

Innovative Research on Collaborative Education Between University Counselors and Ideological and Political Course Teachers From the Perspective of New Media

Yun Gao*

Yan'an University, Yan'an 716000, Shaanxi, China

**Author to whom correspondence should be addressed.*

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Abstract: New media boasts strong interactivity and instantaneity. Its popularization and application have profoundly changed the ways contemporary college students obtain information and perceive the world, and provided new carriers for the development of ideological and political education in universities. As two core forces of university ideological and political education, counselors and ideological and political course teachers jointly carry out ideological and political education, which is an effective path to construct an all-round ideological and political education system and fulfill the fundamental task of fostering virtue through education. Against this background, this paper mainly explores the core value, existing problems and innovative strategies of collaborative education between university counselors and ideological and political course teachers from the perspective of new media, so as to promote the high-quality development of university ideological and political education and help students firmly establish correct ideological standpoints.

Keywords: New media; University counselors; Ideological and political course teachers; Collaborative education; Ideological and political education

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1. Introduction

The popularization of new media has expanded the channels and enriched the forms of ideological and political education in universities. At the same time, various ideological trends and negative information on the Internet spread rapidly to campuses, exerting negative influences on college students' values and moral cultivation and increasing the difficulty and complexity of university ideological and political education work^[1]. Within the university ideological and political education system, ideological and political course teachers act as the main force of classroom education, who are mainly responsible for offering systematic and theoretical

ideological guidance to students; counselors are the main implementers of daily education, behavioral guidance and psychological counseling, focusing on regular and life-oriented value cultivation for students. The two groups complement each other in educational functions and share consistent educational goals. From the perspective of new media, promoting in-depth collaboration and complementary advantages between counselors and ideological and political course teachers, and integrating classroom theoretical education with daily practical education, can provide comprehensive ideological and political guidance for students, which represents an inevitable trend of ideological and political education reform in the new era ^[2]. Therefore, researching innovative collaborative education modes between university counselors and ideological and political course teachers under the background of new media has important practical and educational value.

2. Core significance of collaborative education between university counselors and ideological and political course teachers from the perspective of new media

2.1. Remove educational barriers and construct an all-round ideological and political education system

Traditional university ideological and political education has obvious blind spots in practice. On the one hand, ideological and political course teachers focus more on classroom teaching and the explanation of theoretical knowledge, with educational scenarios limited to offline classrooms. They cannot fully grasp students' after-class ideological changes, online behaviors, and living conditions ^[3]. On the other hand, counselors devote most of their energy to daily student management, class construction and mental health work, and are good at practical education, yet they lack systematic ideological and political theoretical support, which easily makes daily educational work fragmented and superficial ^[4]. From the perspective of new media, most students' ideological confusion and value conflicts arise in online scenarios and daily life. Relying merely on classroom theoretical education or daily management will lead to prominent educational blind spots. Collaborative education between counselors and ideological and political course teachers can effectively break the barriers between classroom and extracurricular education, theory and practice. It extends systematic theoretical teaching in ideological and political classrooms to students' daily and online life, and integrates counselors' routine ideological guidance into classroom ideological and political teaching. This helps form an all-round education pattern combining theoretical teaching and daily cultivation, and makes up for the deficiencies caused by a single educational subject.

2.2. Keep pace with the times and improve the pertinence and effectiveness of ideological and political education

Information dissemination in the new media era presents decentralized and fragmented features, which makes college students vulnerable to the erosion of wrong ideological trends such as refined utilitarianism and historical nihilism on the Internet ^[5]. Besides, students' ideological problems are hidden, complicated, and changeable, bringing difficulties to accurate identification and resolution. Ideological and political course teachers can find out students' insufficient theoretical cognition through classroom teaching, while counselors can accurately capture students' ideological changes and emotional fluctuations through daily communication and online observation. In practical work, ideological and political course teachers can optimize classroom teaching content according to students' daily ideological troubles and online problems fed back by counselors. With the support of professional theories from ideological and political teachers, counselors can accurately

interpret students' ideological confusion and carry out targeted, personalized and diversified ideological guidance. The cooperation between the two sides can organically combine macro theoretical education with micro individual guidance, and greatly improve the pertinence and effectiveness of ideological and political education.

3. Existing problems of collaborative education between university counselors and ideological and political course teachers from the perspective of new media

3.1. Biased educational cognition and weak collaborative awareness

At present, most university educators hold fixed job perceptions and lack sufficient awareness of collaborative education. Some ideological and political course teachers take classroom teaching and course assessment as the core of their work, and one-sidedly regard theoretical teaching as the core of ideological and political education. They attribute students' daily ideological fluctuations, improper online behaviors and life confusion to counselors' responsibilities, and lack the initiative to connect with daily education work^[6]. Some counselors define their work as student management, service and logistics support, and believe ideological education belongs to ideological and political teachers. Such cognitive differences easily separate the work of the two teams and fail to form a joint educational force.

3.2. Disconnected educational content and separation between online and offline education

On the one hand, the teaching content of ideological and political courses is excessively theoretical, mostly compiled around textbook systems, and rarely involves online hot topics, public opinions and new media hot issues that students care about. It cannot respond in a timely manner to the ideological confusion generated by students online and in daily life, resulting in a disconnection between theoretical teaching and students' real life and online experience^[7]. On the other hand, most of counselors' daily educational work stays at the stage of routine offline talks. Although they occasionally pay attention to students' online behaviors on social platforms and short video websites, their online educational content is fragmented and random without systematic ideological and political theoretical support^[8]. The disconnection between the two sides' educational content greatly reduces the overall educational effect.

4. Innovative strategies of collaborative education between university counselors and ideological and political course teachers from the perspective of new media

4.1. Reshape collaborative education concepts and consolidate the ideological foundation for joint education

Ideas determine behaviors. Therefore, counselors and ideological and political course teachers need to reshape collaborative education concepts and consolidate the ideological foundation of collaborative education under the background of new media^[9]. On the one hand, counselors should enhance their subjective awareness of ideological and political education, abandon the pure transactional work mindset, carry out online and offline ideological guidance based on ideological and political theories, and take the initiative to cooperate with ideological and political teachers to optimize classroom education. On the other hand, ideological and political course teachers need to break the limitations of classroom education, establish a holistic ideological and political education awareness, pay close attention to students' online and daily ideological changes, fully recognize the promoting effect of daily and online education on theoretical teaching quality, and actively carry

out linkage work with counselors. In addition, university management departments should actively transform educational thinking, recognize the limitations of single educational mode and the necessity of collaborative education under new media, and incorporate the collaborative work of counselors and ideological and political teachers into the overall planning of comprehensive ideological and political construction. Universities should clarify the strategic position of collaborative education, regularly hold special training sessions and forums on ideological and political education to interpret the core connotation, value and work requirements of new media collaborative education, so as to raise both teams' attention to collaborative education, eliminate cognitive barriers from the top-level design, and lay a solid ideological foundation for in-depth follow-up collaborative work ^[10].

4.2. Improve long-term collaborative mechanisms and perfect institutional safeguards for educational work

To solve the formalization and fragmentation of collaborative education, universities need to establish sound long-term collaborative mechanisms. First, standardize the information sharing mechanism and build a special online collaborative education platform to provide fixed communication channels for ideological and political teachers and counselors. Counselors shall regularly sort out students' online public opinion trends, online ideological confusion and daily behavioral problems and feed them back to ideological and political teachers. Meanwhile, ideological and political teachers shall timely summarize the concentrated theoretical deficiencies and ideological puzzles found in class and synchronize them to counselors, realizing two-way real-time sharing of educational information ^[11]. Second, standardize joint working mechanisms. Universities should regularly organize joint teaching research and education seminars for counselors and ideological and political teachers to jointly analyze students' ideological dynamics and online ideological risks under new media, formulate phased educational plans, and jointly launch online ideological lectures, online public opinion guidance and themed class meetings. Finally, optimize assessment and incentive mechanisms. The participation in collaborative education, educational effects, quality of information communication and completion of joint educational activities shall be included in the performance appraisal, merit evaluation and professional title evaluation standards of ideological and political teachers and counselors. Excellent practitioners shall be commended and rewarded, while those with passive work attitudes shall be supervised and urged to rectify, so as to guarantee the long-term sustainable implementation of collaborative education ^[12].

4.3. Connect online and offline educational content and build an integrated education system

To resolve the disconnection between educational content and real life as well as the separation of online and offline education, universities can take advantage of new media's communication strengths to organically integrate theoretical and daily educational content, and build an integrated education system covering classroom theory, online network and offline daily practice ^[13]. Specific implementation can be carried out from three aspects: First, transform classroom theoretical content to be life-oriented and network-oriented. Ideological and political teachers optimize teaching content according to students' online hot topics, frequent ideological confusion and typical online public opinion cases fed back by counselors, combine textbook theories with students' daily online life, social hot events and real growth troubles, and convert abstract ideological and political theories into perceivable and easy-to-understand online topics and life cases. Special teaching modules targeting wrong online ideological trends shall be set up to improve teaching pertinence.

Second, promote daily education to be theoretical and systematic. Relying on the professional theoretical system of ideological and political teachers, counselors optimize online and offline daily educational content, integrate core ideological theories and values into study style construction, mental health education, career planning and other daily work, and conduct regular ideological guidance on students' short video browsing and online discussions to correct their cognitive biases in a timely manner ^[14]. Third, organize counselors and ideological and political teachers to jointly produce online ideological and political education works including positive energy short videos, ideological articles and hot topic columns, extend classroom theories to online scenarios, and completely break the barriers between online and offline educational content.

4.4. Strengthen team literacy training and improve new media collaborative education competence

To guarantee the quality of collaborative education, universities must strengthen literacy training for educators and comprehensively improve the new media literacy and collaborative education ability of counselors and ideological and political teachers ^[15]. On the one hand, universities should build a classified regular training system. Special training covering new media teaching skills, online public opinion research, online interactive guidance and new media content creation shall be provided for ideological and political teachers to help them master short video production, live teaching, online Q&A and hot topic interpretation. Teachers can rely on new media platforms to innovate classroom forms and carry out regular online theoretical education. Meanwhile, supplementary training on student psychology, daily management and youth growth rules shall be offered to make up for teachers' insufficient experience in daily education, helping them accurately grasp students' ideological characteristics in the new media era. On the other hand, systematic training on ideological and political theories, ideological trend discrimination and value guidance shall be arranged for counselors to consolidate their theoretical foundation and enhance their ability to interpret complex online ideological trends and resolve students' in-depth ideological confusion. In addition, universities should encourage both teams to explore new forms and methods of new media education and accumulate online education experience to adapt to the work demands of ideological and political work in the new era.

5. Conclusion

In general, the arrival of the new media era has greatly changed the communication and practical modes of university ideological and political education and put forward higher standards and requirements for it. As the key practitioners undertaking the fundamental task of fostering virtue through education, counselors and ideological and political course teachers can realize in-depth collaboration by reshaping collaborative education concepts, improving long-term collaborative mechanisms, integrating online and offline educational content and strengthening team literacy training. Their joint efforts will promote the construction of an all-round ideological and political education pattern and effectively enhance the pertinence and effectiveness of university ideological and political education.

Disclosure statement

The author declares no conflict of interest.

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