

# Research on College Students' Ideological and Political Education from the Perspective of New Media

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**Abstract:** In today's era, the rapid development of new media technology has reshaped college students' learning and lives, and brought opportunities and challenges to college students' ideological and political education. This study focuses on the situation of college students' ideological and political education under the new media environment, analyzes the opportunities and challenges, provides insights into the existing problems, and puts forward countermeasures to enhance the effectiveness and accuracy of college students' ideological and political education in the new media wave, so as to lay a solid foundation for cultivating all-round development talents in the new era and promote the innovative development of higher education in the new media era.

**Keywords:** New media; College students' education; Opportunities and challenges; Countermeasures

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## 1. Introduction

With its advantages of digitalization, interactivity, and immediacy, new media has become a central platform for college students to access information, engage in interpersonal communication, and enjoy leisure and entertainment. It has transformed the traditional education model, presenting both opportunities and challenges for ideological and political education. This shift compels educators to re-evaluate the direction and strategic choices of educational approaches. In the new media environment, college students can access a wealth of diverse learning resources anytime and anywhere, significantly enhancing their learning opportunities. Additionally, new media has disrupted the traditional one-way communication between teachers and students, fostering more frequent and convenient interactions. However, it is crucial for educators to remain vigilant regarding students' ideological perspectives and behavioral changes influenced by this environment. By closely monitoring these dynamics, educators can adjust their teaching strategies promptly to ensure the effectiveness

of ideological and political education <sup>[1]</sup>.

## **2. A new opportunity for college students' ideological and political education in the new media era**

### **2.1. Diversified expansion and sharing of educational resources**

The new media platform brings together a large number of texts, pictures, audio, video, and other materials, covering various disciplines and knowledge dimensions. With the help of online course platforms, live broadcasts of academic lectures, and e-book reading, college students have broken through the limitations of time and space and broadened their knowledge horizons and cognitive boundaries. For example, the MOOC platform brings together high-quality courses from top universities around the world, covering various fields from humanities and social sciences to natural sciences, basic theories to cutting-edge applications. It realizes the optimal allocation and wide sharing of educational resources, provides rich materials and broad space for college students' autonomous learning, offers various teaching styles and thinking modes, and broadens their learning horizons <sup>[2]</sup>.

### **2.2. Innovation and vitality in education models**

New media technology fosters the diversification and innovation of educational models. Educators leverage tools such as multimedia courseware, engaging animations, immersive virtual reality, and augmented reality to create captivating and dynamic teaching environments. These technologies transform abstract and complex concepts into tangible, engaging content, making learning more interesting and accessible. They enhance the appeal of education, ignite students' enthusiasm for learning, and facilitate better mastery of knowledge and skills in a relaxed and enjoyable atmosphere. For instance, in ideological and political education, virtual reality applications enable students to experience historical events and heroic spirits in an immersive way, deepening their understanding and emotional connection to ideological and political theories. This approach significantly enhances the educational impact. Similarly, in subjects like physics and chemistry, augmented reality technology allows students to perform experiments in a virtual setting, observe phenomena, and develop practical skills. This not only makes learning more engaging but also minimizes experimental risks and reduces costs, thereby improving both safety and efficiency in the learning process.

### **2.3. Strengthened teacher-student interaction and relationship**

New media has established a convenient and efficient communication bridge between teachers and students, eliminating the time and space constraints of traditional teacher-student interaction. Platforms such as WeChat, QQ, and professional online forums enable seamless, real-time communication. Students can seek guidance from teachers at any time, share feedback on their learning progress, and express any confusion or challenges they face. In turn, teachers can accurately identify students' personalized needs and monitor their ideological trends, allowing for flexible adjustments to teaching strategies and methods. This lays the groundwork for personalized education. This interactive model fosters a harmonious teacher-student relationship, transforming it into a partnership of mutual learning and growth, which in turn enhances the quality of education and teaching. For example, students can use WeChat to ask questions after class, and teachers can provide timely responses and guidance. Teachers can also initiate discussion topics in groups on QQ, DingTalk, or similar platforms to encourage active student participation, stimulating their critical thinking and creativity. This dynamic interaction enriches the educational experience and strengthens the connection between teachers and students.

### **3. Challenges in college students' ideological and political education under the wave of new media**

#### **3.1. Information fragmentation and confusion of false information**

The new media environment is characterized by the overwhelming flow of fragmented and complex information, making it challenging for college students to identify and filter valuable content. This flood of information can lead to disordered learning experiences, resulting in fragmented knowledge systems that lack coherence and integrity. Students often consume scattered knowledge points through short videos, social media posts, and similar formats, which hinders the formation of a complete and systematic knowledge structure. Moreover, the openness and low threshold of new media platforms facilitate the rampant spread of false information, rumors, and other harmful content. Many college students have yet to develop strong critical thinking and information literacy skills. This lack of analytical and judgmental ability makes them susceptible to misinformation, potentially distorting their values and thought processes. It can also interfere with their capacity to correctly perceive and address social issues, leading to anxiety, confusion, and even inappropriate behaviors or attitudes that disrupt normal learning and life.

#### **3.2. Internet addiction and the risk of negative behavior**

The powerful entertainment features of new media can lead some students to excessive reliance on the Internet, immersing themselves in online games, short videos, social networks, and other virtual spaces. This overindulgence often consumes time and energy that should be devoted to learning or other productive activities, resulting in declining academic performance and poor physical health. Prolonged addiction to online games may cause students to neglect their studies, sometimes leading to suspension or dropping out. Excessive consumption of short videos can impair concentration and reduce learning efficiency. Additionally, exposure to harmful online content, such as pornography, violence, and gambling, poses significant threats to students' physical and mental well-being. This not only increases the risk of developing unhealthy habits but also presents severe challenges to university education management. In extreme cases, such exposure may result in psychological issues, imitative bad behavior, or even illegal activities. Colleges and universities must address these challenges by strengthening guidance and management of students' online behaviors, promoting healthy internet usage, and equipping students with the skills to navigate the digital world responsibly.

#### **3.3. Shortcomings and dilemmas in educators' new media literacy**

In the new media era, educators must possess strong digital literacy to effectively integrate technology into teaching. However, many educators face significant gaps in their ability to use new media tools proficiently. Some are unfamiliar with the functionalities and rules of new media platforms, making it difficult to incorporate these technologies into teaching. This often results in outdated and monotonous teaching methods that fail to meet students' evolving learning needs. For instance, some teachers rely solely on basic PowerPoint presentations and lack knowledge of how to utilize multimedia, virtual reality, and other advanced technologies to enhance their teaching content and delivery methods. Additionally, many educators struggle to understand the ideological and behavioral characteristics of students in the new media environment, resulting in generic, untargeted teaching strategies that significantly reduce the effectiveness of education<sup>[2]</sup>. A lack of insight into students' online learning habits and interests prevents educators from developing personalized teaching approaches tailored to individual needs. This deficiency has become a bottleneck in advancing college education in the new media era, hindering improvements in teaching quality and students' holistic development. To address these challenges, improving educators' new media literacy is an urgent priority. Teachers must be

equipped with the necessary skills to use digital tools effectively, adapt teaching methods to suit the new media landscape, and create engaging, student-centered learning experiences. This will ensure that education remains relevant and impactful in the digital age.

## **4. Existing issues in college students' ideological and political education in the new media era**

### **4.1. Lagging shackles of educational philosophy**

With the rapid advancement of new media, the field of education should evolve accordingly. However, many universities and educators remain constrained by traditional educational philosophies, which view teaching as a one-way transfer of knowledge from teachers to students. This outdated approach often emphasizes passive learning, treating students merely as vessels for absorbing information. Teachers lecture continuously, while students focus on mechanically recording and memorizing content, leaving little room for active participation or critical engagement.

Such a stagnant philosophy neglects students' role as active learners, hindering their initiative. Learning should allow students to explore knowledge and address problems based on their individual interests, needs, and pace. However, under the influence of traditional educational methods, students' autonomy is stifled, forcing them to follow a rigid, teacher-led rhythm that lacks opportunities for independent thinking and exploration.

In the new media era, students' approaches to information consumption, thinking habits, and expectations for knowledge acquisition have undergone profound changes. They increasingly seek autonomous, personalized, and interactive learning experiences. Unfortunately, the outdated educational philosophy fails to meet these needs, making classrooms dull and uninspiring. This inability to ignite students' intrinsic interest in learning or cultivate innovative thinking diminishes their capacity for independent thought. Over time, this disconnect with the demands of modern education hinders the development of innovative talent, which is critical for addressing the challenges of the new era.

### **4.2. Superficial integration of educational content and new media**

Recognizing the importance of new media, many colleges and universities have attempted to integrate it into education. However, these efforts often remain superficial, failing to achieve meaningful integration. For example, many institutions simply digitize traditional textbooks, converting printed materials into electronic documents or incorporating videos into classroom teaching<sup>[3]</sup>. While this approach utilizes new media tools, it does not fully leverage the medium's unique characteristics or address students' learning preferences.

New media offers advantages such as rapid dissemination, diverse formats, and interactivity. Students, raised in a new media environment, gravitate towards learning through engaging, varied, and interactive content. Unfortunately, current educational practices rarely capitalize on these strengths. Teaching materials are seldom redesigned to align with the communication characteristics of new media or students' evolving learning habits. As a result, educational content remains monotonous and impractical, failing to address students' diverse and personalized learning needs. This lack of innovation makes it difficult for students to maintain interest, resulting in diminished learning outcomes. Ultimately, the inability to harness new media's potential undermines the achievement of educational objectives and the enhancement of students' overall competencies.

### **4.3. Inadequate new media literacy in educators**

In the new media era, educators play a pivotal role in implementing effective teaching strategies. Their



proficiency in new media literacy significantly impacts education quality and students' learning experiences. However, many educators struggle with inadequate understanding and application of new media technologies, limiting their ability to adapt to modern teaching environments. On one hand, educators often possess only basic knowledge of new media operations, lacking a deeper understanding of how these platforms function. They fail to optimize teaching content for new media communication and rarely utilize interactive features to enhance engagement with students. On the other hand, educators face challenges in monitoring and responding to online discourse. In the dynamic new media environment, students are exposed to diverse and often misleading information, while also expressing their thoughts and emotions online. Educators frequently lack the skills to discern students' ideological shifts or behavioral changes in this space. Consequently, they struggle to identify students' concerns, address their demands, or provide targeted guidance. This deficiency not only diminishes educators' effectiveness in the new media teaching environment but also leaves students vulnerable. Without timely and personalized guidance, students may develop misconceptions or face challenges in their academic and personal growth. Addressing these shortcomings is critical to fostering students' holistic development and ensuring they thrive in the digital age.

## **5. Coping strategies for college students' ideological and political education from the perspective of new media**

### **5.1. Innovation of educational concepts and the cultivation of new media thinking**

In the era of new media, universities and educators must evolve their educational approaches, recognize the transformative role of new media, and foster new media thinking among students. This begins with respecting students' central role in the learning process, viewing them as active participants rather than passive recipients of knowledge. A shift from traditional teacher-centered methods to student-centered approaches is essential, encouraging students to engage deeply in the educational process. For instance, educators can assign preparatory learning tasks before class, enabling students to explore materials independently, participate in group discussions, and develop initial insights. In class, teachers can guide students to share their opinions, raise questions, and engage in collaborative problem-solving. Such practices nurture students' autonomy, innovation, and critical thinking skills. Educators' roles also need to transition from being mere knowledge transmitters to becoming facilitators and mentors in the learning journey. By providing thoughtful guidance, teachers can help students construct a robust knowledge framework, encourage exploration of diverse perspectives, and inspire creativity and independent thought.

Furthermore, integrating new media into all aspects of education is crucial. This entails leveraging new media's interactive and resource-rich platforms to transition from traditional teaching methods to innovative education models. For example, educators can utilize online courses, learning forums, and multimedia tools to expand learning channels. Interactive activities such as online Q&A sessions, group collaborations, and multimedia presentations can enhance teacher-student and peer-to-peer interactions, making learning more engaging and personalized. This approach fosters comprehensive student development in the context of the new media era.

### **5.2. Optimization and upgrading of educational content and deep integration of new media**

To address students' evolving learning needs in the new media age, educators must systematically enhance educational content, aligning it with the unique attributes of new media platforms. This involves identifying

and incorporating high-value materials from the vast array of online resources into curriculum design. For example, current events and case studies from new media platforms can serve as practical teaching materials. By analyzing these cases using theoretical knowledge, students can deepen their understanding, improve their problem-solving abilities, and develop critical thinking and social responsibility. Such integration enriches teaching content, making it dynamic and engaging, while also demonstrating the relevance and applicability of knowledge in real-world contexts.

In addition, universities and educators should invest in the development of new media technologies to create tailored teaching resources, such as online courses and virtual simulation experiments. Online courses provide flexible learning opportunities, allowing students to study anytime and anywhere, while adapting to their individual progress and feedback. Virtual simulation experiments offer hands-on practice in realistic scenarios, overcoming traditional constraints like limited resources and equipment. These simulations enhance students' practical skills and foster innovation by providing immersive, experiential learning opportunities<sup>[4]</sup>. Through these efforts, educators can establish an interactive and engaging educational environment, ensuring that content and new media tools are deeply integrated. This approach not only enhances students' learning experience but also equips them with the skills and mindset necessary to thrive in the digital age.

### **5.3. All-round improvement of educators' new media literacy**

In the context of the new media era, colleges and universities bear the significant responsibility of enhancing educators' new media literacy. To achieve this, a normalized training mechanism should be established, regularly organizing systematic and comprehensive training activities. These efforts aim to significantly improve educators' ability to apply new media technology and their overall teaching effectiveness. The training should encompass multiple dimensions, with operational skills for new media platforms forming the foundational component. Educators need to master basic operations such as creating and managing online course platforms, using social media for effective teaching interactions, and employing multimedia software to develop high-quality courseware. Proficiency in these skills allows educators to better leverage new media for teaching activities.

Additionally, understanding the laws and strategies of information dissemination is crucial. Educators should gain deep insights into the characteristics of information dissemination in the new media environment, as well as the psychology of audience reception. By learning to choose appropriate communication methods and channels tailored to specific teaching content and objectives, educators can optimize the dissemination of information, enhancing the appeal and impact of their teaching materials.

Monitoring and responding to online public opinion is another essential aspect that cannot be overlooked. Educators must acquire skills in using professional tools and methods to monitor public opinion, enabling them to detect students' ideological trends and behavioral changes in a timely and sensitive manner. By staying attuned to online hot topics and public opinion trends related to students, educators can identify potential risks and develop effective strategies to address them. This proactive approach helps mitigate the influence of harmful information on students, ensuring a positive educational environment<sup>[5]</sup>.

In addition to institutional training, educators should embrace lifelong learning as a core concept. They should actively stay updated on the latest developments in new media, explore innovative methods for integrating new media into education, and experiment with new technologies and approaches in their teaching practices. For instance, participating in academic seminars, engaging with online learning communities, and

exchanging experiences with peers can help educators continuously improve their new media literacy.

#### **5.4. Improvement of education management mechanisms and fine governance of new media platforms**

To address the challenges of education management in the new media era, colleges and universities must accelerate the development of robust new media education management mechanisms. This involves strengthening the comprehensive construction, standardized management, and strict supervision of new media platforms to create a stable, orderly, and healthy digital environment for students.

On one hand, institutions should increase investment in campus new media platforms, cultivating influential, engaging, and credible campus media brands. For example, colleges can develop fully functional official social media accounts, such as microblogs, to disseminate campus news, academic updates, and cultural activities. These platforms can also utilize features like topic discussions to foster a positive campus culture. Similarly, creating a WeChat public account that offers personalized services—such as course inquiries, performance tracking, and online registration—can provide students with convenient access to learning resources and life tips, enhancing engagement. Developing comprehensive campus apps that integrate diverse resources, offering one-stop solutions for learning, social interaction, and campus life, can also meet students' multifaceted needs.

On the other hand, establishing and refining supervision systems is key to ensuring the healthy operation of new media platforms. Universities should implement clear standards and review processes for content publication, ensuring that all released information is authentic, accurate, healthy, and relevant. By maintaining strict oversight, they can prevent harmful content from appearing on their platforms<sup>[6]</sup>.

Furthermore, an efficient public opinion monitoring and early warning system is essential. Dedicated personnel should monitor public opinion trends on campus networks in real time, using advanced technology to identify and address emerging issues. Early warnings can prompt timely interventions to guide discussions and resolve problems before they escalate. This ensures a harmonious educational environment, maintains the stability of teaching operations, and upholds the university's social reputation and public image.

#### **Disclosure statement**

The authors declare no conflict of interest.

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