

A Study on Pathways for Empowering Ideological and Political Education in Higher Education Through Red Cultural Resources in the Context of New Media

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ABSTRACT

With the rapid development of the new media era, ideological and political education in higher education faces new opportunities and practical challenges. Drawing on red cultural resources and focusing on the distinctive regional characteristics of Jaodong's red culture, this paper analyzes its practical educational value, current challenges, and methodological pathways for ideological and political education in higher education within the context of new media. In light of the current state of ideological and political education and the dissemination of red culture in higher education institutions, this paper proposes strategies such as enhancing the influence of red culture through the strengthening of new media technologies, establishing practical education platforms via extracurricular activities, constructing diverse and collaborative education channels, promoting the deep integration of campus culture with the regional red culture of Jaodong, and fostering a distinctive campus atmosphere of red culture. These strategies aim to innovate models of ideological and political education, effectively improve the effectiveness of ideological and political education, and provide insights and references for the high-quality development of ideological and political education in higher education institutions.

Keywords: *New media, Red cultural resources, Ideological and political education.*

1. INTRODUCTION

Red cultural resources represent the precious spiritual heritage accumulated by the Chinese nation throughout its history of revolution, construction, and reform. They serve as core, high-quality resources for universities today to fulfill the fundamental mission of “cultivating virtue and fostering talent” and to carry out ideological and political education. Universities bear the important mission of carrying forward the revolutionary legacy and shaping the values of young people. The rapid development of new media technologies has completely shattered the temporal and spatial limitations and communication barriers of traditional ideological and political education, providing entirely new platforms and pathways for the revitalization and utilization of red cultural resources and for the innovative development of ideological and political education. Currently,

diverse online ideologies intertwine and permeate society, while the traditional, one-way, indoctrination-based model of ideological and political education faces growing challenges—such as diminished appeal and monotonous communication formats—making it difficult to align with the cognitive characteristics and developmental needs of contemporary college students, thereby limiting the effectiveness of ideological and political education in higher education institutions. Against this backdrop, leveraging the advantages of new media dissemination to explore, integrate, and revitalize the strengths of local revolutionary cultural resources in the region, promoting the deep integration of revolutionary culture with ideological and political education in higher education institutions, and innovating digital, immersive, and interactive educational models have become key challenges in the reform of ideological and political

work in higher education. From a new media perspective, this paper analyzes the contemporary value and practical challenges of leveraging red cultural resources to empower ideological and political education in higher education institutions, and explores scientifically sound and feasible practical pathways. The aim is to further enhance the appeal and effectiveness of ideological and political education, thereby helping the youth of the new era to strengthen their ideals and convictions and deepen their sense of patriotism and commitment to the nation.

2. THE PRACTICAL EDUCATIONAL VALUE OF EMPOWERING IDEOLOGICAL AND POLITICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS THROUGH RED CULTURAL RESOURCES FROM A NEW MEDIA PERSPECTIVE

Currently, new media technologies—centered on online information platforms, big data repositories, and artificial intelligence (AI)—are developing rapidly. These advancements have reshaped the patterns of information dissemination and interpersonal communication, while also profoundly influencing the thought patterns, core values, and behavioral habits of young college students. As a generation native to the internet, college students' daily lives and studies are deeply intertwined with online new media; their methods of accessing information, communicating, and understanding the world are characterized by digitalization, fragmentation, and interactivity. While this current landscape provides new channels and pathways for ideological and political education in higher education, it also presents numerous challenges—multicultural ideologies are spreading through new media, some college students are susceptible to being misled by erroneous values, and the competition for influence and the difficulty of providing ideological guidance have significantly increased.

Red cultural resources represent a precious spiritual legacy accumulated by the Communist Party of China throughout the course of history, spanning the revolutionary, construction, and reform eras. They embody the core values of patriotism, collectivism, and socialism, and constitute a vital component and central vehicle for ideological and political education in higher education institutions. Taking the Jiaodong region

as an example, as one of the key regions of the Chinese Revolution, the Jiaodong region has nurtured a rich and distinctive Jiaodong red culture. From the landmine warfare and the establishment of the Jiaodong Anti-Japanese Base Area, to the support-the-front campaigns during the War of Liberation, and on to the struggles of the Jiaodong people in the new era, the region has left behind a wealth of red sites, revolutionary artifacts, heroic deeds, and spiritual essence. These provide vivid materials for the ideological and political education of college students, and the study of red culture plays a vital role in shaping their core values.

2.1 Ideological Guidance: Strengthening the Foundation of Ideals and Convictions

Education on ideals and convictions is a vital component of ideological and political education in higher education. The unwavering ideals, firm convictions, and noble revolutionary spirit embodied in red cultural resources serve as essential materials for guiding college students in establishing core values. In the context of new media, platforms such as short videos, “Red Lecture Halls”, and revolutionary education bases can be leveraged to vividly present the revolutionary stories and heroic deeds found in red culture, allowing college students to experience the spiritual strength of their revolutionary forebears. By sharing stories on new media platforms about the heroic struggles of soldiers and civilians in the anti-Japanese base areas under harsh conditions, the unwavering conviction of our forebears during the revolutionary era can be demonstrated. Visiting red education bases and using virtual simulation technology to view historical reenactments—such as the Landmine War and the Jiaodong Defense Battle—allows students to immerse themselves in the fearless courage of our revolutionary forebears. Compared to traditional didactic education, this concrete and interactive approach resonates more deeply with university students, guiding them to strengthen their faith in Marxism and their ideals and convictions regarding socialism with Chinese characteristics, deepening their confidence in realizing the Chinese Dream of the great rejuvenation of the Chinese nation, and solidifying their ideological foundation.

2.2 Value Formation: Cultivating Core Values

The core socialist values embody the spiritual aspirations and value orientations of contemporary China. The spirit of red culture education aligns closely with the core socialist values. The spirit of patriotism in red culture is embodied in the bloody battles fought by revolutionary soldiers and civilians to resist foreign aggression and defend their homeland; the spirit of collectivism is fully demonstrated in the united and concerted efforts of soldiers and civilians to support the front lines; and the spirit of revolutionary dedication is crystallized in the deeds of revolutionary forebears who selflessly devoted themselves to the revolutionary cause and sacrificed their lives for justice. New media platforms provide a vast space for the dissemination of these spirits. Through channels such as WeChat Official Accounts and Video Accounts, dedicated columns for revolutionary stories are established to regularly share the deeds of heroic figures; utilizing short-video platforms like Douyin and Kuaishou, short videos on revolutionary culture are created with the theme of core socialist values. Through vivid scene depictions and heartfelt storytelling, these videos help core values permeate and influence the daily lives of college students. At the same time, the interactive nature of new media allows college students to participate through commenting, sharing, and creating content. Through these practical activities, their understanding and identification with the core values are strengthened, thereby achieving the goal of value cultivation.

2.3 Spiritual Enrichment: Strengthening the Foundations of Humanistic Literacy

Red cultural resources are not only important vehicles for the spirit of the Chinese revolution, but they also embody rich historical and regional cultures. They can provide college students with profound spiritual enrichment, thereby enhancing their humanistic literacy. For example, in the Jiaodong region, revolutionary history and local culture are deeply intertwined; the ingenuity of landmine warfare, the folk customs of the Jiaodong people, and the historical significance of revolutionary artifacts can all broaden students' cultural horizons. In the context of new media, universities collaborate with local red cultural venues to build digital cultural resource repositories, integrating resources such as revolutionary artifacts,

historical documents, and accounts of heroic deeds for students to study. Through live-streamed lectures, scholars of red culture and veterans of the War of Resistance are invited to interpret the spiritual essence of red culture. At the same time, students are encouraged to utilize new media tools to engage in creative projects related to red culture, such as producing red-themed posters, short videos, and cultural and creative products. Through this creative process, they can deeply explore the essence of red culture while enhancing their cultural appreciation and creative abilities.

2.4 Empowering Through Practice: Cultivating Diverse and Comprehensive Skills

For today's university students, higher education institutions must not only focus on ideological guidance but also strengthen practical training; cultivating students' practical skills is just as important as fostering a sense of social responsibility. Red cultural resources provide a wealth of material for students to engage in social practice, while new media offers strong support for the implementation of such activities. For example, by organizing students to conduct research at revolutionary sites and using new media platforms to document the process and share their findings. Students are encouraged to actively participate in volunteer activities related to red culture, such as serving as docents at revolutionary memorial halls and sharing red stories through live-streaming. Additionally, research projects on red culture can be initiated, utilizing new media to collect data, facilitate discussions, and showcase findings. These practical activities not only deepen students' understanding of red culture but also enhance their research, communication, and innovation skills, while strengthening their sense of responsibility and mission.

3. PRACTICAL CHALLENGES IN INTEGRATING RED CULTURAL RESOURCES INTO IDEOLOGICAL AND POLITICAL EDUCATION FOR COLLEGE STUDENTS IN THE CONTEXT OF NEW MEDIA

3.1 *Shortcomings in the Dissemination of Red Cultural Resources via New Media*

3.1.1 *Homogeneous Content and Lack of Appeal*

Currently, some universities and local authorities face a serious problem of content homogeneity when using new media to disseminate red culture. Content is largely concentrated on classic revolutionary stories and introductions to revolutionary sites, with insufficient in-depth exploration and innovative interpretation of the spiritual essence of red culture. Presentation formats are relatively monotonous, primarily relying on text and images, while interactive formats such as short videos, live streams, and virtual experiences are rarely utilized, failing to meet college students' demand for personalized and engaging content. Furthermore, some content is overly serious and didactic, disconnected from the students' language and cultural context, and unable to evoke emotional resonance, resulting in poor dissemination outcomes.

3.1.2 *Fragmented Dissemination Platforms and a Lack of Integration and Coordination*

Currently, new media platforms dedicated to promoting revolutionary culture are relatively fragmented. Entities such as universities and revolutionary culture venues operate their own WeChat Official Accounts, video channels, and other platforms independently, lacking unified planning and coordinated collaboration. The content and style of communication vary across different platforms, making it difficult to generate a synergistic effect; the lack of interaction and integration between platforms prevents resource sharing, resulting in fragmented channels for college students to access revolutionary culture resources and hindering the development of a systematic understanding. Additionally, some platforms lack operational capacity, with low

update frequencies and poor interactivity, making it difficult to sustain student engagement.

3.1.3 *Lack of Professionalism and Limited Operational Capabilities Among the Communication Team*

New media communication requires versatile professionals who possess a combination of knowledge of revolutionary culture, experience in new media operations, and creative design skills. However, the current workforce for new media dissemination of revolutionary culture consists primarily of college ideological and political education instructors, museum staff, or administrative personnel. They lack systematic training in new media operations and have insufficient mastery of skills such as short video editing, live-streaming planning, and content creation. At the same time, some personnel have not conducted sufficient research on revolutionary culture, making it difficult for them to effectively integrate cultural significance with new media formats. This results in content that lacks depth and appeal, leading to suboptimal operational outcomes.

3.2 *The Integration of Ideological and Political Education with Red Culture in Higher Education Needs to Be Deepened*

3.2.1 *The Integration of Red Cultural Elements into Classroom Instruction Is Insufficient, and Teaching Methods Are Relatively Rigid and Monotonous*

Classroom instruction serves as the primary channel for ideological and political education in higher education, yet the integration of red cultural resources into such classes at many universities faces numerous challenges. First, the level of integration is superficial, often limited to brief mentions of revolutionary stories or the screening of revolutionary films, lacking systematic interpretation of cultural connotations and spiritual values, and failing to integrate closely with the core content of ideological and political courses. Second, teaching methods are monotonous, still dominated by teacher-led lectures, with a lack of interaction, in-depth exploration, and emotional engagement during the teaching process, which fails to stimulate students' initiative in learning. Third, there is a lack of institution-specific curricula; dedicated courses on revolutionary culture are scarce, making it

difficult to meet students' needs for systematic study of revolutionary culture.

3.2.2 The Educational Effectiveness of Extracurricular "Red" Practical Activities Needs To Be Improved, and Their Impact Remains Limited

Extracurricular activities serve as an important supplement to ideological and political education in higher education institutions; however, some universities face issues of formalism and superficiality in organizing and conducting "red" cultural practical activities. Activities are largely confined to traditional formats such as visiting revolutionary sites and paying tribute to revolutionary martyrs, lacking innovative design and failing to inspire students' enthusiasm for participation. The organization of these activities lacks systematic planning; the stages of preliminary planning, mid-term implementation, and post-event review and feedback are incomplete, making it difficult for students to grasp the profound significance of revolutionary culture through practical experience. Furthermore, these practical activities lack integration with formal classroom instruction, preventing the formation of a "theory + practice" educational cycle, which significantly diminishes their educational effectiveness.

3.2.3 The Campus Atmosphere for Red Culture Education Is Not Sufficiently Robust, and Its Immersive Influence Is Lacking

Campus culture serves as a vital vehicle for cultural education in higher education institutions, yet some universities have failed to foster a strong on-campus atmosphere for red culture. The development of on-campus platforms for promoting red culture has lagged behind; bulletin boards, cultural corridors, and similar spaces primarily feature conventional promotional content and lack distinctive red cultural elements. In campus cultural activities, red culture-themed events account for a small proportion, and their formats are monotonous and lack appeal, making it difficult to establish a regularized and distinctive red cultural atmosphere. Consequently, college students' awareness of and identification with red culture remain low, and their enthusiasm for actively participating in red culture activities is insufficient.

3.3 The Multi-party Collaborative Education Mechanism Is Not Sufficiently Robust

3.3.1 Insufficient Collaboration Between Universities and Local Governments, and Weak Resource Integration

Most resources related to revolutionary culture are managed by local governments and cultural venues, yet collaboration between universities and local authorities remains superficial. Universities have limited access to and utilization of local revolutionary cultural resources, and lack long-term cooperative mechanisms with local governments and cultural venues; local resources are not sufficiently open and shared with universities, and the digital resources and professional guided tours offered by some revolutionary cultural venues fail to meet the needs of ideological and political education in universities; Both universities and local authorities lack coordinated planning regarding the utilization of red cultural resources, new media dissemination, and the organization of practical activities, leading to resource wastage and an inability to form a cohesive educational force.

3.3.2 Lack of Collaboration Among Families, Schools, and Communities; Incomplete Educational Chain

Strengthening ideological and political education in universities requires joint efforts from families, schools, and communities, but a collaborative education mechanism among these three parties has yet to be established. Families do not place sufficient emphasis on education through revolutionary culture and fail to provide children with exposure to such traditions; at the societal level, the dissemination of revolutionary culture via new media lacks systematic coordination, and some media outlets, in pursuit of traffic, present overly sensationalized interpretations of revolutionary culture, thereby misleading college students' understanding; there is a lack of effective communication and coordination mechanisms among universities, families, and society, preventing the formation of a comprehensive, multi-dimensional educational chain.

3.4 Variations in College Students' Willingness to Embrace Red Culture

3.4.1 Misconceptions Regarding Values and Lack of Motivation

Influenced by the diverse online culture, some college students hold misconceptions about red culture, viewing it as “outdated” or “stereotypical”, and failing to identify with its spiritual values. Others are more focused on entertainment-oriented and utilitarian content, showing little interest in red culture and lacking the motivation to actively engage with red culture education.

3.4.2 The Impact of New Media Usage Habits and Inadequate Information Filtering Skills

College students' new media usage habits are characterized by fragmentation and a focus on entertainment; they primarily obtain information through short videos and social media, with little engagement in reading or reflecting on in-depth content. At the same time, some students lack the ability to filter information effectively. Faced with a vast amount of online content, they are easily misled and struggle to distinguish between high-quality and low-quality “red culture” content, thereby diminishing the educational impact of such content.

4. PRACTICAL APPROACHES TO EMPOWERING IDEOLOGICAL AND POLITICAL EDUCATION FOR COLLEGE STUDENTS THROUGH RED CULTURAL RESOURCES IN THE CONTEXT OF NEW MEDIA

4.1 Optimizing New Media Communication Methods for Red Cultural Resources

4.1.1 Innovating Content and Building Distinctive Brands

It is necessary to thoroughly explore the spiritual essence and regional characteristics of red culture to avoid content homogenization. Taking Jiaodong red culture as an example: on the one hand, people should focus on unique elements within Jiaodong red culture—such as the spirit of

landmine warfare, the spirit of supporting the front lines, and the heroic deeds of Jiaodong—to provide in-depth interpretations and narrative presentations, thereby creating a red cultural content platform with distinctive Jiaodong characteristics. On the other hand, innovate content formats by aligning with college students' language and aesthetic preferences to produce diverse content such as short videos, animations, and calligraphy and painting. This transforms serious revolutionary culture into engaging, accessible, and entertaining content. For example, create a series of short videos titled “Short Stories of Jiaodong Heroes” to recreate heroic deeds through animation. Launch the “Jiaodong Revolutionary Sites Virtual Tour” to allow college students to immerse themselves in the historical significance of these sites online.

4.1.2 Integrating Communication Platforms to Create Synergies

Schools shall establish an integrated new media communication matrix comprising “universities + local government departments + revolutionary heritage sites”, integrating platform resources from all parties to create a synergistic effect. They should jointly build core communication platforms, such as official accounts on WeChat, Douyin, and Kuaishou, and uniformly plan content and the pace of dissemination; local governments and revolutionary heritage sites should collaborate to simultaneously push high-quality content, achieving resource sharing and information exchange. At the same time, there is a must to optimize platform operations and strengthen interaction and coordination among platforms. For example, include booking portals for revolutionary sites and links to revolutionary resources on WeChat official accounts, and launch interactive challenges on short-video platforms to encourage college students to participate in interactive communication, thereby enhancing the depth and breadth of outreach.

4.1.3 Forming a Professional Team to Enhance Operational Capabilities

Schools shall cultivate a multidisciplinary communication team with both a deep understanding of revolutionary culture and proficiency in new media operations. On one hand, schools select university ideological and political education instructors, scholars of revolutionary culture, and students majoring in new media to form a core team. They provide systematic training

to enhance the team's ability to interpret revolutionary culture, their new media operational skills, and their creative design capabilities. On the other hand, invite experts from the new media industry and docents from revolutionary cultural venues to conduct lectures and provide guidance. Regularly organize team exchanges and seminars to summarize dissemination experiences and optimize dissemination strategies. At the same time, establish incentive mechanisms to encourage team members to actively innovate and create high-quality content.

4.2 Deepening the Integration of Ideological and Political Education with Red Culture in Higher Education

4.2.1 Innovating Classroom Instruction to Strengthen Its Role as the Primary Channel

Teachers can integrate the essence of red culture into ideological and political education courses, and innovate teaching content and methods. The first is to promote the development of school-based curricula by drawing on key concepts from ideological and political courses to compile a *Red Culture Coursebook* and offer an elective course titled "Interpreting Red Culture and Revolutionary Spirit", thereby expanding the dissemination of knowledge about red culture. The second is to innovate teaching methods by adopting scenario-based, case-based, and inquiry-based approaches, and integrate new media technologies to bring red stories and historical scenes into the classroom through short videos and virtual simulation technology, enhancing the interactivity and immersive experience of instruction; The third is to conduct research on the integration of ideological and political education into all academic disciplines, encouraging faculty across all majors to incorporate elements of red culture into their teaching—such as covering revolutionary history in ideological and political classes or analyzing red literary works in literature courses—to achieve all-round education.

4.2.2 Diversifying the Formats of Extracurricular Activities to Enhance Practical Outcomes

Leveraging new media, we will innovate the formats of extracurricular practical activities to establish an educational model integrating "theory, practice, and dissemination". First, we will organize

immersive practical activities, guiding college students to conduct on-site research at revolutionary heritage sites. They will document the research process and share their findings through short videos, live streams, and other formats. We will also invite descendants of revolutionaries and veteran Party members to host "lecture series" and "red story sharing sessions", which will be simultaneously livestreamed via new media platforms to broaden the activities' reach. Second, we will develop distinctive practical brands, such as hosting a "Red Cultural Creativity Competition" to encourage students to create red-themed short videos, cultural and creative products, and scripts; we will also conduct "Red Tour Guide" training programs, enabling students to serve as guides at revolutionary sites and disseminate red stories through new media platforms. Third, we will refine the closed-loop management of practical activities by strengthening preliminary planning, mid-term guidance, and post-activity summaries and feedback. We will link the outcomes of these practical activities to grades in ideological and political education courses to boost student engagement and enhance the effectiveness of these initiatives.

4.2.3 Fostering a Strong Campus Atmosphere of Red Culture

We will create a campus cultural environment characterized by regional red cultural features to achieve educational development through cultural immersion. First, we will strengthen the development of campus publicity platforms by displaying red culture-themed content—such as the deeds of heroic figures, revolutionary poetry, and images of revolutionary artifacts—in locations including bulletin boards, cultural corridors, libraries, and dormitory areas; we will also use campus radio and electronic screens to regularly broadcast revolutionary stories and revolutionary songs. Second, in conjunction with major holidays and commemorative dates, regularly organize red culture activities such as themed evenings, screenings of revolutionary films, and book sharing sessions to foster a vibrant festive atmosphere. Third, encourage students to voluntarily form red culture clubs—such as red culture research societies or short-video production groups—to carry out independent and distinctive red culture activities, thereby cultivating a campus atmosphere where "everyone participates in spreading red culture".

4.3 *Establishing a Multi-Stakeholder Collaborative Education Mechanism to Consolidate Educational Synergies*

4.3.1 *Deepening University-Local Collaboration and Integrating Resource Advantages*

Long-term partnerships between universities, local government departments, and red cultural venues can be established to achieve resource sharing and complementary strengths. First, jointly create red cultural education bases. Universities will collaborate with revolutionary memorial halls and other venues to establish volunteer service and social practice bases for college students. By holding ideological and political education classes at these revolutionary sites, universities will provide students with professional guided tours, digital resources, and red cultural lecture series, thereby enhancing the effectiveness of ideological and political education. Second, jointly promote the development of red cultural resources. Universities will organize experts and scholars to collaborate with local authorities to excavate and organize red cultural materials, and jointly develop university-based teaching materials and cultural and creative products; enterprises will participate in the development of the red cultural industry, providing internship and practical training positions for college students, thereby supporting the industrialization and market-oriented dissemination of red culture. Third, jointly organize red cultural activities. Universities and local authorities will collaborate to host red cultural festivals, academic seminars, new media dissemination competitions, and other events to expand the influence of Jiaodong's red culture.

4.3.2 *Strengthening Collaboration Among Schools, Families, and Society to Establish a Comprehensive Educational Ecosystem*

There is a must to establish a communication and coordination platform among universities, families, and society to form a comprehensive educational chain. Universities should use channels such as parent-teacher meetings and WeChat official accounts to promote the educational value of revolutionary culture to parents, guide them to recognize the importance of exposure to revolutionary culture, and encourage families to organize parent-child activities centered on

revolutionary culture; At the societal level, strengthen internet regulation, standardize the dissemination of revolutionary culture, and combat excessive commercialization and distorted interpretations of revolutionary culture to foster a healthy online environment; media platforms should actively fulfill their social responsibilities by promoting high-quality content on revolutionary culture and guiding college students to develop a correct understanding. Through the concerted efforts of all three parties, we will establish an educational model characterized by “school leadership, family collaboration, and societal support”.

4.4 *Strengthening Guidance on Red Culture Among College Students to Enhance Their Willingness to Engage*

4.4.1 *Correcting Cognitive Biases and Strengthening Value Identification*

Cognitive biases regarding red culture need to be addressed among college students through targeted guidance. Utilize ideological and political education classes, thematic education, and red culture practical activities to deeply interpret the contemporary value of red culture. This will foster a sense of identification with the spiritual wealth of red culture—which possesses enduring vitality—and provide contemporary college students with motivation for personal growth. By integrating stories of struggle in the new era, demonstrate the contemporary inheritance and development of red culture, enabling students to recognize its close connection to real life and strengthen their value identification.

4.4.2 *Enhancing Media Literacy and Strengthening Information Filtering Skills*

It is necessary to integrate media literacy education into higher education's ideological and political education to improve students' ability to evaluate information and their online cultural literacy. Offer courses or lectures on media literacy to teach students how to identify high-quality online resources. Encourage them to actively participate in the creation and dissemination of red culture content, thereby deepening their understanding and awareness of red culture through practical experience and building resilience against misinformation.

5. CONCLUSION

Through this study of red cultural resources and ideological and political education in higher education within the context of new media, this paper thoroughly explores the rich educational value of red cultural resources, providing strong support for the ideological and political education of college students in terms of ideological guidance, value formation, spiritual nourishment, and practical empowerment. With the continuous development of new media technologies and the deepening of reforms in higher education's ideological and political education, new media platforms have created opportunities for the dissemination of red cultural resources and the innovation of ideological and political education. However, they also face practical challenges such as limited reach, insufficient integration, inadequate coordination, and varying levels of student receptiveness. By optimizing the new media dissemination system, deepening the integration of ideological and political education with red culture, establishing a multi-party collaborative education mechanism, and strengthening cognitive guidance for students, we can effectively activate the educational potential of red cultural resources, innovate teaching methods for ideological and political education, and enhance the effectiveness of talent cultivation. At the same time, universities, local governments, and society must form a united front in education, continuously optimizing the red culture education system to allow red culture to flourish with new vitality in the new media era, thereby providing strong support for cultivating a new generation capable of shouldering the great mission of national rejuvenation.

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