographs to summarize and understand the concepts such as new media and Politics and Ideology curriculum. Through a clear understanding of the definition of each concept, this paper analyzes how colleges and universities should improve the effect of Politics and Ideology curriculum in the contemporary development of new media technology and puts forward reasonable suggestions.

3.1.2. Questionnaire Survey Method.
By designing relevant questionnaires, the questionnaires are divided into five dimensions. First is students' use of new media. Second is students pay attention to the current situation of Politics and Ideology curriculum in the new media. Third is the impact of new media on students' Politics and Ideology curriculum brought. Fourth is the current situation of colleges and universities in using new media to carry out Politics and Ideology curriculum. Fifth, during the COVID-19 epidemic, is the application of new media in Politics and Ideology curriculum. Use the Questionnaire Star platform to distribute online questionnaires to students in target colleges and universities, collect statistical analysis questionnaires, identify existing problems, analyze the reasons behind the problems, and propose solutions in a targeted manner.

In the process of the questionnaire survey, the following formulas are mainly used to carry out statistics and analysis on the results of the questionnaire survey.

Average value is

$$\overline{X} = \frac{X_1 + X_2 + \ldots X_n}{n} = \frac{\sum_{i=1}^{n} X_i}{n}. \tag{1}$$

Standard deviation is

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^{N} (x_i - \mu)^2}. \tag{2}$$

Variance is

$$s^2 = \frac{1}{n} \left[(x_1 - x)^2 + (x_2 - x)^2 + \ldots + (x_n - x)^2 \right]. \tag{3}$$

3.1.3. Interdisciplinary Research Approach.
This paper is limited not only to Politics and Ideology curriculum but also to studies relevant to the knowledge of communication, and it also applies the knowledge of statistics in the questionnaire analysis.

3.2. Model Construction

3.2.1. Theoretical Basis for Model Design.
The AIDMA model believes that consumers have 5 stages from receiving information to forming purchasing behavior, namely, A: Attention (attention), I: Interest (attracting interest), D: Desire (arousing desire), M: Memory (keeping memory), and A: Action (purchase action). This model is a traditional consumer behavior model under traditional media. In the era of new media, the traditional AIDMA is developing towards AISAS with network characteristics. As shown in Figure 2, the emergence of search (search) and share (sharing) with network characteristics shows that, in the new media era, these two aspects are important to user behavior. The AISAS model is also applicable to the field of archives' management, and the study of the archives user behavior model can be learned from the above two models in the analysis of consumer behavior in marketing.

Based on the above model, the following formula analyzes the mean deviation:

$$S_f = \frac{1}{n} \left(\left| x_{1f} - m_f \right| + \left| x_{2f} - m_f \right| + \ldots + \left| x_{nf} - m_f \right| \right), \tag{4}$$

where $x_{1f}, x_{2f}, \ldots, x_{nf}$ are the recorded values in the dataset, and m_f is the calculated mean, i.e.,

$$m_f = \frac{1}{n} \left(x_{1f} + x_{2f} + \ldots + x_{nf} \right). \tag{5}$$

Standard metric is

$$Z_{if} = \frac{X_{if} - m_f}{S_f}, \tag{6}$$

where S_f is the mean absolute deviation.

The technology acceptance model (TAM) is a model that shows that users' perception affects their attitudes and behaviors, and it also affects whether they use and accept the system. As shown in Figure 3, the perceived usefulness in the figure are perceived ease of use, which, respectively, refers to the degree to which the performance of a system is improved by using a system and the degree to which it is considered easy to use a specific system.

3.2.2. Model Design and Assumptions.
This paper builds a model of the influencing factors of archive user behavior based on the characteristics of new media communication, as shown in Figure 4. The intermediate variables in this model are profile users' perceived value and perceived risk,
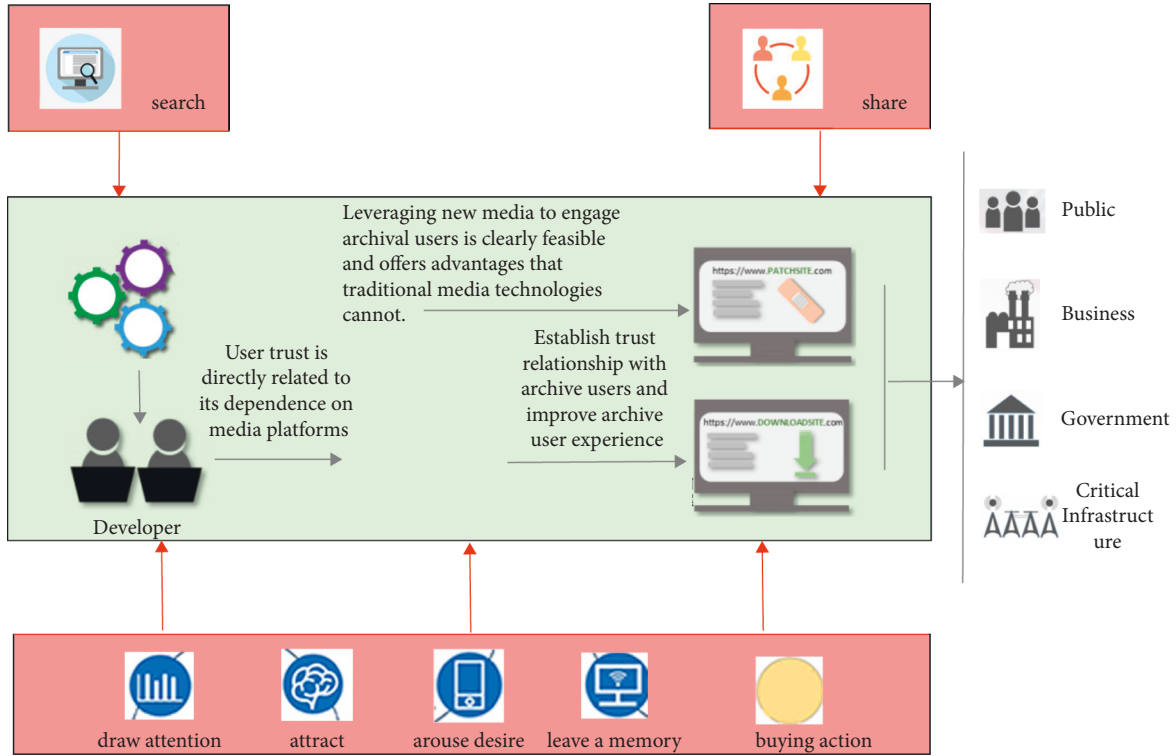
FIGURE 1: A block diagram of the digital media communication validity of the platform.
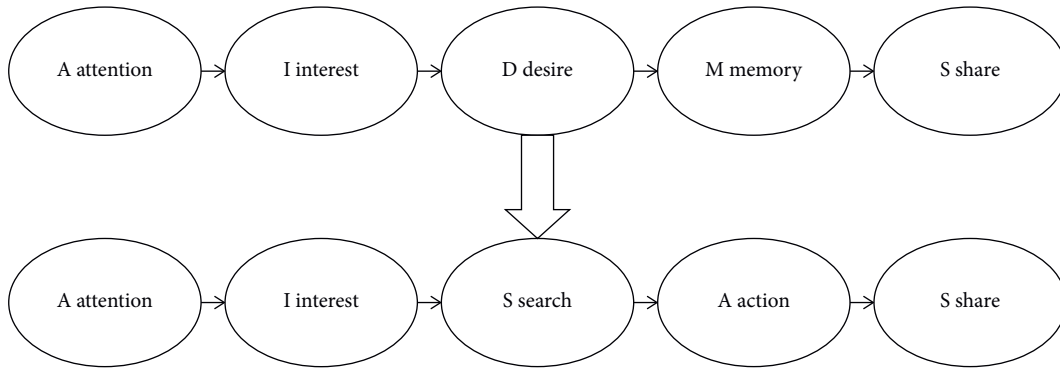

FIGURE 2: AIDAM to AISAS conversion diagram.

and the output variables are the profile user behavior. Hypotheses are made about the relationship between the variables in the designed model.

3.2.3. Operational Definition and Measurement of Model Variables.

The model of this study mainly includes three variables, and items are set for these three variables, respectively, and the Likert scale is used for measuring. When using the Likert scale, the K-means clustering algorithm is mainly used for the calculation. The specific calculation formula is as follows. The K-criterion function E is defined as follows:

$$E = \sum_{i=1}^{k} \sum_{x \in C_i} |x - \overline{x_i}|^2. \tag{7}$$

The sum of the squared error of the cluster center point and all objects in the dataset is represented by E. When E is larger, it indicates that the distance from the cluster center to the object is larger and the similarity within the cluster is lower; otherwise, in the similarity within the cluster, the higher the sex is, the smaller the E is. A certain data object in the cluster is represented by x; the cluster center of cluster C_i is represented by c_i; the number in the cluster is represented by k; the ith cluster in k clusters is represented by C_i.

Assume that the data set in this paper is $Z = \{z_1, z_2, . . ., z_p, . . ., z_{Np}\}$, where a key feature vector of the Nd-dimensional feature space is z_p, and the number of feature vectors in the feature space Z is represented by Np, a dataset to describe the similarity measure of clustering algorithms. It is calculated as
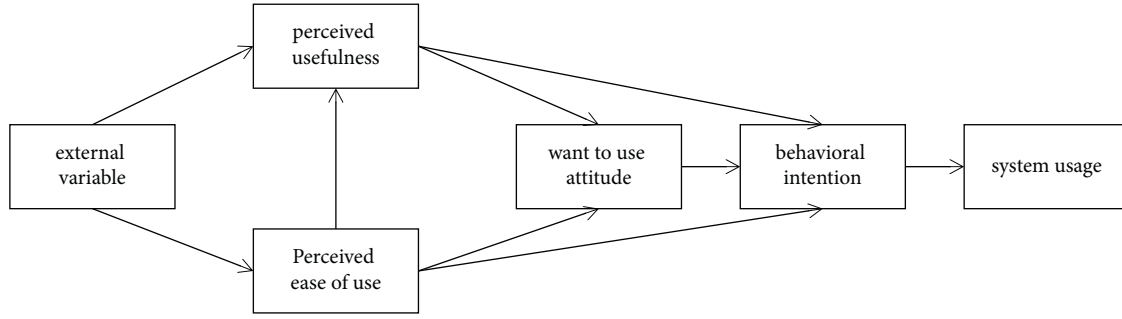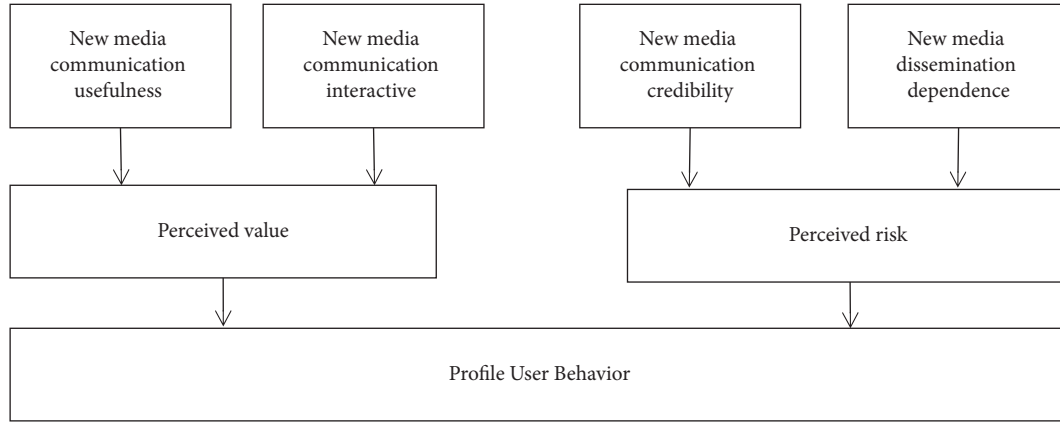
FIGURE 3: Technology acceptance model.

FIGURE 4: Model of influencing factors of archive user behavior based on the characteristics of new media communication.

$$d\left(z_u, z_w\right) = \sqrt{\sum_{j=I}^{N_d}\left(z_{u,j} - z_{w,j}\right)^2}, \tag{8}$$

or

$$d\left(z_u, z_w\right) = \left(z_u - z_w\right)_{\sum^{-1}}\left(z_u - z_w\right)^T, \tag{9}$$

where the data objects are denoted as z_u and z_w.

The square root of the sum of squares of variable differences between the data objects can be described by the Euclidean distance, and the difference between the two items can be used in the representation to achieve the purpose of calculating the dissimilarity between the sample data, mainly using the following formula for calculation:

$$d\left(z_u, z_w\right) = \sqrt{\sum^{N_d}\omega_j\left(z_{u,j} - z_{w,j}\right)^{2\cdot}} \tag{10}$$

The scale consists of a set of statements, each of which has five responses: "strongly disagree," "disagree," "not sure," "agree," and "strongly agree." The operational definitions of each variable are as follows:

(1) Profile User Perceived Value Scale. Through analysis, some domestic scholars believe that the psychological value of the archive users is particularly evident in the era of rapid development of the Internet +, and the convenient information interaction and information evaluation have greatly promoted the psychological value judgment of the archive

users. Foreign scholar Vine Gander divides user value into four dimensions: basic value, expected value, demand value, and unexpected value. The archival value theory provides a new perspective on the study of archival user behavior, as shown in Table 1.

(2) Profile User Perceived Risk Scale. The analysis process of the media system dependence theory shows that user's dependence on media is one of the factors affecting the user behavior. Domestic related research also proves that user trust is directly related to its dependence on media platforms, as shown in Table 2.

4. Result Analysis and Discussion

4.1. Reliability Test. It can be seen from Table 3 that the value of Cronbach's Alpha coefficient is greater than 0.7, and the overall Cronbach's Alpha coefficient of all options is 0.895, indicating that the reliability of the questionnaire in this study is high and has analytical value.

4.2. Validity Test. Validity analysis is to test the extent to which the questionnaires used by researchers can accurately measure their research objectives. The validity test is mainly the KMO test and Bartlett's sphericity test; specifically, in the KMO test, when the value of KMO is between 0–1, the closer to 1, the stronger the correlation between variables, and when the value of KMO is between 0 and 1, 0.5 or less means extremely inappropriate. Bartlett's sphericity test: if the Sig

TABLE 1: Profile user perceived value scale.

Variable		Number	Test items
The usefulness of new media	Perceived value	1	I enjoy new media communication and have a positive attitude towards the relevant archival information it communicates
		2	The new media that I usually come into contact with are basically useful to me
		3	Relevant archives information disseminated by new media is effective and interactive
		4	I often search for archival information through new media
		5	The archive information disseminated by the new media meets my online query needs
		6	I can search for relevant archive information on new media
		7	It is of positive significance for me to interact with the archives information disseminated by the new media
	Interactive new media	8	I would like to use new media to interact with other archival information users
		9	If there is interest in certain archival information during the new media dissemination process, I will share it with others
		10	I will share the file information I searched online on the new media
		11	In new media, others' perception of archive information affects my perception of it

TABLE 2: Profile user perceived risk scale.

Variable		Number	Test items
Perceived risk	New media communication credibility	12	Recognition of new media tools and platforms affects my trust in the archival information they disseminate
		13	Trust in new media tools and platforms influences my choice for disseminating archival information
		14	The credibility of new media tools and platforms affects my trust in the information they communicate
	New media dissemination dependence	15	I use new media tools to search for information on archives when I search online
		16	I often use the archives information disseminated by the new media as the source of information that affects my archives' utilization behavior

TABLE 3: Reliability analysis.

Variable	Measurement item	Cronbach's alpha
Perceived risk	1–11	0.887
Perceived value	2–16	0.873
User behavior	17	0.796
17 items	1–17	0.895
Perceived usefulness	1–5	0.865
Perceived interactivity	6–11	0.886
Perceived credibility	12–14	0.855
Perceptual dependence	15–16	0.783

TABLE 4: Validity analysis.

Variables	Measurement item	KMO value	Sig.
Perceived risk	1–11	0.879	0.000
Perceived value	2–16	0.837	0.000
User behavior	17	0.815	0.000
17 items	1–17	0.891	0.000
Perceived usefulness	1–5	0.855	0.000
Perceived interactivity	6–11	0.846	0.000
Perceived credibility	12–14	0.736	0.000
Perceptual dependence	15–16	0.638	0.000

value is less than the significance level of 0.05, the original variable is considered suitable for factor analysis. As shown in Table 4, the KMO values of all 8 variables in this questionnaire were higher than 0.8, and the Sig values were less than 0.05, so the questionnaire results were applicable to the factor analysis.

4.3. Regression Analysis. In factor analysis, since perceived value and perceived risk are reflected by different items, the linear correlation between the two cannot be obtained by weighting each item option during regression analysis. Through factor rotation and renaming, the impact on perception is affected. Dimensionality reduction was carried out for each item option of value and perceived risk was reclassified into four factors, as shown in Table 5.

It can be seen from Table 5 that the perceived value is reclassified and named as perceived usefulness (questions 1–6), perceived interactivity (questions 7–11), perceived credibility (questions 12–14), and perceived dependence (15–16 questions); the extraction of test question options is more than 60%, so it is more reasonable. We use this factor for regression analysis.

Prediction by the regression analysis method requires prediction of each independent variable in the model. If the regression equation is more realistic, it can be considered that the application of regression prediction is effective. The R table correlation coefficient and the R square indicates how much the independent variable can explain the dependent variable, generally Sig <0.05 indicates that the coefficient test is significant.

TABLE 5: Factor rotation and renaming.

Test items	Component 1	Test items	Component 2
Perceived usefulness question 4	835	Perceived interactivity question 7	823
Perceived usefulness question 6	762	Perceived interactivity question 9	754
Perceived usefulness question 2	738	Perceived interactivity question 11	726
Perceived usefulness question 5	672	Perceived interactivity question 8	612
Perceived usefulness question 1	663	Perceived interactivity question 10	583
Perceived usefulness question 3	631		
Test items	Component 3	Test items	Component 4
Perceived credibility question 14	754	Perceptual dependence question 15	767
Perceived credibility question 13	727	Perceptual dependence question 16	692
Perceived credibility question 12	670		

4.4. Research Results and Analysis of Model Variables. The Pearson correlation coefficient measures the linear correlation coefficient. Corresponding to the various assumptions proposed above, the correlation between variables in the assumptions is analyzed one by one. Greater than 0.8 is considered extremely related, 0.6–0.8 is highly related, and 0.4–6 is the moderate correlation, 0.2–0.4 is a weak correlation, and 0.0–0.2 is very weak or has no correlation. The Pearson correlation coefficients in this paper are all greater than 0.4, so the variables in this paper are assumed to be correlated. According to the establishment of the two hypotheses H1 and H2, it can be known that the perceived usefulness and interactivity of the archive users to new media communication has a significant positive correlation with the perceived value of archive users. From the establishment of the two hypotheses H3 and H4, it can be known that the higher the perceived credibility and dependence of file users on new media communication, the lower the perceived risk. Therefore, the greater the perceived usefulness of the new media communication, the stronger the perceived interactivity of the new media communication and the more active the behavior; the higher the archive users' credibility of the new media communication, the more dependent they are on the new media communication and the more aggressive is its behavior. Assume that the establishment of H5 and H6 proves that there is a positive correlation between the perceived value of archive users and the behavior of archive users and there is a negative correlation between the perceived risk of archive users and the behavior of archive users. Therefore, the assumptions in the previous model of influencing factors of archive user behavior based on the characteristics of new media communication are all supported by relevant tests. The purpose of constructing the archive user behavior model and researching the archive user behavior model is to provide services in a targeted manner. Based on the revised model of influencing factors of archive user behavior, in the new media era, the information acquisition mode of archive users has changed. Based on the technology acceptance model, the model constructed in this paper studies the acceptance behavior of the archive users. Through the model constructed in this paper, it can be seen that using new media to attract archive users is obviously feasible and has advantages that cannot be achieved by traditional media technology. The fast and effective information dissemination speed can affect the process of file
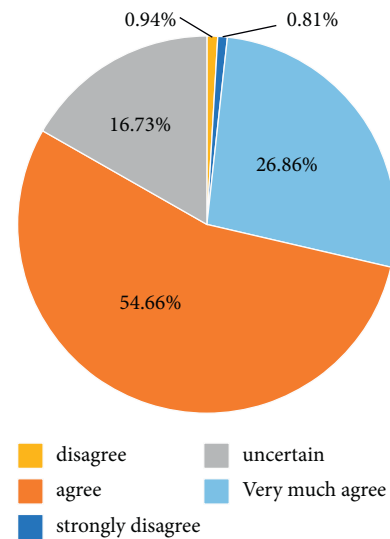

FIGURE 5: The degree to which college students accept new media in ideological and political education.

user behavior in the model, such as the formation of file needs, the generation of query motivation, and the occurrence of file review behavior. There is a negative correlation between the credibility and dependence of new media communication and the perceived risk of archive users, which can negatively affect the behavior of archive users. Although the information content of new media communication is less authoritative than traditional media, archives' institutions through the establishment of official public accounts, official Weibo, and other forms, found that improving the release quality of relevant archives information resources on their official platforms has a significant effect on reducing the perceived risks and enhancing perceived value of archives users. It can also cooperate with an authoritative, highly trusted, and wide-ranging third platform to publish archive information resources on a wider platform and actively use the characteristics of new media to influence more actual and potential archive users. Relevant archive institutions and archive managers need to establish a trust relationship with the archive users to enhance the experience of archive users, in order to increase the stickiness of actual archive users and attract more potential archive users to become actual archive users, as shown in Figure 5.

5. Conclusion

5.1. New Media Expand the Carrier of Ideological and Political Education in Colleges and Universities. In the question "Do you agree that the use of new media for ideological and political education in the new era is easy to be accepted by students" (see Figure 5), 26.86% of students chose to "strongly agree," 54.66% of the students chose to "agree," and more than 80% of the students said they would accept it, which brought favorable conditions to our ideological and political work. As the carrier of ideological and political education in colleges and universities, new media can well capture the attention of students. "Today's user's attention is the only valuable resource, but, in the Internet age, its supply is in short supply because the expansion of content is the focus of the platform that needs more attention." Thus, the emergence of new media can make bitter ideological and political education content integrate into the reality of life.

5.2. New Media Enrich the Methods of Ideological and Political Education in Colleges and Universities. New media are widely used by students, providing a platform for educators to communicate with the students, facilitating educators to understand students' situation in a timely manner, and increasing the opportunities for teachers and students to communicate. In the question "which new media applications do you often use," 98.25% of students used "WeChat, QQ," 38.6% students learn to use "Sina Weibo," especially during the COVID-19 pandemic, and 100% of new media has been applied to the ideological and political education of college students. In the question, "which of the following approaches is used for learning activities during the pandemic?", 76.65% of the students used the "Online Education Integrated Platform (Love Course, Chao Xing, Wisdom Tree, and Academy X)," 72.06% of students used the "online education platform (love course, chaoxing, wisdom tree, and academy line)" question) + Social software live broadcast, 70.18% of the students used "social software (QQ, WeChat, and Dingding)," and 58.03% of the students used the "live video" software (Tencent Conference, Tencent Classroom, ZOOM, Vanguard, etc.); even in special cases, new media also provided the most effective methods for the normal development of ideological and political education activities.

Previously obscure and boring political theoretical knowledge can now be disseminated and educated by making microvideos, animations, charts, and audios, which is not only convenient but also simple and easy to understand, making the content more interesting. At the same time, in the process of learning, you can find relevant literature at any time, shortening the time for knowledge acquisition. The use of emoticons by students in the online world can become a method for educators to grasp the dynamics of students' thoughts, collect emoticons published by students, analyze the current situation of students' thinking, help us understand students, and carry out the work in a targeted manner.

5.3. New Media Provide Students with a Stage to Express Their Discourse. Do you post or comment when browsing new media? In the questions, 5.13 percent chose "regular" and 18.22 percent chose "general," 28.48% of the students chose "occasionally," and more than half of the students had the behavior of actively expressing their opinions in new media, which provided a stage for college students to express their opinions.

The "social participation theory" emphasizes that the audience is not only the audience of information dissemination but also the disseminator of information, and they have the right to express their views and opinions. They can post on Weibo, post comments, and reprint content they are interested in. In short, students have the right to speak on their own. Because the opinions that people generate in active practice are much easier and less easy to change than they passively accept. In our ideological and political education, we should allow students to actively participate in expressing their views and opinions on national policy theory, so as to enhance their love for socialism with Chinese characteristics, enhance the "four self-confidence," and enhance the brilliant achievements of the great motherland. The pride of students, the realization of ideal and belief education, patriotism education, and moral education of students, and the emotions formed by students' own personal practice are always much deeper than teachers' mechanical indoctrination. The emergence of new media allows every student to have a place to express their ideas. They can express their opinions by posting bullet screens or commenting while listening to the class anytime and anywhere. Students actively accept the content of ideological and political education and put it instantly in process to understand the thinking in your mind and to output their own opinions.

Data Availability

The labeled data set used to support the findings of this study is available from the corresponding author upon request.

Conflicts of Interest

The authors declare that there are no conflicts of interest.

Acknowledgments

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