Reflections on Constructing the "All-Encompassing Education" Model for Cyber Ideological and Political Education in Higher Education Institutions

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Abstract: In the context of the digital age, online ideological and political education in colleges and universities is facing new challenges and opportunities. The "Three-Full Education" model provides a new approach for online ideological and political education in colleges and universities. This paper systematically explores the construction of the "Three-Full Education" model for online ideological and political education in colleges and universities from seven aspects: theoretical origins, practical dilemmas, all-staff collaboration, whole-process penetration, all-round integration, safeguard mechanisms, and development prospects. It aims to improve the quality of online ideological and political education and cultivate well-rounded talents for the new era.

1. Introduction

1.1 Research Background and Significance

With the rapid development of Internet technology, the network has become an important platform for college students to acquire information and exchange ideas. Ideological and political education in colleges and universities has gradually extended from traditional classrooms to cyberspace, and online ideological and political education has emerged accordingly. However, at present, online ideological and political education in colleges and universities faces problems such as a single educational subject, fragmented educational processes, and limited educational spaces. The "Three-Full Education" model, which emphasizes all-staff education, whole-process education, and all-round education, provides a new direction for solving these problems. Constructing the "Three-Full Education" model for online ideological and political education in colleges and universities helps to enhance the systematicness, synergy, and effectiveness of online ideological and political education and cultivate socialist builders and successors who are well-developed morally, intellectually, physically, aesthetically, and labor-wise[1].

1.2 Research Status at Home and Abroad

Although foreign colleges and universities do not have the explicit concept of "Three-Full Education" in ideological and political education, they have carried out many practical explorations in the comprehensive development education of students. For example, American colleges and universities focus on interdisciplinary education and cultivate students' comprehensive qualities by integrating resources from different disciplines. German colleges and universities emphasize practical education and combine social practice with classroom teaching to improve students' practical abilities. Research on "Three-Full Education" in China started relatively late but has developed rapidly. Many scholars have explored the connotation, characteristics, and significance of "Three-Full Education" from a theoretical perspective, and some studies have also focused on the application of "Three-Full Education" in online ideological and political education. However, overall research still lacks systematicness and in-depth analysis[2].

1.3 Research Methods and Innovation Points

This paper adopts methods such as literature research and logical analysis to conduct a systematic study on the "Three-Full Education" model for online ideological and political education in colleges

and universities. The innovation points lie in starting from the analysis of theoretical origins and practical dilemmas, proposing specific strategies for all-staff collaboration, whole-process penetration, and all-round integration, constructing a complete framework for the "Three-Full Education" model, and providing theoretical guidance for the practice of online ideological and political education in colleges and universities[3].

2. Theoretical Origins of the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

2.1 Connotation and Characteristics of "Three-Full Education"

"Three-Full Education" refers to all-staff education, whole-process education, and all-round education. All-staff education emphasizes the diversification of educational subjects, including all faculty and staff in colleges and universities, off-campus enterprises, and social forces. Whole-process education focuses on the continuity of the educational process, spanning the entire period from students' enrollment to graduation. All-round education highlights the comprehensiveness of the educational space, covering multiple areas such as inside and outside the classroom, online and offline, and on and off campus. "Three-Full Education" has the characteristics of systematicness, whole-process nature, and comprehensiveness. Its various elements are interrelated and interact with each other, jointly forming an organic educational whole[4].

2.2 Characteristics and Requirements of Online Ideological and Political Education

Online ideological and political education has characteristics such as virtuality, openness, and interactivity. Virtuality enables the educational space to break through physical limitations, and students can receive education in a virtual network environment. Openness makes educational resource sharing more convenient, and students can access a wealth of ideological and political educational resources. Interactivity enhances communication and interaction between teachers and students and improves students' participation. Online ideological and political education requires that the educational content be close to students' actual situations, the educational methods be flexible and diverse, and the educational carriers be rich and multifaceted to improve the pertinence and effectiveness of education.

2.3 Compatibility between "Three-Full Education" and Online Ideological and Political Education

The "Three-Full Education" model and online ideological and political education are consistent in their goals, both aiming to cultivate well-rounded talents for the new era. In the implementation process, "Three-Full Education" provides ideological guidance and methodological support for online ideological and political education. All-staff education can integrate various forces on and off campus to jointly participate in online ideological and political education. Whole-process education can ensure that online ideological and political education runs through the entire learning career of students. All-round education can expand the space and channels of online ideological and political education and achieve the organic integration of online and offline as well as on- and off-campus aspects.

3. Practical Dilemmas of the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

3.1 Insufficient Collaboration among All-Staff Educational Subjects

Currently, the educational subjects of online ideological and political education in colleges and universities are mainly limited to ideological and political course teachers, while the participation of other professional course teachers, administrative management personnel, and logistics service personnel is relatively low. At the same time, the cooperation between off-campus enterprises and social forces and colleges and universities in online ideological and political education is not close

enough, and there is a lack of effective collaborative mechanisms, resulting in scattered educational forces and difficulty in forming an educational synergy.

3.2 Disconnected Whole-Process Education

There are disconnections in online ideological and political education in colleges and universities at different stages. During the enrollment stage, freshmen have a low level of cognition and acceptance of online ideological and political education and lack effective guidance. During the study stage, the content of online ideological and political education among different grades lacks continuity and systematicness and is difficult to meet the growth needs of students. During the graduation stage, the role of online ideological and political education in employment guidance and career planning is not fully exerted, failing to provide strong support for students to smoothly enter society.

3.3 Insufficient Integration of All-Round Educational Spaces

There are deficiencies in the integration of educational spaces in online ideological and political education in colleges and universities. Online and offline education have not been effectively combined. Online educational resources are abundant but lack effective integration, while offline educational activities have a single form and are difficult to attract students' participation. Educational resources on and off campus have not been fully shared, and the cooperation between colleges and universities and enterprises and communities in ideological and political education is not in-depth enough, resulting in limited educational spaces and an inability to provide students with an all-round educational environment.

4. All-Staff Collaboration Strategies for the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

4.1 Strengthening the Responsibilities of On-Campus Educational Subjects

Colleges and universities should clarify the responsibilities and tasks of all faculty and staff in online ideological and political education and establish an all-staff education responsibility system. Ideological and political course teachers should play the main role, strengthen the construction of online ideological and political courses, and improve teaching quality. Professional course teachers should combine the characteristics of their majors, excavate the ideological and political elements in professional courses, and achieve the organic combination of knowledge transmission and value guidance. Administrative management personnel and logistics service personnel should establish an educational awareness and integrate ideological and political education content into their daily management and service work to create a good educational atmosphere.

4.2 Expanding the Participation of Off-Campus Educational Subjects

In the dynamic realm of higher education, expanding off - campus educational subject participation is vital for enriching online ideological and political education. Colleges should strengthen ties with enterprises, communities, and social organizations to set up off - campus educational bases and practice platforms. Enterprises offer practical knowledge and real - world business experiences; communities present diverse social issues for students to tackle through projects like environmental protection initiatives; social organizations, with their specific missions, provide unique resources. Inviting enterprise experts, industry elites, and community workers from these entities to participate in online education, sharing real - life stories and career advice, helps students bridge the gap between academics and future careers. Moreover, organizing students in community services (e.g., volunteering at elderly care centers) and social practice activities (like rural revitalization projects) enables them to gain firsthand experience, evoke empathy, develop a broader perspective, enhance problem - solving skills, and cultivate a strong sense of social responsibility and a clear career vision[5].

4.3 Establishing a Collaborative Education Mechanism

In the context of modern education, especially for online ideological and political education in colleges and universities, establishing a robust collaborative education mechanism is crucial. This

requires colleges to break down on - campus departmental silos, with ideological and political theory teachers collaborating with academic faculty and the student affairs office for a holistic education, and also seek off - campus partnerships with communities, enterprises, etc., to expose students to real - world scenarios. Strengthening communication and coordination is key, so a leading group for online ideological and political education should be set up to make overall plans. A regular communication and coordination meeting system, held at fixed intervals, provides a platform for departments to share information, discuss progress, and solve problems. Additionally, building a collaborative education information platform as a centralized hub for resource sharing and information exchange enables teachers and students to access educational resources anytime, facilitates teacher - student interaction, and allows real - time monitoring of learning progress and project implementation, ultimately creating an effective educational ecosystem for cultivating well - rounded individuals.

5. Whole-Process Penetration Strategies for the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

5.1 Enrollment Stage: Enlightenment and Guidance

At the freshman enrollment stage, a pivotal time for students embarking on a new life journey, colleges and universities should fully leverage online platforms. They ought to conduct comprehensive enrollment education covering campus info, academic rules, and life skills to help freshmen swiftly adapt to independent college life and ease transition - related anxiety. Online ideological and political enlightenment courses are crucial for guiding freshmen to form correct worldviews, outlooks on life, and values through in - depth discussions on various topics. Online exchange activities, like virtual ice-breakers and group talks, can be organized to break the ice, enabling freshmen to get to know each other, build friendships, and foster a sense of collective honor and belonging. Furthermore, online growth archives can be established to track and record freshmen's learning, activities, and emotional states. These archives provide personalized guidance, form a basis for subsequent ideological and political education, and lay a solid foundation for future growth.

5.2 Study Stage: Deepening and Improvement

During the study stage, colleges and universities should design hierarchical and classified online ideological and political education content according to the characteristics and needs of students in different grades. For lower-grade students, emphasis should be placed on basic ideological and political education, and online courses and theme class meetings should be used to strengthen patriotism, collectivism, and socialism education. For higher-grade students, emphasis should be placed on professional ideological and political education and practical ability training, and professional courses and practical activities should be combined to guide students to combine their personal ideals with national development and enhance their social responsibility and innovation ability.

5.3 Graduation Stage: Assistance for Development

The graduation stage is a pivotal and transformative period for college and university students, necessitating comprehensive support. Colleges and universities should leverage online platforms to offer a range of assistance. They can establish dedicated online portals for personalized employment guidance and career planning, with career advisors using video conferencing for one - on - one sessions and providing self - assessment tools. Regular online webinars and workshops should be organized to interpret the latest employment policies and offer job - hunting skills training, including resume writing, interview skills, and networking, with industry professionals as guest speakers. An online alumni exchange platform can be set up to facilitate communication between students and alumni, and outstanding alumni can be invited to share their employment and entrepreneurial experiences via online webinars, providing role models and career advice. Moreover, considering the stress students face during this stage, online psychological counseling services should be provided by

professional psychologists through video conferencing or chat tools, along with self - help resources on mental health. These measures can effectively assist students in their transition to the professional world, enhancing their employment competitiveness and contributing to their overall well - being and long - term career success.

6. All-Round Integration Strategies for the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

6.1 Integration of Online and Offline Education

Colleges and universities should integrate online and offline ideological and political education resources to achieve complementary advantages. Online, they should use network platforms to carry out ideological and political course teaching, theme educational activities, and online Q&A sessions to improve the convenience and flexibility of education. Offline, they should organize field visits, social practices, and volunteer services to enhance the intuitiveness and experiential nature of education. For example, when carrying out patriotism education, they can first let students understand the historical origins and contemporary connotations of patriotism through online courses and then organize students to visit patriotism education bases to let them personally feel the spirit of patriotism.

6.2 Integration of On- and Off-Campus Education

Colleges and universities should strengthen cooperation with off-campus enterprises, communities, and social organizations to expand educational spaces. They should cooperate with enterprises to establish internship and training bases to allow students to receive professional ethics and professional quality education in practice. They should cooperate with communities to carry out volunteer service activities to cultivate students' sense of social responsibility and dedication. They should cooperate with social organizations to carry out public welfare activities to guide students to pay attention to social issues and enhance their social commitment. At the same time, colleges and universities should introduce off-campus educational resources into the campus to enrich the content and forms of ideological and political education.

6.3 Integration of Courses and Activities

In higher education, integrating ideological and political courses with campus activities is vital for enhancing the effectiveness of such education. In course teaching, traditional lecture - based methods are often unengaging, so innovative ones like case analysis, which uses real - life scenarios for critical thinking and practical application; group discussions, enabling active participation, diverse viewpoint exchange, and collaborative learning; and role - playing, providing immersive experiences to make concepts tangible, should be introduced. Campus activities also offer great platforms. Theme speech contests encourage students to research and express views on ideological and political topics, improving public speaking skills and creating a competitive - educational atmosphere. Cultural performances, such as plays and musicals, convey messages through art, inspiring students and fostering pride. Club activities, focused on specific themes, allow students to apply knowledge in real - life, interact with peers, and build a sense of community around shared values. Overall, this integration creates an engaging and immersive learning environment, cultivating well - rounded individuals with strong ideology, morality, and social responsibility.

7. Safeguard Mechanisms and Development Prospects of the "Three-Full Education" Model for Online Ideological and Political Education in Colleges and Universities

7.1 Safeguard Mechanisms

Colleges and universities should establish and improve safeguard mechanisms for the "Three-Full Education" model of online ideological and political education. They should strengthen organizational leadership, set up a special leading group for online ideological and political education work, clarify the responsibilities of various departments, and ensure that work is implemented in

place. They should increase financial investment to guarantee the needs for platform construction, resource development, and activity development in online ideological and political education. They should strengthen the construction of the teaching staff, carry out training for teachers of online ideological and political education, and improve teachers' network literacy and ideological and political education abilities. They should improve the evaluation mechanism, establish a scientific and reasonable evaluation system for online ideological and political education, comprehensively evaluate educational subjects, educational processes, and educational effects, and promptly identify and solve problems.

7.2 Development Prospects

With the continuous development and innovation of Internet technology, the "Three-Full Education" model for online ideological and political education in colleges and universities will continue to improve and develop. In the future, online ideological and political education will pay more attention to personalization and precision, using big data, artificial intelligence, and other technological means to provide students with educational services that better meet their needs. It will pay more attention to internationalization, strengthening exchanges and cooperation with international colleges and universities in online ideological and political education, absorbing and learning from foreign advanced experience, and enhancing the international influence of online ideological and political education in Chinese colleges and universities. It will also pay more attention to in-depth integration with society, forming a good situation where the whole society participates in online ideological and political education and providing strong guarantees for cultivating talents who shoulder the great rejuvenation of the Chinese nation.

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