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## The Persistence and Innovation of Textbook Editors in the Era of Media Convergence (Postprint)

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### Abstract

In the “Internet Plus” era, with the rapid development of artificial intelligence, 5G, big data, cloud computing, and other technologies, the publishing industry has entered a new period of integrated development, and the traditional editing and publishing industry faces tremendous opportunities and challenges. Under the new era and new circumstances, promoting and achieving high-quality development of the publishing industry places higher demands on editorial workers, especially young editors. This article elaborates on the professional skills and comprehensive qualities that textbook editors should possess in the converged media era from five aspects: establishing a sense of responsibility, solidifying editorial processing skills, accumulating author resources, focusing on the promotion and marketing of textbooks, and exploring the upgrading and transformation of print textbooks.

### Full Text

#### Preamble

**Title:** The Persistence and Innovation of Textbook Editors in the Era of Media Convergence

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**Abstract:** In the “Internet Plus” era, the rapid development of artificial intelligence, 5G, big data, cloud computing, and other technologies has ushered the publishing industry into a new period of integrated development. Traditional editing and publishing face tremendous opportunities and challenges. Under new circumstances, promoting and achieving high-quality development of the publishing industry demands higher standards for editorial staff, particularly young editors. This article elaborates on the professional skills and comprehensive qualities that textbook editors should possess in the era of media convergence from five perspectives: establishing a sense of responsibility,

strengthening editorial processing capabilities, accumulating author resources, emphasizing textbook promotion, and exploring upgrades and transformation of print textbooks.

**Keywords:** “Internet Plus” ; textbook editors; media convergence; new-format textbooks; teaching service platforms

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## Introduction

The COVID-19 pandemic that swept the globe in 2020 profoundly impacted teaching activities at all educational levels across China. With students unable to return to campuses, online classes became a trending topic for an extended period. Under the Ministry of Education’s call to “suspend classes but not teaching, suspend classes but not learning,” numerous online education platforms and products emerged, and publishers launched various online educational services based on their educational publishing resources. This represented both an emergency response to the pandemic and an important demonstration of the application of “Internet Plus Education” achievements. Against this backdrop, media convergence entered a period of rapid development, with electronic textbooks supplemented by courseware, 辅导资料, instructional videos, and other digital resources becoming the new favorites of online education. This development has exerted far-reaching influence on textbook development in the post-pandemic era. Under these new circumstances, textbook editors face higher demands for professional competence and comprehensive qualities, requiring both persistence in traditional values and innovative thinking to keep pace with the times.

## 1. Establishing a Sense of Responsibility

Book publishing must adhere to correct political, professional, and public orientations. Book quality is the lifeline of publishing work, and this is especially true for university textbooks, as they reach thousands of students whose critical judgment is still developing. This requires textbook editors to consistently maintain a strong sense of responsibility, prioritizing readers’ interests; to pursue the unity of social and economic benefits while placing social benefits first; and to pursue the unity of quality and efficiency while placing quality first. Editors must firmly reject proposals with problematic positions or orientations and resolutely delete content detrimental to students’ healthy growth and development. Beyond focusing on textbook content, editors must also pay meticulous attention to details such as style formats, headings, punctuation, symbols, and

expressions, gradually cultivating a craftsman-like attitude and spirit. For instance, during the COVID-19 pandemic, most publishers opened their digital book resources free of charge, efficiently published pandemic-related books, and donated print books to frontline medical workers. Although some publishers experienced negative economic growth, the industry as a whole demonstrated remarkable enthusiasm in achieving social benefits, reflecting the responsibility and commitment that publishers should embody [1].

The planning editor serves as the primary person responsible for textbook quality. From planning and commissioning, topic application, manuscript review and examination, editorial processing, secondary and final review, typesetting and proofreading, final red-mark reading, printing and binding, marketing and promotion, to revision and republication, the editor's work runs through the entire lifecycle of the textbook product—from its conception to formation and cultivation. For planning editors, establishing a sense of responsibility and brand awareness is particularly crucial. They must maintain the confidence and determination to transform every textbook into a high-quality masterpiece. Once an individual “editorial brand” is established, it becomes easier to build trust with authors and for potential authors to find them, providing considerable convenience for subsequent work.

## 2. Strengthening Editorial Processing Capabilities

As the saying goes, “To do a good job, one must first sharpen one's tools.” Solid editorial processing capabilities are the fundamental skills of an editor. University textbooks generally possess strong professional characteristics, and editors must continuously hone their editing abilities and enhance their professional competence during manuscript processing.

First, when processing manuscripts, editors should develop the habit of frequently consulting various editorial handbooks, standards, and specifications. They should accumulate experience through daily work, regularly summarizing lessons learned from manuscript processing by category to form their own editorial style. Editors should also communicate regularly with colleagues and editorial experts, actively absorbing others' experiences and lessons from the editing process. Additionally, they should maintain timely exchanges with authors to learn the latest professional knowledge, ensuring the professionalism, accuracy, and timeliness of knowledge in manuscripts.

Second, editors should regularly participate in industry academic conferences and read professional literature to enrich their professional knowledge and cultivate awareness of lifelong learning.

Third, editors should regularly participate in various vocational skills training sessions and editorial competitions organized by the National Press and Publication Administration, publishing associations, editorial societies, and their own institutions, exchanging experiences in editing, publishing, and topic planning with peers from other publishing houses.

### 3. Accumulating Author Resources

Author resources are the most important asset for a successful editor, much like mineral deposits to mining or raw materials to factories [2]. Textbook editors should leverage their publishing house's platform advantages to integrate resources from schools, associations, enterprises, and other sectors to build their own author teams, growing together with authors and achieving mutual success.

First, textbook editors need to frequently visit grassroots levels, conducting school visits to understand the needs of frontline teachers and students. Through these visits, editors can gain deeper insights into schools' textbook publishing policies and needs, identifying clues for topic development while meeting teachers from different disciplines to expand and accumulate author resources. Additionally, editors should constantly monitor relevant schools' websites and WeChat official accounts to keep abreast of new developments, policies, news, and achievements in schools and disciplines.

Second, textbook editors should actively organize textbook seminars to strengthen relationships with authors and participate in industry academic conferences to meet relevant authors.

Third, editors should conduct follow-up tracking work for textbooks under their responsibility. On one hand, they should establish a list of schools that adopt the textbook, building connections with instructors to solicit feedback from teachers and students on textbook content, layout, and other aspects through direct communication or questionnaires, thereby increasing engagement between the publisher and users. On the other hand, as disciplines develop, new teaching needs and curriculum standards emerge. When revising and updating textbooks, editors can invite suitable textbook users to participate, thereby expanding the textbook's audience and influence while strengthening the bond between users and the textbook.

### 4. Focusing on Textbook Promotion

Only when textbooks enter schools, classrooms, and reach teachers can the ideal and pursuit of serving education be truly realized. The promotion of textbooks after publication is not only a task for the sales and marketing departments but also a responsibility that textbook planning editors should undertake.

First, editors should regularly send new book information, textbook catalogs, sample copies, and promotional materials directly to relevant instructors at target institutions through methods such as mailing sample books, sending emails, and posting in WeChat and QQ groups. This enables instructors to learn about textbooks promptly, thereby increasing the probability of adoption. During spring and autumn textbook adoption seasons, editors should maintain close contact with textbook departments and instructors to achieve precise promotion, and on this basis, establish and maintain a textbook marketing database.

Second, when attending industry conferences, editors can collaborate with au-

thors to deliver reports related to the textbook or use conference sponsorships to set up discussion sessions related to the textbook while displaying relevant textbooks in the field, achieving concentrated promotion.

Third, editors should regularly participate in textbook exhibition tours at relevant institutions to display textbooks directly to teachers and students, engaging in face-to-face exchanges with instructors to directly understand frontline teachers' needs, laying a solid communication foundation for textbook promotion and future topic planning and revision work.

Fourth, beyond traditional textbook promotion methods, editors should innovate promotional approaches. For instance, they can regularly post information about existing and new textbooks on platforms such as WeChat official accounts, Weibo, Douyin, Kuaishou, and Toutiao, and invite education influencers and authors to promote books through live streaming, achieving targeted promotional effects.

## 5. Exploring Upgrades and Transformation of Print Textbooks

During the “Internet Plus Education” phase, teaching models and learning methods have undergone tremendous changes, and traditional print textbooks can no longer meet the needs of modern teaching activities. Building upon traditional print textbook publishing, editors must fully utilize new technologies to break through the constraints of traditional publishing formats and comprehensively develop digital resources, moving from single-dimensional, flat formats toward multi-dimensional, three-dimensional, and all-media directions [3]. For textbook editors, exploring the upgrade and transformation of print textbooks requires awareness of providing value-added services for textbooks, exploring new-format textbooks, and building teaching service platforms.

### 5.1 Providing Value-Added Services for Textbooks

Simply digitizing traditional print textbooks into electronic versions convenient for reading on computers, mobile phones, or e-readers only presents print content in electronic form. In the era of media convergence, textbook publishing should go beyond merely digitizing print textbooks into e-books by providing supporting materials such as electronic courseware, lesson plans, 辅导材料, exercises, animations, and course videos—elements often overlooked in traditional publishing.

Effective value-added services allow readers who purchase print textbooks to register and log in to the publisher's website to access corresponding value-added packages and download these high-quality teaching resources anytime. When teachers and students feel they are getting good value for their money, they are more likely to adopt the textbook. This not only provides a more convenient, autonomous, and open educational environment for teachers and students but

also promotes information about excellent textbook products, achieving two goals at once.

## 5.2 Exploring New-Format Textbooks

New-format textbooks take print textbooks as the core, use the internet as the carrier, and employ information technology as the means to achieve three-dimensional, fully integrated fusion of digital resources with print textbooks through QR code associations and connections with smart teaching platforms, applied through various terminal formats [4]. Compared with traditional print textbooks, they are free from constraints regarding content capacity, presentation format, price, paper, layout, and class hours. For readers, the diversification of content and presentation formats creates distinct visual and auditory impact, making learning more interesting. Students can repeatedly watch and study difficult key knowledge points, enhancing learning effectiveness.

Teachers generally report that this innovation promotes reform in classroom teaching methods, making instruction more vivid and significantly improving teaching effectiveness. New-format textbooks represent a supplement to traditional print textbook formats and an extension and expansion of content. When planning a textbook, editors should discuss with authors whether the textbook is suitable for development as a new-format textbook, whether existing publishing technologies can adequately present the textbook content, and what forms of visual presentation would be appropriate. Simultaneously, editors should guide authors in collecting and creating suitable materials. Additionally, publishers can provide authors with high-quality resources from their material libraries for selection.

Through QR codes, editors can link color images, dynamic diagrams, audio, three-dimensional animations, cartoons, micro-lectures, online exercises, live-action videos, screen recordings, web pages, VR (virtual reality), and AR (augmented reality) to appropriate locations. Readers can use smart devices to scan the codes and instantly access supporting resources. Due to the timeliness of the internet, digital resources for textbooks can be updated and replaced anytime. These digital resources run through the entire production cycle of the textbook, and as planning editors, they must exercise full-process control over digital resources.

Taking the new-format textbook *Petroleum Processing Production Technology (Second Edition • Rich Media)* published by Petroleum Industry Press as an example ([Figure 1: see original paper]), the book embeds 19 resources including color images, micro-lectures, videos, and animations [5]. The micro-lecture “Where Does Petroleum Come From” integrates video, voice, images, and text to tell the complete story of petroleum in three minutes. Videos and animations such as “Working Principles of Gasoline and Diesel Engines” vividly demonstrate the appearance, principles, and operation methods of typical production equipment in frontline petroleum processing, giving readers an immersive ex-

perience. The participation of digital resources has transformed this textbook from black-and-white to color, two-dimensional to three-dimensional, static to dynamic, and silent to audible. The textbook has been well-received by teachers and students, achieving good market response, and was recognized by the Ministry of Education in 2020 as a “National Planned Textbook for Vocational Education during the 13th Five-Year Plan Period.”

### 5.3 Building Teaching Service Platforms

Based on the foundation of print textbooks, value-added resource packages, and new-format textbooks, textbook editors should embrace the concept of integrated development in educational publishing. Taking new-format textbooks as the core, they should integrate multiple product elements including multimedia teaching resource packages, digital courses, online platforms, and intelligent services to build a comprehensive teaching service platform with a structure of “textbook + course + resources + platform + service,” thereby achieving a transformation from providing textbook products to providing teaching services. On this platform, teachers can integrate teaching content, methods, forms, and even assessment and management functions into the textbook, regularly completing course updates, maintenance, and monitoring. Building teaching service platforms can create a pattern where online and offline advantages complement each other [6].

When publishing textbooks, editors should be adept at guiding and cultivating authors. On one hand, they should encourage authors to migrate high-quality course resources supporting the textbook to the platform; on the other hand, they should work with authors to optimize content iteration and teaching services and manage operations. In the information age, people’s reading habits have changed, with digital reading becoming increasingly common as smart tablets, smartphones, and lightweight, portable devices gain popularity [7]. Taking the teaching service platform “Digital Petroleum Academy WeChat Mini Program” developed by Petroleum Industry Press as an example, the platform includes functions such as “E-textbook,” “Course,” “Class,” and “My Profile.” Through this platform, teachers can conduct online teaching, class management, homework grading, and online Q&A; students can browse e-textbooks, attend online classes, submit homework, and ask questions online. Other textbook readers can browse e-textbooks, access digital textbook resources, and provide online feedback.

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### Author Biography

Wei Jie (1987-), male, from Jinan, Shandong, holds a master' s degree. He is a planning editor with intermediate editorial qualifications. His research focuses on textbook publishing and digital editing capabilities—the core competitiveness of publishing houses and editors that cannot be achieved overnight. Improving editorial literacy requires diligent internal cultivation and long-term perseverance. (Responsible Editor: Chen Xuguan)

*Note: Figure translations are in progress. See original paper for figures.*

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