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A Pathway Analysis of Chinese Art and Design Educators' Participation in Career Planning Courses Empowered by Social Media Platforms

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Abstract:
Against the backdrop of rapid digital media development, social media has increasingly become a pivotal platform in higher education, profoundly influencing art and design instructors' engagement in career planning education. This paper examines the transformation of roles and practical approaches of art and design teachers in universities participating in career planning courses empowered by social media. The study aims to explore participation mechanisms and propose optimization strategies. Utilizing literature review and interview methods, the research systematically summarizes the theoretical foundations of social media-enabled education and identifies three typical models of teacher participation: knowledge dissemination, interactive guidance, and resource linking. The operational mechanisms and practical outcomes of these models are analyzed in depth. The findings indicate that social media broadens the ways in which teachers engage in career guidance, enhancing the interactivity, relevance, and effectiveness of such courses. However, challenges remain, including fragmented content, insufficient depth of interaction, and lack of institutional support. Accordingly, this paper proposes targeted recommendations such as strengthening content system development, improving incentive mechanisms, and enhancing teachers media literacy to promote the high-quality development of career planning education.

Keywords:
social media empowerment; art and design instructors; career planning courses; educational innovation; media literacy

1.Introduction

With the widespread adoption of digital media technologies, social media has exerted an increasingly significant influence on higher education, fundamentally transforming traditional teaching methods and redefining the professional roles of instructors. In art and design disciplines, which emphasize practice and innovation, career planning courses have long faced challenges such as misalignment between curriculum content and industry demands, limited targeted guidance, and insufficient interaction between teachers and students. The rise of social media offers new platforms for faculty engagement in career guidance, enabling instructors to overcome temporal and spatial constraints and more effectively align educational content with real-world industry practices(1, 2). Therefore, exploring effective strategies for art and design instructors to participate

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in career planning courses within a social media context holds substantial practical significance.

This study contributes to the advancement of educational technology, the professional development of teachers, and the expansion of career planning curricula. It enhances the competencies of art and design instructors in utilizing social media for career guidance, strengthens students' employability, and promotes the overall quality of talent development. First, this paper reviews the current state of teachers' involvement in career planning education empowered by social media, clarifying the role of social media in transforming teaching roles. Second, it summarizes common participation models and practical experiences while analyzing prevailing challenges. Finally, targeted recommendations are proposed to optimize the implementation of career planning courses within the context of social media empowerment.

2. The Current State of Social Media-Enabled Educational Development

In July 2003, the Media Center at the American Press Institute published the influential report "We Media: How Audiences Are Shaping the Future of News and Information" by Shayne Bowman and Chris Willis(3). The report defined We Media (self-media) as "the channels and means by which the public, empowered by digital and information technologies and connected to global information and knowledge systems, provide and share their own original information and news." As a new form of media emerging from the continuous development of network technologies and the proliferation of digitalization, self-media grants ordinary people greater freedom in information production and dissemination, resulting in highly personalized and diversified content creation(4, 5).

In recent years, the widespread adoption of social media has infused higher education with new vitality and opportunities. On one hand, social media has broadened the channels for disseminating educational information, overcoming the spatial and temporal limitations of traditional classrooms and enhancing the flexibility and diversity of knowledge acquisition. As Jing Deng has pointed out, social media offers richer and more interactive educational environments for both teachers and students in higher education. It facilitates the real-time updating of instructional content and promotes effective communication between instructors and learners(6).

In the context of social media, the roles and functions of teachers have undergone significant transformation(7). Teachers are no longer merely unilateral transmitters of knowledge; instead, they are increasingly becoming information sharers, facilitators of the learning process, and companions in students personal and professional growth. Consequently, teachers professional identities and approaches to professional development are being shaped by both new challenges and emerging opportunities.

Theoretical research indicates that the development of social media-enabled education is shaped by multiple theoretical frameworks(8). Media literacy theory emphasizes that, in an environment characterized by the rapid flow of information and increasing complexity, both teachers and students must possess a high level of media literacy(9, 10). This competency enables them to identify, integrate, and critically utilize various forms of media information, thereby enhancing their learning and creative abilities. Empowerment theory further suggests that social media grants educational participants greater autonomy and initiative, allowing teachers to move beyond traditional educational models, actively engage in content creation and sharing, and foster

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more equitable and open communication between teachers and students. Consequently, the effectiveness of career guidance and personalized education is significantly improved. Meanwhile, connectivist learning theory posits that the open and interactive networked environments fostered by social media provide learners with platforms for collaborative knowledge construction. In this process, knowledge is no longer solely dependent on authoritative transmission but is continuously enriched and refined through dynamic connections and collaborative interactions among individuals, thereby promoting innovation in both learning content and pedagogical approaches(11).

Overall, the rise of social media has not only driven innovation in the content, methods, and structure of higher education but has also provided both theoretical support and practical foundations for transforming teachers' roles and reconfiguring relationships among educational stakeholders. This trend offers broader opportunities and pathways to enhance the quality of higher education, promote educational equity, and advance the professional development of teachers(12, 13).

The involvement of art and design instructors in career planning courses has long been a central focus of educational research. However, a significant gap persists between practical application and theoretical advancement in this area. According to Xiaohui Miao, many art institutions lack systematic performance evaluation and incentive mechanisms in the development and implementation of career planning courses. This deficiency leads to low teacher engagement, challenges in ensuring teaching effectiveness, and limited achievement of the intended impact of career guidance(14).

At the same time, the singular focus of teacher evaluation systems has become a significant constraint on improving the quality of career guidance courses. Xin Li and Yuxin Guo argue that current evaluation systems for art and design instructors place excessive emphasis on research output while overlooking teachers' actual contributions to student career development, the enhancement of practical skills, and the cultivation of interdisciplinary competencies(15). They suggest that universities adopt more comprehensive evaluation criteria that include teachers' performance in career guidance and student development.

In addition, regarding teachers' personal career awareness and career management, Wan Linyan, Tian Zhen, and Wen Zhiming have further noted that many instructors have a relatively weak sense of career planning and pay insufficient attention to their own career development paths and management skills(16). This, to some extent, limits their enthusiasm and effectiveness in participating in career planning courses (Wan Linyan, Tian Zhen, Wen Zhiming)(16).

On the other hand, innovation in course content and teaching models has become a central focus of research and reform. According to Li Na, career planning courses in art and design disciplines should be seamlessly integrated with aesthetic education, cultural understanding, and the development of creative abilities(17). This approach promotes interdisciplinary integration and enhances the overall quality and relevance of the curriculum. Nevertheless, a significant gap still exists between course content and market demands in most universities, with teaching methods remaining relatively uniform and innovation advancing slowly.

Driven by the wave of digitalization and informatization, the use of social media tools has created new opportunities for career guidance courses. Some instructors have begun utilizing social media platforms to disseminate career information, interpret industry trends, and provide personalized counseling. However, these

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initiatives are still in their early stages overall, and there is a lack of comprehensive theoretical frameworks and large-scale empirical evidence(18). Moving forward, continued efforts are needed to improve policy incentives, optimize course content, enhance teacher professional development, and deepen the integration of social media and other digital tools to promote the high-quality development of career planning education.

3. The Current Status and Opportunities for Teacher Participation in Career Planning Education under Social Media Empowerment

3.1 Specific Manifestations of Social Media Empowerment

Art colleges and universities serve as vital pillars in the Party's educational initiatives. In his speeches at the 10th and 11th National Congresses of the China Federation of Literary and Art Circles, General Secretary Xi Jinping emphasized the importance of art education alongside literary criticism and community arts, stating that "greater attention must be paid to strengthening art education and improving the artistic literacy of the people"(19).With the rapid advancement of digital technologies, social media has profoundly influenced higher education, particularly by diversifying and innovating the ways teachers engage in career planning courses(20). As Jing Deng has observed, social media platforms have expanded the channels for disseminating educational information, enabling diversified, personalized, and real-time delivery, effectively overcoming the temporal and spatial limitations of traditional instruction(6). Through platforms such as WeChat Official Accounts, Weibo, Douyin (TikTok), and Xiaohongshu (RED), teachers can promptly share industry updates, employment information, and job-seeking guidance, thereby making career planning education more efficient and targeted.

In terms of content creation, social media empowers teachers with greater autonomy and flexibility(21). Instructors can integrate their professional experience and market demands to develop career guidance content that better aligns with students' interests and practical needs. Moreover, they can utilize diverse formats—such as short videos, live streaming, and visually rich posts—to make information delivery more vivid and intuitive, thereby enhancing the appeal and practical value of career planning courses. Notably, as generative artificial intelligence technologies become increasingly accessible, teachers gain access to a broader array of innovative tools for content creation. For example, by employing AI-powered image generation tools like Midjourney, educators can rapidly produce career scenario illustrations with artistic style, data visualizations of employment trends, and animated simulations of interview scenes(22, 23). These advances not only enhance the artistic and interactive qualities of course materials but also help students improve comprehension and retention through visual perception. With the assistance of artificial intelligence, the creation of career planning education content is shifting from "information accumulation" to "experience design," driving a profound transformation in pedagogical formats(24).

Furthermore, by integrating AI-driven content generation with the real-time dissemination capabilities of social media platforms, educators can rapidly update and precisely deliver course content, thereby enhancing their responsiveness to dynamic industry changes. This combined approach, centered on "intelligent content + media platforms," is becoming the new standard for empowering career education among university faculty.

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The social media environment has also prompted a transformation in teachers' professional roles. Educators are gradually shifting from being mere transmitters of knowledge to becoming guides and opinion leaders in career planning, which places higher demands on their professional competencies and media literacy(25). While enhancing their personal brand influence, teachers must continuously improve their skills in information screening and dissemination to more effectively support students' career development(11). Especially in the context of rapid advancements in AI technology, teachers can utilize AI-assisted tools such as Midjourney to achieve visual innovation and increased efficiency in short video production, image generation, and thematic planning, thereby adding greater expressiveness and perceptual impact to career education courses.

3.2 Opportunities for Teacher Participation in Career Planning

The rapid development of social media technologies has not only greatly enriched the teaching methods of career planning courses in higher education but has also created unprecedented opportunities for art and design instructors(26). First, the reconstruction of interactive teaching models has significantly improved communication efficiency between teachers and students, as well as the immediacy of instructional feedback. Through various means such as live-streamed lectures, comment section interactions, and online Q&A sessions, teachers can establish two-way communication channels with students, enabling dynamic optimization and personalized adjustment of course content, thereby enhancing the relevance and effectiveness of instruction (Li Xin, Guo Yuxin)(15).

Second, social media platforms have created real-time networks that connect career information and industry trends, enabling teachers to access the latest updates on industry developments, job requirements, and emerging technologies promptly. This allows them to quickly incorporate these insights into their course content. This approach effectively addresses the issue of traditional curricula lagging behind market changes and enhances the foresight, effectiveness, and adaptability of career guidance (17).

In addition, social media has significantly enhanced teachers ability to connect with external resources. By leveraging these platforms, teachers can engage with enterprises, industry associations, and distinguished alumni, thereby closely integrating classroom instruction, career guidance, and practical opportunities(27). This alignment allows teaching activities to better meet real-world demands and helps students gain access to higher-quality employment support and resource guidance.

In the current era of deep integration between generative artificial intelligence technologies and social media, the widespread adoption of intelligent tools such as ChatGPT, Midjourney, and Jianying AI Assistant offers teachers new capabilities for intelligent content generation, data visualization, and personalized instructional strategy recommendations. This synergistic "AI + social media" approach has cultivated a more open, efficient, and collaborative innovation ecosystem for teacher professional development, educational communication, and student career guidance.

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4. Pathway Analysis and Practical Exploration

4.1 Types and Characteristics of Teachers' Social Media Participation in Career Planning

With the widespread adoption of social media platforms, the ways in which art and design instructors participate in career planning education have become increasingly diverse(28). Teachers engagement in career guidance through social media can generally be categorized into three main types:

The first model is knowledge dissemination, in which teachers use digital platforms such as WeChat Official Accounts, Zhihu, short video apps, and Xiaohongshu to regularly share industry news, employment policies, exemplary works, and career development trends. This approach reinforces the teacher's role as a "knowledge provider," broadens students horizons, helps them stay informed about industry developments and career opportunities, and thereby enhances their employability and career awareness.

The second model is the interactive guidance approach, where teachers utilize highly interactive platforms such as Weibo and online communities to offer personalized career counseling and one-on-one guidance through live lectures, Q&A sessions in comment sections, online assignment feedback, and remote mentoring. This approach not only strengthens the emotional connection and trust between teachers and students but also promotes a deeper development of the career planning process and encourages students initiative in planning their career paths.

The third model is the resource linkage model, in which some teachers excel at integrating social and industry resources through social media platforms by posting job opportunities, sharing alumni employment experiences, and informing students about industry salon events(29). They actively promote "school-enterprise collaboration" and industry engagement, creating more opportunities for students to participate in internships, employment, and project-based learning. This approach enhances the openness and practical relevance of career planning education.

In practice, these three pathways rarely exist in isolation; instead, they are often integrated. Teachers commonly adopt a hybrid approach, organically combining content delivery, in-depth interaction, and resource integration to create a synergistic system. This comprehensive model not only enriches the content and formats of career planning courses but also better addresses students diverse developmental needs, thereby enhancing the relevance and effectiveness of career education.

4.2 Operational Mechanisms and Interaction Models of Social Media Platforms

The notable effectiveness of teachers use of social media in career planning education stems from the multiple operational mechanisms and interaction models that underpin these platforms(30). First, social media offers a convenient, efficient, and diverse communication channel between teachers and students, effectively overcoming the temporal and spatial limitations of traditional classrooms. By leveraging features such as comment sections and real-time livestreaming, teachers can promptly identify students' learning needs and difficulties, creating a virtuous cycle of "learning–questioning–feedback–relearning" that enhances the participatory nature of instruction. Regarding content design, teachers can strategically plan and deliver a series of

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themed materials based on industry trends and student developmental needs, using systematic and coherent content presentation to stimulate sustained student engagement and motivation for learning.

Moreover, the development of multi-party collaborative mechanisms provides abundant resources to support career guidance education. Teachers can leverage social media platforms to establish cooperative relationships with corporate mentors, industry experts, and distinguished alumni, thereby integrating high-quality external resources into the classroom(31). This approach facilitates multi-level connections between “on-campus and off-campus” as well as “online and offline” environments. Consequently, it broadens students career perspectives and development pathways, fostering an educational ecosystem characterized by “co-construction, sharing, and co-education.”

Most importantly, the digital feedback mechanisms provided by social media platforms offer valuable data to support course optimization. By leveraging these platforms’ data analytics capabilities, teachers can monitor content dissemination, student participation levels, and the quality of interactions. This enables them to promptly assess teaching outcomes and student engagement, allowing for dynamic adjustments to content planning and interaction strategies. Consequently, the precision, adaptability, and effectiveness of career guidance are significantly enhanced.

4.3 Educational Effectiveness and Practical Challenges

The empowerment of art and design instructors through social media has yielded positive outcomes in career planning education. Firstly, students' industry awareness and career sensitivity have been significantly enhanced, enabling them to plan their development paths and employment goals at an earlier stage(32). Additionally, teachers have leveraged social media to expand their personal brands and professional influence, contributing to their own professional growth and the advancement of their disciplines.

However, practical challenges persist. First, social media content is often influenced by trending topics and algorithmic recommendations, leading to fragmentation and a lack of systematic structure, which undermines the coherence and depth of career guidance. Second, some teachers have limited skills in content planning and new media operations, which affects the professionalism and effectiveness of their guidance dissemination. Third, although interactions have become more frequent, in-depth counseling and personalized development planning still need improvement, and some students continue to experience confusion and uncertainty regarding their career choices. Additionally, most universities have yet to formally incorporate teachers’ social media-based career guidance into their evaluation and incentive systems, resulting in a lack of policy support and sustained motivation, which negatively impacts teachers’ long-term commitment to providing career guidance through social media.

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5. Existing Problems and Optimization Suggestions for Teachers' Participation in Career Planning Courses under Social Media Empowerment

5.1 Major Existing Problems

Although teachers' participation in career planning courses via social media has fostered educational innovation in art and design institutions, numerous challenges remain in practice(33). For instance, the rapid updates and trend-driven nature of social media platforms often lead to fragmented and scattered career guidance content, lacking a systematic course structure and a continuous career planning framework. Consequently, students struggle to develop coherent and in-depth career awareness. Additionally, some teachers have limited experience in new media operations, content planning, and innovative communication, and lack a deep understanding of platform promotion, algorithmic logic, and differentiated content production. As a result, career guidance content is often highly homogenized, lacking both appeal and professional depth.

In addition, although social media has expanded communication channels between teachers and students, most interactions remain superficial, lacking in-depth counseling and personalized follow-up. This makes it difficult to address students' diverse and individualized developmental needs. High-quality social media resources and faculty expertise are primarily concentrated among a few leading teachers and platforms, leaving ordinary instructors and universities at a disadvantage in acquiring resources and disseminating content(34).

Finally, some students also need to improve their media literacy and self-management skills. They often lack the ability to effectively evaluate high-quality career information and engage in autonomous learning, and they are easily distracted by fragmented or entertainment-oriented content. These factors collectively pose significant challenges to the quality and effectiveness of career planning education.

5.2 Optimization Suggestions

To effectively address the challenges mentioned above, coordinated reforms and optimizations should be implemented at multiple levels. Universities should enhance systematic content design and curriculum framework development by organizing teaching teams to create scientifically grounded frameworks for social media content delivery(35, 36). This approach will organically integrate career planning content into the overall course structure, thereby improving the coherence and depth of career guidance. Additionally, it is essential to improve teachers' competencies in new media and content planning by regularly conducting training sessions and experience-sharing workshops. Inviting industry experts to deliver lectures on platform operations, content innovation, and data analysis will foster professional growth among teachers and encourage interdisciplinary collaboration to develop high-quality career guidance content(37).

Universities should simultaneously innovate teacher–student interactions and personalized counseling mechanisms by actively exploring models that integrate both online and offline approaches. Fully leveraging the interactive advantages of social media platforms ensures that the diverse developmental needs of students are addressed precisely. It is also crucial to improve assessment and incentive mechanisms for social media-based career guidance. Career guidance efforts should be incorporated into teacher performance eval-

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uations and promotion criteria, and special incentive funds should be established to recognize and support outstanding teachers and teams, thereby fostering a positive and innovative educational environment.

Moreover, media literacy education should be integrated throughout the entire student development process, emphasizing the cultivation of students information discernment, critical thinking, and self-management skills(38). This approach will guide students to use social media resources rationally and proactively plan and manage their career development. Only through concerted efforts to optimize content systems, enhance the competencies of both teachers and students, innovate interaction models, and ensure effective policy incentives can the high-quality and sustainable development of career planning education—empowered by social media—be truly achieved. This will provide a solid foundation for the career growth of art and design students and the professional advancement of educators.

6. Conclusion and Prospects

This study focuses on the theme of "Art and Design Instructors' Participation in Career Planning Courses Empowered by Social Media." It systematically examines the pathways for integrating art and design education with social media in universities and provides an in-depth analysis of empowerment mechanisms, participation models, and educational outcomes. The findings reveal that social media not only expands the channels through which instructors engage in career guidance but also brings significant transformations in pedagogical concepts, content, instructional methods, and interaction forms. Through pathways such as knowledge dissemination, interactive guidance, and resource linkage, instructors can more effectively align with industry demands and student development, enhancing the practical relevance and forward-looking nature of career planning courses. Simultaneously, they advance their own media literacy and professional influence, thereby supporting innovation in higher education.

Nevertheless, the use of social media in career planning education still faces challenges such as fragmented content, a lack of systematic structure, limited in-depth interaction, and insufficient incentive mechanisms. Therefore, this study recommends strengthening the top-level design of curricula, constructing structured content frameworks, enhancing teacher training in new media competencies, optimizing integrated online–offline interaction mechanisms for precise counseling, establishing scientific assessment and incentive systems, and improving students' media literacy to foster greater career awareness and self-planning abilities.

Looking ahead, with the rapid advancement of generative artificial intelligence and media technologies, career planning education will continue to achieve breakthroughs in platform integration, content intelligence, and the diversification of instructional models. Universities should establish an integrated educational ecosystem that combines "AI + social media + teacher development," promote interdisciplinary collaboration and school–enterprise partnerships, and provide strong support to ensure the high-quality, intelligent, and sustainable development of career education.

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