Research on the Ideological and Political Education Teaching Practice in the New Media Marketing Course from the Perspective of Triadic Reciprocal Determinism

Chunxia Zhao[1], Hui Tian[2], Liming Huang[1], Fan Yin[1]*

[1]School of Business Administration, Hebei Normal University of Science and Technology, Qinhuangdao 066004, Hebei, China
[2]School of Marxism, Hebei Normal University of Science and Technology, Qinhuangdao 066004, Hebei, China

*Author to whom correspondence should be addressed.

Abstract: This paper explores the ideological and political education teaching practice in the new media marketing course based on Bandura's triadic reciprocal determinism. It first analyzes the appropriateness of the triadic reciprocal determinism, then points out the issues in the ideological and political education of the new media marketing course in terms of "individual," "behavior," and "environment," and finally proposes implementation paths for the ideological and political education teaching in the new media marketing course: curriculum ideological and political education content design based on individual cognition, curriculum ideological and political education participation based on behavioral patterns, and curriculum ideological and political education support based on environmental factors.

Keywords: New media marketing; Curriculum ideological and political education; Triadic reciprocal determinism

1. Introduction

New media, with short videos, live streams, and visual content as its core content forms and social platforms as its primary dissemination vehicle, has become an important tool for contemporary enterprise marketing. According to the *2025–2030 China New Media Industry Market Outlook and Investment Planning Analysis Report* by Forward Industry Research Institute, from 2019 to 2023, the market size of China's new media industry grew from 1,733.7 billion yuan to 2,884.5 billion yuan, with a compound growth rate of 13.6%. In 2024, the market size of China's new media industry is approximately 3,094.5 billion yuan, a year-on-year increase of 7.3%. With the increasing industry penetration of technologies such as 5G, the Internet of Things, and artificial intelligence, it is projected that China's new media market size will exceed 5 trillion yuan by

2030 [1]. Along with the continuous development of enterprise marketing practices and the growing popularity of new media applications, there is an increasingly urgent demand for "new media marketing" talents with professional capabilities in society. Therefore, new media marketing has become one of the core courses in the curriculum system of marketing majors. However, while new media marketing provides enterprises with more flexible and efficient marketing tools, companies inevitably face issues during its application, such as the spread of false information, the proliferation of counterfeit and shoddy goods, and advertising fraud. Additionally, negative content such as excessive flaunting of wealth, materialism, and induced consumption often influences the shaping of young people's values. Therefore, the integration of ideological and political education into the curriculum has become a necessary component in the teaching of new media marketing. On one hand, incorporating ideological and political education can enhance students' ability to discern the authenticity of information and strengthen their identification with the core socialist values. On the other hand, it reinforces the cultivation of professional ethics and social responsibility among future practitioners, promoting online morality and cyber civility. However, when constructing ideological and political education in new media marketing courses, seamlessly integrating professional knowledge of new media marketing with ideological education poses a significant challenge in teaching practice.

2. Literature review

This paper conducted a literature search on China National Knowledge Infrastructure (CNKI) using the keywords "ideological and political education in new media marketing courses," yielding 25 highly relevant research papers. The research perspectives primarily focus on the following four aspects: First, investigations and analyses of the current status and issues in ideological and political education within courses [2,3]; second, the exploration and refinement of ideological and political education elements, with most findings centered on establishing connections between course content and ideological and political values [4–7]; third, research on strategies for constructing ideological and political education in courses, particularly in terms of teaching organization, resource allocation, and path innovation [8,9]; fourth, a small number of papers have begun to explore specific teaching practice cases of ideological and political education in new media marketing courses, attempting to discuss from the perspective of classroom implementation [10,11]. These studies, ranging from macro frameworks and element extraction to practical pathways, have laid a preliminary foundation for advancing the ideological and political education in the teaching of new media marketing courses.

The research findings can be categorized into three types: Firstly, the extraction of key elements for ideological and political content in courses, with a focus on aspects such as core socialist values, marketing ethics, the concept of the rule of law, professional ethics, entrepreneurial spirit, craftsmanship spirit, teamwork awareness, cultural confidence, and patriotism. Secondly, strategies and pathways for ideological and political course construction are proposed from dimensions such as teacher team development, optimization of teaching materials, and innovation in teaching methods. Thirdly, some literature has studied the design of ideological and political education in courses, covering aspects such as teaching processes, evaluation mechanisms, and situational settings. Previous research has provided relatively rich theoretical support and practical experience for the exploration of "ideological and political education in new media marketing courses."

However, there are still three shortcomings: Firstly, most teaching designs are based on the teacher's perspective, lacking in-depth consideration of students' psychological characteristics and learning acceptance patterns, which affects classroom tolerance and teaching effectiveness. Secondly, research has paid less

attention to the interactivity and ecology of the teaching process, neglecting the profound impact of student behavior interactions and the construction of teaching situations on learning outcomes. Thirdly, in terms of the selection and organization of teaching cases, there is a noticeable tendency towards "political symbolism," failing to fully explore the subtle pathways for integrating the "commercial logic" of new media marketing courses with ideological and political education, which affects the collaborative integration between classroom ideological and political education and professional content. This paper, for the first time, systematically applies the triadic reciprocal determinism theory to the design of ideological and political teaching pathways in new media marketing courses, emphasizing the interaction among "individual," "behavior," and "environment," and constructs a practical teaching mechanism for ideological and political education in courses based on "three-dimensional interaction."

3. Theoretical appropriateness analysis of triadic reciprocal determinism

Triadic reciprocal determinism is an important branch of social cognitive theory, proposed by American psychologist Albert Bandura, aiming to answer the core question of "what factors influence human behavior." This theory breaks down the opposition between the traditional "individual determinism" and "environmental determinism," viewing individual factors, behavioral manifestations, and external environments as an interrelated, dynamically constructed system of determinants [12]. These three elements do not exist in a linear causal relationship but rather form a complex network of constant feedback and mutual shaping. This theory is widely applied in fields such as educational psychology, behavioral intervention, and career development, emphasizing the equal importance of "human agency" and "environmental structuration." The "ideological and political education teaching practice in new media marketing courses" that this study focuses on exists within a dynamic field where individual values, behavioral engagement, and diverse environmental factors intersect. The triadic reciprocal determinism provides a systematic analytical framework that helps us not only clarify the mechanisms influencing teaching effectiveness but also gain a deeper understanding of the interactive relationships among students' learning psychology, behavioral choices, and external contexts.

Within the theoretical framework of triadic reciprocal determinism, the teaching effectiveness of ideological and political education in new media marketing courses is influenced not only by teachers' instructional investment but also by a combination of students' individual psychological states, learning behaviors, and environmental factors. The specific components are illustrated in **Figure 1**.

Individual factors: These primarily refer to students' psychological characteristics, such as cognitive structure, values and beliefs, emotional attitudes, and learning motivations. The primary audience for new media marketing courses is university students around the age of 20, whose cognitive patterns are generally mature and have clear expectations for future career development. Students' acceptance of the course is mainly influenced by three cognitive factors: first, "practicality perception of the course"—whether the course is employment-oriented and aligns with real-world needs; second, "adaptability perception of the course"—whether the content is relevant to their interests and personality traits; and third, "self-efficacy perception of the course"—whether students believe they have the ability to master the course content. These three types of cognition directly affect students' acceptance and internalization of the ideological and political content in the course.

Behavioral factors: These refer to observable learning behaviors exhibited by students during the teaching process, including classroom participation and initiative, quality of homework completion, frequency and depth of communication with teachers, and level of engagement in case analyses or practical projects. These behaviors

not only reflect their attitudes toward the course content and value orientation but also exert a feedback influence on the actual educational outcomes of ideological and political education in the curriculum.

Environmental factors: These encompass three dimensions: the teaching organizational environment, the online media environment, and the macro-social environment. The teaching organizational environment includes the quality of teachers' course design, the creation of classroom atmosphere, and the choice of teaching methods. The online media environment involves the influence of platform content orientation and peer interaction on students' value orientations. The macro-social environment refers to macro factors such as economic conditions and employment trends. These external environmental factors indirectly affect students' individual cognition and behavioral performance through structural support or the construction of psychological expectations.

In summary, due to its strong contemporary relevance and characteristics of online dissemination, the new media marketing course inherently possesses a high degree of interactivity and diverse influence pathways. With students' increasing autonomy and the openness of online media, the boundaries of the educational field have become blurred and complex. The traditional linear thinking that attributes the "effectiveness of ideological and political education in the curriculum" to "teachers' instructional design" can no longer meet the challenges posed by the complexity of real-world teaching scenarios. In this context, the triadic reciprocal determinism's "individual-action-environment" triple interaction mechanism can more accurately capture students' psychological pathways and behavioral strategies during the process of accepting and internalizing ideological and political education in the curriculum, providing teachers with a solid theoretical foundation for adapting teaching methods to individual students and adjusting strategies based on the context.
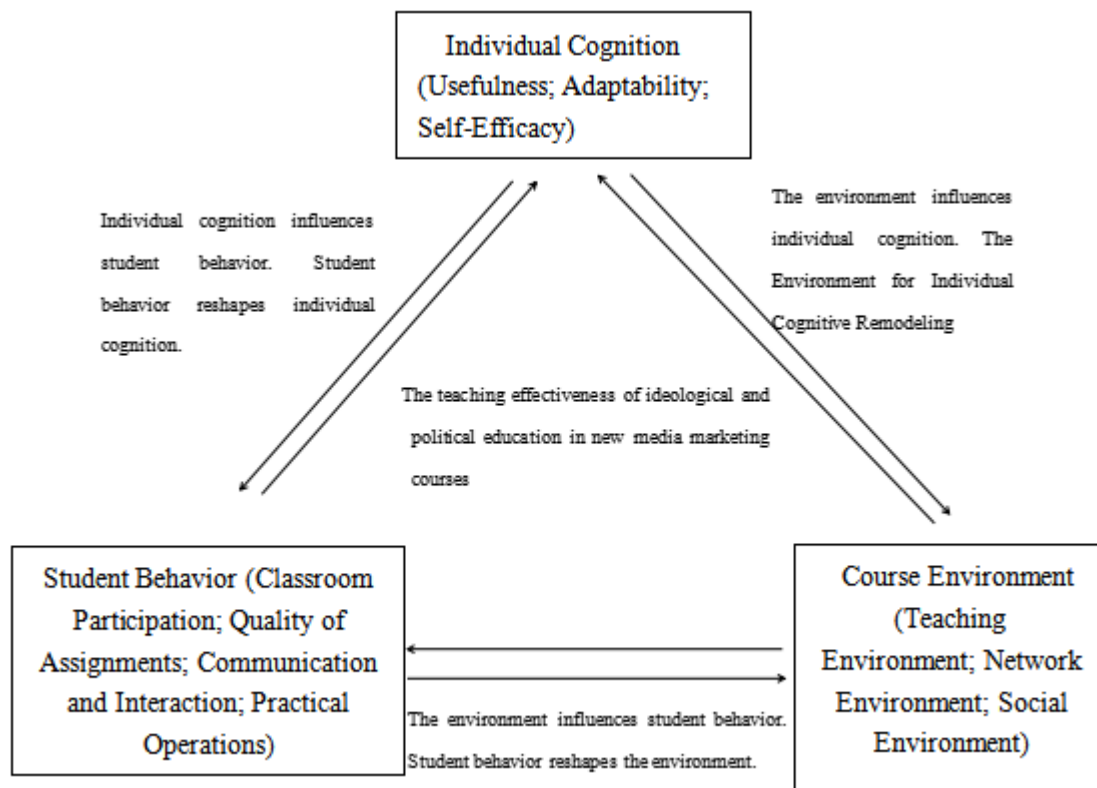
Figure 1. Factors influencing the effectiveness of ideological and political education in the new media marketing course based on triadic reciprocal determinism

4. Current status of ideological and political education in the new media marketing course from the perspective of triadic reciprocal determinism

4.1. Individual cognitive level

Within the framework of triadic reciprocal determinism, students' individual cognitive factors are the primary variables influencing the effectiveness of ideological and political education in the curriculum. Based on the actual teaching scenarios of the new media marketing course and student feedback, this paper analyzes three dimensions: practical cognition, adaptive cognition, and self-efficacy.

Practicality cognitive dimension: Currently, college students generally believe that the modules covered in the new media marketing course, including copywriting, community management, WeChat marketing, short videos, and live streaming, are highly aligned with the current skill requirements of enterprises for talent. This career competency-oriented course structure fosters a high level of value recognition and learning anticipation among students at the subjective cognitive level. The employment-oriented nature of the course reinforces its perceived position of "instrumental rationality" in students' minds and indirectly enhances the foundational enthusiasm for accepting ideological and political education content embedded in the course.

Adaptability cognitive dimension: Students' perception of course adaptability exhibits a notable "teacher dependency bias," meaning their expectations for teachers' instructional abilities generally surpass their self-assessment of their own learning capabilities. This "externally projected learning expectation" manifests as follows: students' classroom engagement and enthusiasm are easily influenced by teachers' authority, approachability, and classroom presence. However, in the current faculty development for new media marketing in universities, there is a widespread structural deficiency where "theory outweighs practice." Teachers often lack practical marketing experience and case-guided instructional competence, making it difficult to cultivate the "realism" and "guidance" students expect. Additionally, factors like approachability and expressiveness heavily depend on individual teacher traits, creating a practical dilemma that directly constrains students' course adaptability.

Self-efficacy dimension: Most students psychologically anticipate being capable of completing course tasks, yet they commonly struggle with maintaining focus and lack sufficient motivation for proactive exploration during the actual learning process. This disconnect between cognition and behavior directly undermines students' ability to refine skills and engage in case practice outside the classroom, hindering the smooth transition from "classroom acquisition" to "practical application." Students often exhibit a typical cognitive dissonance state of "learning quickly but abandoning promptly."

4.2. Behavioral pattern level

4.2.1. Classroom participation behavior

A prominent feature of current college students' classroom behavior is the widespread practice of multitasking caused by mobile media interference. The extensive use of smartphones and tablets has, to a certain extent, weakened students' ability to concentrate in class. There are two main types of distractions: one is online content with significant entertainment attributes, such as films, TV series, social media, and games; the other comes from the immediate handling of routine affairs by some class leaders, student leaders, and club leaders, such as notification management and coordination of affairs, which have become implicit factors affecting students' focus in classroom learning.

Meanwhile, students' classroom participation also exhibits a distinct "instrumental rationality orientation," meaning they show a higher willingness to participate in practical content directly related to employability. Taking modules like short video production and live streaming skills as examples, their classroom activity

and participation levels are significantly higher than those in theoretical explanations, reflecting students' realistic tendency towards "skills equal value." This also suggests that teachers need to consider students' "skill acceptance channels" when integrating ideological and political content.

4.2.2. Homework completion

In terms of the quality of homework completion, there are significant hierarchical differences within the student population. According to statistics, about 15% of students can complete high-quality assignments with clear structures and targeted case studies; around 45% of students maintain a moderate level of content completeness but lack depth; while nearly 40% of students' assignments suffer from issues such as content homogenization, lack of innovation, and careless formatting, indicating a combination of insufficient motivation and weak abilities.

Further observation reveals that homework quality is often closely related to students' interest in the course and their level of classroom participation. Students with high professional interest are more inclined to invest thought and creativity in their assignments, while low-motivation students are prone to falling into the pattern of "mechanically completing tasks." This phenomenon reminds us that the educational effectiveness of curriculum-based political and ideological education not only hinges on the design of teaching content but also depends on whether it can activate students' intrinsic identification and willingness to express.

4.2.3. Teacher-student interaction and practical operation

In terms of teacher-student interaction, although teachers generally make proactive attempts to increase classroom interaction frequency, they are constrained by class hour allocations, teaching venues, and class sizes, making it difficult to implement systematic designs for in-depth interactions in the classroom. However, according to feedback from relevant courses and graduates, students exhibit a significant tendency for situational memory in "hands-on participatory teaching activities." Such participatory learning experiences not only effectively enhance students' learning outcomes but also strengthen their professional identification and increase their chances of employment success, holding significant value for subsequent transferability.

At the practical operation level, the vast majority of students (approximately 85%) are capable of completing basic task operations, such as basic video recording and editing, as well as simple live-streaming tasks. However, when faced with complex marketing scenarios, content creative planning, and simulated practical tasks, they still demonstrate issues such as unclear rules, immature operations, and a lack of innovative consciousness. Meanwhile, external constraints such as equipment conditions, venue utilization, and time management also limit, to a certain extent, the in-depth advancement of practical sessions.

4.3. Environmental factors

The external environment for curriculum-based political and ideological education in new media marketing courses primarily encompasses three aspects: the teaching environment, the network environment, and the social environment. These environments influence students' acceptance and value judgment abilities regarding curriculum-based political and ideological education through different mechanisms.

4.3.1. Teaching environment

The teaching environment plays a fundamental supportive role in the effectiveness of curriculum-based political and ideological education, primarily reflected in teachers' ability to design such curricula, the organic integration

mechanism of ideological and political elements, and a positive classroom psychological atmosphere. Currently, teachers' designs for ideology and politics education integrated into curricula tend to be rigid, with deliberately arranged sections dedicated to ideology and politics education. In terms of case studies, there is a heavy emphasis on policy-oriented or public welfare-related cases.

4.3.2. Online environment

In the context of new media, students' cognitive construction is no longer solely guided by classroom input but is deeply embedded within an information ecosystem centered around social platforms, short videos, and live streaming. This environment is characterized by three key features: high fragmentation, algorithm-driven content, and personalized customization. On one hand, mechanisms such as information cocoons, online subcultural circles, and virtual identity recognition have established exclusive information-filtering systems for students, diminishing their ability to focus on value-based issues in ideology and politics education within curricula. On the other hand, fragmented reading and information overload brought about by online environments such as short videos, live streaming, and graphics and texts can impact students' cognitive construction. Teachers are no longer the sole providers of knowledge, and students' ideological and political cognition is no longer solely shaped within the confines of the curriculum.

4.3.3. Social environment

Faced with economic structural changes and employment pressures, students generally view course learning as a means to acquire employment capital. This "instrumental rationality" orientation may inadvertently diminish the emphasis placed on the "value guidance" and "personality development" aspects of ideology and politics education within curricula, neglecting the internal cultivation of professional ethics, social responsibility, and public value awareness. This represents a crucial real-world issue that ideology and politics education within curricula must urgently address.

5. Implementation paths for ideology and politics education in new media marketing courses from a triadic interaction perspective

5.1. Design of ideology and politics education content in courses based on individual cognition

5.1.1. Strengthening a practicality-oriented teaching content system

The practicality and timeliness of new media marketing courses require teachers to continuously update their teaching content, keeping pace with industry trends and technological advancements. In content design, teachers need to pay attention to the latest industry trends and typical case studies, relying not only on theoretical research findings but also valuing the practical experiences of frontline practitioners. They may even participate in new media marketing projects themselves to enhance their professional expertise. For instance, when explaining the module of "event marketing," the author introduced the viral case of "808 Peach Blossom Island Incident" on WeChat channels; when discussing "crossover marketing," the timely inclusion of the trending case of Kweichow Moutai and Luckin Coffee jointly launching "Sauce-Flavored Latte" was made; in "live-stream marketing," the practical example of Dong Yuhui's agricultural product live-stream on East Buy was incorporated; and in new media copywriting, students were guided to understand how to leverage AI to empower content creation. Through these authentic, cutting-edge, and tangible cases, students' practical identification with and interest in the course content were stimulated.

5.1.2. Constructing a teaching participation mechanism supporting differentiated abilities

The content modules of new media marketing courses are diverse, covering copywriting, visual design, short video production, live-stream operations, community maintenance, and other directions. Teachers should tailor their instruction to students' individual ability differences, adopting a teaching approach suited to the learner's abilities, and establish multiple pathways for participation to enhance the course's ability to stimulate students' behavioral motivation. For example, students with photography skills can be assigned to the short video section, where they are guided to undertake shooting and editing tasks; students with strong written expression skills are allocated to the copywriting team to participate in writing content for official accounts or short video scripts. Some students have already formed new media photography groups in the university's student innovation space, engaging in real-world project practices to serve enterprise needs, thereby forming a behavioral incentive chain that integrates learning and application. This teaching organization form, based on individual strengths, effectively enhances students' adaptability and participation enthusiasm.

5.1.3. Enhancing self-efficacy experience during the teaching process

During the teaching process, teachers should focus on creating visible, tangible, and evaluable growth paths for students, enhancing their psychological efficacy expectations for completing tasks. In selecting ideological and political education cases for the course, they should closely align with students' growth goals. For example, in the "Personal Brand Building" module, introducing figures like Luo Zhenyu from "Dedao App," Fan Deng from "Fan Shu App," and Uncle Qiuye from "Qiuye Business School" can inspire students to cultivate an awareness of "content output" and encourage them to accumulate personal influence during their university years. In the "New Media Copywriting" section, by introducing cases such as the agricultural product brands "Never Expected Rice" and "Ding Apple," students are guided to apply their professional knowledge to serve rural revitalization, stimulating their sense of social responsibility, and encouraging them to align their personal development with national strategies.

5.2. Curriculum-based ideological and political education participation grounded in behavioral patterns

The effectiveness of curriculum-based ideological and political education not only hinges on the design of teaching content but also manifests in the teacher-student interaction mechanisms during the teaching process. Previous studies have highlighted that "top-down" didactic teaching methods tend to provoke resistance among students, particularly university students in their adolescence who yearn more for understanding and respect. Consequently, teaching practices rooted in behavioral patterns are more likely to achieve educational goals subtly, enhancing the acceptability and internalization of curriculum-based ideological and political education. Currently, the relationship between teachers and students in universities is showing an increasing trend of alienation. On one hand, teachers are generally burdened with heavy teaching, research, and administrative tasks, leaving them little time to spare. On the other hand, students lack the initiative to engage in in-depth communication with their teachers. Against this backdrop, fostering positive and constructive teacher-student interactions has become a crucial foundation for enhancing the effectiveness of curriculum-based ideological and political education. As the saying goes, "A student is close to a teacher he loves and believes in what he teaches," the emotional connection in education is a prerequisite for cognitive acceptance. In practical teaching, the implementation of curriculum-based ideological and political education can be advanced through the following behavioral mechanisms:

5.2.1. Reducing mobile device distractions and enhancing students' presence and attention management

Teachers can require students to place name tags on their desks. On one hand, the visibility of names serves as a gentle reminder and a self-discipline mechanism for students' behavior. On the other hand, based on the actual course outcomes, it has been found that name tags can help teachers quickly identify students and, by mentioning their names without a formal roll-call, enhance students' sense of being noticed and their classroom participation. The author has observed in teaching practice that after using name tags, students exhibit greater focus in class, and interactions between teachers and students become more natural and frequent. Additionally, assigning teaching tasks that require AI-assisted research can alleviate students' discomfort from prolonged phone-free periods while guiding them to use their phones correctly.

5.2.2. Employing diverse teaching organizational formats to activate students' task engagement

By integrating project-based, group-based, and modular teaching approaches, a teaching structure based on "collaborative and reciprocal learning" can be constructed. The discussion forum on the teaching platform "Xuexi Tong" (Learning Pass) can serve as a collaborative communication space between teachers and students, as well as among students themselves. For instance, during the course introduction phase, teachers can guide students to log in to recruitment platforms, research the current quality requirements and salary levels for new media marketing positions in enterprises, and share this information in the platform's discussion forum. Through collective discussions, students can develop a professional understanding and clarify the practical value of the course. Additionally, during extracurricular phases, teachers can extend the course boundaries and deepen the implementation of ideological and political education in real-world contexts by guiding students to participate in practical tasks such as corporate internships, community operations, and new media content planning.

5.2.3. Leveraging peer demonstration effects to build a positive behavioral incentive mechanism

Introducing the real learning experiences and growth stories of outstanding senior students into the course can effectively stimulate students' motivation to emulate and resonate with these values. For example, some students have earned royalties by promoting their personal paintings and short stories on Xiaohongshu (Little Red Book); others have utilized new media platforms to promote their family-run factories or entrepreneurial projects, achieving significant results; still others have completed remote internships through new media operations in educational training institutions, law firms, and other organizations, receiving high praise from enterprises. These cases, all drawn from students at different academic levels, can effectively strengthen the connection between students' "attainable goals" and "real-world role models," thereby guiding them towards self-exploration, self-motivation, and enhancing the influence of ideological and political education in behavioral pathways.

5.3. Teaching support for ideological and political education in courses based on environmental factors

In the process of ideological and political education in courses, environmental factors are also crucial variables that influence individual cognition and behavior. In the teaching practice of new media marketing courses, teachers can enhance the educational effectiveness of ideological and political education from three aspects: the teaching environment, the online environment, and the social environment.

5.3.1. Enhancing teacher competency and optimizing the classroom environment

Continuously improve teachers' ability to teach ideological and political education in courses and promote the natural integration of ideological and political elements into professional courses. The content of ideological and political education in courses often involves abstract dimensions such as ideology, value judgment, and professional ethics. Teachers need to possess strong abstract extraction skills, enabling them to keenly identify and extract relevant educational elements from rich teaching materials and industry cases. Meanwhile, the attitude displayed by teachers during the teaching process also constitutes an important implicit educational resource. The optimistic outlook on life, proactive work attitude, and rigorous professionalism embodied by teachers can, through subtle influences, create a positive and upward classroom psychological environment, providing an emotional foundation and value guidance for the effective implementation of ideological and political education.

5.3.2. Breaking free from information cocoons and actively intervening in the online environment

It is essential to fully consider the impact of the online environment on students' cognitive structures and information reception pathways. Under an information dissemination mechanism centered on algorithmic recommendations, students are highly susceptible to falling into "information cocoons," forming closed cognitive loops and singular value judgments, leading to one-sided and extreme perceptions. In response, teachers can guide students to actively broaden their information sources through well-designed teaching tasks, enabling them to self-adjust and optimize their cognition of the online environment. For example, in the module on new media copywriting, teachers can recommend the "Uncle Qiuye" WeChat official account to students for the latest trends and expression techniques in new media marketing. Simultaneously, they can recommend official accounts such as "Wumutian" and "Yuenong," which focus on promoting agricultural products, guiding students to learn high-quality copywriting expressions and scenario adaptations, and enhancing their information filtering and value judgment abilities.

5.3.3. Exploring employment-oriented curriculum resources to effectively address the social environment

In the face of the dual challenges of economic downturn and employment pressure, students are prone to experiencing "involution" anxiety due to intensified competition on one hand, and may fall into a "lying flat" state due to limited opportunities on the other. Therefore, establishing a favorable environment for the integration of industry and education and engaging in in-depth school-enterprise cooperation have become crucial pathways to alleviate employment anxiety and enhance learning motivation. Teachers can leverage local resources to explore the genuine needs of enterprises within the region, transforming them into classroom project modules to promote a deep alignment between teaching content and industrial scenarios.

For instance, in the copywriting creation module, the enterprises that have collaborated with the course include "Xiaoqiantao" of Tangshan Yaluanwan Agricultural Group, Beidaihe Bangelu Maker Camp, the blueberry industry in Lulong, "Uncle Ashe" fresh sweet potatoes in Lulong, and Yun Yoga, among others. In the live-streaming module, practical collaborations have been conducted with enterprises such as Beidaihe Bangelu Maker Camp and Xinghuan Cultural Media, effectively enhancing students' project participation and the practical relevance of the course. Student feedback indicates that these practical experiences not only boosted their confidence in employment but also increased their chances of successful job hunting. Meanwhile, teachers can also integrate their practical experiences from serving enterprises into the classroom, such as designing the "Dingdang Ticket Group Purchase" copywriting for a children's football school in Qinhuangdao, optimizing

strategies for parent-teacher conference presentations, and planning educational research projects. These real-world cases help students understand the actual needs of enterprises in new media marketing, stimulate their enthusiasm for participation, and foster a positive learning attitude and career planning awareness.

In summary, the triadic reciprocity provides a comprehensive theoretical framework for studying student behavior in the ideological and political education of new media marketing courses. By enhancing the teaching effectiveness of ideological and political education in the course from three aspects—individual factors, behavioral factors, and environmental factors—and forming a virtuous cycle among the three through the overall linkage of "cognition-behavior" mutual promotion, "behavior-environment" interaction, and "environment-cognition" mutual integration, we can effectively improve the teaching effectiveness of ideological and political education in new media marketing courses. This is achieved by guiding good behavior through correct cognition, optimizing the teaching environment through behavior improvement, and enhancing value cognition through environmental enhancement.

6. Conclusion

Based on Bandura's triadic reciprocal determinism, this paper systematically explores the theoretical foundations, practical issues, and implementation paths of ideological and political education in new media marketing courses. The research indicates that the effectiveness of ideological and political education in new media marketing courses not only depends on teachers' instructional design and content delivery but is also interactively influenced by three factors: students' individual cognition, behavioral performance, and the external environment. At the level of individual cognition, students' recognition of the practical value of the course and their self-efficacy expectations are crucial for the effective internalization of ideological and political content. By strengthening practicality-oriented teaching content, establishing differentiated participation mechanisms, and enhancing students' self-efficacy experiences, it is possible to effectively stimulate students' learning motivation and value recognition. At the behavioral level, students' classroom concentration, task completion quality, and the frequency of teacher-student interactions directly influence the effectiveness of ideological and political education. Strategies such as reducing mobile device distractions, employing diverse teaching organizational forms, and leveraging peer demonstration effects can significantly enhance students' behavioral engagement and acceptance of ideological and political education. At the environmental level, the teaching organization, the online information ecosystem, and the broader societal context collectively shape students' cognitive frameworks and value judgments. By enhancing teachers' ideological and political competencies, actively intervening in the online information environment, and deepening industry-education integration and school-enterprise cooperation, it is possible to create a more supportive learning environment for students, promoting the deep integration of ideological and political education with professional teaching.

In summary, the triadic reciprocal determinism provides a systematic and dynamic theoretical framework for ideological and political education in new media marketing courses. Through the positive interaction and holistic linkage among "cognition-behavior-environment," a cyclical promoting mechanism can be achieved, where correct cognition guides good behavior, positive behavior optimizes the teaching environment, and a supportive environment enhances value recognition. This, in turn, comprehensively improves the teaching effectiveness of ideological and political education in new media marketing courses and cultivates high-quality new media marketing talents who possess both professional skills and socialist core values.

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