

Analysis of Opportunities, Challenges and Paths of Ideological and Political Education in Colleges and Universities in the Era of All-media

Xin Jiang*

College of Marxism, Xinjiang Agricultural University, Urumqi 830052, China

*Corresponding author: Xin Jiang, 15894143014@163.com

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The all-media era is a big trend. The development of all-media technology has a profound impact on the internal and external environment of ideological and political education in colleges and universities. On the one hand, the time and space “all-weather,” the way “diversified,” the main body “extensive” provide opportunities for ideological and political education in colleges and universities. On the other hand, the “quantification” of information, the “slicing” of thinking and the “vagueness” of value have brought realistic difficulties to the ideological and political education in colleges and universities. Therefore, ideological and political education in colleges and universities should innovate content methods, improve media literacy, strengthen the construction of teachers, establish multiple platforms, strengthen platform supervision and other aspects to seek advantages and avoid disadvantages, and promote the high-quality development of ideological and political education in colleges and universities.

Keywords: All-media; Universities and colleges; Ideological and political education; Innovation path

Online publication: February 10, 2025

1. Introduction

The advent of the omnimedia era has not only changed the way people think, express and act, but also changed the way information is disseminated. Under this background, ideological and political education in colleges and universities has also been deeply affected. As a brand new medium, omnimedia has been deeply rooted in people’s hearts with its characteristics of diversification, diversification and integration. “To do a good job in ideological and political work in colleges and universities, we must adapt to the situation, advance with the time and make it new with the situation”^[1]. Therefore, ideological and political education in colleges and universities must advance according to the era, make full use of the advantages of all media to empower the ideological and political education in colleges and universities, follow the laws of information dissemination and media development, optimize and improve the methods of ideological and political education, innovate the educational model, and improve the educational effect.

2. Opportunities for ideological and political education in colleges and universities in the all-media era

Omnimedia is the inevitable result of the transformation of media technology, and its innovative development in time, space, mode and subject has provided important opportunities for the high-quality development of ideological and political education in colleges and universities.

2.1. “All-weather” in time and space

With the development of science and technology, the spatial and temporal dimensions of ideological and political education in colleges and universities are also constantly changing. Traditional ideological and political courses in colleges and universities are mainly carried out in a limited time and fixed space, which makes it difficult to give full play to the functions of ideological and political courses in colleges and universities. In the all-media era, the time and space limit of information dissemination has been broken. Through the all-media platform, colleges and universities can extend ideological and political education beyond the classroom, update and release educational content in real-time, and respond and feedback on students' needs and concerns quickly^[2]. Educators can also obtain the latest current affairs, politics, social hot spots and academic achievements through the all-media platform, and integrate them into the teaching content to make the classroom more vivid. They can also directly deliver relevant ideological and political education content to college students, and quickly spread the educational content to more college students, no longer subject to the time and space restrictions of traditional teaching. To realize the combination of online and offline education models.

2.2. “Diversification” of education methods

Attractiveness is the prerequisite for the emergence, existence and development of ideological and political education, and “diversified” media can enhance the attractiveness of ideological and political education^[3]. Ideological and political course generally has strong theory and authority. Compared with traditional ideological and political course teaching, only limited pictures and static words are used as the content of ideological and political courses, which is often not accepted by students. There are problems such as floating on the surface and difficulty in going deeper. The advent of the all-media era provides a direct and real-time interactive communication mechanism for students and educators. Teachers can use new media tools such as Weibo, WeChat and short videos to carry out online and offline education activities, develop interactive and situational teaching, and enhance students' classroom participation and learning enthusiasm. On the one hand, through the application of VR, AR and other technologies, a more intuitive and vivid teaching scene can be built. Students can interact with educators through comments, messages, likes, etc., raise questions, share views, and even participate in discussions and debates, thus stimulating their thinking and critical thinking ability. On the other hand, the all-media platform also provides diversified forms of participation, such as online questions and answers, voting surveys, etc., to encourage students to actively participate in ideological and political education activities, enhance their subjective consciousness and sense of participation, promote the interaction and communication between the two sides, and enhance the effect of ideological and political education.

2.3. The “popularization” of the main body

Traditional ideological and political courses rely on classroom teaching, and the teaching mode is one-to-many “I talk, you listen” and “I write, you read.” In the all-media era, information dissemination breaks through the subject limitation, and the teaching mode is transformed into “many-to-many” interactive, breaking the

relationship between the subject and the object of traditional ideological and political courses, and single interaction becomes two-way or multi-directional interaction ^[4]. Everyone is the disseminator and receiver of information, as well as the educator and the educated. On the one hand, educators can provide personalized educational resources to meet their teaching needs through all-media platforms, and they can also meet the diversified learning needs and interests of college students so that they can further study and understand their fields of interest. On the other hand, in the all-media environment, students are exposed to more diversified and extensive information. They can obtain the knowledge they need anytime and anywhere through new media tools such as the Internet and mobile phone apps, choose and absorb information independently, and their independent learning ability has been significantly improved ^[5]. In addition, the all-media platform can also provide targeted educational content and learning suggestions according to students' learning progress and level, meet different students' learning differences and needs, stimulate students' learning interests and participation, and help them better understand and apply ideological and political knowledge.

3. Challenges of ideological and political education in colleges and universities in the all-media era

3.1. Information “quantification”

In the era of Omnimedia, information exchange and transmission are more diversified, and integrated. “People are the terminal” has become a sign of the era. The explosive and netted mode of Omnimedia information dissemination has replaced the traditional media ^[6]. On the one hand, due to the openness and freedom of all-media platforms, there is a lack of auditing and supervision mechanisms for information release, which is prone to the spread of false information, and massive distortion, invalid and even harmful information full of all-media platforms. True and effective information cannot be obtained by the public the first time, and the accuracy of publishing public opinion information and the normality of discourse is further reduced. On the other hand, Weibo, Tiktok, Kuaishou and other apps have gradually become the fixed media browsing circle for college students. Big data pushes the content that students like according to their daily browsing, leading to the problem of narrowing and diversification of college students' access to information, resulting in the emergence of “information islands” ^[7]. In a vicious circle, “information cocoons” are finally formed, thus restricting the expansion of students' thinking. It aggravates the bias of college students' values and rigid impression of things, resulting in confusion and distortion of college students' values, and diluting the theory and authority of college ideological and political courses.

3.2. “One-sided” thinking

There are all kinds of information on the all-media platform, and some wrong and harmful information is hidden among them. Some college students have low media literacy and cannot distinguish and screen information. They are easily addicted to the Internet world and neglect their learning and life in real life, which will lead to misleading or negative influences on college students' thinking. At the same time, the Omnimedia platform is also susceptible to the influence of public opinion guidance, some views and voices may be amplified or dominated, and the situation of “blind vision, not seeing Mount Tai” occurs from time to time, which greatly increases the difficulty of ideological and political education in guiding ideas, guiding public opinion, deepening communication, integrating positions, and building consensus. As a result, students lack a comprehensive and objective understanding when they receive ideological and political education.

3.3. Value “blurring”

The all-media era is an era in which information is highly integrated and integrated. From one-way browsing to data sharing and information pairing, “sea quantization” media information breaks through the information reception restrictions of traditional media, and a large number of mixed and good information pours into social platforms, which puts higher requirements on college students’ information evaluation ability to a certain extent ^[8]. On the one hand, “Haiquant” information will certainly bring the public many aspects of thinking, but for college students who are not mature in the three perspectives, it is a big problem to correctly distinguish the good and bad information, establish correct values, and correctly browse online information. In the face of “Haiquantization” information, some harmful information will transmit wrong values to college students, thus blurring their judgment boundaries of right and wrong, beauty, ugliness, good and evil. On the other hand, when receiving fragmented information, college students are in a state of passive acceptance, which will gradually weaken their independent thinking ability and make them unable to deeply understand information and data and actively explore the rules. This is also a problem that the ideological and political education in colleges and universities needs to focus on solving.

4. The innovative path of ideological and political education in colleges and universities in the all-media era

4.1. Innovative content methods

“Content is always fundamental, and integrated development must insist that content is king, and win development advantages with content advantages” ^[9]. Homogenized teaching content and indoctrination teaching methods make it difficult to win the favor of students. Therefore, we must pay attention to the pertinence and effectiveness of content construction. First, ideological and political educators in colleges and universities should change their teaching philosophy to be demand-oriented, not limited to what they “teach” students, but should expand their thinking to what they “make up” for students, constantly pay attention to students’ development needs, keep close to current affairs, answer the social focus and hot issues that students are concerned about, and use professional knowledge and principles to answer practical problems. Integrate theory and practice, and convey to students simply and vividly. Second, based on enriching the content, take the form of education and communication that students like to hear, through “green words,” “net words” and other down-to-earth and lively ways to activate the classroom atmosphere ^[10]. At the same time, strengthen the practice of teaching links, change the traditional teaching mode, and pay attention to the theory of explanation at the same time, but also pay attention to the practice in the second class, so that students in social practice realize the importance of ideological and political education. Third, colleges and universities should make full use of the advantages of all-media technology and platforms to innovate educational models and methods. For example, they should carry out activities such as online theme publicity, online micro-lectures, and online micro-surveys, use new media tools such as short videos, micro-blogs and community forums to conduct ideological and political education and build immersive teaching such as VR exhibition halls and simulation experiments, to connect class with class and simplify ideological and political theories.

4.2. Improving media literacy

In innovating the path of ideological and political education for college students, it is very important to improve their media literacy. Media literacy refers to students’ ability to understand and use media, including the ability to

acquire, evaluate and utilize information ^[11]. First of all, schools and teachers should incorporate media literacy into the curriculum system and set up relevant courses or modules to teach students the basic concepts, skills and methods of media literacy. Students need to learn how to distinguish between true and false information, and how to assess the reliability and value of media content. Secondly, schools can provide opportunities for media practice, such as organizing students to participate in activities such as news interviews, media creation and public opinion guidance, so as to cultivate students' media expression and communication ability. Finally, schools can also establish a media literacy training platform and provide online resources and tools to help students learn how to effectively use various media platforms and tools to improve their media literacy. By improving college students' media literacy, they can enhance their participation in ideological and political education in the all-media era, cultivate their ability of information screening and critical thinking, so that they can better understand and cope with the influence of all-media, and improve the quality and effect of ideological and political education.

4.3. Strengthen team building

“To do a good job in ideological and political education in colleges and universities, the key lies in the personnel and the team” ^[12]. Ideological and political work is fundamentally a person's work, and teachers are the key force of ideological and political education in colleges and universities. To educate good people, colleges must give full play to the strong dividend of influencing and driving people. First of all, colleges and universities should strengthen the training and management of ideological and political educators, improve teachers' ability to apply new media technology in ideological and political education, innovate teaching methods and methods, and improve teaching effects. Secondly, colleges and universities should establish a sound teacher selection and training mechanism, pay attention to the selection of young teachers with high information literacy, strengthen teacher training, and improve teachers' media literacy and information screening ability, so as to promote the development of all teachers. Finally, teachers should be encouraged to carry out information-based education and teaching, promote communication and sharing among teachers, and improve the overall quality of teachers.

4.4. Establish multiple platforms

Colleges and universities should make full use of all-media platforms to build ideological and political education platforms that integrate information release, interaction and resource sharing, integrate quality education resources both on and off campus, and provide more comprehensive, authoritative and timely information on ideological and political education ^[13]. First of all, by establishing a diversified all-media content platform, more abundant and diverse ideological and political education resources can be provided to meet the learning needs and interests of different students. Teachers can easily obtain teaching resources and cases, and students can learn ideological and political knowledge anytime and anywhere, to realize the sharing and interaction of educational resources. Secondly, the information platform can also be used as a platform for teachers and students to communicate. The content on the platform can be created by professional educators and students, or experts and scholars in related fields can be invited to provide it, to ensure the professionalism and authority of the content and promote the information exchange and sharing between teachers and students ^[14]. Finally, the platform should also encourage students to participate in interaction and discussion, and provide functions such as comments, sharing and participation in contributions to provide an open, diverse and interactive learning environment for college students and stimulate students' thinking and creativity.

4.5. Strengthen supervision of platforms

The regulation and supervision of all media platforms can effectively curb the spread of false information, vulgar content and bad values, and ensure that college students are exposed to high-quality and positive ideological and political education content ^[15]. First of all, relevant departments should strengthen the formulation and enforcement of laws and regulations on we-media platforms, clarify the responsibilities and obligations of platforms, and strengthen penalties for content that violates the rules. Second, all-media platforms should establish a sound audit and supervision mechanism to review and screen published content to ensure the authenticity and accuracy of information. Platforms should also strengthen user complaint and reporting mechanisms to deal with content and behaviors that do not meet the norms promptly. Finally, education departments and schools can also cooperate with we-media platforms to establish a two-way communication mechanism to jointly promote the release and dissemination of ideological and political education content.

5. Conclusion

To sum up, the all-media era has brought unprecedented opportunities and challenges for ideological and political education in colleges and universities. Colleges and universities should fully realize the far-reaching impact brought by this change, actively innovate education models and methods, strengthen media literacy education, build new media ideological and political education platforms, establish multiple platforms, and strengthen platform supervision to meet the needs of the all-media era and improve the effect and quality of ideological and political education.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Xi J, 2016, Xi Jinping Emphasized at the National Conference on Ideological and Political Work in Colleges and Universities That Ideological and Political Work Should Be Integrated into the Entire Process of Education and Teaching to Create a New Situation for the Development of Higher Education in China, *People's Daily*.
- [2] Hu J, 2017, Research on the Innovation of College Students' Ideological and Political Education in the Era of We-Media. *The Economist*, 2017(5): 292–293.
- [3] Luo Y, 2016, Attracting, Judging and Choosing: Key Words of Online Ideological and Political Education. *Studies in Marxism*, 2016(11): 120–131 + 160.
- [4] Zou D, 2018, Discussion on the Innovation Research of College Students' Ideological and Political Education in the We-Media Era. *Knowledge Economy*, 2018(10): 170–172.
- [5] Chen Z, Li T, 2020, The Logical Path of Social Media Application in Ideological and Political Education in Colleges and Universities. *Research in Ideological Education*, 2020(1): 120–124.
- [6] Han C, 2022, Further Improve the Ability of Mainstream Media to Guide Public Opinion in the Era of New Media. *News Gathering and Editing*, 2022(5): 23–26.
- [7] Chen Z, 2016, The Dilemma of “Circle”: A New Challenge for Online Ideological and Political Education in Colleges and Universities. *Research in Ideological Education*, 2016(5): 70–74.

- [8] Lv H, 2023, Opportunities, Challenges and Countermeasures of Ideological and Political Education in Colleges and Universities in the All-Media Era. *Journal of Jiamusi Vocational College*, 39(4): 1–3.
- [9] Xi J, 2019, Accelerating the Development of Media Integration and Building a Comprehensive Media Communication Pattern. *Qiu Shi*, 2019(6): 1–5.
- [10] Lu Y, 2023, The Education Path of Ideological and Political Education in Colleges and Universities in the All-Media Era. *Journal of Hubei Open Vocational College*, 36(11): 160–161 + 164.
- [11] Zhang X, 2022, Opportunities, Challenges and Countermeasures of Ideological and Political Education in Colleges and Universities in the All-Media Era. *Youth Research and Practice*, 2022(3): 99–104.
- [12] Xi J, 2017, *Xi Jinping Talks About Governance (Volume 2)*, Foreign Languages Press, Beijing.
- [13] Shen Y, Du W, 2015, A Brief Analysis on the Innovative Path of College Students' Ideological and Political Education Under the Visual Threshold of We-Media. *Jiangsu Higher Education*, 2015(2): 37.
- [14] Wang X, 2023, Construction of Discourse System of Ideological and Political Education in Universities in the All-Media Era: Challenges and Countermeasures. *Time Report*, 2023(3): 140–142.
- [15] Han C, 2022, Further Improve the Ability of Mainstream Media to Guide Public Opinion in the New Media Era. *News Gathering and Editing*, 2022(5): 23–26.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.