

The Influence of Online Public Opinion on the Value Cultivation of Ethnic College Students in the New Era and Relevant Countermeasures

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Abstract: Online public opinion permeates daily campus life at ethnic universities and acts as an invisible classroom that shapes students' values. Centered on the context of the New Era, this paper systematically analyzes the dual impacts of online public opinion on the value cultivation of ethnic college students. Viral stories featuring ethnic unity provide vivid teaching cases, while anonymous danmaku and out-of-context short videos may amplify historical biases and weaken students' sense of identity with the Chinese national community. To tackle existing deficiencies including delayed responses, disjointed teaching content and outdated teaching methods, this study proposes a multi-dimensional countermeasure system to boost educational effectiveness: reinforcing mainstream value guidance, innovating teaching content and forms, constructing an integrated media communication system and elevating teachers' digital literacy. It offers feasible references for consolidating the sense of community of the Chinese nation and cultivating young generations capable of shouldering the mission of national rejuvenation.

Keywords: Online Public Opinion; Ethnic College Students; Value Cultivation; Sense of Community of the Chinese Nation

1. Introduction

According to the 55th Statistical Report on the Development of China's Internet released by the China Internet Network Information Center (CNNIC), by December 2024, China had 1.108 billion internet users, with an internet penetration rate of 78.6% [1]. College students, as one of the most digitally active groups of the population, use the internet frequently and extensively, making them highly susceptible to the influence of online public opinion. In the

complex and often turbulent cyberspace landscape, many college students lack a sufficiently nuanced understanding of the underlying issues behind trending public debates. This can lead to the formation of impulsive, one-sided, and emotionally charged perceptions, and when such views find expression in public forums, they risk sowing the seeds of online public opinion crises on campus [2]. The impact of online public opinion on university students is profound and far-reaching, extending well beyond study habits and lifestyle choices to shape how they interact with others and articulate their own identities.

2. The Problem Statement: Distinctive Features and Challenges in the Digital Age

As digital technologies grow ever more pervasive in interpersonal communication and everyday life, the online space is fundamentally reshaping the pathways through which diverse values are disseminated and cognitive frameworks are formed. This transformation presents substantial challenges to value cultivation in higher education institutions, making the task of guiding ethnic college students in their ideological development particularly arduous. Ethnic college students, who come from a wide array of regional, ethnic, and cultural backgrounds, embody a dialectical interplay between homogeneity and plurality in their ideological outlooks. It is precisely in the realm of cognitive guidance that these students pose unique challenges. As a distinctive group with multicultural roots, their ideological orientation reveals a pronounced composite nature: they are entrusted with the historical mission of preserving and transmitting their ethnic cultural heritages, while simultaneously navigating their place within the pluralistic value systems of modern society; they hold deep emotional bonds with their own cultural traditions, yet must also confront the cultural

disruptions brought about by globalization. This dual-layered identity renders them particularly sensitive and emotionally complex when engaging with the turbulent currents of online public opinion.

As digital technology permeates every stratum of social life with unprecedented breadth and depth, cyberspace is reconstructing the very channels through which values are communicated and cognitive perspectives are shaped. This shift imposes entirely new demands on value cultivation in colleges and universities. A cursory scan of contemporary online public opinion reveals several underlying issues that warrant serious vigilance. Certain actors deliberately manufacture or sensationalize divisive topics concerning ethnic regions, instilling fear and a sense of marginalization among some minority populations—and doing so with a remarkably potent capacity to steer public discourse. Others, under the pretext of “re-examining history,” deliberately distort historical narratives, employing click-farming and traffic-inflation tactics to advance historical nihilism, often cloaked in ostensibly academic works that render them highly deceptive and difficult to detect. For ethnic college students, whose worldviews and value systems remain in the formative stage, sustained exposure to such content can readily precipitate cognitive biases and identity confusion. Given this context, investigating the mechanisms through which online public opinion shapes the ideological development of ethnic college students, and devising precision-targeted value cultivation models, carries profound implications for youth development, ethnic solidarity, and social stability—and thus holds significant theoretical and practical value [3].

3. The Dual Influence of Online Public Opinion on the Ideological Shaping of Ethnic College Students

A closer examination of how online public opinion shapes the ideological consciousness of ethnic university students reveals a pronounced dual-edged character. This duality manifests both in the new opportunities that the online environment affords for value cultivation and in the potential challenges it poses to the dissemination of mainstream values. A sound understanding of this dialectical relationship constitutes an essential foundation for devising effective value cultivation strategies.

3.1 The Empowering Role of Online Public Opinion: Expanding New Avenues for Education

On the positive side, online public opinion has opened up new possibilities for value cultivation among ethnic university students. To begin with, the vast reservoir of information available online furnishes educators with a wealth of timely and vivid instructional materials. Teachers are able to draw on concrete cases drawn from the day-to-day interactions, exchanges, and integration among different ethnic groups, transforming abstract theoretical tenets into tangible, relatable narratives. Real-life stories that reflect ethnic unity and progress often prove far more compelling than mere didactic instruction, resonating deeply with students on an emotional level. Moreover, the interactive nature of online platforms has fundamentally reshaped the traditional teacher-student dynamic. Freed from the physical and temporal constraints of the conventional classroom through modern information technologies, instructors can engage students in a more egalitarian dialogue, bridging the psychological distance that once characterized the pedagogical relationship. This open communication environment not only boosts student participation and engagement, but more importantly, fosters a safe space for expression in which students feel at ease discussing sensitive or weighty issues with candor. Furthermore, the diverse array of cultural content available online serves as a bridge for mutual understanding among students from different ethnic backgrounds. Audiovisual materials showcasing the customs, traditions, and cultural distinctiveness of various ethnic groups—presented in an intuitive and engaging format—effectively enhance cross-cultural awareness and provide a rich cultural substrate for strengthening ethnic solidarity. In doing so, they nourish the cultural foundations upon which a shared sense of community for the Chinese nation can be built [4]. A telling case in point is the exploratory work undertaken at Sichuan Minzu College, which charts a tangible path forward: by weaving the mission of consolidating the sense of community into the fabric of everyday campus life and extending it into the digital domain, the institution has brought together faculty, administrative staff and students in a collective endeavor, connecting classrooms, dormitories, and cloud-based

platforms into an integrated continuum. In this process, challenges that once remained mired in policy documents have been naturally dissolved through the mundane rhythms of online interaction—amid scrolling feeds and shared laughter. This initiative has given rise to an innovative educational framework for cultivating the sense of community of the Chinese nation in higher education, characterized by “strong guidance, hands-on practice, and integrated connectivity.”

3.2 The Potential Challenges of Online Public Opinion: Value Identification under New Strain

Online public opinion carries both educational potential and negative repercussions. While expanding the channels for value cultivation among ethnic university students, it also poses tangible challenges to young people’s identification with mainstream values and the fostering of a shared sense of community.

First, the proliferation of diverse and often conflicting ideological currents in cyberspace tends to erode young people’s commitment to mainstream values. The online environment is awash with various social and ideological trends, among which one-sided, extreme, and misleading information spreads widely through mechanisms such as anonymous dissemination, fragmented delivery, and group polarization. Ethnic university students, who are at a critical stage in the formation of their values, are particularly vulnerable to prolonged exposure to such content, which can readily give rise to cognitive distortions, blurred value orientations, and wavering ideological convictions [5].

Second, deliberately divisive online rhetoric targeting ethnic relations weakens students’ sense of belonging to the broader national community. Carefully packaged misinformation that deliberately exaggerates ethnic differences—often highly deceptive in nature—continually erodes students’ overall identification with the Chinese national community, undermining efforts to maintain ethnic unity and stability. The various ethnic stereotypes and inflammatory remarks circulating online can easily engender feelings of psychological alienation among minority students. In the absence of timely and authoritative guidance, such sentiments can gradually deepen emotional rifts between students of different ethnic backgrounds and

impede the development of mutual trust in everyday interactions.

Third, online expressions of patriotic sentiment among minority youth tend to suffer from a lack of depth. While many ethnic students leverage short videos and ethnic symbols to articulate their patriotic feelings—often garnering considerable online traction—such expressions frequently remain at the level of emotional release, lacking substantive engagement with the historical narratives of ethnic development or the theoretical underpinnings of ethnic policies. The tendency toward entertainment-oriented and symbol-driven discourse diminishes the intellectual depth of the issues at hand. Only by translating these nascent ethnic sentiments into grounded intellectual pursuits—such as archival research, fieldwork, and policy deliberation—and by forging meaningful connections between local, personal narratives and the overarching national story, can emotional identification be transformed into genuine rational understanding.

Fourth, the filter bubble effect further complicates the already difficult task of ideological and political guidance. The compartmentalized, circle-enclosed information dissemination leads to content homogenization, constricting the space available for the propagation of mainstream ideology and diminishing the penetrative power of ideological education. When students encounter online information that contradicts what they have learned in the classroom, cognitive dissonance readily ensues. The traditional authority of educators in the pedagogical relationship is thereby undermined, considerably amplifying the challenges facing universities in guiding online discourse and managing public opinion.

The opportunities and risks engendered by the online environment are two sides of the same coin. Value cultivation efforts at ethnic universities must therefore attend to both dimensions simultaneously: fully tapping into the educational resources that the internet affords while establishing robust risk prevention mechanisms. A dialectical grasp of the complex characteristics of the online public opinion sphere is essential for constructing a value cultivation system that is both responsive to the dynamics of the contemporary era and attuned to the actual ideological conditions of ethnic university students—thereby laying a solid ideological foundation for nurturing young

people capable of shouldering the mission of national rejuvenation.

4. Practical Dilemmas: Structural Deficiencies and Capacity Shortfalls in Value Cultivation

After unpacking the dual influences of online public opinion, we must objectively assess how well current value cultivation systems can cope with digital-era challenges. Practical observation shows that traditional educational frameworks are poorly adapted as ideological instruction extends beyond physical classrooms to online spaces, and these deep-rooted structural flaws substantially diminish the effectiveness of value cultivation.

The most prominent issue lies in institutional mechanisms that fail to keep pace with digital development. Even though online public opinion powerfully shapes students' ideological perspectives, most universities lack dedicated systems for monitoring and responding to online discourse. Traditional hierarchical administrative structures cannot react swiftly enough to rapidly shifting online narratives, and delayed information sharing often robs educators of the optimal public opinion intervention window to guide public sentiment. When online conversations centered on ethnic issues gain widespread attention, educators frequently step in only after public sentiment has fully intensified. Such delayed intervention undermines educational initiative and weakens guiding efficacy, a problem originating from an inherent misalignment between conventional campus management models and the operational logic of online communication.

Furthermore, a generational rift separates educators' rhetorical styles from youth online communication norms. The internet has cultivated a distinct, lively vernacular that contrasts sharply with the rigid official discourse characteristic of traditional ideological and political education. Many instructors still default to rigid official rhetoric, which struggles to resonate with students within online environments. This discursive mismatch not only impedes communication but also widens the emotional divide between teachers and students. Young people prefer consuming information in relaxed, informal settings; overly solemn, formulaic language creates barriers to genuine ideological dialogue and mutual understanding.

Compounding these issues is a disconnect between educational content and students' real-world concerns. Effective ideological education should offer persuasive responses to the questions that matter most to ethnic minority students. Yet much existing teaching material remains abstract and theory-driven, neglecting to incorporate vivid, real-world cases circulating online [6]. Viral ethnic topics widely debated among students seldom enter classroom curricula, as educators lack the sensitivity to identify these online trends and reframe them for instructional use. This temporal and thematic disconnect between teaching content and student priorities drastically reduces the targeted relevance of value cultivation.

Finally, significant gaps persist in the professional capabilities of teaching staff. The digital age sets new benchmarks for ideological educators, who must combine rigorous theoretical expertise with robust digital literacy and media operational competence [7]. Currently, however, most faculty fall short on both fronts. They lack a nuanced grasp of online communication dynamics and the technical proficiency to deliver educational content through new media platforms. Many instructors only leverage online channels for basic information distribution and cannot facilitate substantive ideological guidance or value formation. This competency gap leaves educators ill-equipped to navigate complex online public opinion landscapes, resulting in underwhelming educational outcomes.

These interwoven obstacles create a systemic barrier to value cultivation amid online public opinion. Resolving these dilemmas requires more than superficial technical adjustments; it calls for holistic, fundamental transformations across educational philosophies, institutional structures, and faculty capacity development.

5. Innovative Strategies: Multidimensional Approaches to Enhance the Effectiveness of Value Cultivation

Value cultivation targeting ethnic college students is currently confronted with unprecedented challenges as well as valuable opportunities. Based on an in-depth analysis of the practical dilemmas elaborated in previous chapters, systematic multi-dimensional innovation becomes indispensable. Reform initiatives must uphold the fundamental objectives of value cultivation, comply with the

educational laws of the internet era, and precisely capture the distinctive characteristics of ethnic college student groups. This innovative transformation aims to develop a contemporary, student-centered educational framework that integrates value cultivation into the core of campus education.

5.1 Constructing a Leading Discourse System to Strengthen Ideological Guidance in the Online Sphere

Given the profound transformations reshaping information communication landscapes, establishing a persuasive online discourse system for ideological leadership has grown extremely critical. Today's online sphere is flooded with divergent voices and clashing ideological trends, which calls for a sound mechanism dedicated to monitoring and analyzing online public opinion. Institutions of higher education ought to set up professional public opinion research teams to sustainably track and rigorously evaluate online discussions involving ethnic-related topics. The smooth operation of such a mechanism relies on integrated resources from publicity departments, student affairs administrations and united front offices, forming a collaborative cross-departmental working framework [8].

In practical implementation, universities can build a two-level online public opinion monitoring system at the university and school levels, equipped with professional analytical tools and technical support to enable real-time tracking and accurate judgment of online public sentiment. When misleading information concerning ethnic issues spreads online, educators need to respond promptly. They can create illustrated interpretative materials, record expert Q&A videos and adopt other diversified forms to guide online narratives with authoritative information and rigorous logical reasoning. For example, universities can design online thematic activities including the Ethnic Unity Progress Month and Chinese Culture Experience Week, translating mainstream values into original, internet-friendly expressions.

This guidance framework maintains profound ideological depth while emphasizing artistic communication techniques, realizing organic integration between ideological leadership and emotional resonance. In practice, educators can draw on mature new media communication practices and adopt internet language familiar to

young students. By translating grand core values into tangible, relatable daily narratives, mainstream discourse can secure a dominant guiding position within the pluralistic online public sphere.

5.2 Advancing Innovations in Educational Content to Enhance the Contemporary Appeal of Ideological and Political Education

Restructuring and innovating instructional content serves as the core catalyst for boosting the attractiveness of value cultivation. To fully engage students in ideological and political classes, course content must undergo comprehensive renewal. Conventional pedagogy built around lecture manuscripts and blackboard writing cannot resonate with today's youth, who have grown up immersed in short videos, bullet screen comments and internet memes. Rather than maintaining a stern, detached attitude to force students into passive attendance, educators should first examine the videos, jokes and viral posts that students regularly browse, share and discuss. They may incorporate clips from *The Age of Awakening*, aerospace-themed adaptations of the song *Brave Journey*, and viral online discussions about the Sanxingdui golden mask as teaching materials to revitalize classroom instruction.

Abstract, high-level theories can be reframed through approachable, intimate media forms: a 15-minute vlog can thoroughly explain the concept of common prosperity; immersive script-based role-play can reconstruct the historical context of the May Fourth Movement; a rap piece can interpret constitutional clauses within its catchy chorus. These practical examples reveal that meaningful content renewal for value cultivation does not rely on superficial technical spectacles. Instead, it requires translating formal institutional discourse into youth-friendly language, then reconstructing these youthful expressions into verifiable, debatable and regenerable public knowledge. Only in this way can theoretical learning stop being treated as a tedious mandatory attendance task and transform into serialized educational content that students actively choose to follow.

In practice, educational content innovation can be implemented across three coordinated dimensions. First, institutions can develop a series of digital teaching resources, such as micro-documentaries themed *Ethnic Groups as One Big Family*. These touching visual

narratives showcase the historical evolution and current landscape of communication, interaction and integration among all Chinese ethnic groups. Second, schools can design immersive virtual courses supported by VR and AR technology to remodel teaching scenarios, allowing students to strengthen their emotional recognition of the Chinese national community through situational simulations. Third, universities ought to build a standardized mechanism for converting online trending topics into classroom resources, while fostering educators' ability to identify and utilize timely online events for teaching. Pedagogical methods such as case analysis and scenario simulation guide students to form rational value judgments through ideological collision and deliberation.

These innovative content practices prove that high-quality ideological and political education relies not merely on instructors' solid theoretical foundations, but also on their accurate understanding of internet cultural characteristics and young learners' cognitive psychology. This coordination achieves the organic integration of ideological profundity, contemporary timeliness and engaging presentation within teaching content [9].

5.3 Optimizing the Integrated Media Matrix to Deliver Targeted Educational Outreach

Against the backdrop of deepening media convergence, the communication framework for value cultivation demands urgent optimization and upgrading. Basic media convergence is no longer the prevailing paradigm; the digital landscape has entered an era of interdependent coexisting platforms. Hot topics cycle every two hours on Weibo, fresh viral memes pop up in Bilibili bullet screens every fifteen minutes, and Douyin's algorithm decides a video's traffic performance within merely three seconds. If ideological and political education continues to adopt the outdated strategy of releasing identical press materials across all platforms, the content will not attract even automated web crawlers. To effectively resonate with student audiences, educators must adapt their communication tactics to fit the unique norms of each online community.

Building a full-spectrum integrated media matrix requires thorough research on each platform's communication logic and audience media consumption habits. Accordingly, communication plans ought to be formulated

around platform-specific characteristics, with differentiated dissemination strategies to realize precise delivery and comprehensive coverage of educational content [10].

In terms of platform layout, universities should construct an all-media communication network rooted in mainstream social platforms and extended to various online hubs favored by young students. Content creation must be customized to match each platform's positioning: WeChat can publish in-depth theoretical articles that systematically interpret relevant policies and theories; Weibo can launch interactive thematic discussions to stimulate student participation; short-video platforms can produce lively, visually engaging clips to elevate educational appeal; knowledge-sharing platforms can develop structured curriculum resources to satisfy learners' demand for in-depth study.

For practical reference, institutions can roll out short-video series like One Minute to Interpret Ethnic Policies on Douyin, launch the serialized course Chronicles of the Chinese Nation on Bilibili, and release in-depth analytical articles through official WeChat accounts. South Central Minzu University offers a typical exemplary case. The university runs the official WeChat account Student Affairs Online, which hosts more than twenty sub-columns including Voices of Consolidating Community Identity, Home Visit Narratives, Warm Welcome for Freshmen, and Power of Role Models. This account has accumulated nearly 40,000 followers and publishes over 600 high-quality original posts each year, with its most viewed single article surpassing 100,000 reads.

These targeted dissemination strategies not only expand the coverage of educational content but also strengthen its permeating power, allowing mainstream values to gain extensive circulation and profound influence within the online ecosystem.

5.4 Advancing Faculty Capacity Building to Consolidate the Talent Base for Educational Progress

Digital transformation among ideological educators constitutes an indispensable pillar underpinning innovations in value cultivation. Given the new requirements of the digital era, higher education institutions must comprehensively elevate the digital literacy and professional competency of ideological and political educators. A systematic, diversified

training framework should be established to equip faculty with a thorough grasp of online communication logics and practical new media skills [11].

The training system should adopt hierarchical and categorized training programs customized to match the developmental needs of different faculty groups. New teachers focus on mastering fundamental digital skills and online literacy; core backbone educators prioritize refining their abilities in online content creation and online public opinion guidance; academic leaders concentrate on the planning and administration of new media education projects. Training delivery should move beyond conventional lecture formats and embrace participatory teaching modes such as workshops, scenario simulations and hands-on practice sessions to boost training effectiveness. Meanwhile, sound incentive mechanisms should be put in place to support ideological educators in developing personalized online education platforms. Universities can roll out special funding, provide technical support and optimize assessment systems to encourage teachers to pioneer new online education pathways. In recent years, a group of outstanding ideological educators well-versed in internet discourse and new media technologies has come to the fore. Through personal WeChat official accounts, short-video channels and other online platforms, they spread positive values in youth-friendly formats, greatly enhancing the timeliness and appeal of value cultivation.

These interlinked, mutually reinforcing innovative strategies together form a holistic educational reform system. At the level of ideological guidance, constructing a sophisticated online discourse system strengthens ideological leadership in cyberspace. At the level of content supply, diversified content innovation raises the attractiveness of ideological education. At the level of communication channels, refining integrated media matrices broadens the reach of educational outreach. At the level of faculty development, lifting digital literacy standards consolidates the foundational capacity for educational development. Only coordinated advancement across all dimensions to generate collective synergy can deliver substantive development and quality improvement in value cultivation, laying a robust foundation for nurturing young generations who can shoulder

the mission of national rejuvenation. This systematic project demands continuous exploration and bold innovation from educators. Practitioners should constantly summarize practical experience and optimize implementation plans to enable value cultivation to thrive amid the online era.

6. Conclusions and Prospects

Against the backdrop of an information revolution permeating every sector of society, online public opinion has emerged as a key contextual factor shaping value cultivation for ethnic college students. Its impacts exhibit clear dual characteristics. On the positive side, its openness and interactivity unlock new developmental dimensions for value cultivation by providing abundant educational resources and diversified implementation paths. On the negative side, its inherent complexity and unpredictability create formidable barriers to the dissemination of mainstream values, exposing students' value identity to a wide range of uncertainties.

A close examination of current campus value cultivation practices reveals several persistent, prominent flaws: slow-reacting institutional response mechanisms, a generational divide between outdated discourse systems and contemporary youth communication norms, insufficient innovation in educational content, and widespread deficiencies in faculty digital literacy. Together, these constraints severely undermine the overall effectiveness of value cultivation.

Against such practical hurdles, systemic reform of value cultivation has become an urgent imperative. Such reforms should carry forward fine traditional educational practices while precisely addressing the new demands of the contemporary era, realizing dual innovations in educational philosophies and practical pedagogical methods. Specifically, educators must retain their leading role in instruction to uphold the political orientation and ideological depth of teaching content, while fully respecting students' dominant position and acknowledging their learning preferences and real-life concerns. Meanwhile, practitioners should preserve the theoretical depth of value cultivation and actively enhance the contemporaneity and appeal of instructional formats. This balanced integration forms the fundamental guideline for value cultivation reform in the new era.

In essence, value cultivation within the age of online public opinion is accompanied by both daunting challenges and promising opportunities. Only by confronting prevailing obstacles with a reformist, innovative mindset and advancing all relevant work via systematic thinking can educators carve out new developmental opportunities amid shifting digital landscapes, converting online risks into catalysts for educational advancement. This shift is not merely an essential prerequisite for boosting the effectiveness of value cultivation; it also serves as a vital guarantee for fulfilling the fundamental mission of fostering virtue through education and cultivating young talents capable of bearing the mission of national rejuvenation. Moving forward, value cultivation will continuously achieve self-transcendence by evolving in tandem with the times, making enduring contributions to ethnic unity and progress as well as social harmony and stability.

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