

Original Paper

Innovations in the Ideological and Political Education Model for College Students under the Internet+ Background

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Abstract

Under the "Internet Plus" background, traditional ideological and political education for college students faces new challenges and opportunities. This paper aims to explore the impact of "Internet Plus" on ideological and political education and propose innovative educational models. The research methods include literature analysis, case studies, and empirical surveys. By analyzing the integration of existing educational models with emerging technologies, the study evaluates their effects and adaptability on ideological and political education. The main findings indicate that "Internet Plus" not only expands educational resources but also enhances student engagement and learning outcomes through interactive and personalized approaches. The conclusion highlights that the integration of internet technology offers new perspectives and methods for ideological and political education, promoting innovation and development in educational models.

Keywords

Internet Plus, College students, Ideological and political education, Model innovation

1. Introduction

1.1 Research Background

1.1.1 Rapid Development of Internet Technology

The rapid development of internet technology is one of the most significant transformations in modern society. It has greatly expanded the speed and scope of information dissemination and profoundly impacted various fields. Since the advent of the internet, from initial web browsing to advanced applications like artificial intelligence, virtual reality, and big data, technological progress has continuously driven societal changes. In terms of information dissemination, the popularization of the internet has made information retrieval more convenient and rapid. Previously, information dissemination relied mainly on traditional media, such as newspapers, television, and radio. Now,

diverse internet platforms, such as social media, news websites, and online forums, enable information to be disseminated globally in a very short time.

In the field of education, the application of internet technology has not only changed the way educational resources are accessed but also reshaped teaching modes and learning experiences. Traditional educational resources were mainly provided through paper textbooks and classroom lectures, with relatively slow and limited information access. The introduction of the internet has allowed educational resources to be updated in real-time via online platforms, enabling students to access the latest educational content anytime and anywhere. Online courses, e-books, and online academic resource libraries have become new forms of educational resources, greatly enriching teaching content and formats.

Especially in the context of college students' ideological and political education, the application of internet technology brings unprecedented opportunities and challenges. On the one hand, internet technology provides richer resources and more convenient dissemination channels for ideological and political education. For example, online courses and virtual classrooms can overcome time and space limitations, making the content of ideological and political education more widely disseminated and popularized. At the same time, social media and online forums provide platforms for discussion and interaction, which help enhance the interactivity and participation of ideological and political education. On the other hand, the rapid development of internet technology also brings many challenges. The vast and fragmented nature of information makes it more difficult to filter and control the quality of educational content, and negative factors such as false information and cyberbullying may negatively impact students' thoughts and values. Therefore, how to effectively use internet technology for ideological and political education, ensuring the authenticity of educational content and the effectiveness of educational outcomes, becomes a pressing issue.

1.1.2 The Importance of Ideological and Political Education in College Students' Education

Ideological and political education occupies an important position in college students' education, aiming to cultivate students' political awareness, moral concepts, and social responsibility. It is not only about imparting theoretical knowledge but also about guiding students to form correct values and behavior norms. In today's society, college students face not only academic pressure but also a complex social environment and diverse values. Ideological and political education is particularly important in this context as it helps students establish a correct understanding of society, the country, and themselves, enhancing their sense of social responsibility and moral judgment.

The content of ideological and political education covers various aspects, including political theory, moral ethics, and legal regulations, with the goal of systematically educating and guiding students to understand and accept the core socialist values and develop good moral character and behavior habits. However, with societal development and increasing individual differences among students, traditional ideological and political education models have gradually exposed some issues. In traditional models, the updating of educational content lags, teaching methods are relatively single, and student

engagement is relatively low. These problems lead to unsatisfactory actual effects of ideological and political education and fail to fully realize its intended role.

In this context, exploring and innovating ideological and political education models is particularly important. Especially under the "Internet Plus" background, the introduction of new technologies and tools offers new possibilities for ideological and political education. Through internet technology, educational resources can be shared and interacted with, enriching educational content and forms, and improving the effectiveness and quality of education. For example, online learning platforms can update the content of ideological and political education courses in real time, incorporating social hotspots and practical issues into teaching, making the content more aligned with students' actual needs and interests. Interactive teaching and the use of self-media can also enhance student engagement and learning enthusiasm, thereby improving the overall effectiveness of ideological and political education. Therefore, the importance of ideological and political education in college students' education is reflected not only in its function of cultivating students' core values and social responsibility but also in its necessity to adapt to societal changes and technological advancements. By continuously innovating and optimizing educational models, it is possible to better respond to the challenges of the new era and cultivate more comprehensive and responsible social talents.

1.2 Research Objectives

1.2.1 Exploring the Current Status and Issues of Ideological and Political Education in the Context of "Internet Plus"

In the context of "Internet Plus," one of the core focuses of this research is to investigate the current status and existing issues of ideological and political education. With the rapid development of internet technology, traditional ideological and political education models have undergone profound changes. First, the introduction of internet technology has introduced new teaching methods and resources, making the dissemination of ideological and political education more diverse. Traditional teaching methods primarily relied on classroom lectures and paper-based textbooks, whereas the application of the internet has allowed teaching resources to be updated and shared in real-time through online platforms. For instance, online courses, e-books, and virtual classrooms have become new forms of teaching, greatly enriching the content and format of education.

However, the introduction of internet technology has also brought about numerous challenges. Firstly, some issues present in traditional ideological and political education models persist or even intensify in the new technological environment. For example, the speed at which educational content is updated and its relevance to current social hot topics still lags behind, despite the rapid dissemination of information through the internet. Secondly, the singularity of educational methods has not been effectively addressed. Although internet technology provides more teaching tools and platforms, actual application often lacks innovation in educational methods and strategies, and both teachers and students may encounter challenges related to technology adaptability and application effectiveness.

Moreover, a significant issue facing ideological and political education under "Internet Plus" is how to

effectively use new technological tools to enhance educational outcomes. The mere introduction of technology does not automatically guarantee improved educational outcomes; integrating technology with educational content and methods to achieve educational goals is a key issue that needs to be resolved. In practical application, the vast amount of information brought by internet technology presents a major challenge in filtering and controlling information quality. Excessive information may lead to information overload for students, and ensuring the authenticity and authority of information is also crucial.

1.2.2 Researching Innovative Paths and Methods for Ideological and Political Education Models

In the context of "Internet Plus," researching innovative paths and methods for ideological and political education models is crucial for achieving educational objectives. The traditional ideological and political education model, under the impact of internet technology, urgently needs to explore new innovative paths to meet the educational demands of the new era. This paper will explore several aspects and propose specific innovative strategies aimed at enhancing educational effectiveness, increasing students' learning interest, and participation.

Firstly, utilizing online education platforms is an important approach to innovating ideological and political education models. Online education platforms provide abundant educational resources and flexible learning methods, allowing ideological and political education to extend beyond traditional classroom teaching. Through online courses, MOOCs (Massive Open Online Courses), and web seminars, students can access the latest educational content anytime and anywhere, engaging in self-directed learning and in-depth research. This model not only overcomes time and space limitations but also offers personalized learning experiences based on students' needs and interests.

Secondly, the application of social media provides a new interactive platform for ideological and political education. Social media platforms such as WeChat, Weibo, and Douyin can facilitate interaction and communication between teachers and students, enhancing the sense of participation and interactivity in education. Teachers can use social media to release educational information, share the latest social hot topics, and organize online discussions and interactive activities, while students can express their viewpoints and participate in discussions on these platforms. This form of interaction can increase students' learning interest and promote the dissemination and deepening of ideological and political education content.

Additionally, mobile learning and micro-courses are important directions for innovation in ideological and political education models. Mobile learning, through smartphones, tablets, and other mobile devices, allows students to learn anytime and anywhere. Micro-courses, with their concise content, address specific issues or knowledge points and cater to students' fragmented learning needs. The application of these emerging technologies can make ideological and political education content more aligned with students' actual needs, enhancing educational flexibility and effectiveness.

Finally, teacher training and quality improvement are key to innovating educational models. Teachers need to master new teaching tools and methods in the context of "Internet Plus" and improve their

information technology application capabilities. Through professional training and learning, teachers can better adapt to the new teaching environment and fully leverage internet technology in ideological and political education. Moreover, collaborative teaching and interaction between teachers and students can further enhance educational effectiveness and quality.

1.3 Research Significance

1.3.1 Theoretical Significance

From a theoretical perspective, this research holds significant importance for enriching and improving the theoretical system of ideological and political education. With the rapid development of "Internet Plus" technology, traditional ideological and political education theories face new challenges and opportunities. By systematically analyzing the innovation of educational models under the "Internet Plus" context, this research will introduce new theoretical perspectives and research frameworks into the field of ideological and political education. Specifically, the research will explore how internet technology reshapes the content, methods, and effectiveness of ideological and political education and analyze the potential impact of this reshaping on educational theory. This theoretical exploration will not only deepen the understanding of the integration of ideological and political education with modern technology but also provide a foundation and reference for subsequent research. By integrating emerging technologies with ideological and political education theory, this research will drive theoretical innovation, providing practical theoretical support for the education field and expanding the theoretical boundaries of ideological and political education. Furthermore, the research will examine the impact of internet technology on ideological and political education, including its effects on the speed of content updates, the transformation of teaching methods, and changes in students' learning methods. These analyses will help establish a more comprehensive and dynamic theoretical framework, reflecting the complexity and diversity of ideological and political education in the new era. The research will provide empirical support, promoting theoretical updates and development, thereby advancing theoretical innovation in the field of ideological and political education under the new era.

1.3.2 Practical Significance

From a practical perspective, this research will provide valuable guidance for the actual operation of ideological and political education in universities. Currently, technological changes have a profound impact on educational practice, and how to effectively utilize "Internet Plus" technology to enhance the effectiveness of ideological and political education is a key issue for educators. By exploring and verifying innovative educational models under the "Internet Plus" context, the research will provide new teaching methods and tools to help teachers and education administrators address the challenges of the modern educational environment.

Specifically, this research will explore how to use emerging technologies such as online education platforms, social media, mobile learning, and micro-courses to optimize the content and form of ideological and political education. This will help improve teaching effectiveness, enhance students' learning interest and participation, and thereby improve education quality. Additionally, the research

will provide successful case studies and practical experiences to help universities better cope with the challenges brought by technological changes, optimize the allocation of educational resources, and promote the modernization of ideological and political education.

Through analysis and verification in practical applications, the research will offer actionable strategies and methods for universities' ideological and political education, enabling educators to conduct teaching more effectively in the new technological environment. This will not only help improve students' ideological and political literacy but also promote continuous innovation and improvement in educational practice, achieving the comprehensive development of ideological and political education.

2. The Current Situation of Ideological and Political Education in the Context of "Internet Plus"

2.1 Analysis of Existing Models

2.1.1 Traditional Ideological and Political Education Model and Its Characteristics

The traditional ideological and political education model primarily relies on classroom lectures and textbook materials. Its teaching methods include teacher explanations, classroom discussions, and examinations. This model has the following notable characteristics:

Firstly, the traditional ideological and political education model emphasizes the systematization of knowledge and the authority of theory. The teaching content is usually formulated by national or educational authorities, and it is highly standardized and consistent. This centralized curriculum ensures the standardization of ideological and political education, so that all students receive relatively uniform educational content. The goal of this model is to cultivate students' political awareness, moral standards, and social responsibility through systematic knowledge transmission, helping students form stable values and worldviews.

Secondly, teachers play a leading role in the traditional model. Teachers are responsible for knowledge dissemination, ideological guidance, and the overall planning of ideological and political education. Classroom teaching is usually conducted face-to-face, with teachers explaining and demonstrating the core content of ideological and political education. In this model, teacher explanations and classroom discussions are the main forms of interaction, while homework serves as a supplementary method to consolidate the knowledge learned in class. Examinations are the primary means of evaluating students' learning outcomes, used to test their grasp of ideological and political theory.

The advantages of the traditional model lie in its systematization and standardization. By providing standardized teaching content and assessment methods, it ensures that every student receives theoretical guidance. However, this model also has inherent drawbacks. Firstly, the teaching methods are relatively singular, mainly relying on teacher lectures, with limited opportunities for student active participation. Students' learning processes mainly involve passive reception of information, lacking opportunities for active exploration and practice, which can lead to lower engagement and interest. Secondly, the traditional model has limited responsiveness to emerging issues. With rapid social changes and advances in information technology, traditional teaching content and methods struggle to

keep up with new social hotspots and issues, leading to content lag and outdated teaching methods. The traditional model also fails to fully utilize modern technological tools and new media to enrich teaching content and forms, affecting the effectiveness and modernization of ideological and political education. Therefore, although the traditional ideological and political education model ensures systematization and standardization to some extent, it becomes inadequate in the face of rapidly developing information technology and social changes. To adapt to the new educational environment, it is necessary to explore innovative models of ideological and political education in the context of "Internet Plus" to improve educational effectiveness and student engagement, thereby better achieving educational goals.

2.1.2 The Impact of "Internet Plus" on Traditional Models

The rise of "Internet Plus" has had a profound impact on the traditional ideological and political education model. The proliferation of internet technology has not only changed the ways information is acquired and disseminated but has also deeply influenced the forms and content of ideological and political education.

Firstly, the widespread use of internet technology has brought about a significant change in the way information is obtained and disseminated. Traditional classroom lectures are gradually being replaced by new teaching resources such as online courses, webinars, and electronic textbooks. Previously, students mainly obtained knowledge through textbooks and teacher explanations, but now they can access a wealth of educational resources anytime and anywhere through internet platforms. This change breaks the constraints of time and space, making ideological and political education more flexible and convenient. Teachers can use online platforms to publish course content, conduct online lectures and discussions, and students can participate in learning and interactions through various online learning tools and platforms. This new teaching method not only expands the coverage of education but also provides more learning options and opportunities, allowing ideological and political education to better meet the diverse needs and interests of students.

Secondly, the introduction of big data and artificial intelligence has greatly enhanced the relevance and effectiveness of education. Big data analysis can help educators gain a deeper understanding of students' learning behaviors and needs, thereby providing personalized learning suggestions and feedback. For example, learning management systems can track students' learning progress, grades, and participation, and based on data analysis results, provide tailored learning resources and recommendations. Artificial intelligence technology can also recommend relevant learning materials and extracurricular readings through intelligent recommendation systems, further enriching students' learning experiences. This personalized learning support not only improves the relevance of education but also helps students better master knowledge and skills. The emergence of social media and online forums has expanded the scope of ideological and political education beyond classroom discussions to include online interactions. Social media platforms such as Weibo, WeChat, and forums provide students with more opportunities for communication and discussion. Students can share views, discuss issues, engage in debates, and even participate in online activities and community building on these

platforms. This networked interaction not only promotes the collision and exchange of ideas but also enhances students' sense of participation and belonging.

However, the impact of "Internet Plus" on traditional ideological and political education models also brings new challenges. Firstly, there is the challenge of balancing online and offline teaching activities. With the promotion of internet technology, the boundaries between online teaching and traditional classroom teaching have become increasingly blurred. Educators need to find an appropriate balance, utilizing internet technology to enrich teaching methods while ensuring the effectiveness and interactivity of classroom teaching. Secondly, there is the challenge of ensuring the authenticity of information and the quality of teaching. The openness and diversity of internet information make the authenticity and accuracy of information an important issue. Educators need to ensure that the information and resources provided are carefully selected and verified to maintain the quality and authority of education. Overall, while "Internet Plus" enriches educational methods and content, it also presents new challenges to traditional education models. Facing these challenges, educators need to continuously explore and adapt, seeking the best path to achieve ideological and political education goals in the new technological environment.

2.2 Existing Problems

2.2.1 Inadequacies of the Traditional Model in the Context of "Internet Plus"

In the context of "Internet Plus," the traditional ideological and political education model reveals many inadequacies, mainly in terms of teaching content, teaching methods, and educational resource allocation. Firstly, the teaching content and methods of the traditional model have not kept pace with advancements in internet technology, leading to slow updates in course content and outdated teaching methods. Traditional teaching methods, primarily teacher-led lectures, lack interactivity and practical aspects, often focusing on theoretical knowledge dissemination while neglecting individual student differences and practical needs. This one-way knowledge transmission method fails to meet the modern students' needs for interactivity and practical engagement. Although internet technology has introduced abundant online resources and interactive tools, the traditional model has not fully utilized these resources and tools, resulting in lagging teaching content and methods that fail to effectively stimulate students' interest and participation.

Secondly, the traditional model's assessment mainly relies on examination results, which are inadequate for comprehensively reflecting students' overall qualities and practical abilities. Traditional exams often focus on memorization and theoretical knowledge, neglecting the evaluation of students' practical application abilities and comprehensive competencies. In the context of "Internet Plus," students' learning methods and assessment standards also need to evolve. Modern education requires greater focus on students' practical abilities, problem-solving skills, and innovation capabilities, but traditional assessment methods have not kept up with these changes. This limitation in assessment methods makes it difficult for the traditional model to accurately reflect students' true understanding and application abilities in ideological and political education and also restricts the overall improvement of educational

effectiveness.

Additionally, the traditional model's educational resource allocation is uneven, particularly in remote and economically disadvantaged areas, where high-quality ideological and political education resources are relatively scarce. This uneven resource distribution leads to educational inequality, affecting the quality and learning experience of students in these areas. Although internet technology offers more educational resources and platforms, barriers to access and utilization still exist, leaving students in remote areas facing insufficient educational resources. This imbalance in resource distribution exacerbates issues of educational fairness and limits the overall development of ideological and political education.

2.2.2 Lag in Educational Content and Forms

The content and forms of ideological and political education exhibit significant lag in the context of "Internet Plus," which is a major issue facing current educational models. Traditional ideological and political education content mainly revolves around political theory, historical events, and social norms. While these contents have important educational significance, some may become outdated or no longer relevant as society develops and information changes. The content of traditional education has not been updated and adjusted in a timely manner, leading to a lag in addressing new social changes and issues.

In terms of educational forms, traditional methods such as lectures and discussions, while providing systematic theoretical knowledge, have limitations in attracting students' interest and enhancing teaching effectiveness. In the context of "Internet Plus," students' expectations for education have changed, with a preference for more immediate, interactive, and diverse forms. Emerging forms like online courses, micro-videos, and online interactions, while addressing some of the traditional model's shortcomings, lack systematic integration and standardization, resulting in an immature educational system. Although these new forms have some appeal, without effective integration and standardization, they may lead to inconsistent educational outcomes.

Furthermore, the lag in educational content is also reflected in the delayed response to emerging social issues and technological changes. In the context of "Internet Plus," the speed of social problems and technological changes has accelerated, and traditional educational content and forms struggle to align with actual social needs. For instance, the impact of the internet on social structures, economic models, and cultural forms is profound, yet traditional ideological and political education content and methods have not reflected these changes in a timely manner. This lag affects the actual effectiveness and social adaptability of education.

3. The Impact of "Internet Plus" on Ideological and Political Education

3.1 The Driving Role of Technological Innovation

3.1.1 The Promotion of Big Data, Cloud Computing, and Artificial Intelligence

The rapid development of technologies such as big data, cloud computing, and artificial intelligence has brought profound changes to ideological and political education. Big data technology enables the

precise identification of students' learning needs and difficulties by analyzing their learning behaviors and feedback, thus achieving personalized educational solutions. Teachers can adjust the teaching content and methods based on data analysis results, improving the relevance and effectiveness of education. Cloud computing technology allows educational resources to transcend geographical limitations, enabling students to access teaching materials, video lectures, and interactive platforms anytime and anywhere. The application of artificial intelligence can provide intelligent assistance in the teaching process, such as automatic grading, intelligent question-answering, and personalized recommendation systems. The comprehensive application of these technologies not only improves the efficiency of ideological and political education but also makes the education process more flexible and intelligent, offering students a richer and more personalized learning experience.

3.1.2 The Application of Online Education Platforms and Social Media

The application of online education platforms and social media has greatly expanded the channels and forms of ideological and political education. Online education platforms such as MOOCs (Massive Open Online Courses) and SPOCs (Small Private Online Courses) provide a wealth of online resources for ideological and political education, including course videos, online discussions, and real-time interactions. Through these platforms, students can choose courses based on their own learning progress and interests, engaging in self-directed learning and in-depth exploration. Meanwhile, social media platforms like Weibo, WeChat, and QQ have also become important supplementary channels for ideological and political education. Teachers can use these platforms to publish educational content, organize online discussions and activities, thereby enhancing students' sense of participation and interaction. The immediacy and wide reach of social media enable ideological and political education to respond quickly to social hotspots and students' concerns, improving the timeliness and effectiveness of education.

3.2 *Changes in Educational Methods*

3.2.1 Implementation of the Blended Learning Model

In the context of "Internet Plus," the blended learning model has become an important trend in ideological and political education. This model fully combines the advantages of traditional face-to-face teaching and online learning, providing students with a more diverse and flexible learning experience. In this model, offline classroom teaching and online learning each have their unique functions and roles. Offline classroom teaching retains the advantages of traditional teaching, mainly used for face-to-face interactions, in-depth discussions, and knowledge application. Offline teaching provides a real learning environment where teachers and students can engage in immediate feedback and discussions, helping to address issues encountered by students during the learning process. Moreover, offline classrooms can foster emotional connections between teachers and students, enhancing the interaction and participation in teaching. Meanwhile, online learning offers a wealth of resources and convenient learning methods through internet platforms. These resources include video courses, online assessments, e-textbooks, and various learning tools and platforms. The advantage of

online learning lies in its flexibility, allowing students to learn autonomously according to their own pace and schedule. For example, students can review course content, participate in online discussions, complete assignments, and self-assess outside of class through online platforms. Online platforms can also provide real-time feedback and suggestions, helping students to understand their learning progress and existing problems. The implementation of the blended model also allows for personalized teaching arrangements based on students' actual conditions. Teachers can use classroom time for targeted tutoring and problem-solving, focusing on each student's learning needs and progress. At the same time, students can choose the learning methods that suit their own learning styles and pace, thereby improving the effectiveness and engagement of learning. This flexible teaching arrangement can not only meet the needs of students with different learning styles and needs but also enhance their interest and initiative in learning. However, the implementation of the blended model also faces some challenges, such as how to effectively integrate offline and online teaching resources, ensure consistency and coherence of teaching content, ensure students' self-discipline and learning effectiveness in online learning, and evaluate students' learning outcomes in the blended model. These issues need to be addressed in teaching design and practice to ensure the effectiveness and successful implementation of the blended model.

3.2.2 Introduction of Self-Media and Online Courses

The introduction of self-media and online courses has brought unprecedented opportunities and challenges to ideological and political education. Self-media platforms, such as WeChat public accounts, Weibo, and short video platforms, provide diverse ways and forms for the dissemination of ideological and political education. These platforms not only expand the channels for spreading educational content but also enhance the appeal and effectiveness of education. Educators can create and publish engaging educational content, such as current event commentary, case analysis, and interactive Q&A, through these platforms. By doing so, educators can present ideological and political education content in a more vivid and understandable way to students. The interactivity of self-media can also enhance students' engagement with educational content, allowing them to participate more actively in discussions and dissemination through comments, shares, and likes. This interactivity enables ideological and political education to extend beyond classroom discussions to a broader network interaction and communication. The introduction of online courses further expands the space and forms of ideological and political education. Online courses offer rich features such as video explanations, discussion areas, assignment submissions, and real-time interactions through internet platforms, making ideological and political education no longer confined to traditional classrooms. This online learning method allows educational content to spread over a larger area, enabling students to learn anytime and anywhere. Online courses can also provide personalized learning experiences, for example, by analyzing learning data to offer tailored learning advice and feedback for each student, thereby improving the relevance and effectiveness of learning. However, the introduction of self-media and online courses also brings challenges, such as ensuring the authenticity of information and the

quality of teaching, preventing the spread of false information and low-quality content, cultivating students' self-discipline and autonomous learning abilities, and establishing a sound management and evaluation system to ensure the accuracy and effectiveness of educational content. These challenges need to be addressed through establishing robust management mechanisms and evaluation systems to fully leverage the advantages of self-media and online courses, achieving modernization and effectiveness in ideological and political education.

3.3 Changes in Student Needs

3.3.1 Changes in Student Demand for Ideological and Political Education Content

With the changes in society and the rapid development of internet technology, students' demand for ideological and political education content has significantly shifted. Modern students live in an information-rich environment, exposing them to various viewpoints and information sources, leading to higher and more specific expectations for the content and form of ideological and political education. First, modern students are no longer satisfied with traditional political theories and moral norms; they want to understand content related to current social hotspots, international situations, and practical issues. Traditional ideological and political education content mainly focuses on theoretical knowledge, such as political systems, historical events, and basic moral norms. However, with societal development and the rapid dissemination of information, students' demand for these contents has changed. They hope that educational content can be more relevant to current social and international issues and address real-life and career development problems. For example, understanding the challenges and opportunities brought by globalization, addressing social inequality, and maintaining professional ethics in the workplace are issues students hope to explore and solve through ideological and political education. Secondly, students' interest in ideological and political education content has shifted from abstract theories to concrete cases and practical experiences. They wish to gain a more intuitive and practical learning experience through case studies and problem-solving. This change in demand prompts educators to continuously update and adjust course content, incorporating more real-life cases and practical activities. For instance, exploring the background, impact, and solutions of social events or international issues through case studies; engaging in social surveys and practical activities to understand and address real issues. This practical approach and case analysis method not only increase students' interest but also help them combine theoretical knowledge with practical application, enhancing their practical skills. Moreover, students have higher expectations for interactive teaching methods. They hope classroom teaching to be more participatory and interactive rather than just teacher lectures. They expect to understand and absorb educational content better through discussions, debates, role-playing, etc. Therefore, ideological and political education needs to adopt more interactive teaching methods, such as group discussions, online forums, and simulated practices, to increase students' sense of participation and interaction.

3.3.2 Changes in Student Learning Methods and Habits

Under the influence of "Internet Plus," students' learning methods and habits have undergone

significant changes, marking a shift from traditional passive learning to active exploration, collaborative learning, and autonomous learning. This transformation reflects the profound impact of technological advances on the educational environment and students' learning behaviors. Firstly, the traditional passive listening mode has gradually been replaced by active exploration and interactive learning. Previous teaching methods primarily relied on teacher lectures, with students passively receiving information in class. With the development of internet technology and the proliferation of online learning platforms and mobile applications, students can now actively choose learning content and methods. For example, students can engage in self-directed learning through online courses, lectures, and educational videos, allowing them to adjust according to their interests and learning progress. This proactive learning approach not only enhances students' learning initiative but also encourages them to be more active and engaged in the knowledge acquisition process. Secondly, collaborative learning has become a new trend among students. Internet technology enables students to collaborate through online platforms, such as discussion groups and project teamwork. Social media and learning communities provide a platform for students to interact with peers and experts in real-time, share insights, and solve problems. This collaborative learning model not only improves students' teamwork skills but also facilitates knowledge sharing and deep understanding. By participating in online discussions and group activities, students can gain insights from various perspectives, broaden their thinking, and enhance their problem-solving abilities. Additionally, students' learning habits are increasingly individualized and autonomous. Internet technology provides abundant learning resources and flexible learning methods, allowing students to create personalized learning plans based on their needs and preferences. They can set their own learning goals, choose suitable learning materials, and manage their own learning schedule. This autonomy in learning helps students develop self-discipline and self-management skills, fostering a more independent and responsible attitude towards learning. Overall, these changes in learning methods and habits reflect the influence of "Internet Plus" on education, marking a shift towards more interactive, collaborative, and autonomous learning models.

4. Paths and Methods for Innovating Ideological and Political Education Models

4.1 Innovation in Educational Content

4.1.1 Interdisciplinary Integration in Curriculum Design

In the context of the Internet+, the design of ideological and political education curricula needs to incorporate interdisciplinary integration to meet the learning needs of contemporary students and the complexities of social development. By combining ideological and political education with sociology, psychology, economics, and other disciplines, the curriculum content can be enriched and made more relevant to students' real lives. For example, integrating current social issues, mental health education, and economic development trends into ideological and political courses can help students better understand and analyze social phenomena and personal development. Moreover, interdisciplinary integration can diversify and systematize teaching content, stimulating students' interest and critical

thinking abilities. Curriculum design should emphasize the integration of theory and practice through methods such as case studies and situational simulations, enabling students to apply learned knowledge in specific contexts and enhance their problem-solving skills.

4.2 Innovation in Educational Methods

4.2.1 Application of Mobile Learning and Micro-Courses

The application of mobile learning and micro-courses represents a significant path for innovating ideological and political education methods. Mobile learning, through smart phones, tablets, and other devices, allows students to learn anytime and anywhere, breaking the limitations of traditional classrooms and schedules. Micro-courses, characterized by concise content and clear learning objectives, are suitable for students to learn in fragmented time periods. The combination of mobile learning and micro-courses offers a more flexible and convenient learning approach, catering to students' need for instant and personalized knowledge acquisition. For instance, teachers can create micro-course videos covering core topics in ideological and political education and distribute them through mobile learning platforms. This allows students to study at their own pace and interest, while using mobile devices for review and testing anytime, thereby enhancing learning effectiveness.

4.2.2 Implementation of Interactive Teaching and Experiential Learning

Implementing interactive teaching and experiential learning can significantly improve the effectiveness of ideological and political education and increase student engagement. Interactive teaching methods, such as classroom discussions, group collaboration, and role-playing, encourage students to actively participate and express their viewpoints, enhancing their critical thinking and communication skills. Experiential learning involves simulating real-world situations, analyzing cases, and conducting field visits to help students understand and master knowledge through practical application. For example, teachers can design scenarios to simulate social problem-solving, allowing students to apply theoretical knowledge in practice, thus improving their operational and problem-solving skills. Both interactive teaching and experiential learning not only make the classroom experience more engaging and interactive but also enhance students' practical application abilities and social adaptability.

4.3 Construction of Educational Platforms

4.3.1 Development of Campus Network Platforms and Learning Management Systems

The construction of campus network platforms and learning management systems is a foundational infrastructure for innovating ideological and political education models. These platforms provide a centralized space for managing and sharing educational resources, helping to improve teaching management efficiency and quality. Campus network platforms can include online courses, resource libraries, discussion forums, and feedback systems, facilitating easier sharing and communication of educational resources. Learning management systems can handle course scheduling, assignment submissions, grade management, and student feedback, improving transparency and standardization in the teaching process. By developing these platforms, schools can achieve comprehensive management and optimization of ideological and political education activities, enhancing teaching efficiency and

effectiveness. Additionally, these platforms can promote interaction between teachers and students, increasing students' motivation and engagement.

4.3.2 Utilization of Social Media and Online Communities

The use of social media and online communities offers new dissemination channels and interactive methods for ideological and political education. Social media platforms, such as Weibo, WeChat, and QQ, can be used to publish educational content, organize discussion activities, and engage in online interactions, overcoming traditional classroom constraints of time and space. Teachers can use social media to release the latest educational information, conduct online Q&A sessions, and share case studies, increasing the interactivity and timeliness of educational content. Online communities provide a space for students to exchange ideas and share knowledge, fostering intellectual interaction. By leveraging social media and online communities, teachers can better understand students' needs and feedback, promptly adjust teaching strategies and content, and improve the relevance and effectiveness of education. However, careful management and control of information are necessary to ensure accuracy and security of educational content.

4.4 Teacher Training

4.4.1 Skill Training for Teachers in the Internet+ Context

Skill training for teachers in the Internet+ context is crucial for innovating ideological and political education models. With the continuous advancement of internet technology, teachers need to acquire new teaching tools and methods to meet modern educational demands. Training should cover the application of internet technology, operation of online teaching platforms, and basic data analysis skills, helping teachers improve their teaching capabilities in a digital environment. Additionally, teachers should learn how to design and implement online courses, create interactive learning activities, and use social media for educational dissemination, enhancing their effectiveness in an internet environment. Systematic skill training enables teachers to better utilize internet technology for teaching innovation, optimize teaching processes, and improve students' learning experiences and outcomes.

4.4.2 Promotion of Teacher-Student Interaction and Collaborative Teaching

Promoting teacher-student interaction and collaborative teaching is an effective method to enhance the impact of ideological and political education. In the Internet+ context, teacher-student interactions can be facilitated through various online platforms and tools, such as discussion forums, real-time chat, and video conferencing. Teachers can use these platforms to communicate with students in real-time, answer their questions, and engage in in-depth discussions, thereby increasing students' participation and motivation. Collaborative teaching methods, such as group projects and research, encourage student cooperation and knowledge sharing. Through interactive and collaborative teaching, teachers can better understand students' learning needs and difficulties, adjust teaching strategies in a timely manner, and improve the relevance and effectiveness of teaching. This interaction and collaboration not only enhance teaching quality but also develop students' comprehensive skills and social adaptability.

5.1 Research Methods

5.1.1 Questionnaire Survey

A questionnaire survey is an effective quantitative research method used to collect feedback on the implementation and effectiveness of innovations in ideological and political education. In this study, the questionnaire design covers aspects such as educational content, teaching methods, use of educational platforms, and student satisfaction. Through a carefully designed questionnaire, we can gather extensive feedback from students across different universities. The questions aim to understand students' acceptance of new educational models, their interest in teaching content, and their evaluation of educational effectiveness. The questionnaire typically includes multiple-choice questions, rating questions, and open-ended questions to capture data from various perspectives. The distribution of questionnaires is conducted through online platforms to ensure a broad sample and timely data collection. During data collection, it's crucial to ensure the validity and reliability of the questionnaire, such as by conducting pre-tests and revisions to enhance accuracy and representativeness.

5.1.2 Interviews

Interviews are an in-depth qualitative research method used to gain detailed insights and personal experiences regarding innovations in ideological and political education. In this study, semi-structured interviews are used to explore teachers' and students' views on new educational models, as well as implementation issues and challenges. Interview subjects include teachers involved in the new model, educational administrators, and student representatives. The interview questions aim to understand their practical experiences, feedback on teaching methods, and suggestions for improvement. Through face-to-face interactions, researchers can obtain more detailed and in-depth information, which helps to interpret the issues and trends identified in the questionnaire survey. The interview process is typically recorded and transcribed, followed by coding and thematic analysis to identify key viewpoints and patterns.

5.1.3 Case Analysis

Case analysis is a qualitative research method used to explore specific instances in detail to understand the practical application and effectiveness of innovations in ideological and political education. In this study, several universities that have implemented innovative models are selected as cases for systematic analysis. Case selection considers factors such as the university's location, size, educational resources, and the time of innovation implementation. By describing each case's background, implementation process, problems encountered, and solutions, researchers can reveal the performance and effects of innovative models in different environments. Case analysis also includes a review and comparison of relevant literature to provide a comprehensive perspective. Through a synthesis of these cases, successful experiences and areas needing improvement can be summarized, providing practical guidance and recommendations for future innovations.

5.2 Data Collection and Analysis

5.2.1 Data Collection Methods

Data collection is a crucial step in empirical research, involving the selection and application of appropriate tools and methods. In this study, data collection is carried out through questionnaires, interviews, and case analysis. Questionnaires are distributed via online platforms to ensure a broad student sample, with statistical software used for data organization and preliminary analysis. Interviews are conducted face-to-face or via video conferencing to ensure the authenticity and detail of the interview content. To ensure data accuracy and comprehensiveness, appropriate measures are taken to select samples and maintain confidentiality and representativeness. Case analysis involves reviewing relevant documents, observing implementation situations, and interviewing related personnel to gather detailed information on specific cases. All data collection processes follow ethical guidelines, ensuring informed consent from participants and proper use of data.

5.2.2 Data Analysis Methods

Data analysis is the process of transforming collected information into useful conclusions. In this study, quantitative data analysis is performed using statistical software (such as SPSS or Excel), including descriptive statistics, correlation analysis, and regression analysis to reveal major trends and patterns from questionnaire results. Qualitative data analysis involves coding and thematic analysis of interview records to identify key viewpoints and themes, and summarize findings. Additionally, data from case analysis is compared and synthesized to extract specific experiences and lessons regarding educational model innovation. During data analysis, attention is paid to the reliability and validity of the data, with reasonable interpretation and verification to ensure the accuracy and credibility of research conclusions. By integrating quantitative and qualitative data analysis methods, researchers can gain a comprehensive understanding of the implementation effects and influencing factors of innovative ideological and political education models.

5.3 Research Results

5.3.1 Effectiveness of the Innovative Model

The research results indicate that innovations in ideological and political education models under the "Internet+" context have achieved significant effects. Analysis of questionnaire survey data shows that students have a high overall satisfaction with the new educational model, especially regarding updates in educational content and the flexibility of teaching methods. The implementation of the innovative model has made educational content more relevant to reality, diversified teaching methods, and promoted active student engagement and deep understanding of ideological and political education. Case analysis of participating universities reflects improvements in teaching effectiveness, particularly in student engagement and learning interest, after implementing the new model. Teachers and educational administrators have also noted increased efficiency in utilizing educational resources and improved transparency and interactivity in teaching management. Overall, the innovative model has demonstrated positive application effects in practice, though some areas need further optimization and

adjustment.

5.3.2 Student Feedback and Satisfaction Analysis

Analysis of questionnaire and interview data shows that students have generally positive feedback on innovations in ideological and political education models. Students acknowledge the educational content and format under the new model, believing that innovative teaching methods and abundant online resources have increased their interest and engagement. Specifically, students have given high ratings to the practicality and relevance of course content, viewing the updated educational materials as better reflecting social hot topics and real-world issues. Additionally, the application of mobile learning and micro-courses has been well-received by students, who find this flexible learning approach better suited to their study habits and schedules. However, some students have reported challenges, such as issues with self-discipline in online learning and insufficient interactivity. Overall, student feedback indicates significant progress in enhancing educational effectiveness and meeting student needs through model innovation, though further improvements in implementation details and resource allocation are necessary.

6.1 Main Findings

6.1.1 Effectiveness of Innovation in Ideological and Political Education Models under the "Internet+" Context

The innovation in ideological and political education models under the "Internet+" context has achieved significant results. Empirical data from this study indicate that the new educational model excels in improving education quality and student satisfaction. Firstly, innovative teaching methods and abundant online resources have made educational content more relevant to real-life and societal issues, enhancing student interest and engagement. For example, the use of mobile learning and micro-courses allows students to flexibly arrange their study time based on personal needs, thus increasing autonomy and flexibility in learning. Secondly, the implementation of a blended online-offline model has improved teaching interactivity and resource utilization efficiency, effectively promoting communication and collaboration between teachers and students. Overall, the innovation in ideological and political education models under the "Internet+" context has demonstrated good practical results, better meeting students' learning needs and adapting to contemporary developments.

6.1.2 Improvements and Enhancements to Traditional Models

Traditional ideological and political education models have exposed some shortcomings under the "Internet+" context. These traditional models overly rely on classroom teaching, have slow updates in educational content, and employ monotonous teaching methods, making them less adaptable to the rapidly changing social environment. The new model's implementation has effectively addressed these issues. Firstly, by combining online learning with traditional classroom teaching, the new model overcomes the delay in content updates and the singularity of teaching methods present in traditional models. Secondly, the application of internet technology has led to effective integration of educational resources, with more transparent and efficient teaching management. Finally, student feedback

indicates that the new educational model has increased the practicality and relevance of courses, contributing to improved ideological and political literacy and social responsibility. These improvements not only enhance educational effectiveness but also lay a foundation for the continuous development of ideological and political education.

6.2 Recommendations

Based on the research findings on innovations in ideological and political education models under the "Internet+" context, the following comprehensive recommendations are proposed to further optimize and develop ideological and political education in higher education:

Policy Support and Funding: Policy support and funding are crucial for driving innovation in ideological and political education models. Government and educational authorities should increase support and funding for innovations in ideological and political education, encouraging universities to actively explore and implement new educational models. By formulating relevant policies and providing special funds, universities can be incentivized to engage in diverse teaching research and innovative practices, ensuring that ideological and political education keeps pace with the times. Additionally, policy support should include funding for teacher training to promote professional development in new technologies and methods, enhancing teaching capabilities.

Real-Time Update of Educational Content: Timely updating of educational content is essential for improving the quality of ideological and political education. Universities should establish dynamic course update mechanisms to incorporate social hot topics and real-world issues into teaching content. By strengthening the integration with social practice, courses can remain relevant and practical, enhancing students' sense of reality and engagement. Moreover, interdisciplinary research should be encouraged, blending ideological and political education content with other subjects to foster comprehensive skills and increase the appeal and effectiveness of courses.

Teacher Training and Development: Teacher training and development are core to the effective implementation of new educational models. Universities should provide systematic training for teachers, helping them master new technologies and tools in the "Internet+" context to enhance their teaching design and implementation skills. Training should include the use of online teaching platforms, interactive teaching methods, and data analysis techniques. Additionally, promoting experience exchange and collaboration among teachers, and establishing teaching seminars and communication mechanisms, will improve overall teaching quality by sharing resources and best practices.

Educational Platform and Technology Development: The construction and improvement of educational platforms and technologies should be given sufficient attention. Universities should actively build and enhance campus network platforms and learning management systems, providing stable and efficient technical support to ensure smooth teaching activities. Platform development should focus on user experience, simplifying operation processes, and improving system stability and security. Moreover, leveraging the advantages of social media and online communities can create an open and interactive learning environment, promoting communication and collaboration between

teachers and students, and enhancing educational interaction and engagement.

Diverse and Personalized Student Needs: Addressing the diverse and personalized needs of students is key to achieving innovation in educational models. Universities should offer a variety of course choices and learning methods based on students' different backgrounds, learning needs, and interests. Special attention should be paid to issues of self-discipline in online learning, providing necessary support and guidance to help students overcome challenges. Additionally, regularly collecting student feedback to understand their learning experiences and encountered problems will allow for timely adjustments to teaching strategies and resource allocation, better meeting students' personalized needs.

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