

Research on the Empowerment of Network Ideological and Political Education Practice in Higher Vocational Colleges by University New Media Studios

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Abstract: Deep iteration of mobile internet and social media make it an important practical unit in online education by university new media studios. As a counselor who is instructor of new media studios, our research aims at exploring the way new media studio empowers network ideological and political education inside higher vocational colleges based upon its internal mechanism: firstly, analyzing the realistic basis of new media studios guiding students' ideological and political development as well as shortcomings of current network ideological and political education carriers, and explore the construction of a coupling mechanism for two-way empowerment and collaborative education; secondly, according to the profiling of higher vocational students' media habits, we put forward some content translation methods of narrative restructuring and emotional resonance; thirdly, from the three aspects of platform matrix operation, maintain user stickiness and optimize algorithm recommendations, we design practical pathways which can improve the dissemination effect of ideological and political content; finally, construct a quality regulation system including all processes of content production, risk warning and evaluation feedback. We aim to provide a set of operable practical analysis framework and action reference for counselors carrying out network ideological and political education relying on new media studios.

Keywords: University new media studios; higher vocational colleges; counselors; network ideological and political education; content translation; platform operation; quality regulation.

Introduction

The network ideological and political education in higher vocational colleges has always been suffering from "time lag" between content supply and students' receptive habits, traditional one-way instillation based carriers cannot effectively touch upon the "digital native". As counselors who are at the first line we see it clearly—we drown well-designed ideological and political content with fragmented media. Because of its close organization form and cross-platform distribution capability, the university new media studios gives us new carrier opportunity to resolve this predicament—if our counselors become instructors of such studios, we can combine both role of "educator" and "companion", embed the ideological and political goals throughout the whole process of content production and operation. Our intention is to reveal the above empowerment mechanism for giving front-line counselors systematic practical reference from "content translation" to "platform operation" and finally to "quality regulation." Unlike other studies focusing on unidimensional discussion about technical tools, this paper focuses on the deep logic of the studio's educational mechanism under the counselors' dual identity, elaborate from four aspects (media adaptation, symbolic translation, platform operation, and quality regulation) build up an empowerment framework integrating educational laws and communication principles.

1. The Adaptation Logic of University New Media Studios and Network Ideological and Political Education

1.1 The Organizational Attributes of New Media Studios and the Embedding of Counselors' Dual Roles

The characteristics of New media studio at the university include centering on students' content

production under campus media practices (project-based, flat and high interaction) that fit perfectly with the culture of atmosphere and expressing habits among young students. We, as instructors embedded, have a unique dual role embedding: as educators, we grasp the political direction, review content values and set up educational goals; while as instructors, we need to understand the laws of media production, participate in content planning and coordinate team operations. The natural combination between educational authority and peer trust make new media studios not only interest club or publicity window, but also the front line position for counselors doing implicit ideological and political education. It seamlessly grafts educational objectives and youth expression, by naturally integrating ideological and political themes into their daily content creation, effectively avoid confrontation decoding in ideological and political education^[1].

1.2 The Current Status and Potential of New Media Studios in Guiding Students' Ideological and Political Development

Actually, new media studios slowly become a "barometer" reflecting the ideology of students and an important post for value guidance in higher vocational colleges. The content (such as campus short videos, themed micro-films or hot-topic comments), which have achieved much better dissemination results because they are lively and related to people's lives, demonstrate great improvement on the acceptance rate of students by means of many counselors' practices about content like epidemic prevention reminders, academic atmosphere building initiatives and exemplar figures reported via the studios. However, the ideological and political guidance potential of these studios can't be completely used up – there exists some problem including arbitrary topics, strong entertainment tendency and forcing ideological and political elements into it; lack of systematic topic orientation and effect evaluation mechanism suspends its ideological and political functions. It is urgent to drive the studios to go from "spontaneity" to "consciousness", systematically incorporate their content production into the network ideological and political education system and make a qualitative jump from "occasional reach" to "regular immersion" and from information dissemination to value guidance.

1.3 The Generation Conditions of the Empowerment Relationship and the Construction of a Two-Way Coupling Mechanism

To form an empowerment relationship, there should be three conditions simultaneously: first is the technical access condition (studio's media operations can realize content interoperability and data feedback with the school's existing network platforms); Second is the semantic compatibility condition (the interesting content produced by the studios carry serious ideological and political themes, achieve a dialectical unity of "being interesting" and "meaningful"); Third is the organization synergy condition (dynamic matching of content production rhythm of the studios with counselors' educational plans). We need to build up a two-way coupling mechanism of "educational goal guidance-content production support-communication feedback optimization". Counselors decompose the ideological and political goals like patriotism, professional spirit, and integrity awareness into operable thematic tasks and systematically embed them in the topic library of the studio; Meanwhile, the highly disseminable content produced by the studios provide fresh materials and discursive references for counselors conducting themed class meetings or heart-to-heart talks. By holding regular topic alignment meetings and filling out data feedback forms, we dynamically adjust the education supply and content production, thus building a closed loop education cycle with deep online-offline linkage.^[2]

2. The Content Translation Path of University New Media Studios Empowering Network Ideological and Political Education

2.1 Profiling Higher Vocational Students' Online Media Contact Habits and Their Psychological Receptivity to Ideological and Political Education

Instructors of the studios have accumulated lots of data about student's behavior in their daily management which allows us to build dynamic audience profiles according to these data. The media contact of higher vocational students has four major features: high frequency and short duration, visual-driven engagement, social dependency and emotional sensitivity. They prefer heuristic instead of systematic processing. They pay attention to short videos with pictures and brisk pace, and have low tolerance for long expository texts; they validate their views via community interaction, they are sensitive to peer evaluation and emotional atmosphere. We need to translate our ideological and

political content with three principles: Lightweight entry—capture attention quickly with suspenseful titles or visual conflict so as to reduce the cost of cognitive initiation; Concrete logic—the conversion of abstract principles into character story, situation conflict or data visualization reduces cognitive load; Experiential value—to avoid direct preaching, let students naturally complete the value identification when watching, commenting and forwarding. Our core conclusion is that ideological and political education cannot face up to students' media habits, but sail out with the help of the ship—that is, to complete cognitive guidance within their information comfort zones, and achieve the transition from passive reception to active construction.

2.2 Narrative Reorganization Strategies for Multimodal Semiotic Resources

Various semiotics like short videos, Vlogs, animations, webcomics, H5, audio narrations are integrated according to the principle of semantic complementarity in multimodal discourse analysis. Narrative is packed under the principle of packing ideology and politics into "micro-narratives", easy to be accepted by students instead of conceptual piling up, adopting plot-driven approach. Three kinds of strategies exist at an operation level: 1) Mode selection means selecting appropriate semiotic carrier for ideological and political theme – for example, use micro-documentary form to tell red stories, information animation form to explain policy documents; 2) Mode combination means creating semantic synergy between the primary mode and auxiliary modes – for example, use student's Vlog as the main thread, weaving historical image materials as the secondary threads, set emotional tone with background music; 3) Mode switching means connecting different narrative segment with unified visual metaphor ("time train" or "growth map") reduce cross-modal cognitive jump. The reorganized content should have a complete story structure of "cause—development—turn—climax". It enables students to deeply learn ideological and political themes via emotion involvement and narrative immersion instead of just receiving dry conclusion^[3].

2.3 The Two-Way Encoding Method of Issue Pre-Setting and Emotional Resonance

The essence of content translation – The combination between two-way encoding and cognitive framework of issue pre-setting and emotional triggering mechanism of emotional resonance. Issue pre-setting is about "from the students, to the students"; through our daily heart-to-heart talks, online public opinion monitoring or questionnaire surveys to find out the current pain points and hot topics of students' concerns (employment anxiety, interpersonal conflicts, identity recognition) and embed grand narratives such as national policies and core values onto it to set up node connections within the semantic network; e.g., by embedding the "craftsmanship spirit" into the short video series of "internship experience sharing" which students usually follow, we could implicitly implant the issue. Meanwhile, emotional resonance we precisely implant what triggers collective emotions at narrative nodes: the sense of belonging in dormitory life, the sense of achievement from competition awards, empathy for parents' hard work...etc., based on the theory of affective schemas. Two-way encoding depends on matching - "grand issues should match micro-moments, and abstract values should match concrete emotions". For instance, if you want to present the theme of "patriotism", you can start with a heartwarming story of a student helping a cafeteria aunt at four o'clock in the morning, and then raise an individual act of kindness to the sentiment of family and country, thus elevating the emotion and gradually internalizing the values.

3. Platform-Based Operation Models of University New Media Studios Empowering Network Ideological and Political Education

3.1 Node Function Differentiation and Synergy Rules of the Cross-Platform Communication Matrix

Mindsets, Ecosystems & Algorithms vary vastly between different operations. Instructors help the studios work out a working distinction of communication matrix: Short video platforms (e.g., Douyin, Kuaishou), "traffic front-end": high emotion, fast pace fragmented contents leverage its viral dissemination feature for wide coverage and igniting topics; Social community platforms (e.g., WeChat Official Accounts, Bilibili): "content middle platform": in-depth graphic-text content or medium-to-long videos leverage its circle-based interaction for completing full narratives and deepening values; Instant messaging channels (e.g., WeChat groups, QQ Spaces): "conversion back-end", precision push, interactive Q&A, feedback collection to accumulate private domain traffic.

Synergy rules: one topic, multiple versions, sequential linkage: For the same ideological and political theme, suspend clips or emotional highlights are posted on short-video platforms attract user browsing the full narrative on social community platforms, then discussion or check-in activity on instant messaging channels form a complete communication chain from reach-understanding-internalization-action no repeat waste of content on different platforms^[4].

3.2 The Dynamic Maintenance Mechanism of User Stickiness in Interactive Scenarios

In order to effectively conduct ideology and political education, we need to constantly interact with our students and their own autonomy. New media studios should create an extremely interactive online space that converts one-way communication into two-way dialogue. Counselors have to lead their team to establish three major stickiness maintenance mechanisms: firstly, feedback response compression mechanism -- operators (student leaders) will respond to representative questions in the comment section within a golden time window (e.g., 30 minutes), which can provide the sensation of real-time dialogue and prevent interaction cooling caused by "official read but no reply"; secondly, create a sense of participating ritual by setting up a regular column like "Counselor's Night Talk," or periodic topic challenges (#MyCareerIdol#, etc.) that gives accumulative identity markers to participants to stimulate their intrinsic motivation for action; thirdly, transform cognitive surplus - use high-quality viewpoints and typical confusions raised by students in the comment section as creative material for the next content installment and acknowledge them by name in the content, allow a role transition from "audience" to "co-creator". This kind of deep participation model would greatly increase students' path dependency on and emotional attachment to the studio's content brand.

3.3 Optimization Plans for the Visibility of Ideological and Political Content Under Traffic Distribution Algorithms

New media platforms' algorithm recommendations is the "traffic barrier" for ideological and political content to be wary of. The complete "traffic-first" results in entertaining and vulgarized content but completely ignoring algorithms will result in high quality content facing the dilemma of "zero views". How to balance value orientation and traffic logic to optimize the dissemination visibility of ideological and political content according to platform rules become the key. To improve the click-through rate of titles and covers frame through interrogative sentences, number suspense, or visual contradictions design to catch people's initial clicks without deviating their expectations due to "clickbait"; Improve the first 5 seconds retention rate by using conflict, suspense, or counter intuitive information at the beginning of the content based on "information gap" theory to trigger user's curiosity and reduce the early swipe away rate; Synergistically optimize the completion rate and interaction rate by setting clear interactive call-to-action points in the middle of the video like "Do you agree? Tell me in the comments", or "elevating with a memorable quote", or value anchoring points at the end to promote likes, saves, and shares. Also, counselors should also guide student teams to carry out small scale A/B test on the effect of different publishing times, tags combination, and cover style to find the optimal combination parameters between ideological and political content and platform algorithms so that mainstream value content doesn't drown under the influence of algorithms, achieve the change from "passive filtering" to "active recommendation"^[5].

4. The Quality Regulation System of University New Media Studios Empowering Network Ideological and Political Education

4.1 A Standardized Control Model for the Entire Content Production Process

In order to guarantee the quality and right orientation of ideological and political content, counselors should lead the studios to set up a standard control mode at each step ("topic selection-collection and editing-production-review-publication-archiving"): In the topic planning stage, check trending topics according to ideology and political education goals so that they are disseminable and educative; In the material collection phase, follow multi-source verification principle (especially when it comes to information about history and policies), check official sources; In the editing and production phase, implement a tiered review system: student preliminary review + teacher final review, students focus on grammar and format while counselors focus on value orientation and political expressions; In the review and publication phase, implement a traceable signature system, where the responsible editor and the reviewing teacher for every piece of content need to confirm with their

signatures; In the archiving and retrieval phase, build up a content database, which categorize archives by theme, platform, and dissemination effects, provide a basis for future reviews and reproduction.

4.2 Early Warning and Filtering Devices for Information Distortion and Ethical Risks

Bottom lines of online communication are information distortion and ethical risks. Instructors/counselors must build up a double filter system of "technological prevention + human prevention" at the automatic verification level via keywords blacklist and semantic recognition to automatically identify content that contains sensitive words/factual contradictions; at the manual review level, counselors/leading teachers do second judgment on the automatically detected content focusing on checking if the contextual meaning is complete; at the group deliberation level, controversial/content leaving much space for interpretation (e.g., using some internet buzzwords appropriately?) will be submitted by the team to the internal review panel of the studio (may involve teachers from the School of Marxism participating). Regarding ethical risks, we especially emphasize: Privacy breaches — Automatically scanning and blurring pictures which include face, identification document, and location information Value deviations — Detecting whether there are stereotypes or misleading representations about topics such as labor, profession, and gender Excessive emotional manipulation — Analysis of whether the use of emotional symbols is overdone, avoiding serious ideological and political education becoming entertainment or melodrama.^[6]

4.3 Tiered Evaluation Indicators for Dissemination Effectiveness and the Feedback Loop

To evaluate the effectiveness of ideological and political education, we can't only depend on the "like count", but establish a multi-tiered evaluation system. Exposure-tier indicators such as impressions and completion rate indicate the coverage of the content; Engagement-tier indicators such as average dwell time and interaction rates (comments, shares, and saves) pay special attention to the emotional tendency and depth of thought in the comments, reflecting the cognition participation of students; Conversion-tier indicators are the most important, that is, the account follow retention rates, click-through rates for related content, and students' mention rates and recognition levels of relevant topics in subsequent offline activities (themed class meetings and social practices). To construct the feedback loop means to map the evaluation results to the production side: if the exposure-tier indicators have low values, then the team needs to modify the title and cover frame; If the engagement tier has superficial comments, the team should increase the question guidance; if the conversion tier has decreasing retention, then the team should check whether there is consistency between content continuity and students' expectations. Counselors need to conduct regular data review meeting every week, turn evaluation conclusion into concrete directive for the next week's topic planning so as to form a dynamic cycle of "production-communication-evaluation-optimization" which constantly enhance the scientific and precise level of network ideological and political education.

Conclusion

Based on the practical requirements of counselors who are instructors of new media studios, we investigate how university new media studios can empower network ideological and political education in higher vocational colleges; describe the adaptation logic of the studios as a new carrier for online education; suggest the content translation methods according to students' media profiles; design a platform operation model that enhances dissemination effectiveness; establish a full-process regulation system which guarantees educational quality; deeply integrate counselors' educational experiences into the laws of new media communication, offering an operable practical solution to solve the difficult problem of making network ideological and political education "enter the mind and heart" in higher vocational colleges.

With the popularization of technologies like Artificial Intelligence Generated Content (AIGC) in the future, we can greatly improve the efficiency of content production in studios but at the same time there will be new challenges such as information authenticity and originality. We need to teach them about setting up an ethical norm for human-machine collaboration. Meanwhile because of the constant iteration of platform algorithms, we must constantly optimize our communication strategy. The other possibility which may further improve empowerment effectiveness is to explore building up a regional collaboration network of new media studios between higher vocational colleges for co-creation and sharing of high quality ideological and political content.

Fund Projects

The 2026 Suining Philosophy and Social Sciences Planning Project "Research on the Characteristics of Public Opinion Dissemination among Suining College Students and Collaborative Guidance Paths for City Image from the Perspective of New Media (SN26YB013)."

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