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Strategies for Improving the Effectiveness of College Students' Ideological and Political Education in the Omnimedia Era

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Abstract: In the omnimedia era, the way information is disseminated, the content of communication, and the way college students receive information have undergone profound changes. This paradigm shift has brought both unprecedented new opportunities and severe challenges to ideological and political education in colleges and universities. At present, there are still several prominent problems in the ideological and political education of college students. These include a reliance on single content and traditional forms, insufficient integration of emerging new media platforms, a weak sense of interactive engagement and student experience, as well as insufficient pertinence and overall effectiveness in addressing contemporary student needs. In order to comprehensively enhance the effectiveness of ideological and political education, it is necessary to adhere strictly to the fundamental task of fostering virtue through education. Furthermore, educators must actively innovate educational concepts and pedagogical methods, strengthen the construction of robust online ideological and political positions, and promote the deep, seamless integration of omnimedia technology with ideological and political curricula. Additionally, it is crucial to optimize the professional team building of university counselors and construct a comprehensive, multi-dimensional collaborative education system. By implementing these strategic measures, institutions can continuously improve the attractiveness, widespread influence, and actual practical effect of ideological and political education for college students in the new era, ultimately guiding them toward positive societal contributions.

Keywords: omnimedia era; college students; ideological education; political education; educational strategy

1. Introduction

The omnimedia era is characterized by the dominance of digital, network, and communication technologies, facilitating the deep integration and comprehensive coverage of various media forms. These include traditional newspapers, television, new media platforms, short video platforms, and live broadcast platforms. In this environment, college students, who have grown up with the Internet, heavily rely on omnimedia tools for information acquisition, social interaction, and academic pursuits [1, 2]. Their cognitive processes and ideological trends are significantly shaped by this omnimedia landscape. Ideological and political education plays a crucial role in shaping college students' correct perspectives on the world, life, and values, serving as an essential foundation for nurturing future contributors to socialist society. Given the evolving times and the developmental needs of students, the traditional mode of ideological and political education, which primarily relies on offline indoctrination with limited content and interaction, struggles to meet current educational demands. Consequently, it is imperative to adapt to the developmental trends of the omnimedia era. This involves overcoming the limitations of traditional education and exploring scientifically grounded and effective strategies to enhance the efficacy of ideological and political education. Such efforts are vital research areas for educators in colleges and universities, aiming to align educational practices with the contemporary media landscape and the needs of students.

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By doing so, educators can ensure that the ideological and political education provided is relevant, engaging, and capable of fostering well-rounded individuals who are prepared to contribute positively to society.

2. Opportunities and Challenges Brought by the Omnimedia Era to College Students' Ideological and Political Education

2.1. Development Opportunities Brought by the Omnimedia Era

The omnimedia era significantly enriches the mediums and forms through which ideological and political education is delivered. Traditionally, this type of education has been heavily reliant on classroom instruction, thematic meetings, and manual publicity, which are primarily offline and limited in scope. However, with the advent of omnimedia, platforms such as WeChat official accounts, microblogs, Douyin, Kuaishou, and various learning platforms have become prevalent [3]. These platforms allow educational content to be presented in diverse formats, including short videos, animations, audio, pictures, and text. This transformation makes theoretical knowledge, which might otherwise be perceived as monotonous, more engaging and appealing. The use of multimedia not only enhances the attractiveness of educational content but also caters to the varied learning preferences of students, thereby fostering a more inclusive educational environment.

Moreover, the omnimedia era transcends the traditional time and space constraints associated with ideological and political education. Leveraging mobile technology and network advancements, this form of education can now offer comprehensive, round-the-clock coverage. College students are empowered to access educational information, engage in interactive learning experiences, and pursue independent study at their convenience, regardless of location. This shift from a "classroom-centered" approach to a "student-centered" model significantly enhances the reach and accessibility of education [4, 5]. It allows for a more personalized learning experience, where students can engage with content at their own pace and according to their individual schedules, thus promoting lifelong learning and continuous personal development.

In addition, the omnimedia era greatly enhances the interactivity of ideological and political education. Traditional educational methods often involve one-way communication, where educators disseminate information without much feedback from students. This can lead to a disconnect between educators and learners. However, omnimedia tools facilitate two-way and multi-way communication channels. Educators can gain timely insights into students' thoughts and learning needs through online comments, message boards, and surveys. This enables them to provide more targeted and responsive educational guidance. Simultaneously, students are encouraged to express their views and address their uncertainties openly, fostering a dynamic and interactive educational atmosphere. This interactive approach not only enhances student engagement but also encourages critical thinking and dialogue, which are essential components of effective education [6].

2.2. Severe Challenges Faced by Ideological and Political Education

The complexity of network information poses significant challenges to the effectiveness of ideological and political education. In today's omnimedia environment, information dissemination is characterized by a low entry barrier and rapid speed, allowing a vast amount of fragmented, false, and even erroneous ideological and cultural information to spread unchecked across the network. College students, who are in a crucial phase of forming and developing their values, often have limited social experience and a weak ability to discern information [7]. This makes them susceptible to incorrect ideas, which can undermine the correct values that ideological and political education aims to instill. The rapid and unfiltered flow of information can lead to confusion and misinterpretation, making it difficult for students to distinguish between credible and unreliable sources. This situation necessitates a more robust framework for guiding students in critical thinking and information evaluation, ensuring that they can navigate

the digital landscape effectively and maintain a strong foundation in their ideological beliefs.

Furthermore, the traditional educational concepts and models struggle to keep pace with the evolving demands of the modern era. Some educators in colleges and universities continue to rely on outdated educational philosophies, adhering to conventional indoctrination methods that fail to consider the psychological acceptance and learning needs of contemporary college students. This lack of innovation in educational content and methods results in a disconnect between educators and students. Additionally, many educators lack proficiency in utilizing omnimedia technology, which hinders their ability to effectively employ new media tools in educational activities. This technological gap leads to inefficiencies and diminishes the overall impact of educational efforts. To address these challenges, it is essential to foster a culture of continuous learning and adaptation among educators, encouraging them to embrace new technologies and pedagogical strategies that resonate with the digital-native student population. By doing so, educators can enhance their engagement with students and improve the effectiveness of ideological and political education.

Moreover, the fragmented mode of information reception prevalent in the omnimedia era affects college students' ability to engage in deep learning of ideological and political theories. The tendency to consume information in small, disjointed pieces leads to a lack of patience and motivation for systematic theoretical study and in-depth reflection. This superficial engagement with ideological and political knowledge makes it challenging for students to internalize theoretical concepts into their own beliefs and behaviors, thereby reducing the practical impact of education. To counteract this trend, educational institutions must emphasize the importance of comprehensive and reflective learning practices. Encouraging students to engage with material in a more sustained and thoughtful manner can help them develop a deeper understanding of ideological and political theories. By promoting critical thinking and encouraging students to connect theoretical knowledge with real-world applications, educators can facilitate the transformation of abstract concepts into concrete personal convictions and ethical guidelines.

3. Current Problems in the Effectiveness of College Students' Ideological and Political Education in the Omnimedia Era

3.1. Single Educational Content and Lack of Timeliness

Currently, the ideological and political education provided to college students predominantly focuses on traditional theoretical knowledge. This approach often lacks integration with contemporary social issues and the real-life experiences and developmental needs of students. As a result, the educational content tends to remain at the level of theoretical interpretation, failing to address the specific ideological challenges and practical problems that students face in the rapidly evolving omnimedia environment. This disconnect makes it difficult for the content to emotionally resonate with students. Furthermore, the pace at which educational content is updated is slow, making it challenging to keep up with the fast-paced development of modern society and the ever-changing landscape of online trends. Consequently, the educational material becomes detached from reality, diminishing its relevance and appeal to students. To enhance the effectiveness of ideological and political education, it is crucial to develop content that is not only theoretically sound but also timely and relevant to the current socio-cultural context [7, 8]. This involves a proactive approach to updating educational materials, ensuring they reflect the latest societal developments and address the real concerns of students, thereby fostering a more engaging and impactful educational experience.

3.2. Backward Education Methods and Insufficient Media Integration

In many higher education institutions, traditional methods such as offline classroom teaching and thematic meetings remain the primary approaches for delivering ideological

and political education. However, the integration of modern media tools into these educational practices often remains superficial. For instance, there is a tendency to merely transfer offline theoretical content to online platforms without engaging in innovative design or adaptive processing that aligns with the unique communication characteristics of new media. This results in a disconnect, often referred to as the "two skins" phenomenon, between online and offline education, preventing the formation of a cohesive and collaborative educational force. Furthermore, the current educational methods predominantly involve one-way communication, lacking interactive elements such as discussions, experiential learning, and practical applications. This approach places students in a passive role, merely receiving information, which diminishes their engagement and enthusiasm for learning. To enhance the effectiveness of ideological and political education, it is crucial to develop more interactive and participatory methods that actively involve students in the learning process. By fostering an environment that encourages dialogue and practical engagement, educational institutions can significantly increase student participation and motivation, ultimately leading to a more dynamic and effective educational experience.

3.3. Insufficient Construction of Ideological and Political Education Team

On the one hand, some educators involved in ideological and political education do not fully grasp the concept of omnimedia education. Their reluctance to embrace innovative educational models and methods is evident, as they often prefer traditional approaches. This hesitance to adapt to new educational paradigms can hinder the effectiveness of their teaching. On the other hand, there is a noticeable disparity in the professional competencies of these educators. Many lack the comprehensive skill set required to excel in both ideological and political education theories and the technical aspects of omnimedia, such as operation, production, and communication skills. This deficiency in skills makes it challenging for them to develop high-quality online educational content that is both engaging and informative. Consequently, their ability to provide efficient and targeted online educational guidance is significantly compromised. To address these challenges, it is essential to invest in the professional development of educators, ensuring they are equipped with the necessary skills to navigate the complexities of modern educational environments. By doing so, educators can enhance their ability to deliver impactful and relevant ideological and political education in an increasingly digital world.

3.4. Imperfect Education Evaluation Mechanism

The current evaluation methods for assessing the effectiveness of ideological and political education predominantly rely on traditional approaches such as theoretical examinations and paper summaries. These methods emphasize evaluating students' theoretical understanding while often neglecting to assess changes in students' ideologies, their behavioral performance, and their ability to apply knowledge practically. The evaluation process is primarily controlled by educators, with minimal involvement from students, peers, and societal entities, leading to a lack of diverse perspectives. Furthermore, the evaluation cycle is typically prolonged, which hinders the ability to promptly and dynamically assess the educational impact. This delay prevents timely adjustments to educational strategies, thereby limiting the evaluation mechanism's capacity to effectively guide and supervise the educational process. To enhance the evaluation system, it is crucial to incorporate a more comprehensive approach that includes diverse evaluators and more frequent assessments. This would allow for a more nuanced understanding of students' development and the effectiveness of educational programs. By doing so, educators can better tailor their strategies to meet the evolving needs of students and ensure that the educational objectives are being met in a timely and effective manner.

4. Strategies for Improving the Effectiveness of College Students' Ideological and Political Education in the Omnimedia Era

4.1. Innovate Educational Content and Enhance the Relevance and Attractiveness of Education

To enhance the effectiveness of ideological and political education for college students in the omnimedia era, it is essential to innovate educational content and make it more relevant and engaging. The foundation should be a robust theoretical education that integrates contemporary developments. This involves not only a systematic approach to teaching ideological and political theories but also aligning educational content with national progress, societal issues, and the evolving needs of students. By incorporating elements such as red culture, revolutionary spirit, and the achievements of national development, the educational material becomes more dynamic and pertinent to the current era. Furthermore, addressing the practical challenges students face in their academic and personal lives is crucial. In the context of the omnimedia environment, educational content should be designed to tackle issues related to study, life, employment, and interpersonal communication. This approach helps students navigate network information effectively, resolve ideological uncertainties, and internalize the educational messages. Additionally, diversifying the forms of educational content is vital. By creating engaging short videos, animated cartoons, audio lectures, and interactive quizzes that align with new media communication norms, the educational material becomes more appealing and accessible to students. This multifaceted approach ensures that ideological and political education is not only informative but also resonates with students, making it a meaningful part of their lives.

4.2. Optimize Education Methods and Realize the Deep Integration of Omnimedia and Ideological and Political Education

To optimize educational methods and achieve a deep integration of omnimedia with ideological and political education, it is essential to develop a comprehensive model that combines both online and offline educational approaches. This model should integrate traditional classroom teaching, thematic practical activities, and psychological counseling with modern online platforms, official accounts, and live broadcast classrooms. By doing so, the complementary strengths of both online and offline education can be harnessed to create a full-coverage educational system. Furthermore, interactive and experiential education should be emphasized. Utilizing the interactive capabilities of omnimedia tools, educators can facilitate online thematic discussions, knowledge competitions, and inspirational sharing sessions. Additionally, organizing offline activities such as social practice and volunteer service can encourage students to engage actively in their education, transforming passive learning into active participation. Moreover, the application of big data technology is crucial for delivering precise education [9–11]. By analyzing students' browsing habits, ideological trends, and learning needs, educators can accurately identify the educational requirements of students. This enables the provision of personalized educational guidance, thereby enhancing the relevance and effectiveness of the educational experience. Through these strategies, education can be tailored to meet the diverse needs of students, fostering a more engaging and impactful learning environment.

4.3. Strengthen Team Building and Improve the Comprehensive Quality of Educators

To enhance the effectiveness of educational practices, it is essential to first focus on the training of educational concepts. This involves organizing specialized training sessions for ideological and political educators, emphasizing the importance of omnimedia education concepts [12–14]. Such training aims to guide educators in moving beyond traditional educational paradigms, fostering a student-centered approach that encompasses all aspects and stages of education. This shift is crucial for enhancing educators' awareness of innovation and initiative, which are vital in today's rapidly evolving educational landscape. Additionally, improving professional skills through

targeted training is imperative. Educators should engage in courses that cover new media operations, short video production, network communication, and big data application. These skills are essential for effectively utilizing omnimedia tools in educational work, thereby cultivating a team of versatile ideological and political education professionals. Furthermore, establishing a robust exchange and learning mechanism is necessary to facilitate the sharing of experiences and skills among educators both within and outside the school environment. By learning from advanced educational models and methods, educators can continuously elevate the overall quality and effectiveness of the education team. This comprehensive approach not only enhances individual educator capabilities but also contributes to the broader goal of improving educational outcomes across the board.

4.4. Improve the Evaluation Mechanism and Construct a Scientific and Diversified Evaluation System

To enhance the evaluation mechanism, it is essential to diversify the subjects involved in the evaluation process. This can be achieved by establishing a comprehensive system that includes educators, college students, peers, and various social forces. By doing so, the evaluation will not only reflect the educators' perspectives but also incorporate students' subjective assessments of the educational impact, leading to more comprehensive and objective results. Furthermore, the content and methods of evaluation should be enriched. A balanced approach that combines both quantitative and qualitative evaluations is necessary [15–17]. This means not only assessing students' theoretical understanding but also considering their ideological development, behavioral performance, and practical application skills. Dynamic evaluation methods, such as online questionnaires, follow-up visits, and behavioral tracking, should be employed to monitor the long-term effects of education continuously. Additionally, the scientific application of evaluation results is crucial. These results should serve as a significant basis for adjusting educational strategies, optimizing content, and improving methods. By forming a closed loop of "evaluation-feedback-improvement," the effectiveness of ideological and political education can be continuously enhanced. This approach ensures that educational practices remain relevant and effective, adapting to the evolving needs of students and society. Such a system not only improves educational outcomes but also fosters a more engaged and informed student body, ultimately contributing to the broader educational goals.

5. Conclusion

The omnimedia era presents both significant opportunities and formidable challenges to the ideological and political education of college students. As we navigate this complex landscape, it becomes imperative to enhance the effectiveness of such education through a long-term and systematic approach. This requires continuous innovation and practice by educators in colleges and universities. In practical terms, it is essential to understand and leverage the unique characteristics of the omnimedia era. By adhering to the fundamental task of fostering virtue through education, educators can innovate both the content and methods of teaching. Strengthening the construction of education teams and improving the mechanisms for evaluating education are also crucial steps. These efforts are necessary to transcend the limitations of traditional ideological and political education, thereby increasing its attractiveness, relevance, and effectiveness. By doing so, educators can guide college students in establishing correct values and cultivating them into qualified individuals capable of contributing to national rejuvenation. The broader implications of this approach suggest that future research should focus on developing adaptive educational strategies that can respond to the rapidly changing media landscape. Additionally, exploring the integration of technology in education and its impact on student engagement and learning outcomes could provide valuable insights. Ultimately, the goal is to create a dynamic educational environment that

not only meets the current needs of students but also prepares them for future societal roles.

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