

Innovation in Career Guidance Practices in Higher Education amid the New Media Landscape: Pathways and Implications



Qingan Zhang^{1,*}

¹*Xiangxi National Vocational and Technical College, P.R. China*

Abstract: With the rapid proliferation of new media technologies, including short-form videos, live streaming, artificial intelligence, and algorithm-driven data recommendation systems, the ways in which university students approach job seeking and perceive employment have been fundamentally transformed. Traditional models of career guidance — characterized by offline delivery, standardization, and fixed formats — are increasingly inadequate to meet the evolving demands of employment-oriented education in the contemporary era. To address persistent challenges such as information asymmetry in the job market, limited diversity in guidance approaches, insufficient service precision, and students' underdeveloped job-search competencies, higher education institutions must leverage the advantages of new media to promote the innovative upgrading of career guidance services. This study clarifies the objectives of career guidance innovation within the context of new media and proposes diversified approaches to its implementation. Specifically, it constructs a comprehensive innovation framework across six key dimensions: platform development, curriculum design, intelligent service provision, resource integration, faculty capacity building, and data-driven monitoring. The aim is to enhance the precision, engagement, and effectiveness of career guidance in higher education, thereby improving students' employability competencies, expanding employment channels, and ultimately promoting the high-quality development of employment-oriented education in universities.

Keywords: new media, career guidance in higher education, employment services, educational innovation, smart employment

1. Introduction

New media and artificial intelligence technologies have become deeply integrated into higher education and the broader job market, fundamentally transforming how university students access employment information, acquire job-search skills, and participate in recruitment processes. Traditional career guidance has largely relied on offline lectures, classroom-based instruction, and centralized information sessions. However, such approaches are increasingly constrained by outdated content, rigid formats, and limited audience reach. They fail to align with contemporary students' learning preferences, which are characterized by fragmentation, visualization, and interactivity.

Against this backdrop, leveraging new media technologies to continuously innovate the objectives, service formats, and implementation pathways of career guidance—and to construct a system that is

intelligent, precise, normalized, and data-driven—has become an inevitable choice for higher education institutions. Such transformation is essential for fulfilling their educational mission in employability development and for enhancing the quality of graduate employment outcomes in the new era.

2. Innovation Objectives of Career Guidance in Higher Education under the New Media Environment

2.1 Precision-oriented information services

In the new media environment, employment information is abundant yet often fragmented, mixed in quality, and disseminated in a disordered manner. The traditional model of unified information release is prone to problems such as information overload, delays, and inefficiencies, making it difficult to meet the diverse needs of students with different academic backgrounds, career aspirations, and personal characteristics. A central objective of innovation in

Corresponding Author: Qingan Zhang

Xiangxi National Vocational and Technical College, P.R. China

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new media – enabled career guidance is to move beyond coarse-grained information dissemination toward precision-oriented, stratified, and personalized service delivery.

Supported by big data analytics, algorithmic modeling, and user profiling, new media technologies can accurately capture students' disciplinary backgrounds, career intentions, skill sets, geographic preferences, and job expectations, thereby constructing individualized employment profiles (Yan & Yang, 2023). Through classification, targeted dissemination, and tiered service provision, institutions can deliver highly relevant, reliable, and timely information — such as job vacancies, policy updates, examination preparation resources, and industry trends—to different student groups.

This approach effectively addresses longstanding issues in traditional career guidance, including generalized information push, mismatches between supply and demand, and students' difficulties in evaluating information quality. It reduces the cost of information acquisition, streamlines job-search pathways, and ensures that each student can efficiently access employment resources aligned with their developmental needs, thereby significantly enhancing the relevance and precision of employment information services in higher education.

2.2 Enhancing new media – based employability competencies

In the new era, job-search practices have increasingly shifted toward hybrid online – offline modes, with online applications, video interviews, live-streamed recruitment, and algorithm-based screening becoming mainstream. Consequently, the ability to effectively utilize new media, along with digital job-search literacy and online personal branding, has become an essential component of students' employability competencies. The innovation of career guidance thus places emphasis on cultivating students' comprehensive capabilities in navigating new media – based job-search environments and adapting to an increasingly intelligent employment ecosystem (Li & Xie, 2023).

Specifically, students should be guided to regulate their online behavior, establish a positive digital identity, and strategically utilize various new media platforms to master emerging skills such as online job applications, virtual interviews, intelligent job matching, and information verification. At the same time, it is crucial to address problematic behaviors commonly observed in online job

searching, including herd mentality, susceptibility to misinformation, indiscriminate application submission, and overreliance on algorithmic recommendations.

By fostering students' information literacy, career decision-making abilities, and risk awareness in digital environments, higher education institutions can comprehensively enhance students' competitiveness in the new media context and better equip them to respond to evolving labor market dynamics.

3. Innovative Forms of Career Guidance in Higher Education under the New Media Environment

3.1 Live-streamed recruitment

Live-streamed recruitment has emerged as an innovative form of university – enterprise collaboration, job promotion, and career communication in the new media era. It effectively overcomes the limitations of traditional offline job fairs, such as fixed schedules, spatial constraints, limited participation, and geographical barriers, while offering advantages including real-time interaction, visual presentation, low cost, and broad accessibility (Lu, 2023).

Universities increasingly utilize platforms such as Douyin, WeChat Channels, and Bilibili to conduct regular live-streamed recruitment sessions, inviting human resource managers and industry leaders to present organizational environments, job responsibilities, salary structures, career advancement pathways, recruitment requirements, and corporate culture in an intuitive manner. Compared with the one-way information delivery of traditional recruitment talks, live streaming supports interactive features such as real-time comments, online Q&A, position-based consultations, and instant résumé submission.

Students can engage dynamically by raising questions about job requirements, career development prospects, and internship benefits, thereby enabling direct and efficient interaction with employers. The normalization of live-streamed recruitment has enriched campus recruitment formats, expanded employment channels, improved recruitment efficiency for both universities and enterprises, and ultimately promoted more precise and effective graduate employment outcomes.

3.2 Intelligent assessment and job matching

Intelligent career assessment and job-matching services, supported by big data and artificial

intelligence within new media environments, represent a key dimension of the digital transformation of career guidance. These systems typically encompass multidimensional modules, including personality assessment, career interests, competency evaluation, job-fit analysis, and employment risk assessment. Students can complete online assessments anytime and anywhere via mobile devices, with the system automatically generating personalized career analysis reports, strengths – weaknesses evaluations, and job recommendations (Bao, 2025).

Based on assessment results, the platform conducts automated matching between students' profiles and extensive enterprise job databases, enabling bidirectional alignment between individual competencies and job requirements. This facilitates students' self-awareness, supports accurate career positioning, and reduces blind or trend-driven job selection.

By overcoming the subjective and experience-based limitations of traditional career guidance, intelligent assessment systems enable evidence-based career planning, significantly enhancing the professionalism, scientific rigor, and precision of employment guidance services.

3.3 Matrix-based information dissemination

Matrix-based information dissemination refers to a multidimensional communication model that integrates multiple platforms, accounts, and channels to deliver employment information. It is an innovative approach aligned with students' fragmented reading habits in the digital age. Universities can construct a comprehensive new media communication matrix by integrating platforms such as WeChat Official Accounts, WeChat Channels, Weibo, Douyin, class-based social media groups, and employment mini-programs (Ji, 2025).

Each platform performs differentiated functions: official accounts publish policy documents, recruitment announcements, and in-depth guidance; video platforms deliver job-search skills, industry insights, and exemplary cases; group chats provide real-time updates on urgent vacancies and recruitment events; and mini-programs offer one-stop employment services.

This matrix approach transcends the limitations of single-platform dissemination, enabling all-time, full-coverage, and scenario-based targeted communication. Leveraging algorithmic recommendation mechanisms, content delivery can be dynamically optimized based on users' browsing

behaviors, thereby achieving personalized ("one profile, one strategy") information services. As a result, the reach, engagement, and utilization of employment information are significantly improved, forming a normalized and multidimensional new media employment service ecosystem.

4. Innovative Pathways for Career Guidance in Higher Education under the New Media Environment

4.1 Developing intelligent service platforms for precision delivery

Universities should develop integrated smart employment service platforms based on big data, cloud computing, and new media technologies. These platforms typically incorporate functions such as information dissemination, job recommendation, career assessment, online guidance, data analytics, and employment consultation. By integrating students' academic backgrounds, grade levels, career intentions, browsing histories, and assessment results, comprehensive digital employment profiles can be constructed (Zhu, 2025).

Simultaneously, large-scale enterprise recruitment resources are integrated into standardized job databases with tagged classifications, including industry, location, salary, disciplinary requirements, and educational qualifications. Through intelligent algorithms, the system matches student profiles with job attributes and provides real-time recommendations of suitable positions, industry updates, recruitment notifications, and job-search strategies.

Moreover, differentiated services can be delivered to distinct groups — such as postgraduate applicants, civil service candidates, job seekers, and aspiring entrepreneurs — thereby mitigating information redundancy. Mobile mini-program access further enables students to retrieve information, receive recommendations, schedule consultations, and submit applications anytime and anywhere. This significantly enhances both efficiency and precision, contributing to the establishment of an intelligent and data-driven employment service system.

4.2 Developing micro-courses for career guidance

In the new media era, students increasingly favor fragmented, visualized, and concise learning formats. Traditional long-form and centralized career guidance courses often lack engagement, practicality, and learning efficiency. Therefore, the development of lightweight micro-courses has become a key

strategy for optimizing employability education content (Geng, 2025).

Universities can design a series of short modules (typically 5 – 10 minutes each) addressing key challenges in students' job-search processes. These modules may include résumé writing, interview techniques, workplace etiquette, policy interpretation, industry analysis, postgraduate and civil service preparation, psychological adjustment, and fraud prevention.

Delivered through formats such as animated explanations, real-life demonstrations, case analyses, and expert lectures, these micro-courses are concise, accessible, and aligned with students' learning habits. They can be uploaded to campus new media platforms, smart employment systems, and online learning platforms, allowing students to access, review, and revisit content flexibly.

Additionally, course content can be dynamically updated according to recruitment cycles — for example, practical job-search training during peak hiring seasons and contract guidance during graduation periods. The continuous development of micro-course resources enables career guidance to become ubiquitous, ongoing, and comprehensive, effectively compensating for the limitations of traditional offline instruction.

4.3 AI-Based Resume Diagnosis and Simulated Interviews

The use of artificial intelligence tools for résumé diagnosis and simulated interviews has become a crucial innovation in enhancing students' practical job-search skills. Universities can adopt AI-powered employment systems that provide free and unlimited access to résumé evaluation and interview simulation services.

Upon résumé submission, AI systems can evaluate multiple dimensions—including formatting, logical coherence, job relevance, strengths presentation, language accuracy, and overall competitiveness—and provide targeted feedback and revision suggestions (Li, 2025).

In addition, these systems incorporate extensive structured interview question banks across industries, including behavioral interviews and leaderless group discussions. Students can select specific job roles and interview scenarios to conduct simulated interviews, with real-time video recording, response analysis, communication assessment, and presentation evaluation.

Through continuous AI-assisted practice, students can independently refine their résumés and

improve interview performance without heavy reliance on instructors, thereby significantly enhancing practical employability skills and addressing the limitations of traditional guidance models.

4.4 Establishing employment case repositories

The systematic development of employment case repositories represents an important innovation in enriching employability education through new media. Traditional career guidance often relies heavily on theoretical instruction, lacking vivid and relatable case-based support, which reduces its persuasive and motivational impact.

By leveraging new media platforms, universities can establish digital repositories that integrate diverse case types, including successful employment cases, high-salary placements, grassroots employment models, entrepreneurial success stories, postgraduate progression cases, failed job-search reflections, and risk-avoidance examples.

These cases can be categorized and tagged by discipline, career pathway, job type, geographic location, and further education trajectory, forming a searchable and structured database. Universities can regularly disseminate exemplary stories, job-search experiences, and risk-prevention guidelines through new media channels, while inviting outstanding graduates to share experiences via short videos and interviews.

Authentic peer experiences help students develop informed career perspectives, while negative cases support risk awareness and prevent employment-related pitfalls. The visualization and contextualization of such case resources enhance the relevance, engagement, and effectiveness of career guidance.

4.5 Enhancing faculty competence in new media utilization

Faculty competence in utilizing new media is a critical determinant of the effectiveness and innovation quality of career guidance. However, some instructors still adhere to traditional pedagogical approaches and lack proficiency in areas such as new media operations, short-video production, intelligent platform usage, data analysis, and hybrid online – offline guidance.

Universities should implement systematic and continuous professional development programs focusing on new media platform management, video production, live-stream recruitment processes, data analytics, AI tool application, and interactive teaching strategies.

By equipping instructors with skills in online course production, live presentations, virtual consultation, and data-informed decision-making, and by fostering professional exchange platforms for sharing best practices, institutions can build a professional, innovative, and technologically competent career guidance workforce.

Encouraging instructors to engage with students' digital environments and adopt student-centered approaches will further enhance the effectiveness of employability education and provide strong human-resource support for new media - driven innovation.

4.6 Establishing dynamic monitoring and feedback mechanisms for employment data

The establishment of dynamic monitoring and feedback mechanisms for employment data is essential for achieving closed-loop management in career guidance, continuously optimizing educational strategies, and improving employment outcomes. Traditional approaches often rely on static, end-of-term statistics, lacking real-time insight into students' job-search progress, employment dynamics, and challenges.

With the support of new media - based data platforms, universities can construct comprehensive monitoring systems that track key indicators such as job applications, interview participation, offer acceptance, platform engagement, assessment results, and student inquiries in real time.

These systems can automatically analyze employment success rates, job - candidate matching levels, bottlenecks in job searching, vulnerable student groups, and discipline-specific employment challenges, generating dynamic analytical reports. Early warning mechanisms can identify at-risk students — such as those experiencing repeated rejections or stagnation — and alert counselors and career advisors for targeted intervention.

Based on real-time data feedback, institutions can adjust guidance content, optimize information delivery, and reallocate job resources, forming a closed-loop model of “data monitoring - risk identification - targeted support - continuous optimization.” This significantly enhances the scientific rigor, relevance, and sustainability of career guidance in higher education.

5. Conclusion

New media technologies have provided critical technical support and developmental pathways for the innovative upgrading of career guidance in higher

education. They have fundamentally transformed the limitations of traditional models — characterized by uniform approaches, outdated content, coarse service delivery, and limited coverage — enabling a comprehensive shift toward digitalization, intelligence, precision, and normalization in employment guidance practices.

With the empowerment of new media, the gap between employment services and students can be effectively reduced, allowing for more accurate alignment between students' job-search needs and labor market opportunities. This transformation enhances students' overall employability competencies and significantly improves the quality of employment-oriented education in higher education institutions.

Looking ahead, universities should continue to deepen the integration of new media technologies with employability education, further refine innovative pathways, and establish more robust intelligent employment guidance systems. Such efforts will better support graduates in achieving higher-quality and more sustainable employment outcomes.

Conflict of Interest

The author declares that he has no conflicts of interest in this work.

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