

# Study on Practical Pathways for Teaching Innovation in Ideological and Political Education in Higher Education Institutions within the Converged Media Environment

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**Abstract:** *The deep integration of converged media technology is reconstructing the teaching ecology of ideological and political education in higher education institutions. This study aims to explore practical pathways for teaching innovation in this context. The paper first analyzes core challenges arising from the evolution of the media ecosystem, including the reconstruction of the teaching context, cognitive differences in intersubjectivity, and the tension with traditional teaching models. Subsequently, it elucidates, from a theoretical dimension, the construction of a mediated teaching field, the integrative mechanism of content narration and meaning production, as well as the embedded logic linking knowledge transmission and value guidance. Finally, the research proposes systematic innovative pathways involving the construction of a multimodal content system, the design of interactive teaching processes, and the adjustment of teaching effectiveness evaluation. This study attempts to provide a structured theoretical framework and pathway reference for breaking through traditional teaching dilemmas and realizing the adaptive transformation of the educational function of ideological and political courses in the era of converged media.*

**Keywords:** *Converged media; ideological and political education in higher education institutions; teaching innovation; mediated field; multimodal teaching; interactive design.*

## Introduction

Amidst the profound reshaping of social cognitive structures and communication patterns by media technology, the teaching of ideological and political education in higher education institutions faces an imperative demand for paradigm transformation. The converged media environment not only expands the space and resources for teaching but also poses structural challenges to traditional methods of content organization, discourse expression systems, and teacher-student interactions. The reconstruction of the teaching context, conflicts within discourse systems, and tensions in pedagogical logic highlight that teaching innovation is no longer a matter of partial adjustment but a systemic issue concerning the intrinsic efficacy of the curriculum itself. Therefore, exploring the theoretical foundations and practical pathways for such innovation holds significant theoretical value and practical urgency. The significance of this study lies in transcending a purely instrumental view of technology and, from the perspective of deep integration between media and education, systematically constructing an analytical framework and practical strategies for ideological and political education to address mediated challenges, thereby enhancing its explanatory power, appeal, and educational effectiveness within the new communication ecology.

## 1. The Teaching Context and Challenges of Ideological and Political Education in Higher Education Institutions in the Converged Media Era

### 1.1 Reconstruction of the Teaching Context within the Evolution of Media Ecology

The profound evolution of the media ecology no longer merely constitutes a physical layering of information dissemination channels; instead, it has given rise to an entirely new socio-cultural situation and cognitive environment. The high degree of integration among digital technologies, social platforms, and mobile terminals has constructed a decentralized, instantly interactive, and ubiquitously

informational communication network, which fundamentally reshapes the field of knowledge production and reception. For ideological and political education in higher education institutions, this evolution signifies a structural transformation of the teaching context in which it is conducted. The traditional closed teaching space, characterized by the physical classroom as its core and linear instruction as its feature, is now being permeated and challenged by an open, fluid, and highly symbolic mediated space. The temporal and spatial boundaries of teaching activities have become blurred, the sources of knowledge authority have grown increasingly diverse, and the symbolic environment in which teaching content is embedded has become more complex.

In this deeply mediatized context, the constituent elements of the teaching relationship are being redefined. The roles of teachers and students are shifting from relatively fixed knowledge transmitters and receivers to participants engaged in meaning negotiation within a shared media environment. The "reconstruction" of the teaching context is manifested not only in the expansion of the physical and virtual spaces where teaching occurs but, more profoundly, in the fundamental transformation of the technological logic, symbolic rules, and communicative habits underlying pedagogical interactions. Technological elements themselves have become a foundational form of "enframing," which both provides new possibilities for teaching and predetermines specific cognitive frameworks and modes of interaction. Consequently, ideological and political education must reconsider the effectiveness of its content organization, discursive methods, and interactive mechanisms under the premise of understanding and adapting to this new context.

### ***1.2 Inter-Subjective Cognition and Conflict of Discourse Systems***

Within the complex information field constituted by converged media, there exist significant differences between educators and students as cognitive subjects in terms of their respective cognitive frameworks and modes of meaning interpretation, which are shaped by their media usage experiences. The younger generation of students, as "digital natives," have cognitive habits, information acquisition pathways, and meaning construction methods deeply influenced by the non-linear, fragmented, and visual logic of media. This results in a natural cognitive gap in their reception and comprehension of systematic, theory-intensive traditional teaching content. Inter-subjective interaction is no longer merely an exchange of viewpoints but also encompasses a collision between the perceptual structures and thinking modes sedimented through different media experiences.

This cognitive-level difference is directly manifested as a profound conflict between discourse systems in the teaching process. Ideological and political education has long developed a highly theoretical, systematic, and standardized disciplinary discourse system. However, the converged media environment, particularly social media, fosters and popularizes an everyday, networked discourse that emphasizes individual expression, emotional resonance, group identity, and instant feedback<sup>[1]</sup>. A gap exists between the two in terms of vocabulary selection, narrative structure, rhetorical strategies, and sources of legitimacy. If teaching discourse fails to undergo effective creative transformation to bridge this systemic conflict, it may lead to the "involution" of teaching dissemination—where discourse circulates only within the established system, failing to reach the cognitive and emotional depths of students as subjects, thereby undermining the potential efficacy of value guidance.

### ***1.3 The Tension Between Traditional Teaching Models and the Logic of Converged Media***

The traditional teaching model of ideological and political education in higher education institutions has developed, over its long-term evolution, a stable structure centered on classroom lectures, structured around theoretical systems, and primarily evaluated through final examinations. This model emphasizes the systematic nature of knowledge, the rigor of logic, and the orderliness of instruction, with an inherent logic that is teacher-centered, linear, and oriented toward controlled knowledge transmission. However, the intrinsic logic of the converged media environment is characterized by decentralization, networked connections, user-generated content, instant interaction, and data-driven dynamics. A fundamental tension exists between these two logics, causing the traditional teaching model to exhibit a degree of lag and incompatibility when responding to the converged media environment.

This tension is first reflected in the organizational structure of the teaching process. The preset, planned nature of the traditional model conflicts with the generative and fluid characteristics of the converged media environment. Secondly, in terms of content presentation, the relatively static and singular format of textual or oral instruction contrasts with the dynamic, multimodal, and remixable

content forms prevalent in the converged media environment. At a deeper level, the tension lies in the teaching evaluation and feedback mechanisms. The traditional model relies on periodic, summative evaluations, while the logic of converged media inherently embeds immediate, continuous, quantified, and multidirectional feedback loops. Therefore, teaching innovation is not merely a superficial grafting of technological tools but requires a comprehensive structural reflection and adjustment of teaching objectives, processes, and evaluation. This must be grounded in a profound understanding and reconciliation of these two heterogeneous logics, aiming to develop a new teaching paradigm that retains the rational core of education while integrating the communicative characteristics of media.

## **2. Theoretical Dimensions of the Integration of Converged Media and Ideological and Political Education**

### ***2.1 Theoretical Construction of the Mediatized Teaching Field***

Mediatization theory provides a core perspective for examining how converged media reconstructs teaching spaces, positing that media constitute a "meta-process" in the construction of social reality. When teaching activities are embedded in a converged media environment, a "mediatized teaching field" is formed, whose operational rules are simultaneously shaped by both pedagogical logic and media logic. Media logic, through its technical architecture, symbolic forms, and spatiotemporal relationships, reshapes the interaction modes among teaching subjects, the pathways of knowledge circulation, and the boundaries of meaning negotiation. Consequently, teaching innovation must be examined within this generative field interwoven with technology, symbols, and social relations<sup>[2]</sup>.

Within this field, the teaching space expands from the physical classroom to a hybrid social space interwoven with online and offline elements. The authority of the teacher must be reconfirmed through dynamic interactions, involving symbolic exchange and the co-construction of meaning, while the role of the student shifts towards that of an active information node and a collaborative content producer. This theoretical construction drives research to transcend the "instrumental view of media," instead regarding media as a structural force that is inherent to the teaching process and participates in shaping the essence of teaching. The framework and strategies of instructional design must be based on recognizing and adapting to the characteristics of this field.

### ***2.2 The Integration Mechanism of Content Narration and Meaning Production***

The converged media environment has profoundly transformed traditional models of content narration and meaning production. Content narration in traditional teaching often adheres to a linear, closed, and grand narrative structure that seeks logical coherence, with meaning production primarily led and predetermined by educators. However, within the context of media convergence, narration exhibits characteristics of fragmentation, database orientation, transmediality, and participatory engagement. Meaning is no longer a unilaterally instilled, predetermined conclusion but is dynamically generated through the continuous interaction between communicators and receivers during the processes of collage, linking, interaction, and reproduction of multimodal texts (such as written words, images, videos, and data). This shift necessitates that the teaching content of ideological and political education transition from a "static knowledge system" to an "activatable, connectable, and participatory resource library of meaning."

The integration mechanism of content narration and meaning production fundamentally hinges on "connection" and "recontextualization." The focus of instructional design is no longer merely to present a complete theoretical exposition, but rather to transform core concepts and theoretical perspectives into a series of "narrative nodes" that facilitate connection and provoke inquiry. These nodes are embedded into students' existing media life streams and meaning networks through means such as hyperlinks, hashtags, and multi-platform distribution. Through participatory actions like clicking, commenting, sharing, and remixing, students connect these nodes with their personal experiences, emotions, and other information sources, thereby accomplishing individualized meaning construction through personalized "recontextualization." This mechanism requires the teaching content itself to possess sufficient semantic elasticity and openness to stimulate the desire for connection and recreation, while simultaneously guiding diverse meaning production toward constructive public discussion and consensus-building through carefully designed narrative frameworks<sup>[3]</sup>.

### ***2.3 The Embedded Logic of Knowledge Transmission and Value Guidance***

In the analysis of traditional teaching, knowledge transmission and value guidance are often regarded as two processes that, while related, can be separated. However, the intrinsic characteristics of the converged media environment promote a deeper "embedded logic" between the two. Media forms inherently carry specific cognitive biases and value implications. For example, visual presentations emphasize perception and empathy, social interactions highlight relationships and identity, while algorithmic recommendations shape the information environment and cognitive horizons. Consequently, when knowledge is transmitted through specific converged media forms, the value connotations and guiding effects it carries are already embedded within the form of dissemination, making them difficult to separate. Every media choice, interface design, and interaction setting in the teaching process silently conveys underlying messages about knowledge authority, modes of cognition, and even the ethics of communication.

This embedded logic necessitates an integrated design for the teaching process of ideological and political education. Knowledge transmission should not merely aim for accuracy and systematization at the cognitive level but must also consider how its value connotations can resonate emotionally and connect with students through mediatized forms. Similarly, value guidance cannot be divorced from the effective bearing and rational support of concrete knowledge; it must instead be embodied as part of a knowledge narrative that can be perceived, discussed, and understood. The goal of this embedded logic is to achieve the unification of "appeal to reason" and "appeal to emotion" at the mediatized level. For instance, the exploration of a particular social theory can be facilitated through data visualization to present its real-world relevance, immersive narratives to evoke empathetic experiences, and online collaboration tools to promote rational debate. This approach enables factual knowledge, methodological training, and value reflection to interweave and coexist within the same teaching process, collectively shaping students' cognitive frameworks and meaning-making worlds.

## **3. Pathway Design for Teaching Innovation in Ideological and Political Education within Converged Media**

### ***3.1 Principles for Constructing a Multimodal Teaching Content System***

The construction of a multimodal teaching content system centers on transcending reliance on a single text-based medium and instead involves the systematic integration and instructional design of various semiotic resources—such as written text, images, audio, video, data visualizations, and interactive interfaces—based on educational objectives. This construction process must adhere to the principle of structural alignment between media forms and teaching goals. Different modal semiotic systems possess distinct cognitive and rhetorical functions; for example, visual images excel in concrete representation and emotional evocation, logical texts are adept at abstract reasoning, dynamic videos can illustrate processes and contexts, and interactive interfaces can engage participatory experience. Teaching innovation does not pursue the simple superposition of modalities but rather lies in designing optimal modal combinations and transition strategies according to the attributes of specific knowledge points and pedagogical intentions. This approach allows form and content to create a mutually reinforcing network of meaning expression, thereby reducing cognitive load and enhancing the efficacy of meaning transmission<sup>[4]</sup>.

Another principle for constructing the system lies in the openness and generative nature of the content. Teaching content in the converged media environment should not be a static and closed final product; rather, it should be designed as a "resource matrix" or "narrative framework" that can be continuously invoked, reorganized, and expanded. This implies that teaching content must possess modular characteristics, allowing teachers and students to flexibly extract and combine different modal resources according to specific contexts and discussion progress, and even incorporate student-generated content for supplementation and dialogue. This principle of openness transforms teaching content from an object of unidirectional transmission into a public resource library for inter-subjective meaning negotiation and co-construction. It requires the construction of a content architecture capable of accommodating multiple perspectives and supporting continuous evolution, thereby enabling the knowledge system itself to maintain dynamic vitality and contemporary relevance through interaction with the media ecology and student cognition.

### ***3.2 Dynamic Mechanism Design for Interactive Teaching Processes***

The design of dynamic mechanisms for interactive teaching processes aims to transform the connective features of the converged media environment into pedagogical drivers that promote deep learning. Its essence lies in constructing multi-layered, recyclable interaction structures at the design level, rather than remaining at the stage of fragmented technological applications. The initial layer can be designed as "perceptive interaction," targeting information acquisition and superficial feedback, such as collecting preliminary responses through real-time Q&A tools or comment functions. A deeper layer should be oriented toward "constructive interaction," aiming for viewpoint collision, collaborative inquiry, and meaning co-construction. This can be achieved through mechanisms like online collaborative documents, thematic discussion forums, or project-based learning groups, encouraging students to analyze, debate, and co-produce knowledge on core issues.

The effective operation of the dynamic mechanism relies on meticulous process regulation and feedback loop design. The teaching process is no longer a completely pre-scripted linear progression but requires dynamic adjustments based on viewpoints, questions, and points of interest emerging from real-time interactions. This necessitates the establishment of a teaching regulation mechanism based on processual data. By analyzing interactive behavioral data (such as discussion engagement levels, distribution of viewpoints, and collaboration networks), teachers can promptly gain insights into students' cognitive states and group interaction patterns. Consequently, they can flexibly intervene by providing new resources, adjusting discussion directions, or designing advanced tasks to guide interactions toward deeper levels. This mechanism transforms the teaching process into an adaptive dynamic system, where the teacher assumes the role of a system guide and collaborator, working together with students through continuous interaction to advance the achievement of teaching objectives.

### ***3.3 Adjustment of Dimensions and Methods for Teaching Effectiveness Evaluation***

Teaching innovation oriented towards the converged media environment necessitates the expansion and restructuring of the dimensions used to evaluate teaching effectiveness. While the traditional cognitive dimension of assessment, which focuses on knowledge retention and comprehension, remains important, it must be supplemented with more comprehensive evaluative aspects. These include the "media literacy dimension," assessing students' ability in multimodal symbol interpretation and critical consumption; the "participatory behavior dimension," evaluating their engagement in interactions, collaborative contributions, and the normativity of their online conduct; and the "affective-attitudinal dimension," pertaining to observable manifestations of emotional resonance, value identification, and attitude formation. Consequently, the evaluative perspective shifts from a singular focus on knowledge acquisition to an examination of students' comprehensive performance within the complex mediated learning field, emphasizing the synergistic multidimensional development of cognition, behavior, and affect.

Evaluation methods must correspondingly shift from outcome-oriented static assessment to dynamic adaptation that equally emphasizes process and development. Quantitative methods, such as learning analytics, can provide data-driven descriptions of students' online behavioral traces, interaction patterns, and content output, thereby revealing patterns and issues within the learning process. Qualitative methods, including narrative analysis of discussion texts, interpretation of the meaning in multimodal works, and qualitative research based on in-depth interviews, can offer a deeper understanding of students' individualized meaning-making processes and internal experiences. More crucially, the assessment activities themselves should be deeply integrated with the teaching process to form a continuous feedback loop. Through embedded, non-intrusive data collection and periodic reflective evaluation, the assessment results can be immediately utilized to optimize teaching content, adjust interaction strategies, and provide personalized learning support. This approach transforms assessment into a genuine formative tool that promotes continuous teaching improvement and student learning development, rather than a mere summative judgment.

## **Conclusion**

This study has systematically examined the multifaceted challenges faced by ideological and political education in higher education institutions within the converged media era, including the reconstruction of the teaching context, inter-subjective cognitive conflicts, and tensions inherent in

traditional pedagogical logic. From a theoretical dimension, it has deconstructed the generative mechanisms of the mediatized teaching field, the integrative characteristics of content narration and meaning production, and the embedded logic between knowledge transmission and value guidance. Building upon this analysis, the research has constructed a systematic framework for innovation. This framework encompasses the principles for building a multimodal teaching content system, the design of dynamic mechanisms for interactive teaching processes, and the adaptation of dimensions and methods for teaching effectiveness evaluation.

The research indicates that the core of teaching innovation does not lie merely in the introduction of technology or the updating of forms, but rather in deeply recognizing and proactively responding to the profound shaping influence of the media environment as a structural force on teaching activities. Successful innovative pathways must achieve a creative integration and mutual adaptation between education's intrinsic rational norms and value orientation, and the open, interactive, and affective communication logic inherent to converged media. This fusion drives a transformation in the teaching paradigm—from a closed knowledge transmission system centered on the teacher and textbooks to an open educational communication ecosystem characterized by teacher-student co-construction, multi-dimensional interaction, and meaning co-creation. Looking ahead, future research should further track the potential profound impacts of the continuous evolution of intelligent media technologies on teaching subjectivity, cognitive modes, and power relations. Concurrently, it should explore, from an interdisciplinary perspective, theoretical frameworks for constructing long-term safeguard mechanisms for converged media teaching innovation. Furthermore, close attention must be paid to key issues accompanying the paradigm shift in teaching, such as technological ethics, data privacy, and cognitive autonomy, thereby promoting a deeper synergy between educational technology application and the goal of holistic human development, guided by the principles of learning science.

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