

The Positioning and Transformation of College Counselors' Roles from the Perspective of "Three-Wide Education"

Jing Xue

SouthWest Petroleum University, NanChong, China

Abstract: As the mainstay of ideological and political education in colleges and universities, college counselors are required to neither overstep nor be absent nor be in the wrong position under the concept of whole-staff, whole-process, and all-round education. Although the Internet provides a new platform for college counselors to carry out ideological and political education, there are still problems, such as ambiguous role positioning between counselors and students and insufficient exertion of subjectivity. By clarifying the modernization connotation of ideological and political education in colleges and universities in the "Internet +" era, this paper clarifies the role positioning of counselors and students in different stages, adopts the holistic perspective of dynamic transformation, forms a linkage mode combining online and offline education, and defines the effective transformation of the roles of counselors and students in the ideological and political education process under the background of "Internet +". Thus, it fully utilizes the role of counselors as the organizers, implementers, and instructors in daily ideological and political education and management work in universities, as well as the subjectivity of students in the educational process, providing useful references for colleges and universities to carry out ideological and political education better.

Keywords: Three-Wide Education; Internet +; Role Positioning; Role Transformation

On February 17, 2017, the Central Committee of the Communist Party of China and the State Council issued the *Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation*, which clearly pointed out that adhering to whole-staff, whole-process, and all-round education. Leading the ideological value throughout the whole process of education

and teaching. This requires counselors to focus on the primary responsibility, carry out ideological and political education with the concept of the system, and carry out ideological and political education in an immersive and nurturing approach. The development of Internet technology provides technical support for counselors to implement the work of "three-wide education". After developing natural space, social space, and psychological space, it has opened up an endless virtual space for human exploration. In this virtual space, human beings can cross time boundaries and break spatial barriers. They can use diversified expressions such as numbers, symbols, and pictures to realize the cross-border circulation of information through the Internet. According to the requirements of the "three-wide education" concept, combined with the "Internet +" system, the ideological and political education in colleges and universities no longer limited to the face-to-face explicit education (offline learning) between counselors and students, but also refers to encompasses implicit education (online learning) where students conduct self-study and consolidate new knowledge under the guidance of counselors after class (both before and after class). The combination of the stage and continuity of explicit education and implicit education is the modernization characterization of the ideological and political education in the "Internet +" era.

1. Changes in the Process of Ideological and Political Education in Colleges and Universities in the "Internet +" Era

With the development of the Internet, the process of ideological and political education has extended beyond the classroom, expanding the scope of the process of ideological and political education, which is the expression of the characteristics of ideological and political education. This not only provides a broader "flexible space" for students' autonomous learning, but also represents the rational return

and realistic expression of ideological and political education in colleges and universities under the concept of "three-wide education". In order to realize the "three-wide education", under the background of "Internet +", the process of ideological and political education not only includes face-to-face offline education, but also includes before-class preparation and after-class reflection and consolidation on the online platform. Firstly, counselors upload the knowledge student need to learn to the network platform, guiding students to preview independently, and realize online learning before class; Secondly, counselors integrate resources based on the situation of students' preview before class, and realize the face-to-face communication between counselors and students, that is, offline learning; Finally, the counselor collates and uploads the materials to learn the secondary selective learning of the students, that is, after-class reflection and consolidated online learning. This combination of online and offline education forms is the modernized expression of the ideological and political education process in the "Internet +" era.

2. Analysis of the Role Positioning of College Counselors in the "Internet +" Era

Table1. Role Positioning of Counselors and Students in the Process of Ideological and Political Education

The Process of Ideological and Political Education	Counselor	Student
Organized Stage	Decisive Role	Non-Decisive Role
Self-Organization Stage	Non-Decisive Role	Decisive Role

Hermann Haken, a famous German physicist, proposed the concept of synergy in 1971. Synergetic theory holds that the variables of the system are divided into control variables affected by the external forces and state variables representing the system's state. Before the system enters the critical region, changes in the control parameters cause a smooth change in the system. Control parameters control the system. Only when the control parameters reach the critical value can the phase transition of the system occur [1]. Although the system is in a state of mutual movement among its internal subsystems before and after the critical value, there are essential differences. The former is called the organized stage, while the latter is

called the self-organization stage. When the system is in the organized stage, the movements, changes, and developments of the internal elements are all controlled by the external directive operation, while in the self-organization stage, the components of the system have "mastered" the way of system organization, and their behaviors are spontaneous and conscious. According to the above analysis, we can regard the process of ideological and political education under the network background as a process of transition from the organized stage to the self-organizing stage.

2.1 Organized Stage: The Decisive Role of Counselors and the Non-Decisive Role of Students

Although the development of the network has given birth to the concept of sharing, so that everyone can access knowledge and information in an equal position, ideological and political education is an activity that is the interactive subjectivity relationship between educators and the educated. It is a process under the guidance of specific social values to achieve autonomous construction through the guidance of educators [2]. Therefore, the process of ideological and political education is a process in which counselors guide students to learn independently. In the organized stage, on the one hand, the existing moral quality in students' minds cannot meet the requirements of the development of the information and globalization era; on the other hand, the combination forms of its internal elements are relatively fragmented and in a disordered state. Therefore, at this stage, the central role of counselors is to teach students the ideological and moral content that conforms to the development of the times and is suitable for the growth patterns of students through purposeful, planned, and organized educational activities, using appropriate methods. At this time, the counselor's teaching, guidance, and inspiration belong to the system's control variables, and the control variables play a decisive role in whether the system can undergo a phase change. At this point, the counselor's teaching is the controlling force that organizes the various elements in the ideological and political education process to move from disorder to order. At this stage, counselors play a decisive role in the organized stage of the ideological and political education process,

while students are in a “passive” state of accepting knowledge and play a non-decisive role in this process.

2.2 Self-Organization Stage: The Non-Decisive Role of Counselor and the Decisive Role of Students

The application of Internet technology in ideological and political education has led to the erosion of the knowledge authority of counselors and the gradual improvement of students' autonomy. Moreover, the development of the times requires a theoretical and conceptual transformation of the traditional teacher-student perspective, changing the conventional one-way interaction between teachers and students based on one-dimensional interaction, and establishing a multi-directional interaction between teachers and students based on "empathy" and "co-occurrence", as well as through equal dialogue, interaction, and communication. Under the advocacy of the concept of sharing, counselors who carry out ideological and political education in colleges and universities should change the traditional object-oriented thinking mode and adopt a relational thinking mode. Counselors cannot simply regard the educated as the object of passive recipients of knowledge lacking “subjectivity”, and infinitely enlarge the leading role and dominant position of counselors in the process of ideological and political education. When the ideological and political education process is triggered to approach the critical value under the influence of counselors' teaching, that is, the “phase change” occurs, the ideological and political education process will transit from the organized stage to the self-organized stage. According to the synergetics theory, this stage of learning no longer needs the counselor's mandatory guidance, and students' learning has become a spontaneous and conscious behavior. Therefore, in this stage of learning activities, students play a decisive role, while counselors play a non-decisive role. However, education, as a special "human-human" interaction practice, involves the hierarchy, diversity, and difference of the object, making it impossible for us to simply understand the real world by using the objective scale of "thing", but we should use the subjective scale of "human" to transform the real world. It can be seen that in the self-organization stage of the ideological and

political education process, the “subjectivity” of students is not unprincipled and unconditional. While emphasizing the high subjectivity of students, it is necessary to ensure that the counselors, as the main body of ideological and political education, pay appropriate and reasonable attention to students' learning.

3. The Construction Approaches of the Modernized Relationship between University Counselors and Students from the Perspective of “Three-Wide Education”

The advent of modernity, through the nurturing of various other elements of “absence”, has increasingly separated space from its location, and from the perspective of position, it has moved away from any given face-to-face interaction situation. On the contrary, in pre-modern society, space and location were always consistent, because for the majority of people, in most cases, the spatial dimension of social life was dominated by “presence”, that is, Domination of regional activities [1].

The proposal of the “three-wide education” concept requires that the ideological and political education work of counselors be omnipresent and ongoing at all times. The development of the Internet makes people get rid of the dominance of the location and realize the co-existence and sharing of virtual space at all times, which provides a realistic possibility for the extension of the interaction practice between the subject and the object of ideological and political education beyond the extracurricular. Therefore, the development of the Internet provides technical support for students' pre-class autonomous inquiry-based learning under the guidance of counselors in the process of ideological and political education, and for students and counselors to consolidate reflective learning after class. This online learning method not only improves the effectiveness of ideological and political education, but also makes it more in line with the requirements of the new era's development. However, as a special "human-human" communication activity, the process of ideological and political education involves knowledge sharing, emotional resonance, value consensus, meaning symbiosis, and behavioral advancement, which require teachers and students to carry out necessary “co-existence” to produce “empathy” to complete “co-construction”. Offline learning is an

inherent part of the process of ideological and political education.

3.1 Before-Class (Online Learning): Taking the Network as the Carrier, Counselors Guide Students to Conduct Self-Study

The development of society requires stimulating students' consciousness, initiative, and creativity in learning. In today's increasingly prosperous Internet, the realization of students' "subjectivity" becomes more practical, operational, and effective. In the process of ideological and political education, counselors guiding students to conduct self-study before class (online learning) based on the Internet is the premise and foundation for realizing face-to-face teaching (offline learning) in ideological and political education, and it is also a realistic requirement for exerting students' initiative in learning under the network background. The before-class learning (offline learning) stage in the ideological and political education process is subordinate to the organized stage of the ideological and political education system. The guidance of counselors is the "invisible driving force" that ensures the rational and orderly progress of the entire teaching process. In this stage, the counselors play a decisive role, while students play a non-decisive role. The "subjectivity" of the students is played under the guidance of the subjectivity of the counselors.

At this stage, the work of the counselor is to first carefully design the learning based on the educational content and the actual situation of the students, combined with the requirements of the development of the society for the students' moral aspects, and inform the students of the content to be taught in the form of completing the "project" in advance. Secondly, the counselor will upload the steps, requirements, and precautions of the learning project to the network sharing platform through the Internet, using the memory function of mobile devices such as computers and iPads, so that students can save and consult at any time. Then, based on the group division and collaboration in the project, students utilize online resources for data collection and information summarization, as well as engage in discussions and exchanges. Finally, they share their learning results through online platforms such as QQ and WeChat. Throughout the entire process of online self-study, the students' autonomous learning

requires the guidance of the counselor, who uses the "invisible hand" to promote, coordinate, and control. Counselors should constantly supervise students' autonomous learning and play the role of guide, instructor, and problem solver for students' autonomous learning. Meanwhile, students' learning is carried out under the strict organization of counselors to ensure the effectiveness of their autonomous learning.

3.2 In-Class (Offline Learning): Taking the Classroom as Platform, Counselors and Students Cooperate in Learning

In-class (offline learning), that is, face-to-face learning, is the unity of the ought-to-be and the reality of ideological and political education. In this stage, counselors play the role of guides, promoters, and supporters of students' learning. In the process of cooperative inquiry between teachers and students, counselors promote the "phase transition" of ideological and political education, and realize the transition of the ideological and political education process from the organized stage to the self-organization stage. In order to discover the orderly and smooth transformation of this process, counselors and students must clarify their respective roles and avoid the phenomenon of "overlapping" and "dislocation" that leads to the absence of the main body. Intersubjectivity theory holds that the traditional concept of subjectivity is not applicable to the practical relationship between the "subject" and the "object" of "human-human" interaction, because education faces the "object" with "subjectivity". In the process of face-to-face teaching, on the one hand, counselors follow the principle of people-oriented when carrying out ideological and political education, and realize the transformation of object-oriented thinking mode to a relational thinking mode. On the other hand, students should fully recognize the subjectivity as "human", give full play to the initiative, selectivity, and creativity of individual students, and establish the master consciousness of learning. Therefore, counselors should regard face-to-face ideological and political education as a key link in the realization of ideological and political education.

In the process of advancing the whole ideological and political education system under the mutual cooperation of counselors and students, when the inherent ideological and moral system within students and the

ideological and moral requirements taught by counselors in line with the development of the times appear irreconcilable contradictions, and when the demands are changed, the “phase change” occurs, and the roles of counselors and students will also change accordingly. The process of ideological and political education has also shifted from the organized stage to the self-organizing stage. In the self-organization stage, the promotion of offline education mainly relies on the students' selective internalization of the knowledge taught by the counselors and the self-construction of the value of meaning. At this time, the “subjectivity” of the educated individuals is highly exerted. At this stage, the role of counselors is to organize face-to-face teaching, answer questions, and play a non-decisive role in the ideological and political education process, while students independently construct meaning and knowledge, which plays a decisive role in the ideological and political education process. At this time, the classroom interaction is more based on the interaction between the counselor and the student, which is highly based on the student's subjectivity. In this process, on the one hand, students will ask the counselor questions when they don't understand in the process of knowledge internalization; on the other hand, the problems they encounter while internalizing knowledge can also be resolved through communication within the peer group, which can help confirm the issues.

3.3 After Class (Online Learning): Taking Knowledge as the Link, Counselors and Students Consolidate Reflective Learning

An ancient saying goes: Learning without thought is useless; thought without learning is dangerous. From the perspective of “three-wide education”, in order to achieve the goals of ideological and political education in colleges and universities, face-to-face education offline is not enough. The formation of human moral character requires continuous self-reflection, self-education, and self-correction to realize individual freedom and the freedom of all mankind. Therefore, in after-class (online learning) sessions, the task for counselors and students is to reflect and consolidate, and the development and application of the Internet have provided a more effective implementation path for the after-class learning to the counselors and students. The after-class reflection and consolidation of ideological and political

education, which is the online learning stage, belongs to the self-organizing stage in the ideological and political education system. In this stage, the “subjectivity” of the educated is fully exerted. The subjectivity of the counselors should give way to the autonomy and consciousness of the educated. In the entire after-class reflection and consolidation learning process, the counselors play a non-decisive role, while the educated play the decisive role.

In the reflective consolidation teaching activities after class, the roles of counselors and students have also been clearly changed and divided. During this stage, the counselors collate the class materials and upload them to the shared online platform so that students can carry out selective relearning. At this time, the counselors play the role of “servers”, while the students play the role of “masters” in reflection and consolidation learning. At the same time, counselors and students also need to reflect on the previous offline teaching, which is based on the absolute independence of the thinking space of counselors and students. On the one hand, students use the shared materials uploaded by counselors to the online platform to realize the real-time interaction between counselors and students across time and space, in order to solve the problems in the process of ideological and moral formation. On the other hand, counselors should make appropriate adjustments to the methods and contents of ideological and political education based on problems reflected by students after class, and use the issues reflected by students as “renewable resources” for future ideological and political education activities. After class, counselors and students use the online platform to reflect and consolidate, which not only realizes the continuous communication between teachers and students, but also promotes the teaching and learning efficiency of counselors and students.

“Cultivate morality and foster talent” is the fundamental point of university work. Counselors are the backbone of students' daily ideological and political education. From the perspective of “three-wide education”, they should give full play to the dual identity of teachers and managers, precisely define and effectively transform their roles in the ideological and political education process, and achieve the harmonious unity of “life vitality” and “educational efficiency”. The development of the Internet has become an irresistible trend

of the times, which will inevitably cause new changes and bring new development. With the application of Internet technology in ideological and political education, the role of counselors in the process of ideological and political education in colleges and universities is vague, and the phenomenon of overstepping, absence, and dislocation is endless. Counselors in the torrent of the times should adapt to the situation, advance with the times, and innovate with the problem. They should actively focus on the construction of the "three-wide education" system, actively clarify the role positioning and transformation path of counselors in carrying out ideological and political education in the "Internet + " era, implement the educational concept of the new era, and strive to cultivate qualified socialist builders and reliable successors.

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