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Innovative Approaches to Ideological and Political Education in  
Vocational Colleges in the Context of the New Media Era

Shaoshuai Wang<sup>1</sup> & Zhen Yuan<sup>2</sup>

<sup>1</sup> Shandong University of Engineering and Vocational Technology, Shandong, Jinan 250000, China

<sup>2</sup> Jinan Engineering Polytechnic, Shandong, jinan 250000, China

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**Abstract**

*New media technology holds significant value for the development and implementation of ideological and political education in vocational colleges. It facilitates the expansion of educational content and forms, enhances the timeliness and attractiveness of education, and promotes the sharing and optimization of educational resources. However, in the context of the new media era, ideological and political education in vocational colleges faces numerous challenges. These challenges are manifested in the value conflicts brought about by the diversification of information for students, the urgent need to transform traditional education models, and the difficulty of the teaching staff in adapting to the demands of the new media era. In response to these issues, this paper proposes innovative strategies from four aspects: innovation in educational resources, innovation in educational methods, innovation in educational mechanisms, and innovation in the teaching staff. The aim is to improve the quality of ideological and political education in vocational colleges and better promote the overall development of students.*

**Keywords**

*New Media Era, Vocational Colleges, Ideological and Political Education*

**1. Introduction**

With the rapid development of information technology, new media has become an important medium for people to obtain information and exchange ideas. It has not only brought profound changes in the way information is disseminated but also had a far-reaching impact on the field of education.

Vocational colleges, as the main channel for cultivating highly skilled technical talents, play a crucial role in the ideological and political education of students. Therefore, in the context of the new media era, an in-depth exploration of innovative approaches to ideological and political education in vocational colleges is of great practical significance. It can improve educational quality, advance the deep development of educational reform in vocational colleges, and promote the overall development of students.

## **2. The Value of New Media Technology for Ideological and Political Education in Vocational Colleges**

New media refers to the media environment composed of emerging media forms represented by digital technology, network technology, and mobile communication technology. Compared with traditional media, new media is characterized by interactivity, immediacy, personalization, and fragmentation, providing a broad platform for the implementation and development of ideological and political education.

### *2.1 Conducive to Expanding the Content and Forms of Ideological and Political Education in Vocational Colleges*

New media technology has greatly enriched the resources for ideological and political education. Through online platforms, teachers can easily access the latest current events, policy interpretations, typical cases, and other materials, making the content of ideological and political education more relevant to the times and to real life. Meanwhile, new media technology offers diversified educational means such as online courses, micro-courses, MOOCs, and short videos, breaking the traditional classroom teaching model. This allows ideological and political education to meet different students' learning needs through online and blended teaching methods.

### *2.2 Conducive to Enhancing the Timeliness and Attractiveness of Ideological and Political Education in Vocational Colleges*

The immediacy of new media technology allows information related to ideological and political education to be disseminated quickly, significantly enhancing its timeliness. Specifically, teachers can use new media platforms to release information, guiding students to pay attention to social hotspots and understand national policies in a timely manner. Additionally, new media technology provides a convenient channel for real-time interaction between teachers and students. Teachers can quickly understand students' needs and thoughts, while students can express their opinions, share experiences, and participate in discussions through online platforms, increasing their initiative and creativity in learning.

### *2.3 Conducive to Promoting the Sharing and Optimization of Ideological and Political Education Resources in Vocational Colleges*

New media technology breaks the limitations of geography and time, enabling the sharing of ideological and political education resources on a global scale. Through online platforms, teachers can

access high-quality educational resources, teaching cases, and experiences from both domestic and international sources, enriching their educational theories and enhancing their teaching skills. Additionally, vocational colleges can organize ideological and political teachers to collect, screen, integrate, and reorganize online resources, creating a school-based ideological and political curriculum system that reflects the characteristics of their institution and vocational education. This improves the effectiveness of ideological and political education.

### **3. Challenges of Ideological and Political Education in Vocational Colleges in the Context of the New Media Era**

#### *3.1 Value Conflicts Brought by Diversified Information for Students*

In the new media era, the speed and scope of information dissemination have greatly increased, and the ways people obtain information have become more diverse and convenient. In vocational colleges, students are generally exposed to and influenced by the information on new media platforms. Among this information, there are often negative and adverse messages that conflict with the content of ideological and political education that students receive, which can easily lead to confusion in students' values (Kang, 2018). Therefore, how to filter the information on new media platforms and guide students to correctly distinguish information, establish correct values, and enhance media literacy has become an important issue for ideological and political education in vocational colleges in the new media era.

#### *3.2 The Urgent Need to Transform Traditional Education Models*

Traditional ideological and political education models in vocational colleges often rely on classroom lectures and theoretical instruction, focusing on the imparting of static knowledge. However, in the new media era, students are more inclined to acquire knowledge and improve their abilities through interaction, participation, experience, and practice. The traditional ideological and political education model is clearly no longer able to meet the needs of students.

#### *3.3 Difficulty of Teaching Staff in Adapting to the Demands of the New Media Era*

Applying new media technology to ideological and political education in vocational colleges not only requires teachers to have a solid foundation in ideological and political theory and teaching ability but also requires them to have good new media literacy and the ability to apply information technology. However, there is currently a general lack of new media literacy and weak information technology application ability among the ideological and political teaching staff in vocational colleges, making it difficult for ideological and political education to meet the educational needs of the new era (Meng, 2018).

#### **4. Innovative Approaches to Ideological and Political Education in Vocational Colleges in the Context of the New Media Era**

##### *4.1 Innovation in Educational Resources: Promoting the Advancement of Ideological and Political Education*

Firstly, update the content of ideological and political education by integrating contemporary elements. On one hand, use new media technology to introduce social hot topics and current affairs into the classroom, guiding students to participate in discussions. For example, in discussions about "ethical issues in the digital age," teachers can organize students to explore topics like data privacy and network security to enhance their media literacy (Cui, 2015). On the other hand, strengthen the integration of ideological and political education with professional courses, allowing students to receive ideological and political education while learning professional knowledge. For instance, in business administration courses, teachers can incorporate corporate social responsibility and business ethics into case studies to cultivate students' sense of social responsibility. Secondly, enrich ideological and political education resources and broaden learning channels. Establish a new media resource library for ideological and political education to enhance students' learning experience. For example, create a series of short videos on the "Chinese Spirit" to convey patriotism and socialist core values to students through vivid images and touching stories. Additionally, encourage students to use new media platforms to independently discover and share ideological and political education resources. Lastly, optimize the allocation of educational resources to improve education quality. Use questionnaires and interviews to understand students' needs and interests, and optimize resource allocation based on the survey results. For instance, if surveys reveal that students have a high interest in the topic of "cultural confidence," the ideological and political education should be strengthened with lessons on traditional culture to foster cultural awareness and confidence.

##### *4.2 Innovation in Educational Methods: Promoting Scientific and Effective Ideological and Political Education*

Firstly, create interactive ideological and political classrooms. Utilize online teaching platforms to design diverse teaching activities, and provide pre-class preparation materials and post-class extended readings to guide students in self-study and deep thinking, achieving real-time interaction between teachers and students. Additionally, leverage virtual reality (VR) and augmented reality (AR) technologies to create more vivid and realistic learning scenarios. Secondly, conduct blended online and offline teaching. Blended teaching offers more flexible and convenient learning pathways. Online, teachers can use instructional videos and online courseware to guide students in previewing and reviewing; offline, teachers can address students' questions and focus on key points and difficult aspects of the educational content to deepen their understanding of ideological and political education. Lastly, explore the implementation of practical teaching. Practical teaching is an essential part of ideological and political education. Teachers should focus on enhancing students' moral and ethical levels through practice. For example, use new media platforms to conduct online practical activities

such as online surveys and data analysis, helping students improve their ideological and political levels while mastering new skills and broadening their horizons.

#### *4.3 Innovation in Educational Mechanisms: Promoting the Efficient Implementation of Ideological and Political Education*

On one hand, improve the educational mechanism. First, clarify educational objectives, content, and methods, formulate a detailed outline for ideological and political education, and set educational priorities and learning requirements for each semester. Second, establish an evaluation system for ideological and political education, assessing students' learning outcomes and thoughts through self-evaluation, peer evaluation, and teacher evaluation. Third, strengthen the integration and coordination of ideological and political education with other educational aspects to create a cohesive educational force, allowing students to comprehensively experience and understand the essence of ideological and political theory. On the other hand, strengthen quality monitoring. First, establish a quality monitoring system for ideological and political education by collecting opinions and suggestions from students, teachers, and employers through questionnaires and seminars to provide a basis for educational reform. Second, encourage and organize students to evaluate the teaching effectiveness and course design of their teachers. Third, enhance supervision and inspection. Schools should set up a dedicated supervision team for ideological and political education to promptly identify and rectify issues that arise during the implementation of ideological and political education.

#### *4.4 Innovation in Teaching Staff: Promoting Professional and Standardized Ideological and Political Education*

Firstly, innovate the teacher training system. Vocational colleges should establish a comprehensive training system for ideological and political teachers, covering the goals, content, methods, and assessments of teacher training. Additionally, introduce external experts and resources, and collaborate with other universities and research institutions to jointly build an ecosystem for the training of ideological and political teachers (Tan, 2024). Secondly, update the training content promptly. This includes the ability to apply new media technology, which encompasses basic media operation skills and the ability to develop digital teaching resources. It also includes ideological and political theory, encouraging teachers to participate in academic conferences and seminars to understand the latest developments and research outcomes in ideological and political theory, and motivating teachers to conduct their own academic research. Furthermore, improve educational and teaching abilities by inviting experts in ideological and political education to conduct training and exchanges to help teachers enhance their teaching skills. Lastly, focus on enriching training methods. Combine online and offline training by utilizing online platforms for training while encouraging teachers to reflect on and summarize their teaching after the training, analyzing their deficiencies and areas for improvement, and applying the training results to actual teaching practices. Additionally, vocational colleges can organize teaching competitions, showcases of teaching achievements, and establish research groups and teaching teams to collectively study and discuss issues in ideological and political education, enabling each

teacher to learn from the experiences of others.

## 5. Conclusion

In the context of the new media era, ideological and political education in vocational colleges faces significant opportunities and challenges. New media technology not only enriches the content and forms of ideological and political education but also enhances its timeliness and attractiveness, making it more relevant to real life and easier for students to accept. However, issues such as value conflicts brought by diversified information, the construction of the teaching staff, and challenges in traditional education models still hinder the deepening of ideological and political education reform in vocational colleges. In response to these issues, this paper proposes a series of practical and innovative reform paths, aiming to better adapt ideological and political education in vocational colleges to the needs of the new era and the growth requirements of students. This will contribute more significantly to cultivating high-quality, highly skilled, and highly virtuous talents and master craftsmen for the nation.

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