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Innovation in the Communication Model of Ideological and Political Education in the New Media Environment

Jinbiao Zhang

School of Marxism, Guilin University of Technology, Guilin, Guangxi, 541006, China

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Abstract

With the rapid development of new media technology, traditional ideological and political education models face new challenges and opportunities. Based on the characteristics of the new media environment, this paper analyzes the current status and problems of ideological and political education communication models, explores innovative approaches to communication in the new media environment, and proposes communication strategies based on new media technology. The goal is to provide theoretical support and practical references for enhancing the effectiveness and appeal of ideological and political education.

Keywords

New media, Ideological and political education, Communication model, Innovation, Effectiveness

1. Introduction

With the rapid proliferation of new media technologies, information dissemination methods have undergone profound changes. Traditional ideological and political education models are encountering unprecedented challenges and opportunities. New media, characterized by immediacy, interactivity, diversity, and fragmentation, has not only changed the way people access information but also imposed new requirements on the content, format, and communication channels of ideological and political education.

In this context, exploring innovations in the communication model of ideological and political education in the new media environment can enhance its appeal and engagement while improving its effectiveness. This enables ideological and political education to better adapt to the needs of the new era and provides strong support for cultivating young people with correct values and a sense of social responsibility. Therefore, studying the innovation of ideological and political education communication models in the new media environment holds significant theoretical and practical value.

2. Characteristics of the New Media Environment and Their Impact on Ideological and Political Education

2.1 Characteristics of the New Media Environment

(1) Immediacy

One of the most significant characteristics of the new media environment is the immediacy of information. Compared with traditional media, new media relies on internet technology to achieve real-time information dissemination. Whether it is news events, social hot topics, or educational content, they can be quickly transmitted worldwide within a short period. This immediacy meets modern individuals' demand for efficient information access, making communication more convenient while also presenting new opportunities for ideological and political education.

For example, ideological and political education can leverage new media platforms to instantly convey national policy updates, social hot topics, and important theoretical knowledge to students, making educational content more relevant to real-life situations and enhancing the timeliness and realism of teaching. Teachers can use platforms such as WeChat public accounts, Weibo, and short video apps to update teaching content in real time, ensuring that students receive the latest information on ideological and political education. Furthermore, immediacy allows ideological and political education to respond quickly to social issues, helping students develop correct values.

However, the immediacy of new media also brings challenges such as information overload. In the flood of information, students may find it difficult to filter and absorb valuable content, which could affect the effectiveness of ideological and political education. The vast amount of rapidly disseminated information may lead to cognitive fatigue, making it harder for students to form a systematic understanding. Additionally, since information review mechanisms on new media platforms tend to be relatively loose, unverified content may spread quickly, potentially causing confusion in values. Therefore, while leveraging the advantages of immediacy, ideological and political education must strengthen information filtering and guidance to ensure students receive authoritative and educational content.

(2) Interactivity

Another key feature of new media is its high interactivity. Unlike the one-way dissemination of traditional media, new media platforms (such as social media, online forums, and live streaming platforms) provide users with channels for multi-directional communication, transforming information dissemination from one-way indoctrination to two-way or even multi-way interaction. This interactivity plays a positive role in ideological and political education, making the educational process more flexible and efficient.

For instance, teachers can use WeChat public accounts, Weibo discussions, and Bilibili live streaming to engage in real-time communication with students, promptly addressing their questions and analyzing social hot topics in depth. This enhances students' understanding of ideological and political content and increases their interest. Additionally, students can actively seek relevant knowledge on new media platforms and express their views through comments, messages, and polls, fostering interactive learning. This model not only increases student engagement but also promotes their independent learning abilities.

and critical thinking skills.

However, the interactivity of new media also presents challenges. First, due to the availability of numerous interactive channels, students may be exposed to diverse viewpoints with varying quality, including misleading or extreme opinions. If students lack the ability to critically evaluate information, they may be misled, affecting the formation of correct values. Second, the fragmented nature of new media interactions may lead to distractions and reduced learning effectiveness. Compared to traditional classroom-based systematic learning, students in the new media environment are more easily drawn to entertainment content, which may divert their attention from core ideological and political education topics.

Thus, while utilizing new media to enhance interactivity in ideological and political education, educators need to establish effective management mechanisms to ensure the quality of interactive content. They should guide students toward forming healthy values and design structured teaching approaches to maintain the coherence and depth of education.

(3) Diversity

The diversity of the new media environment is mainly reflected in the rich forms of communication, including text, images, audio, video, and animation, offering more means of expression for ideological and political education. Compared with traditional classroom teaching, which mainly relies on textbooks and oral instruction, the diverse communication methods of new media significantly enhance the attractiveness of ideological and political education.

For example, teachers can use short videos, micro-courses, and animations to transform abstract theoretical knowledge into vivid, engaging content that is easier for students to understand and accept. The rise of short video platforms such as Douyin (TikTok), Kuaishou, and Bilibili has enabled ideological and political education to be conveyed in a more relaxed and entertaining manner, aligning with modern students' learning habits.

Moreover, diverse communication forms cater to different students' learning needs, enabling personalized education. Some students may prefer watching video explanations, while others may favor reading text materials. New media's diversity allows educators to provide tailored learning resources, improving the personalization and precision of teaching.

However, diversity also introduces challenges, particularly in terms of content fragmentation. In a highly diverse communication environment, information is often broken into small segments, and students may focus only on certain isolated aspects rather than forming a complete knowledge system. Additionally, the varying quality of content in ideological and political education may expose students to misinformation from unofficial sources. Therefore, maintaining both diversity and coherence in ideological and political education is a critical issue for educators.

(4) Fragmentation

Information dissemination in the new media environment exhibits a high degree of fragmentation. Due to the vast amount of information and fast transmission speed, audiences often consume content in

scattered time slots, leading to shorter attention spans. This fragmentation presents new challenges for ideological and political education.

On the one hand, ideological and political education needs to adapt to students' reading habits by breaking down content into concise, digestible modules, enabling students to quickly grasp key ideas in limited time. For example, teachers can share "Daily Ideological and Political Hotspots" through short videos or deliver "Micro Lectures on Political Thought" to provide core content in an accessible format.

On the other hand, a fragmented information environment can result in students developing a shallow understanding of knowledge, making it difficult to construct a systematic theoretical framework. For example, students may focus only on the analysis of isolated events without considering the underlying theoretical principles, leading to a superficial comprehension of ideological and political education content. Additionally, as fragmented media formats (such as short videos and social media posts) often prioritize brevity and emotional appeal, students may favor simplified content over in-depth theoretical discussions and rational thinking.

Therefore, how to maintain the systematic nature and depth of ideological and political education in a fragmented media environment is a key challenge that educators must address.

2.2 The Impact of New Media on Ideological and Political Education

(1) Positive Impacts

The rise of new media has brought unprecedented development opportunities for ideological and political education, with the most direct impact being the expansion of communication channels. Traditional ideological and political education primarily relied on classroom teaching, textbook reading, and offline lectures. This dissemination model was limited by time, space, and teaching resources, restricting its reach. However, the emergence of new media platforms (such as WeChat, Weibo, Douyin, and Bilibili) has eliminated the constraints of physical settings, allowing teachers and students to access educational content anytime and anywhere via the internet. For example, ideological and political micro-lectures on WeChat official accounts, hot-topic political interpretations on short-video platforms, and online live-streaming courses have significantly improved accessibility and dissemination of educational content.

Moreover, the application of new media technology has enhanced the interactivity and engagement of ideological and political education. Compared to the traditional "one-way indoctrination" teaching model, new media platforms enable students to interact through comments, likes, shares, and online Q&A sessions, increasing their sense of participation and initiative. For instance, during online live-streamed ideological and political courses, teachers can engage with students in real time through bullet comments or chat sections, addressing their questions promptly and improving the relevance and effectiveness of teaching.

Additionally, new media provides abundant educational resources, making it easier for teachers to access the latest teaching materials and case studies. Traditional ideological and political education relied on fixed textbooks, whereas in the new media environment, teachers can quickly integrate domestic and international current affairs, policy interpretations, and academic research findings to make teaching

content more vivid, comprehensive, and relevant to real-world issues. For example, teachers can publish policy analysis on social media platforms and adjust teaching strategies based on student feedback to meet their cognitive needs.

Furthermore, the diverse forms of communication in new media enhance the appeal of ideological and political education. Utilizing short videos, animations, H5 pages, and virtual reality (VR) technology creates immersive and engaging learning experiences, enabling students to absorb profound ideological and political content in an enjoyable and relaxed manner.

In summary, the immediacy, interactivity, wide reach, and rich resources of new media have significantly strengthened the influence and effectiveness of ideological and political education, making it more capable of guiding students toward establishing correct values and worldviews.

(2) Negative Impacts

Despite the numerous opportunities new media offers for ideological and political education, it also presents a series of challenges that require careful attention.

First, information overload in the new media environment dilutes the impact of educational content. In the digital age, students are exposed to massive amounts of information daily, including news, entertainment, advertisements, and social updates. As a result, ideological and political education content often gets lost in the information flood, leading to decreased student engagement and even cognitive fatigue. Additionally, due to algorithm-driven personalized content recommendations, students may prefer consuming individually tailored information while neglecting systematic and in-depth ideological and political education, thus weakening its educational impact.

Second, misinformation and harmful content on new media platforms pose threats to students' values. Social media is rife with unverified information, biased interpretations of social events, and even manipulative public opinion campaigns, which can distort students' judgment. For example, certain self-media accounts and short-video platforms may use exaggerated or provocative language to spread false narratives, leading to biased perceptions that undermine the authority and credibility of ideological and political education. Moreover, some online platforms contain extreme opinions, negative content, and even anti-mainstream values, all of which can have a detrimental effect on students' ideological outlook. Therefore, one of the major challenges of ideological and political education is how to help students discern credible information from the overwhelming digital content and cultivate their independent and rational thinking abilities.

Finally, student distraction is another major issue for ideological and political education in the new media era. The fragmented nature of new media information consumption means students typically engage with content in short bursts, such as watching quick videos or reading brief articles, without forming deep or systematic learning habits. This fragmented learning approach makes it difficult for students to build a comprehensive knowledge framework, reducing the coherence and depth of ideological and political education. For example, while students may learn about a political event through a short video, they may struggle to develop a thorough and rational understanding due to a lack of systematic theoretical study

and in-depth analysis.

Thus, in the new media environment, the key challenge is to balance students' fragmented reading habits while ensuring the systematic and in-depth transmission of ideological and political education.

Overall, while new media has greatly facilitated ideological and political education, it has also introduced challenges such as information overload, misinformation, and student distraction. Effectively leveraging the advantages of new media while mitigating its negative effects will be a critical task in innovating the communication model of ideological and political education.

3. Current Situation and Problems of Ideological and Political Education Communication Models

3.1 Characteristics of Traditional Ideological and Political Education Communication Models

(1) One-Way Communication

One of the main characteristics of the traditional ideological and political education (IPE) communication model is its reliance on one-way communication. In this model, teachers act as the sole disseminators of knowledge, delivering ideological and political theories to students through lectures, while students passively receive the information. Although this approach ensures systematic and authoritative content delivery, it has several drawbacks.

First, the one-way communication model neglects students' active participation and engagement. Since teachers are the primary source of information, students are mainly responsible for receiving and memorizing content, lacking opportunities for interaction with teachers and peers. This indoctrination-style teaching method often results in students perceiving ideological and political courses as dull, thereby reducing their enthusiasm and learning effectiveness.

Second, this model does not promote students' critical thinking and independent reasoning abilities. As they primarily rely on the knowledge provided by teachers, students have little opportunity for self-exploration and discussion, making it difficult for them to develop independent thinking skills.

Furthermore, the content in one-way communication models is often rigid and unchanging, making it difficult to tailor lessons to individual student needs. This mismatch between educational content and students' cognitive levels and interests may hinder effective learning. For instance, while certain ideological and political concepts have significant theoretical value, if they are not explained in a way that connects with students' real-life experiences, students may find them too abstract to understand and accept.

In summary, while the one-way communication model in traditional IPE ensures the authority and systematic nature of the educational content, its lack of interactivity and flexibility significantly reduces its effectiveness. In today's digital society, it is essential to explore how modern technologies can enhance interaction in ideological and political education, allowing students to actively participate in the learning process.

(2) Monotonous Content

Traditional IPE content is relatively homogeneous, primarily focusing on fundamental theories such as

Marxism, socialism with Chinese characteristics, and core socialist values, while paying comparatively less attention to current social issues. This limited content design reduces students' interest and engagement in ideological and political education.

Firstly, traditional IPE predominantly emphasizes theoretical instruction, prioritizing systematic knowledge explanation while lacking practical and relatable content. Although theoretical learning is a cornerstone of ideological and political education, if the content remains too abstract and disconnected from real-life experiences, students may find it unappealing and struggle to grasp its real-world significance. For example, when teaching the theoretical framework of socialism with Chinese characteristics, if the lesson merely explains concepts and structures without analyzing specific social cases, students may find it difficult to internalize the knowledge and apply it to their own values and behaviors.

Secondly, the presentation format of traditional IPE content is relatively outdated, primarily relying on textbooks, lecture notes, and verbal instruction while lacking multimedia support. In the era of new media, students prefer engaging, visually appealing content, yet traditional ideological and political education fails to meet these expectations. For instance, compared to textual lecture notes, short videos, animations, and interactive H5 pages align more with contemporary students' reading habits, effectively increasing their interest and attention.

Therefore, in the digital era, breaking away from the monotonous nature of traditional IPE content, incorporating contemporary social issues, and adopting more engaging presentation formats are crucial directions for reforming ideological and political education.

(3) Limited Communication Channels

The traditional IPE communication model relies primarily on classroom lectures and textbook reading, lacking diversified dissemination channels. This approach is limited by time and space, making it difficult to reach a broader audience.

For example, classroom teaching is confined to specific times and locations, meaning students can only receive ideological and political education within designated educational settings. Once outside the classroom, the influence of such education significantly diminishes.

Additionally, textbooks serve as a key medium for traditional ideological and political education, but their content is updated relatively slowly, making it difficult to keep pace with societal developments. In today's fast-changing information age, students can access vast amounts of social information instantly via the internet, while the ideological and political content in textbooks may lag behind current events, making it seem outdated and less relevant to students. This discrepancy can weaken students' interest in learning.

Moreover, traditional ideological and political education heavily relies on lectures and reading materials, lacking interactive elements and multimedia support, which greatly limits its effectiveness. In contrast, students today have adopted new learning habits, preferring to acquire knowledge through social media, short videos, and online courses. However, the traditional IPE communication model has not yet adapted

to this trend.

Thus, a key challenge for the reform of ideological and political education is how to overcome the limitations of traditional communication channels by leveraging new media technologies to expand the reach and impact of ideological and political education.

3.2 Existing Problems in the Current Ideological and Political Education Communication Model

(1) Poor Communication Effectiveness

One of the prominent issues in the current ideological and political education (IPE) communication model is its limited effectiveness. Traditional IPE primarily relies on one-way communication, where teachers act as knowledge transmitters, delivering ideological and political theories through lectures, while students passively receive the information. Although this "indoctrination-style" teaching method ensures systematic knowledge delivery, it neglects students' sense of agency and engagement.

In a one-way communication model, students lack interaction with teachers and peers, making it difficult for them to engage in active thinking and deep understanding of the educational content. As a result, their learning outcomes often remain superficial. For example, many students passively receive knowledge in class but quickly forget what they have learned afterward, failing to internalize deep-rooted values.

Additionally, ideological and political courses are often theory-based, lacking practical components, which makes it challenging for students to apply their knowledge to real-life situations. For instance, although the classroom may cover the core socialist values, without practical case studies and discussions on societal phenomena, students may struggle to integrate these values into their behavior.

Therefore, improving the effectiveness of IPE communication and ensuring its genuine influence on students' thoughts and behaviors is a key challenge in educational innovation. Introducing interactive teaching methods, hands-on activities, and new media technologies can enhance student engagement and initiative, thereby improving the practical impact of ideological and political education.

(2) Lack of Content Appeal

The current IPE content suffers from a lack of appeal, primarily due to its heavy theoretical focus, lack of engaging elements, and weak connection to real-world issues. Traditional IPE content mainly emphasizes theoretical knowledge, such as Marxist theory and socialism with Chinese characteristics, while failing to integrate real-life events and current social issues. This one-dimensional content design can make students feel disengaged, reducing their interest in learning.

For example, many ideological and political courses still rely on traditional lecturing methods without incorporating vivid case studies or interactive components, leading to low student engagement. Furthermore, the presentation style of IPE remains monotonous, relying mostly on text and oral explanations, with limited use of multimedia and interactive technologies. Compared to conventional lectures, short videos, animations, and interactive games are far more effective in capturing students' attention.

In the new media environment, students prefer engaging, relatable, and visually appealing content, but the current IPE approach struggles to meet these expectations. Enhancing the appeal of IPE content and

aligning it with students' interests and cognitive needs is a crucial direction for educational reform. By integrating trending topics, diversifying content formats, and adopting personalized educational designs, the attractiveness and effectiveness of IPE content can be significantly improved.

(3) Lagging Technological Integration

The integration of new media technologies into IPE remains insufficient. Although digital tools are becoming increasingly prevalent in education, many IPE educators lack proficiency in using these technologies, resulting in limited adoption within ideological and political teaching.

For example, many IPE courses still rely heavily on traditional classroom lectures, without effectively utilizing online education platforms, social media, or virtual reality technologies. Additionally, some educators' unfamiliarity with new technologies restricts the effectiveness of IPE in digital environments. While some universities have introduced online IPE courses, the lack of interactivity and technical support often leads to a poor student learning experience.

This lag in technology adoption not only limits the reach and effectiveness of IPE but also makes it difficult to align with students' digital learning habits. Therefore, improving educators' ability to integrate technology and fostering a deeper synergy between new media and IPE are essential for advancing communication models. Strengthening teacher training, optimizing technological resources, and developing dedicated IPE platforms can significantly enhance the role of digital tools in ideological and political education, increasing both its attractiveness and effectiveness.

4. Innovative Approaches to the Dissemination of Ideological and Political Education in the New Media Environment

4.1 Content Innovation: Enhancing the Appeal of Ideological and Political Education

(1) Integrating Hot Topics

In the new media environment, ideological and political education must closely align with current social hot topics to enhance its appeal, establish a connection between theoretical knowledge and real-life situations, and increase students' interest and engagement. Traditional ideological and political education primarily focuses on theoretical instruction, emphasizing Marxist theory and core socialist values. However, it often lacks integration with contemporary social realities, making it difficult for students to resonate with the content.

With the rapid dissemination of information in the new media era, students have greater access to domestic and international social hot topics and generally show high interest in them. Therefore, combining ideological and political education with trending issues can effectively increase its relevance and appeal. For example, when teaching core socialist values, educators can incorporate recent anti-corruption cases to discuss the importance of integrity and self-discipline. Similarly, when explaining the common prosperity policy, real-world cases such as rural revitalization and regional economic development can help students better understand the practical significance of theoretical knowledge. Additionally, leveraging trending topics on social media platforms like Weibo and Zhihu as case studies

can guide students to explore the ideological and political logic behind social phenomena, deepening their understanding through discussions.

This approach not only fosters students' interest but also enhances their sense of social responsibility and critical thinking skills. By analyzing hot topics, students can gain a deeper understanding of the rationale behind national policies, cultivate rational and analytical thinking, and strengthen their recognition of mainstream values. Meanwhile, this method encourages educators to continuously update course content, ensuring ideological and political education remains current and effective.

However, in practice, educators must carefully select appropriate hot topics to ensure alignment with mainstream values and facilitate correct value judgments among students. Furthermore, the use of trending topics should not be overly fragmented; instead, it should be integrated with systematic theoretical knowledge. Otherwise, ideological and political education may risk becoming a mere discussion of current affairs without maintaining its necessary theoretical depth and value orientation.

(2) Diversifying Content Formats

In the new media environment, ideological and political education must break away from the traditional single-text lecture model and explore more diverse content presentation formats to accommodate students' reading habits and learning preferences. Conventional ideological and political courses primarily rely on textbooks, lecture notes, and PowerPoint slides, which lack visual impact, interactivity, and engagement, making it difficult to capture students' attention effectively.

The development of new media technologies provides a wealth of content delivery methods, such as short videos, animations, audio clips, micro-courses, and live broadcasts. These formats enable ideological and political education to be presented in a more intuitive and engaging manner. For example, when teaching Marxist philosophy, animated videos can be used to transform abstract philosophical concepts into relatable and easy-to-understand narratives, making learning more accessible for students. Additionally, creating ideological and political education content on short video platforms such as Douyin (TikTok) and Bilibili can attract more student engagement. For instance, Bilibili content creators like "Hello, My Name is He Tongxue" explain social phenomena in an entertaining way, sparking students' interest and helping them grasp knowledge in a relaxed and enjoyable atmosphere.

Moreover, multimedia interactive courseware, virtual reality (VR) teaching, and immersive experiences can further enrich ideological and political education. For example, when teaching the century-long history of the Communist Party of China, VR technology can be used to reconstruct historical scenes, allowing students to immerse themselves in key events such as the Long March and the War of Resistance Against Japanese Aggression. This enhances emotional resonance and improves learning effectiveness. Diversifying content formats not only increases the appeal of ideological and political education but also enhances student engagement, transforming them from passive recipients into active learners. However, in practice, educators must ensure that content diversity does not overshadow the core educational objectives. The focus should not be solely on making content "visually appealing" or "entertaining" at the expense of ideological depth and guidance. Therefore, while exploring diverse formats, ideological

and political education must uphold the principle of “content is king,” ensuring intellectual depth and ideological value while avoiding excessive entertainment and fragmentation.

(3) Personalized Education

In the new media environment, personalized education has become an important trend in educational development. Ideological and political education must also adapt to this trend by leveraging big data analytics and artificial intelligence to tailor educational content to students’ interests, learning habits, and cognitive levels. Traditional ideological and political education often adopts a uniform teaching approach, overlooking individual differences among students, which can result in a lack of engagement for some learners.

Through personalized education, ideological and political courses can deliver precisely targeted content based on students’ needs. For example, online learning platforms can use data analytics to track students’ learning behaviors—such as study time, course selections, and test scores—and intelligently recommend suitable content. Students interested in economics may receive more materials related to Marxist political economy, while those focused on social issues may be provided with ideological and political education resources related to social governance and legal regulations.

Additionally, artificial intelligence can facilitate personalized learning experiences through intelligent tutoring and interaction. For instance, AI-powered chatbots using natural language processing (NLP) can answer students’ questions about ideological and political concepts and provide customized learning path recommendations, enhancing their ability to learn independently. Educators can also utilize data analysis tools to understand students’ thought processes and learning progress, allowing them to adjust teaching strategies accordingly and improve instructional effectiveness.

However, implementing personalized education also presents challenges, such as concerns over data privacy protection and high technological costs. Therefore, in advancing personalized ideological and political education, it is essential to establish sound privacy protection mechanisms to ensure the security of student data. Additionally, educators must develop basic data analysis skills to effectively utilize personalized teaching methods and enhance overall learning outcomes.

4.2 Channel Innovation: Expanding the Communication Platforms for Ideological and Political Education

(1) Utilizing Social Media

In the new media environment, social media has become a crucial channel for disseminating ideological and political education, providing unprecedented opportunities for content promotion and deep student engagement. By leveraging social media platforms such as WeChat, Weibo, Douyin, Bilibili, and Xiaohongshu, ideological and political education can break through the limitations of traditional classrooms, allowing students to access educational resources anytime and anywhere.

WeChat public accounts can regularly publish ideological and political education articles, such as policy interpretations, current affairs commentaries, and role model stories, in a concise and thought-provoking manner to enhance students’ reading interest. Meanwhile, short video platforms like Weibo and Douyin

can use engaging and visualized content to present theoretical knowledge, such as the core socialist values and fundamental principles of Marxism. For instance, micro-videos can explain the ideological and political logic behind major social issues, or use animations and short skits to vividly showcase the achievements of socialism with Chinese characteristics. This approach not only enhances the appeal of ideological and political education but also helps students grasp theoretical content in a relaxed environment.

Additionally, the interactive nature of social media transforms ideological and political education from a traditional "one-way indoctrination" model into a "two-way interaction." For example, WeChat public accounts can open comment sections to encourage students to express their views on relevant topics, while online debates and polls can stimulate critical thinking and communication skills. Furthermore, social media's sharing and dissemination functions can amplify the impact of ideological and political education, encouraging students to actively share high-quality content, thereby forming a positive knowledge dissemination chain and reaching a broader audience.

By integrating social media into ideological and political education, students' engagement can be enhanced, and education can be tailored to align with contemporary youth's cognitive habits and information consumption patterns, ultimately improving its effectiveness and penetration.

(2) Developing Educational Apps

With the rapid advancement of new media technologies, developing dedicated ideological and political education apps has become a key strategy for expanding communication channels and improving educational effectiveness. Compared to the fragmented content on social media, apps can provide more systematic and personalized learning resources, helping students build a comprehensive knowledge framework.

For example, an educational app could include modules such as ideological and political course videos, e-books, policy interpretations, case studies, mock exams, and interactive Q&A sessions to offer students a wealth of learning materials. Additionally, by leveraging big data analytics, the app can intelligently recommend relevant content based on students' learning progress and interests. For instance, students interested in international politics could receive timely updates on global affairs, while those needing reinforcement in Marxist theory could be provided with knowledge summaries and practice tests.

The app's interactive features can further enhance student engagement, offering functions such as online Q&A, ideological and political debates, virtual classrooms, and thematic discussions to maintain a high level of student participation. Moreover, gamified learning elements—such as reward points and challenge levels—can incentivize students to actively participate, making ideological and political education more engaging.

For educators, an ideological and political education app can also serve as an effective teaching management tool. Teachers can use backend analytics to monitor students' learning progress, including study duration, completion rates, test scores, and participation frequency, allowing for tailored teaching strategies and personalized guidance. Additionally, the app can facilitate teacher-student interactions

through one-on-one consultations and online discussions, improving the overall learning experience.

In summary, developing a dedicated ideological and political education app can overcome traditional classroom constraints, provide systematic and personalized learning resources, enhance teaching precision, and meet the diverse learning needs of contemporary university students.

(3) Integrating Online and Offline Learning

In the new media era, a single online or offline teaching model is no longer sufficient to meet the needs of ideological and political education. A hybrid approach that combines both online and offline methods has emerged as a more effective communication strategy. While online platforms offer abundant learning resources and convenient interactive channels, offline activities provide students with hands-on experiences and emotional engagement. The integration of both maximizes the impact and quality of ideological and political education.

For online learning, platforms such as MOOCs, micro-courses, and virtual classrooms enable students to learn theoretical knowledge independently. Teachers can assign learning tasks, push relevant educational resources, and conduct online discussions and Q&A sessions to facilitate personalized instruction.

Offline activities, on the other hand, encourage students to participate in social practices such as community service, red culture study tours, visits to patriotic education sites, and social surveys. These real-world experiences deepen students' theoretical understanding and enhance their sense of social responsibility. For example, when studying Marxist philosophy, students can visit enterprises, rural areas, and technology parks to observe socio-economic developments and analyze social phenomena using their acquired knowledge, thereby increasing the realism and applicability of ideological and political education.

Furthermore, online and offline interaction mechanisms can effectively boost students' motivation. During coursework, students can submit practice reports and reflections via online platforms, while teachers provide feedback and guidance to encourage deeper thinking and learning. Live-streaming technology can also be used to broadcast ideological and political lectures and social practice activities, extending the reach of education to students unable to attend in person. Additionally, online platforms can host discussion forums on current social issues, encouraging students to express opinions, engage in online debates, and participate in surveys to deepen their understanding of ideological and political theories through dialogue and debate.

This blended learning approach not only enhances the flexibility and interactivity of ideological and political education but also bridges the gap between theoretical knowledge and practical application. By integrating learning with real-world experiences, students can achieve a true synthesis of "knowledge and action," making ideological and political education more targeted and effective.

4.3 Methodological Innovation: Enhancing Interactivity in Ideological and Political Education

(1) Interactive Teaching

In the era of new media, interactive teaching has become an essential method for improving the appeal and effectiveness of ideological and political education. Traditional ideological and political education

mainly relies on one-way communication, where students passively receive information with limited opportunities for active participation. Interactive teaching, through online discussions, real-time Q&A sessions, and interactive polls, effectively enhances students' sense of engagement and initiative.

For example, teachers can use online classroom platforms to initiate discussion topics, guiding students to express their views on socialist core values, current events, and other relevant issues while engaging in interactive exchanges. This approach not only stimulates students' interest in learning but also helps teachers understand students' thoughts in real-time, allowing for necessary adjustments to teaching strategies. Additionally, interactive teaching can include group discussions and role-playing exercises to foster collaboration and communication among students, transforming ideological and political education from one-way indoctrination into two-way interaction.

For instance, when explaining the theory of socialism with Chinese characteristics, teachers can organize students into groups to analyze real-life cases, deepening their understanding of theoretical knowledge. Through interactive teaching, ideological and political education not only increases student engagement but also enhances the practical applicability of the content, helping students develop correct values and a sense of social responsibility.

(2) Virtual Reality Technology

Virtual Reality (VR) and Augmented Reality (AR) technologies provide new teaching methods for ideological and political education, significantly enhancing its interactivity and appeal. These technologies create immersive learning experiences, allowing students to "step into" historical events or social phenomena.

For example, VR technology can reconstruct revolutionary historical scenes, enabling students to "walk into" the Jinggangshan revolutionary base and personally experience the struggles of past revolutionaries, thus deepening their understanding and appreciation of the revolutionary spirit. Similarly, AR technology can showcase the achievements of socialism with Chinese characteristics, allowing students to "visit" landmark projects such as the Hong Kong-Zhuhai-Macao Bridge and Xiong'an New Area, experiencing firsthand the great accomplishments of national development.

This immersive learning approach not only makes ideological and political education more engaging but also helps students grasp theoretical knowledge more intuitively, improving memory retention and comprehension. Furthermore, VR/AR technology can be integrated with other teaching methods, such as interactive tasks in virtual environments where students learn ideological and political knowledge by completing assignments. By leveraging virtual reality, ideological and political education can break through the limitations of traditional classrooms, presenting educational content in a more vivid and intuitive manner, ultimately enhancing its attractiveness and effectiveness.

(3) Gamified Learning

Gamified learning is an effective way to enhance the interactivity of ideological and political education by integrating theoretical knowledge into game narratives, allowing students to learn through entertainment.

For example, a game themed around socialist core values could be developed, where students complete missions and challenges to acquire relevant knowledge. In the game, students can take on different roles, participate in virtual social activities, and experience how socialist core values are practiced in real life. This edutainment approach not only increases students' interest in learning but also improves their retention and understanding of educational content.

Additionally, gamified learning can incorporate reward mechanisms to encourage active participation. For instance, students can earn points or badges upon completing game tasks, enhancing their sense of achievement and motivation. The advantage of gamified learning lies in its high interactivity and fun factor, effectively capturing students' attention and boosting their willingness to engage in learning.

For example, when explaining the basic principles of Marxism, teachers could design a game that simulates social development, allowing students to experience the core ideas of historical materialism within the game. By integrating gamification, ideological and political education not only fosters student engagement but also enhances the practical applicability of educational content, helping students develop correct values and a strong sense of social responsibility in an enjoyable learning environment.

4.4 Evaluation Innovation: Building a Scientific Evaluation System for Ideological and Political Education

(1) Process-Oriented Evaluation

In the new media environment, traditional result-oriented evaluation methods can no longer fully reflect students' learning progress in ideological and political education. Therefore, it is necessary to shift from a single outcome-based evaluation approach to a process-oriented evaluation system that focuses more on students' learning processes and participation. This ensures a more scientific and fair assessment mechanism.

Process-oriented evaluation emphasizes continuous tracking and analysis of students' efforts, participation, cognitive growth, and skill development throughout their learning journey, rather than merely focusing on final exam results.

For example, online learning platforms can use data analytics to automatically record students' learning behaviors, such as time spent studying, video viewing frequency, course completion rates, participation in discussion forums, and engagement in online tests. These data points serve as key assessment criteria, helping teachers accurately understand students' learning habits and attitudes. Based on this information, personalized teaching strategies can be formulated to enhance the precision and effectiveness of education.

Moreover, process-oriented evaluation can increase students' motivation by encouraging continuous engagement. For instance, students can be assigned periodic tasks such as submitting learning reflections or case analyses related to ideological and political education. Teachers can then provide targeted feedback, helping students deepen their understanding of ideological and political theories over time.

Additionally, new media technologies such as artificial intelligence and blockchain can be incorporated to ensure the objectivity and fairness of evaluation data, mitigating the subjectivity often present in

traditional evaluation methods. The process-oriented evaluation system can also integrate a "self-evaluation + peer evaluation + teacher evaluation" model, allowing students to engage in reflective assessments, enhance self-awareness, and develop critical thinking skills through peer evaluations, while teachers provide expert guidance.

By shifting from "final evaluation" to "continuous improvement," process-oriented evaluation not only enhances ideological and political education but also helps students grow throughout their learning journey, ultimately achieving the goal of holistic development.

(2) Diversified Evaluation

In the new media environment, the evaluation system for ideological and political education must move beyond relying solely on exam scores and instead adopt a more comprehensive and diversified assessment approach to fully reflect students' learning progress and overall competencies.

A diversified evaluation system considers not only online learning data but also offline classroom performance and achievements in social practice activities, making assessments more scientific and fair. For example, in online evaluations, students' engagement levels on learning platforms—such as course viewing time, test completion rates, participation in Q&A discussions, and assignment submissions—can be analyzed to assess their independent learning abilities. Furthermore, intelligent analysis systems utilizing natural language processing can evaluate students' discussion posts based on sentiment and logical structure to gauge their understanding of ideological and political content.

For offline evaluations, teachers can observe students' performances in classroom discussions, debates, presentations, and role-playing activities to assess their critical thinking and communication skills. Social practice activities also play a crucial role in ideological and political education, and students' involvement in social surveys, volunteer services, and cultural research projects should be included in their evaluations. For instance, students' reports on social investigations, volunteer service reflections, and teamwork contributions can serve as important indicators of their ideological and political literacy. Additionally, a "learning portfolio" system can be introduced, allowing students to document their learning journey through notes, multimedia records, and reflections, which teachers can periodically review to evaluate their progress.

Furthermore, diversified evaluation mechanisms can incorporate expert reviews, peer assessments, and self-reflections to ensure comprehensive and fair assessments. For example, ideological and political education assessments can include external experts or mentors to provide students with targeted guidance and feedback.

By integrating online and offline evaluations, quantitative data with qualitative analysis, and teacher evaluations with self and peer assessments, a more scientific and diversified evaluation system can be established. This approach aligns with the evolving requirements of modern education, effectively enhancing the influence and educational outcomes of ideological and political education.

5. Challenges and Countermeasures for the Innovation of Ideological and Political Education Communication Models in the New Media Environment

5.1 Challenges

(1) High Technical Barriers: Insufficient Application Ability of Some Teachers in New Media

In the new media environment, the innovation of ideological and political education communication models faces the challenge of high technical barriers. Many educators, especially older teachers, lack proficiency in applying new media tools, making it difficult to fully utilize technological means to enhance educational effectiveness. For example, some teachers are unfamiliar with operating WeChat public accounts, short video platforms, and online classroom tools, which limits the design and dissemination of educational content. Additionally, the rapid updates in new media technology require teachers to continuously learn and adapt, placing higher demands on their time and energy. The existence of technical barriers not only restricts the diversity and innovation of ideological and political education content but also potentially leads to the waste of educational resources. For instance, although some schools have introduced new media equipment, the lack of relevant skills among teachers results in low utilization rates, preventing these tools from being fully leveraged. Therefore, improving teachers' new media application abilities is a key issue that needs to be addressed in the innovation of ideological and political education communication models.

(2) Difficulty in Controlling Content Quality: Uneven Information Quality in the New Media Environment

In the new media environment, information quality varies significantly, posing higher requirements for content control in ideological and political education. On the one hand, a large amount of unverified information circulates on new media platforms, which may impact students' values. On the other hand, ensuring the scientific rigor and authority of ideological and political education content is crucial. For example, when using short video platforms to disseminate ideological and political education content, maintaining accuracy and rigor is a key concern. Additionally, in the new media environment, students have easier access to diverse information. Guiding them in filtering and distinguishing valuable content is also a significant challenge. For example, some students may encounter perspectives on social media that contradict ideological and political education, negatively influencing their values. Therefore, ensuring content quality in an open new media environment is a critical issue in the innovation of communication models.

(3) Student Distraction: Students Are Easily Distracted in the New Media Environment

In the new media environment, students are easily distracted by various types of information, posing a new challenge to the effectiveness of ideological and political education. Although the immediacy and diversity of new media enrich information dissemination, they also make students more prone to distraction. For example, students studying ideological and political education content may be drawn to other social media content, reducing their learning efficiency. Moreover, the fragmented presentation of information in the new media environment makes it difficult for students to focus on deep learning,

further impacting the effectiveness of ideological and political education. For instance, students watching short ideological and political education videos may find the content too brief to facilitate deep reflection, resulting in low internalization of the educational material. Therefore, concentrating students' attention and enhancing the effectiveness of ideological and political education in the new media environment is a key issue that needs to be addressed.

(4) Unequal Distribution of Educational Resources: Significant Urban-Rural and Regional Differences

The innovation of ideological and political education communication models in the new media environment also faces the challenge of uneven educational resource distribution. Significant disparities in technological infrastructure between urban and rural areas lead to noticeable differences in the application of new media technology in ideological and political education. For example, some remote schools struggle to fully utilize new media technology for ideological and political education due to poor internet access and insufficient equipment. Additionally, teacher resources are unevenly distributed, with many rural educators lacking training opportunities in new media technology, making it difficult for them to effectively integrate new technologies into teaching. This issue of uneven resource distribution not only limits the reach of ideological and political education but also exacerbates inequalities in educational fairness. Therefore, narrowing the technological gap between urban and rural areas and achieving balanced allocation of educational resources is a crucial issue that needs to be resolved in the innovation of communication models in the new media environment.

(5) Diversified Student Values: Intensified Value Conflicts in the New Media Environment

In the new media environment, students are exposed to a greater variety of information, leading to more diversified values. While such diversity can broaden students' perspectives, it may also result in value conflicts, increasing the difficulty of ideological and political education. For example, some students may come across perspectives on social media that contradict mainstream values, causing them to question or even resist ideological and political education content. Furthermore, the varying quality of information on new media platforms, including misinformation and extreme viewpoints, may negatively impact students' values. Therefore, guiding students to establish correct values and enhancing the persuasiveness and influence of ideological and political education in the new media environment is a key issue that needs to be addressed.

(6) Balancing Technological Dependence and Humanistic Care

In the new media environment, the innovation of ideological and political education communication models may become overly dependent on technological means, neglecting the importance of humanistic care. For example, some schools, after introducing new media technology, focus too much on formal innovation while overlooking the depth and ideological significance of educational content. Such over-reliance on technology may cause ideological and political education to become superficial, failing to genuinely engage students. Moreover, excessive reliance on technology may weaken emotional interactions between teachers and students, making the educational process cold and mechanical. Therefore, striking a balance between technological application and humanistic care, ensuring that

ideological and political education remains contemporary yet retains warmth, is a crucial issue that needs to be addressed in the innovation of communication models.

5.2 Countermeasures and Recommendations

(1) Strengthening Teacher Training: Enhancing Teachers' New Media Application Skills

To address the challenge of high technological barriers, schools should enhance teachers' training in new media applications. Regular training sessions and workshops can help teachers master the fundamental operations and application techniques of new media technology. For example, technical experts or professionals in the field of new media can be invited to conduct training on the use of platforms such as WeChat official accounts, short video platforms, and online classroom tools. Additionally, schools can establish teacher mutual-learning groups to encourage experience sharing and skill improvement among educators. Through systematic training and learning, teachers can better utilize new media technology to design and disseminate ideological and political education content, thereby increasing its attractiveness and effectiveness.

(2) Optimizing Content Design: Ensuring Scientific and Engaging Educational Content

To address the challenge of maintaining content quality, ideological and political education should optimize content design to ensure both scientific rigor and engagement. First, educational content should closely align with current events and social phenomena to enhance its relevance and appeal. For example, when explaining socialist core values, educators can incorporate contemporary social issues to encourage students' in-depth thinking and discussion. Second, content should be presented in diverse formats, such as short videos, animations, and comics, to make theoretical knowledge more engaging. For instance, a series of animated short films centered on ideological and political education could effectively convey key messages in a vivid and accessible manner. Additionally, content design should prioritize personalization by tailoring learning resources to students' interests and needs, thereby enhancing the precision and effectiveness of education.

(3) Strengthening Supervision and Management: Establishing Content Review Mechanisms to Ensure Information Quality

To address the challenge of students' distracted attention, schools should strengthen supervision and management by establishing content review mechanisms to ensure the quality of ideological and political education materials. First, schools can set up dedicated content review teams to rigorously vet new media-based educational content for accuracy and credibility. For example, before publishing ideological and political education videos, the review team should carefully examine the content to ensure it meets educational standards. Second, schools can leverage technological tools to monitor and analyze students' learning behaviors, identifying and addressing issues related to distraction in a timely manner. For instance, online learning platforms can track students' study durations and interaction frequencies, allowing targeted support for students with low engagement. Additionally, schools should guide students in developing good information-filtering habits and improving their autonomous learning abilities. By reinforcing supervision and management, the effectiveness of ideological and political education

dissemination can be significantly improved, ensuring the achievement of educational objectives.

(4) Promoting Equitable Distribution of Educational Resources: Bridging Urban-Rural and Regional Gaps

To address the challenge of unequal distribution of educational resources, governments and society should increase investments in educational resources for remote areas, promoting balanced development across urban and rural regions. For example, policy support and technological assistance can be provided to improve network infrastructure in rural areas and equip schools with necessary new media devices. Additionally, high-quality ideological and political education resources can be delivered to remote areas via online education platforms, helping local teachers enhance their instructional capabilities. For instance, through online classrooms and live-streaming technology, rural students can access the same high-quality educational resources as their urban counterparts. By promoting equitable distribution of educational resources, the technological gap between urban and rural areas can be effectively reduced, creating a fairer environment for innovations in ideological and political education dissemination.

(5) Strengthening Value Guidance: Addressing the Challenges of Diverse Perspectives

To address the challenge of diverse student value systems, ideological and political education should strengthen value guidance to enhance the persuasiveness and influence of educational content. First, educational materials should be closely linked to students' real-life experiences and ideological trends, using vivid cases and real-world scenarios to guide students in establishing correct values. For example, inspiring stories of outstanding individuals can be shared to cultivate students' patriotism and sense of social responsibility. Second, schools should strengthen students' ideological guidance, helping them improve their information discernment skills to resist misinformation and extreme viewpoints. For example, media literacy courses can be introduced to teach students how to filter and verify reliable information. Additionally, activities such as themed class meetings and debate competitions can be organized to enhance students' critical thinking skills and foster a stronger sense of value identity.

(6) Balancing Technology and Humanistic Care: Emphasizing Depth and Warmth in Education

To address the challenge of balancing technological reliance with humanistic care, ideological and political education should integrate technology with humanistic concerns in its dissemination model. First, while utilizing new media technology, the student-centered educational philosophy should be upheld, with a focus on students' ideological development and emotional needs. For example, interactive online platforms can be used to understand students' concerns in real time and provide targeted guidance and support. Second, educational content design should emphasize depth and intellectual rigor, avoiding excessive focus on format innovation at the expense of substantive content. For example, when producing ideological and political education short videos, scientific and ideological accuracy should be ensured, preventing content from becoming superficial. Additionally, teachers should enhance emotional connections with students through face-to-face communication and interaction, reinforcing the warmth and influence of education. By balancing technology with humanistic care, ideological and political education can remain both modern and deeply meaningful in the new era.

6. Conclusion and Outlook

In the new media environment, innovation in the communication model of ideological and political education has become an inevitable trend. With the rapid development of information technology and profound changes in communication methods, traditional ideological and political education models can no longer meet the needs of students in the new era. It is essential to enhance the appeal and effectiveness of education through comprehensive innovation in content, channels, methods, and evaluation.

Content innovation emphasizes integrating trending topics, diverse formats, and personalized designs to make educational content more relevant to students' lives. Channel innovation expands the breadth and depth of educational dissemination through social media, educational apps, and a combination of online and offline approaches. Method innovation leverages interactive teaching, virtual reality technology, and gamified learning to enhance student engagement and interest. Evaluation innovation, through formative assessment, diversified evaluation methods, and feedback mechanisms, helps establish a more scientific educational assessment system.

Looking ahead, ideological and political education can further explore the application of cutting-edge technologies such as artificial intelligence and big data. For example, AI can be used to provide personalized learning recommendations, while big data analytics can optimize educational strategies. Additionally, strengthening interdisciplinary research and promoting the deep integration of ideological and political education with new media technology will create more possibilities for innovative development, contributing to the cultivation of young people with correct values and a strong sense of social responsibility in the new era.

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