



# Exploring the Construction Way of China's Campus-Media Under the Background of “Great Ideological and Political Work”

Sen Luo<sup>(✉)</sup> and Niao Xu

Sichuan University of Media and Communications, Chengdu, China  
642346390@qq.com

**Abstract.** Campus media in colleges and universities is a form of media with certain influence and target audience of college students and the faculties, which is responsible for guiding college students' public opinion and important ideological and political education. However, under the impact of new media technology, the problems exposed by campus media in the process of communication have become more and more prominent, thus affecting the ideological and political education function of campus media. This study uses literature analysis and questionnaire survey method to analyze the current status of campus media; and proposes the construction of campus media from four perspectives: campus media team construction, content production mode, campus media channels, and media literacy, in order to enhance the influence and attention of campus media in colleges and universities.

**Keywords:** campus media · media construction · ideological and political education

## 1 Introduction

College students are the mainstay of Chinese nation building and the light of hope for the future. Since the 18th Party Congress, the Party Central Committee, with Comrade Xi Jinping as the core, has attached more and more importance to ideological education and put the ideological and political education of colleges and universities in the prominent position of college education, and put forward the new education pattern of “Great Ideology and Politics” [1]. The so-called “Big Ideology and Politics” is the concept and institutional mechanism of integrated leadership, professional operation and coordinated education. By constructing a large pattern of ideological and political education and an institutional mechanism for effective coordination, to promote the collaborative education of people in all fields, links and elements to enhance the effectiveness of ideological and political education.

Campus media is an important carrier of information exchange and dissemination within the campus, and it is also the main tool for the university to carry out ideological and political education work, which plays a strengthening and complementary role to

other forms of ideological and political education work. In order to better promote campus ideological and political education, universities should take multiple measures from top-level design and team building to enhance the ideological and political education function of campus media [2]. However, it is worthwhile to analyze in depth how to build the campus media platform of colleges and universities so that it can become the main position of public opinion for ideological and political education.

## 2 Survey on the Current Situation of Campus Media Use in Colleges and Universities

Based on the existing research results, in order to better study the current situation of the ideological and political education function of campus media, a set of questionnaires was designed for this paper, entitled: "Questionnaire on the Current Situation of Campus Media Use", and 1128 college students from 6 colleges and universities in Chengdu were selected as the research objects by questionnaire survey method. A total of 1128 copies of questionnaires were distributed and 1128 copies were collected, with an effective recovery rate of 100%. The survey was conducted by sampling, and the questionnaires involved 6 colleges and universities in Sichuan province, including Chengdu University of Technology, University of Electronic Science and Technology of China, Sichuan University of Media and Communications, Chengdu Jincheng College, Chengdu Aeronautic Polytechnic, and Sichuan College of Architectural Technology, including undergraduates and college students. Among them, 557 are undergraduates, which accounting for 49.3% and 571 are college students, accounting for 50.6%.

Because the research object of this paper is mainly for undergraduate and college students in school, and the postgraduate group is not taken as the main research object, the results of this survey and research are not fully applicable to the postgraduate group. Excluding this interference factor, the sample distribution of this study is more balanced, and the analysis sample has certain research significance. The analysis of the academic qualifications of the survey subjects is shown in Fig. 1.

### 2.1 The Attention and Reliance of Campus Media Audiences Have not Reached the Expected Level

In the background of information society, college students have a higher demand for information than ever before, and get information in different ways. In order to understand more intuitively the ways of information acquisition and the degree of attention and

	Gender		Education	
	Male	Female	College degree	Bachelor degree
Frequency	629	499	571	557
Proportion	55.8%	44.2%	50.6%	49.3%

**Fig. 1.** Distribution of the sample

Options	Class	Library	Classmates	Campus Media	Internet	Newspaper	Other New Media
Number of people	865	529	765	535	849	300	693
Proportion	70.7%	46.9%	67.8%	47.4%	75.3%	26.6%	61.4%

**Fig. 2.** The main channels for students to obtain information in college and university

Options	always	Frequently	Sometimes	Occasionally	Never
Number of people	87	221	345	414	61
Proportion	7.7%	19.6%	30.6%	36.7%	5.4%

**Fig. 3.** Level of attention and reliance on campus media

reliance on campus media by college students, we set up a questionnaire to understand students' media use habits. In this paper, we set up the surveys of "main information acquisition channels" (Fig. 2) and "attention to and reliance on campus media" in the questionnaire.

In order to highlight the subjective tendency of campus media in this paper, the question of "the main channel for college/university students to get information" in the questionnaire can be multiple choice, but it is a little bit regrettable that the number of people who choose campus media is 535, which is no more than half. The largest number of students chose 'internet', followed by 'class', 'classmates', 'other new media', 'campus media' and 'library'. For the degree of college/university students' attention and reliance on campus media in these six universities, this paper also investigates by setting corresponding questions, as shown in Fig. 3, nearly 72% of the respondents said they seldom or never pay attention to the information released by campus media, so it can be seen that there is no reliance on campus media, more than 20% of the respondents said they would pay attention to campus media regularly, and only 87 people said they had the habit of getting information through campus media. Thus, it is obvious that the campus media are not attractive enough for students although they are in the campus.

## 2.2 Communication Ideology Can Be Improved but the Influence is Still Insufficient

### 2.2.1 Rich Information Types and Category Settings

By understanding the information types and category settings of these six universities, The research take the newspaper of Chengdu University of Technology as an example,

the focus of its information reports is on the construction of "double first-class", academic lectures, university-enterprise cooperation and growth and development of college students, covering current affairs and politics, campus news, campus cultural activities, academic news, honor of Chengdu University, party construction of Chengdu University, etc. Take the 510 issue of Chengdu University of Technology's campus newspaper as an example, the frontpage headline is: "Students and faculties of the university discuss the important speech of General Secretary Xi Jinping at the symposium of experts in the field of education, culture, health and sports". The advantage of this setting is that it opens the door to all students and faculty, so that they can easily browse the ideological and political work of the university and the results achieved.

In the case of major emergencies, the campus media of the surveyed universities will adjust the layout in time, and the selection and arrangement of information are relatively orderly. However, there are some problems in individual university media. Firstly, the news is reproduced from other self-media platforms without confirming the authenticity of the source and editing, and if there is fake news, the authority and credibility of campus media will be questioned. Secondly, the reproduced news is already broadcasted or published, and in the era of mass media dominance, college students only need a cell phone to link to the information-rich network world and get timely news. Therefore, the reprinted news will affect the timeliness of campus media information. Finally, the commentary categories of individual campus media lack independent opinions and do not undergo original and in-depth thinking, and their reasoning and persuasive power are not enough to convince college students, and they often follow the clouds.

### 2.2.2 Lack of Guidance for Ideological and Political Education in Campus Media

In order to have a more comprehensive understanding of the setting of ideological and political education websites and related categories in campus media, the arrangement of information, and students' attention to ideological and political education information, this paper specially set up the surveys of "whether you are interested in browsing ideological and political education websites or categories" and "the degree of attention to ideological and political education information in campus media" in the questionnaire, and the final results are very different from the psychological expectation.

From Fig. 4, it can be seen that nearly half of the college students in the six universities surveyed are not interested in the ideological and political education websites or categories on campus media. From the data in Fig. 5, we can see that more than 70% of college students do not often pay attention to the ideological and political education information in campus media, and only less than 30% of them say that they often pay attention to the ideological and political education information.

Options	Very interested	More Interesting	General interest	No interest
Number of people	126	319	540	143
Proportion	11.2%	28.3%	47.9%	12.7%

**Fig. 4.** Students' interests in browsing the ideological and political education website

Options	always	Frequently	Sometimes	Occasionally	Never
Number of people	117	215	362	359	75
Proportion	10.4%	19%	32%	31.8%	6.6%

**Fig. 5.** Level of attention to ideological and political education information in campus media

Options	Very influential	General Impact	Very low impact	No effect	Not sure
Number of people	183	608	177	112	48
Proportion	16.2%	53.9%	15.7%	9.9%	4.2%

**Fig. 6.** The degree of influence of campus media among students

The target audience of campus media in colleges and universities are mainly students and faculties, who have received systematic academic training and have a high level of knowledge and moral integrity; college students are still in the stage of development, full of youthful vitality and especially interested in fresh things. However, the political literacy of some college students still needs to be improved. One of the purposes of campus media is to guide college students to establish correct values, outlook on life and worldview. However, the findings from sample Fig. 6 show that more than half of college students think that campus media have little and limited influence on themselves, and even nearly 10% of college students think that campus media do not have any influence on them. This shows that although campus media exists on campus, and some students get information through contacting campus media, and campus media can indeed have some influence on students, the influence produced is relatively limited after all, and it is still far from the expected effect.

### 3 Problems of Campus Media in Colleges and Universities

- First of all, the influence of campus media is insufficient, and the degree of awareness and attention of faculties and students to campus media is not high enough.

Most students in higher education pay attention to campus media to get news and information about recent events and activities organized by the university. There are also many students who pay attention to campus media because they need to study and get information about exams and courses, but most of these students, pay attention to campus media passively. This shows that although college students are aware of paying attention to campus media, they are not very proactive. Although they have some understanding of the functions of campus media, they are basically limited to the function of information

dissemination, while the function of campus media in building campus culture has not been recognized by most students.

- Secondly, the construction of campus media is not strong enough, the management and operation mechanism are backward, and there is a lack of interaction between media resources.

Scholar Yu pointed out in his research that campus media have failed to position themselves well according to the characteristics of campus college students, and operate only as a platform for news broadcasting. Moreover, due to the rigid operation mechanism, various campus media lack interaction, resources cannot be shared, and their credibility decreases [3]. In such condition, colleges and universities need to pay more attention to the cultivation of moral codes and ideals and beliefs of college students, and need to guide students to establish moral confidence, theoretical confidence, institutional confidence and cultural confidence.

- Third, the content of campus media is not interesting and the expression form is quite simple.

Campus media is a platform for college students to exercise and practice, not for profit, and is intended to provide information and services to students and faculty. However, the lack of ratings pressure makes campus media content uncompetitive, and the lack of market awareness only makes content production stagnant. If the creators of campus media content do not think about how to improve the expression of the programs and research the interests of the whole campus audience, the programs produced can only be considered as self-entertainment behind closed doors and lack of innovation in expression content and form, and campus media will only face the embarrassing situation of decreasing audience size.

- Fourth, the media literacy of campus media practitioners is insufficient.

In this era of information explosion, college students will receive information from various channels, and there are both high-quality information resources and negative information influences. Due to the limitation of social experience, they are still lacking in the ability of screening the authenticity of information and judging the value orientation. At the same time, they have not mastered the basic rules and methods of TV production, and are unable to produce high quality TV programs. Therefore, Song proposes that universities should innovate in terms of campus media operation concept, management system and team building in order to improve the media literacy of current practitioners [4].

To sum up, with the vigorous development of digital media technology and the widespread use of new media platforms on the Internet, compared with campus media due to the above four limitations of their own development, social mass media can better attract the attention of the majority of students with the advantages of massive information, super timeliness, super interactivity, personalized services, more entertaining features, etc. These advantages that campus media do not have also become their own disadvantages, which hinder the function of ideological and political education. Therefore, facing the pressure of external competition, how to firmly propagate the main position of campus media and

how to use campus media to give full play to the function of ideological and political education has become the main challenge that campus media in colleges and universities must face at present.

## **4 Suggestions for Campus Media Construction in Colleges and Universities**

### **4.1 Colleges and Universities Need to Pay More Attention to Campus Media Construction**

Public opinion refers to the sum of public attitudes or opinions about a phenomenon or event, and is a synonym for public opinion [5]. The leaders of colleges and universities are responsible for leading the ideological work of colleges and universities. In order to better play the ideological and political education function of college campus media, colleges and universities must firstly pay attention to providing technical support for the development of campus media. As the new media technology is changing rapidly and the speed of innovation is fast, colleges and universities should provide necessary human, material and financial support for the renewal of campus media equipment, timely eliminate the old equipment and upgrade and introduce. Secondly, universities could engage in media content planning according to the characteristics and advantages of new media, so that new media can become an important platform integrating ideological and political education and entertainment communication [6]. Third, with technical, human and financial security measures, universities should provide the necessary human, material and financial support for the renewal of campus media equipment, timely eliminate old equipment and upgrade and introduce more advanced media equipment. Manpower and financial guarantee measures, college administrators need to optimize and upgrade the operation and management mechanism of campus media according to the specific conditions of the school, strengthen the construction of campus media comprehensively, promote better and faster development of campus media, and attract more college students to pay attention to campus media. As Marx believed: "people create the environment, and likewise, the environment also creates people" [7].

### **4.2 Transform the Content Production Mode and Re-shape the Campus Media Production Line**

In order to improve the communication ability of ideological and political education, universities need to rearrange and build new media platforms. "A content production platform that encompasses the technics of content creation, integration of production processes, and sharing of resources in collection, production, processing, and sharing." [8] Based on the news dynamics of campus networks and the conclusion of big data analysis, the process of TV program planning is reengineered, and the editorial department centralizes the information resources and distributes them to various platforms and terminals in a "central kitchen" style of news production. Public opinion is the sum of public attitudes or opinions on a phenomenon or event, and is a proxy for public opinion. The new re-engineering process requires students and faculty to provide news clues, and

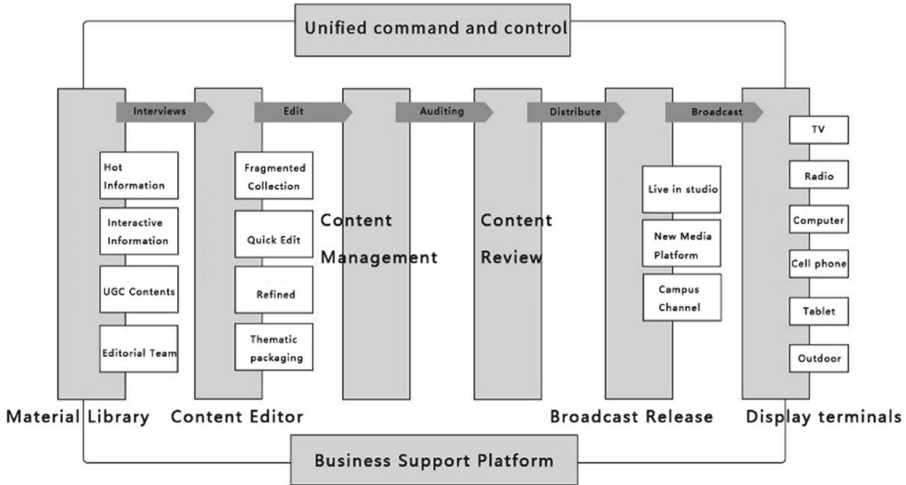


Fig. 7. Campus Media Content Production Process

big data to analyze the trend of public opinion, which is then analyzed by campus media gate-keepers to form the final topic [9]. The platform gives production instructions and the campus media outbound team starts to act, producing a short oral text news release as fast as possible and disseminating it to all campus students and faculty users through the new media and campus TV platforms, who interact with campus media through WeChat and Weibo to provide feedback.

Next, the external team sent back the collected short videos from the site, and the editing team carried out personalized component production according to the requirements of different categories and channels, while uploading the videos to the whole campus users through the new media platform again, and the students and faculties began to give feedback for the second time. Based on the information feedback collected in two rounds, the platform put forward new requirements and plans for news production. After repeated production, news products with TV news labels were disseminated to all students and faculties through various channels such as campus network new media platform, campus TV and campus radio. (Fig. 7) This new content production mode can effectively alleviate the original problems of campus media such as single news source, lack of interaction between program contents and audiences, and poor reactions; it also enables all students and faculties to be the first to understand the development of Civic Education, improve the timeliness of content, and grasp the new trend of campus public opinion through feedback and interaction.

### 4.3 Integrate Campus Media Channels, Build a Full Media Communication Matrix and Optimize Audience Experience

Colleges and universities should incorporate both traditional media platforms and new media platforms into the construction of media channels and realize the sharing of resources between them. Media practitioners in colleges and universities should explore



newer ways of propagating ideas and change the past situation that the media work separately and do not intermingle with each other. In addition, it is necessary to build a media matrix, strengthen the integrated development and benign interaction among campus media, and realize the new situation of three-dimensional and all-round linkage and integration of multiple media carriers [10]. Still, in order to expand the influence, campus media cannot be separated from their audiences and must maintain a good interactive relationship with them. The media has the dual attributes of belonging to both the superstructure category and the information (entertainment) industry [11]. This requires media practitioners not to exist independently of their audiences, but to take the initiative to communicate with them and improve mutual understanding.

Campus media is responsible for ideological and political education, and the effectiveness of education is, to a certain extent, determined by the function of ideological and political education of campus media. Therefore, colleges and universities need to establish a good communication mechanism to deepen cooperation between media teams and audiences, and between campus media and ideological and political education. Campus media practitioners should devote themselves to improving audience experience and service quality, grasping the needs and interests of audiences in a timely manner, and providing targeted content. Only by mastering the needs of audiences can campus media occupy the main ideological position of universities and seize the high ground of information.

#### **4.4 Conduct Regular Training to Improve the Media Literacy of Campus Media Team**

As an important part of ideological and political education in colleges and universities, the campus media team is not only the producer of media content, but also the guide of ideological education and moral code, and is responsible for the important duty of "educating people". Therefore, the establishment of a media team with professional journalism skills and ideological and political concepts is the basic guarantee for running a good campus media. In some university campus media staffs, the editorial staffs are all university students who study theoretical knowledge and practice through campus media, but their theoretical knowledge and practical experience are not yet perfect, and the level of practitioners varies [12]. In order to solve these problems, it is necessary to set the posts and make up the staff from the characteristics and publication cycle of campus media in each university, so as to solve the problems of different levels of campus media practitioners, their inability to serve the media permanently and their high mobility as much as possible. Campus media should appropriately absorb students majoring in journalism, choreography and other media fields to join the team to provide basic talent guarantee for campus media platforms. In addition, senior media professionals or media experts can be regularly invited to hold academic courses to explain the norms and requirements of media practice, improve the ideological quality and business ability of campus media practitioners.

## 5 Conclusion

Colleges and universities need to pay attention to and improve campus media construction, and improve media literacy of media practitioners and audiences through training; continue to enrich and upgrade the communication paths and contents of campus media through media process reengineering, using new media technology, strengthening media team building, and improving program production. In addition to consolidating the construction of traditional media, campus media in colleges and universities should also continuously improve the collaboration and interaction with new media to realize the complementary communication contents between campus media. Through the positive interaction between media platforms, the influence and awareness of campus media among students and teachers will eventually be increased.

## References

1. Fu Yulian, "The main features of the ideological and political work policies of colleges and universities and future prospects - an analysis based on the policy texts (2004–2019)" [J], *Journal of Chongqing University of Technology (Social Sciences)*, 2020.
2. Zhang Guocheng. Strengthening the function of educating people and strengthening the construction of campus media [J]. *Read and Write*, 2008(09):78.
3. Yu Zhengxin. A study on the current situation of campus media in colleges and universities playing the function of ideological and political education for youth [J]. *Journal of Hubei Correspondence University*, 2018, 31(19):81-83.
4. Song Deyong. Research on the function of ideological and political education of campus media in colleges and universities [D]. Nanjing Normal University, 2011.
5. Chen Lidian. *Public Opinion Studies - Research on the Orientation of Public Opinion* [M]. Beijing: China Radio and Television Press, 1999.
6. Wu Yao. Research on the ideological and political education of college students in the new media perspective [D]. Shenyang University of Architecture, 2019.
7. *Selected Works of Marx and Engels, Vol. 1*, [M]. People's Publishing House, 2012.
8. Tian Jin. Accelerating integration and innovation to promote comprehensive transformation and upgrading of broadcasting [J]. *China Cable TV*, 2016.
9. Zhang Zhu. *Television news production in the new media era: platform thinking and process reengineering* [M]. Beijing. People's University of China Press, 2016.
10. Zeng X, Jiang X, Su Z. Development trend and countermeasures of ideological and political education function of college media: A case study of college media in Guangdong [J]. *Higher Agricultural Education*, 2008.
11. Li Liangrong. *Introduction to journalism* [M]. Higher Education Press, 2006.
12. Mu G, Li X, Cui W. Opportunities, status quo and countermeasures for the development of campus media integration in colleges and universities [J]. *Journal of Shandong University of Science and Technology (Social Science Edition)*, 2021, 37(04):71-76.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

