

# Research on Opportunities, Challenges, and Paths of Ideological and Political Education in Higher Vocational Colleges under the Upsurge of Short Videos

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**Abstract:** Short videos have brought new opportunities to ideological and political education in higher vocational colleges through their diversified presentation methods, massive resources, and multi-directional interaction. However, the “decentralization,” “pan-entertainment,” “fragmented” communication, and “information cocoon” effect pose severe challenges to the spread of mainstream values, students’ rational thinking, the systematic nature of teaching, and the communication between subjects and objects. Therefore, it is necessary to strengthen the construction of the teaching team, deepen the development of high-quality content, and improve the supervision system from three dimensions. This will help create a healthy online ecological environment, promote short videos to empower ideological and political education in higher vocational colleges, and enhance the effectiveness of education.

**Keywords:** Short videos; Ideological and political education; Opportunities; Challenges; Paths

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## 1. Introduction

Under the tide of mobile Internet iteration and innovation, with the rapid development of smartphones and 5G networks, short videos have become a new online communication medium <sup>[1]</sup>. The China Internet Network Information Center (CNNIC) released the *56th Statistical Report on Internet Development in China* in Beijing. The report shows that as of June 2025, the number of Internet users in China has reached 1.123 billion, with an Internet penetration rate of 79.7% <sup>[2]</sup>. Young college students are true “digital natives.” They have grown up in an open Internet environment and naturally become the most active core users of short video platforms <sup>[3]</sup>. The spread of short videos has brought new opportunities and challenges to the ideological and political education in higher vocational colleges. Educators should pay attention to short video hotspots, use short videos for ideological and political education and occupy a new high ground in online education.

## **2. Opportunities for ideological and political education in higher vocational colleges under the upsurge of short videos**

### **2.1. Diverse presentation methods enhance the guiding power of ideological and political education**

The visual, narrative, and interactive features of short videos have improved the vividness and appeal of ideological and political education content in higher vocational colleges. Short videos are not only a tool for information dissemination, but also an important carrier to strengthen value guidance and consolidate ideology. To strengthen online publicity, we must clearly adhere to the correct political direction, public opinion orientation, and value orientation<sup>[4]</sup>. First, in terms of visual expression, abstract theories are transformed into concrete scenarios, which lowers students' cognitive threshold and makes value transmission more intuitive. For example, by showing the elaborate process of master craftsmen, students can deeply understand the "craftsman spirit" and elevate their perceptual knowledge to rational recognition. Second, in terms of narrative content, mainstream values are integrated into real cases with the help of plots, music, and rhythms to arouse emotional resonance and enhance the appeal of value guidance. Third, interactive communication breaks the one-way indoctrination. It makes full use of interactive functions such as commenting, forwarding, and creating on short video platforms to build a more attractive communication space, prompting students to shift from passive recipients to active participants and deeply explore the initiative of value internalization.

### **2.2. Massive teaching resources optimize the content of ideological and political education**

The massive scale, real-time updates, and diverse forms of resources on short video platforms promote the development of ideological and political education content in higher vocational colleges. This transforms teaching content from single and rigid to diverse and dynamic, enhancing the timeliness and pertinence of ideological and political education in these institutions. First, massive resources enrich teaching content. Short video platforms gather real-time dynamics across various fields, forming a continuously updated "dynamic resource database." Teachers can select vivid cases closely related to theoretical teaching, present abstract theories through concrete examples, and comprehensively improve the attractiveness and coverage of teaching<sup>[5]</sup>. Second, resource forms strengthen the appeal of content. Short videos integrate audio-visual elements; the rich sensory stimulation from images and sounds better aligns with students' cognitive preferences. By using micro-courses, animations, and other forms, macro scenarios are transformed into specific perceptions, allowing students to reflect calmly and accept correct values imperceptibly. Third, the resource structure supports accurate content adaptation. The vast amount of content enables teachers to conduct secondary development based on professional characteristics, realizing the shift from unified supply to personalized customization and providing high-quality content for teaching.

### **2.3. Immersive multi-directional interaction improves the vitality of ideological and political education**

Short video platforms have built immersive communication scenarios and multi-directional interaction mechanisms, which significantly increase the attractiveness and participation of ideological and political education in higher vocational colleges. The teaching method has also shifted from one-way indoctrination to multi-directional dialogue, boosting the vitality of classroom teaching<sup>[6]</sup>. First, immersive scenarios shorten the psychological distance and stimulate the desire to participate. Short videos use first-person shots, on-site recordings, and VR technologies to create an immersive learning environment, enabling students to gain a "sense of presence" and breaking the time and space limitations of traditional classrooms. This immersive experience helps attract students' attention, arouse emotional resonance, and lay a psychological foundation for value education. Second, multi-directional interaction

reconstructs the teacher-student relationship and consolidates the joint force of education. Functions such as bullet screens, comments, and reposts on short video platforms build a real-time communication network. Teachers can post topics related to ideological and political content, guide students to discuss and conduct secondary creation around these topics, allowing students to engage in viewpoint collisions during interaction and strengthen their sense of subjectivity. Third, data feedback supports precise ideological and political education and realizes dynamic teaching optimization. Based on data from short video platforms—such as viewing completion rates and platform hot search lists—teachers analyze students’ preferences and behavioral characteristics, optimize course content according to specific realities, adjust their teaching strategies, and achieve personalized instruction.

### **3. Practical challenges faced by ideological and political education in higher vocational colleges under the upsurge of short videos**

#### **3.1. “Decentralization” weakens the influence of mainstream values**

As an important embodiment of ideology, mainstream values form a core value system widely recognized and consensus-building in contemporary Chinese society, playing a crucial guiding role in the ideological field. Currently, mainstream values have become the code of conduct generally accepted and practiced by most students, exerting a significant influence in the ideological domain. However, the “decentralized” communication feature of short videos poses multiple challenges to ideological and political education in higher vocational colleges. First, the low threshold for content creation makes it difficult to control content quality. Short video platforms promote individual content production, where information is often pushed to students without prior screening. Algorithmic recommendations further solidify the “information cocoon,” putting mainstream values at a disadvantage in the diverse information environment and complicating the educational context <sup>[7]</sup>. Second, autonomy brings negative impacts. Traditional value education requires strict review, but short videos grant students the autonomy to choose information. Due to their immature ability to distinguish right from wrong, students are vulnerable to non-mainstream values when exposed to short videos of varying quality and mixed value orientations. Third, students’ psychological characteristics increase the difficulty of guidance. Young people have strong curiosity but weak self-control, making them easily attracted to entertaining and emotional content. Some short videos, in pursuit of traffic, spread extreme views; long-term exposure to such content will weaken young students’ identification with mainstream values.

#### **3.2. “Pan-entertainment” hinders students’ value judgment and rational thinking**

Driven by the commercial logic of “traffic first,” short video content exhibits a strong “pan-entertainment” feature, which affects college students’ value judgment and rational thinking. First, the connotation of values is weakened in entertaining narratives. Short videos use social media to present social issues and historical events in a fragmented and dramatic way. While this approach facilitates dissemination, it fails to interpret and convey knowledge from a rational perspective, reducing the depth of students’ thinking. Second, algorithmic recommendations strengthen the “entertainment cocoon” and inhibit in-depth thinking <sup>[8]</sup>. Short video platforms use algorithms to continuously push entertainment content that caters to students’ personal preferences, reinforcing their information bias while excluding other types of beneficial information. This hinders their exposure to diverse viewpoints and the development of critical thinking skills. Additionally, short video addiction disrupts learning rhythms and inhibits independent development. Vocational college students spend a large amount of after-school time browsing short videos, and some even keep scrolling during classes. Long-term addiction leads to dependence, blurs the boundary between learning and entertainment, and negatively

impacts time management, mental state, and comprehensive literacy.

### **3.3. “Fragmentation” impacts the systematic nature of ideological and political education**

While the fragmented communication of short videos meets students’ demand for sporadic learning, it also challenges the systematicity and logic of ideological and political education content<sup>[9]</sup>. First, fragmented communication undermines the integrity of knowledge. Ideological and political education emphasizes the completeness of theories, but short videos often split theories into isolated knowledge points. Although these points are easy to spread, they weaken the internal logic of knowledge, making it difficult for students to form a systematic understanding. Second, jump-cut narratives reduce the depth of thinking. To capture immediate attention, short videos often omit process and background information and directly present conclusions. While this enables rapid information transmission, it deprives students of the opportunity to engage in logical reasoning, leading to the formation of superficial thinking habits. Third, fragmented communication hinders value identification. Ideological and political education relies on continuous and coherent guidance to achieve value identification. However, the scattered communication of short videos results in disjointed content, which fails to support in-depth reflection and practical transformation, thus weakening value identification.

## **4. Paths to optimize ideological and political education in higher vocational colleges under the upsurge of short videos**

### **4.1. Strengthening the construction of teaching staff to enhance the guiding power of ideological and political education**

“The key to running ideological and political theory courses well lies in teachers.” In response to the new requirements of the short video era, it is essential to build a team of ideological and political teachers who are firm in politics, deep in feelings, innovative in thinking, broad in vision, strict in self-discipline, and upright in character. This team should have improved media literacy and teaching innovation capabilities to effectively enhance the guiding power of ideological and political education<sup>[10]</sup>. First, enhance content creation capabilities. Teachers can transform theoretical systems into concise content in short videos, clarifying theoretical key points or value concepts within a limited duration. Through short video creation, they can move students with emotion and convince them with reason. Combining major events and nodes, they can integrate theoretical education with practice to achieve the organic unity of ideological depth and the warmth of the times. Second, improve discourse conversion capabilities. Ideological and political teachers should align with the discourse style of young students, transforming abstract theories into popular expressions. Using “online language” to convey ideological and political education content to students enhances the affinity and acceptability of ideological and political courses<sup>[11]</sup>. Third, strengthen audio-visual expression capabilities. Cultivate the visual expression skills of ideological and political teachers, improve their ability to tell stories, and select short video resources that combine ideological and artistic value. This stimulates emotional resonance and enhances the penetration effect of ideological and political education. Forging such a teaching team requires optimizing and improving the training system for ideological and political teachers, and regularly carrying out seminars and exchanges for them to continuously enhance their media literacy.

### **4.2. Deepening the development of high-quality content to strengthen the penetration of ideological and political education among college students**

In the short video era, ideological and political education should adhere to the principle of “content is king,”



using high-quality and connotative educational content to enhance the penetration and influence of ideological and political education<sup>[12]</sup>. First, insist on high-quality content. Select and produce excellent videos, programs, and works that have both ideological depth and educational significance, avoiding low-level repetition. Drawing on the experience of high-quality programs such as *Touching China*, integrate educational concepts into touching narratives through emotional resonance and ideological guidance. Strengthen strict content review to ensure correct orientation and accurate historical facts<sup>[13]</sup>. Second, innovate content expression forms. Be good at using discourse that young people are willing to accept, reducing the cognitive threshold through metaphorical and situational narratives. Give full play to the role of diverse visual images, such as videos and sound effects, to create an immersive classroom atmosphere and enhance classroom attraction. Third, promote the integration of content and technology. Make full use of big data technology to analyze students' cognitive preferences, accurately select teaching resources, and fully meet the growth and development needs of different student groups. Actively explore the use of virtual reality, artificial intelligence, and other technologies in ideological and political teaching, and use virtualization, visualization, and simulation methods to restore historical scenes, deepening students' understanding and mastery of knowledge. Only by organically unifying ideology, artistry, and technology can we create educational content that is both in-depth and warm, enhance the penetration of ideological and political education, and truly achieve the educational effect of "educating through entertainment and influencing subtly"<sup>[14]</sup>.

### **4.3. Improving the network supervision system to strengthen the supervision and management of short videos**

Building a scientific and effective short video supervision system is a key measure to create a clean online space for ideological and political education. First, at the system construction level, accelerate the improvement of the short video content management system, and clarify the legal responsibilities of platforms in content review and user management. Establish and improve a normalized joint law enforcement mechanism, and accurately crack down on various short videos that spread wrong values and endanger national security to create a clean online environment. Second, at the level of short video platform responsibilities, strengthen the main responsibility of platforms, improve user reporting and credit management mechanisms, and take measures such as restricting traffic and banning accounts for violating the rules. This realizes the positive interaction between platform self-discipline and government supervision. Third, at the technical supervision level, improve the level of intelligent governance, develop content recognition systems through big data and artificial intelligence technologies, and conduct high-frequency monitoring of massive videos. Establish a public opinion early warning mechanism to promptly identify and handle tendentious issues, providing data support for ideological and political education<sup>[15]</sup>. Build a multi-party collaborative supervision mechanism, promote information sharing, interaction, and joint disposal among education departments, cyberspace administration departments, short video platforms, and colleges and universities, and mobilize the whole society to participate in supervision to build a healthy online ecology. Through government leadership, platform responsibility, technological empowerment, and social participation, the supervision of short videos can be effectively enhanced, and a clean online ecological environment can be created.

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