A Study on the Effectiveness Model of Ideological and Political Class Instruction in Colleges and Universities in the Context of New Media

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Abstract

Based on the ideological and political education, media ecology and other related theories, under the guidance of the methodology of dialectical materialism and historical materialism, in this paper, the author makes a comprehensive study by using the methods of literature research, survey research and systematic scientific method. Through the scientific division of ideological and political education process for undergraduates content into the three links of content construction, transmission and acceptance, the author puts forward that the overall effectiveness of ideological and political education is the organic integration of content construction, transmission and acceptance, and builds the theoretical framework of the effectiveness research of undergraduates’ ideological and political education in the context of new media. Based on this, the author carries out an empirical investigation and analysis of the status quo of effectiveness of the ideological and political education for undergraduates in the context of new media, the purpose of which is to establish an effective synergistic management network system for ideological and political education and to implement the synergistic management of content construction, transmission and acceptance and ensure that the effectiveness of each link is achieved to the maximum extent, resulting in a double overall synergistic effect.

Keywords: New Media, College Ideological and Political Education, Model of Instruction, Effectiveness Model, Teaching Assessment.

1. BACKGROUND

1.1 Literature review

In the current context of new media, according to the existing researches on ideological and political classroom education in colleges and universities, how to effectively improve the effectiveness of ideological and political education for undergraduates is a topic that deserves further study. The effectiveness of ideological and political education from a macroscopic perspective refers to the fact that the ideological and political education involving the maneuverability of methods, the feasibility in practice and the reliability of good results (Zheng, 2015). In other words, the effectiveness is a category of practice, the theoretical consideration of effectiveness research must focus on the practicability of the method to achieve practicality, the feasibility of the practice and the reliability of results. In the context of new media, the effectiveness research of ideological and political education for undergraduates requires a workable approach to research and solid basis of empirical research. Therefore, a preliminary thinking of the research on the effectiveness of ideological and political education in the context of new media is formed. Firstly, in the theoretical normative research, a scientific research framework with an operable concept is constructed. This theoretical research framework can not only include the elements of ideological and political education that affect the effectiveness of the realization from a static perspective, but also clarify the relations between each aspect and its elements of the practical realization of ideological and political education from a dynamic perspective, so as to be able to explore in detail the influence and degree of every link and educational elements on the realization of effectiveness (Lao, 2015). Secondly, the study on effectiveness needs to be conducted on the basis of empirical research to find out the problems that affect each aspect of realization of effectiveness. Finally, it is necessary to find out the essence of the problems through theoretic exploration and empirical research and put forward effective countermeasures to improve the effectiveness of ideological and political education for undergraduates in the context of new media.

1.2 Research significance
The research on the effectiveness of the ideological and political classroom instruction model in colleges and universities is a new and common subject. With the current rapid development of new media, for undergraduates, the new media environment has become an important part of their lives, study and interpersonal interaction. Since the 18th CPC National Congress, China is in a critical period of Four-Pronged Strategy layout and implementation, and the value orientation of undergraduates determines the value orientation of the entire society in the future. The full realization of the effectiveness of ideological and political education for undergraduates is an important guarantee for the great rejuvenation of the Chinese nation (Wei, 2015). Therefore, in the context of new media, the research on the effectiveness of ideological and political education for undergraduates has an extremely important theoretical and practical significance.

2. ORGANIC COMPOSITION OF EFFECTIVENESS OF IDEOLOGICAL AND POLITICAL TEACHING IN COLLEGES AND UNIVERSITIES

2.1 Scientific division of ideological and political education system

According to the effectiveness research idea of dividing ideological and political education process, the ideological and political education can be described as follows: the practice of ideological and political education completed through the three links of content construction, transmission and acceptance by implementation and coordination carried out by all levels of organizations, related departments and personnel at multiple posts under the leadership of the Communist Party of China (Qi, 2015). Each link includes educational elements such as subject, object, mediator and environment of education and the work process that accomplishes the specific goals of each link. Therefore, the three links of content construction, transmission and acceptance of ideological and political education constitute the overall process of the system.

2.2 Achieve the overall effectiveness of integration

The overall effectiveness of ideological and political education for undergraduates is the organic integration of the effectiveness of content construction, transmission and acceptance. That is, education contents in line with the dominant ideology and the value demand of undergraduates constructed through different levels of manpower and material resources organized by the relevant departments of the Party and government, scientific communication activities conducted by educators for undergraduates under certain environmental conditions, the ongoing two-way interaction between educators and objects of education in the links of transmission and acceptance, and the realization of the dominant ideology becoming the mainstream ideology of undergraduates, as shown in Figure 1.

Figure 1. Organic Integration of Effectiveness

From the definition of the meaning of activeness of undergraduates’ ideological and political education, we can find that each link contains not only the elements of ideological and political education, but also the interactive
process of the interaction between each link and its educational elements (Zhao, 2015). Obviously, the realization of the overall effectiveness of ideological and political education depends on the realization of the effectiveness of educational elements in each link and the organic integration of the effectiveness of such 3 links. Therefore, the definition of effectiveness in this paper integrates the effectiveness of education elements, process and results organically into a holistic framework. That is to say, it discusses the effectiveness of the content constructed by educational subjects in content construction, the effectiveness of the subjects and their transmission methods in the transmission link and the effectiveness of environment and subjects of acceptance (Chen, 2015). Finally, the author studies the overall effectiveness of ideological and political education from the 4 dimensions of content construction, transmission, acceptance and overall process.

3. EFFECTIVENESS MODEL FRAMEWORK OF IDEOLOGICAL AND POLITICAL CLASS INSTRUCTION IN COLLEGES AND UNIVERSITIES IN THE CONTEXT OF NEW MEDIA

3.1 Theoretical framework for effectiveness research

Through the above discussion of theoretical research on the effectiveness of ideological and political education for undergraduates in the context of new media, the author of this paper constructs the theoretical framework for research on the effectiveness of ideological and political education for undergraduates in the context of new media.

![Theoretical Framework for Research](image)

Figure 2. Theoretical Framework for Research

In the study, the author tries to break through the limitation of the research on the effectiveness of the ideological and political education in the past by merely focusing either on the static perspective of the effectiveness of educational elements or on the dynamic perspective of the effectiveness of transmission in the process of education and the effectiveness of acceptance in the acceptance process. Instead, the author combines the static and dynamic perspectives and integrates the effectiveness of educational elements, processes and results into a holistic theoretical framework to conduct effectiveness research (Pei, 2016). First of all, scientifically divide the process of ideological and political education into 3 links of content construction, transmission and acceptance, and integrate each educational element into the content construction, transmission and acceptance of ideological and political education respectively, and define the meaning of the effectiveness of ideological and political education as the organic integration of the effectiveness of content construction, transmission and acceptance. Secondly, in the face of the new opportunities and challenges of ideological and political education for undergraduates in the context of new media, the author summarizes and reveals the basic characteristics and main rules of the ideological and political education for undergraduates from the four dimensions of content construction, transmission, acceptance and overall process, which lays a theoretical foundation for empirical research (Xiao, 2016). Finally, on the basis of the above research, the author puts forward countermeasures to improve the effectiveness of ideological and political education for undergraduates in the context of new media.
3.2 Characteristics and Rules of Ideological Education in Colleges and Universities

In the context of new media, the whole process of ideological and political education activities for undergraduates has the regularity of the dialectical unity and restriction of the 3 links of content construction, transmission, and acceptance. The realization of the overall effectiveness of ideological and political education for undergraduates depends on the degree of realization of the effectiveness of the 3 links. The 3 links are interrelated, step by step and synergistic and produce the whole effect. At the same time, they restrict and interact with each other to form a dialectical unity (Gong, 2016). Follow the law of synergy and control of dialectical unity, we can better understand and grasp the relationship between each link and provide theoretical methods and practice approaches for the overall effectiveness improvement. See Figure 3 below for details.

![Figure 3. The Characteristics of Ideological and Political Education](image)

In fact, during the practice of ideological and political education for undergraduates, the conduction and acceptance occur almost simultaneously. The value demand and cognitive characteristics of undergraduates in the acceptance link have a feedback effect on the method and content of transmission, and the effectiveness has a feedback effect on the effectiveness of content construction and transmission, resulting in constraints. Therefore, the 3 links are of the relation of two-way interactions. As a whole, they show a two-way "chain" pattern (Dai, 2016). The effectiveness of the content construction of ideological and political education is the prerequisite and necessary condition for the realization of the effectiveness of transmission and acceptance. The effectiveness of transmission is the prerequisite and necessary condition for the effectiveness of acceptance link, while the effectiveness of acceptance link is the result of the transmission effectiveness, and at the same time, has a feedback effect on the effectiveness of the links of transmission and content construction. In addition, there are interdependence and mutual restriction of dialectical unity between the basic elements that affect the effectiveness of the 3 links (Li and Zhang, 2017).

3.3 Performance of effectiveness of ideological and political education in colleges and universities

3.3.1 Undergraduates attach great importance to ideological issues

By investigating undergraduates' new media use motivation, new media tools and websites commonly used, online clients and new media commonly used, common motivation and duration of using new media, the author attempts to learn about the situation and characteristics of undergraduates' new media use. By investigating undergraduates' preferences for ideological and cultural products and their attention to and participation in topics of ideology online, the author measures students' concerns about ideological issues. The results are shown in table 1 below.
Table 1 The Motivation of Undergraduates to Use New Media

<table>
<thead>
<tr>
<th>Use motive</th>
<th>Number of times</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Browse interest news</td>
<td>2854</td>
<td>63.2</td>
</tr>
<tr>
<td>Watch TV shows, play games</td>
<td>2752</td>
<td>73.1</td>
</tr>
<tr>
<td>Make friends and interact with others</td>
<td>2025</td>
<td>57</td>
</tr>
<tr>
<td>Look up the learning materials</td>
<td>1761</td>
<td>43</td>
</tr>
<tr>
<td>online shopping</td>
<td>981</td>
<td>23.3</td>
</tr>
<tr>
<td>other</td>
<td>248</td>
<td>9.6</td>
</tr>
</tbody>
</table>

The survey shows that there are mainly 4 motivations for undergraduates to use new media: socializing, learning, entertaining and browsing, indicating that the new media environment has become an integral part of socialization, learning, entertainment and lives for undergraduates. Besides, in the questionnaire, the blank filling question “Which websites do you use or visit regularly?” is designed according to the four categories of social, learning, entertainment and browsing news. After the keyword extraction and statistical analysis, the survey results are obtained: as for social activities, QQ, Sina / Tencent micro-blog, WeChat, Douban are frequently used (Tian, 2017). As for learning activities, Baidu, micro-blog, Douban are frequently used; as for entertainment activities, QQ Game and other types of online games are frequently used; and as for news reading, micro-blog, WeChat and so on are frequently used.

3.3.2 The extensive application of new media in ideological and political education

In the context of new media, the application of new media in undergraduates’ ideological and political education is increasingly popular among undergraduates. The questionnaire surveys the application of new media in the teaching of ideological and political theory and online ideological and political education respectively and also learns about the satisfaction of undergraduates to the application of new media in ideological and political education, and the influence of theoretical class and online ideological and political education on the shaping of their values. The specific application is shown in table 2 below.

Table 2 Ideological And Political Application of New Media

<table>
<thead>
<tr>
<th>New media application</th>
<th>number of times</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro class</td>
<td>2817</td>
<td>64.5</td>
</tr>
<tr>
<td>MOOC</td>
<td>3202</td>
<td>71.4</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>2469</td>
<td>63.5</td>
</tr>
<tr>
<td>Slide Teaching</td>
<td>1753</td>
<td>49.2</td>
</tr>
<tr>
<td>Other new media teaching</td>
<td>829</td>
<td>24.7</td>
</tr>
</tbody>
</table>

The findings show that the use of multiple forms of instructional models adopting new media technologies such as micro-course, MOOC, flipped classroom has exceeded 60% (Hong and Zhang, 2017). Micro-course not only goes deep into the teaching practice of ideological and political theory in colleges and universities, but also becomes an important part of teaching skill contests and teaching assessment of teachers involving theory courses. More and more well-know colleges and universities are involved in the construction of MOOC teaching platform and well-know teachers demonstrate their teaching results online with MOOC and attract more college students to participate in.

4. CONSTRUCTION OF COLLEGE / UNIVERSITY IDEOLOGICAL AND POLITICAL EDUCATION EFFECTIVENESS ASSESSMENT MODEL IN THE CONTEXT OF NEW MEDIA

4.1 Assessment method

In this paper, the author applies the theory of grey relational degree in gray system theory to improve the fuzzy comprehensive evaluation method, which is used to make a comprehensive assessment of the assessment objects based on the fuzzy mathematics fuzzy set theory. As the basis of the grey theory proposed by Deng Julong, a famous Chinese professor, it is a method of measuring the extent of the relations between materials of dispersed sequence. Professor Deng points out that in the objective world there are many factors that are "gray" in relations.
to one another and it is unable to tell which factors are closely related, which are loosely related or unrelated (Ma, 2013). The fuzziness in line with the phenomenon of education can have a more comprehensive collection of views from various evaluators. The author adopts analytic hierarchy process (AHP) to determine the weight, and solves the problem of multiple objectives and criterion in the evaluation system and being hard to make precise analysis based on qualitative analysis and logical judgment without quantitative analysis.

4.2 Assessment steps

Firstly, establish an original sequence. In the grey correlation space \( \{P(X); T\} \), the original sequence is \( X_i(x_i(1), x_i(2), \ldots x_i(n)) \in X \), where \( i = 0, 1, 2, \ldots, n \in X \) and \( X_i \) is generally referred to as a subsequence. The following weight matrix of indicators is obtained by AHP:

\[
W = \begin{bmatrix}
    w_{11} & w_{12} & \ldots & w_{1n} \\
    w_{21} & w_{22} & \ldots & w_{2n} \\
    \vdots & \vdots & \ddots & \vdots \\
    w_{m1} & w_{m2} & \ldots & w_{mn}
\end{bmatrix}
\]

Where \( w_i \) is the weight of each indicator, and consistency test is carried out according to the following formula so as to analyze its credibility:

\[
CR = \frac{CI_n}{RI_n}
\]

Where \( CI_n \) is the assessment consistency index of the n-order judgment matrix and \( RI_n \) is the average consistency index of the n-order inverse matrix. When \( CI_n \leq 0.10 \), the assessment can be considered generally compatible and the analysis results are credible; on the contrary, it can be considered as a high degree of inconsistency in the assessment, and the assessment should be proposed to re-modify.

According to the results of the standardized operation of the original data, it is assessed and the most suitable software is selected. Establish a normalized decision matrix, matrix element \( x_{ij} \) and normalized decision matrix \( S \) can be concluded according to the following two formulas respectively.

\[
x_{ij} = \frac{y_{ij}}{\sum_{i=1}^{n} x_{il}^2}
\]

(2)

Multiplying the weight \( Q_i \) by the S matrix yields the normalized weight matrix \( W \), which is:

\[
W = \begin{bmatrix}
    q_{1s_{11}} & q_{1s_{12}} & \ldots & q_{1s_{1n}} \\
    q_{1s_{21}} & q_{1s_{22}} & \ldots & q_{1s_{2n}} \\
    \vdots & \vdots & \ddots & \vdots \\
    q_{1s_{m1}} & q_{1s_{m2}} & \ldots & q_{1s_{mn}}
\end{bmatrix}
\]

(3)

Use the weighted average comprehensive assessment model \( M(\cdot, \oplus) = \sum_{i=1}^{n} (W_i \cdot r_{mn}) \) to calculate the gray correlation and determine the correlation order:

\[
\eta_{ij}(k) = \min_{i} \min_{k} \Delta i(k) + p \max_{i} \max_{k} \Delta i(k)
\]

(4)
\[ p \in (0,1) \]
\[ \Delta_j(k) = \left| A'_j(k) - A'_i(k) \right| \]
\[ \eta_j = \frac{1}{k} \sum_{i=1}^{k} \eta_{ij}(k) \]
\[ k = 1,2,\ldots,n \]  
(5)

Where, \( A'_j \) and \( A'_i \) are the initial values of A, \( P \) is the resolution coefficient, and \( \eta_{ij} \) is the degree of correlation (Xie and Zhang, 2014). And then calculate the distance from plan i to the positive and negative ideal solution, the formula for distance between the solution and the positive ideal solution is:

\[ R_i^+ = \sqrt{\sum_{j=1}^{m} (q_{ij} - q_{ij}^+)^2} \]
\[ i=1,2,\ldots,m \]  
(6)

Finally, calculate the relative proximity between each plan and the positive ideal solution:

\[ f_i' = \frac{r_i^-}{(r_i^+ + r_i^-)} \]
\[ 0 < f_i' < 1, \quad i=1,2,\ldots,m \]  
(7)

In accordance with the degree of relative proximity, further clarify the relevant factors that affect the effectiveness of ideological and political education in colleges and universities - the closer the proximity, the greater the degree of impact on the effectiveness, based on which, we can effectively improve the program of effectiveness improvement so as to contribute to the sustainable development of ideological and political education in colleges and universities fundamentally.

5. CONCLUSIONS

In this paper, the author, from the perspective of the processes of ideological and political education in the context of new media, carries out a study on the effectiveness of ideological and political education for undergraduates. The effectiveness of the process of ideological and political education, as an extremely complex educational practice, is the most important aspect which can reflect the effectiveness of ideological and political education. On the basis of scientifically dividing the process of ideological and political education into 3 links of content construction, transmission and acceptance, the author puts forward that the overall effectiveness of ideological and political education for undergraduates is the organic integration of the three aspects of such 3 links. The effectiveness of each educational element, process and results organically integrated into an organic whole to build a systematic theoretical framework for effectiveness research.

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