Research on Chinese Universities' Communication Work for Global Southern Z-Generation Youth under the Theory of "The Bias of Communication" —A Case Study Based on Z University's Communication with Africa

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Abstract: *At present, the significant role of strengthening international communication efforts towards the Global South is increasingly highlighted, with communication work targeting Z-Generation youth being a top priority in promoting the construction of international communication capabilities. The rise and development of the Theory of The Bias of Communication holds certain contemporary value. In the new era, China's communication work towards the Global Southern Z-Generation youth should apply this theory critically, which is specifically manifested in facing China's modernization development strategy and the concept of a community with a shared future, emphasizing the status of communication media and the renewal of new media, and promoting the shift from media dominance to content as king. Faced with challenges such as China's international communication capacity does not match the level of its comprehensive national strength and the disadvantages of "time-biased" and "space-biased" media in a late-developing context, based on the practical experience of Z University's communication work with African Z-Generation youth, Chinese universities' international communication work for Global Southern Z-Generation youth should create a fluid channel for the transformation of time and space on the basis of balancing time and space, thereby actively responding to national strategic needs. It should undertake the mission of the times to tell Chinese stories and spread Chinese voices, and build an international communication discourse system with Chinese characteristics, becoming an important position for comprehensively improving international communication efficiency.*

Keywords: Theory of The Bias of Communication, Global South, International Communication of Universities, Z-Generation Youth.

1. Introduction

As Global Southern countries increasingly take center stage on the global platform, they play a pivotal role in both addressing the complex development challenges faced by humanity and in fostering the advancement of international society. International communication towards the Global South has become a key link in the construction of China's international communication capabilities. Youth are the future of the development of countries and nations around the world. Grasping the youth in international communication work is equivalent to grasping the discourse power of international communication. Therefore, forming a global Southern youth discourse power that matches China's comprehensive national strength and international status has become a "compulsory course" in university talent training. Harold Adams Innis, based on his own research and practice, proposed the Theory of The Bias of Communication, which holds significant contemporary importance in the history of international communication. It is of great importance for the upgrading of Chinese universities' communication work towards Global Southern Z-Generation youth in the new era.

2. Retrospect of Theoretical Framework

There are many theories in communication studies, and the discussion of "what determines the power of communication" determines the underlying logic of communication theory. Before the Theory of The Bias of Communication, many theorists regarded economic factors as the decisive force of communication, while Canadian communication scholar Harold Adams Innis inherited and developed this view. After carefully studying the relationship between newspapers and economic change, Harold Innis discovered the counter-effect of newspapers on economic change, that is, print communication promoted economic change. From this, Innis discovered the powerful force of media itself and focused on the media itself in his later research. Against this backdrop, Innis proposed the concept of the Theory of The Bias of Communication, which he fully elaborated and supplemented in his works published in 1950 and 1951, "The Bias of Communication" and "Empire and Communication," among others. Innis pioneered research on media, communication, and the history of communication, achieved great success and is known as the founder of the communication technology school (media ecology school).

2.1 Communication Media is one of the Key Factors Affecting Social System Change and Social Stability

"The advantages of a new medium will lead to the emergence of a new civilization" is an important assertion put forward by Innis. He cited a large amount of historical facts and concluded that the emergence of a new medium will trigger a new round of media competition in the social communication system, thereby driving the adjustment of "The Bias of Communication" and promoting changes in social structure and the evolution of social history. This theory, as the

cornerstone of "media bias theory," emphasizes the important impact of communication media on the rise and fall of civilizations and empires, providing support for the theory of time and space bias, proving the counter-effect of communication media on social development. Harold Innis started from how communication media forms a monopoly of knowledge, thereby proving that communication media has become the driving force behind the rise and fall of empires.

2.2 Communication Media has Temporal and Spatial Bias

Innis inherited the ideas of the Chicago School of Sociology, adhering to a pan-medium concept, and divided media into time-biased and space-biased types. He believed that the nature of the communication media prevalent in society would directly or indirectly affect the civilization it is in, giving it different temporal and spatial biases. Time-biased media refers to media types that "are more suitable for the vertical transmission of knowledge over time rather than for horizontal transmission in space." This type of media has characteristics of being "bulky and durable, not suitable for transportation" and "long-lasting"[1]. Therefore, the impact of this type of media on society is mainly reflected in the construction of values within a small range, the construction of political power, and the formation of unique folk customs. Space-biased media refers to media types that "are more suitable for horizontal transmission in space rather than for vertical transmission over time"[2]. This type of media has the characteristic of being "lightweight and easy to transport." Therefore, this type of media is conducive to exporting values, expanding empires, and strengthening control over peripheral regions, as well as promoting the dissemination of knowledge and information.

2.3 The Impact of "The Bias of Communication" on National Construction and Social Stability

The Theory of The Bias of Communication proposed by Innis has a clear purpose tendency. "Innis began to reflect on the spatial expansion of Western civilization and the material monopoly formed with the help of communication technology. At the same time, he also realized the significant impact of materials on politics, economy, and culture, and found that studying Canada's economy from a material perspective is a feasible path," [3] from this perspective, the Theory of The Bias of Communication focuses on the impact of communication media on the development and replacement of civilizations, national construction, and the expansion of empires. For political power and social stability, grasping the bias of communication is of great significance. The relationship between communication media and the monopoly of knowledge and information is close. "Communication technology is linked to the monopoly of knowledge and information, controlling peripheral regions in various ways such as public opinion"[4]. In terms of national construction and imperial expansion, this is directly linked to "power," influencing and even controlling communication media through political power, and strengthening control over frontier regions, such as Rome completing large-scale spatial administrative management through papyrus. Second, it is necessary to achieve a balance between time-biased media and space-biased media. If it is too biased towards time and neglects space, the communication channels on which

political rule depends will be destroyed; if it is too biased towards space and neglects time, it will lead to a lack of faith and loss of authority. The lack of time-biased media is obviously not conducive to the formation and inheritance of a civilization, and the lack of space-biased media is obviously not conducive to the construction of multi-ethnic nations and the control of the center over the regions. Innis believed that whether it is time-biased media or space-biased media, they all have their own weaknesses. Only by balancing to break this bias can the long-term stability and security of the country be ensured.

The Theory of The Bias of Communication has developed as the times have progressed. First, communication scholars such as Marshall McLuhan inherited the Theory of The Bias of Communication and developed the "medium is the message" theory, which is a major update of the Theory of The Bias of Communication in the electronic age and has attracted the attention of more communication scholars, thus inspiring the "media environment school." The media environment school focuses on the profound impact of media itself on human society. At present, many communication scholars, including those in China, still use this theory to study new media and have achieved results. However, on the other hand, the tendency to focus on media itself rather than the content transmitted by media has also been criticized by many scholars. Some scholars have named the media environment school as "technological determinism," criticizing the wrong development of the Theory of The Bias of Communication and re-interpreting the Theory of The Bias of Communication.

3. Critical Application of the Theory of "The Bias of Communication" in Chinese Universities' Global Southern Z-Generation Youth Communication

The Theory of The Bias of Communication emphasizes the traditional division of time-biased media and space-biased media based on Innis's own definition; that is, "whether it is easy to transport" and "whether it is easy to store." Such a division is obviously not applicable in contemporary international communication. Today, with the rapid development of information technology and more convenient transportation, relying on the Internet for information storage and advanced transportation technology, many communication media have characteristics that are both easy to transport and easy to store at the same time. Faced with China's national conditions, educational conditions, and the nature and mission of universities, the new era of Chinese universities' international Z-generation youth communication work has new characteristics and orientations, and a new review of the Theory of The Bias of Communication is needed, and it should be critically applied.

3.1 International Communication should Face China's Modernization Development Strategy and the Concept of a Community with a Shared Future

The Theory of The Bias of Communication emphasizes the impact of communication and its media on the development and replacement of civilizations, national construction, and

the expansion of empires, which has a certain degree of important reference significance under the current era of change, where countries are seeking international discourse power and influence. The communication power of universities is also an important indicator of the country's soft power and foreign communication. Youth are the backbone of the development of countries and nations around the world and the focus of international communication. The communication work for Global Southern Z-Generation international youth is the focus and core of the overall situation of Chinese universities' international communication. On the one hand, establish the communication value of a community with a shared future. China and the objects of international communication all have their relatively stable civilization characteristics. Communication media, as a tool for mutual exchange and communication between the two countries, mainly reflect the mutual understanding, exchange, understanding, and mutual learning, and common development of different civilizations. Secondly, China does not seek any hegemony and is not related to the expansion of empires. The main task of China's international communication is to enhance the understanding between Global Southern countries, break down the barriers of civilization exchange and integration, promote the mutual promotion of Chinese-style modernization and the modernization of Global Southern countries, practice the "Global Development Initiative," "Global Security Initiative," and "Global Civilization Initiative," answer the question of where humanity is going, and build a new type of international communication to help build a community with a shared future for mankind. On the other hand, improve the level of internationalization of running schools based on Chinese soil. Promoting the communication work of Chinese universities for Z-Generation international youth is an important step in the construction of first-class universities. For universities, their international communication influence mainly manifests in the cultural output to the international community, the transportation of talents, and the transformation of various scientific research achievements, which continuously improve their own influence on society[5]. In general, the main direction of Chinese universities' Z-Generation international youth communication, both in time and space dimensions, is that the excellent Chinese culture, Chinese-style modernization development experience, Global Southern cooperation and development, and the world development plan of the community with a shared future produced and disseminated by Chinese universities can be received and accepted by international youth, and change or reverse their attitudes and behaviors, thereby influencing the cognition and implementation of China and the international community.

3.2 International Communication should Pay Attention to the Status of Communication Media and the Renewal of New Media

Innis, starting from the perspective of communication, examined the impact of communication media on the rise and fall of empires and the development of human civilization, regarding the media as an important carrier for a country's external development and exchange. This provides insights for the international communication work of Chinese universities in the new era, that is, to pay attention to the

power of the media itself. The formation, development, inheritance, and communication of culture all depend on the media. Paying attention to communication means that it is necessary to pay attention to the communication media, or communication tools, especially the "The Bias of Communication" of new media. The critical inheritance of Innis's communication ideas should clarify its "theoretical failure" in the Internet age. With the continuous advancement of human technology and digital society, communication media is no longer a simple physical medium and other one-dimensional communication tools in the Innis era, but has evolved into Internet communication media that combines virtual space and the real world. The communication of new media has unprecedented temporal expansion capabilities and unprecedented spatial expansion capabilities, achieving dual bias in horizontal communication in space and vertical communication over time[6]. The latest "Facts and Figures 2023" report from the International Telecommunication Union (ITU) points out that the number of residents using the Internet worldwide has reached 5.4 billion people (equivalent to 67% of the world's population)[7]. The rapid development of the Internet has made the importance of communication media increasingly prominent, while also bringing about rapid changes in communication tools and forms. The international communication work of Chinese universities for Z-Generation international youth should abandon the idea of doing but not spreading, focusing on internal communication rather than external communication, and valuing traditional communication and media. The communication perspective should be placed under the communication media of the global Internet era, especially the media and channels that are most popular and have the widest communication effect among Z-Generation youth, and widely use communication forms and information carriers developed based on digital technology.

3.3 International Communication should Promote the Replacement from Media Dominance to Content as King

The core of Innis's "The Bias of Communication" theory is the communication media, which has aroused the attention to the communication tools, but also because of its excessive emphasis on technology, it has been criticized. Later communication scholars such as Robert Logan, on the basis of Innis and McLuhan's ideas, proposed "cascading media," that is, the content of a new medium is an extension of some old medium. Logan divided the content of media into the physiosphere, mind, mediasphere, and symbolosphere[8], and thus communication began to shift from focusing on media to researching content. Therefore, Chinese universities' communication work for international Z-Generation youth should pay attention to media content, take the internationalization of higher education as the main purpose, and establish the concept of "content as king, tools as the main, and form as auxiliary." They should transform the achievements of university scientific research, social services, discipline construction, talent training, and public diplomacy into communication content, and achieve the connection between communication media and communication content in the fields of material entities, spiritual exchanges, and cultural symbols. Concurrently, there is a necessity to adhere to the strategy where communication needs are the drivers in formulating the content to be disseminated. In their efforts to

engage with the Z-generation youth of the Global South, Chinese universities must orient and tailor their communication strategies towards this demographic. It is crucial to avoid the erroneous dichotomy between "what I want to communicate" and "what the Z-generation international youth want to hear," and instead, accurately delineate the collective identity of the Z-generation youth. Additionally, it is imperative to eschew a one-size-fits-all approach. By segmenting the international youth based on their countries, ethnicities, and cultures, Chinese universities can enhance the precision of their communication content. This targeted approach will bolster the productivity and innovation of the content aimed at the international Z-generation youth, achieving a congruence between the transmitted messages and the received understandings. Ideally, this will lead to a sophisticated scenario where the content disseminated is in perfect alignment with the audience's interests, thereby promoting the high-quality development of the international communication capabilities of Chinese higher education, which is imbued with distinctive characteristics. Improve the precision of communication content and enhance the productivity and innovation of communication content for international Z-Generation youth, achieving the coupling of what to spread and what to listen to, and even the high-order situation of what to spread is what to listen to, thereby promoting the high-quality development of Chinese characteristics of higher education international communication power.

4. Challenges Faced by Chinese Universities' Communication Work for Global Southern Z-Generation Youth under the Theory of "The Bias of Communication"

4.1 Higher Education International Discourse Power Dominated by Western Countries

"Power" is an important element in the Theory of The Bias of Communication model, so this paper believes that in the new era, universities' international communication efforts should pay great attention to the international discourse power of higher education, especially international academic discourse power and international discipline discourse power. International academic discourse power refers to the discourse produced after academic research and academic training, which is the quality of knowledge and information production, and is a systematic project of knowledge and information construction. International discipline discourse power points to the international visibility of discipline construction, the influence in promoting the development and iteration of disciplines, and the advantages in the originality of discipline construction, involving teacher teams, student training, and supporting software and hardware facilities. It can be said that international academic discourse power and international discipline discourse power are the two most critical indicators of the international discourse power of higher education. At present, under the background of the accelerated evolution of the great changes in the century, Chinese universities' communication work for young people in Global Southern countries is facing the challenge of insufficient international discourse power in higher education, and this challenge and insufficiency have a dual characteristic.

At present, both international academic discourse power and international discipline discourse power show a "north strong and south weak" characteristic, forming a situation where Western countries dominate the international discourse power of higher education. The first is the historical reason, modern higher education originated from the West. The rise of universities in the West is seen as an inevitable outcome of civilization, with Western civilization possessing a rational gene that fosters the emergence of universities. From the perspective of civilization, it becomes a fact that universities originated in the West[9]. After the Industrial Revolution, in the development history of hundreds of years, the knowledge production system and discipline construction system established by Western countries have become the basic framework of modern higher education. The West has colonized Asia, Africa, and Latin America, and even if decolonization has been basically completed, it cannot be denied that the values, scientific philosophy, and various discipline systems left by colonial countries are important components of "colonial heritage," which deeply affect Asian, African, and Latin American countries. The second is the long-term economic and political hegemony of the United States and the West. No matter the world pattern formed after World War I or World War II, the United States and Western countries are at the core of the world system, and in fact, they have occupied the space of Southern countries in the internationalization of higher education, leading to the concepts, systems, institutions, and operation systems of universities in China, Africa, and other developing countries in the South being influenced by Western universities, and the disciplines and knowledge produced all have the shadow of Western education.

4.2 Time-biased Media and Space-biased Media Are at a Disadvantage in Late Development

Western countries possess a distinct first-mover advantage in the field of international communication, which not only allows their media to dominate and monopolize the market. In the current era of communication tools, Western nations, due to their initiation and leadership in technological revolutions and industrial transformations, hold a decisive position in the first move. Globally, and especially in the Global South, Western social media platforms such as Facebook, Twitter, and Instagram remain the mainstream, reaching the widest international youth audience. However, most domestic universities in China have not fully utilized these new online media for overseas communication[10]. Additionally, due to the monopoly of mainstream social media by Western countries and strict control over Chinese universities based on ideological struggles, coupled with the suppression of Chinese internet infrastructure and social media like Huawei's 5G and TikTok by Western nations, the survival of these platforms is challenging, making it difficult for Chinese universities to effectively utilize such platforms. It is evident that Chinese universities lack effective media and tools for international communication work targeting the Z generation youth.In this context, Western countries, leveraging their powerful media and a comprehensive theoretical system of communication studies, shape international discourse power, thereby controlling the definition of "freedom, democracy, and modernization" and becoming "academic authorities." They also use this discourse power to control Southern

countries like Africa, creating "neo-colonialism" and "debt traps." International Z generation youth, influenced by Western media, have a one-sided understanding of China's governance and culture. Under the influence of "yellow peril theory" and "fear of China politics," there are many obstacles to the communication of Chinese universities to the international Z generation youth.

At the same time, there are drawbacks in the international communication work of domestic universities, such as a strong domestic focus with a weak international outreach, and a singular communication mechanism and model. Many universities face the dilemma of using the same plan for domestic and international communication, lacking connections and channels for overseas dissemination, and insufficient analysis of the communication audience among the Global South countries and their Z generation youth groups. They still regard the audience as passive recipients of one-way communication. There is a lack of clarity on what to communicate to the Global South youth, how to communicate it, and no solutions to the problem of not being able to spread the message. It can be seen that in the process of international communication work targeting the Z generation youth of Global South countries, Chinese universities are not well-equipped in terms of communication subjects, channels, content, audience analysis, and communication effects, and are at a clear disadvantage in late development.

5. Case Study on Z University's International Communication Work Exploration for African Z-Generation Youth

Z University focuses on serving the country's international communication strategy towards Africa and has long been committed to international communication work targeting Z-generation youth in Africa and countries participating in the "Belt and Road" initiative. This effort has produced a positive effect among African Z-generation youth and has been unanimously praised by various sectors including central ministries, leaders at all levels of provinces and cities, state-owned enterprises, as well as African political figures, university scholars, and think tanks and media. It has generated a broad social impact and notable educational achievements, preliminarily forming an important base for Chinese universities' international communication with African Z-generation youth.

5.1 International Communication for African Z-Generation Youth with "People" as the Central Medium

The core medium of international communication lies in "people" rather than "objects". The key to international communication for African Z-Generation Youth is the communication through "people". Z University constructs a talent communication medium through the two-way development of China's "Africa Experts" and Africa's "China Experts". It adheres to the cultivation of talents for the communication to African Z-Generation Youth in Africa, taking "people" as the communication entity, and explores a standardized plan for the cultivation of talents in international communication for non-youth in Africa. It has successively

signed more than 40 cooperation agreements with universities and research institutions in more than 10 African countries such as South Africa, Nigeria, and Tanzania, and has launched more than 10 intercollegiate student exchange and study programs with African universities.

Firstly, establish educational standards for nurturing talents. Formulate a unified educational standard that includes a professional system, teacher system, and curriculum and textbook system, and build a talent training system that integrates undergraduate, master's, and doctoral education, and integrates African students' degree education with African senior seminars, and formulate special training plans and evaluation systems. Cultivate international teachers both domestically and abroad, inside and outside the school, and across industries. Cooperate closely with more than 40 African think tanks and media, gather more than 5,000 well-known think tank scholars, international organizations, media personnel, and cultivate the first Huang Danian-style teacher team in Chinese universities (African work team), image ambassadors of Chinese stories, China-Africa Friendship Contribution Award, young talents in propaganda, ideological and cultural international communication, advisors to African prime ministers and retired ambassadors, and executives of Chinese and African enterprises. Independently develop original curriculum and textbook systems, involving more than 60 interdisciplinary courses in African politics, economy, history, education, and other disciplines, and publish more than 200 textbooks such as "African Studies Library", "African Regional National Studies Series", and "China's Reform, Opening-up and Development Practice" series (in English and French).

Secondly, establish scientific research standards for nurturing talents. Implement scientific research standards for nurturing talents that require each student to produce at least one high-level result and participate in at least one provincial and ministerial level or above scientific research project, and guide students to produce scientific research results. Guide students to participate in the "African Scholars on China and China-Africa Relations" series, participate in the release of the "China-Africa Trade (Jinhua) Index" and "African Regional Development Report", "China-Africa Production Capacity Cooperation Development Report" and other symbolic communication projects. Organize students to participate in the construction of academic publishing and communication platforms such as "African Studies" and "International Chinese Education Research"; organize participation in the construction of the "African Translation Pavilion", translating 100 African classics; guide participation in the International Exchange Project of the Central Propaganda Department, the Z Generation Youth Work Project, the Foreign Discourse Innovation Support Platform African Key Country Public Opinion Special Report, and the "African Century of Chinese Language Communication Research under the Vision of a Community with a Shared Future for Mankind" and other national social science fund projects and provincial-level topics.

Thirdly, establish think tank standards for nurturing talents. Focus on strategic research, policy advice, public opinion guidance, and public diplomacy to form think tank standards for nurturing talents that promote the development of think

tank functions. Guide students to participate in social service work, guide students to participate in special reports and lectures on China-Africa cooperation for the Zhejiang Provincial Government's special study sessions, the Provincial Development and Reform Commission, and the Provincial Department of Commerce, and learn and spread the concept of China-Africa cooperation and teach service strategies for Africa in the process of participation. Guide students to participate in writing consulting reports. Guide students to provide decision-making consulting reports for the Ministry of Foreign Affairs, the Ministry of Education, the Ministry of Public Security, the Ministry of Public Security, the Central Cyberspace Affairs Office, the Zhejiang Provincial Committee, and other departments, to provide strong intellectual support for China-Africa cooperation and carry out the "Special Report on China-Africa International Communication Consulting Report Writing".

5.2 Fading Spatial and Temporal Bias Boundaries in International Communication for African Z-Generation Youth

The Theory of The Bias of Communication advocates that only by achieving a balance between time-biased media and space-biased media can the development of civilization be promoted, the construction of the state be stabilized, and the expansion of the empire be promoted. This is a tendency to separate the time and space of communication media. In the process of carrying out communication work for African Z-Generation Youth in Africa, Z University focuses on time-biased media and space-biased media, while focusing on innovating communication media based on new situations and environments, making up for the shortcomings brought by the spatial and temporal bias of communication media, integrating and coordinating resources from all parties, and thus reshaping, remaking, and interacting with communication media.

Firstly, integrate high-end platform resources and build a three-dimensional platform medium. Z University has created a new pattern of "universities building platforms, governments and enterprises performing plays" in carrying out communication work for African Z-Generation Youth in Africa, and has achieved a model of promoting exchanges and communication through platforms. It has built 17 provincial and ministerial platforms such as the Ministry of Education Zhejiang Province Provincial and Ministerial Co-construction Collaborative Innovation Center, the Ministry of Education Regional and National Research Base, Zhejiang Province International Exchange Base, Zhejiang Province Regional and National Research and International Communication Research Think Tank Alliance leading unit, and the "Belt and Road" Jin Hub Network International Communication Base. It has established the "China-Africa Think Tank Forum" included in the framework of the China-Africa Cooperation Forum, as well as international academic forums such as the China-Africa Media Think Tank Seminar, the China-Africa Poverty Reduction and Development High-Level Dialogue, the Abuja Forum, and the South Sudan Think Tank Forum. Secondly, integrate second-track diplomatic resources and unblock the media channels for cultural and people-to-people exchanges. In conjunction with international communication platforms such as Xinhua News Agency, CCTV International

Channel, Sida Times, and the Nigerian News Agency, it has built a multi-language website in Chinese, English, French, Swahili, and Hausa, integrating an official website, official microblog, special publication, and a three-dimensional media matrix in Africa APP, as well as the "China-Africa Joint Research and Exchange Plan" information network under the guidance of the Ministry of Foreign Affairs. It organizes teachers and students to publish articles and make voices in mainstream media in China and Africa, which has played a good role in communication to Africa. It organizes African Z generation youth to go to local CPPCCs, Chinese enterprises, and new rural areas in Zhejiang to observe and experience these grassroots, popular democratic practices, private enterprise development, and the effectiveness of Zhejiang's "million project" on the spot, and to enhance understanding and recognition through immersive personal experience. Then, through their personal experiences, they tell the story of Chinese democracy and improve the quality of communication. Together with more than 20 African scholars, they proposed the "Dar es Salaam Consensus", and during the epidemic, they issued a joint initiative in five languages with African scholars to strengthen unity and fight against the new crown epidemic, promoting communication to African youth with the concept of China-Africa cooperation.

Thirdly, integrate research and practice resources to provide a global stage for communication talents. It has built the first African Museum and China-Africa Exchange Museum in Chinese universities, carried out "walking ideological and political courses", and organized students to carry out propaganda and communication work for African youth. It has organized students to participate in the production of 5 documentaries such as "I come from Africa", "Revisiting the Tanzania-Zambia Railway", "Kung Fu Dream", and "The Most Jinhua". It has established the South African and East African branches of the African Research Institute, and established graduate joint training bases at the University of Ibadan in Nigeria and Nelson Mandela University in South Africa. It has presided over the "African Studies Innovative Talent Training Project" and the "African Ministry of Education Innovative Talent Training Project" of the National Study Abroad Fund, organized students to go to Africa for research, study, exchange, and carry out communication work in Africa, and carried out in-depth exchanges and visits with representatives from African governments, think tanks, media, international organizations in Africa, Chinese-funded enterprises, and the general public. It has organized students to go to Confucius Institutes in Africa as Chinese volunteers, and carried out communication work on the platform of the five Confucius Institutes in Africa, training young people in Africa to learn Chinese.

6. Reflection on Theory and Practice: Creating a Fluid Channel for Time and Space

The "Bias of Communication" first reveals to the world the powerful influence of media on humanity, nations, and even civilizations. It demonstrates the channels and handles of international communication from the two dimensions of "time" and "space". By extending the "Bias of Communication" to the field of international communication in the new era, based on the communicators, communication objects, and communication content in the international

communication process of colleges and universities, it is important to redefine the time and space bias media under the vigorous development of information technology. The traditional division of time-biased media and space-biased media involved in the "Bias of Communication" is based on Innis's own definition, that is, "whether it is convenient for transportation" and "whether it is convenient for storage". Such a division is obviously not applicable in contemporary international communication. Today, with the vigorous development of information technology and more and more convenient transportation, relying on the Internet for information storage and advanced transportation technology, many communication media have the characteristics of being convenient for transportation and storage at the same time. However, it also emphasizes the important role of the media itself. For the application of the "Bias of Communication" in the international communication work of Chinese colleges and universities for the Z generation youth in the global south, it should also adopt a cautious, critical, and innovative attitude and perspective with the development of the times. Whether it is biased towards time or space, it is no longer suitable for the current international communication generation in the turbulent and changing period of the world, and the renewal and iteration of communication media under the technological revolution and industrial revolution. Even if Innis proposed to seek a balance between time bias and space bias, this idea is only to put international communication in a two-dimensional space, and there is a meaning of differentiation.

The Z generation youth, especially the Z generation youth in the global south, have a special group portrait and historical and realistic considerations. Therefore, the international communication work of Chinese colleges and universities for the Z generation youth in the global south should create a fluid channel for the transformation of time and space on the basis of the balance of time and space. This fluid channel is not to oppose and divide time and space, but to focus on the mutual transformation of communication media and the construction of transformation channels. To a certain extent, it is necessary to have both the bias of time and space and the bias of oral and written communication, so as to get rid of the formal constraints of communication media. At the same time, it should be based on the concept of a community with a shared future for all, and the thinking of harmony and coexistence, so that international communication is based on the valueorientation of equality, mutual benefit, win-win cooperation, and common development, rather than the expansion of empires. It is necessary to eliminate the gaps in political, economic, and social development, the interaction between civilizations and cultures, and the gaps in security cooperation. From the modern paradigm and the dependent paradigm, the passive receiver and imitator and follower of information, to the current recognition of the unique value of local culture, it has increasingly become a contributor to world peace and development, and the demand for participation and dialogue in developing countries is continuously increasing. Chinese colleges and universities can use the communication work of the Z generation youth in the global south as a starting point to make new breakthroughs in the international communication work of China's education, promote the Chinese plan and Chinese wisdom in the field of higher education to play a greater role in the world, and promote the international community to recognize the unique

contributions of the concepts and practical results of developing countries to the development of human civilization[11].

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