

Research on the Integration Path of Internet Hot Events into Implicit Ideological and Political Education in Colleges in the Big Data Era

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Abstract

In the era of big data and network informationization, the way for college students to obtain information has undergone great changes. Smart push sends tens of thousands of Internet hot events and various network public opinions to college students every day, which unconsciously affects their value orientation. According to the questionnaire surveys, our works find that current college students have a high degree of attention to Internet hot events, but their understanding is relatively shallow and can be greatly affected. In response to this situation, it is suggested that the Internet hot issues can be used in implicit ideological and political education in universities via three aspects: strengthening team building to enhance the digital literacy of educators, describing the portrait of education objects to find the fit points of education as well as building an education network around the three classrooms. It is hoped that the implicit ideological and political education function of Internet hot events can be accurately utilized in combination with the cognitive characteristics of college students in the era of big data, and thus guiding the rational value orientation of college students.

Keywords: Internet hot events, implicit ideological and political education, internet, big data, value orientation

1. Introduction

The arrival of the big data era has created an infinite and wide digital network virtual space for us [1]. Its characteristics such as low threshold access, free expression, instantaneous transmission, and group coexistence have greatly improved the efficiency of information dissemination, but at the same time gradually erode the dissemination, cohesion, and leadership of mainstream values [2]. This trend imperceptibly affects and weakens the self-thinking and value judgment abilities of college students, which poses new challenges to ideological and political education in colleges.

Implicit ideological and political education is an educational mode relative to explicit ideological and political education, which emphasizes the utilization of infiltration and suggestive methods to effectively educate the target in an imperceptible manner. The absence of implicit education can make the process of ideological and political education dull and tedious. In the ideological and political work for college students, it often requires a combination of explicit and implicit education to achieve the desired educational effect [3-4]. The advent of the big data era has further enriched the approaches and methods of implicit ideological and political education. Zhou [5] proposed that big data empowers the innovative development of ideological and political education. This is not only an inevitable trend of deep integration between big data and ideological and political education but also an intrinsic requirement for the precise and intelligent development of ideological and political education, possessing distinctive characteristics and rich connotations of the times. Du [6] discusses the integration and innovation of ideological and political education methods with big data technology from three aspects: updating educational concepts, enhancing the level of educational intelligence, and stimulating educational synergy. This

is aimed at promoting high-quality development of ideological and political education in the new era.

It is evident that conducting implicit ideological and political education using big data technology has become a research focus and many results have been obtained. However, existing research still primarily focuses on the application research of information technology methods. The development of new-generation information technology has brought about far-reaching impacts on the work of ideological and political education in colleges. From “Internet Plus” to “Big Data” and now to “Artificial Intelligence”, post-2000s university students, as “natives” of the internet, are in an era of information explosion. The development and popularization of new-generation information technology have altered their cognitive styles. Every day, tens of thousands of Internet hot topics, along with their accompanying online public opinions, are precisely delivered to college students through big data analysis. This encompasses both positive and negative aspects. What impact will these have on the ideological perspectives of university students? How can big data analysis be effectively applied to delve into the preferences, cognitive patterns, and interests of college students? How to effectively utilize Internet hot events according to the interests of college students as educational resources to guide them conscientious reflection and rational examination toward various social issues, thereby covertly infiltrating the value orientation advocated by explicit ideological and political education to meet the requirements of social development? These are the issues currently faced by ideological and political education in universities. Firstly, this paper preliminarily explores the necessity and feasibility of conducting implicit ideological and political education in universities based on internet hot events. Then, through a questionnaire survey, it provides initial insights into the impact of internet hot events on university students and proposes a pathway for implicit ideological and political education in universities based on internet hot events from the perspective of big data. The aim is to lay the foundation for the next step, which involves leveraging big data analysis to establish models of the influence of Internet hot events on the thoughts and behaviors of college students, thereby enabling the formulation of more precise response strategies.

2. The Connotation and Correlation Analysis Between Internet Hot Events and Implicit Ideological and Political Education

2.1 The connotation of Internet Hot Events

The term “Internet hot events” first appeared in the Annual Report on Chinese Social Public Opinion issued by the Public Opinion Research Institute of Renmin University of China in 2012. Internet hot events refer to events disseminated and published on the internet, which attract considerable discussions of net netizens and generate certain social impacts. Internet hot events are typically associated with societal hot issues, characterized by their highly topical nature, which readily garners attention and discussion of the general public.

Indeed, the emergence of Internet hot events can be attributed to various factors. On one hand, it’s a consequence of the rapid development of the internet. On the other hand, it reflects the changes of societal psychology accompanying progress and development of society. For instance, the strengthening of democratic consciousness, the societal desire for fairness and justice during critical transitional periods, and the release of individual emotions under the pressures of work and daily life, all contribute to the occurrence of these events. Usually, Internet hot events can be classified as either positive or negative, depending on whether they align with the moral and legal consensus of the public [7].

2.2 The Connotation of Implicit Ideological and Political Education

The origin of implicit education can be traced back to Western societies. American scholar Dewey provides relevant insights in works such as “Democracy and Education”. He introduced the germ of implicit curriculum, which refers to an additional form of learning beyond conventional classroom teaching. The focus lies on the specialized shaping and enhancement of students’ morals, emotions, and values. Domestic specialized research on implicit education started relatively late, but in some ancient Chinese educational philosophies, the presence of implicit education can often be discerned. For example, in the “Admonitions for the Prince” by Fu Xuan of the Jin Dynasty, and the story of Mencius’ mother moving three times, both emphasize the subtle influence of the environment on individuals, falling within the realm of implicit education. Due to the penetrative, covert, and open nature of implicit education, the educational messages contained within it are more readily accepted by students. Since the 1990s, implicit education has increasingly gained attention and application among domestic

workers in ideological and political education, leading to the proposition of implicit ideological and political education. This approach is seen as an alternative to the more direct and didactic methods of explicit ideological and political education. It focuses on utilizing methods of infiltration and implication to embed educational intentions and objectives within living environments of the educational subjects. Moreover, through lively and appealing educational forms, it subtly and effectively educates the subjects [8-9].

2.3 The Correlation between the Two

The correlation between Internet hot events and implicit ideological and political education stems from the cognitive impact of Internet hot events on college students and the evolving demands of ideological and political education in universities to keep pace with the times.

2.3.1 From the perspective of cognitive rules

From a cognitive perspective, diverse Internet hot events harbor underlying societal problems. The information conveyed during the exposure and dissemination of these events also implies the value orientation of the disseminators and netizens. Positive and negative value orientations can have markedly different effects on the psychological and behavioral aspects of college students [10-11]. College students are at a stage of forming their worldviews, outlooks on life, and value systems, and they need correct ideological and political education as guidance. Therefore, it is necessary to tap into the educational functions of Internet hot events, guiding college students to consciously reflect and rationally perceive various societal issues, and to covertly infiltrate the values advocated by explicit ideological and political education that align with the requirements of social development.

2.3.2 From the perspective of educational development

Firstly, with the advent of the Internet era, there has been a significant transformation in the avenues through which contemporary university students acquire various forms of knowledge and information. According to a survey report from the Social Psychology Research Center of the Institute of Sociology at the Chinese Academy of Social Sciences in 2015, Chinese university students currently spend an average of 5 hours and 17 minutes on their smartphones per day, accounting for 22% of their total daily time. Additionally, it is found that the lower the grade level, the more time is spent on smartphones. Browsing various information on various websites every day has become a fixed part of the leisure life of most university students. To keep up with the times, it has become necessary to explore network education resources and carry out implicit ideological and political education in a way that interests students.

Secondly, traditional ideological and political education primarily relies on indoctrination and lecturing in the classroom, which makes students feel bored and uninterested, inevitably leading to poor digestion of theoretical knowledge among university students. Internet hot events provide abundant educational resources to enrich ideological and political education in the classroom. Integrating Internet hot events into ideological and political education, utilizing these events to conduct implicit education, and employing a scientific worldview and methodology to help students rationally understand various social issues can cultivate students' ability to discern right from wrong but also make ideological and political education more down-to-earth and practical, thereby enhancing its effectiveness.

3. Analysis of the Dissemination and Impact of Internet Hot Events among University Students

To comprehensively understand the dissemination of Internet hot events among university students and gain deeper insights into the impact of these topics on students' ideological behaviors, and to provide a basis for the targeted implementation of ideological and political education utilizing Internet hot events, a questionnaire survey was conducted in several universities in the Yangzhou area as examples. The survey randomly selected 1,500 students from three universities, and 1,376 valid questionnaires were received. In the survey, 49.51 % were freshmen, 10.51 % were seniors, and 39.98 % were students of other grades. The male-to-female ratio is approximately 1.3 to 1. The primary situation is as follows:

3.1 High Degree of Concern

In the survey titled "Your level of interest toward Internet hot events", 62.33% of university students indicated a

moderate level of interest, 26.21% expressed a high level of interest, and only about 11.46% mentioned occasional or minimal interest. This demonstrates that the majority of university students pay considerable attention to societal hot events, which is in line with the psychological characteristics of college students who are eager to know about the society. In the survey on “Approximate daily time spent browsing Internet hot events”, approximately 82.36% of the students reported spending over 40 minutes. This indicates that browsing Internet hot events has become an integral part of university students’ lives. It provides a solid practical foundation for integrating Internet hot events into implicit ideological and political education at universities.

3.2 Shallow Cognition

In the survey about “What topics do you like to focus on”, the most attention was paid to the current political news and entertainment information, at 65.44% and 67.18% respectively. The frontier of science and technology was approximately 46.02%. Following these were livelihood information at 37.28%, environmental protection at 33.79%, beauty and slimming at 32.43%, and finance and economics at 31.46%. This indicates that college students are not only interested in popular culture, but also have a keen interest in the development of the country’s economy and society. They possess a certain degree of sensitivity towards events that influence the economic and social development of the country. In the survey about “The effect of paying attention to Internet hot events”, approximately 83.5% of college students believed it helped them understand social dynamics and expand their knowledge. 72.23% of college students found it enriched their after-school life. 21.75% of college students considered it necessary for exam preparation, while only 8.74% of university students believed it to be insignificant, merely a way to pass time. This also indicates that the majority of university students aspire to gain a deeper understanding of society through Internet hot topics with positive motivations. In the question on “Do you often comment the hot issues on the Internet”, 87.18% of college students said that they would just browse on the Internet, 27.77% would comment on them, 19.81% would retransmission them, and only 15.23% said that they would continue to follow up the events they found interesting. It is evident that college students are interested in the development of various aspects of society. However, most of them tend to consume information in a fast-food style, resulting in a superficial understanding of these events and a lack of in-depth analysis and sustained attention.

3.3 Higher Degree of Influence

This section of the survey primarily explores two aspects. On one hand, it investigates the impact of Internet hot events themselves on college students. In the survey on “How do you think Internet hot events have affected you”, 45.44% of college students indicated that it would affect their attitudes and ways of life, 34.37% of college students indicated that it would affect their interpersonal communication, and 25.83% of college students indicated that it would affect their thinking about the future and their development direction. In the survey on “How do you think about the societal problems exposed from negative hot events”, 53.14% of college students expressed that it reflected deep-seated social conflicts that were difficult to eradicate, 5.9% of college students expressed their worries about their personal futures, and only 37.56% of college students indicated a belief that this was a normal phenomenon during societal transition, and believed that many problems would be resolved under government governance. In response to the incident of “many young people helping the elderly, but extorted by the elderly” exposed on the Internet, 71.26% of the college students said that they would still offer assistance if they encountered such situation, and they thought that what was exposed on the Internet was only an isolated case, but 28.74% of the college students indicated that they would consider their actions, given the precedents being victimized. It shows that the Internet hot events will affect all aspects of students, and negative Internet hot events can affect their confidence and approval of social development, impact their values, and consequently influence their speech and behavior.

On the other hand, the influence of online comments from netizens on college students should also be considered. In a survey titled “How do you think about the comments on internet hot events”, 80.97% of college students indicated the importance of adopting a dialectical, comprehensive, and objective approach towards online comments. In the question of “Who influences your views on hot issues the most”, 43.17% of college students stated that their opinions were influenced by online comments, 21.34% of the college students said they would be influenced by their classmates and family members, and only 23.45% of the college students said they would not

be affected. It shows that besides the Internet hot events themselves, opinions and perspectives of netizens also impact college students. Indeed, the comments of netizens are usually the first reaction when they see a certain event. Although there are individuals who take the time to fully understand all aspects of an event before making a judgment, many comments tend to be one-sided and emotionally driven. Most of the college students who participated in the survey thought that they should take a rational view of various comments, but when they encountered practical problems, they were still greatly influenced by online comments. The inconsistency between cognition and behavior indicated that the values of college students were not mature enough and stable. The online comments inherently encapsulate the individual value guidance of netizens, and the wrong guidance would inevitably have a negative impact on the formation of college students' values.

The questionnaire survey above reveals that Internet hot events have permeated into the academic and personal lives of college students. The social problems reflected by these topics, along with their positive or negative impacts, have subtly or significantly interfered with the speech and behavior, as well as judgment and choices of college students. Whether the application of network hot issues in ideological and political education can be recognized and welcomed by students. In the questionnaire survey that "Would you like to introduce the hot issues on the internet into the college classroom for in-depth discussion", 9.13% of college students expressed great interest, 39.81% expressed interest, and 39.61% expressed general interest. This aligns with the characteristic traits of college students, who exhibit strong curiosity, intense emotions, and a desire to engage in social affairs and communication. But in the questionnaire survey of "Whether the discussion of hot issues on the internet has been introduced to the ideological and political class", 15.53% of the college students said no, 52.04% said seldom, and only 30.87% said often. It shows that some teachers have paid attention to the influence of Internet hot events on the three views of college students, but most teachers still do not realize or are used to enriching the course content with boring theoretical knowledge. This contradiction of high attention among students and low application in teaching leads to the ideological and political education away from the life and the needs of students, which makes students feel that the content of ideological and political education is difficult to implement in practice, and than inevitably affect the effectiveness of education.

4. Research on the Integration Path of Internet Hot Events into Implicit Ideological and Political Education in the View of Big Data

Since the Internet hot topics have garnered the attention of college students and have subtly influenced their thoughts and behaviors, with the help of big data analysis technology to utilize this educational resource for implementing implicit ideological and political education in universities is undoubtedly imperative.

4.1 Strengthen Team Construction and Improve Digital Literacy

The key to effectively conducting implicit ideological and political education in universities through utilizing internet hot topics lies in having a highly qualified team of ideological and political educators [12-14]. On one hand, it is crucial to elucidate and thoroughly explain the underlying principles behind Internet hot topics. So, educators should possess a broad knowledge perspective, international outlook, and historical insight. Through patient guidance, they can enlighten students' minds and disseminate truth subliminally. On the other hand, it is essential for educators to keep pace with the times by leveraging new media, technologies, and resources effectively.

Therefore, firstly, it is necessary to establish a learning system. The comprehensiveness of the subject of ideological and political education and the extensive content involved in Internet hot events require teachers to possess broader knowledge as well as digital literacy. Therefore, while enhancing the training of ideological and political theory, it is also necessary to strengthen the learning and training of network knowledge and skills. By enhancing their ability to utilize Internet hot events, new media, and big data analysis technology for implicit ideological and political education, the digital literacy of the ideological and political educators can be improved.

Secondly, forming teams to compile case collections is crucial. By forming a team, we can leverage the expertise of all teachers. The computer teachers can be responsible for collecting and filtering Internet hot events that are of particular interest to college students. The teachers of ideological and political course can then utilize these events to develop case collections, providing more demonstration cases for the implementation of educational

work.

Thirdly, strengthening the intercrossing of subjects and accumulation research is essential. Exerting the expertise of computer science teachers, we can explore the use of big data analysis in cognitive research for students, providing direction for more efficient implementation of implicit ideological and political education in practice [15].

4.2 Describe the Portrait of Education Objects and Find the Fit Points of Education

To develop the educational function of Internet hot events effectively, it is imperative to grasp educational needs, describe the portrait of education objects, focus on value guidance of school moral education, and then find the fit points among all above points.

Therefore, the first step is to perform meticulous material selection. Leveraging big data analytics techniques, the portraits of education objects are constructed around the focus and way of attention of college students about Internet hot events. According to the principle of giving consideration to the knowledge points of textbooks, the portraits of students and the political nature and scientific rationality of materials, the fit points from these three aspects are found. This approach ensures that students do not feel stiff in the educational process while simultaneously reinforcing its effectiveness.

Secondly, thorough material analysis is essential. Before educators utilize relevant materials for educational activities, they must diligently consult and analyze the origins and developments of Internet hot events, as well as the trends of online comments. It is crucial to delve into the societal problems reflected behind these events. Only in doing so, when students express different opinions and perspectives, educators can respond from the most rational standpoint, guiding students correct value judgments. Using the widely debated online topic of “Should one help when an elderly person falls down” as an example, this topic originated from the Peng Yu case that stirred up the internet in 2006. The case caused great controversy in society and had a significant negative impact. The underlying root of public sentiment reflects the concerns of societal moral deficiencies and integrity crises. This can be used as an example to guide college students to take a rational view of the moral and credit problems in the current society [16-17]. In a certain sense, the true peril of a society is not the indignation of the public towards moral turpitude, but rather their indifference towards moral turpitude. Moving or painful, condemning or reflecting, all convey the public's consciousness of goodness and the essence of virtue, and fully proves the positive, progressive, and virtuous nature of mainstream moral concepts, behaviors, and public opinion in our country. Although various versions of the Peng Yu case have caused many people to hesitate to help the elderly when they fall, we should also see more of the moral models that continue to emerge around us. For instance, civilian hero Zhou Guangyu, the courageous woman taxidriver Chen Yalin and the young man Jicheng who sacrificed his life to save others vividly depict the profound moral foundation of Chinese society by their own actions. Confidence is more precious than gold. As university students, it's crucial to maintain a rational attitude towards various negative news in society, reflect calmly and introspectively, engage in learning, life and work with a positive and proactive mindset.

4.3 Building A Comprehensive Network of Education around Three Classes

Effectively conducting ideological and political education in universities through utilizing Internet hot events requires more than focusing on team building and identifying breakthrough points. It also necessitates maximizing the function of ideological and political education classrooms as the main channel, complemented by practical and online classrooms. By forming a tripartite networked education model, we can further enhance the effectiveness of education.

First of all, it is important to constantly update the content and style of ideology and politics classes. In terms of content, it is essential to dare to break conventional norms, integrating the characteristics of the times and the interests of college students. Utilizing emerging educational resources such as Internet hot events effectively enhances the interest and attraction of ideological and political lessons. In terms of form, various methods such as thematic, case-based, research-oriented, and interactive approaches can be employed. For example, for specific knowledge points, students can be tasked with collecting relevant Internet hot events, exploring the causes of the

events and exchanging their perspectives in class. This allows students to play a more active role in the classroom, enhancing their thinking and communication skills.

Secondly, the practical classroom should be continuously strengthened [18-19]. Special lectures can be held around hot events in politics, economy and culture at home and abroad to stimulate students' patriotic enthusiasm and the passion to study hard for the great rejuvenation of the motherland. Debate can also be carried out around social hot events to encourage students to speak freely, through which, not only can we further understand the ideological dynamics of students, but we can also clarify the truth through argumentation, helping students establish correct "three views". Furthermore, during winter and summer vacations, social practices can be utilized to encourage students to conduct social investigations around current hot topics. This aids students in better understanding the societal context in which online events occur, enabling them to gain deeper insights into society and integrate into the society faster.

Thirdly, it is necessary to establish online classrooms actively [20]. Online platforms are the primary carriers for the dissemination of hot events. To mitigate the negative impact of negative online hot events on university students and enhance the positive effects of such events, it is essential to proactively occupy the ideological and political education base on the internet and establish online classrooms. On one hand, network propagandist teams with excellent political quality should be built to carry out education and guidance work by using the network platforms such as QQ group and WeChat group. On the other hand, online platforms for the exchange of Internet hot events can be created in the school. By establishing multiple sections focusing on social core values and actively disseminating positive Internet hot events, students can be imbued with these core values. Additionally, proactive measures can be taken regarding negative hot events frequently discussed by students online, such as inviting teachers to comment and interact with students about these events. By doing so, the correct value orientation of the students is guided.

5. Conclusions

In summary, the values of college students are influenced by the hot events on the internet invisibly in the era of big data. Therefore, it is necessary and feasible to explore Internet hot events as educational resources. By guiding college students to think about various social issues consciously and rationally, we can effectively infiltrate the implicit value orientation advocated by explicit ideological and political education to align with the requirements of social development. Our works propose a practical path focusing on three aspects: enhancing the digital literacy of ideological and political education teams, utilizing big data analysis to identify the convergence points of education supply and demand, as well as constructing three types of classrooms. The next step will involve using the "BERT-LDA Hybrid" model to delve deeper into the impact of Internet hot events on the thoughts and behaviors of college students. By continuously improving our understanding of the cognitive and behavioral patterns of college students in the new era, we hope to further enhance the precision and effectiveness of education.

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