

Research on the Generation, Communication and Guidance Path of College Students' Online Public Opinion from the Perspective of We-Media

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Abstract: College students are active in thinking and have a strong desire to express themselves. Their interactions on we-media platforms can not only convey positive energy and strengthen campus governance, but also may cause public opinion disturbances due to the transmission of distorted information and irrational expressions, thereby affecting campus and social stability. At present, how to strengthen the guidance of college students and standardize their information communication behaviors on we-media has become an issue that colleges and universities need to explore in depth. Therefore, this study conducted an extensive survey on we-media communication, discussed the generation mechanism and communication characteristics of college students' online public opinion based on the survey results, analyzed the practical dilemmas in the guidance of college students' online public opinion, and put forward effective management strategies, aiming to promote the standardization of we-media communication nationwide.

Keywords: We-media; College students' online public opinion; Generation; Communication; Guidance path

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1. Introduction

With the rapid development of the mobile Internet and its multi-faceted integration into public life, we-media has gradually become a core field for college students to express their demands, participating in the reshaping of the generation logic and communication form of online public opinion. We-media is characterized by immediacy, interactivity and openness. Integrated into college students' daily life, it has become an important tool for college students to obtain information, express themselves and communicate, greatly enriching their life and study. At the same time, it has also made the generation and communication of college students' online public opinion more complex and unpredictable. Colleges and universities need to base on the background of we-media, strengthen the research on the generation, communication and guidance paths of college students'

online public opinion, and carry out more useful attempts.

2. Generation mechanism of college students' online public opinion from the perspective of we-media

2.1. Generation motivation: Dual drive of subject needs and external stimuli

From the perspective of subject needs, college students are in a stage of rapid physical and mental development. They are eager to be noticed and recognized, with a strong desire to express themselves. We-media platforms provide them with a broad stage to freely express their views, emotions and ideas. From the perspective of external stimuli, social hot events, changes in school policies and other factors may become external factors triggering college students' online public opinion. They are easy to attract college students and stimulate their desire to express ^[1].

2.2. Content brewing: Interaction between information processing and emotional resonance

Students screen, interpret and process fragmented information to form tendentious views, and express them through we-media, which may arouse emotional resonance among other students. Other students further strengthen this emotional resonance through liking, commenting, forwarding and other forms, making the public opinion content continue to ferment in constant interaction ^[2].

2.3. Outbreak of public opinion: Collaborative promotion of threshold breakthrough and group participation

In the we-media environment, information spreads extremely fast. Once the relevant public opinion information accumulates to a certain extent and breaks through the threshold, it may lead to the outbreak of public opinion. After the threshold is broken, a large number of college students will be quickly involved. They participate in topic discussions with their own views, emotions and attitudes, forming a strong public opinion momentum, which will further accelerate the outbreak and spread of public opinion ^[3].

3. Communication characteristics of college students' online public opinion from the perspective of we-media

3.1. Communication subjects: Diversified and young, with a prominent role of opinion leaders

The subjects of college students' online public opinion are college students aged 18–24, we-media accounts, university official accounts, media and the public, showing diversified characteristics. Among them, college students are the core subjects. They are active in thinking and distinctive in personality, but their minds are not yet mature and easily influenced by opinion leaders ^[4,5].

3.2. Communication channels: Fragmented, multi-platform and wide-ranging

At present, we-media information communication channels include WeChat, Weibo, Douyin, Xiaohongshu, campus communities, anonymous platforms, etc., showing fragmented and multi-platform characteristics. These platforms have strong penetration among college students and can cover all aspects of their lives.

3.3. Communication content: Fragmented, emotional and unreliable authenticity

Most we-media content is scattered opinions and emotional expressions, lacking a systematic and comprehensive interpretation of events. When college students are exposed to such information, they are easily influenced by emotions ^[6]. At this time, if they only make judgments based on partial information without taking the initiative to collect other relevant information and understand the overall picture of things, they may have one-sided and extreme cognition.

3.4. Communication speed: Instant, explosive and extremely fast diffusion

The functions of liking, forwarding, commenting and algorithm recommendation services provided by we-media can make hot events spread rapidly, form extensive influence and attract more people to participate in the discussion. Therefore, the communication speed of college students' online public opinion from the perspective of we-media is extremely fast, showing the characteristics of immediacy and explosiveness ^[7].

3.5. Communication effect: Dualistic and long-tailed, with far-reaching influence

The communication effect of college students' online public opinion is dualistic: conveying positive energy and causing public opinion disturbances, and this effect is long-tailed and will not disappear in a short time.

4. Practical dilemmas in guiding college students' online public opinion from the perspective of we-media

4.1. Single guidance subject and imperfect collaborative governance

At present, the guidance of college students' online public opinion is mainly led by ideological and political departments and student affairs offices of colleges and universities, while the participation of the government, platforms, social organizations and students is relatively low ^[8,9]. The reason lies in the lack of a sound collaborative governance mechanism, insufficient communication among all parties, making it difficult to achieve information sharing and mutual linkage.

4.2. Backward guidance technology and weak monitoring and disposal capacity

Some colleges and universities lack sound big data and AI monitoring systems, relying heavily on manual monitoring, which cannot effectively capture fragmented and hidden public opinion information, thus often missing the best guidance time. This indicates that the guidance technology for college students' online public opinion is backward, and the monitoring and disposal capacity is weak, which needs further adjustment and optimization.

4.3. Insufficient guidance, education and an urgent need to improve media literacy

Some colleges and universities have not included media literacy education into the normalized ideological and political system, with relatively single educational content and traditional educational forms. The guidance and education model of colleges and universities is deficient. Students' low media literacy and lack of abilities such as public opinion identification, rational expression and we-media cognition make them easily misled by false information and fall into the misunderstanding of group polarization ^[10].

4.4. Imperfect guidance mechanism and non-standard response process

This is mainly reflected in the lack of sound early warning, disposal, feedback and long-term mechanisms. For

example, the early warning indicators and processes of some colleges and universities are unclear, making it difficult to accurately identify potential risks in the early stage of public opinion, resulting in lagging guidance measures; some colleges and universities fail to clearly define disposal responsibilities, leading to buck-passing in the process of public opinion disposal, failing to achieve simultaneous attention to “timing, degree and effectiveness”.

5. Optimization paths for guiding college students’ online public opinion from the perspective of we-media

5.1. Build a diversified collaborative pattern and gather guidance forces

From the perspective of we-media, colleges and universities should effectively promote the guidance of college students’ online public opinion supported by a diversified collaborative pattern. On the one hand, colleges and universities can establish a full-domain work pattern of “unified leadership by the Party committee, overall coordination by the publicity department, specific implementation by the student affairs office, and collaborative participation by all secondary colleges”, clarify the public opinion responsibilities of the publicity department, student affairs office, secondary colleges, security office, network center and other departments, and then form a horizontally coordinated and vertically connected work chain within the university. On the other hand, colleges and universities need to actively introduce external forces and build an internal and external linkage mechanism. For example, colleges and universities can establish cooperative relations with government departments, social organizations, Internet platforms, etc., share public opinion information resources, and form a multi-stakeholder collaborative governance model; strengthen communication and collaboration among all parties through regular joint meetings and joint training to improve the overall guidance efficiency; encourage students to take the initiative to participate in public opinion guidance, and enhance their self-management and self-education abilities through relevant guidance and training, so as to promote them to speak rationally and interact civilizedly on we-media platforms. The above measures taken by colleges and universities to build a diversified collaborative pattern and gather guidance forces can better cope with the complex and changeable environment of college students’ online public opinion ^[11].

5.2. Strengthen technical support and improve monitoring and disposal capacity

Colleges and universities should build an intelligent monitoring system, strengthen the technical support for guiding college students’ online public opinion, and improve the ability to dispose of college students’ online public opinion. In terms of building an intelligent monitoring system, colleges and universities should increase technical investment, integrate advanced technologies such as big data, artificial intelligence and natural language processing, build an integrated intelligent public opinion monitoring system covering multiple channels such as WeChat, Weibo, Douyin, Xiaohongshu, campus communities, anonymous platforms and campus confession walls, and realize 7×24-hour real-time keyword capture and retrieval, emotional tendency judgment, communication path tracking and automatic risk early warning. This system integrates advanced technologies and covers the we-media platforms frequently used by contemporary college students. It can efficiently process massive data, accurately identify potential public opinion risks, and automatically generate response suggestions according to preset rules and feed them back to relevant personnel. While building an intelligent monitoring system, colleges and universities should establish a full-process closed-loop disposal

mechanism of “discovery – report – judgment – disposal – feedback” to improve the rapid disposal capacity of college students’ online public opinion^[12–13]. This mechanism emphasizes that after discovering public opinion information, it should be reported to relevant departments at the first time, and a professional team should conduct in-depth judgment on public opinion, clarify its nature, influence scope and possible development trend, which can provide guidance for the development of college students’ online public opinion guidance and ensure its accuracy and timeliness; take feedback measures, conduct a comprehensive review of the incident, summarize disposal experience, and provide a reference for handling similar incidents in the future^[14].

5.3. Strengthen educational guidance and improve media literacy

College students are an important group participating in interactions on we-media platforms, and their media literacy level directly affects the generation and communication of online public opinion. Therefore, colleges and universities should strengthen educational guidance for college students, such as incorporating media literacy education into the normalized teaching system, and improving students’ comprehensive abilities through diversified educational forms. On the one hand, this requires colleges and universities to improve the literacy education system and systematically teach students how to distinguish the authenticity of information, understand the media operation mechanism, and correctly use We-media platforms. Specific measures include: fully integrating media literacy education into the ideological and political education and talent training system of colleges and universities, building a three-dimensional education model of “classroom teaching as the main, practical activities as the auxiliary, and online platforms as the supplement”; offering elective courses such as we-media cognition, information identification, rational expression, network ethics and laws and regulations to provide channels for students to learn relevant knowledge systematically; regularly carrying out practical activities such as public opinion simulation drills, online civilization debate competitions, theme class meetings and case sharing meetings to enrich practical carriers for students to internalize knowledge. On the other hand, colleges and universities need to promote the innovation of educational methods and carry out media literacy education in a form more in line with students’ interests. For example, integrate the school’s official WeChat accounts, video accounts and Douyin accounts to build an online education matrix, and attract college students to participate in educational activities by releasing vivid and interesting educational content and designing interactive educational activities. In this way, media literacy education can be integrated into the we-media content that college students contact daily, gradually improve students’ media literacy level, and guide them to participate in interactions more rationally on we-media platforms.

5.4. Improve the guidance mechanism and standardize the response process

In view of the generation and communication laws of college students’ online public opinion on we-media platforms, colleges and universities can improve the guidance mechanism of college students’ online public opinion and standardize the response process from different dimensions, such as public opinion early warning, closed-loop disposal, and long-term guidance. In terms of public opinion early warning, colleges and universities should use big data to collect information on college students’ online public opinion, conduct in-depth analysis, accurately grasp its generation and communication laws, and set key early warning indicators (including the number of participants, forwarding and commenting volume, communication scope, emotional intensity, information authenticity, etc.) in a targeted manner; divide college students’ online public opinion into three levels: general, relatively serious and serious, and formulate differentiated early warning response strategies for each level to ensure timely intervention in the embryonic stage of public opinion;

establish a sensitive and efficient early warning information reporting and consultation system, focus on key platforms, key periods, key groups and key fields, and take early detection, early reporting, early judgment and early disposal measures for emerging, tendentious and potential problems to avoid further fermentation of public opinion. The closed-loop disposal mechanism includes systems such as task division, responsibility implementation, progress tracking, and effect evaluation in public opinion disposal, ensuring that each link has clear implementation standards and responsible persons, so as to improve disposal efficiency. In terms of long-term guidance, the guidance of college students' online public opinion in colleges and universities should change from "post-emergency response" to "pre-prevention and normalized management", and take measures such as normalized monitoring, regular judgment and dynamic management and control ^[15].

6. Conclusion

From the perspective of we-media, the generation, brewing and development of college students' online public opinion show the characteristics of diversified communication subjects, fragmented communication channels, emotional communication content and long-tailed communication effects. These characteristics make the guidance of college students' online public opinion cumbersome and arduous. Colleges and universities need to explore the practical dilemmas of guiding college students' online public opinion in multiple dimensions, build a diversified collaborative pattern, strengthen technical support, strengthen educational guidance and standardize the response process based on practical problems, so as to create a healthy network ecological environment.

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