

Application of "Internet Plus" Ideological and Political Education in Vocational Colleges

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ABSTRACT

With the rapid advancement of information technology, "Internet Plus" has become a driving force for innovation across various sectors. In vocational education, integrating internet technologies into ideological and political education has emerged as a key challenge. This paper analyzes the current situation in vocational colleges, identifying major issues such as monotonous content, traditional teaching methods, and low student engagement. In response, it proposes practical strategies for applying the "Internet Plus" approach in ideological education to guide both theoretical development and practice-oriented reforms in the field.

KEYWORDS

Ideological and political education; Vocational colleges; Educational reform

1 Introduction

With the accelerated development of information technology, the internet has significantly reshaped how people learn and communicate. In education, its widespread application not only introduces innovation to traditional teaching models but also presents unprecedented opportunities and challenges^[1]. The "Internet Plus" model for IPE represents a frontier approach in educational reform. It aligns with the strategic direction of national educational development and serves as a crucial path for vocational colleges to adapt to change and promote modernization. By integrating online resources through platforms such as online courses and social media, IPE can achieve innovation in both content and methodology, leading to improvements in quality and educational effectiveness^[2]. Therefore, exploring how to effectively integrate "Internet Plus" into IPE not only supports the transformation of vocational education models but also lays a solid foundation for cultivating well-rounded builders and successors of socialism.

2 Analysis Of The Current Status Of Ideological And Political Education In Vocational Colleges

2.1 General Situation

IPE plays a vital role in vocational colleges by fostering students' political awareness, moral character, and sense of social responsibility. However, many institutions are encountering various challenges^[3].

Firstly, course content tends to be overly theoretical and disconnected from students' daily lives or professional development. This reduces students' interest and engagement, ultimately undermining the educational outcome.

Secondly, traditional pedagogy still dominates. Most teachers rely on didactic instruction with limited classroom interaction, leaving students in a passive learning mode that stifles independent thinking and critical analysis. Many colleges have yet to fully leverage modern information technologies, resulting in outdated teaching tools that fail to capture student attention.

Lastly, the student population in vocational colleges is diverse in background, learning style, and interest. Yet, the current IPE model lacks personalized design, causing some students to resist or disengage from the subject, weakening its overall effectiveness.

2.2 Problems and Challenges

2.2.1 Uniformity of content

A key issue is the homogeneous nature of IPE content. It typically depends on fixed textbooks and rigid lecture formats, with a focus on theory rather than practical connection to students' lives or societal dynamics. This lack of relevance makes learning dull and less resonant with students, thereby lowering enthusiasm.

In today's information-rich environment, students expect flexible, interactive, and contextually relevant instruction. A

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single-track approach fails to address their diverse interests and hinders motivation and active participation^[4].

2.2.2 Outdated teaching methods

IPE in vocational colleges remains largely centered on the teacher, with emphasis on one-way information delivery. Students are often passive recipients, which inhibits their enthusiasm and limits development of practical abilities. The lack of classroom interaction leads to superficial understanding, while the disconnect between theory and practice means students struggle to apply what they learn in real-world settings^[5].

2.2.3 Low student participation

Low student engagement is a widely observed issue. Many view IPE courses as mandatory but uninteresting, showing little initiative or motivation. This results in inactive classrooms and diminished instructional effectiveness.

Moreover, traditional methods lack interactive elements, making it difficult to attract student attention or connect the abstract concepts of IPE with students' lived experiences. This further diminishes their sense of connection and identification with the subject^[5-8].

3 Applying "Internet Plus" in Vocational IPE

3.1 Online Platform Development and Application

3.1.1 Online courses and resource sharing

Under the "Internet Plus" framework, the integration of online courses and resource sharing has injected fresh vitality into ideological and political education (IPE) in vocational colleges. Course design can be tailored to students' interests and needs, incorporating multimedia technologies to produce vivid and intuitive teaching materials, thereby capturing student attention and enhancing learning motivation. For instance, by linking IPE content to current events, social phenomena, or classic case studies, the material becomes more relatable and contextually relevant^[9-11].

Resource sharing plays a crucial role in promoting educational equity and improving instructional quality. Through internet platforms, vocational colleges can share high-quality educational resources-such as lecture notes, videos, slides, and reading materials.

This approach fosters collaboration among teachers and provides students with diverse learning tools. Moreover, the construction of shared resource platforms enables the rapid dissemination of high-quality content, broadens student horizons, and enriches their ideological and political literacy.

3.1.2 Use of social media

The wide adoption of social media presents new opportunities and platforms for IPE in vocational colleges. As young people increasingly rely on social media for information and communication, institutions can capitalize on this trend to strengthen the reach and impact of IPE.

On one hand, social media overcomes temporal and spatial constraints, allowing IPE content to be delivered anytime and anywhere. Platforms such as WeChat, Weibo, and Douyin (TikTok) can be used to distribute articles, short videos, and live-streamed lessons, attracting student participation and expanding teaching coverage.

On the other hand, the high interactivity of social media injects new energy into IPE. Compared to traditional one-way teaching, social platforms encourage students to express opinions, form independent views, and engage in discussions. This open, two-way communication model not only enhances interaction between teachers and students but also significantly boosts students' sense of participation and identification with IPE.

3.2 Exploring Interactive Teaching Models

3.2.1 Blended learning

The integration of online and offline instruction is becoming an effective strategy in IPE for vocational colleges. By leveraging internet technologies, this hybrid model creates a diversified and flexible learning environment through the organic combination of online self-learning and offline classroom interaction^[12-14].

During the online phase, teachers can upload course materials, video lectures, and slides, enabling students to study independently according to their own schedule. This flexible approach improves access to resources, fosters autonomous learning, and enhances mastery of IPE theory.

Offline classes, in turn, provide opportunities for in-person communication and deeper exploration. Teachers can

address challenges students encountered online, facilitate group discussions or case analyses, and help students apply theoretical knowledge in practical contexts.

Furthermore, the blended model enables data-driven improvements. Educators can analyze online learning data—such as study habits, pace, and comprehension—to implement more targeted offline teaching strategies and meet individual learning needs more precisely.

3.2.2 Case analysis and discussion

In the “Internet Plus” era, case analysis and group discussion have become integral to IPE. Introducing specific and representative real-life cases not only stimulates student interest but also strengthens understanding and emotional connection to ideological content. For example, a vocational college might use online platforms to present cases such as value conflicts in corporate culture or legal and moral dilemmas in social issues, prompting students to reflect and engage in thoughtful dialogue.

Students are encouraged to participate both in classroom debates and through online forums, where they can share personal insights, vote, or respond to surveys. This transforms IPE from passive knowledge delivery into a multidimensional, participatory learning process.

It should be noted that the effectiveness of such approaches depends largely on the relevance and design of the case material. Teachers must consider students’ developmental backgrounds and cognitive characteristics, selecting issues close to their life experiences and areas of concern to increase realism and engagement.

In this way, case-based instruction and discussion exemplify pedagogical innovation under the “Internet Plus” model. They serve as important pathways to enhancing students’ critical thinking, cultural literacy, and social responsibility, and contribute to building a more interactive and open IPE system.

3.3 Building Data Feedback Mechanisms

3.3.1 Monitoring student progress

In the implementation of “Internet Plus” IPE, effective monitoring of student learning is crucial. It enables instructors to track progress in real time and provides a data foundation for instructional decisions. With the help of analytics tools embedded in online platforms, teachers can access student learning data—such as progress rates, participation levels, and assignment completion—to evaluate and adjust the teaching process comprehensively.

Additionally, student activities like forum discussions, video engagement, and quiz performance are automatically recorded, offering insights into learning behaviors and emotional engagement.

To improve monitoring outcomes, instructors can also conduct periodic surveys to gather student feedback on course content, teaching methods, and learning experience. This supports a more accurate understanding of student needs and informs practical teaching improvements.

Through a diversified, data-informed monitoring system, vocational colleges can deliver personalized and precision-targeted IPE, improving overall teaching quality and developmental outcomes.

3.3.2 Assessing teaching effectiveness

Evaluating teaching effectiveness is vital for ensuring educational quality and achieving learning goals in “Internet Plus” IPE. A diversified evaluation system provides a more complete understanding of student outcomes and the real-world impact of ideological instruction.

Quantitative methods—such as online tests, surveys, and behavior tracking—offer objective data to assess knowledge acquisition and learning progress. Comparing test scores before and after instruction can reveal the effectiveness of course content and instructional delivery.

Qualitative evaluations also play an important role in assessing overall student performance. Teachers can evaluate student engagement, discussion contributions, and assignment quality to gauge thinking depth and learning attitude. Open-ended questions further invite students to express personal understanding, providing richer feedback.

Finally, online feedback mechanisms allow for real-time teaching adjustments. Teachers can collect student opinions on course content, teaching styles, and platform usability, and use this feedback to enhance interactivity and improve student experience and recognition.

By integrating both quantitative and qualitative evaluation methods, and utilizing real-time feedback supported by digital platforms, vocational colleges can build a more scientific and systematic assessment framework—thereby ensuring the high-quality advancement of “Internet Plus” ideological and political education and strengthening its educational impact.

4 The practical path of "Internet + ideological and political education"

4.1 Building a diversified education platform

The rapid development of social media provides a new platform and opportunity for ideological and political education. As a widely used Internet tool, social media has not only changed the way of information dissemination, but also brought new ideas to the implementation of ideological and political education. Through social media, educators can interact with students more easily and break the gap between teachers and students in the traditional education model. Teachers can publish relevant content of ideological and political education through wechat public account, microblog, QQ space and other platforms to attract students' attention and stimulate their enthusiasm for participation.

The interactive and immediate characteristics of social media enable educators to timely understand the ideological dynamics and emotional needs of students. By conducting online discussions, questions and answers, voting and other activities, teachers can guide students to express their views and encourage them to participate in the thinking of political and social issues. This sense of participation not only enhances students' sense of identity with ideological and political education, but also enhances their critical thinking ability and social responsibility.

In addition, social media also provides a platform for students to present themselves and exchange ideas. In such an environment, students can share their own insights, learning experiences, and even views on social hot issues, forming a good interactive atmosphere. Teachers can adjust the content and methods of education according to students' performance on social media, so as to make ideological and political education closer to students' actual needs.

The use of social media also faces some challenges, such as the authenticity of information and the negative impact of the network. Therefore, when using social media for ideological and political education, educators need to guide students to identify information and cultivate their media literacy to ensure the enthusiasm and effectiveness of educational effects. Through the rational use of social media, ideological and political education can be more contemporary and attractive, so as to better serve the comprehensive development of students in higher vocational colleges.

4.2 Innovation of education content and form

In the context of "Internet + ideological and political education", the use of case teaching and gamification learning has become an important means to improve students' participation and learning effect. Through the introduction of real situation, case teaching can closely integrate theoretical knowledge with practical life, so that students can cultivate critical thinking and practical ability in the process of analyzing and solving problems. For example, teachers can choose cases related to social hot spots, moral conflicts, or legal issues, guide students to group discussions, and encourage them to think about problems from different perspectives. This method not only stimulates students' interest in learning, but also enhances their sense of teamwork and communication skills.

At the same time, the introduction of gamification learning has added interest and interactivity to ideological and political education. By designing games related to the content of the course, students can learn and master knowledge in a relaxed and enjoyable environment. For example, online platforms can be used to carry out activities such as knowledge contests, role plays or mooted courts, so that students can experience the fun of learning in their participation. In the game, students can not only consolidate what they have learned, but also exercise their adaptability and decision-making ability.

By combining case teaching and gamified learning, teachers can more effectively adjust teaching strategies to meet the learning needs of different students. This flexible teaching method not only improves the activity of the classroom, but also provides students with a richer learning experience. Through this innovative educational model, ideological and political education in higher vocational colleges can better guide students to establish correct values, outlook on life and world outlook, and lay a solid foundation for their all-round development.

5 Conclusion

As vocational colleges embrace the opportunities and challenges brought by digital transformation, the integration of "Internet Plus" offers new perspectives for upgrading ideological and political education. By leveraging digital platforms, educators can disseminate ideological content more flexibly and closely align it with students' realities and psychological needs. This enhances the relevance, attractiveness, and effectiveness of IPE and better fulfills its mission of talent cultivation.

Funding

Supported by the Scientific Innovation Team for Mechatronics at Hunan Railway Professional Technology College (KYTD202103)

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