Vol.7 Iss.7 2026 Communication & Education Review
https://doi.org/10.37420/j.cer.2026.110

# From "Policy Declaration" to "Actionable Knowledge": Constructive Communication in Convergent-Media Education-Policy Feature Reporting—CETV's Yu Jian Recess Case

**Ziye Song ***
**School of Radio and Television, Master of Fine Arts, Communication University of China, China**
***Corresponding author, E-mail: songziye@cetv.cn**

## Abstract
*Education policy feature reporting is a form of reporting in which mainstream media provide in-depth interpretations of education policy issues and present implementation practices; its responsibility is to identify implementation difficulties and build consensus on reform. Addressing the dilemma of education policy communication in which "declaration is abundant but implementation is insufficient," this article takes China Education Television's Yu Jian: The Fifteen-Minute Recess Question, shortlisted for the feature category of the 36th China News Award, as its object of analysis. It proposes the concept of "policy-implementation-oriented constructive journalism" and, drawing on constructive journalism and the mediasphere perspective, examines how the program achieves "cognitive calibration" through historical tracing, translates "actionable knowledge" through a "Four Questions" framework, and uses layered convergent-media communication to move from "informing" to "enabling." The study shows that the core of this type of feature reporting lies in producing operational knowledge and using in-depth questioning to guide public discussion from "whether the policy should be done" to "how implementation can be made to work." In this process, mainstream media become an irreplaceable knowledge organizer and consensus catalyst in policy implementation.*

## Keywords
*Eucation policy communication, Constructive journalism, Mediasphere, Policy implementation, Convergent media*

## 1 Introduction: A Policy Communication Problem Mired in "Implementation"

Since the spring semester of 2025, more than twenty provinces and municipalities, including Beijing, Anhui, and Gansu, have successively implemented the fifteen-minute recess policy. The direct background of this policy adjustment is the convergence of rising adolescent myopia rates, declining physical fitness, and the younger age of onset of mental health problems. At the Ministers' Corridor during the national Two Sessions, Minister of Education Huai Jinpeng stated: "I hope students have sunshine in their hearts and sweat on their

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

bodies." The idea of "giving recess back to children" implied by this statement is almost uncontested. However, the more consensus a policy gains at the normative level, the more the obstacles at the implementation stage are exposed as communication problems rather than merely administrative ones. More than 70% of parents report that their children can only "use the restroom and get water" during recess, and some schools even require students to "remain in their seats." These phenomena do not stem from a rejection of the policy goal but from a series of operational questions that have not been adequately answered: From which class should the extra five minutes be taken without harming teaching progress? How can urban schools with insufficient per-student space expand activity areas in a context of extremely limited land? How can the shortage of physical education teachers be filled in the short term? Once students are injured during recess activities, where is the boundary of school management responsibility? In other words, the dilemma of the fifteen-minute recess is essentially a rupture between the normative logic of policy texts and the operational logic of school functioning. This rupture poses a sharp question for education policy communication: When the policy goal is already clear and social consensus has already formed, what else can communication do?

Furthermore, this rupture essentially reflects the information asymmetry and contextual misalignment between the policy-making end and the implementation end. The macro-level intentions of education policies often carry value appeals at the national level, whereas schools, as grassroots implementing units, are constrained by multiple micro-level factors such as staffing quotas, funding, physical space, and safety assessment mechanisms. When public opinion oscillates between macro-level policies and micro-level dilemmas, it easily generates a sense of powerlessness characterized by the sentiment that "the policy is good, but it is difficult to implement." If mainstream media merely serve as a "mouthpiece" for policy, they will not only fail to bridge this gap but may also exacerbate the anxiety of grassroots practitioners. Therefore, the media urgently needs to transform into a "translator" and "buffer valve" in the process of policy implementation, seeking operational interstices within complex execution contexts to translate national will into an actionable framework that the grassroots can accept and execute.

In introducing the concept of "constructive journalism," Shi Anbin and Wang Peinan point out that the core shift of this idea lies in "moving from exposing scandals, magnifying anomalies and conflicts to discovering the positive significance of news events and strengthening a problem-solving orientation." Its theoretical ambition is to provide journalism, trapped in a "conflict inertia," with an alternative paradigm oriented toward problem solving. Transposed to the context of education policy communication, this judgment suggests precisely that when policy controversy itself has given way to implementation controversy, the focus of reporting should shift from "whether the policy should be done" to "where implementation gets stuck and how it can be made to work." However, how a "problem-solving orientation" should be operationalized in policy communication has not yet received sufficient indigenous answers in existing discussions of constructive journalism. The traditional model of policy reporting-press-conference reports, document summaries, expert endorsements, and praise for model schools-fails precisely at this link. It completes "informing" but does not produce "action." It is in this sense that Yu Jian:The Fifteen-Minute Recess Question provides a case worthy of serious attention. The program does not stop at demonstrating the necessity of the policy; instead, it reconstructs the entire narrative through four operational questions: "How can time be reallocated?" "Where can space be found?" "How can teaching staff be allocated?" and "How can safety be ensured?" In doing so, it embeds a century-long history of the evolution of the recess system that has long been neglected by exist-

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

ing media coverage. The core question this article attempts to answer is: In the context of convergent media, how can education policy feature reporting transform itself from an “amplifier of policy declaration” into a “knowledge intermediary for policy implementation,” and in this process perform the functions of in-depth questioning and public-opinion calibration?

## 2 Theoretical Perspective: The Dual Vision of Constructive Journalism and the Mediasphere

### *2.1 The “Solutions Turn” of Constructive Journalism and Its Implications for Policy Communication*

The core proposition of constructive journalism is that news media, while informing the public of objective problems, should also propose effective solutions and conduct reporting with the mindset of “how to make things better” rather than “why things are so bad.” This idea has direct applicability to education policy communication, because the audience of education policy reporting is not an abstract public but a “practitioner public” composed of principals, teachers, parents, and local education administrators-they need not repeated confirmation of the correctness of policy but operational guidance on “how to do it.” This requires the media to undergo a role transformation from a "policy spokesperson" to a “governance collaborator” in their reporting. Constructive journalism demands not only that journalists possess sharp critical acumen but also that they have the constructive capacity to translate abstract policies into concrete action plans. In other words, news reporting must provide a "cognitive scaffold" for the practitioner public, helping them make informed decisions within complex real-world constraints. Without this scaffold, the policy remains merely an external mandate and cannot be internalized as an organic component of school governance. Research on education news from the perspective of constructive journalism has already pointed out that the prominent shortcomings of current education reporting lie in “seeing news but not education” and “seeing the present but not the long term”; reporting remains at the surface and in fragments and finds it difficult to touch the deep logic of policy operation. Policy implementation is precisely located within this “deep logic”: it involves the redistribution of class-hour structures, the creative transformation of spatial resources, the flexible allocation of human resources, and the ambiguous zones of the safety responsibility system. If reporting avoids these “hard questions,” constructiveness cannot be discussed at all.

However, the “solutions” of constructive journalism are not simply a list of experiences. The uniqueness of Yu Jian：The Fifteen-Minute Recess Question lies in placing solutions within a structure of questioning and organizing the narrative through in-depth questioning rather than the announcement of conclusions: each “question” first presents the real form of the contradiction, then shows differentiated responses from different regions, and finally concludes with expert commentary or policy orientation. This narrative grammar of “problem-response-distillation” makes solutions appear not as “correct answers” handed down but as “transferable approaches.” Guangzhou’s flexible scheduling, Wuxi’s “looking upward for space,” Xi’an’s system of administrative teachers serving as teaching assistants, Yinchuan’s optimization of extended recess, Suzhou’s “Ginkgo Little Stewards” safety patrols, and Wuxi’s AI-based crowd-flow monitoring each correspond to different constraints. They do not constitute a “template” that can be simply copied; rather, they constitute a

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

knowledge toolkit that local practitioners can combine and recreate according to their own conditions.

Nevertheless, affirmation of a "solutions orientation" must be accompanied by scholarly restraint. In discussing the applicable boundaries of constructive journalism, Hu Baijing reminds us that this concept "involves conceptual limitations and theoretical risks in its reflection on and critique of journalistic professionalism and in its response to and 'appropriation' of positive psychology." If detached from the macro-context of public deliberation and social integration, constructiveness may slide into a de-conflictualized variant of "positive reporting." This reminder has calibrating significance for the analysis in this article: the "constructiveness" of policy-implementation-oriented constructive journalism should not be understood as covering "real contradictions" with "existing solutions," but as organizing contradictions in a discussable, comparable, and actionable manner. The reason the "Four Questions" of Yu Jian:The Fifteen-Minute Recess Question are not a simple compilation of positive cases is precisely that the program retains within its narrative structure the resource constraints and institutional tensions corresponding to each "question"; the "operability" of solutions comes precisely from an honest presentation of constraints, not from a rhetorical dissolution of them.

### *2.2 Historical Tracing from the Mediasphere Perspective: How Communication "Calibrates" Cognition*

The first part of the program-a century-long tracing of the ten-minute recess—is almost a blank spot in existing policy reporting. The reason this segment deserves serious scholarly attention is not that it provides "interesting historical trivia," but that it completes a cognitive calibration of the policy issue.

Debray's mediological theory and the concept of mediasphere regards cultural transmission and knowledge circulation as a dynamic embedding of technological devices, symbolic systems, and institutional frameworks, and points out that different mediaspheres organize memory and cognition in different ways. The recess system itself is a typical product of a mediasphere: it is not an educational common sense "since ancient times," but a time dispositif that was structured only after modern school systems introduced timetables and curriculum schedules. In 1903, the Guimao School System introduced the modern school system, and the framework of recess emerged along with it; in 1955, the Ministry of Education wrote the "ten-minute recess" into the national unified teaching plan, marking its institutionalization. The reversal in which recess gradually became "silent" since the twenty-first century is closely related to the reshaping of school behavior by safety accountability mechanisms and digital management logic. In other words, the "naturalness" of the ten-minute recess is a constructed product, and its shrinkage has likewise been shaped by changes in institutions and the media environment.

In explaining Debray's mediological project, Huang Dan uses the metaphor of "pointing at the moon" and points out that mediology "highlights the hidden finger rather than the moon"; its concern is not with the "content" carried by media themselves, but with "changes in the 'finger' that governs the viewing of the 'moon'"-that is, which intermediary dispositif organizes people's way of "seeing" things at a particular moment. The recess system is precisely such a "finger": as an intermediary dispositif of the modern school time structure, it has long been hidden behind the naturalized cognition that "recess is flexible time arranged autonomously by schools." What the program's tracing of the history of the recess system does is precisely to push the "finger" back into the position of viewing: recess is not a residual that schools may compress at will,

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

but an educational institutional arrangement constructed layer by layer through the modern school system and national teaching plans. As a result, the temporal framework of policy discussion is pulled back from “the extra five minutes at present” to “the history of recess as an institution itself,” completing a cognitive reset in the sense of the mediasphere.

The communicative function of this historical tracing is not to provide background decoration, but to dismantle the “de-historicized” framework of policy discussion. When recess is tacitly assumed to be “flexible time that schools can originally compress autonomously,” extending recess is easily understood as an “extra burden”; by contrast, when the ten-minute recess is restored as an institutional arrangement introduced through the modern school system and formally confirmed by the national teaching plan, recess activities regain the cognitive positioning of “an intrinsic component of the education system” rather than “residual time that can be encroached upon.” The program extracts the historical tracing segment separately and redistributes it in the form of a television news item on mobile platforms, which aligns with internet users’ preference for “genealogical” content. In effect, it completes a “mediasphere calibration” of the cognitive premises of policy in the convergent-media environment: using historical narrative to reset the temporal framework through which the public understands policy, so that “why recess matters” shifts from “because experts say it matters” to “because it is itself part of the temporal structure of modern education.”

This calibration of the mediasphere essentially reshapes the public's social imagination regarding educational time. When recess is placed within the grand narrative of the evolution of modern schooling, the public's scrutiny of the policy is no longer confined to a myopic perspective of "whether it is reasonable right now," but instead acquires a historical depth regarding "institutional evolution." This provides a cognitive buffer for resolving the friction encountered in practical implementation. Historical tracing plays a "disclosing" role here; it strips away the emotional labels attached to the policy issue, allowing the discussion to return to the evolutionary logic of the education system itself.

## 3 The “Four Questions” Framework: How Policy Texts Are Translated into “Actionable Knowledge”

If historical tracing addresses “why it should be done,” the “Four Questions” address “how exactly it can be done.” This part constitutes the most methodologically significant structural innovation of the feature program and also embodies the in-depth discussion characteristic of feature reporting, which replaces “conclusions” with “questioning.”

First, “questioning” as an anti-propaganda register. The conventional register of policy reporting is affirmative and completed: “many places have already deployed,” “results are remarkable,” “parents are satisfied.” When policy implementation encounters resistance, this register instead intensifies public distrust, because it evades the real difficulties that practitioners face every day. Yu Jian:The Fifteen-Minute Recess Question takes four open-ended questions as its main line, transforming the narrative drive of reporting from “proving the policy correct” to “exploring the policy’s feasibility.” The communicative effect of this transformation is confirmed in netizen feedback: “Finally, the recess issue has been thoroughly explained.” The key word in this evaluation is “thoroughly,” not “well.” Public expectations for policy communication are shifting from

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

"taking a stance" to "solving the problem."

This judgment echoes existing observations in education news research. In analyzing the structural shortcomings of education reporting, Yu Yuekun and Mao Jungang point out that many education news stories "see only news but not education, only the present but not the long term"; journalists are accustomed to regarding themselves as "objective reporters rather than participant-solvers," thereby falling into a cycle of "narrow perspectives, superficial content, and formulaic writing." The methodological significance of the "Four Questions" framework lies precisely in replacing the posture of "conclusion announcer" with that of "participant-solver": each question first pushes to the foreground the "unpresentable" difficulties in policy implementation-how to adjust class hours, where space comes from, where personnel can be supplemented, and how responsibilities are divided—and then responds with differentiated practices across regions. This structure makes reporting no longer another confirmation of policy correctness but a systematic inventory of implementation conditions. For principals and local education administrators situated in the implementation link, this inventory itself is a usable form of "pre-decision knowledge."

Second, the structure of questioning corresponds to four types of resource constraints in policy implementation. "How can time be reallocated?" touches on the redistribution of the class-hour system and teaching efficiency; "Where can space be found?" touches on the creative transformation of spatial resources and school-community collaboration; "How can teaching staff be allocated?" touches on the flexible allocation of human resources and the expansion of professional boundaries; "How can safety be ensured?" touches on the clarification of the responsibility system and risk-sharing mechanisms. Together, these four constitute a complete "set of implementation conditions": the grassroots implementation of any policy requires the simultaneous availability of time, space, human resources, and institutional safeguards. By juxtaposing these four dimensions, the program tells the audience that the fifteen-minute recess is not simply "five more minutes of play"; it is an institutional adjustment that requires systematic conditional support. The contribution of this framework is that it directs the focus of public discussion from "whether schools are willing" to "whether schools need support," thereby creating a more constructive public-opinion environment for policy implementation. Furthermore, the inquiries into these four dimensions are not isolated from one another but are intertwined and mutually conditioning. For instance, the reallocation of time inevitably compresses the original rhythm of spatial usage, and the involvement of teaching staff is directly linked to the implementation of safety responsibilities. By presenting this complex coupling relationship, media reporting actually constructs a picture of "systemic governance," warning policy implementers against tackling structural challenges with a "one-size-fits-all" or "single-handed" mindset. This in-depth relational analysis encourages the audience to transcend a one-sided focus on isolated elements and instead seek holistic solutions.

Third, differences among regional samples are themselves knowledge. The program visits more than ten schools in eight cities, including Beijing, Shanghai, Guangdong, Ningxia, Jiangsu, and Shaanxi. Its value lies not in "broad coverage" but in the meaningful structure of differences among the samples: small schools in central urban areas and suburban schools face different spatial constraints; the eastern coast and western regions have different teacher reserves; and strategies for allocating time between extended and shorter recesses differ. Research on education reporting from the perspective of constructive journalism emphasizes that reporting should move "from the absolute to the relative" and focus on differentiated practices in different

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

regions and under different conditions rather than chasing a single "advanced model." The program's presentation of cases implicitly follows this logic: it does not establish a "standard model school," but presents a group of "problem-solving samples," each seeking an exit within constraints. For local education administrators and principals, what is truly transferable is not the practice of any single school, but the mode of thinking: "finding solutions under given constraints."

## 4 Layered Convergent-Media Communication and the Transformation Mechanism from "Cognition" to "Action"

The communication design of Yu Jian:The Fifteen-Minute Recess Question deserves examination from the perspective of convergent-media production logic. It did not adopt a simple simulcast of "television broadcast plus online synchronization"; instead, it carried out conscious content layering: the complete feature undertakes in-depth questioning and systematic organization; the historical tracing segment is extracted separately in the form of a television news item, adapted to mobile short-video consumption habits; and specific cases have the potential to be disaggregated into "single-point experiences." This responds to the core tension of policy communication in the convergent-media environment: in-depth content requires a complete chain of argumentation, while mobile attention favors "quickly extractable cognitive increments." From the perspective of agenda setting, this layering constructs a "macro- meso -micro" pathway for issues to enter public attention: the short historical-tracing video uses "it turns out the history of recess is so interesting" as an emotional entry point, lowering the cognitive threshold; the complete feature uses the "Four Questions" as a framework to organize local experiences into an understandable "knowledge system for policy implementation"; and specific cases provide operational anchors for local schools to refer to. Together, the three make the policy issue not only "visible" but also "comprehensible" and "actionable."

Evidence of communication effects also points to this mechanism. The program was rebroadcast by more than ten provincial television stations and several education television stations; many schools in Shijingshan District in Beijing and Haizhu District in Guangzhou optimized their recess plans by referring to the cases; and frontline educators commented that it "provided a replicable operational manual." These responses indicate that the criteria for the effectiveness of policy communication are changing: whether an education feature report succeeds cannot be measured solely by views and likes, but must also be judged by whether it is "taken up and used" by actors in the implementation link. When a school begins to re-examine the corners of its campus because it has seen the "corridor games" case, communication has completed a leap from "information reaching" to "practical intervention." This is precisely the irreplaceable function of mainstream educational media in the policy implementation chain: it does not possess administrative power, nor does it directly allocate resources, but it can reduce the cognitive costs and trial-and-error costs of policy execution through "the organization and presentation of knowledge."

## 5 Conclusion and Discussion: Boundaries and Possibilities of Policy-Implementation-Oriented Constructive Journalism

The practice of Yu Jian:The Fifteen-Minute Recess Question suggests a proposition worthy of further the-

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

orization: in fields where the policy goal has already gained broad consensus and implementation obstacles mainly come from operational conditions, the core function of education policy communication should shift from “legitimacy construction” to “feasibility production.” This article summarizes this communication form as “policy-implementation-oriented constructive journalism”: it takes the real constraints in policy execution as its object of reporting, takes cross-case operational knowledge as its communicative content, takes actors’ “transferable approaches” rather than “standard answers” as its product form, and takes whether it is absorbed by implementation practice as the criterion for testing its effects.

Placing this form back into the institutional context of Chinese mainstream media makes its theoretical position clearer. In discussing the Sinicization pathway of constructive journalism, Huang Xian proposes that the unique advantage of mainstream media in developing constructive journalism lies in “finding the ‘greatest common denominator’ of governance between state will and social demands.” Its operating logic is not Western-style intervention in which “the media acts as an external supervisor,” but deep embedding in the process of social governance through “the construction of effective knowledge” and “deliberative dialogue.” “Policy-implementation-oriented constructive journalism” is precisely a concrete unfolding of this logic in the field of education governance: it does not replace the administrative system in allocating resources, nor does it question responsibility in an adversarial posture; rather, by organizing scattered local experiences into comparable and transferable knowledge, it reduces information asymmetry and trial-and-error costs in policy execution. In this sense, the role of mainstream educational media in the policy implementation chain is close to that of a “knowledge infrastructure”-it does not directly “solve” problems, but it makes the knowledge needed to solve problems visible, accessible, and combinable. In the future, as the modernization of the education governance system advances, the potential of policy-implementation-oriented constructive journalism will be further unleashed. Mainstream educational media should not only focus on “resolving doubts and clarifying confusions” but also play a pivotal role in "building consensus and pooling public wisdom." By establishing cross-regional case-sharing platforms, the media can facilitate the normalized exchange of local experiences, thereby transforming fragmented grassroots innovations into systematic governance resources. This is not only a test of the media's professional competence but also an examination of its sense of social responsibility, elevating the media's function from merely reporting on policy to actively participating in the co-construction of educational knowledge. This role positioning is consistent with the responsibility and mission of feature reporting to “center on the central tasks and serve the overall interests.” At the policy implementation stage, the in-depth discussion function of feature reporting is precisely embodied in the following: it is not satisfied with judging whether a policy is “good or bad,” but further discusses “how it can be implemented and how it can avoid distortion after implementation”; it does not evade contradictions in implementation, but organizes them into a discussion agenda that the public can understand and practitioners can refer to. For professional media, this commentary pathway of serving policy execution through speculative discussion is both a way of fulfilling responsibilities and an irreplaceable professional advantage in the convergent-media information environment.

This form imposes at least three capacity requirements on mainstream educational media. The first is the capacity to historicize: restoring the institutional lineages obscured by “newsworthiness” in policy reporting, enabling the public to understand the “prehistory” and institutional logic of policy rather than regarding it as an isolated new regulation. The second is the capacity for constraint analysis: not evading the real difficulties

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

of policy implementation, but instead treating difficulties as a structural element of reporting, because it is the honest presentation of constraints that gives solutions credibility and transferability. The third is the capacity for knowledge layering: in the convergent-media environment, reorganizing the granularity of knowledge on the same policy issue according to the cognitive scenarios of different platforms, so that in-depth content and lightweight dissemination do not dilute each other but channel traffic to each other.

Of course, this model also has its boundaries. The "solutions orientation" of constructive journalism is not applicable to all policy issues: when the direction or value foundation of a policy itself is substantively contested, a framework that replaces "whether it should be done" with "how it should be implemented" may run the risk of obscuring conflict. In addition, the "transferability" of cross-case experience is always constrained by local institutional conditions and resource endowments; when presenting solutions, media need to remain vigilant against "decontextualized copying." These tensions do not weaken the methodological value of Yu Jian:The Fifteen-Minute Recess Question; rather, they indicate directions in which research on education policy communication can continue to deepen: how to maintain tension between "constructiveness" and "criticality," and how to "provide solutions" without abandoning questioning of policy design and the institutional environment-these remain propositions that mainstream educational media must continuously respond to when fulfilling the responsibility of "centering on the central tasks and serving the overall interests."

## References

[1]Wang Fanfan, Wei Xinyuan, Li Huilong (2026). Traditional or New Media: Impact of Risk Perception and Government Trust on Media Trust in Various Risk Scenarios in China. Natural Hazards Review, Volume 28, Issue 1. 2027.

[2]Shi, A., & Wang, P. (2019). Constructive Journalism: Historical Origins, Conceptual Evolution and Global Practice. Shanghai Journalism Review, (09).(in Chinese)

[3]Hu, B. (2019). Concept and Context: Constructive Journalism and the Possibility of Public Deliberation. Journal of Journalism & Communication Studies, 26(S1), 46-52.(in Chinese)

[4]Debray, R. (2014). A Course in General Mediology (W. Chen & Y. Wang, Trans.), Beijing: Tsinghua University Press.

[5]Huang, D. (2025). The "Finger" Pointing to the Moon: Revisiting Mediology—Reading Régis Debray's "Mediology". Shanghai Journalism Review, (01), 3-17, 70.(in Chinese)

[6]Magdalena Saldaña, Valentina Proust, Cristian Cabalin, María Beatriz Fernández (2025). Bridging Inequality Gaps: Sustainable Journalism in the News Coverage of Education Policies. Journalism Practice, Volume 19 , Issue 12. PP 2811-2831.

[7]Yu, Y., & Mao, J. (2024). An Analysis of Education News from the Perspective of Constructive Journalism. Media, (13), 57-59.(in Chinese)

[8]Matthias Mack; Olaf Jandura; Marcus Maurer (2026). The effects of constructive journalism: Towards a theoretical framework. Journalism, Volume 27 , Issue 10.PP 3095-3114.

[9]Andrea D. Wenzel (2026). Broadening the Lens for Journalism Research: A Response to Constructive Research. Journalism Studies, Volume 27 , Issue 9 .PP 1256-1261.

[10]Huang, X. (2026). On the Sinicization of Constructive Journalism. Contemporary Communication, (02), 20-26.(in Chinese)

© 2026 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)