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The Integration of Campus Cultural Dissemination with Ideological and Political Education in the Era of New Media

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Abstract: Campus culture serves as both an endogenous driving force and the spiritual core of higher education institutional development. In the contemporary era of new media, the dissemination of campus culture is characterized by diversified platforms, interactive communication methods, concise content, and community-based engagement. These features align closely with the core objectives, functions, and educational contexts of ideological and political education. Taking the mechanism of new media support as a starting point, this paper elaborates on the profound value of integrating campus cultural dissemination with ideological and political education. It systematically examines the unique advantages of new media across four dimensions: expanding communication boundaries, innovating interactive models, pioneering new forms of content expression, and enhancing targeting precision. Furthermore, it identifies several practical challenges encountered in current integration practices, such as inadequate coordination of communication channels, superficial integration of values, limited precision in audience adaptation, and the absence of sustainable long-term mechanisms. To address these issues, the paper proposes a practical approach involving the coordination of communication platform development, deepening content creation, optimizing tiered dissemination strategies, and strengthening operational mechanisms. Ultimately, this study aims to foster a comprehensive educational framework in higher education institutions, thereby enhancing the overall effectiveness and appeal of ideological and political education in the rapidly evolving digital age.

Keywords: new media; campus culture; ideological education; integration mechanism; moral education

1. Introduction

With the continuous advancement of information and internet technologies, new media have been widely adopted across various sectors of society; consequently, the coordinated development of campus culture and regional culture has increasingly become a key focus in advancing educational culture within higher education institutions. Campus culture constitutes the core identity of university development and reflects its intangible strengths; meanwhile, the local cultural environment surrounding the institution is deeply interwoven with and mutually reinforcing to the university's internal cultural ecosystem. Traditional methods for promoting campus culture and delivering ideological and political education—such as offline lectures, bulletin boards, and campus radio—face growing constraints, including fragmented audience engagement, limited contextual richness, and inflexible modes of communication. Thus, identifying effective strategies to align cultural development with ideological and political education in new media environments has become an urgent priority for higher education institutions committed to moral cultivation and holistic talent development [1–3].

1.1. The Connotation of Integrating Campus Cultural Communication with Ideological and Political Education in Higher Education Institutions

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University campus cultural activities refer to the transmission and sharing of cultural symbols, value orientations, and behavioral norms among faculty and students within the campus environment, supported by diverse carriers—including material, spiritual, institutional, and behavioral dimensions of campus life. In contrast, ideological and political education centers on the fundamental mission of fostering virtue and nurturing talent, aiming to guide students toward sound worldviews, life perspectives, and ethical frameworks, thereby cultivating a new generation marked by steadfast ideals, integrity, and commitment to societal contribution [4–6]. The integration of these two domains positions campus culture as both a key medium and an adaptive conduit for value-oriented education, allowing core values to be conveyed through culturally grounded, experiential learning. Simultaneously, value-oriented education enriches campus culture with deeper meaning and humanistic resonance. This synergy bridges formal instruction and informal cultural influence, dissolves rigid distinctions between theoretical guidance and lived practice, and supports an educational ecosystem that balances structure with responsiveness, intentionality with organic growth—ultimately strengthening both cultural vitality and value-oriented educational effectiveness.

1.2. The Unique Advantages of Leveraging New Media to Integrate Campus Cultural Dissemination with Ideological and Political Education in Higher Education Institutions

The deep integration of new media technologies has reshaped the university education ecosystem, creating unprecedented opportunities for the innovative convergence of campus cultural communication and ideological and political education. Traditional campus cultural communication relied on fixed platforms such as bulletin boards and campus radio stations; as a result, ideological and political education was largely confined to classroom lectures and organized events, operating within clearly defined temporal and spatial parameters. New media has expanded these parameters; the integrated online-offline communication environment enables campus culture to transcend physical boundaries and achieve broad, continuous reach. Consequently, the scope of ideological and political education extends into multiple moments across students' daily routines—whether receiving recommended reading materials upon waking in the morning, browsing short videos during breaks, or engaging in discussions before bedtime—all of which can serve as touchpoints for value transmission and cultural engagement. Furthermore, the two-way interactive nature of new media empowers students as active contributors to content creation. Features such as real-time bullet-screen comments, topic voting, and content sharing have significantly enhanced young people's willingness to participate; through this process of interactive expression, students engage in self-directed learning and internalize core values. In terms of content delivery, the visual impact of short-form videos, the immersive experience offered by H5 pages, the emotional resonance of memes, and the intuitive clarity of data visualization transform abstract theoretical concepts into accessible cultural expressions; thus, mainstream values exert a subtle, nurturing influence—like spring rain nourishing all things—through formats aligned with younger audiences' cognitive and aesthetic preferences. The application of big data and algorithmic technologies supports differentiated educational outreach; by constructing comprehensive student profiles, institutions can deliver culturally grounded and ideologically informed content tailored to varying cognitive levels, interest preferences, and developmental needs. This facilitates precise, inclusive implementation of both campus cultural education and ideological and political education across diverse student populations, markedly improving message reach, receptivity, and pedagogical effectiveness.

2. The Current State of Integrating Campus Cultural Communication with Ideological and Political Education in the Era of New Media

2.1. Diversified Communication Channels; Inadequate Coordination of Integration Platforms

At present, in the current digital landscape, universities nationwide have successively established various new media communication platforms, encompassing

WeChat official accounts, Douyin profiles, Bilibili channels, and dedicated campus community groups. This proactive initiative has facilitated the preliminary broadening of digital environments for campus cultural communication and ideological and political education, gradually dismantling the singular transmission model that previously relied heavily on traditional physical bulletin boards and offline face-to-face academic lectures. Nevertheless, in practical daily operation, these digital channels frequently develop in a fragmented and isolated manner, lacking organic integration and comprehensive strategic planning across different digital mediums. Certain platforms concentrate predominantly on sharing campus entertainment material, whereas their capacity to convey core educational and civic values has relatively diminished, rendering the systematic advancement of these specific channels insufficient. Consequently, these diverse platforms have yet to coalesce into a robust synergistic force for overarching educational objectives, meaning the strategic design and coordinated administration of integrated networks still demand further refinement and continuous enhancement to achieve optimal outcomes [7, 8].

2.2. The Communication Content Is Rich and Diverse, Yet There Is a Lack of Deep Value Integration

In the context of new media, university campus cultural content has become increasingly diverse [9]. Formats such as short videos, illustrated posts, vlogs, and online interactive activities align closely with the aesthetic preferences and information consumption habits of young students, significantly enhancing the expressive capacity of campus culture. However, content often exhibits a separation between cultural expression and ideological orientation. Some campus new media materials emphasize documentation of cultural and sports events, presentation of campus environments, or sharing of student life experiences—tending toward surface-level representation. When elements related to mainstream values, ideals and convictions, and patriotic awareness are included, they frequently remain perfunctory and occasionally appear contrived. The substantive integration of cultural expression and value-oriented guidance has not yet been fully achieved; deeper mutual reinforcement and organic interweaving between these dimensions require further development.

2.3. Flexible and Innovative Communication Methods; Limited Precision in Audience Targeting

In contrast to the rigid nature of traditional educational approaches, new media employs flexible strategies—such as fragmented content delivery, context-driven integration, and interactive engagement—to enhance the delivery of campus culture and ideological and political education; this shift aligns well with the information consumption habits of young students in the contemporary era. However, most current integrated communication strategies rely on universal push-based approaches, paying insufficient attention to the differentiated needs of students from various groups. Students across different academic years exhibit varying ideological states, and those with diverse academic backgrounds possess distinct cognitive preferences; yet, existing communication practices have not fully leveraged the data analytics capabilities of new media to enable precise audience segmentation [10–12]. As a result, certain content may not fully resonate with students' actual ideological perspectives or individual developmental needs, leading to uneven educational outcomes across different student cohorts.

2.4. Integrated Practical Implementation Continues to Advance, Yet the Long-Term Operational Framework Lags Behind

Chinese universities have undertaken numerous beneficial explorations in integrating cultural education with ideological and political education within the context of new media; a variety of online cultural education initiatives and ideological and political-themed promotional campaigns have been launched, and the scope of these integrated educational practices continues to expand. However, from the perspective of operational mechanisms, most universities have not yet established systematic and

comprehensive, regular support frameworks. These practical activities often exhibit a fragmented nature, with centralized or phased implementation being the more common approach. Furthermore, standardized working mechanisms remain underdeveloped in areas such as content review standards, daily operational management, scientific effectiveness assessment, and iterative adjustment [3, 13]. The integrated education approach relies to some extent on a passive implementation model, making it challenging to foster a stable and sustainable educational ecosystem; therefore, establishing a regular operational framework still requires stronger institutional support and mechanism-based safeguards.

3. Practical Approaches to Deeply Integrating Campus Cultural Communication with Ideological and Political Education in the Era of New Media

3.1. Coordinate the Development of New Media Platforms to Foster a Collaborative Approach to Education

Higher education institutions should transform the fragmented operational landscape in which various new media platforms operate independently, and instead establish a comprehensive, integrated educational framework starting from top-level design. They should create a two-tiered university–college collaborative new media matrix management mechanism, clearly defining the functional positioning and content focus of each platform, thereby fostering an organic and complementary communication ecosystem among official university platforms, college-level accounts, and student organization media outlets. While maintaining their distinct characteristics, these platforms should also achieve synergy in thematic planning, content production, and value orientation to prevent redundant resource allocation and the fragmentation of educational efforts. By establishing a regular communication and coordination mechanism, institutions can centrally plan major thematic campaigns, cultural event promotions, and specialized ideological and political education initiatives, enabling different platforms to work together toward the overarching goal of supporting student development. Taking the "Journalism and Communication Studies" program as an example, faculty members can integrate multiple platforms—such as the college's official WeChat account, the student affairs short-video account, and class WeChat groups—to carry out a series of integrated practices centered on the theme of "Telling China's Stories Well." The college platform has launched a "Youth Observer" in-depth reporting series, organizing students to conduct field research in local communities, documenting innovative grassroots governance cases from a professional perspective, thereby cultivating students' journalistic literacy while strengthening their sense of social responsibility. On the short-video platform, student-created works are published, transforming research findings into engaging visual narratives complemented by a youth-oriented commentary style, thereby attracting broader student engagement. A "Weekly Perspective Sharing" activity is organized within class groups to guide students in discussing the underlying value orientations and professional ethics embedded in the reports. These three platforms form an interconnected and functionally complementary ecosystem: the college platform provides in-depth materials and theoretical foundations; the short-video platform expands the reach of the content; and the class-based platform facilitates in-depth dialogue and the internalization of values. Together, these platforms enable the synergistic advancement of professional education, cultural communication, and ideological and political education, allowing students to acquire professional skills while simultaneously nurturing a sense of national identity and a sense of mission through their participation in content creation.

3.2. Deepen Content-Integrated Creation to Solidify the Foundation for Value-Driven Engagement

The key to achieving a deep integration of cultural communication and ideological and political education lies in the organic embedding and natural integration of these elements into content creation. Higher education institutions should explore the inherent

alignment between these two approaches in terms of narrative logic, emotional resonance, and value expression. Creative teams should thoroughly identify ideological and political resources embedded within campus cultural activities, disciplinary expertise, and students' personal growth stories, leveraging skillful narrative design to subtly nurture students' hearts with mainstream values. Content creation should prioritize narrative-driven expression and emotionally resonant approaches—replacing abstract didactic messaging with authentic, relatable characters and vivid, fresh details—to allow core values—such as ideals and beliefs, patriotic sentiment, and a sense of responsibility—to emerge naturally within concrete contextual scenarios. At the same time, the aesthetic quality of the content should be enhanced; various techniques—such as short-video editing, animation design, and musical scoring—can be employed to strengthen the artistic appeal of the works, ensuring that ideological and political content not only enters students' minds and resonates deeply with them but also genuinely moves and inspires them [14, 15]. Taking the Civil Engineering major as an example, instructors could produce a series of short videos titled "The Perseverance Behind the Great Nation's Expert Craftsmen." By recounting the real-life journey of Lin Ming's team—the chief engineer of the Hong Kong, China–Zhuhai–Macau, China Bridge—as they overcame technical challenges associated with immersed tube tunnel construction, these videos can seamlessly integrate principles of engineering mechanics, key construction techniques, the spirit of contributing to the nation through science and technology, and the cultivation of a craftsman's ethos. These videos not only showcase the professional expertise required for achieving breakthroughs in key technologies but also highlight the team members' unwavering determination to pursue independent innovation in the face of foreign technological barriers, enabling students to experience both national confidence and a sense of professional purpose while engaging with their specialized coursework.

3.3. Precisely Align with Student Needs and Optimize Tiered Communication Models

In the era of new media, higher education institutions should effectively leverage big data technologies to uncover differentiated characteristics among student populations, construct precise student profiles based on academic year, major background, and interest preferences, and implement targeted communication strategies and personalized guidance accordingly. For lower-year students, content should emphasize ideals and beliefs as well as campus cultural identity; for senior-year students facing practical career development needs, guidance should focus on responsibility and professional ethics. Given significant differences in cognitive patterns and thematic priorities across disciplines, communication approaches must be flexibly adapted to reflect disciplinary diversity. By utilizing the data tracking capabilities of new media platforms, institutions can monitor in real time the reach, engagement, and feedback generated by different types of content across student groups, thereby dynamically refining content delivery strategies to ensure cultural communication and ideological and political education meaningfully connect with students. Taking the "Computer Science and Technology" major as an example, instructors can align content recommendations—such as "Ethical Boundaries in Artificial Intelligence," "The Open Source Spirit and Technological Sharing," and "Privacy Protection in the Digital Age"—with students' interests in the relationship between technological innovation and social value, and invite science and technology professionals who exemplify social responsibility to share entrepreneurial experiences and value-oriented decision-making. Such content aligns with the specialized interests of computer science students while enhancing engagement. This approach cultivates a professional perspective while organically integrating ideological and political elements—including the principle of "using technology for good" and a sense of social responsibility—into subject-matter instruction. Additionally, incorporating discipline-specific reflective questions (e.g., "What ethical principles should guide technological innovation?") after content publication encourages students to engage in deep reflection on value-based issues within their professional context. This precisely tailored communication strategy effectively reduces perceived distance from ideological and political content, allowing

value-based guidance to emerge naturally within professional discourse frameworks, and ultimately achieving organic integration of cultural immersion and intellectual guidance.

3.4. Strengthen Long-Term Operational Mechanisms and Solidify a Comprehensive Integrated Education Framework

In the era of new media, achieving deep integration between campus cultural activities and ideological and political education requires systematic and comprehensive support from well-established institutional mechanisms. Higher education institutions should first clarify the respective responsibilities of each department within the framework of integrated education: the publicity department should oversee the overall planning and development of the new media platform; the student affairs system should monitor students' ideological trends in real time; the academic affairs department should coordinate the effective integration of professional educational resources; and the Communist Youth League organizations should leverage their expertise in organizing cultural activities to break down departmental barriers and foster a cohesive educational effort. Additionally, an approval and review mechanism for content creation should be established to ensure that the information released aligns with mainstream values while also addressing the actual needs of students. For effectiveness evaluation, multiple metrics—such as readership numbers, interaction rates, and student feedback—can be adopted; regular data analysis and quality assessments of communication outcomes should be conducted, and content strategies and delivery methods should be promptly adjusted based on these findings [16, 17]. Furthermore, the development of a skilled talent pool serves as a crucial long-term support mechanism; institutions should employ professionals who possess both expertise in new media operations and capabilities in ideological and political education, and provide them with regular professional training to enhance their proficiency in integrated education. Taking the "Environmental Engineering" major as an example, faculty members can utilize the institution's official WeChat public account to launch a "Micro-Classroom on Ecological Civilization" section, linking key concepts from their professional curriculum—such as pollution control and resource recycling—with foundational principles of ecological civilization. By combining multimedia content delivery, this approach enables students to deepen their understanding of sustainable development concepts while acquiring professional skills. Each Micro-Class session includes an interactive Q&A segment, allowing students to share their observations and reflections on environmental changes in their hometowns within the comment section; teachers then use this feedback to adjust the focus of subsequent instructional content. This initiative—which seamlessly integrates professional education, value-based guidance, and digital communication—has gradually fostered a robust educational framework through its ongoing implementation, enabling a sense of professional identity and environmental responsibility to emerge naturally through everyday communicative interactions.

4. Conclusion

New media has expanded opportunities for aligning campus cultural initiatives with ideological and political education, while also raising expectations for pedagogical innovation in higher education. Institutions must develop a clear understanding of educational principles in the digital era, formulate deliberate integration strategies, adopt innovative content delivery methods, reinforce structural and operational support systems, and improve the responsiveness and impact of their educational efforts. Emerging technologies—including artificial intelligence and immersive virtual environments—hold significant promise for further advancing such integration; accordingly, institutions should sustain ongoing experimentation and refinement to iteratively strengthen their educational frameworks.

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