

Research on the Construction Path of the All-Media Matrix for Online Ideological and Political Education in Universities

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Abstract: With the rapid development of information technology, ideological and political education in universities conducted in an online environment has encountered unprecedented challenges and opportunities. The purpose of this study is to deeply analyze how to construct an all-media online ideological and political education system in universities, aiming to enhance the effectiveness and social impact of such education. The article begins by examining the current status of online ideological and political education in universities and exploring the existing problems and their causes. It elaborates on the practical path of building an all-media array for the Internet from various aspects such as improving architectural planning, content creation and distribution mechanisms, technology application and platform construction, and strengthening management and operational structures.

Keywords: Universities; Online ideological and political education; All-media matrix; Construction path

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1. Introduction

In the current era of rapid information technology development, the internet has become a critical pathway for university students to explore knowledge and exchange ideas. This makes it exceptionally crucial to conduct ideological and political education (IPE) in the online environment of higher education institutions^[1]. Traditional IPE courses have become inadequate in meeting students' needs in this digital age, as they tend to favor learning about the world through the Internet. On the other hand, the complexities of the online world pose new challenges for IPE work.

To address these challenges, universities must strengthen their online IPE efforts, particularly by utilizing innovative communication methods such as the all-media matrix to achieve deep integration of IPE content with online platforms, thereby enhancing the attractiveness and influence of education. The all-media landscape, which aggregates various media, provides a broad stage for the development of online IPE courses

on university campuses, leveraging its characteristics of rapid information transmission, wide coverage, and significant interactivity. By integrating media assets across multiple platforms, this all-media framework can present students with richer and more diverse knowledge content, stimulating their enthusiasm for learning.

Simultaneously, it breaks down the limitations of traditional IPE in terms of time and space, optimizing the allocation of educational resources. This paper primarily explores how to construct and improve the all-media matrix for online IPE in universities, aiming to enhance the effectiveness and social influence of online IPE through optimizing content generation and transmission methods, utilizing innovative technologies, and creating diversified platforms. This not only promotes innovation and progress in university IPE work but also benefits students by enhancing their media literacy and comprehensive skills, laying a solid foundation for their holistic growth.

1.1. Current situation of online IPE in universities

In modern society, the rapid progress of information technology and widespread internet coverage have increasingly integrated the online world into students' daily lives. Given this situation, conducting IPE for students in the online environment has become extremely critical, presenting new opportunities and challenges for IPE in higher education.

Firstly, observing the content changes of online IPE in universities, it is evident that it is shifting from a singular model to diversified development, moving from universality to a focus on individual differences ^[2]. By utilizing emerging social media such as Weibo, WeChat, Xiaohongshu, and various short video platforms, educational information has become more vivid and practical, not only attracting students' attention but also making it easier for them to understand and digest the core concepts of IPE. However, these innovative teaching methods also pose challenges. Some universities, in pursuit of novelty in form, have relaxed their grasp on the true meaning of IPE. Some educational content sacrifices theoretical depth for the sake of entertainment, failing to deeply resonate with students' hearts. Furthermore, the complexity and diversity of online information also challenge universities in selecting appropriate teaching content and integrating it, adding difficulty to their IPE work.

Secondly, examining the changes in educational models, online IPE courses in universities exhibit unprecedented interactivity and openness. In this mode, students are not confined to traditional classrooms. They can learn, interact, and debate at any time and any place with the help of online platforms. These innovative learning methods have greatly ignited students' passion for knowledge and enhanced their sense of participation and accomplishment. However, the lack of experienced teachers for online IPE courses has also led to varying educational quality, and inadequate platform construction and maintenance have further affected students' educational experience.

Lastly, considering the educational environment, the anonymity and openness of the Internet allow some students to make inappropriate comments or spread false information online, which not only harms the civilized atmosphere of the campus network but also brings negative effects to IPE work. At the same time, the prevalence of many unhealthy values in the online world may also negatively impact students' mindsets, causing them to lose direction in the vast sea of information ^[3].

2. Analysis of the construction path of the all-media matrix for online IPE in universities

2.1. Formulating the construction plan of the all-media matrix

In advancing the construction of the all-media matrix, negative values circulating on the internet may influence the ideologies of young teachers and students, causing them to lose their judgment in the complex sea of information. The core purpose of building the all-media matrix is to fully integrate online IPE resources in universities, thereby enhancing the effectiveness of IPE and promoting students' comprehensive development. This strategy aims to deepen the understanding of current online IPE and explore and innovate future IPE methods.

Following this objective, we adhere to these principles in planning detailed development strategies through expanding the educational scope of IPE courses, enhancing their social influence, promoting the sharing and efficient utilization of educational resources, and elevating students' awareness and comprehensive literacy in the network information age. These construction goals serve as guiding principles for the university to formulate detailed development strategies. We must deeply analyze the internal and external conditions faced in constructing the all-media matrix to ensure the effective implementation of the planning scheme. This involves exploring the current trends in media technology evolution, insight into students' media usage preferences and expected services, and an evaluation of the university's media resources and execution capabilities. Through such in-depth analysis, we can more accurately grasp the development path and focus of building the all-media matrix.

Based on a clear definition of goals and a thorough analysis of the environment, the university needs to formulate the core tasks and action plans for the development of the all-media matrix. This includes selecting suitable media platforms, refining content production and dissemination methods, enhancing technical application and platform-building capabilities, and improving management and operational processes. These tasks and strategies should be clear and executable, and achieve synergy and comprehensive effectiveness. Simultaneously, the university must also develop an implementation plan for the all-media matrix, specifying the construction timeline, responsible personnel and task allocation, and establishing specific evaluation indicators to ensure the smooth progress and efficient implementation of the all-media matrix construction work^[4].

2.2. Optimizing content production and dissemination strategies for the all-media matrix

Exploring how to effectively plan and promote content creation under the all-media matrix is crucial for enhancing the teaching quality and effectiveness of online IPE courses in universities. When creating content, innovation, practical value, and entertainment should not be ignored, as they help attract students' attention and stimulate their strong interest. It is necessary to deeply explore the core ideas and spiritual essence of IPE courses, combine them with the current era's background and students' actual needs, and create educational content that is both profound and personalized.

Simultaneously, attention should be paid to the practical application of content, integrating theoretical knowledge with practical operations to provide effective materials that can guide students in real-world situations^[5]. In their promotional strategies, universities should maximize the potential of multimedia networks. Initially, selecting appropriate online platforms such as Weibo, WeChat, TikTok, and Xiaohongshu is essential to ensure the rapid and widespread dissemination of information. Subsequently, it is necessary

to establish cooperative relationships and communicate with major online platforms to achieve resource exchange and mutually beneficial results. Additionally, increasing student participation through organizing online activities and interactive discussions can further promote information penetration and emphasize the evaluation and feedback of dissemination effectiveness. Utilizing dissemination data analysis and collecting user feedback helps understand the influence of promotional content and the specific needs of the target audience, providing references for continuous improvement of content generation and dissemination plans.

2.3. Innovating technological applications and platform construction for the all-media matrix

Innovating the framework and technological applications of the all-media matrix is key to significantly enhancing the teaching effectiveness and outcomes of online IPE courses in universities^[6]. Technically, universities should actively integrate cutting-edge technologies such as artificial intelligence and big data, which will provide strong support for the development of the all-media matrix. Adopting artificial intelligence enables intelligent push and personalized customization of educational content, providing students with more precise teaching resources that meet their needs.

Furthermore, relying on deep analysis from big data can effectively mine students' learning habits and needs, further optimizing content production and information dissemination methods. When building online platforms, universities must focus on their operational stability, user convenience, and the ability to upgrade and expand. A stable and reliable system facilitates a smooth online learning experience for students, while a simple and intuitive user interface reduces operational difficulty, allowing more students to easily participate in online IPE courses. Simultaneously, adequate expansion space should be reserved to adapt to new functions and needs in the future. The university also needs to strengthen the integrated use and mutual support of multimedia platforms, ensuring smooth connection and resource sharing among media. By establishing unified data standards and interface designs, platform data interoperability and interaction are achieved, promoting innovative development of online IPE content.

2.4. Strengthening the management and operational mechanisms of the all-media matrix

To establish a sound management and operational system for the all-media platform, it is necessary to implement a comprehensive management structure, clarify the responsibilities and divisions of labor in each link, and form an effective workflow. Complete management procedures and operational processes should be formulated to ensure the normalization and standardization of the all-media platform's operation and maintenance, guarantee the accuracy and timeliness of information transmission, and effectively avoid the infiltration and diffusion of negative news. Content review and monitoring are also crucial. Schools need to strengthen the review process for published content, build a rigorous review system, and ensure the accuracy and appropriateness of the content released^[7].

At the same time, comment areas must be effectively monitored, and inappropriate language should be quickly removed to maintain a clean online environment. The construction and cultivation of the operational team are equally important. Schools need to select staff with professional backgrounds and a strong sense of responsibility to build a highly effective operational team. Through continuous training and learning, the team's professional abilities and innovative thinking can be continuously improved, laying a solid foundation for the long-term stability of all-media development. Establishing an effective feedback mechanism is also

essential. By setting up targeted feedback channels, schools can grasp students' needs and viewpoints in real-time, make targeted improvements to existing problems, and enhance students' satisfaction and sense of participation ^[8].

2.5. Optimizing content production to create an educational atmosphere

In the context of the rapid development of mobile internet today, the deep integration of multiple media has gradually become a significant trend of the times. As a front for ideological and political education that cultivates new generations, institutions of higher education face new challenges in expanding the dimensions of education, enriching its depth, and striving to achieve optimal dissemination effectiveness and full functionality through various media. In traditional ideological and political courses, the proportion of theoretical knowledge is too high, and the focus is on a relatively narrow scope of moral training, often presented in outdated and rigid language and forms ^[9].

In the new media era, when constructing an all-media education system, universities should make cultural development a core focus, starting from meeting the actual needs of students. They should emphasize a broad coverage of knowledge, innovative expansion, and deepening of academic professionalism, and proactively incorporate issues closely related to students' growth and personal futures, such as law, safety, mental health, and career development, into the scope of ideological and political education ^[10]. For example, combining practical cases with teaching can inspire students to accurately grasp the connotation of patriotism in the new era. Additionally, utilizing network technology to creatively transform ideological and political teaching materials and adopting an entertaining and educational approach can genuinely educate students, achieving the effective integration of ideal and belief education with the comprehensive quality improvement of students.

3. Conclusion

Exploring the construction pathways of multimedia platforms for networked ideological and political courses in universities reflects deep research into the adaptive needs of higher education political consciousness teaching in the new era. This study aims to analyze the strategies of multimedia platform construction in depth, aiming to clarify how to effectively integrate political consciousness education with network technology under new-era conditions to promote innovation and progress in political consciousness teaching. The article provides a detailed analysis of the construction of the all-media matrix in universities from multiple perspectives, including the guiding role of policies, technical support, the cultivation of teacher teams, and the injection of funds. It aims to provide practical references and demonstrations for ideological and political teaching in the network era. Looking ahead, with the continuous iterative upgrading of information technology and the gradual deepening of ideological and political teaching practices on campus, the all-media matrix is expected to play an increasingly central role in improving the quality and effectiveness of online ideological and political education. The article hopes that authoritative and academic figures in the industry can continuously advance research work, seek innovative strategies and methods, and contribute more substantial theoretical achievements and operational guidelines to the construction of the media matrix for ideological and political education in universities in the network era.

Disclosure statement

The author declares no conflict of interest.

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