

# Scene Integration: Logical Framework and Practical Exploration of Online Ideological and Political Communication—Based on the Investigation of the Bilibili Account of the Central Committee of the Communist Youth League of China

ZHANG Kaixiang\*, WANG Xinxue

University of Shanghai for Science and Technology, Shanghai, China

Technological updates and iterations drive the innovative development of ideological and political education. By adopting the logic framework of scenario theory, we can avoid abstract universal analysis and subtle text interpretation. In the field of online ideological and political education, a scenario serves as a “perceptual medium”, a specific field that connects people with other things. In practical applications, it manifests in three aspects: first, technology as the pre-scenario of scenario presentation; second, education as the mid-scenario of scenario reproduction; and third, social interaction as the post-scenario of scenario co-occurrence. The integration and interaction of these three aspects constitute the lifeblood of online ideological and political education and provide a theoretical framework for future practical exploration.

*Keywords:* scenario, online education, media technology, ideological and political education

From October 7th to 8th, 2023, China’s National Conference on Propaganda, Ideology, and Culture was held in Beijing. In the era of digital media, the iteration of media technology, innovation in communication concepts, and expansion of communication scope continuously give rise to new communication modes. Against this backdrop, exploring how to meet the needs of the vast audience, especially contemporary youth, in terms of identity position, behavior patterns, and temporal order, and achieving precise network ideological and political communication that matches information and services, holds significant practical importance for efficiently serving socialist cultural construction and fulfilling the fundamental task of cultivating virtue and educating people.

## Introduction: Proposing the Question

The development of online ideological and political education (OIPE) benefits from technological upgrades and iterations. However, it is inevitably biased to categorize “online” and “ideological and political education”

---

**Acknowledgement:** This article is a phased research outcome of the 2025 Shanghai School Communist Youth League Work Research Project titled “Precision Education in the Era of Algorithmic Recommendations: A Study on Circles and Scenarios in Cyber Ideological and Political Education in Higher Education” (5-5).

ZHANG Kaixiang\* (Corresponding author), Full-time Counselor, Deputy Secretary of the Youth Committee, Teaching Assistant, School of Materials and Chemistry, University of Shanghai for Science and Technology, Shanghai, China.

WANG Xinxue, Full-time Counselor, Associate Professor, School of Materials and Chemistry, University of Shanghai for Science and Technology, Shanghai, China.

as a “derivative relationship”. It may be more appropriate to view them as a “companion relationship”. Overall, its development process can be specifically divided into three stages: “the adaptation stage of network access from 1994 to 2004, the paradigm shift stage from 2004 to 2012, and the integration and expansion stage since 2012” (Hu & Zhao, 2020). Currently, existing research mainly presents two paradigms. One is effect research, which focuses on the impact of OIPE compared to traditional ideological and political education. The other is usage research, which focuses on the selection, reception, and interpretation process of the communication objects. However, both paradigms intentionally or unintentionally separate the subject from OIPE, obscuring their inherent correlation and failing to integrate them into a holistic perspective. Nowadays, OIPE communication research is standing at the 30th node. Research on this topic should strive to fill the vacuum, seeking a middle-level framework between existing macro-systems and micro-practices. It is necessary to avoid abstract universal analysis and break away from detailed text interpretation. Therefore, this paper attempts to use scenario theory as a starting point to deeply explore the logical structure and mechanism of OIPE communication, and takes the Bilibili account of the Communist Youth League Central Committee as the focus of investigation, grasping the generality and specificity in specific experiences.

### **Logical Architecture of Online Ideological and Political Communication**

The difference in “scene” affects discourse and behavior, and the emotions and ways expressed will also vary accordingly. Taking scene as the core keyword to explore the transformation and interactive role of relationships in online ideological and political education is of great significance for enhancing the effectiveness of online education.

#### **Theoretical Basis**

The “theory of scenes” can be traced back to the sociologist Erving Goffman, who divided scenes into two major categories: “front stage” and “back stage”. With the iteration of media technology, the scene theory has gradually expanded. Based on Goffman’s “dramaturgical theory” and McLuhan’s “media theory”, the communication scholar Merowitz proposed the “media ecology theory”. He believes that media can influence people’s living scenes, thereby affecting their behavior, and media convergence has impacted people’s lives, thus forming new scenes. On the basis of its gradually clarified connotation (Qi & Li, 2022), Robert Scoble, a senior journalist, and Shel Israel, a columnist, proposed in their book *Age of Context* that big data, mobile devices, social media, sensors, and positioning systems, namely the “five forces of a scene”, serve as the five technological supports for the arrival of the scene era, providing practical methods for scene construction (Wan & Bie, 2016). Chinese scholar Professor Peng Lan lists “scene” alongside content, form, and social interaction as core elements of media, making it a prominent trend in media research.

Overall, the current definition of a scene presents three dimensions. First, it is defined as a physical environment, where actions take place; second, it is equated with technology, considering it as a digital context; third, it is regarded as an application form. The author believes that the key element of a scene lies in people, that is, how people generate meaning with other elements within it. Therefore, the understanding of a scene can be approached from the perspective of relationships. This article defines a scene as a “perceptual medium”, which is a specific field that can connect people with other things. The subject is both an interpreter and an actor within it, thus emphasizing a “constructivist” process. Meaning does not naturally exist within the scene, nor is it external to the scene, but rather is in the process of production.

The integration of scenarios and online ideological and political education has created a new educational practice and communication environment, and subsequently formed a synergistic effect. Online ideological and political education disseminates according to the operational logic of scenarios, encompassing both production and reception within this context. However, as a process-oriented practice, the integration of the two is not achieved overnight, but rather forms a phased continuity. In this context, the author proposes three dimensions of scenarios: pre-scenario, mid-scenario, and post-scenario. The connotations and practical manifestations of these three dimensions will be further elaborated in the following text.

### **Logical Dimension**

**Scene presentation: Technical scene as a pre-scene.** Building on the previous discussion, the author believes that the construction of a scene is a complex and dynamic process, and the initial stage of digital scenes is actually the presentation of the scene. The key to shaping this scene lies in the use of technology. From the initial learning homepage website that mainly focused on directly uploading offline ideological and political education content, to the focus on building a network interactive community jointly constructed by teachers and students, and now to the diversified ideological and political “micro” products that are subdivided based on the communication characteristics and usage habits of major mobile platforms such as “WeChat”, “Weibo”, and “TikTok”, the network ideological and political communication scene has always been based on technological iteration. On the basis of meeting the gradually changing acceptance preferences of the audience, it is committed to presenting network ideological and political services that are easily felt and enthusiastically received by the audience.

In addition, compared to other audience groups, the youth group is more curious about emerging technological elements, and thus can more quickly embrace fresh, vivid, and technologically rich sensory scenes. The Bilibili account of the Communist Youth League Central Committee is committed to organically combining emerging media technology with high-level ideological and political content to achieve efficient dissemination of mainstream ideology. In the video “Have You Ever Felt the ‘Oppressive Presence’ of the National Treasure? [8K Panoramic VR]”, the creator created a superb and detailed interactive scene through 8K+ panoramic VR technology, presenting the audience with a comprehensive view of China’s self-developed third-generation nuclear power plant “Hualong One” and the world’s first onshore commercial small reactor “Linglong One”. These national treasures maximize their technological sense through media technology, leaving the audience in awe. The interactive and immersive “presence” presented by technological means imprints the essence of China more comprehensively in the hearts of the audience.

The “horizon of expectations” theory in reception aesthetics posits that only when a work largely meets the expectations and aspirations of the audience can it be truly accepted and understood by them. The audience will resonate emotionally and achieve aesthetic satisfaction when the content they encounter aligns with their psychological expectations. And it is precisely because of the inherent preference of young audiences for emerging media technologies that mainstream cultural dissemination, driven by visual elements, ultimately achieves the initial construction of online ideological and political communication scenarios.

**Scene reproduction: Educational scene as a medium scene.** The key to the coupling of online ideological and political education with scenarios lies in the shaping of educational scenarios. As a mid-scenario, after experiencing the visual impact of technological scenarios, it also needs to explore a more solid core—how to achieve the transformation from visual to perceptual and reflective? Initially positioned as a creative community

based on anime videos, Bilibili has now broken the shackles brought by the label of “marginalized group” through development, completing the construction of a comprehensive cultural dissemination platform highly concentrated with Chinese youth and full of characteristics of youth circles. To further achieve effective dissemination of mainstream values among young people, the Central Committee of the Communist Youth League has actively broken through the barriers between subcultures and youth, and actively produced educational content that fits the dissemination characteristics of Bilibili. As of February 1, 2024, the number of videos with over 1 million views has exceeded 635. Different from accounts with a commercial conversion nature of traffic, the Bilibili account of the Central Committee of the Communist Youth League is essentially a government new media account. Its purpose is to produce and broadcast ideological and political education content based on Bilibili as a platform, forming a fixed “communication field” that attracts young audiences. In this way, it subtly guides young people to achieve patriotic identity and social responsibility, ultimately building a core “education field” jointly constructed by scene action subjects.

As the intrinsic driving force in online ideological and political communication, educational scenarios must reach the “perceptual boundaries” of the audience, integrating creativity into the fusion of mainstream culture and youth preferences. For instance, in the video “[NZBZ] Speak Up for Our Motherland! Song <Motherland> Released”, the backdrop of this music video is the 70th anniversary of the founding of the People’s Republic of China. The overall creation breaks the inherent impression of youth on “red songs”. The singer chooses the rap group “NZBZ” well-known to the youth, creatively incorporating rap elements into it. Elements such as the “Easter egg” presentation of anime elements and the interactive narration of the creation process in the comment section by “NZBZ” all contribute to the construction of this immersive and integrated educational scene.

**Scene co-occurrence: Social scene as a post-scene.** As an open field, a scene often finds its meaning in the process of production and circulation. After accelerating the disembodiment of individuals, the Internet has reconstructed a new communication map. The coexistence of individuals realizes the co-occurrence of scenes. After experiencing the reversal of roles, multiple educational subjects are formed. Admittedly, online platforms provide interactive channels for audiences, but this does not equate to effectively stimulating their desire for interaction. Therefore, it is particularly important for online communication, especially online ideological and political communication, for both the sender and receiver to jointly build a social scene of collective identity, realizing the transformation from a single “interactable” to a multi-level “desire to interact”. By integrating and analyzing the production and broadcasting strategy of the Bilibili account of the Central Committee of the Communist Youth League, the author attempts to divide the construction patterns of social scenes into three types: human-centered, interactive, and consensus-based.

Firstly, the construction of human-format social scenarios. The Communist Youth League Central Committee repeatedly appears in the first person as the virtual image “Tuán Tuán” and continuously expands the interactive dimensions with the audience, injecting interpersonal communication warmth into online communication and winning the favor of the vast number of young people. According to Freud’s theory, projection is to blame others for one’s own unacceptable desires and behaviors in one’s heart. People need to express their inner emotional desires through socially approved means. Nowadays, labels such as “social phobia” and “i-person” are prevalent among young people. The relaxed and endearing virtual image conveyed by “Tuán Tuán” has virtually supplemented the real-life social shortcomings of the youth group.

Secondly, interactive social scene construction. The Communist Youth League Central Committee actively adopts methods such as bullet comments and content extension in the comment section to jointly build collective

scenes. These not only meet the needs of youth participation and interaction, but more importantly, they achieve the transformation of the identity of the subject and object of education, that is, creative education derived from the original content of the video and peer education derived from the bullet comments of the video.

Thirdly, consensus-based social scene construction. The collective identity presented by the stratification often revolves around mutual consensus. From collaborations with well-known content creators to the integration of elements such as anime and memes, the Communist Youth League Central Committee strives to maximize the alignment with the consensus of specific target audiences based on content oversight from a high-level position, guiding the audience to deepen their value recognition of individual videos to the overall account.

### **Practical Exploration of Online Ideological and Political Communication**

Compared to offline ideological and political communication, online ideological and political communication boasts high efficiency and wide reach, but has a lower tolerance for errors. Any looseness in the communication process may lead to the fermentation of public opinion and the erasure of existing impressions. Therefore, innovative practical measures in online ideological and political communication serve not only as catalysts but also as touchstones, and thus deserve great attention.

#### **Unleashing Potential: Technology Scenarios Drawing Subjects Back**

With the application of media technology in various social fields, the immersive perception it brings to users will gradually improve. Immersive experiential education created by these technologies will also become the future model of online ideological and political communication. Nowadays, to shape typical online ideological and political communication and truly stimulate its subjective and long-term educational effect, it is necessary to rely on emerging technologies to maximize the fit with the audience, constantly think and explore diversified forms of online ideological and political presentation, and build scenes that the audience likes and can feel. For example, big data technology is involved in the selection of topics, user personas, and post-production feedback for each online ideological and political product; virtual reality technology is integrated into ideological and political interactive scenes to stimulate value resonance through immersive “co-presence” experience.

The theory of subjective education first provides concepts for the possibilities of educational practice activities. These concepts include “the concept of humanism, the concept of respecting human values and dignity, the concept of establishing human’s subjective position, the concept of exerting and developing human’s initiative, and so on” (Huang, 2002). The organic integration of media technology and mainstream culture, as well as the unique advantages of online ideological and political communication, lies in breaking the situation of unilateral ideological and political output. Due to the seriousness of traditional ideological and political scenes, the authority of the subject, the high interpretation cost of the provided content, the lack of interactive channels, and linear communication, some young audiences have developed an inherent alienation towards it. It is difficult to touch upon the deep-seated subjectivity of education. However, ideological and political communication on online platforms not only has the inherent ability to weaken the above reasons but also can deeply cultivate this to turn disadvantages into advantages.

#### **Accumulating Momentum: Educational Scenarios Nurture Value Orientation**

Online ideological and political communication shoulders the mission of cultivating a new generation capable of shouldering the great task of national rejuvenation. Its purpose is to accumulate development momentum and expand development space in the new round of technological revolution, meet the ideological

and political education needs of audiences in different time and space, and achieve effective guidance in value orientation. By analyzing the popularity of government-related new media such as CCTV and the Communist Youth League Central Committee's Bilibili, it can be seen that today's Generation Z youth exhibit a pattern of transitioning from acceptance to expectation, and ultimately to craving, towards ideological and political communication content. Despite this, "ideological and political hits" remain scarce in the macro quantity of ideological and political education, which also proves that audiences are demanding in terms of the methods of ideological and political communication.

The efficient construction of educational scenarios implies a more precise control over various educational elements. Any communicated content will undergo a process of repeated viewing and "close-up magnification". Any imprecision in the creation phase will be quickly disseminated through secondary communication, thereby affecting the value guidance of the content and even the entire communication subject. Therefore, in future educational scenarios, it is imperative to place greater emphasis on quality construction, continuously enhancing the quality and user experience of educational subjects and products.

The current "ideological and political hot topics" are primarily focused on central-level online ideological and political communication scenarios. While it is true that regional-level and department-level online ideological and political communication may not match in terms of potential attention, based on the audience's proximity psychology, which suggests that they are more interested in content that is geographically and psychologically close, these regional approaches have inherent advantages in terms of content relevance and targeted dissemination. Educational entities should not be limited to simply reposting "ideological and political hot topics", but should delve into in-depth analysis and localization, cultivating educational scenarios that the audience gradually becomes accustomed to and has a stable relationship with, thereby fulfilling the mission of guiding value orientation.

### **Demonstrating Efficiency: Social Scenario Drives the Implementation of Communication**

The deepening application of media technology has blurred the boundaries between communicators and audiences, as well as between reality and virtuality. It has also prompted the emergence of new scenarios for online ideological and political communication that differ from offline ones, with subject personality, audience labels, and interaction levels being infinitely amplified by the media network.

Education begins with the satisfaction of emotional needs. Excellent education should not be a one-time dissemination of educational content, but rather a deep identification that resonates with the audience's emotions. By understanding and catering to the subtle behaviors of the community, we can evoke a sense of resonance among the audience and make them feel cared for emotionally. This requires a specific, community-oriented deep interpretation and practical summary of all elements involved, leading to the complete construction of a unique social system, thereby effectively enhancing the influence of online ideological and political communication. The key measure to improve the social scenarios of online ideological and political education is interaction. The purpose of conceiving interactive areas is to enable the educational subject to understand the object, thus achieving teaching according to needs; to facilitate the identity transformation between the educational subject and object, thereby stimulating the object's initiative; and to meet the needs of the educational object for deep participation and answering questions.

Communication stems from the efficacy of social settings. In the future construction of the "holistic education" ideological and political framework, online ideological and political communication must establish

comprehensive social scenarios across online and offline environments, formal and informal classrooms, campus and society, as well as between teachers and students. It aims to complete a social matrix that integrates co-construction and sharing, individual and team collaboration, and interdisciplinary communication, fully leveraging the collaborative education effect of different educational entities.

### Conclusion and Outlook

The dissemination of ideological and political education online has constructed a dynamic practical field, forming a three-dimensional orientation in the process of practice. The pre-scene relying on technology, the mid-scene centered on education, and the post-scene supplemented by social interaction have formed a joint force, jointly promoting the innovation of ideological and political education online. The emergence of new media platforms for ideological and political education online has led us to think more about scene theory. From the theoretical perspective of sociologist Erving Goffman's "front stage" and "back stage" scenes, the ideological and political education scene forms a dual concealment between unveiling and concealment. In the interweaving of real-life ideological and political education and online ideological and political education, the boundaries between the front stage and back stage of the ideological and political education scene are constantly blurring. Ideological and political educators in the new era must not only adapt to the new scenes of integration and fission but also adjust their social roles to match the dimensions of their mission, engaging in "one-time production, multiple processing, diverse output, extensive correlation, and multiple services." Through the analysis and integration of cross-ideological and political education scenes, they can integrate and reconstruct the overall scene of ideological and political education dissemination.

Of course, in future development, apart from focusing on the arrangement of texts, we also need to pay attention to the activities of "people". Firstly, we should pay attention to what kind of interaction has been generated between the receiver and the communicator through the text. Secondly, we should pay attention to how the receiver establishes a relationship with the era beyond the text, and what kind of relationship has been established. In essence, we should regard online ideological and political education as an "entrance", and also seek its "exit". We should explore the greatest possibility between the tension of "entering within" and "exiting outside".

### References

- Hu, S. X., & Zhao, Y. Z. (2020). The development history and future trends of online ideological and political education. *Journal of Ideological and Theoretical Education*, 27(6), 128-134.
- Huang, W. (2002). Subjectivity education theory: Educational philosophy of the times. *Educational Research*, 25(4), 74-77.
- Qi, W. X., & Li, Y. P. (2022). Re-exploring the connotation of "scene" from a narrative perspective. *Contemporary Communication*, 38(6), 78-80.
- Wan, Y. H., & Bie, J. H. (2016). Exploring the spatiotemporal reconstruction relationship of mobile online live streaming in scenario context. *Publishing Perspectives*, 22(24), 63-65.