

## Original Paper

# The Impact of the Internet Era on Ideological and Political Education for College Students and Countermeasures

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### Abstract

*The rapid development of the internet era has brought unprecedented opportunities and challenges to ideological and political education for college students. The internet not only enriches information sources and broadens students' access to knowledge but also enhances ideological and cultural diversity and openness, allowing students to freely express and share their thoughts. However, the virtual and anonymous nature of the internet also leads to complex information environments and diversified moral values, posing severe challenges to the stability and authority of traditional ideological and political education. This paper deeply analyzes both the positive impacts of the internet on ideological and political education, such as enhancing ideological interaction, promoting autonomous learning, and driving innovative educational models, as well as its negative effects, including the spread of misinformation, cyber violence, and moral degradation. Based on this analysis, the study identifies the major difficulties and bottlenecks faced by ideological and political education today. Accordingly, countermeasures and suggestions are proposed, including: building a more comprehensive online ideological and political education platform, promoting the digitalization and interactivity of educational content; improving teachers' internet application skills to strengthen their guiding role in the online environment; fostering students' autonomous learning ability and participation awareness in the online context, enhancing their ability to discern and select online information; and strengthening online moral and legal education to regulate students' online behavior. This paper aims to provide valuable references and insights for the innovation of ideological and political education in the new era.*

### Keywords

*Internet era, College students, Ideological and political education, Impact, Countermeasures*

### 1. Introduction

With the widespread adoption of the internet, information dissemination methods have undergone profound transformations, leading to significant changes in college students' learning methods,

lifestyles, and ideological concepts. Traditional ideological and political education primarily relies on classroom instruction and textbook knowledge, and this one-way teaching approach appears increasingly outdated and ineffective in the information age. The internet has become not only a primary channel for information acquisition but also a major platform for students to exchange ideas, engage in social interactions, and express themselves, fundamentally altering how they receive information and process their thoughts. While the internet provides unparalleled convenience and openness for ideological and political education, it has also weakened the appeal and effectiveness of traditional education models, reducing teachers' authority. The fragmentation and falsification of online information have made ideological and political education content less unified and stable. Additionally, the diversification of values and moral lapses in cyberspace pose potential negative influences on students' thoughts and behaviors. Addressing these challenges and innovating ideological and political education methods have become urgent issues. This paper explores the profound impact of the internet on college students' ideological and political education and examines how to adjust and optimize educational approaches in the internet environment to better meet the growth needs and learning characteristics of modern college students.

## **2. The Impact of the Internet Era on College Students' Ideological and Political Education**

### *2.1 Positive Impacts*

#### *2.1.1 Convenience of Information Access*

The widespread adoption of the internet has provided college students with unprecedented access to information, allowing them to quickly obtain knowledge in politics, economics, culture, and other fields. This ease of access significantly broadens students' knowledge base. Through the internet, college students can utilize diverse channels such as news websites, online databases, and social media to stay updated on domestic and international developments and policy changes in real time. For example, by watching live news broadcasts or reading international commentaries, students can follow global issues and gain deeper insights into national political and economic policies. This convenience in accessing information helps cultivate students' sense of social responsibility and awareness of civic participation, enabling them to better understand societal issues and national development.

Furthermore, the internet provides abundant resources and context for ideological and political education. Educators can incorporate current news events and social phenomena into their teaching, helping students connect theoretical knowledge with real-life situations. This reality-based teaching approach makes ideological and political education more vivid and relevant, facilitating students' understanding and acceptance of core socialist values. Additionally, students can engage in online discussions on political topics and participate in digital public welfare activities, enhancing the effectiveness of ideological and political education through interactive engagement.

#### *2.1.2 Broadening of Thought Exchange*

The internet transcends geographical and time constraints, providing students with extensive platforms

for thought exchange, such as social media, forums, and blogs. These platforms enable students to interact with individuals from diverse cultural backgrounds and perspectives worldwide, greatly expanding their horizons. Exposure to different schools of thought and viewpoints fosters openness and inclusivity. By participating in online discussions, students learn to respect others' opinions and appreciate diverse values, thereby enhancing their critical thinking and independent judgment skills.

For instance, when engaging in international forums, students may encounter different political ideologies and social issues from various countries and cultural contexts, sparking in-depth reflection on important topics. The internet creates a multidimensional learning and discussion environment that not only enriches ideological and political education but also strengthens students' understanding and recognition of national policies.

#### 2.1.3 Abundance of Educational Resources

The internet offers a vast array of online educational resources, significantly facilitating independent learning for college students. Traditionally, ideological and political education relied on classroom teaching, but the internet has introduced more diverse forms and content for education.

For example, students can access high-quality educational materials through MOOC (Massive Open Online Courses) platforms, academic websites, and digital libraries, meeting their personalized learning needs. These platforms allow students to study ideological and political theories from both domestic and international sources, engage in academic discussions, and watch expert lectures, deepening their understanding of ideological and political education.

Additionally, the interactive nature of internet platforms introduces new teaching methods. Educators can engage with students through online platforms, conduct discussions, and assess assignments, increasing educational participation and interaction. For instance, teachers can use social media or learning management systems for real-time interaction, promptly addressing students' inquiries. This flexible learning model extends ideological and political education beyond traditional classrooms, improving its coverage and effectiveness.

#### 2.1.4 Realization of Personalized Learning

The internet enables personalized learning in ideological and political education. Through big data analysis and artificial intelligence, educational platforms can tailor learning content and resources based on students' interests, knowledge levels, and learning habits.

For example, students can select suitable ideological and political courses from online learning platforms and study at their own pace. This personalized approach not only enhances learning efficiency but also increases students' interest and engagement in ideological and political education. Additionally, educators can use data analysis to track students' learning progress, adjust teaching strategies accordingly, and provide targeted guidance, thereby improving the effectiveness of ideological and political education.

#### 2.1.5 Promotion of Innovative Teaching Methods

The internet has introduced various innovative teaching methods to ideological and political education,

such as flipped classrooms, blended learning, and virtual reality (VR) teaching. These approaches break the limitations of traditional classrooms, making education more engaging and intuitive.

For example, in a flipped classroom model, students study theoretical knowledge through online videos before class and engage in in-depth discussions and practical applications during class. With VR technology, students can "experience" historical events or social scenarios firsthand, leading to a deeper understanding of ideological and political theories. These innovative teaching methods enhance students' learning interest and improve the appeal and effectiveness of ideological and political education.

## *2.2 Negative Impacts*

### *2.2.1 Information Overload and Difficulty in Differentiating Truth from Falsehood*

While the internet provides convenient access to information, it also leads to issues of information overload and difficulty in distinguishing between true and false information. The quality of online content varies, making it challenging for students to verify the authenticity and reliability of the information they encounter.

This phenomenon not only causes confusion but also makes students susceptible to misinformation, rumors, and even online fraud. False information in political and historical discussions can severely distort students' perceptions of reality, leading to biased judgments. For instance, unverified rumors on social media can shape incorrect societal perspectives, influencing students' political stances. Given that many college students' worldviews are still developing, the spread of misinformation may distort their understanding of society, the nation, and the world, weakening the effectiveness of ideological and political education.

To address this issue, ideological and political education should emphasize media literacy and critical thinking skills. Courses on digital literacy and ethics should teach students how to evaluate information sources and verify credibility, strengthening their ability to discern and counter online misinformation.

### *2.2.2 Negative Influences of Online Culture*

Some aspects of online culture promote materialism, hedonism, and utilitarianism, which can negatively impact students' values. These unhealthy cultural trends spread widely through social media and short-video platforms, particularly content that glorifies excessive wealth and entertainment, influencing students' consumption habits, lifestyles, and life goals.

Prolonged exposure to such content may lead students to prioritize materialism and pleasure-seeking over the pursuit of knowledge and personal growth, deviating from core socialist values. This distortion of values not only affects students' personal development but also poses a potential threat to social stability. For example, some students may abandon their academic pursuits in favor of chasing online fame and wealth, even resorting to illegal activities. Therefore, ideological and political education must guide students in using the internet responsibly and resisting negative cultural influences.

### *2.2.3 Internet Dependence and Social Disconnection*

The widespread use of the internet has led some students to over-rely on online interactions, neglecting

real-life social relationships. Excessive reliance on virtual social tools and online entertainment can result in social isolation and withdrawal.

This dependence on digital interactions weakens students' communication and social adaptation skills, potentially impacting their future careers and integration into society. For example, students who are overly immersed in online gaming or virtual socialization may lose valuable opportunities for face-to-face interactions with classmates and family, leading to social difficulties. This issue underscores the need for ideological and political education to encourage students to engage more in real-world social and extracurricular activities.

#### 2.2.4 Cyberbullying and Mental Health Issues

The anonymity and openness of the internet have intensified the problem of cyberbullying. College students, as active internet users, are both potential victims and perpetrators of online harassment. Cyberbullying can take the form of verbal abuse, personal threats, online defamation, and privacy violations, all of which can seriously impact students' mental health, leading to anxiety, depression, and even extreme behaviors.

The influence of cyberbullying on ideological and political education is significant. Victims may develop distrust toward society and the internet, while perpetrators may become desensitized to moral values. Thus, ideological and political education should incorporate psychological health awareness and online behavior guidelines to help students cope with cyberbullying and foster responsible digital citizenship.

### 3. The Current State of Ideological and Political Education for College Students in the Internet Era

#### 3.1 The Traditional Nature of Educational Models

Currently, ideological and political education in universities still primarily relies on traditional classroom teaching, lacking innovation and interactivity, which results in low student engagement. According to the *Report on the Current State of Ideological and Political Education for Chinese College Students* (2023), more than 65% of students find ideological and political courses dull, and 58% state that the courses are mainly based on teacher lectures and textbook learning with little classroom interaction. This knowledge-transmission-oriented teaching model fails to meet the needs of contemporary college students.

Although the internet has profoundly changed people's lifestyles and educational methods, many universities still adhere to traditional teaching models in ideological and political education, relying heavily on classroom instruction and textbooks. This one-way knowledge transmission method lacks student interaction, making it difficult to engage students and stimulate their enthusiasm for learning. Ideological and political education is supposed to help students shape their values and establish a correct outlook on life, but due to the monotony of traditional methods, classroom instruction often becomes tedious. Many students experience fatigue and have little motivation to participate, reducing

the effectiveness of ideological and political education.

The traditional classroom model depends on one-sided lectures by teachers, with students passively receiving knowledge. While this teaching method has systematic and authoritative advantages, it struggles to accommodate students in the internet era, who have strong autonomy and access to diverse information sources. The internet provides students with abundant learning resources through search engines, social media, and academic platforms. However, traditional ideological and political education has not effectively integrated these resources, lacking interactivity and flexibility, thereby diminishing classroom teaching effectiveness.

Furthermore, the internet has made information dissemination more convenient and open, allowing students to access vast amounts of political, social, and cultural information anytime and anywhere. However, ideological and political education still heavily relies on traditional textbooks and curriculum content, which often lag behind real-world developments and fail to reflect current social issues, making it difficult to engage students. For example, many courses still focus mainly on theoretical knowledge rather than incorporating contemporary social concerns and issues students genuinely care about. This disconnect between course content and students' interests reduces engagement and weakens the practical effectiveness of ideological and political education.

Additionally, the traditional model evaluates student learning primarily through exams, which has its limitations. Exams mainly assess students' memorization and understanding of theoretical knowledge, whereas ideological and political education aims to cultivate comprehensive qualities and correct values. A single exam-based assessment system cannot comprehensively evaluate students' moral and ideological development. Moreover, the traditional exam system often leads students to focus on rote memorization rather than truly internalizing the principles of ideological and political education.

In summary, although the internet provides abundant resources and tools for ideological and political education, universities still rely on traditional teaching models. This model's limitations make students less interested and engaged in ideological and political courses, leading to unsatisfactory learning outcomes. Therefore, leveraging the advantages of the internet to innovate teaching models, enhance interactivity, and improve effectiveness has become an urgent issue.

### 3.2 The Diversity of Teacher Qualifications

The professional competence and teaching methods of ideological and political education teachers directly impact teaching outcomes. However, some teachers still lack modern teaching skills, particularly internet-based teaching capabilities. According to the *National Survey on the Development of Ideological and Political Education Teachers in Universities* (2022), 47% of ideological and political course instructors report insufficient internet teaching skills, and 35% believe that online course interaction is ineffective, reducing course attractiveness.

Teacher qualifications are a crucial factor determining the quality of ideological and political education. Currently, the qualifications of university ideological and political education teachers vary widely, especially in their ability to utilize internet resources for teaching, affecting overall educational

effectiveness. Some teachers actively adapt to the internet era, exploring online educational tools, social media, and multimedia technologies to enhance ideological and political education's appeal and interactivity. However, a considerable number of teachers still struggle with using internet technology, lacking essential skills and innovation awareness. This diversity in teacher qualifications results in inconsistent educational quality, making it difficult to meet the demands of ideological and political education in the internet age comprehensively.

First, some teachers lack a deep understanding of internet technology, making it difficult to integrate it effectively into their teaching practices. For example, some teachers only use PowerPoint presentations or online videos as supplementary teaching materials rather than fully utilizing the interactive and diverse features of the internet. A lack of technical proficiency limits classroom teaching to traditional lecture-based methods, restricting student-teacher interaction and failing to maximize the internet's advantages. As a result, even when teachers attempt to incorporate internet tools, the actual impact remains minimal, and students continue to passively receive information.

Second, some teachers lack innovation in course design and fail to align their teaching methods with the characteristics of the internet era. The internet provides students with extensive social issues and current events that could serve as valuable teaching materials for ideological and political education. However, some teachers still rely on traditional textbooks and fixed teaching syllabi, neglecting the use of real-time online resources. This lack of innovation fails to capture students' attention and makes course content disconnected from their real-world concerns, reducing teaching effectiveness.

Furthermore, teachers demonstrate varying levels of proficiency in using online educational resources. Some effectively use internet platforms for online discussions, assignment feedback, and student engagement. However, others lack experience in online education and struggle to manage and guide students' online learning behaviors effectively. For instance, in online discussions, some teachers fail to respond promptly to student inquiries, leading to a loss of engagement. Others struggle to guide students in critically analyzing diverse opinions found online. These disparities result in inconsistent online teaching effectiveness, making it difficult to maintain a high standard across ideological and political education.

To improve ideological and political education in the internet era, universities must enhance teacher training, improving their digital literacy and technical skills. Universities should provide more professional development opportunities, such as internet teaching technology training and exchange programs, to help teachers acquire the skills necessary for leveraging online resources and adopting innovative teaching methods. Additionally, educators should be encouraged to design more flexible and interactive courses tailored to the internet era, increasing student engagement and learning motivation.

### *3.3 Students' Initiative in Participation*

College students' methods of obtaining information have drastically changed, with social media and short videos becoming mainstream channels. Traditional classroom teaching struggles to stimulate students' interest in active learning. A survey of 5,000 college students (2023) showed that over 70%

prefer obtaining political and social information through short videos and social media rather than traditional classroom instruction. Only 22% of students reported paying full attention to ideological and political courses.

In the internet era, students' learning habits and information acquisition methods have changed significantly. They are accustomed to quickly accessing information online and favor fragmented reading, making them less interested in and less actively engaged in traditional ideological and political education formats. Compared to the diverse and engaging content available online, conventional classroom teaching appears monotonous and fails to capture students' attention. Many students exhibit a passive attitude toward ideological and political education, lacking the motivation and interest for active learning, which affects the overall effectiveness of these courses.

First, the internet provides students with abundant self-directed learning resources, allowing them to choose content based on personal interests. In contrast, traditional ideological and political education courses have fixed content, failing to meet students' individualized learning needs. For example, some students may be particularly interested in a specific political event or social issue, but course constraints prevent them from exploring these topics in depth. This lack of personalized learning makes students feel passive, reducing their motivation to engage with the material.

Second, the fast-paced nature of online information dissemination has led to fragmented and diverse information consumption habits among students. While this provides more learning opportunities, it also makes it difficult for them to focus on long periods of systematic study. Traditional ideological and political courses require students to focus in-depth on theoretical concepts, but this clashes with modern learning habits. Many students find courses lengthy and lacking in interaction, diminishing their interest in learning.

Additionally, entertainment-focused content on social media and short-video platforms further diverts students' attention from academic pursuits, further weakening their initiative in ideological and political education. Even in class, students may struggle to maintain focus due to these distractions.

To address these challenges, universities need to integrate internet resources into ideological and political education, adopting more engaging and interactive teaching models to enhance student participation.

#### **4. Countermeasures for Ideological and Political Education of College Students in the Internet Age**

##### *4.1 Strengthening the Construction of Online Ideological and Political Education Platforms*

###### **4.1.1 Establishing a Comprehensive Online Education Platform**

In the Internet age, ideological and political education for college students requires an innovative model to better meet the demands of modern education. Therefore, constructing a comprehensive online ideological and political education platform has become an important measure for universities to enhance the effectiveness of ideological and political education. This platform should be



multifunctional and integrate various educational resources, such as online courses, academic lectures, current affairs analysis, and forum discussions, to form a comprehensive and systematic network for ideological and political education. Through this platform, college students can access educational resources anytime and anywhere, meeting their personalized learning needs, while enhancing the flexibility and initiative of learning.

The platform should not only be a simple resource library but also have interactivity and participation. By setting up online discussion areas, Q&A communities, and academic interaction spaces, students can engage in in-depth communication with teachers and peers, discuss hot topics, share views, and even raise questions that are promptly answered. Furthermore, the platform should combine actual classroom teaching and integrate online and offline learning. For example, students can preview classroom content, participate in online quizzes or discussions, and engage in more in-depth learning during face-to-face classes. This integration of online and offline teaching modes not only increases the flexibility of teaching but also enhances student engagement, thus better achieving the goals of ideological and political education. At the same time, the platform should be highly diverse and personalized. Since different students have different needs and interests regarding ideological and political education content, the platform can use big data technology to analyze students' learning habits and interests and recommend relevant learning resources and activities. For those students interested in current affairs, the platform can push the latest news and policy interpretations; for those who prefer theoretical learning, it can recommend academic resources and discussion topics. This targeted content recommendation can effectively enhance students' enthusiasm and participation in learning.

#### 4.1.2 Utilizing New Media Tools

New media platforms such as WeChat, Weibo, and Douyin (TikTok) have become important tools in the daily life of college students. These platforms are not only primary sources of information but also important resources for ideological and political education. Therefore, fully utilizing new media tools to publish engaging and interesting ideological and political education content can greatly enhance the appeal and effectiveness of education. Compared to traditional lectures and textbooks, presenting ideological and political education content in a more casual, understandable, and engaging form, such as through illustrations, short videos, and animations, can better attract students' interest and resonate with them.

For example, universities can use official WeChat or Weibo accounts to publish current affairs news interpretations, policy background analyses, and commentary on hot events, allowing students to learn about national policy directions and social development trends while reading in a relaxed manner. By using video platforms such as Douyin, universities can produce short videos closely related to students' lives, incorporating hot topics and social issues students care about, presenting socialist core values and other ideological and political education content in a story-driven or contextualized way. This not only increases the fun of the transmission but also makes the educational content more down-to-earth and

relevant to students' daily lives. Furthermore, utilizing the interactive functions of new media, universities can organize online discussions and activities. For example, they can initiate discussion topics on WeChat or Weibo, encourage students to share their opinions, interact through likes and comments, and increase student participation. Universities can also organize ideological and political knowledge competitions or online debates through new media platforms, integrating modern technology with ideological and political education and using the information transmission characteristics of the Internet age to increase student involvement and learning effectiveness.

#### *4.2 Improving Teachers' Ability to Use the Internet*

##### *4.2.1 Conducting Teacher Training*

In the Internet age, the role of teachers has expanded beyond being mere knowledge transmitters in the classroom to becoming integrators and guides of Internet tools and resources. However, many ideological and political education teachers still face challenges such as insufficient technical skills and lack of experience in using the Internet for teaching. Therefore, regularly conducting teacher training to improve their ability to use the Internet has become crucial for enhancing the quality of ideological and political education. Universities should provide diverse training opportunities to help teachers master the use of online teaching tools, design interactive courses, and organize online-offline activities.

Training content should include both basic and advanced skills in new media applications, such as how to use social media platforms to publish educational content, how to integrate and share online teaching resources, and how to create engaging teaching materials through multimedia methods. At the same time, teachers should learn how to design interactive and participatory teaching segments in an online environment, for example, how to interact with students through online voting, real-time Q&A, virtual classrooms, etc. Through this comprehensive training, teachers can not only become proficient in using Internet tools but also stimulate students' interest in learning and improve the effectiveness of ideological and political education.

##### *4.2.2 Encouraging Teacher Innovation*

To better meet the educational needs of the Internet age, universities should encourage teachers to innovate in the teaching process and fully utilize Internet technology to create more dynamic and interactive teaching models. For example, teachers can design various teaching activities, such as online discussions, virtual classrooms, and interactive quizzes, to spark students' interest and enthusiasm for learning. Through these innovative methods, teachers can make ideological and political education classes more engaging while ensuring that students enjoy greater benefits and enjoyment during the learning process.

In actual teaching, teachers can flexibly design the content based on students' interests and needs. For example, when teaching socialist core values, teachers can use online videos to present real-life cases from both domestic and international contexts, helping students understand abstract concepts in a more intuitive manner. By designing open-ended questions and organizing online discussions, encouraging students to offer different perspectives, teachers can guide students in deepening their thinking and

improve their critical thinking and problem-solving abilities. Additionally, teachers can use Internet platforms to monitor students' learning progress and feedback, adjusting the content and methods of teaching accordingly. For instance, for topics that students struggle with, teachers can redesign interactive online activities to help students better grasp and understand the relevant knowledge.

#### *4.3 Enhancing Students' Participation Awareness and Abilities*

##### *4.3.1 Stimulating Student Interest*

In the Internet age, for ideological and political education to succeed, it is crucial to engage students' enthusiasm for participation. Therefore, enhancing students' awareness of participation, especially stimulating their interest, is especially important. By organizing a series of rich and diverse online competitions, discussions, and activities, students' enthusiasm can be effectively activated, and their interest in ideological and political education can be increased. For example, universities can organize activities such as "Best Political Essay Competition" or "Current Affairs Commentary Contest," encouraging students to write in-depth essays or commentary based on current events and theoretical knowledge. Through such activities, students can improve their writing skills and academic literacy while also enhancing their political awareness and critical thinking.

Furthermore, universities can organize interactive activities combining online and offline formats. For example, they can create online discussion platforms where students can participate in discussions about current hot topics, express personal opinions, and engage in deep exchanges with classmates. This allows students to connect theoretical knowledge with real-world issues, thus strengthening their ideological and political consciousness. Additionally, universities can use online surveys and feedback mechanisms to understand students' needs and suggestions regarding ideological and political education content, allowing timely adjustments to the teaching content and format to better meet students' practical needs.

##### *4.3.2 Cultivating Information Identification Skills*

The massive amount of information in the Internet age is both a rich resource for ideological and political education and a significant challenge for students. College students often struggle to differentiate between true and false information when accessing data, making them susceptible to misinformation and rumors. Therefore, cultivating students' information identification skills is crucial for improving the quality of ideological and political education. Universities should enhance students' information identification education, helping them acquire skills in filtering and distinguishing information, as well as enhancing their independent thinking and judgment abilities.

For instance, universities can offer courses on "Internet Information Literacy," teaching students how to assess the credibility of information sources and analyze the intentions and positions behind the data. They can also use case studies to help students recognize the spread of false information and online rumors, strengthening their awareness and ability to prevent misleading information. By these means, students can not only improve their efficiency in obtaining information online but also avoid being misled by false data, allowing them to maintain a clear mind in the flood of information.

#### *4.4 Strengthening Network Ethics Education*

##### *4.4.1 Network Civility Education*

Network civility education is a core component of network ethics education, aiming to cultivate good behavioral habits and moral quality in students in the virtual world. With the rise of new online tools like social media, forums, and short video platforms, university students are increasingly participating in various online activities. However, the anonymity and freedom of the internet often lead some people to neglect proper online etiquette, and in some cases, individuals may even engage in uncivilized behavior, such as online attacks and the spread of harmful rhetoric. The primary task of network civility education is to make students fully aware of the impact their online behavior has on both themselves and society, and to cultivate a consciousness of civilized internet use through education and guidance.

Network civility education can be conducted in various forms, and case analysis and discussion sessions are two effective methods. For example, universities can use real-world cases from the internet environment to showcase the consequences of uncivilized behavior. Issues such as cyberbullying, the spread of false information, and online harassment can serve as examples. These cases not only attract students' attention but also deepen their understanding of the harm caused by uncivilized behavior, both to individuals and to society. Through in-depth analysis and discussion of these cases, students can gain insight into the seriousness of such behaviors and come up with corresponding solutions and improvements. Furthermore, universities can regularly organize discussion sessions on network civility, inviting students to express their views on related topics. For example, discussions on topics such as "The Root Causes of Cyberbullying and Strategies for Response" and "How to Maintain Rationality and Restraint in Online Environments" can deepen students' understanding of the essence of network civility, while also enhancing their ability for self-reflection and self-restraint. Through these activities, universities can subtly strengthen students' awareness of network civility, guiding them to make more rational and civilized choices in the digital world.

On the other hand, network civility education should not only focus on regulating individual behavior but also promote the cultivation of a sense of social responsibility. Students, as both consumers and disseminators of information on the internet, have the ability to influence the attitudes and actions of other online users. Therefore, universities should use ideological and political education to encourage students to actively spread positive energy in their online activities and become an important force in maintaining the harmony and order of the network environment. For example, students can publish positive content on social platforms, participate in online public welfare activities, or voice their support for individuals who are unjustly treated online, thereby combating false information and cyberbullying. This approach not only improves students' network ethics but also contributes to the overall civilizing of the online space. In addition to case analysis and discussion sessions, universities can utilize new media technology to conduct interactive network civility education. For example, they can create engaging short videos on network civility or launch online surveys and quizzes that

encourage students to participate in activities that promote learning and reflection. Campaigns that advocate for civil online behavior, such as promoting "rational speech and civil comments," can be initiated on platforms such as the university's official WeChat and Weibo accounts, increasing the visibility and participatory nature of network civility education.

#### 4.4.2 Network Legal Education

In the age of the internet, cultivating network legal awareness is key to ensuring that students adhere to laws and regulations in their online activities. With the rapid development of the internet, many traditional legal issues have found new expressions in the virtual world, such as online privacy violations, cyber fraud, and defamation. The complexity and subtlety of these issues make it difficult for students to realize when their actions may violate the law. Moreover, many students, due to a lack of legal knowledge, are unaware of the legal consequences of their online behavior when they engage in unlawful activities. Therefore, universities must strengthen network legal education to help students raise their legal awareness and self-protection capabilities in the digital realm.

Network legal education can be conducted through various methods, with legal education lectures being one highly effective way. Universities can invite legal experts, scholars, or lawyers to regularly hold lectures on network law, covering legal topics that are relevant to students. For instance, they can discuss issues like how to protect one's privacy on social platforms and e-commerce sites, how to avoid falling victim to online fraud, and the legal responsibilities associated with online defamation and slander. These practical case studies and legal knowledge can help students deepen their understanding of network laws and become more conscious of following them in their daily online activities. Furthermore, universities can organize legal knowledge competitions to increase students' interest and awareness of network law. By creating scenarios that simulate potential legal issues students might encounter in their online activities, students can be encouraged to discuss and analyze legal solutions. Through such competitions, students will not only improve their sensitivity to network legal issues but also learn from one another, raising their overall legal literacy.

In legal education, it is also essential to emphasize the cultivation of self-protection awareness. Students need to understand not only the importance of abiding by the law but also how to protect themselves from online risks and harm. Universities can use case-based education to help students recognize various online risks and learn essential legal knowledge and countermeasures. For example, they can use real-world cases to teach students how to make safe payments online, how to assess the authenticity of suspicious links and information, and how to safeguard their rights if they become victims of online defamation or violence. Universities can also collaborate with legal departments to establish legal assistance centers where students facing network legal problems can receive timely support and advice. This will not only enhance students' ability to deal with online infringements but also guide them to be more cautious and compliant in their daily internet use.

In summary, both network civility education and network legal education are vital components of ideological and political education in the internet age. Strengthening these two areas will not only

improve students' network ethics but also help them better safeguard their own rights in online activities, fostering a culture of law-abiding online behavior. This is crucial for creating a healthy and harmonious online environment and is a key step in improving the quality of ideological and political education for university students.

## 5. Conclusion

The arrival of the Internet age has brought new opportunities and challenges to the ideological and political education of university students. On one hand, the Internet provides abundant resources, convenient dissemination channels, and more diverse forms of education, making the educational content no longer limited to classrooms and books. Students can access a wealth of high-quality learning resources through online platforms, broaden their horizons, and enhance their sense of social responsibility and participation. On the other hand, the openness of the Internet, the diversification of information, and the information explosion have also led to several negative impacts, such as the proliferation of false information, the spread of undesirable values in online culture, and students' over-reliance on the internet, which all increase the difficulty of ideological and political education. In response to these challenges, universities should actively build a comprehensive online ideological and political education platform, integrate online and offline resources, and achieve the interactivity and extensibility of education. At the same time, it is essential to enhance teachers' educational abilities in the Internet environment, helping them effectively use modern technologies in teaching, encouraging innovative teaching methods to meet students' learning needs. Moreover, universities should strengthen internet ethics and legal education, cultivate students' awareness of internet civility and legal consciousness, and guide them in establishing correct online behavior standards. In the context of the Internet age, ideological and political education must adapt to new communication methods while guiding students to maintain the right values and judgment in the complex online environment. Therefore, universities must continuously innovate in the model of ideological and political education, flexibly use new media platforms to increase students' participation, and enhance the effectiveness of education. Only in this way can the quality of ideological and political education be effectively improved in the Internet age, cultivating high-quality talents with both ideological depth and social responsibility, providing strong support for the development of the new era.

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