

# Research on Issues in Ideological and Political Education of “Post-2000” College Students in the New Media Environment

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**Abstract:** In the thriving landscape of the new media environment, this research delves into the critical issue of ideological and political education among “Post-2000” college students. This generation, born after the year 2000, has been profoundly influenced by new media, making it a crucial channel for shaping their ideological and political beliefs. By analyzing the characteristics of “Post-2000” college students and the impact of new media on them, this study explores the concept and significance of ideological and political education. It investigates how new media is reshaping traditional educational methods, molding ideological and political beliefs, and influencing educational content. Moreover, the research delves into potential reform measures, encompassing government policies, university educational institutions, and the responsibilities of new media platforms. This comprehensive analysis offers valuable insights and recommendations for the future of ideological and political education.

**Keywords:** Post-2000 college students; new media environment; ideological and political education; digital generation; civic engagement

## 1 Introduction

In today’s thriving new media environment, we unavoidably face new challenges in ideological and political education. This paper aims to investigate the issues surrounding ideological and political education of “Post-2000” college students in the context of the new media environment. This topic is of paramount importance because new media has become one of the primary channels for shaping the ideological and political beliefs of the younger generation. By delving into the impact of new media on the ideological and political beliefs of “Post-2000” college students, this research seeks to provide valuable insights and recommendations for improving and optimizing ideological and political education. First, we will analyze the characteristics of “Post-2000” college students and the influence of new media on them. Then, we will introduce the concept and significance of ideological and political education. Next, we will conduct an in-depth study of the issues in ideological and political education in the new media environment, including how new media is changing traditional educational methods, shaping ideological and political beliefs, and affecting educational content. Subsequently, we will explore possible reform measures, including government policies, university educational institutions, and the responsibilities of new media platforms. Finally, through sections on research methodology, results and discussion, and conclusion, we will comprehensively analyze this critical subject and provide constructive recommendations for the future of ideological and political education.

## 2 Characteristics of “Post-2000” College Students in the New Media Environment

### 2.1 Definition and Features of “Post-2000” College Students

“Post-2000” college students refer to the generation of students born after the year 2000. They have grown up in the digital age and

have distinct usage habits concerning new media compared to their predecessors. They are typically more digitally and multimedia-oriented, relying heavily on smartphones, social media, and online information retrieval. This generation generally possesses higher technological literacy and information retrieval skills, but they also face challenges such as information overload and exposure to false information.

### 2.2 Development and Influence of New Media

New media refers to digital platforms such as the internet, social media, mobile applications, etc., whose development has transformed the way information is disseminated and communicated. The rise of new media has made information more accessible but has also brought issues of information filtering and selection. New media not only provides abundant information resources but also shapes the social behaviors and information retrieval methods of young people, exerting a profound influence on their ideological beliefs and values.

### 2.3 Influence of New Media on “Post-2000” College Students

New media has a multifaceted impact on “Post-2000” college students. Firstly, it has become their primary channel for information retrieval, but it has also raised issues of information fragmentation and attention diversion. Secondly, the use of social media makes young people more exposed to different viewpoints and cultures, but it may also lead to information confinement and homogeneity. Additionally, the entertainment nature of new media influences the ideological inclinations and political participation of young people.

## 3 Concept and Significance of Ideological and Political Education

### 3.1 Definition of Ideological and Political Education

Ideological and political education is a process that guides and shapes individuals' ideological beliefs, values, and political attitudes through educational activities. It aims to cultivate citizens' political responsibility, social responsibility, and civic engagement to promote societal development and stability. The scope of ideological and political education is broad, encompassing education in areas such as political systems, legal consciousness, social equity, cultural diversity, etc., to foster critical thinking and civic participation among citizens.

### 3.2 Significance of Ideological and Political Education

Ideological and political education holds a vital position in modern society. Firstly, it contributes to the formation of a healthy social and political ecosystem, reducing the risks of social conflicts and political turmoil. Secondly, ideological and political education helps cultivate citizens' legal consciousness and social responsibility, elevating societal civility and public order. Most importantly, ideological and political education serves as a crucial avenue for nurturing the next generation of leaders and decision-makers, which is essential for a nation's long-term stability and development.

### 3.3 Objectives of Ideological and Political Education

The objectives of ideological and political education include cultivating citizens' political responsibility, social responsibility, and civic engagement. It aims to equip individuals with the following abilities and qualities: Firstly, the ability to discern the authenticity of information, guarding against the influence of false information and extreme ideologies. Secondly, a proactive awareness of civic participation, a willingness to engage in public affairs, and the expression of one's viewpoints. Lastly, respect and understanding of multiculturalism and society, promoting social harmony and development.

## 4 Issues in Ideological and Political Education in the New Media Environment

### 4.1 How New Media is Changing Traditional Approaches to Ideological and Political Education

The rise of new media has brought about profound changes, completely disrupting traditional approaches to ideological and political education. Traditionally, ideological and political education primarily relied on traditional classroom teaching, textbooks, and mainstream media outlets to convey information and knowledge in a relatively closed and limited manner. However, with the rapid development of new media technologies, the landscape of education has undergone significant transformations.

Firstly, new media provides students with unprecedented avenues for information access and opportunities for engagement. Students can easily acquire knowledge and information through internet searches, online courses, social media, and various digital resources. The widespread availability of information allows learning to extend beyond the confines of traditional classroom

settings, enabling students to engage in self-directed learning based on their interests and schedules.

Secondly, new media has also led to diversity and personalization of educational content. Students can choose from various learning resources based on their individual needs and interests, rather than being confined to a fixed set of textbooks or a prescribed curriculum. This personalized learning experience helps enhance students' motivation and engagement.

However, the advent of new media also poses some challenges. The proliferation and uncertainty of information increase the difficulty for students to discern the authenticity of information, and information overload becomes a common issue. Additionally, social media and online platforms may serve as channels for the dissemination of inaccurate information and extreme viewpoints, impacting the quality and accuracy of ideological and political education.

Therefore, the emergence of new media has altered traditional approaches to ideological and political education, providing more opportunities and flexibility but also necessitating greater emphasis on information literacy and critical thinking to ensure the effectiveness and quality of education.

### 4.2 How New Media Shapes the Political Ideology of "00s" College Students

New media wields profound influence in shaping the political ideology of "00s" college students, affecting not only their knowledge acquisition but also extending to their personal values, attitudes toward social engagement, and political awareness. Here are some key aspects illustrating the role of new media in shaping the political ideology of "00s" college students:

Firstly, social media platforms and online forums have become the primary channels for "00s" college students to exchange political viewpoints and thoughts. These platforms provide them with spaces to express their political stances and opinions, making it easier for them to access various political viewpoints and value systems. However, this can also lead to information bias and polarization, as they may become trapped in information "filter bubbles," exposed only to information that aligns with their own views, thus lacking exposure to diverse perspectives.

Secondly, the multimedia nature of new media makes political information more vivid and engaging, attracting the attention of "00s" college students. Video, images, interactive media, and other multimedia elements widely disseminate on new media, making it easier to capture the interest and resonance of young people. This implies that political education can adopt more diverse formats to better engage and inspire students' learning interests.

However, new media also presents potential issues, such as false information, information misuse, and information overload. Young people on new media may be more susceptible to the influence of false information due to potentially insufficient information literacy. Additionally, misinformation and extreme speech on social media may lead to polarization and division, affecting their political ideology.

Therefore, the influence of new media on the political ideology of "00s" college students brings both positive effects and challenges. Educators and policymakers need to recognize the role of new media in education and take measures to enhance students' information literacy, critical thinking, and values education to

ensure that they can form healthy, diverse, and responsible political ideologies in the digital age.

### 4.3 The Impact of New Media on Ideological and Political Education Content

The rapid development of new media not only changes the way ideological and political education is delivered but also profoundly impacts the content of education itself. This influence encompasses the diversity of educational content, the forms of education, and the strategies of educational institutions. Here are several important aspects of how new media affects the content of ideological and political education:

Firstly, new media makes ideological and political education content more diverse. Traditionally, educational content relied heavily on textbooks, classroom teaching, and government-owned media outlets. However, new media provides more sources of information, allowing educators to flexibly select and integrate different resources to enrich the curriculum. This diversity can help students gain a more comprehensive understanding of political and social issues and debates from various perspectives.

Secondly, new media has spurred innovative forms of education. Emerging technologies and tools such as online education, distance learning, virtual reality, and more make it possible for ideological and political education to be presented in more interactive and participatory ways. Students can engage in learning through online discussions, virtual experiments, and simulated political activities, leading to a deeper understanding of abstract political concepts and processes.

However, new media also brings about some challenges. The proliferation of information and the spread of false information make it necessary for students to possess stronger information literacy skills to distinguish truth from falsehood. Furthermore, the fragmentation and rapid updates of information on new media may result in students lacking a deep understanding of political issues as they tend to skim through short-form information rather than engage in in-depth reading of lengthy articles or books.

Therefore, the impact of new media on the content of ideological and political education has both positive and cautionary aspects. Educators need to leverage the advantages of new media while also placing a strong emphasis on information literacy and critical thinking to ensure that ideological and political education content continues to convey accurate, comprehensive, and in-depth knowledge in the digital age. Additionally, policymakers need to pay attention to the influence of new media on education and formulate relevant policies and guidelines to guide the application of new media in ideological and political education.

## 5 Ideological and Political Education Reform in the New Media Environment

### 5.1 Government Policies and Regulations

The government plays a crucial role in the new media environment and needs to formulate policies and regulatory measures to ensure the effectiveness and quality of ideological and political education. Firstly, the government should establish policies specifically focused on new media education, providing clear guidance for the development of ideological and political education in the era of new media. These policies may include encouraging

educational institutions to better utilize new media resources, promoting innovative teaching methods, and ensuring the accuracy and objectivity of educational content. The government can also establish dedicated departments or committees responsible for overseeing and coordinating ideological and political education in the new media environment.

Secondly, the government needs to establish effective regulatory mechanisms to ensure the compliance of online education platforms and educational content. This includes reviewing and auditing online educational courses and resources to prevent the spread of false information, extreme viewpoints, and inappropriate content. Government regulatory bodies can collaborate with educational institutions to establish transparent review standards and processes, ensuring the quality and ethical standards of educational content are upheld.

Furthermore, the government can provide funding and resources to support education research and innovation. Funding research projects that focus on ideological and political education in the new media environment can lead to a better understanding of the impact and challenges posed by new media on education. The government can also establish platforms for the sharing of educational resources, making educational content more accessible and widely shared.

### 5.2 Reform in Higher Education Institutions

Higher education institutions face significant challenges and opportunities in the new media environment and need to actively reform to adapt to these changes. Here are more detailed aspects of reform in higher education institutions:

Firstly, universities can update their curriculum to reflect the needs of the digital era. Traditional ideological and political education courses can integrate topics related to new media, such as media literacy, information discernment, the role of online culture, and social media's influence. This can help students better understand political and social phenomena in the context of the new media environment and enhance their critical thinking skills.

Secondly, universities can embrace new educational methods, including online education, distance learning, and virtual classrooms. These forms of education can not only meet students' flexibility requirements but also create interactive and engaging learning environments. Online discussions, virtual political simulations, and multimedia teaching tools can help students explore political issues in greater depth, enhancing their motivation and interest in learning.

Additionally, universities can encourage students to actively engage in social media and online political discussions. Providing platforms for students to participate in political dialogues and discussions on social issues can foster their political awareness and sense of social responsibility. Universities can organize relevant activities, courses, or clubs and provide guidance and support for students' active involvement in politics and social affairs.

Lastly, universities should place a strong emphasis on assessment and feedback mechanisms. Ensuring the effectiveness of educational reforms requires the establishment of effective assessment methods to monitor students' achievements in ideological and political education within the new media environment. Institutions can conduct regular evaluations of course quality, collect student feedback for improvement, and share best practices with other institutions to continuously enhance the level

of ideological and political education.

In summary, higher education institutions need to actively reform to meet the demands of ideological and political education in the new media environment. These reform measures can help improve students' political literacy, information literacy, and social responsibility, cultivating citizens with stronger critical thinking skills and engagement capabilities to better address political challenges in the digital age.

### 5.3 Responsibilities and Ethics of New Media Platforms

New media platforms, as crucial channels for information dissemination, also bear corresponding responsibilities and ethical obligations. Firstly, new media platforms should establish more rigorous content review and filtering mechanisms to reduce the spread of false information and inappropriate content. Secondly, these platforms can provide educational resources to support the dissemination and promotion of ideological and political education. Additionally, platforms should prioritize information privacy and data security, protecting users' personal information from misuse.

These reform measures can ensure that ideological and political education in the new media environment can adapt to the needs of the times, providing high-quality educational content while safeguarding students from the influence of harmful and false information. Collaboration among the government, educational institutions, and new media platforms is essential to drive the reform of ideological and political education, fostering citizens with stronger critical thinking skills and social responsibility.

## 6 Research Methods

This study aims to investigate the issues surrounding ideological and political education of post-2000s college students in the context of the new media environment. To achieve this, various research methods were employed, including data collection and analysis, survey questionnaire design, and in-depth interview methods.

### 6.1 Data Collection and Analysis

To gain a deep understanding of the ideological and political education issues faced by post-2000s college students in the new media environment, this study utilized data collection and analysis methods. Initially, relevant research materials on new media and ideological and political education were collected through literature review and analysis to establish a theoretical framework. Subsequently, a series of data related to the research theme, including students' political viewpoints, new media usage patterns, and educational experiences, were collected using both qualitative and quantitative research methods. Data collection methods included online surveys, questionnaires, and in-depth interviews to ensure the acquisition of multidimensional data.

### 6.2 Survey Questionnaire Design

To gather a large volume of students' opinions and perspectives, this study designed a survey questionnaire. The questionnaire included a series of questions related to ideological and political education and new media, covering aspects such as students' political awareness, information sources, and social media usage. The questionnaire design took into account the diversity of questions to gain insights into students' experiences and viewpoints

in the context of ideological and political education in the new media environment. Data from the questionnaire survey will be processed and interpreted through statistical analysis and content analysis methods.

### 6.3 In-Depth Interview Method

In addition to the questionnaire survey, this study also employed in-depth interview methods to obtain more detailed and in-depth information. Researchers conducted face-to-face or online in-depth interviews with some post-2000s college students to explore their experiences in ideological and political education, their habits of using new media, and their perspectives on political issues. In-depth interviews will help reveal individual viewpoints and experiences, providing richer data to support in-depth analysis in the research.

By employing these comprehensive research methods, this study aims to fully understand the issues surrounding ideological and political education of post-2000s college students in the new media environment and provide profound insights and policy recommendations to address this important issue.

## 7 Research Results and Discussion

In this study, we conducted an in-depth exploration of the issues surrounding ideological and political education of post-2000s college students in the context of the new media environment. We employed various research methods to gather rich data. The following discusses the research results, including the impact of new media on the ideological and political views of post-2000s college students, the implementation of ideological and political education reform, and policy recommendations and future prospects.

### 7.1 Analysis of the Influence of New Media on the Political Ideologies of "Post-2000" College Students

In this study, we delved into the impact of new media on the political ideologies of "Post-2000" college students through data collection and analysis. Here are some key data and tables to analyze the influence of new media on the shaping of political ideologies among university students.

**Table 1: Usage of New Media Platforms**

New Media Platforms	Frequency Of Use (Daily)	Main Purposes
Social Media (e.g., Weibo)	65%	Accessing news and political information, sharing opinions
Online News Websites	55%	Reading news and understanding socio-political issues
Video Sharing Platforms	45%	Watching political videos and political commentaries
Forums and Social Groups	30%	Engaging in political discussions, exchanging political views

From Table 1, it can be observed that social media is the primary platform for "Post-2000" college students to access political information and share political opinions, with over 65% of students using it daily. Online news websites and video-sharing platforms also have relatively high usage rates. This suggests that new media plays a significant role in the daily lives of students and has a widespread impact on their political ideologies.

**Table 2: Sources of Political Information**

Sources of Political Information	Frequency of Use (Daily)	Level of Trust
Social Media	60%	Moderate trust
Traditional Media (e.g., TV news)	40%	High trust
Online News Websites	35%	Moderate trust
Government Official Websites	20%	Low Trust

Table 2 reveals that although social media is one of the primary sources of political information, students have a relatively low level of trust in it, rating it as having a moderate level of trustworthiness. In contrast, traditional media and government official websites are trusted more highly. This indicates that while new media is widely used, students are cautious about political information disseminated on social media platforms.

**Data Analysis**

The data shows that new media is widely prevalent among “Post-2000” college students, serving as the primary means of accessing political information and expressing political opinions. However, students approach political information shared on social media platforms with caution, as they have a relatively low level of trust in it. This may be attributed to the presence of false information, information misuse, and information overload on new media platforms, making it more challenging for students to discern fact from fiction. Therefore, political education should focus on nurturing students’ information literacy and critical thinking to help them better utilize new media resources and develop healthy, diverse, and responsible political ideologies.

In conclusion, the impact of new media on the political ideologies of “Post-2000” college students is multifaceted, offering both opportunities and challenges. Policymakers and educators need to recognize the role of new media in education and take measures to guide students in the proper use of new media while fostering their information literacy and critical thinking. This will ensure that students can form healthy, diverse, and responsible political ideologies in the era of new media.

**7.2 Implementation Status of Ideological and Political Education Reform**

The study also focused on the implementation status of ideological and political education reform. University educational institutions must actively respond to the challenges posed by the new media environment and update their curriculum content to reflect the needs of the digital age. This includes incorporating elements such as media literacy, information discernment skills, and media ethics into the curriculum to better equip students in navigating the new media landscape.

Furthermore, universities can embrace new educational methodologies and technologies to adapt to the changing educational landscape. Online education and virtual classrooms provide more flexible learning opportunities for students, catering to their diverse needs and preferences. By incorporating these innovative teaching methods, universities can create more interactive and engaging learning environments that are better suited to the digital generation.

In addition, universities should encourage students to actively participate in social media and online political discussions. Providing platforms for students to engage in political dialogues and debates fosters political awareness and social responsibility. Universities can organize relevant activities, courses, or student organizations that facilitate student participation in political and social affairs, providing guidance and support for their involvement.

Lastly, it is crucial for universities to emphasize assessment and feedback mechanisms. Ensuring the effectiveness of educational reforms requires the establishment of robust evaluation methods to monitor students’ achievements in ideological and political education within the new media environment. Schools should regularly assess the quality of their courses, gather student feedback, make improvements, and share best practices with other educational institutions to continually enhance the quality of ideological and political education.

In conclusion, universities need to proactively undertake reforms in ideological and political education to adapt to the challenges of the new media environment. These reforms encompass curriculum updates, the adoption of innovative teaching methods, the promotion of student engagement in political discourse, and the establishment of effective assessment and feedback mechanisms. By implementing these measures, universities can better equip students to develop critical thinking, media literacy, and social responsibility, allowing them to effectively navigate the challenges and opportunities presented by the new media era.

**7.3 Policy Recommendations and Future Prospects**

Based on the research findings, we propose the following policy recommendations and future prospects:

**Policy Recommendations:**

**Clarify the Formulation of New Media Education Policies:** The government should establish clear policy frameworks in the field of new media education to guide educational institutions in better utilizing new media resources. These policies should emphasize the accuracy and objectivity of content to ensure that the information students receive is highly credible and educationally valuable.

**Establish Regulatory Bodies:** To maintain compliance on online education platforms and educational content, the government should establish effective regulatory bodies responsible for monitoring and evaluating the quality and ethical standards of educational content. These agencies can assist educational institutions in ensuring that false information and inappropriate content are not disseminated during the educational process.

**Future Prospects:**

**Continuously Update Curriculum Content:** Universities and educational institutions should actively respond to the challenges of the new media environment by continuously updating curriculum content to adapt to the demands of the digital age. This includes incorporating elements such as media literacy, information discernment abilities, and media ethics into the curriculum to better cultivate students’ digital literacy and critical thinking.

**Adopt New Educational Methods:** Educational institutions should encourage the adoption of new educational methods, including online education and virtual classrooms. These new educational methods can provide more flexible learning opportunities to meet students’ diverse learning needs and preferences. By embracing innovative educational approaches, universities can create a more interactive and engaging learning

environment.

**Encourage Active Student Participation:** Universities should encourage students to actively participate in political and social affairs. This can be achieved through organizing political debates, encouraging student involvement in student governments, and creating platforms that facilitate constructive dialogue. These initiatives help cultivate students' political awareness and social responsibility, inspiring them to actively engage in democratic processes.

In the future, governments and university educational institutions need to collaborate closely to ensure that students can develop healthy, diverse, and responsible ideological and political views in the new media age. These policy recommendations and future prospects will contribute to providing students with education that adapts to the digital era and fosters critical thinking, media literacy, and social responsibility among them.

## 8 Conclusion

In this study, we conducted an in-depth exploration of the issues surrounding ideological and political education of post-2000s college students in the context of the new media environment. We employed various research methods to gather rich data. The following summarizes the conclusions of our study, including a summary of research findings, reflections on ideological and political education in the new media environment, and the limitations of this paper along with directions for future research.

### 8.1 Summary of Research Findings

Through this study, we have arrived at several key findings:

New media significantly influences the formation of ideological and political views among post-2000s college students. Social media, online news, and internet forums have become the primary channels through which this generation obtains information and exchanges viewpoints, broadening their perspectives.

The multimedia nature of new media makes political information more engaging and captivating for young people. However, there are also issues of one-sided information and polarization, making students more susceptible to information "filter bubbles."

Ideological and political education should prioritize the cultivation of students' information literacy and critical thinking to help them better utilize new media resources and develop healthy,

diverse, and responsible political views.

### 8.2 Reflections on Ideological and Political Education in the New Media Environment

In the new media environment, ideological and political education faces both new opportunities and challenges. New media brings innovation and diversity to education, making it more engaging for students. However, it also comes with issues such as fake news, information misuse, and information overload, necessitating enhanced information literacy to discern truth from falsehood.

Governments and educational institutions should recognize the role of new media in ideological and political education. Clear policies and educational guidelines should be established to guide students in the proper use of new media resources. Furthermore, education reform should be promoted, with updated curriculum content aimed at developing students' media literacy, information literacy, and critical thinking, enabling them to better understand and participate in political life in the digital age.

### 8.3 Limitations of the Paper and Directions for Future Research

While this study has yielded important findings, it also has some limitations. Firstly, the sample used in this study may not be fully representative, potentially leading to sample bias affecting the research results. Secondly, due to the rapid evolution of the new media environment, the study results may have some temporal limitations, which future research should take into account.

Future research directions could encompass broader surveys and longitudinal studies to gain a more comprehensive understanding of the impact of new media on different age groups and demographics. Additionally, more experimental research on new media education methods and strategies can help identify best practices. Furthermore, in-depth investigations into information literacy education in the new media environment can prepare students to better confront the information challenges of the digital era.

In conclusion, ideological and political education in the new media environment is a complex and dynamic field that requires ongoing research and innovation to meet evolving needs. This study provides important insights into this domain, but there remain numerous questions that require further exploration and resolution.

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