# New Situations and Challenges Facing Ideological and Political Education in Universities of Gansu Province in the Converged Media Era

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**Abstract:** This paper examines the new opportunities and challenges facing ideological and political education in universities in Gansu Province within the context of the converged media era. It first elaborates on the significant role of converged media in integrating educational resources, innovating teaching models, and enhancing students' overall quality, emphasizing how it opens up new possibilities and pathways for ideological and political education. Furthermore, the study analyzes multiple challenges currently encountered in this field from three perspectives: the educational environment, students as the main participants, and educators. The research indicates that as converged media becomes increasingly embedded in educational practices, ideological and political work in higher education institutions must undergo innovation and adjustment in concepts, content, methods, and mechanisms. This paper aims to provide theoretical references and practical insights for the reform and improvement of ideological and political education in universities in Gansu Province and across China in the new era.

**Keywords:** converged media; ideological and political education; universities; Gansu Province

## 1. The Importance of Converged Media in Strengthening Ideological and Political Education in Universities

### 1.1. Enhancing Students' Comprehensive Quality

Converged media, with its diverse resource formats and communication methods, provides rich and dynamic teaching materials for ideological and political education, effectively broadening students' learning horizons and enhancing their initiative and sense of engagement. Its interactive features significantly improve communication between instructors and students, as well as among students themselves, thereby fostering collaborative skills and real-time learning abilities. Furthermore, converged media supports students in pursuing self-directed and personalized learning outside the classroom, which contributes positively to strengthening their autonomous learning capacity and information literacy. By engaging with diverse information on converged media platforms, students develop critical thinking and problem-solving skills. Additionally, converged media facilitates innovative practical activities that stimulate students' creativity and practical abilities, while also guiding them in establishing appropriate values and a sense of social responsibility. Thus, converged media offers unique advantages in promoting the comprehensive development of students' qualities, providing an effective pathway for achieving the fundamental goal of "fostering virtue through education."

### 1.2. Facilitating the Formation of Diverse Teaching Models

The traditional model of ideological and political education has long relied on one-way knowledge indoctrination, wherein students assume a passive role, and teaching is

often confined by temporal and spatial limitations, hindering its effectiveness. In contrast, within the converged media environment, ideological and political work in universities demonstrates notable interactivity and diversity, which better aligns with the cognitive habits and reception preferences of young students [1]. Through new media formats such as short videos, micro-party lectures, and WeChat public accounts, ideological and political content can be closely integrated with social hot topics and international developments, enhancing the contemporary relevance and targeted nature of teaching [2].

Converged media technology not only expands the teaching space but also facilitates in-depth interaction between instructors and students through real-time communication, resource sharing, and personalized recommendations. Instructors can respond promptly to students' questions, accurately assess their learning progress, and achieve the goal of "teaching students according to their aptitude." Meanwhile, students can enhance their motivation and sense of identity in an independent, open, and participatory learning environment. This teaching model, supported by technology and centered on interaction, not only promotes the transformation of ideological and political courses into a more two-way and personalized practice but also provides an important pathway for fulfilling the fundamental task of fostering virtue through education [3].

### 1.3. Enriching the Content of Ideological and Political Education

Converged media provides abundant resources for ideological and political education in universities. In traditional pedagogical approaches, students primarily acquired information through teacher explanations, newspapers, and personal observations—methods that often proved inefficient and lacked specificity. With rapid economic development and the rise of the internet, these conventional means of obtaining educational materials can no longer adequately meet the demands of ideological and political education [4].

Converged media, characterized by its vast information capacity, rapid dissemination, and extensive coverage, offers more diverse forms of content presentation for ideological and political education. Instructors can utilize new media platforms such as WeChat public accounts, microblogs, and short videos to publish articles, videos, audio recordings, and other materials, making educational content more vivid and engaging. Furthermore, by fully leveraging traditional media such as campus radio and university newspapers, universities can enhance the promotion of ideological and political work among students.

Converged media technology also enables more personalized and tailored services in ideological and political education. Teachers can recommend specific learning materials based on students' individual academic needs. This approach not only enriches the content delivery but also supports the reform and innovation of ideological and political education in universities, contributing to the continuous improvement of teaching practices and theoretical research in the field [5].

### 1.4. Optimizing Resource Allocation

In the context of the converged media era, ideological and political education in universities must actively leverage new media platforms supported by digital technology, computer networks, and mobile communication to construct an open, efficient, and highly interactive educational environment [6]. With its flexibility, high openness, large-capacity information storage, and real-time communication features, converged media systems significantly expand the temporal and spatial boundaries of teaching, facilitating a shift from traditional classroom-dominated instruction to an integrated online and offline model.

By utilizing converged media tools, instructors can integrate high-quality resources, enabling multi-modal dissemination of theoretical content, policy interpretation, and

value concepts, thereby effectively expanding the reach and impact of teaching. The instant interaction mechanism not only enhances real-time feedback and in-depth communication between teachers and students but also significantly improves students' understanding and acceptance of the educational content. Furthermore, converged media supports personalized resource push and self-directed learning, contributing to targeted ideological and political education and teaching tailored to individual aptitudes [7].

Compared to the traditional unidirectional knowledge indoctrination model, the application of converged media markedly optimizes the allocation of educational resources, innovates the dissemination methods of ideological and political discourse, and provides critical technical support and methodological insights for achieving high-quality development of ideological and political education in the new era [8].

## 2. New Situations and Challenges Facing Ideological and Political Education in Universities in Gansu Province in the Converged Media Era.

### 2.1. Disorder in Conflicting Multifaceted Values

The widespread use of the internet has provided university students with an open and diverse information space, where different regions, ethnic groups, and cultures are extensively presented and integrated. Against this backdrop, ideologies and cultural forms from around the world continue to interact, clash, and merge, leading to an increasingly complex online public opinion environment. The internet has become a critical arena for ideological contention.

Compared to traditional media, online communication exhibits a distinct decentralized nature, where dissemination power has become more decentralized, and audiences have gained greater discursive power. The notion that "everyone has the ability to voice their opinions" has become a reality [9]. Users can not only independently publish information but also participate in dissemination through actions such as sharing and commenting, significantly increasing the difficulty of information governance. The coexistence and interplay of authoritative voices and diverse viewpoints have become a new normal in online discourse, posing higher demands on the implementation of ideological and political work in universities.

Once a hot topic emerges, it can easily amplify rapidly. Before official investigation results are released, a multitude of opinions—varying in authenticity and motivation—often flood the internet, obscuring the truth. Although university students show strong interest in trending topics, their limited cognitive maturity and critical thinking abilities make them susceptible to irrational opinions [10]. Therefore, effectively promoting mainstream ideologies and strengthening rational guidance of public discourse have become major challenges for current ideological and political education in higher institutions.

### 2.2. Insufficient Systematic Learning of Ideological and Political Education among University Students

In the converged media environment, ideological and political education in universities faces multiple challenges, including a lack of systematic learning, irrational student behavior, and weakened teacher-student interaction.

Firstly, students commonly rely on mobile devices for high-frequency, short-duration fragmented information acquisition. While convenient, this approach makes it difficult to construct a systematic knowledge structure of ideological and political education. Prolonged fragmented learning not only undermines their capacity for independent thinking and in-depth cognition but also tends to narrow their perspectives and limit their sources of information, thereby affecting overall teaching quality and the comprehensive development of students' competencies [11].

Secondly, university students often exhibit irrational characteristics in their online behavior. When confronted with trending issues, some students may respond emotionally

and be swayed by media influence, resulting in shallow evaluations of events and occasional engagement in problematic online conduct. Although their intentions may involve a sense of justice, their lack of rational discernment often prevents them from distinguishing the authenticity and underlying motives of information. Ideological and political education must adhere to the principle of seeking truth from facts, guiding students to develop a legal awareness, avoid blind conformity, and advocate rational expression and responsible behavioral choices.

Finally, the teacher-student interaction model faces serious challenges. As students increasingly access knowledge through diverse channels, teachers are no longer the sole authority of information. Some instructors, due to outdated knowledge and insufficient cross-disciplinary understanding, struggle to effectively address complex real-world questions raised by students, leading to a decline in their traditional authority. Furthermore, the blurring boundary between virtual and real-world social interactions has altered the dynamics of teacher-student communication [12]. Students now prefer expressing themselves online, resulting in weakened offline communication skills. This shift necessitates a reconstruction of the discourse dissemination model in ideological and political education, enhancing interactivity and practical relevance to reestablish the guiding role of educators.

*2.3. The Gradual Weakening of the Central Role in University Ideological and Political Education*

In the context of ideological and political education in universities, teachers serve as the primary facilitators, and the quality of their instruction directly impacts the effectiveness of this education. In traditional pedagogical settings, greater emphasis was placed on the professionalism, ethical standards, and dedication of ideological and political educators. However, in the new media era, the overall competence and capabilities of teachers are increasingly critical, particularly in terms of educational philosophy, information literacy, and innovative awareness and abilities, presenting new challenges for educators.

With the advent of the new media age, contemporary university students exhibit more active thinking and broader perspectives, leading to higher expectations for ideological and political education. Traditional content and methods no longer fully meet their needs, creating significant challenges in both conceptual and methodological dimensions. From an educational philosophy perspective, the traditional teacher-centered approach is no longer widely accepted by modern students, who desire recognition and respect and prefer to engage in dialogue and communication with teachers on an equal footing rather than passively receiving knowledge [13].

Ideological and political education must evolve beyond abstract and idealized concepts to address students' actual ideological confusions and psychological issues effectively. It requires teaching methods aligned with contemporary characteristics, moving away from monotonous lecturing and indoctrination. This places higher demands on teachers' abilities, especially in the converged media environment, where innovation in concepts, models, and methods is essential to meet the demands of the current educational landscape.

New media has revolutionized information dissemination, achieving qualitative leaps in speed and scope compared to traditional media. In the traditional ideological and political education model, teachers held a strong "monopoly" and "discursive power," and students were more receptive to educators' ideas and content in an asymmetric information environment, making educational outcomes relatively easier to achieve. However, with the widespread use of the internet and smart electronic devices, new online media have fully penetrated the university student population. Students can easily access desired information through these platforms, and in some areas, their knowledge may even be more comprehensive and diverse than that of their teachers. This phenomenon has

diminished the discursive authority of ideological and political educators, thereby significantly reducing the effectiveness of moral education in universities.

## 3. Development Pathways for Ideological and Political Education in Universities in the Converged Media Era

### 3.1. Strengthening Ideological Guidance and Fostering a Comprehensive Environment for University Students' Ideological and Political Education

As a core component of the socialist education system with Chinese characteristics, universities consistently uphold the leadership of the Communist Party and serve as critical platforms for consolidating mainstream ideologies and achieving the fundamental goal of fostering virtue through education. In the new era, the deep integration of the internet and converged media technologies has brought both opportunities and challenges to ideological work in higher education. Maintaining the Party's leadership over public opinion work and strengthening the capacity to manage and guide online discourse have become essential to ideological and political education in universities.

Under these circumstances, universities must resolutely implement the Central Committee's decisions and deployments regarding ideological work, continuously enhancing the relevance and effectiveness of guiding online public opinion. It is imperative to build a clean and healthy campus cyberspace, strengthen the identification, clarification, and management of various online rumors, and proactively disseminate objective, scientific, and positive ideological and political education content. These efforts will help students improve their ability to discern information and consciously resist erroneous viewpoints.

Ideological and political educators should establish regular public opinion monitoring and guidance mechanisms. By leveraging integrated communication channels such as university websites and new media platforms, they can promptly identify and address student concerns, provide psychological guidance and ideological education, and prevent and mitigate public opinion risks. Furthermore, the technical advantages of converged media platforms—speed, breadth, and interactivity—should be fully utilized to innovate forms of propaganda and education, promote the main themes of the era, and disseminate socialist core values.

Through well-designed educational content and communication strategies, students should be guided to actively absorb positive and healthy information and consciously shape correct political views and value orientations. Universities should also encourage and support students in forming independent perspectives through rational dialogue, fostering their critical thinking skills and political identity, and ultimately nurturing them into a new generation capable of shouldering the mission of national rejuvenation.

Ideological work in higher education must remain centered on the Party's leadership, rely on the internet as the main front, and focus on the holistic development of students. By continuously enhancing the systematicness, professionalism, and foresight of these efforts, universities can provide solid ideological assurance and public opinion support for cultivating builders and successors of socialism.

### 3.2. Enhancing Resource Sharing to Expand the "Macro-Classroom" of Ideological and Political Education for University Students

Sharing communities significantly improve the utilization efficiency of teaching resources and equipment by effectively integrating limited social resources, thereby optimizing university management efficacy and reducing operational costs. This model not only aligns with the intrinsic requirements of connotative development in higher education but also represents a major strategic choice for promoting high-quality development in the sector. At the current stage, educational equity is reflected in the universal accessibility and equality of public educational resources. However, disparities in resource distribution among institutions persist in China's educational landscape, with high-quality

teaching resources often concentrated in a limited number of key universities, hindering the full realization of their public function.

The joint-construction community model provides institutional guarantees for sharing high-quality educational resources while creating a new platform for enhancing the ideological and political literacy of university students. This model contributes to the formation of a "macro-platform" for ideological and political education, strengthening participatory engagement in the educational process. From the perspective of Marxist human studies, human free development is built upon social relations and community foundations. Sharing communities expand students' participation in community organizations and collaborative options, promoting deeper and more meaningful integration into collective practices, thereby enhancing their autonomy and initiative.

In learning communities, knowledge construction relies on group cooperation, teacher-student interaction, and contextual collaboration. Through direct or indirect participation, individuals continually internalize social norms, temper their willpower and character, develop practical abilities, and construct personal identity and social connections in the process. This approach not only enriches the content and form of ideological and political education but also provides practical pathways for achieving the goal of holistic student development.

### 3.3. Breaking Spatiotemporal Constraints and Highlighting the "New Carrier" of Ideological and Political Education for University Students

Ideological and political education plays an irreplaceably important role in the contemporary higher education system. Its objectives extend beyond the transmission of knowledge and skills to guiding students in establishing a scientific worldview, outlook on life, and values. However, constrained by traditional disciplinary systems and teaching models, current ideological and political education in universities still universal suffers from issues such as rigid curriculum design, closed teaching spaces, and unidirectional teacher-student interaction. These limitations have somewhat neglected the cultivation of student agency and practical abilities, with classroom teaching continuing to be regarded as the primary means of achieving educational goals.

In the new era characterized by deepening digitalization and media convergence, it is imperative to break away from the traditional teacher-centered and classroom-bound teaching model. Converged media technology provides a vital pathway for innovating ideological and political education. By constructing open, shared, and interactive educational platforms, it effectively expands the temporal and spatial boundaries of teaching while enhancing students' learning autonomy and sense of participation. For example, instructors can use converged media platforms to learning resources before class, guiding students to explore independently and raise questions; classroom sessions can then focus on key and difficult points, facilitating in-depth explanations and interactive discussions to achieve a shift from "indoctrination" to "construction."

Furthermore, diverse interactive forms such as online voting, thematic competitions, and collaborative inquiries should be actively designed to integrate social hot topic with theoretical teaching. This approach enables students to develop critical thinking and value judgment skills in authentic contexts. Leveraging digital technology, students can access the learning process anytime and anywhere, express opinions, exchange ideas, and continuously enhance their cognitive levels and comprehensive competencies through collective collaboration and self-reflection.

Constructing a student-centered ideological and political education model supported by converged media not only helps stimulate students' learning motivation and sense of identity but also promotes their holistic development, truly achieving educational effectiveness that "enters the mind and heart." This transformation is both an inherent requirement of educational modernization and a concrete manifestation of Marxist theory in practical teaching.

*3.4. Enhancing Subject Participation to Build a "Macro-Platform" for Ideological and Political Education of University Students*

In the moral education work of universities, establishing the status of educational subjects is crucial. Ideological and political educators should fully leverage their advantages by guiding students through collaborative and critical learning activities from the dual dimensions of behavioral demonstration and ideological leadership. This approach aims to cultivate students' independent thinking and self-directed learning capabilities, thereby maximizing the effectiveness of education.

In the converged media environment, both educators and learners jointly constitute the users of media platforms. This shift requires that ideological and political work must deeply advance teaching reforms under the guidance of new educational philosophies. For instance, through mechanisms such as "representative education," the initiative and influence of student representatives in the public opinion sphere can be utilized to enhance the dissemination effectiveness of ideological and political education.

Educators should actively employ diverse channels such as official university websites, microblogs, short video platforms, and interactive Q&A forums to regularly publish authoritative learning content. This helps strengthen the guidance of mainstream values and expand the reach and timeliness of positive information. Simultaneously, it is essential to enhance supervision of various media accounts, promptly clarify and correct misinformation, and prevent the negative impact of erroneous information diffusion.

By organizing online essay contests, thematic discussions, and other activities, students' enthusiasm for participation can be effectively stimulated, guiding them to actively engage in theoretical learning and value discernment. Educators should consistently play a leading role by responding to student concerns in a timely manner during interactions and conveying positive educational content.

Furthermore, universities can improve the professionalism and targetedness of ideological and political work by establishing expert panels and designating dedicated personnel to manage converged media platforms. Ultimately, achieving high-quality development of ideological and political education in the context of media convergence still relies on the creative participation and initiative of both teachers and students, working together to promote the transformation and innovation of moral education in the new era.

## 4. Conclusion

Ideological and political work in universities under the converged media environment should focus on the comprehensive and free development of individuals. By establishing learning communities as fundamental units, high-quality resources can be aggregated to build sharing communities. Within the higher education sector, financial investment in ideological and political theory courses is undergoing significant growth. This investment is reflected not only in the augmentation of material resources—such as the renewal of classrooms, libraries, and multimedia equipment—but also in the innovation of teaching methods and approaches.

These enhancements in resources and technology have undoubtedly substantially broadened the perspectives and depth of ideological and political education. With increased funding, educational content has been enriched, and teaching methods have become more diversified, enabling students to gain a deeper understanding of Marxist theory and knowledge related to socialism with Chinese characteristics. Through such efforts, the quality and influence of ideological and political education in universities have been substantially improved, contributing to the cultivation of a new generation of talents with solid theoretical foundations and practical capabilities.

This transformation represents not only an innovation of traditional teaching models but also a significant measure to promote the development of higher education in China. The continued advancement of ideological and political education in the converged media era will rely on the sustained integration of resources, technological innovation, and the

active participation of both educators and students, collectively fostering an environment conducive to holistic development and ideological maturation.

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