

Analysis of the Paths of Online Ideological and Political Education for Science and Engineering Postgraduate Students

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Abstract: The integration of online media has become a synonym for the rapid development of information technology. New social trends emerge, accompanied by efficient information exchanges and amplified public opinions. This has a profound impact on the values, thinking patterns, and behavior patterns of postgraduate students in universities, and also poses more challenges and higher requirements for the ideological and political education of postgraduate students in universities. Based on a questionnaire survey of the basic online behavioral characteristics of postgraduate students in a certain university, this paper grasps the laws of the growth of postgraduate students' thinking and the development of their personalities, explores the issue of improving the quality of ideological and political education under the development trend of the integration of new media, and enriches the research connotations.

1. Research Review

How to establish an online ideological and political education system in universities based on the online behavioral performances of postgraduate students in universities, and enhance the feasibility, pertinence, and influence of the work, is an important topic for various universities and research institutions. Currently, the research on the online behavioral performances of college students in universities from the perspective of integrated media in the new era is very comprehensive, involving many aspects such as the research on the characteristics and causes of online behaviors, the research on the abnormal online behaviors, and the research on the participation in online public opinions.^[1]

In the article "The New Patterns of College Students' Online Behaviors and Guiding Strategies in the 'Micro Era'", Li Xiaoling proposed that contemporary college students have a stronger sense of individuality in their learning and living styles. They prefer to use "micro-discourse" and express their emotional appeals through "micro-creation" platforms. Their attention to hot topics is more diversified, and the boundaries of social interactions are gradually expanding and integrating continuously. In "An Interpretation of the Online Language of 'Post-00s' College Students", He Tianxiong analyzed the online word-creation behaviors of college students from the integrated aspects of three factors: the demonstration of individuality, the "circle group" culture, and social

media platforms. He advocated drawing on the positive factors contained in new online words to strengthen the construction of the four-orthogonal education and discourse system for college students. Zhou Yixin, Li Baobin, Chen Shuang, Wang Kexin, and Zhou Mingjie investigated and studied the frequency of social loneliness and the usage behaviors of social, leisure, and information-based online services among college students in the research "The Relationship between College Students' Online Usage Behaviors and Social Loneliness: A Cross-Lagged Analysis Study". Tao Su and others pointed out in "The Characteristics of College Students' Online Interaction Behaviors and Educational Countermeasures" that the online interactions of college students often present characteristics such as collectivity, instantaneity, and diversity. Therefore, online ideological and political education should identify potential negative users, cultivate positive and progressive ideological leaders, and learn to use online interactions for more effective education. Wang Hongbo and others analyzed the particularity of the online behaviors of college students in "A Study on the Current Situation of College Students' Online Social Interactions". On the one hand, they are extremely active on online platforms, and on the other hand, they have a high demand for interpersonal communication, presenting a complex and contradictory situation^[2].

Regarding the research on the abnormal online behaviors of college students, many scholars have analyzed aspects such as types, causes, countermeasures, and qualitative analysis. In "The Types, Causes, and Countermeasures of the Abnormal Online Behaviors of College Students", Zhu Lin summarized the abnormal online behaviors of college students into four types - violations of regulations, infringement of rights, violent behaviors, and criminal behaviors. She proposed that the ideological and political education work in universities urgently needs to take innovative measures to enhance the awareness of college students to abide by regulations and effectively improve the online ecological environment, creating more and better online platforms for ideological and political education from external conditions.^[3] Chen Yunxiang and others summarized the problematic use of social networks by college students into six aspects: behavioral deviations, their own states, damaged social functions, negative emotions, withdrawal reactions, and tolerance in "A Qualitative Study on the Problematic Use of Social Networks by College Students". Jiang Bingxue proposed in "Educational Countermeasures for the Abnormal Behaviors of College Students in Universities - Based on Investigation and Analysis" that the guidance of the abnormal online behaviors of college students should start from enhancing the comprehensive quality of students, and it is necessary to establish an education system in aspects such as improving the personal credit system, creating a good environment, and standardizing and guiding behaviors.^[4]

Many scholars have also conducted in-depth discussions and research on the participation of college students in online public opinions and other situations. Feng Gang and others summarized some important reasons for the polarization characteristics of the online public opinions of college students in "The Causes and Manifestations of the Group Polarization of College Students' Online Public Opinions". Among them, the "information cocoon room" intensifies the imbalance of online information, and the public opinion environment of college students is prone to homogenization. At the same time, the online public opinions of college students are extremely easy to be manipulated by opinion leaders, resulting in the inability to fully express their true opinions. Kong Xiangbin, Han Bing, Chen Xiyi, and Zhang Yi analyzed the behavioral performances of college student online opinion leaders through questionnaires and qualitative interviews in "A Study on the Psychological Characteristics of College Student Online Opinion Leaders - Taking University S as an Example", and summarized that they are generally sensitive and relatively rational to information, have very strong emotions and often have a "chivalrous heart", have deep thinking and are willing to express.^[5] They are easily influenced by diversified thoughts, and if they cannot be effectively guided, they are also easily exploited and become a booster for negative campus public opinions. Zhang Meilan and Ouyang Yingying proposed in "A Study on the Positive Energy Dissemination of College

Students in Mobile Social Networks" that it is necessary to strengthen the dissemination of positive energy among college students from the aspects of media technology, cultural psychology, interpersonal communication, and ideology. Chen Zhiyong proposed in "The Dilemma of 'Circle Stratification': New Challenges for Online Ideological and Political Education in Universities" that to break through the "circle stratification" dilemma, it is necessary to integrate the content to improve the platform experience, change the way to open up the discourse channels, and innovate the thinking to take the initiative in the work.^[6]

2. The Basic Online Behavioral Performances of Postgraduate Students

In the questionnaire survey, relatively detailed information collection was carried out on the basic online behavioral performances of contemporary postgraduate students in universities, basically covering aspects such as the basic online situations of postgraduate students (including concentrated time periods, average duration, main online behaviors, evaluations of online behaviors, etc.), the online learning situations of postgraduate students (including commonly used learning platforms, main learning purposes, unfavorable factors for online learning, expectations for online learning, etc.), and the situations of postgraduate students' attention to online hot topics (including attention directions, platforms, etc.). This enables a preliminary understanding and grasp of the basic online behavioral performances of postgraduate students. On this basis, it is possible to apply the vitality given by new media to online ideological and political education according to the characteristics of the ideological trends and online behaviors of postgraduate students in universities.

2.1. The Basic Online Situations of Postgraduate Students

The most concentrated time period for postgraduate students to use their mobile phones to go online every day is from 22:00 to 02:00, among which the proportion of male students is 34.26%, and the proportion of female students is 35.42%. The time periods from 17:00 to 22:00 and from 12:00 to 14:00 are also relatively concentrated for online activities. It can be seen that most postgraduate students use their mobile phones to go online during the noon or evening rest time.

The proportion of postgraduate students whose average daily online duration using mobile phones is between 3 and 5 hours is the largest, reaching 52%. The proportion of those whose online duration is between 5 and 8 hours is 19%, and the proportion of those whose online duration is less than 3 hours is 24%. Most postgraduate students have a moderate online duration, but 5% of postgraduate students have an average online duration of more than 8 hours using their mobile phones.

The most common online behavior of postgraduate students is online learning, accounting for 68.2%; followed by leisure and entertainment, accounting for 67%; then online social interaction, accounting for 54.8%; and the least is obtaining news and information, accounting for 49.6%.

In addition, the postgraduate students' evaluations of their own mobile phone online situations are as follows: The most common evaluation is that it combines both learning and entertainment, accounting for 67%; followed by that it is mainly for entertainment and has a good stress-relieving effect, accounting for 13%; then it is a waste of time but they can't live without it, accounting for 13%; and the least common evaluation is that it is mainly for learning, accounting for only 7%.

2.2. The Online Learning Situations of Postgraduate Students

The three most commonly used online platforms for postgraduate students to obtain learning resources are video websites (77.2%), academic websites (53.5%), and online massive open online

courses (MOOCs) (37%). This indicates that the video learning method is more favored by postgraduate students.

Among the postgraduate students in the university surveyed by the questionnaire, 72% of the postgraduate students' main purpose of online learning is to expand their knowledge, 51.9% is to search for literature, 43.3% is to complete their assignments, 40.1% is to consolidate their course knowledge, and the least proportion, 35.1%, is to serve their hobbies. It can be seen that most postgraduate students have a relatively high recognition of online learning and can use the Internet to assist in meeting various learning needs.

Of course, there are still many factors that can affect online learning, including incomplete learning resources and too much garbage resources (57.6%), lack of effective guidance (51%), some online resources require payment (38.1%), and being easily tempted by entertainment software (28.3%). At the school level, it should continuously enrich and optimize learning resources, enhance interaction and guidance for postgraduate students, open up channels for resource sharing, and guide postgraduate students to enhance their discrimination ability and self-control.

At the same time, postgraduate students have high expectations for the expansion of online learning channels. Actually, 78.4% of the postgraduate students hope, that the Internet can provide resources to broaden their horizons, and 58.8% of them hope it can provide tutoring resources for professional courses, and 43.6% of them hope it can provide employment-related training. Besides, 30.8% hope that it can provide excellent teaching resources from other schools, and 18.7% hope that it can provide course replay videos. Last but not the least, there still 14.5% of them hope it can provide teaching plans and handouts for classroom lectures.

2.3. The Situations of Postgraduate Students' Attention to Online Hot Topics

According to the information obtained from the questionnaire survey, the postgraduate students' most concerned aspects when going online are national affairs, social hot news, culture and education, and industry development, accounting for 66.5%, 56.6%, 36.9%, and 28.7% respectively. This shows that most postgraduate students care deeply about national development and social hot topics.

Postgraduate students like to pay attention to hot topics through chat software, new media platforms, search engines, and self-media platforms the most, accounting for 58.3%, 57.2%, 46.9%, and 43.9% respectively. 17.9% of the postgraduate students pay attention to hot topics through campus platforms (such as official accounts, campus forums, anonymous message boards, etc.).

At the same time, 70.7% of the postgraduate students believe that they can understand social dynamics by paying attention to current affairs hot topics, 64.7% believe that it can enrich their after-school life, 56.7% believe that it can expand their knowledge, 28.1% believe that it can trigger deeper thinking about things, and only 0.7% believe that they have not yet felt any benefits.

3. Conclusion

With the rapid development of the Internet in the contemporary era and the continuous increase in the degree of informatization, online teaching, online courses, and other online resources have become more diversified and enriched, occupying a more important position in the daily learning of college students. However, online learning behaviors are more or less limited by subjective and objective reasons, and the online learning behaviors of postgraduate students are restricted, urgently needing path innovation.

Online learning is not restricted by time and space and can meet personalized learning needs anytime and anywhere, which is often reflected in richer channels, more diverse platforms, and more diversified methods. Due to its strong resource integration ability, it can often play an

important role in deepening professional knowledge that is difficult to compare with traditional courses. 77.2% of postgraduate students obtain learning resources through video websites, 53.5% through academic websites, and 37% through online MOOCs. Among these students, 72% of postgraduate students' main purpose of online learning is to expand their knowledge, 51.9% is to search for literature, 43.3% is to complete their assignments, and 40.1% is to consolidate their course knowledge. It can be seen that most postgraduate students have a relatively high recognition of online learning and can use the Internet to assist in meeting various learning needs.^[7]

Of course, there are still many factors that can affect online learning. Among the postgraduate students surveyed by the questionnaire, 57.6% of the postgraduate students reported that the learning resources are incomplete and there is too much garbage resources. Among them, 78.4% of the postgraduate students hope that resources to broaden their horizons can be provided, 58.8% hope that tutoring resources for professional courses can be provided, and 43.6% hope that employment-related training can be provided. In addition, online learning resources have been showing a blowout development in recent years, covering knowledge in various fields, but there are also widespread problems of uneven quality. College students often find it difficult to effectively distinguish which online learning resources are of high quality. 51% of the postgraduate students reported that there is a lack of effective guidance for online learning. Many online learning resources are relatively rigid in terms of content and form, and essentially still have not gotten rid of the "cramming" indoctrination education. Many online courses only focus on the accumulation of theoretical knowledge without setting up personalized education guidelines and systems, and hardly pay attention to the guidance of innovative thinking and the cultivation of practical abilities. 28.3% of the postgraduate students reported that online learning is easily tempted by entertainment software. The content on the Internet is complex, rich, and very tempting. There is a lack of pressure during the learning process, and it is extremely easy to be distracted, with much lower concentration than offline classroom learning.^[8]

In the era of integrated media, the online learning in universities urgently needs path innovation. First, universities need to make efficient use of the resources of many platforms to build an online teaching system. The development of integrated media has enhanced the ability to integrate many resources and accelerated the exchange and dissemination of information. Only by playing a "combination punch" of integrated media resources and ideological and political education teaching can the actual effectiveness of the work be truly improved. Second, universities need to innovate teaching methods by strengthening teaching interaction, abandoning the "cramming" indoctrination education, paying more attention to stimulating students' learning interests, and implementing heuristic teaching. Third, universities need to use new media to build a batch of systematic and complete online education resources, also need to collect and make good use of various online education platforms at all levels, and sort them out to form one's own online education resource library. In the era of integrated media, universities should "build a team of teachers who are familiar with network technology, have the educational management concepts and comprehensive working abilities in the network era", strive to create an integrated media environment based on new media, strengthen the innovation of online education paths, and provide postgraduate students with richer and more effective online learning resources.

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