To Improve the Quality of College Students' Ideological and Political Education in the All-Media Era

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Abstract: With the advent of the all-media era, the development of various omni-media technology application software has broken the limitations of time and space, and can deliver massive resources to people at the fastest speed, providing people with a convenient and fast way to obtain resources channel to share information. Under this technical background, college students' ideological and political (IAP) education activities can not only achieve educational interaction, but also improve students' correct values through a variety of educational resources. This paper investigates the current situation (CS) of IAP education and teaching in a university through a questionnaire survey, and finds that more college students pay attention to current political news through all-media platforms, and the frequency of teachers using all-media technology to teach IAP education is generally 6 to 8 times a month. However, there are still some problems in IAP teaching. This paper proposes a method to improve the quality of IAP education by using all-media platforms, hoping to provide guiding suggestions for other colleges and universities (CAU) to improve the quality of teaching.

1. Introduction

The background of the times is constantly changing, and social politics, culture, and economy are also developing rapidly. My country's college students' education is also undergoing comprehensive reform and innovation. As one of the important content, the IAP of students also needs continuous innovation and progress, in order to better to adapt to the current needs of the growth of college students.

Scholars at home and abroad have conducted in-depth research on the improvement of the quality of IAP education for students in the all-media era, and have achieved good research results. For example, a scholar compared the difference between traditional media and omni-media. Information in traditional media generally needs to be reviewed before it can be published, and students can only passively receive information. However, in omni-media platforms, students can You can search for the learning materials you want on the Internet at any time, and you can pay attention to the relevant learning content according to your own preferences [1-2]. A scholar found that CAU use media software for IAP teaching, and colleges can rely on this technology to obtain the latest resources from all over the world, constantly enrich and improve their own courses, and constantly improve and innovate teaching methods(TMs). At the same time, it can continuously supplement the IAP education system with the ideological concepts and values generated by countries and regions in the world through mutual influence and integration, internalize these resources, form correct values, and promote the development of IAP education in my country development [3-4]. Although the research results on the improvement of the quality of IAP education for CS in the all-media era are good, the effect of IAP in CAU in my country is not obvious.

This paper first analyzes the benefits of all-media to IAP education from the perspectives of TMs, teaching content, and teacher-student interaction. The CS of political education, and finally put forward a method to improve the quality of education.

2. Analysis of the Advantages of All Media in Teaching

2.1 Opportunities Brought by all Media for IAP Education of College Students

(1) Conducive to improving the teaching methods of IAP

In traditional ideological and political education in CAU, although teachers mainly use multimedia to assist teaching, most of them are only used to display classroom content, and the teaching methods lack diversity, which weakens the influence of IAP education. In the era of all media, IAP educators can apply all media technologies to the whole process of IAP education and teaching, and innovate teaching methods. First, the differences in the presentation of teaching content. Teachers can integrate the content of IAP education through text, images, audio, video and other forms to bring students a new audio-visual experience [5]. The second is the expansion and extension of learning content. In addition to the content of textbooks, teachers can also use the media to introduce more cases, introduce hot topics in the classroom, encourage students to think, guide students to discuss, and let IAP education infiltrate virtually [6]. Third, strengthen after-class communication. Teachers can organize assignments, collect assignments, comment, review, answer questions, and more. They can also understand the dynamics of students and communicate and guide students online [7].

(2) Conducive to enriching the teaching content of ideological and political education

Because the knowledge update speed of textbooks lags behind the speed of information update, some erroneous contents in textbooks cannot be corrected in time, and some viewpoints may lag behind more advanced theories, which easily confuses or misleads the educated [8]. In the age of all media, although the knowledge taught by educators is still centered on textbooks, the source of knowledge obtained by students is no longer limited to textbooks and limited library resources, but can obtain necessary information and knowledge through everything, greatly enriching ideological and political educational content. In addition to gaining more knowledge through all-media platforms, educated people can also broaden their horizons, develop different thinking, and achieve self-improvement and improvement [9]. Ideological and political educators can timely and accurately grasp the most cutting-edge real-time news at home and abroad through all media, and correct errors in the course content, fill in the teaching gaps, and allow educated learners to learn and acquire more and more accurate knowledge.

(3) Conducive to strengthening the two-way communication between teachers and students(TAS)

In the traditional teacher-student relationship, teacher-student communication time is mainly concentrated in the classroom. The communication time, communication location, topic range, etc. are limited, resulting in unsatisfactory classroom results. Extracurricular teachers do not have extra time and energy to communicate with each student face-to-face, and students are less likely to ask questions and discuss with teachers. The relationship between TAS is more of a simple "teaching" and "learning" relationship. Equal dialogue and communication is not enough [10]. The emergence of all media has changed the traditional way of understanding between TAS, providing a platform for TAS to communicate freely and equally, and also strengthening the relationship between TAS. Both educators and educated can express their feelings, experiences and ideas on the omni-media platform, creating more common topics between TAS, and enhancing the feelings between TAS [11-12].

2.2 Data Mining

Simply put, data mining is to search for useful and valuable information from massive amounts of information. Data mining techniques such as association rules are to link similar transactions, decision trees are to classify data and find potential information from them, and rough set methods and fuzzy set methods are all data mining techniques.

$$t(x)\begin{cases} 1-\dfrac{|x-p|}{\theta}, |x-p| \le \theta \\ 0, |x-p| > \theta \end{cases}$$

(1)

Among them, p is the center of the fuzzy set, θ is the width, and t(x) represents the triangular membership function.

$$w(x) = \exp\left(-\frac{(x-k)^2}{h^2}\right)$$

(2)

Among them, k is the center of the fuzzy set, h is the width, and w(x) represents the Gaussian membership function.

## 3. Experimental Research

3.1 Research Significance

Strengthening and promoting the IAP education of college students in the all-media era can better guide the IAP education work in CAU, and make it closer to the main body of students while developing efficiently and three-dimensionally. Relying on the characteristics of strong interaction, fast diffusion and wide influence of self-media, the application of all-media in the field of IAP education of college students has greatly expanded the educational channels and promoted the all-round benign interaction among colleges, teachers and students.

3.2 Research Process

This paper first selects 300 students from a university as the survey object, and distributes a pre-made questionnaire to these 300 students to ensure that each student's questionnaire is completed and collected. Based on the results of the questionnaire, it then proposes a path to improve the quality of IAP education for students in the all-media era.
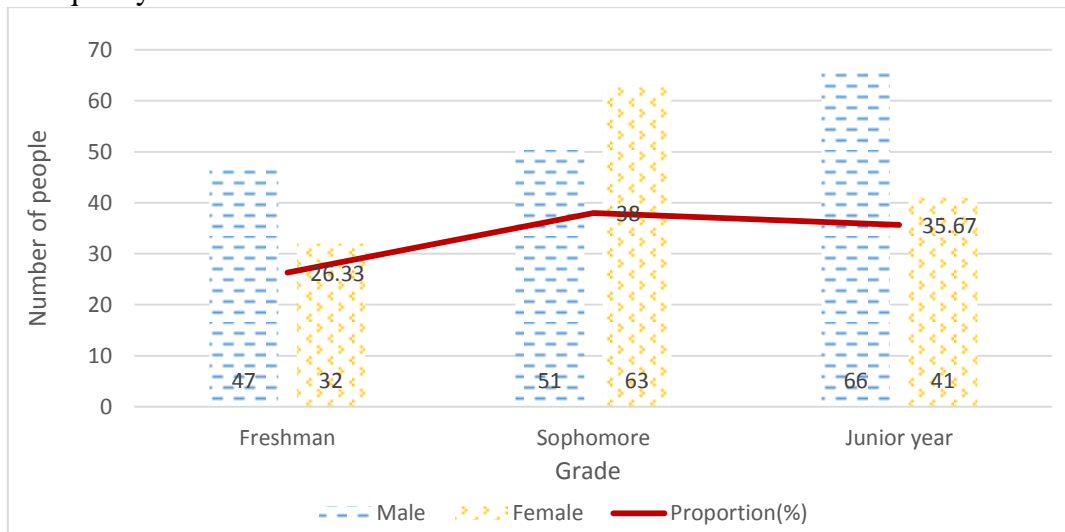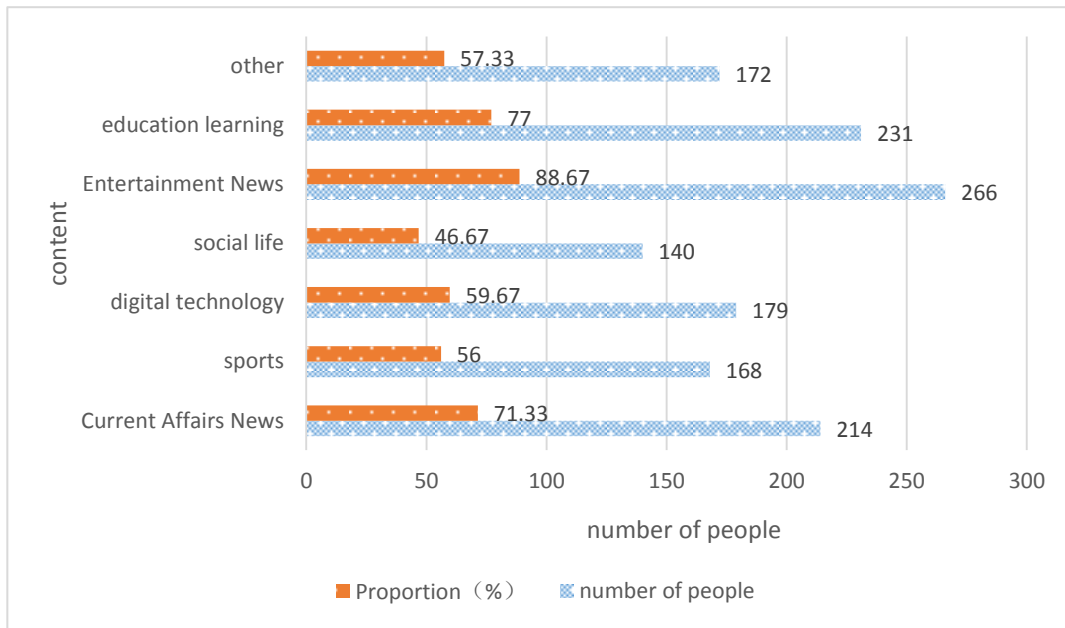

Figure 1. Student distribution

As shown in Figure 1, the survey subjects selected in this experiment are first-year, second-year and third-year students, of which freshmen account for 26.33, sophomores account for 38%, and juniors account for 35.67%.

4. Analysis of Research Results

4.1 The Current Situation of IAP Teaching of College Students in the Era of All Media

Figure 2. The content of all media attention of college students

As shown in Figure 2, we investigated what content college students would pay attention to through omni-media technology, and found that 71.33% of the students were concerned about current affairs news, 56% were concerned about sports, 59.67% were concerned about digital technology, and 59.67% were concerned about social and people's livelihood. Accounted for 46.67%, 88.67% of students concerned about entertainment news, and 77% of students concerned about education students. Among them, the largest number of students are interested in entertainment news. Through the survey, we can see that the proportion of college students who pay attention to "current affairs news" and "social and people's livelihood" is 71.33% and 46.67% respectively. College students use the all-media platform as a learning tool, which can more easily access learning materials, and can use self-media to pay attention to topics they are interested in, current political hotspots, and to spread and share opinions. The functions and resources of all media are rich and diverse, providing a new platform and means for IAP education.

Table 1. Frequency of ideological and political course activities

	number of people	Proportion（%）
1-2 times	41	13.67
3-5 times	73	24.33
6-8 times	152	50.67
9-10 times	34	11.33

As shown in Table 1, the university students were investigated to carry out ideological and political education activities (including courses, lectures, visits, etc.) several times a month. It is found that 13.67% of students choose 1-2 times a month, 24.33% of students choose 3-5 times, 50.67% of students choose 6-8 times, and 11.33% of students choose 9-10 times. The most students choose 6-8 times, indicating that the school conducts ideological and political education about 6-8 times per month.

Table 2. Interaction between teachers and students using all-media platforms

	number of people	Proportion（%）
interact frequently	117	39
infrequent interaction	156	52
Teachers do not use omnimedia platforms	27	9

Table 2 shows the results of a survey of students' interactions with teachers in IAP courses. In the IAP education class, 117 students said that they often interacted with teachers in class, 156

students said that they did not often interact with teachers, and 27 students said that teachers would not use all media in IAP education classes the platform teaches knowledge through books.

4.2 Paths to Improve the Quality of IAP Education in the Era of All Media

(1) Promote all-media interaction and realize the matrix development of IAP

The so-called "matrix" development actually realizes the overall interaction of the media, thereby expanding the space and time frame for students to receive IAP education, and creating a new "Internet +" model of IAP education. Now there are many kinds of all-media platforms in colleges and universities, such as schools and public accounts of educational affairs. There are a large number of official accounts, and it is easy for students to be unaware of the existence of these official accounts due to insufficient publicity, resulting in inability to obtain some useful information. This requires the linkage of multiple official accounts to strengthen or transfer between them to promote the development of campus official accounts.

(2) Keep pace with the times and innovate the educational concepts and educational methods of IAP education in CAU

Nowadays, all media are developing rapidly with the emergence of network information technology. In contrast, the IAP education theories and TMs of major universities in my country are still relatively traditional. Modern students are in a highly personalized stage, and they are not satisfied with the face-to-face "cramming" education in traditional college classrooms. Therefore, reforming the concept of IAP education in CAU and strengthening the informatization construction of educational teams are important measures that colleges and universities must take.

(3) Train teachers to be proficient in using all-media technology

In the process of carrying out the specific design of IAP education, the IAP education teachers must ensure that they can use the self-media teaching mode to carry out IAP teaching, and enhance the level of education, so that all teaching and education activities can ensure that the IAP education teachers can skilled in the manipulation of relevant teaching and educational activities, and the teaching and educational activities can improve the quality of students' values. In the process of implementing IAP education activities in the all-media era, IAP educators must be able to effectively respond to the technical requirements of the use of various media technologies, adopt correct teaching methods, and conduct ideological and political education activities. The program implements correct technical operations. In the process of IAP teacher evaluation, student team training and continuous improvement of ideological and IAP, relevant educational institutions in CAU regard the construction of human resources in all-media teaching as an important content, and continue to improve CAU in the process of accumulating relevant experience. The evaluation indicators for the human resources construction of the IAP education work executive team enable excellent IAP educators to have a constructive influence on the operation and control of all media in a wider range.

5. Conclusion

The development of omni-media technology not only brings great changes to social development, but also creates more possibilities for education. This paper analyzes the CS of college students' IAP education to reflect some real educational problems. For example, college students pay more attention to entertainment news using omni-media technology, and some teachers do not use omni-media platforms for teaching. In this regard, this paper proposes a path to improve the quality of IAP teaching in the all-media era to help college students achieve high-level and high-quality teaching results.

Acknowledgments

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