Collaborative Innovation System for Ideological and Political Education in the Universities in We-Media Era

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Abstract

In the era of We-media, the Web popularity not only facilitates people's daily communication far easier. In recent years, the network has become more informative, which is increasing exponentially at a dramatic rate. Today, now a great change comes over the thoughts and ideas of college students. However, the network is filled with a mass of spam mails, which contradict the socialist core values, and badly distort the ideologies of college students. A surge of network information also has a huge impact on the ideological and political education of the colleges and universities. But beyond that, less social experience and strong rebellious psychologies of students make it much harder. It is great time for us to take the challenge about how the ideological and political education work can be developed by the establishment of collaborative innovation system. For this purpose, this paper describes the great significance of the collaborative innovation system in the ideological and political education work in the era of we-media, points out the challenges encountered when the colleges and the universalities carry out the ideological and political education work in modern times, and profoundly explores the collaborative innovation system for the ideological and political education in the era of we-media, in order to build a collaborative innovation system well fit for the ideological and political education in we-media era.

Keywords: We-media era, Ideology and politics, Education coordination, Innovation system.

1.BACKGROUND

1.1Literature review

Since China's access to the WTO, China has witnessed a rapid growth in the social economy. The Internet, as an indispensable tool in people's productive lives, has also been widely applied in various fields, greatly facilitating the people's exchange and communication. This trend implies that our country has ushered in a new era of we-media. The network information surged and hit upon 0.8ZB in 2013, doubled what it was in 2012. Such massive information infiltrates the students’ ideologies to great extent, thus leading to a dilemma that the ideological and political education work will be more hardly carried out (Chen and Hou,2016). Many scholars have also concerned the universities’ ideological and political education of in the new era, and have launched a lot of studies. For this purpose, some scholars analyzed the state quo of the universities’ ideological and political education at the Internet age, and proposed appropriate countermeasures and advice (Lou, 2016). Some scholars also analyzed the characteristics and fit points of universities’ ideological and political education in the era of we-media, and advocated the pertinent guidance mechanism (Liu and Wang, 2016). It is believed that the birth of the we-media era has broughts great challenge and a new opportunity for developing the ideological and political education work (Long,2016), therefore the relevant scholars have also co-explored the role of the collaborative innovation mechanism in the ideological and political education under the we-media environment, and achieved a series of significant results (Li, 2016). In a word, the scholars have walked in the way of exploration of the ideological and political education in the colleges and universities since the birth of the multimedia era. They have laid an academic foundation for the establishment of collaborative innovation mechanism.

1.2Purpose

The purpose of this paper is to explore the current situation of the ideological and political education in the universities under the we-media environment, present some challenges for the ideological and political education in the current situation, learn experience accumulated by those scholars in the curse of studies and use
the self-organization theory to construct a collaborative innovation mechanism for the ideological and political education, analyze the role of the universities in the ideological and political education by modeling the collaborative innovation system, so as to enhance close relations with several departments for involvement in ideological and political education. To accomplish the ideological and political education, many departments cooperate with each other, improve their own educational level in the field, and exalt the education team's own qualities, so that the unhealthy phenomenon such as the college students' ideologies tend to go wrong can be eliminated. The development of ideological and political work is strengthened at the universities to make the students’ ideological and political ideas adapt to the social core value advocated by our country.

2. SIGNIFICANCE OF COOPERATIVE INNOVATION SYSTEM IN IDEOLOGICAL AND POLITICAL EDUCATION AT COLLEGES AND UNIVERSITIES

2.1 Enable to meet the needs of the time development

In the era of we-media, the popularity of Internet advances the society into a knowledgeable, informative web-based technology innovation phases, thus to make the community have a higher demand for talent cultivation (Ren and Shen, 2014), however in the context of this times, only when the ideological and political education work keeps pace with the times can we achieve some favorable results. We should advance with times in the development of the ideological and political education. The significance of talent cultivation is self-explanatory. The own qualification and professional ethics of talents can be further improved based on a higher level of knowledge, and only in this way can they go further on the road of future development of the society (Yang et al., 2014). To improve the comprehensive qualification of talents, it is essential for them to accept the ideological and political education. It is likely to develop the ideological and political education into a satisfactory result only if we show a great foresight to consider the universities’ requirements for talent cultivation based on the social development, further construct a collaborative innovation system, and intensify the collaboration of various departments from universities.

2.2 Enable to adapt to the complexity of ideological and political education

With the rapid development of we-media technology, the people's daily life gets much easier, however, it is because of we-media openness, virtual nature, bidirectional propagation and other features that some difficult true messages are often released (Nie and Ni, 2014). The reason why the complexity of the ideological and political education exaggerates is that anyone can use the we-media as the only way to disseminate information by virtue of its extremely rapid propagation (Nie and Ni, 2014). Nowadays, the traditional mode of ideological and political education has been too unfashionable to meet the requirements of talent cultivation in the we-media age, so that colleges and universities must establish the collaborative innovation system to beef up the ideological and political education for students. The ideological and political education is hereby aligned to its requirements under the complex situation.

3. DEFICIENCIES IN THE IDEOLOGICAL AND POLITICAL EDUCATION IN THE WE-MEDIA AGE

3.1A Web-based platform malfunctions to play its educational effect

The ancient saying goes: “anyone is instructed from his mind and ethics”. The university, as an arena for imparting knowledge and educating people, should attach more importance to fostering the human morals, but ignore it to concern about the cultivation of students’ competence for a long time, which leads students to poor political thoughts (Shen and Du, 2015). Although the majority of universities have created a web-based platform for the ideological and political education using the we-media technology, its one-way knowledge infusion instead of two-way communication will inevitably make the ideological and political education work futile.

3.2 Ideological and political educates have a serious psychological bias and rebellious psychology

Since the implementation of family control in China, the growth of population has been controlled to a certain extent, the number of one-child families constantly increases. The parents' long-term connivance fosters their single-child a self-centered character (Ba and Hu, 2015). Compared to other families with more children, these only children are more sensitive and fragile in minds, prone to evoking negative emotions on some trifles, which also greatly hinders the development of the ideological and political education.
3.3 Ideological and political education team themselves do not meet the education standards

To do a good job in the ideological and political education, it is required for the universities to establish a team of high-quality educators in the ideological and political education, but on the contrary, this team is not proficient. There are relatively fewer teachers with low qualifications in this field. Besides, some counselors are also not qualified to achieve the standard of the ideological and political education, which makes the ideological and political education work ineffective as always.

4. STUDY ON THE COLLABORATIVE INNOVATION SYSTEM FOR UNIVERSITIES’ IDEOLOGICAL AND POLITICAL EDUCATION IN THE WE-MEDIA AGE.

4.1 Establishment of collaborative innovation system

To effectively resolve the problems in the ideological and political education in colleges and universities, this paper constructs the collaborative innovation system by using a self-organization theory. This theory refers to the inherent rules among the elements in a complex system, and uses the self-organizational interaction to build an ordered structure (Ren, 2017). Based on the self-organization theory, this paper assumes the following terms: the ideological and political education at universities is regarded as an open work; the parameters in the ideological and political education are quantitative; in the process of collaborative innovation of ideological and political education, the equilibrium points in synergetic evolution are not unique. In the process of collaborative innovation, the community, the university and the family interact together to improve the level of ideological and political education. Therefore, this paper defines the status variables of ideological and political work as ones that can reflect the society, university and family, namely social variable, university variable and family variable. The ideological and political education work can only be carried out in a designated environment. The development level of the ideological and political education directly depends on the coordination degree between the internal factors and the external environment. The external environment is bound to impact its development, including educational environment, network, information and other factors (Lin, 2013). Therefore, this paper defines the external variables, including dynamic factors, network factors, educational environment factors, etc., also sets up an adjustment coefficient among social variables, university variables and family variables, as shown in Table 1.

<table>
<thead>
<tr>
<th>Variable type</th>
<th>Variable name</th>
<th>Variable specification</th>
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<tbody>
<tr>
<td>control variable</td>
<td>external environment</td>
<td>The influence of external environmental factors on political and Ideological Education</td>
</tr>
<tr>
<td>State variable 1</td>
<td>Social variable</td>
<td>The role of society in political, ideological and educational work in coordination with innovation</td>
</tr>
<tr>
<td>State variable 2</td>
<td>University variable</td>
<td>The role of colleges and universities in the coordinated innovation of political, ideological and educational work</td>
</tr>
<tr>
<td>State variable 3</td>
<td>Family variables</td>
<td>The role of family in political, ideological and educational work in coordination with innovation</td>
</tr>
<tr>
<td>Adjust parameters 1</td>
<td>Social ideological and moral level index</td>
<td>Reflect the political, ideological and educational level of the society</td>
</tr>
<tr>
<td>Adjust parameters 2</td>
<td>University ideological and moral level index</td>
<td>Reflecting the level of political and ideological education in Colleges and Universities</td>
</tr>
<tr>
<td>Adjust parameters 3</td>
<td>Family ideological and moral level index</td>
<td>Reflect the political, ideological and educational level of the family</td>
</tr>
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After the parameters are set, x, y and z represent the three status variables, respectively. a, b and c represent the three adjustment parameters, respectively; \( \alpha_s, \alpha_u, \alpha_f \) represent the rates of the three status variables as a function of time; m represents a control variable that matches the three status variables, respectively. In the development of the ideological and political education, the adverse effects of the we-media environment on the ideological and political education will inform the community how to enhance the synergies with the ideological and political education, which will improve the role of community’s involvement in the political and ideological education, so do the corresponding families and universities. Therefore, the we-media environment in the ideological and political education will have a certain impact on the families and communities. While communities, universities and the families are consistent, and form a relationship of mutual promotion.
Then, if the external environment effect is \( m \), the evolution process for the social status variable \( x \) is formulated as below:

\[
\frac{dx}{et} = bxy + mx - m \frac{cz}{a}; \quad \frac{dy}{et} = \theta_2 \frac{a}{b} x + \theta_3 y \text{ for the university status variable } y; \quad \frac{dz}{et} = mz - \max z + \frac{b}{c} y \text{ for the family status variable } z. \]

A dynamic evolution model of collaborative innovation system is derived from these three formulae for the ideological and political education in the we-media age, namely:

\[
\frac{dx}{et} = \max + abxy - mcz \\
\frac{dy}{et} = 2by + 2\max \\
\frac{dz}{et} = mcz - by + mcxz \quad (1)
\]

It is known from this dynamic evolution model of the collaborative innovation system for the ideological and political education that the university plays a maximal effect in the work. Therefore, we should identify various factors relevant in the ideological and political education, through the synergies among which, the universities can maximize their collaboration capacity.

4.2 Measures for construction of collaborative innovation system

In the era of we-media, the diversified environment makes the ideological and political education more complex, which exacerbates its development. The collaboration capacity among communities, universities and families must be enhanced to smoothly develop and improve the ideological and political education. Compared with the communities and families, the universities play a best collaboration effect and bear the obligations to impart students in the fields of ideology and politics, therefore, it is required to strengthen the role of colleges and universities in the ideological and political education (Sun, 2016). To make up for deficiencies in the political and ideological education, the university constructs the internal collaborative innovation mechanism based on the system model to realize its collaborative innovation. The universities should establish a collaborative innovation leadership mechanism, effectively integrate and optimize relevant contents and resources to make them interact together, actively mobilize any departments and faculties in the campus, so that everyone, each department can contribute as much of value as they can. The overall management shall also be targeted to the leadership in the university. Personalized management should be ensured at each level, and the specific division of labor and responsibilities will be implemented to the individuals (Yang and Wu, 2017). Among the others, the universities should also establish the corresponding incentive mechanism for collaborative innovation in ideological and political education, and use different motivations and the relationship between them to develop the countermeasures, in order to make sure that the ideological and political education is developed more efficiently (Xu, 2016), as shown in Fig.1.

**Figure 1.** Elements of Internal Collaborative Innovation Mechanism in Universities
In order to ensure the effectiveness of political and ideological education, the universities should also build a collaborative innovation education mechanism, by strengthening intercommunity cooperation, carrying out the public welfare activities to imperceptibly foster the students in the ideology and politics, in order to improve their awareness of ideological and political education.

5. CONCLUSION

All in all, the establishment of collaborative innovation system for the ideological and political education in the universities can effectively improve the relevant education level, and strengthen the close relationship among the various departments so that they can cooperate with each other to have a joint management, fundamentally intercept the infiltration of bad information on the students. The universities, based on the collaborative innovation system, further invest huge funds in the ideological and political education, strengthen the ideological and political educators’ own qualities, improve the web-based platform for the ideological and political education. Only in this way can we make the ideological and political education more popular, and affect students with normal values, philosophies, world views, thus to create a good campus atmosphere.

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