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# Breaking Circles and Winning Hearts: Reconstruction of the Model and Enhancement of Practical Effectiveness of Online Ideological and Political Education in Colleges and Universities From the Perspective of Value Resonance

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In the era of digital intelligence, cyberspace has become the frontier of ideological struggle and a key field for shaping young people's values. In the course of traditional ideological and political education migrating to the network, the dilemmas of "content transplantation" and "discourse estrangement" urgently call for a new model attuned to communication laws and youth psychology. Grounded in the practice of online ideological and political education in colleges and universities, and oriented by "value resonance" and "emotional interconnection", this paper proposes the "two-sameness and two-sharing" (Liangtong Lianggong) model. It analyzes the model's construction logic along four dimensions: the "same frequency" of the value dimension consolidates ideological security; the "synchronization" of the time-space dimension weaves an integrated online-and-offline network; the "resonance" of the discourse dimension resolves the dilemma of guiding real-world problems; and the "empathy" of the relationship dimension stimulates the endogenous momentum of youth growth. At the platform, system, and goal levels, the paper further reveals the model's leap in practical effectiveness from an "information release channel" to a "branded ideological and political IP", from "fragmented execution" to "ecological collaboration", and from "knowledge reception" to "value deliberation and identification". Only by combining the rigid requirements of ideology with the laws of communication and the flexibility of youth psychology can online ideological and political education genuinely "reach the mind and the heart", thereby offering a replicable and promotable reference for its practical innovation.

*Keywords:* online ideological and political education, value resonance, emotional interconnection, "two-sameness and two-sharing" model, practical effectiveness

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## Introduction: Contemporary Challenges and Demands for Model Innovation in Online Ideological and Political Education

With the advancement of the deep integration of multi-dimensional education, cyberspace has become a key field that functions as an ideological front and shapes the values of young people. Online ideological and political education refers to the use of new online media platforms to carry out ideological and political education for college students (Wang, 2025). According to the 56th Statistical Report on China's Internet Development, released by the China Internet Network Information Center in July 2025, China's Internet user base reached 1.123 billion as of June 2025, with an Internet penetration rate of 79.7%. This means that the current development requirements for online ideological and political education are further focused on functional aspects such as channel construction and guiding capacity, and that the field has entered a stage of targeted innovative production dominated by value resonance and emotional interconnection, so as to overcome the dilemma of "content transplantation" and "discourse estrangement" in ideological and political education within cyberspace.

This dilemma is manifested specifically as follows: A tension exists between the grandness of the mainstream narrative and the micro-level character of youth discourse, which makes value guidance difficult to "reach the heart"; a contradiction arises between the planned nature of educational activities and the immediacy of online communication, which causes the rhythm of education to become "disordered"; and a gap forms between one-dimensional content indoctrination and the interactive participation desired by young people, which triggers a "blockage" of emotional identification. These practical challenges urgently require colleges and universities to explore a new model of online ideological and political education capable of deeply integrating value orientation, the laws of communication, and youth psychology. At the theoretical level, the main research paths of online ideological and political education in recent years can be summarized into several dimensions, such as technological application, discourse innovation, and platform construction. Li (2025) focused on the model of technological innovation in education and emphasized that generative artificial intelligence, by reconstructing the mechanisms of content production and dissemination, drives the transformation of online ideological and political education from "one-way indoctrination" to "two-way interaction and immersive experience". Zhang and Mu (2026) focused on innovative expression in the context of new media and proposed the use of algorithm-driven precise dissemination, interactively immersive empathetic participation, and the co-construction of meaning through multiple negotiations to innovate emotional narrative, thereby achieving the goals of empathy and identification. Lin (2026) focused on the integration and utilization of various new media platform systems and emphasized multi-platform collaborative linkage to form a dissemination synergy, with the research focus on the systematic planning and differentiated division of labor of platforms. Although existing research has made progress along different paths, a gap remains in terms of "how to systematically integrate the four-dimensional logic of value, time and space, discourse, and relationship, and transform it into an operable practical model". Based on practical concerns and theoretical needs, and through in-depth analysis, this study attempts to explore a replicable solution for online ideological and political education in colleges and universities that embodies an inherent theoretical logic.

## The Four-Dimensional Construction Logic of the "Two-Sameness and Two-Sharing" Model: From Value Anchoring to Subject Activation

Cyberspace, characterized by multi-level subjects, two-way interaction, and equal dialogue, has gradually

become a mainstream space of interaction (Guo & Huang, 2012), in which the communicator no longer holds the sole discursive authority and the audience is no longer a passive recipient; rather, the two parties are mutually dependent and act as communicators for each other. Value guidance is a core issue in online education in colleges and universities, and how to achieve the transition from one-way indoctrination to two-way interaction and from value anchoring to subject activation is its most central proposition. On this basis, the "two-sameness and two-sharing" model is not a simple enumeration of working methods but an organic system that takes value guidance as its center and matrix collaboration, issue penetration, and subject participation as its radiating paths, with an inherent construction logic embodied in the deep synergy of the four dimensions of "value", "time and space", "discourse", and "relationship". Specifically, it aims to achieve precise guidance within online ideological and political education through the content optimization of official accounts and with a view to improving teacher-student interaction and retention. First, it emphasizes the subjectivity of the audience and, based on readership and post-quality data, further deepens the planning and presentation of relevant content. Second, it sets up distinctive online thematic activities, devising special plans according to different festivals or time nodes closely related to teachers and students. Finally, it attends to teacher-student feedback and relations, adjusting the push time and post topics according to teachers' and students' preferences, customizing topics for segmented audiences, and promptly eliminating negative influences based on data analysis.

**The "Same Frequency" Logic of the Value Dimension: Building the "Ballast Stone" of Ideological Security**

This logic focuses on the top-level design of content production and aims to ensure that the "meta-narrative" of online communication resonates at the same frequency as socialist ideology. Based on the institution's professional characteristics and the distinctive features of its teachers and students, official accounts construct topic content and, through rigorous mechanisms for content planning and review, organically integrate political guidance into the frontiers of science and technology, industry trends, and campus culture that teachers and students care about. Similarity with young people's own symbols is a precondition for effective ideological and political education: As Schramm (1984) observed, a genuine feeling of similarity produces liking, and liking in turn increases the feeling of similarity. Thematically proximate content—such as geographical proximity, shared experiences, and disciplinary consistency—feels more authentic and vivid to teachers and students. Accordingly, it is necessary to tap the red genes of the institution's disciplines, guide teachers and students to reflect on their personal future plans based on their own realities, and encourage them to emulate role models and strive to become strivers of the new era. In this way, mainstream values become the "base color" rather than a "decal" of the institution's cyberspace, thereby firmly grasping discursive dominance amid the pluralistic trends of online thought.

**The "Synchronization" Logic of the Time-Space Dimension: Weaving an Integrated Online-and-Offline "Education Network"**

This logic responds to the fragmentation of educational fields and is committed to breaking down the physical and psychological boundaries between online and offline, guiding the establishment of a "synchronized" mentality, and enabling young people to genuinely feel that the educators behind the screen live in the same time and space as they do. Current educational activities are scattered and mutually disconnected, making it difficult to form a synergy and thereby affecting the effectiveness of education: Spatially, on-campus and off-campus, online and offline activities lack linkage; temporally, educational activities are dispersed and lack systematic

planning, normalized design, and long-term mechanisms. Taking the menu function of official accounts as the core, it horizontally connects Party organizations, Youth League organizations, classes, and clubs, strengthening the output of official media platform resources at both the university and college levels and launching special columns on thematic ideological and political education focused on young teachers and students, so as to enrich the content and forms of online thematic educational activities and build a new position of online ideological and political education suited to the millennial generation of college students; vertically, it runs through a three-dimensional matrix covering the entire growth cycle of students, producing educational content, and carrying out activities in a segmented manner according to the developmental characteristics and actual needs of undergraduate and graduate students at different levels. In this way, it achieves synchronization between online topic warm-up and offline practice deepening and linkage between online ideological guidance and daily management services, creating a seamlessly connected and fully immersive education time-space community.

**The "Resonance" Logic of the Discourse Dimension: Generating a "Decoder" That Confronts Reality**

The core of this logic is to promote the transformation of online ideological and political discourse from "theoretical preaching" to "responding to problems". In the traditional practice model of ideological and political education, the educational subject, relying on its rich knowledge reserves, multiple information channels, and long-accumulated experience, often occupies a dominant position in the interactive relationship, while the student group, as the object of education, is more often in a subordinate position of passively receiving shaping. In such a relationship, which appears orderly yet lacks deep resonance, an invisible barrier is imperceptibly erected: Students dare not ask questions or follow up, and the acquisition of their key needs depends on overcoming "social anxiety" and taking the initiative to make contact, so that their real demands are quietly buried and their problems remain constrained by natural barriers such as psychology, time, place, and atmosphere, thereby missing the valuable opportunity to carry out value guidance by addressing real needs. The operation of official accounts requires that, through the team's big data, the "growing pains" of young people—such as social hot spots, academic pressure, and career confusion—be precisely captured, and that, by using the speech styles and narrative modes familiar to the institution's youth, "grand principles" be transformed into perceivable, discussable, and solvable "matters close to home", and that, by setting issues with public discussion value, young people's intellectual collision and emotional resonance be stimulated, so that value guidance and problem-solving naturally occur in an atmosphere that encourages dialogue and deliberation, imperceptibly building self-identification and institutional identification.

**The "Empathy" Logic of the Relationship Dimension: Stimulating an Endogenously Driven "Motivational Source" for Growth**

This logic aims to reverse the situation in which students are passive objects and to stimulate their subjectivity by building an equal, interactive, and empowering relationship network. In the era of digital intelligence, the freedom of information choice and the independence of information acquisition have been greatly enhanced, and the educational relationship faces the contradiction between the dominance of the traditional educational subject and that of the online social subject. On the one hand, the information control and discursive dominance of colleges and universities in traditional ideological and political education have been dissolved; on the other hand, online platforms based on equality and empathy provide a favorable opportunity for teachers and students to jointly exercise their agency. With the help of the group penetration of official

accounts, and through forms such as story solicitation, interactive Q&A, role-model interviews, and content co-creation, students are encouraged to transform from "onlookers" into "participants" and "narrators". The educational subject, through empathetic perspective-taking, precisely discerns the educational needs of the educated, who in turn actively respond to the educational goals through autonomous understanding. The relationship between the two unfolds harmoniously in the deep collision of thought and in emotional resonance, achieving the convergence of perspectives, the sharing of cognition, the co-construction of relationships, and the coexistence of experiences. External forcible indoctrination is thus transformed into internal self-construction and group identification, building a new model of ideological and political education that, driven by the endogenous motivation of both parties, moves from subjectivity to inter-subjectivity.

The four-dimensional construction logic does not exist in isolation but together constitutes a dynamic closed-loop system with mutually nested and reinforcing relationships: Value same-frequency provides the fundamental guideline for discourse resonance; time-space synchronization creates an interactive field for relationship empathy; discourse resonance in turn deepens value identification and promotes emotional connection; and relationship empathy consolidates value stances and inspires subjects to actively disseminate and build and share in broader time-space and discursive fields, thereby forming a virtuous circle of value resonance and emotional interconnection. The direct goal of this system's efficient operation is to drive a fundamental leap in the effectiveness of online ideological and political education practice.

## The Triple Manifestation of Practical Effectiveness: The Sublimation From Platform Operation to an Education Ecosystem

Official WeChat public accounts of colleges and universities, as diversified educational carriers, have become the core positions of online ideological and political education by virtue of their frontier role in responding to ideological challenges and their agility in achieving practical innovation through endogenous feedback. Through the four-dimensional construction logic of "two-sameness and two-sharing", they have not only improved the operational quality of a single platform but also catalyzed the optimization of the overall education ecosystem, and their effectiveness is concretely manifested as a leap at three levels:

### The Platform Level: A Paradigm Leap From an "Information Release Channel" to a "Branded Ideological and Political IP"

The branded image of an official account of a college or university is the impression that exists in the minds of young audiences. As they regularly receive the account's pushes, the impression of ideological and political branding gradually deepens, and as expectations are generated and satisfied, the educational relationship gradually becomes stable. Once such impressions and relationships are formed, they possess a long-lasting inertia, whereas a fixed and monotonous "information release channel" often has only an instrumental attribute for young people, who will quickly filter out the relevant core content and be submerged in the wave of information, making it impossible to realize the subjectivity of ideological and political education as "human" education. Relying on the "two-sameness and two-sharing" model, the official account serving as the carrier of online ideological and political education will gradually form a stable and distinctive content style, visual identity, and interactive culture that are highly relevant and imbued with value connotations, accumulating user stickiness and brand loyalty while feeding back into future value dissemination. The official account is no longer merely a mouthpiece for college announcements but becomes a youth thought-and-culture brand with a distinct value stance and

emotional warmth, realizing the value sublimation of the carrier of online ideological and political education from "instrumentality" to "cultural character".

**The System Level: A Structural Reconstruction From "Fragmented Execution" to "Ecological Collaboration"**

Online education breaks through the limitation of the traditional model, which relies mainly on a single educator; it gathers and integrates broader educational forces and, through cross-disciplinary professional perspectives, the assistance of technological means, and the inspiration of interactive communication, achieves a synergistic effect of collective wisdom and effort. Under fragmented execution, the content of official accounts is uneven and prone to repetition, comparing unfavorably with the rich and highly targeted content on the Internet, which, while generating a sense of rejection among young people, immerses them even more deeply in their original online circles, imperceptibly increasing the information cocoon effect and the difficulty of effective guidance. The "two-sameness and two-sharing" model emphasizes the organic interconnection of the elements within ideological and political work: It requires breaking down departmental barriers and promoting the collaboration of publicity, student affairs, teaching, and research, and it bridges the division of fields, achieving the unity of online value guidance and offline behavior cultivation. Ultimately, it promotes the initial formation of a "grand ideological and political" education ecosystem characterized by the participation of multiple subjects, the convergence of multiple resources, and the linkage of multiple fields.

**The Goal Level: A Cognitive Deepening From "Knowledge Reception" to "Value Deliberation and Identification"**

The online era, characterized by decentralization and equality, has caused the indoctrinational discursive strategies of traditional ideological and political education to gradually decline, and the classroom and the family are no longer the only fields in which young people receive value guidance and express their ideas. Although values can be distilled and refined through language, their essence remains hidden beneath the operation of the media and requires a carrier for expression and media visibility (Yan & Zou, 2023). Official accounts of colleges and universities that operate on online media do not disseminate instantaneously; their value dissemination features strong visibility, wide coverage, and a high degree of matching, and in interactivity it better adapts to the current blurring of the boundary between educators and the educated. The most fundamental effect of the "two-sameness and two-sharing" model is the profound transformation of the objects of education: In continuous value resonance and emotional interconnection, young students gradually develop the habit of attending to current politics, reasoning rationally, and expressing themselves proactively. As a result, the goal of ideological and political education deepens from transmitting established conclusions to cultivating new generations who, in a complex information environment, possess a firm stance, independent thinking, and profound feelings for the country and the people, thereby achieving the durability and endogenous nature of the educational effect.

## Conclusion

In the era of digital intelligence, online media exhibit characteristics such as technology-driven development, ecological reconstruction, and relational transformation; while exerting a profound impact on social interaction, they have imperceptibly become the main battlefield of ideological struggle. For those engaged in online ideological and political work in colleges and universities, this is both a challenge and an opportunity. The key lies in whether they can adapt to the media situation, improve their media literacy, open up new lines of thinking,

and innovate their working methods, so as to play a substantive leading role in the constantly changing media environment—which is directly related to whether young students can become well-rounded, qualified builders and reliable successors of socialism with Chinese characteristics.

This study focuses on the construction logic and practical effectiveness of the model of online ideological and political education and is essentially a systematic response to the structural challenges facing ideological and political education in the online era. Through the reconstruction of the four-fold logic of value, time and space, discourse, and relationship, it analyzes the practical challenges of the "reaching the mind and the heart" difficulty and offers an operable practical plan. Its core experience is that the rigid requirements of ideology must be combined with the laws of communication and the flexible characteristics of youth psychology to achieve the educational goal in "value resonance" and "emotional interconnection". In the future, this model can be further combined with cutting-edge technologies such as artificial intelligence, big data, and cloud computing, as well as with practical samples from colleges and universities in different regions and at different levels, to reshape the paradigm of online ideological and political education with new quality productive forces and construct a systematic practical map that takes intelligent tools as its engine, an immersive ecosystem as its scenario, and a value-oriented closed loop as its goal. Finally, those engaged in online ideological and political work need to continuously attend to the evolution of local youth subcultures and constantly update their discourse systems and modes of interaction, so that online ideological and political education always retains the vitality of advancing with the times.

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