

# A Study on the Educational Mode and Optimization Strategies of “Micro Ideological and Political Education”

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**Abstract:** The model of “micro ideological and political education” is adapted to the characteristics of the new era and the real needs of ideological and political education in colleges and universities. Based on the work of “micro ideological and political education” in colleges and universities under the development of all-media integration, this study summarizes the main practices, achievements, and problems of “micro ideological and political education” in colleges and universities, and proposes to optimize and improve the work of “micro ideological and political education” from the perspectives of platform construction, work creation, team building, and guarantee mechanism. Optimization and enhancement are needed to effectively improve the relevance and effectiveness of “micro ideological and political education” work.

**Keywords:** Micro ideological and political education; New media era; Optimization strategy

**Online publication:** November 27, 2024

## 1. Introduction

In the context of the all-media era, with the continuous development of Internet technology, the situation of ideological and political education in colleges and universities is constantly changing. With the change in information dissemination mode, the new communication pattern also causes ideological and political education to develop in a “micro” way and is constantly expanding the space of ideological and political education. Unlike network ideological education, “micro ideological and political education” is a mode of ideological education adapted to the development trend of the new era, the characteristics of college students’ growth, and the real needs of ideological and political education in colleges and universities.

## 2. Analysis of the current situation of “micro ideological and political education”

In the traditional ideological and political education in colleges and universities, teachers are the main

body of education, in the position of hegemony of the discourse, with absolute educational resources. Students, as educatees, are in a vulnerable position in the educational relationship, passively accepting the theory indoctrination and working in practice. During the development of traditional education and Internet information technology fusion, the antagonistic relationship between the two sides of education has changed. “Micro ideological and political education” with the help of network information technology, with its flexible, subtle, pro-people, innovative way close to the students, can seize the young students for the pursuit of equality in education and discourse, and effectively help educators to better grasp the ideological dynamics of contemporary young students as well as changes in their aspirations <sup>[1]</sup>. Through the mobile terminal platform, teachers release “micro-content” related to thought guidance and education and teaching, and transmit topic viewpoints and insights analysis to students in the form of edutainment, guiding students to consolidate what they have learned by combining hot information, enhancing their learning enthusiasm and improving the educational effect.

## **2.1. Basic situation of the development of “micro ideological and political education”**

In order to better study “micro ideological and political education,” trace its theoretical origin, and fully combine theory and practice to achieve the organic unity of solving ideological and practical problems, we distributed a total of 3,500 questionnaires in undergraduate colleges and universities in Huaian City, North Jiangsu Province. The questionnaires covered basic information, political profile, academic specialties, frequency of using WeChat, Weibo, Douyin, and other media platforms, the operation status of the school’s official media platforms, the effectiveness of the work of “micro-ideology and politics,” as well as the working environment, etc. The survey was conducted in accordance with the principles of applied statistics and practical needs. According to the application of statistical principles and practical needs of sample statistics and data analysis, from the Cronbach reliability data analysis, “micro-ethics” education in colleges and universities in the application has been more popular, with a high degree of credibility.

From the sample analysis, it is found that there are various differences in the acceptance of “micro ideological and political education” among college students of different genders, political backgrounds, majors, and grades. The sample size of female students is 58.69% and that of male students is 41.31%, with a higher proportion of female students showing a stronger willingness to receive communication and interaction on the teacher’s “micro ideological and political education” platform and a higher degree of acceptance of “micro ideological and political education.” In the survey sample, the proportion of youth league members is 55.84%, the proportion of CPC members (including reserve members) is 7.98%, and the rest is 36.18%.

## **2.2. Work manifestations of “micro ideological and political education”**

The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Outline of the National Informatization Development Strategy,” which explicitly proposes to promote network culture and enhance the national soft power; the “Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities under the New Circumstances” also proposes that we should actively push forward the reform and innovation of civic education, and provide the civic education that the students love <sup>[2]</sup>.

### **2.2.1. WeChat media matrix**

With the continuous improvement of the informatization construction of colleges and universities, the

establishment of a “big propaganda” work pattern with the unified leadership of the party committee, the participation of colleges and management departments, the construction and sharing of the whole university, and the coverage of the whole area is the main performance of the application of “micro ideological and political education” on the public platform. It is concretely presented as a three-dimensional propaganda matrix with the rank sequence of the official new media platform of the university, the new media platform of the functional department of the university, the new media platform of the college, and the student association, the competition team, the well-known experts and professors, and other private personal authentication accounts <sup>[3]</sup>. In the questionnaire analysis, we also found that in addition to the school-level official microblogs and WeChat promoted by the school, the WeChat public numbers of the Youth League Committee, the Academic Engineering Office, the Graduate School Office, the Student Union, and other organizations that are in close contact with students have a large number of followers. This kind of official number will regularly release the school’s party and group activities, campus hot events, policy documents, pioneering models, and outstanding youth reports, to convey positive concepts and subtle thought leadership to college students. For example, the official WeChat public number of Huaiyin Institute of Technology, a university in northern Jiangsu Province, has 74,000 followers, and has set up the columns of “Huai - Focus” and “Huai - Gathering Strength” in the construction of the submenu, which regularly pushes the stories of hardcore youths and craftsmen to lead and sensitize the youths; the WeChat Official Account of the school’s Youth League Committee, “HuaiGong Youth,” has more than 40,000 fans. Unlike the seriousness of the school’s official microblogging site, “New Youth Story” opened by HuaiGong Youth uses students’ favorite way of expression to convey the power of role models in a lively style of language; master teachers regularly publish original videos and articles through their personal accounts. The master teacher regularly releases original videos and manuscripts on his personal account, and interacts with students dynamically, giving full play to the radiation function of the new media platform, and penetrating implicit education into the corners of the students’ study and life.

### **2.2.2. Online party organization construction**

The integration of network information technology with party-building efforts in colleges and universities has led to the development of a digital, “Internet+” model for enhancing party organization activities. Through this approach, schools align with guidelines from higher authorities and annual work requirements for grassroots organizations. By utilizing school websites and platforms like WeChat Official Accounts, second-level party organizations can efficiently publish notifications, organize events, and maintain clear and targeted communication. Furthermore, classes use WeChat and QQ groups to streamline student communication, strengthening feedback channels and improving response systems. Establishing service departments to safeguard students’ rights helps student organizations promptly address and resolve concerns. Sub-party schools leverage both online and offline formats to train party members and activists, enriching the learning experience with resources like “micro-party classes,” “100 secretaries discussing party history,” and “micro-knowledge of the Communist Youth League.” These blended learning experiences use online content to complement themed offline activities, building a robust, accessible party-building ecosystem that encourages active participation.

### **2.2.3. Online learning platform**

Network information technology can innovate the expression of ideological and political education. In the

new era, the “micro ideological and political education” model of colleges and universities, to a large extent, relies on the ever-changing network information technology to provide diversified education and teaching methods for ideological and political educators in colleges and universities <sup>[3]</sup>. From the 2020 outbreak to the current post-epidemic era, the construction of network teaching and live teaching platforms in colleges and universities has been perfect, and the management approach has also matured. Course teachers record a series of themed micro-lessons and upload them to massive open online courses, Learning Communes, Learning Power, and other platforms, release “micro-courses” through Learning Channel, and create “micro-classes” that meet the theme characteristics. Online learning platforms utilize the forms of teaching and communication that attract students’ interests, present vivid and realistic graphic images, teach courseware, and amplify educational expression through online discussions, quizzes, and other interactive sessions. Live broadcast, replay, pause, rewind, and other functions broaden the time and space of education. Cross-school course selection and cross-regional sharing also allow excellent ideological and political science teaching results to be generalized to more and more grassroots schools and classrooms, and to a certain extent, promote the sharing of educational resources and realize educational equity.

### **3. The effectiveness and existing problems of “micro ideological and political education” in human education**

The emergence of “micro ideological and political education” in colleges and universities has realized the transformation and upgrading of the discourse mode of civics education in the new era of all-media and informatization, enriched and renewed the discourse content and expression of civics education, and created the possibility of further enhancing the discourse quality and charm of civics education <sup>[3]</sup>. Weibo, WeChat, QQ, and other instant messaging software have brought students and teachers closer together, and new media platforms such as Bilibili, Zhihu, and Xiaohongshu have given the subject and object of education more diversified opportunities for choice, a more authentic sense of experience, and a sense of participation, resulting in enriched and popularized discourse of ideological and political education.

However, ideological and political education is always a practical activity centered around people, and teachers still occupy a dominant position in the whole process of ideological and political education, which restricts the effect of carrying out education.

#### **3.1. Weak structure of the “micro ideological and political educational” position**

College counselors and teachers of civics courses lack a deep understanding of the concept of “micro ideological and political education” educational work, the use of “micro ideological and political education” educational awareness is weak, and the concept of civics course teaching is still stuck in face-to-face teaching. For example, the “Rain classroom” and “Dingtalk classroom” currently used by some colleges and universities seem to have changed from the traditional teaching and education mode to platform teaching. However, due to the high degree of homogenization of educational content, teachers have not been able to integrate the “micro” and “new” educational concepts into the traditional ideological and political education mode. It has not yet built a perfect “micro ideological and political education” special network system, linking teaching, scientific research, and ideological and political education to expand its influence.

#### **3.2. Insufficient attractiveness of ideological and political education work**

The biggest difference between the “micro ideological and political education” model and traditional



ideological and political education lies in the “micro,” which is not only manifested in the “micro,” “fine,” and “fast” of the cultural communication platform, but also in the “micro,” “fine,” and “fast” of the educational products. In other words, in the way of education, it is necessary to avoid reading from textbooks and conducting long lectures, and pay attention to the use of “micro-words” and “micro-languages” to accurately convey the learning content <sup>[4]</sup>. However, in practice, many educators are still reading from the book when recording micro-video teaching, the school learning website learning topics lack prompt updates, the level of quality of the article is low, the policy is copied, the interpretation is incomplete, and fail to attract the attention of students.

### **3.3. Complicated network environment**

The advancement of network technology has created “micro ideological and political education,” but it has also brought about unfavorable effects. There are more game software and video and audio software than learning software on cell phones.

Students are still in the period of shaping their outlook on the world, life, and value, they receive network information through various channels, and they are easily affected by the impact of non-mainstream values since they lack sufficient discernment of network public opinion information. As they are good at and inclined to use the new media technology at present, they may become the disseminators of undesirable public opinion information. At the same time, the network ideology and politics of “eating a big pot of rice” type has the formalization problem of “a thousand people are the same,” which is far from the cultural psychology of students’ curiosity and the growing cultural needs, and makes the students lose their interest in the related educational and teaching activities, and their sense of acquisition is greatly insufficient <sup>[5]</sup>.

### **3.4. Imperfect institutional guarantee system**

In the use of new media means in the education process of the ideological class, there are certain technical limitations. Although many colleges and universities have spent a lot of manpower and material resources to improve the “micro ideological and political education” network platform, lack of or poor use of the resources by ideological and political educators leads to these newly built platforms eventually becoming “impractical” and cannot play a good ideological and political education function, reducing the effectiveness of work. At the same time, because the “micro ideological and political education” model is being promoted in the process of exploration, the relevant policy guarantee system and incentive mechanism of the school remain in the paper stage.

## **4. Optimization strategies in the process of “micro ideological and political education”**

The “micro ideological and political education” mode supplements the traditional ideological and political education content and extends the education space. Although the progress is smooth, there are still various problems mentioned above in the actual development process. It is believed that the current “micro ideological and political education” in colleges and universities should be based on the strategic goals of “educating people for the Party” and “educating talent for the country,” and optimize and supplement from the perspectives of platform building, work building, team building, and security mechanism to improve the effectiveness of “micro ideological and political education” <sup>[6]</sup>.

#### **4.1. Strengthening the construction of positions, highlighting the advantages of the platform, and building an all-round network matrix**

Strengthening the construction of network positions is a realistic guarantee of the right to take the initiative and the right to speak in ideological work, and it is the main issue of “micro ideology” education. The “micro ideology” education model should take the platform construction as an important position for network ideology construction, establish an official and special platform, improve the digital management service platform, and set up a bridge connecting teachers and students to communicate, interact, share, and build together <sup>[7]</sup>.

In the construction of the position, we should establish the concept of educating people with the unity of the old and the new and complementary education, adhere to the problem orientation, take the initiative to grasp the dynamics of students’ psychological needs and thoughts, and make the platform become the main stage for students’ independent learning, expert communication and interaction, and team thinking collision. It is necessary to establish progressive new media platforms at all levels to form a network matrix that is smoothly connected and echoes each other. The accounts of each department and organization should be accurately positioned in accordance with their own functional characteristics and audience groups, focusing on ideological leadership, party construction, teaching and research, social practice, life services, etc., and adopting personalized, customized, and differentiated operation strategies to enhance user stickiness, get close to students, serve students, ensure the accurate supply of content, promote the communication between students and teachers and the construction of campus culture, and combine the solution of ideological problems with the actual pain points of students <sup>[3]</sup>.

#### **4.2. Creating high-quality “micro ideological and political educational” works and building a pattern of co-construction between teachers and students**

The challenge of student disengagement, including behaviors like “brushing lessons” and “cheating” in micro ideological and political education courses, often points to a lack of engaging content. To make these courses more appealing and effective, the content needs to leverage current, relatable topics that resonate with students’ lives. This means staying current with social and political trends that align with the goals of ideological and political education, choosing themes relevant to students’ daily experiences, and focusing on practical issues. High-quality “micro ideological and political education” content should integrate videos, texts, images, and other media, deeply processing information to convey core societal values through new media. Designing thematic festivals and commemorative events as focal points can help bridge theory with practice and encourage meaningful teacher-student interactions. Simplifying complex theories into popular science formats, with visuals and videos, can make challenging concepts more accessible, allowing students to engage actively rather than passively. By involving students in creating and discussing content, teachers can foster a collaborative environment that promotes emotional and intellectual exchange, strengthening teacher-student relationships and supporting equal, two-way dialogue. Such an approach aims to shift students from passive recipients to active participants, enabling broader and deeper discussions that foster a harmonious and interactive educational environment.

#### **4.3. Strengthening the construction of the “micro ideological and political education” team, constantly monitoring the network environment, and creating a healthy working environment**

To ensure the effective growth of “micro ideological and political education,” a skilled, high-integrity

team is essential. This team should be a coalition of school leaders, professors, young faculty, counselors, and role models from the community, each bringing unique expertise and influence. A clear division of responsibilities is also key, allowing each team member to focus on areas such as the development of ideological education platforms, system design, and effective communication. Through a multi-platform approach—including official accounts on WeChat, Xiaohongshu, Douyin, and Weibo—the team can actively engage and guide public opinion, offering balanced, rational insights into campus events and social issues.

The goal is to shape a constructive and informative social media presence that fosters positive public discourse among students and teachers, helping them navigate sensitive topics thoughtfully. Additionally, by incorporating ongoing quality training, skills development, and platform maintenance, this team can continually enhance the technical and communicative aspects of “micro ideological and political education,” making it both effective and adaptable to evolving student needs and societal changes.

#### **4.4. Establishing a sound long-term mechanism to promote the benign development of “micro ideological and political education”**

Under the new situation, colleges and universities need to build a long-term mechanism for “micro ideological and political education” work to ensure the smooth progress of the work, in order to better utilize the function of “micro ideological and political education” to educate people, and continuously enhance the penetration and influence of “micro ideological and political education.” To build a long-term mechanism for “micro ideological and political education” work, we must first enhance students’ right to speak, establish an interactive mechanism for discourse between teachers and students, and promote equal communication and dialog between teachers and students. In the process of product creation, we should also strengthen the expression of life and emotional discourse, and use storytelling to convey positive energy. The core problem in the work of “micro ideological and political education” is the insufficient feedback and adjustment mechanism, which leads to the lag of public opinion guidance. Therefore, it is necessary to check and make up for the deficiencies in a timely manner, establish a sound feedback adjustment mechanism, provide timely and effective guidance, and take effective measures to restrain the development of public opinion. The establishment of a feedback and adjustment mechanism should be a sound online and offline linkage, so as to accurately grasp the needs of students promptly, and better utilize the effectiveness of educating people.

## **5. Conclusion**

Civic education in colleges and universities is not only a regular teaching task but also requires the extensive participation of education management workers, civic teachers, counselors, student cadres, and other personnel to enhance the effectiveness of education and teaching. “Micro ideological and political education” mainly involves the use of a variety of new media platforms, hot events, and educational content re-creation, produced in line with the characteristics of student growth, which is easier to disseminate to help students effectively differentiate the positive and negative information and improve their own political literacy. “Micro ideological and political education” is a complementary advantage of the traditional education model, which needs to be constantly combined with the characteristics of the development of the times, optimized and improved to better play the guiding role of ideological education.

## Funding

- (1) Jiangsu Provincial Philosophy and Social Science Research on Ideology and Politics Special Topic “Research on the Application of ‘Micro Ideological and Political Education’ in Ideological and Political Education of Colleges and Universities under the Ecology of All Media” (2019SJB674)
- (2) 2022 Special Project of Jiangsu Higher Education Society’s Counselor Work Research Committee “Research on the Integration of the Great Founding Spirit of the Party into the Values Education of College Students in the New Era” (22FYHLX063)

## Disclosure statement

The authors declare no conflict of interest.

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