

Research on the innovative paths and practical applications of network ideological and political education strategies in higher vocational colleges under the background of diversified student sources

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Abstract: With the expansion of vocational education enrollment and the deepening of the enrollment system reform, the diversification of student sources has become the new normal for higher vocational colleges. The composition of the student group is complex, and there are significant differences in regional culture, academic foundation, and value concepts among them, which leads to the traditional "one-size-fits-all" ideological and political education model facing the problem of insufficient effectiveness. At the same time, the online space, as the core field of students' cognition, with its interactivity and openness, provides an opportunity for educational transformation. This study analyzes the practical difficulties brought about by the diversification of student sources, proposes innovative paths from five dimensions including educational philosophy, content system, teaching methods, platform carriers, and evaluation mechanisms, and verifies the effectiveness through case studies, aiming to build a precise and effective online ideological and political education model for higher vocational colleges.

Keywords: higher vocational colleges; diversification of student sources; online ideological and political education; precise education; practical strategies

1 Introduction

Higher vocational education shoulders the important mission of cultivating high-quality technical and skilled talents. In recent years, with the advancement of vocational education reform, the composition of students in higher vocational colleges has become increasingly complex, covering not only graduates from ordinary high schools, vocational schools, veterans, and employed individuals from society, but also many other groups. This profound transformation in student population structure has significantly enhanced the heterogeneity of students' ideological concepts, value orientations, and development demands. On the other hand, the deep penetration of the network environment has reshaped students' cognitive methods and behavioral habits, posing a challenge to the traditional ideological and political education model. Therefore, how to utilize online platforms to address the challenges posed by diversified student populations and achieve precise education has become a practical problem that higher vocational ideological and political work urgently needs to solve. Against this backdrop, this article aims to explore a systematic plan for the innovation of online ideological and

political education.

2 The core challenges faced by online ideological and political education in the context of diversified student sources

Through literature review and field research, it was found that current online ideological and political education is mainly confronted with the following challenges:

2.1 Contradiction between the universality of educational content and the individualized needs of students

Different student groups have different growth experiences and career plans, and their focuses and concerns vary. Uniform teaching content is difficult to precisely respond to students' actual demands in terms of employment pressure, identity recognition, etc., resulting in a mismatch between educational content and individual needs, and reducing the specificity and persuasiveness of education.

2.2 Mismatch between traditional one-way teaching and online interactive habits

Although online platforms have been utilized, some teaching still remains at the stage of content transfer, lacking deep interaction. This contrasts with the learning habits of the "digital natives" generation, which prefer participation, experience, and sharing. It is difficult to stimulate their intrinsic learning motivation and affects the affinity of education.

2.3 Conflict of complex online information and the insufficient value judgment ability of students

The open online environment integrates diverse thoughts, including negative information. College students are in a critical period for value formation, and their information discrimination ability is relatively weak, making them susceptible to negative influences, increasing the difficulty of educational guidance, and threatening the dominant position of mainstream values.

2.4 Mismatch between evaluation system and educational goals

The current evaluation mainly focuses on knowledge assessment, which is difficult to comprehensively and dynamically reflect students' growth and changes in terms of ideological concepts, online literacy, etc., and cannot provide effective feedback for educational optimization, restricting the improvement of educational effectiveness.

3 The construction of innovative paths for network ideological and political education strategies

In response to the aforementioned challenges, this study proposes the following innovative paths:

(1) Conceptual innovation: establish the core concept of "precise education"

We must change our mindset and view the diversification of student sources as a valuable resource for individualized teaching. We should establish a "student-centered" online ideological and political perspective, promoting the transformation of education from large-scale, uniform teaching to small-batch, personalized, and interactive precise education, achieving the deep integration of online and offline education.

(2) Content innovation: build a "modularized + dynamic" content supply system

Drawing on the modular design concept, the ideological and political content is decomposed into core modules such as basic theories, professional spirit, and online literacy. Based on the analysis of student learning data, for different professional and background student groups, the content is precisely combined and intelligently pushed. At the same time, a dynamic update mechanism is established to incorporate social hotspots and enhance the timeliness of the content.

(3) Method innovation: explore "interactive + immersive" teaching models

Schools can adopt micro-lectures, live broadcasts and other forms to integrate education into students' daily online scenarios. They may explore the application of VR/AR technology to create virtual practice scenarios, such as simulating workplace moral dilemmas, enabling students to deepen their value cognition through immersive experience, and

transforming passive acceptance into active construction.

(4) Carrier innovation: build an "integrated + intelligent" network platform matrix

Schools can integrate resources such as campus APPs and WeChat official accounts, and build a functionally integrated smart ideological and political portal. This platform should have comprehensive functions such as resource management, interactive communication, data analysis, and effect evaluation, achieving data interconnection and providing technical support for precise implementation.

(5) Evaluation innovation: implement "process-based + value-added" comprehensive evaluation reform

A multi-dimensional evaluation index system covering cognition, emotion, attitude, and behavior can be established. Platform data will be used to record the growth process. The concept of "value-added evaluation" will be introduced, focusing on the progress of students compared with their performance at admission. Teacher evaluation and peer evaluation will be combined to comprehensively assess educational effectiveness.

4 Practical application and case analysis

Based on theoretical foundations, our school has carried out practical exploration, following the closed-loop logic of "research - design - pilot - evaluation - promotion".

(1) Practical case one: personalized content push based on data profiles

Relying on the campus smart platform, data such as students' study duration and content preferences are analyzed. The system automatically provides "Great Makers" stories to engineering students and integrity cases to economics and management students. The practice shows that personalized push significantly increases the click rate and stay time of the content, effectively alleviating the problem of mismatch between supply and demand.

(2) Practical case two: O2O hybrid teaching application

The online part: Students complete pre-class study and participate in topic discussions by watching short videos; the offline class focuses on debating and role-playing to explore core issues. This model effectively expands teaching time and space, integrating online learning and offline internalization, and enhancing students' participation and sense of achievement.

(3) Practical case three: "psychology-ideological education" collaborative education network community construction

On the network platform, a "Mindset Station" section is set up, operated jointly by ideological and political teachers and psychological counselors. Psychological knowledge is integrated into value guidance, and students' growth troubles are solved through forms such as theme salons, achieving synchronous resonance between ideological leadership and psychological counseling.

5 Conclusion and outlook

The diversification of student sources is a long-term trend in the development of higher vocational education. To address this challenge, the key lies in systematic innovation: with precision concepts as the guide, modular content as the core, interactive methods as the means, intelligent platforms as the support, and comprehensive evaluation as the guarantee. In the future, greater attention should be paid to the in-depth application of artificial intelligence technology, the strengthening of collaborative education mechanisms, and the promotion of the development of vocational online ideological and political education towards scientificity and precision, in order to serve the goal of cultivating high-quality talents.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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