

Research on the dual development of campus themed speeches and ideological and political education in the era of all-media

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Abstract. As China enters the era of "all-media" in which everything is interconnected through media, campus-themed speeches have become an irreplaceable extracurricular activity for ideological and political education among university students, providing an effective means for improving their quality and shaping their correct worldview, values, and outlook on the world. In this context, how to integrate and drive the development of campus-themed speeches and ideological and political education has become a subject that needs to be addressed. This paper analyzes the necessity of the dual drive development of campus-themed speeches and ideological and political education, discusses the challenges and opportunities faced during its development process, and provides empirical analysis through a study of 147 university student audience members. It proposes countermeasures and suggestions to achieve the dual-drive development, aiming to support the theoretical and practical contributions in the field of campus-themed speeches and ideological and political education.

Keywords: The era of all-media; Campus thematic speeches; Ideological and political education; Dual-driven development.

1. Introduction

Currently, China has entered the era of "all-media" where everything is media [1]. This era, with its ubiquity, versatility, and universal usage, permeates the entire process of ideological and political education and provides new open ways for ideological and political education of college students [2]. In the era of all-media, Marxist mass media theory, the structural theory of ideological and political education, and mass communication theory provide theoretical resources for scientifically grasping the laws of ideological and political education for college students [3].

Recently, the Ministry of Education, the Central Propaganda Department, the Cyberspace Administration of China, and other ten departments jointly issued the "Work Plan for Comprehensive Promotion of the Construction of 'Great Ideological and Political Courses'". It requires universities to make good use of social classrooms, utilize practical activities such as volunteer services, theoretical lectures, and social investigations to carry out practical teaching [4]. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has attached great importance to ideological and political work, and has held important conferences such as the National Conference on Ideological and Political Work in Colleges and Universities, and the National Education Conference. General Secretary Xi Jinping pointed out that "Contemporary Chinese youth are a generation that moves forward together with the new era and shares the same direction, shoulder heavy responsibilities, and are born in an era of prosperity." Therefore, strengthening the construction of ideological and political education in colleges and universities has become an urgent issue to be

addressed by all sectors of society. As an extracurricular ideological and political education activity, campus theme speech activities have irreplaceable superiority and importance in terms of ideological exchange and education. It can guide students to enhance their confidence in the socialist path with Chinese characteristics, theoretical confidence, institutional confidence, and cultural confidence, cultivate correct views on life, values, and the world, enhance their overall quality, and improve their interpersonal communication skills [5].

This article takes the campus theme speech activity carried out by Wuhan Technology and Business University as a practical case to study the integration of campus theme speeches and ideological and political education in the era of all-media, to promote the dual-driven development of campus theme speeches and ideological and political education of college students, to explore new innovative development ideas for ideological and political education of college students, and to significantly improve the quality and effectiveness of ideological and political education of college students.

2. Necessity analysis of dual-driven development

2.1 Diversification of teaching methods

A successful speech must accurately express emotions, convey ideas and opinions, and interact with the audience in a unique and charming language to provide an excellent experience. This will enable the audience to feel as if they are in the speaker's spiritual world, and in turn, influence their thinking patterns and behavior habits subconsciously, showcasing the art of language performance. In vocal speech, silent collisions of ideas can be achieved, which can drive agreement on a certain issue. This aligns perfectly with the moral education and correct value concepts that universities' ideological and political education instills in students. By using the infectious power of high-quality speeches to convey values, thoughts can be led and inspired. Through multi-stage, multi-level, and multimedia pre-communication and integration of profound content and advanced ideas, audiences can be guided to deeply reflect on a particular theme, bridging ideas and achieving greater efficiency in content output. By selecting hot topics among the youth and presenting them from their perspective, speakers can hide the audience's stereotypical impressions of ideological and political education. The diverse planning and vivid artistic performance of speeches make tedious theoretical learning exciting, enriching the teaching methods of ideological and political education. The audience is infected and learns to understand ideological and political theory knowledge, enhancing the moral education effect of university ideological and political education subconsciously. This cultivates new high-quality talents with good political literacy and value concepts for the construction of socialism with Chinese characteristics in the new era.

2.2 Innovation in the path of ideological and political education

With the continuous changes and developments of the times, and the iterations of internet technology and media technology, campus theme speech activities have gradually adapted to the changes of the times and pursued better educational and social benefits. In addition, the trend of transformation in the era of all-media has also prompted these activities to continuously develop in new directions, thereby providing important technological innovation practices for ideological and political education. With the integration of various new media and internet technologies, the combination of online and offline ideological and political education has made campus theme speech activities an important means of expanding technological and formal innovation paths.

In the era of all-media, the dissemination channels of campus theme speech activities have undergone tremendous changes. Traditional speech activities were limited by time and geography, but through new media and internet technologies, speech content can be disseminated anytime, anywhere, and audiences can watch remotely, realizing the onlineization of speech activities. In addition, various interactive forms such as live broadcasts and interactive Q&A can also be added to

speech activities, greatly enriching the form of speeches, allowing audiences to participate more deeply and thereby obtaining better educational effects.

At the same time, campus theme speech activities can also integrate different forms and media of information through converged media, making the speech content more vivid and rich. For example, speakers can express their thoughts in various forms such as text, images, and videos, and at the same time, audiences can obtain speech content through various channels, such as websites and WeChat public accounts. This diversified form can not only make it easier for audiences to understand and absorb speech content, but also provide a more diversified path for ideological and political education innovation.

2.3 Innovation in thinking of ideological and political education

For a long time, China has attached great importance to education, and ideological and political education in universities, as the "first lesson" in cultivating high-quality talent in the new era, holds an unshakable position in cultivating talents with good comprehensive quality and political ideology. However, at present, traditional ideological and political education still exists in the form of rote teaching. In this context, although China has long maintained high-quality ideological and political education materials, which to a certain extent ensures the students' mastery of specialized knowledge in the field of ideological and political theory, it neglects the particularity of ideological and political education itself, namely, its special requirements for students' spiritual and cultural world construction. Traditional indoctrination-style teaching, tedious and clichéd teaching content, easily lead to students' perfunctory and rebellious mentality towards "ideological and political education", and the teaching effect is often unsatisfactory.

As a form of ideological and political education, campus speech activities have the characteristics of entertainment, interactivity, practical program design, and high frequency of participation. This enables students to truly feel, comprehend, and continuously consolidate their mentality and behavior during the practical process. From another perspective, speech arts trigger ideological and political education's thinking update, and through the art of language speech, directly and profoundly resonate with the audience, achieving a brand-new integration of language art and ideological and political education in universities.

Therefore, universities should enhance the teaching form of ideological and political education through diversified activity planning and vivid speech arts, so that students can be moved while appreciating the speech process and better learn and comprehend the theoretical knowledge of ideological and political theory, and achieve the moral education construction of college students' correct values and ideas. In addition, by showcasing from the perspective of the youth group and selecting hot topics among young people, it can effectively avoid students' stereotyped impressions of ideological and political education, enrich the content output of ideological and political education, and cultivate new high-quality talents with good political literacy and values in the new era.

3. Challenges and opportunities in dual-driven development

3.1 Challenges

In the present, the growing maturity of the new media industry and internet technology has brought both new opportunities and challenges to the work of ideological and political education in universities. The complex public opinion environment, fragmented information, and diverse ideologies invading the networked learning environment have created significant difficulties for ideological and political education work. Therefore, ideological and political education workers need to fully utilize emerging tools such as the internet and new media, understand the habits and ways that contemporary university students accept information, and develop new forms of ideological and political education that appeal to contemporary university students. This will significantly increase the difficulty of the work for ideological and political education workers.

In addition, as the social environment continues to change, the strict epidemic prevention and control requirements during the normalization of the epidemic have become a challenge that campus themed speech activities cannot ignore. According to the joint requirements and contingency guidelines for epidemic prevention and control for various offline activities by the Ministry of Commerce, the Ministry of Public Security, and the National Health Commission, all activities must be conducted scientifically, steadily, safely and orderly under the normalization of epidemic prevention and control conditions. As a public gathering activity, campus themed speech activities need to strictly comply with the epidemic prevention and control guidelines and policy requirements in different regions and at different times when planning the entire event. This imposes extremely high requirements on the planning and design of the activity. In the planning process, multi-level and multi-dimensional considerations need to be taken into account, including site selection, on-site layout, personnel arrangement, epidemic prevention measures, and pre-design of on-site emergency plans. At the same time, it is also necessary to ensure the overall presentation effect of the activity.

In summary, the development of new media and internet technology, as well as the epidemic prevention and control requirements in the context of epidemic normalization, have brought new challenges to ideological and political education and themed speech activities in universities. Faced with these challenges, university counselors need to closely combine the background of the times and the characteristics of the university student population, innovate work methods and means, continuously improve their professional literacy and work ability, and make positive contributions to the development of ideological and political education and themed speech activities in universities.

3.2 Opportunities

In the era of all-media, with the rapid development of digital information technology, continuous improvement of internet technology, and epoch-making development of science and technology, the new media industry is growing and prospering rapidly. This allows for theme-based speech activities to establish interactive channels with the audience through multiple channels of dissemination, amidst the frequent stimulation of massive information. This multimedia and all-media mode of communication can induce interest in the audience towards the activities and even stimulate them to contemplate the activities' meaning, promoting the audience's sustained attention to the activities, and expanding the activities' radiation scope. This ultimately achieves the value output of "stereoscopic" theme-based speech activities and creates a more excellent educational effect.

In addition, with the continuous iteration of the live broadcasting industry and the arrival of the live 3.0 era, the application scenarios of live broadcasting have become more diversified. With the maturity of the live broadcasting industry, live broadcasting has widely penetrated into various industry fields. In 2020, the impact of the COVID-19 pandemic attempted to transfer offline scenarios to online, which also gave rise to and stimulated the growth of the "home economy," accelerating the development of the live broadcasting industry. Using the advantages of the live 3.0 era, through online live broadcast rooms, the limitations of offline speech activities can be further overcome, and the audience range and influence of the speech activities can be expanded, providing audiences with more choices to participate in activities. At the same time, through a thematic and content design with depth, the ideological and political education effect of the theme-based speech activities can also be better exerted.

In summary, in response to these trends and opportunities, theme speech activities can leverage the advantages of multimedia, omni-media dissemination, and the era of live streaming 3.0, and fully utilize the characteristics of new media in the design and implementation process. This can strengthen interaction with the audience, enhance the educational effect of speech activities, and further expand the scope of influence and audience base of the speech activities.

4. Analysis of case studies in dual-driven development

The practical project studied in this paper originated from the school-enterprise cooperation project "Activity Laboratory", which lasted for five sessions. It was jointly developed by Beijing UnionLink Information Technology Co., Ltd. and a total of 113 universities across the country, and was initiated by "EL Activity Laboratory" WeChat public account and the Practice Teaching Promotion Center of China Exhibition Economy Research Association. The project, in the form of school-enterprise cooperation, designed and built the campus theme speech activity IP platform "Ten In Ten Talk". With the strong professional background and resource exchange of the enterprise mentor team, the project planned and operated activities through scientific research and the use of new media platforms such as professional community official TikTok accounts and official Bilibili live rooms. The entire activity was implemented and promoted in stages, and the overall communication plan was divided into invitation period, warm-up period, execution period, and continuous period, with information outputted in stages. The entire communication relied on online social platforms such as TikTok, Bilibili, Weibo, and WeChat public accounts, combining online and offline approaches, releasing information related to the theme speech activities, and deeply cultivating the catalyst habits of young people. It made full use of the popular online communities and active platforms of young people today, and set up Weibo super topics and online short video submission contests to trigger public and private discussions among young people, inducing the audience to think about the theme of the event. At the same time, a large amount of content output during the event ignited communication heat, promoted secondary communication interactions, and tracked the execution of the event to increase exposure.

This study took 147 college student viewers who participated in the theme speech activity as the research object, aiming to explore the effectiveness of a new full-media practice of campus theme speech activities for college students. To this end, we conducted a questionnaire survey of the audience and statistically analyzed the questionnaire data, obtaining some useful conclusions.

4.1 Sample analysis

The sample analysis reveals that females account for a high proportion of 65.5%, while males only make up 34.5%. Furthermore, undergraduates constitute the majority of the participants, with a percentage of 88.3%. In terms of academic year, the first and third years are the most represented, accounting for 37.4% and 33.3% respectively. Regarding monthly income, the highest proportion falls within the 1001-3000 bracket, at 75.4%, followed by the 0-1000 bracket, at 15.2%. As for internet usage time, C.3-5 hours and D.6-8 hours are the primary options, accounting for 31% and 32.7% respectively. Concerning watching online speeches, 29.2% of the respondents have the habit of frequently watching, 43.3% follow but are not interested, 11.7% would like to watch but do not have the opportunity, and 15.8% are not interested at all. In terms of annual viewing frequency, 62% of the respondents stated that they would watch 1-3 times a year. In monthly viewing frequency, 42.7% of the respondents stated that they would not watch, 30.4% would watch once, and 19.3% would watch twice. The time period between 18:00-20:00 is the most popular time to watch speeches, with a percentage of 31%.

4.2 Preferences of themes among college student audiences

Regarding the theme preferences of college student audiences, among the 147 college student audience members, the top three most popular topics were news topics (72.8%), cultural topics (68.7%), and workplace topics (64.6%), indicating that most college students are very concerned about their own development needs and future planning. In contrast, celebrity topics (43.5%) and entertainment topics (55.1%) are relatively less popular and only a few people are interested in them. This indicates that college students are more inclined to participate in high-quality, in-depth speech events in the hope of gaining more learning and inspiration, rather than simply engaging in leisure activities.

In conclusion, the survey results indicate that for college students participating in speech events, the choice and depth of theme content is crucial. Audiences are more interested in topics such as news, culture, and workplace, while topics related to celebrities and entertainment are relatively less popular. This reflects that college students are more concerned about their own growth and development, gaining more knowledge and experience through speech events, and ultimately realizing personal value enhancement.

4.3 Catalyst habits of college student audiences

In terms of the viewing habits of college student audiences, TikTok and Bilibili are the most commonly used platforms, with high frequencies of 81.3% and 60.8% respectively. This indicates that short-video platforms are the mainstream media platform for college students. Weibo and other broadcast-style social media platforms rank third with a usage frequency of 49.1%, while traditional video-on-demand platforms such as IQiyi and professional live streaming platforms like Douyu have relatively low viewing frequencies.

Furthermore, mobile devices are the most commonly used viewing devices for college student audiences, with a high frequency of 90.6%, far exceeding PC and tablet devices. This reflects the widespread use of instant messaging and mobile Internet technologies, which have a profound impact on the viewing habits of college student audiences.

In terms of the time periods during which audiences watch speech programs, college student audiences are mainly concentrated in three time periods: 12:00-14:00, 18:00-20:00, and 21:00-23:00. Among them, the viewing volume during 12:00-14:00 accounts for 15.8% of the total, the peak viewing volume during 18:00-20:00 reaches 31.0%, and the viewing volume during 21:00-23:00 also accounts for 24.6% of the total. This is mainly due to the special characteristics of the college student population. The viewing volume is low during class time and lunch break, while after 6:00 pm, students have sufficient leisure time, which leads to the peak viewing volume.

4.4 Analysis of reasons for college student audiences viewing

Table 1. Reasons for college student audience viewing

Questions	Item				
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Personal charm of host/guest attracts me, I would watch any program featuring them	0.68%	0.68%	28.57%	36.05%	34.01%
Programs are available on the platforms I frequently use, making them convenient to watch	0.00%	0.68%	21.09%	40.14%	38.10%
Program content has depth and breadth	0.00%	0.00%	20.41%	39.46%	40.14%
Program content is unique and interesting	0.00%	0.00%	19.05%	39.46%	41.50%
Programs align with my personal interests	0.00%	0.00%	19.73%	42.18%	38.10%
Watching programs feels like learning and broadening my horizons	0.00%	0.00%	19.05%	42.18%	38.78%
Watching programs helps me stay up-to-date and knowledgeable	0.00%	0.68%	18.37%	42.86%	38.10%
Watching programs helps pass the time	1.4%	4.1%	24.5%	34.0%	36.1%
Programs provide insights into lesser-known celebrity gossip	0.00%	2.72%	22.45%	37.41%	37.41%

According to Table 1, it can be seen that when selecting programs to watch, viewers pay attention to the quality of the program content and the convenience of watching. Specifically, viewers consider program content to be unique, interesting, with depth and breadth, and can learn knowledge and broaden their horizons through watching, etc. These aspects are considered very important. In addition, viewers also hope to be able to easily watch their favorite programs on the platform they are using. The viewers' attention to the personal charm and gossip of the guests is relatively low.

Therefore, for those who produce and distribute programs, it is necessary to focus on innovative content and quality improvement of the programs, meet viewers' needs for program content depth, breadth, uniqueness, and interestingness, while considering the convenience of viewers watching the programs. Additionally, the personal charm and gossip of guests can be used as additional elements of the program content, but should not be the main factor for attracting viewers.

4.5 Analysis of the effectiveness of a full-media platform for campus-themed speeches

Based on the final data from practical cases, the Bilibili live stream attracted 500 viewers and generated over 203 comments. The platform gained 20 new fans, and the live interaction rate reached 108%, with a play-to-follower ratio of 89.47%. Additionally, according to the analysis of the Feigua data platform, the Feigua index reached 145.8. During the TikTok live interview sessions held throughout the event, the number of online viewers reached 2215, with a total of 9524 likes, a 110% interaction rate, 36 comments, and 20 gifts. The noise level in the live stream peaked at 321.

Two live streams were set up during the event and the continuation phase, both of which were successful in achieving their expected results and attracting a large number of fans. The presented data indicates that this event achieved significant success on the live streaming platform, providing valuable experience and reference for similar activities in the future.

Table 2. Reading and likes of promotion on various media

Promotion Medium	Reading Volume	Likes
Promotional videos on TikTok	8947	626
Hashtag #BreakingThroughYouth	11000	-
Articles on Official WeChat Account	412	316
"Breaking Through Youth" fan group on Sina Weibo	53000	474

According to Table 2, the current campaign has achieved remarkable results in media promotion. On the TikTok platform, a total of 7 promotional videos were released, with a cumulative viewing of 8,947 and 626 likes. Moreover, the "# Breaking Through Youth " hashtag reached a total of 11,000 views. On the " Breaking Through Youth " Weibo super topic, the cumulative reading volume reached 53,000, with 474 likes and attracting 83 new followers, generating 153 posts. In addition, the related articles on the WeChat official account received 412 views and 316 likes. The effective combination of full-media promotion has brought good program presentation effects and increased popularity to this campaign, making it a very successful promotional attempt.

4.6 Analysis of interaction experience evaluation of college student audience

The overall satisfaction level of the audience with the interactive activities in this study is relatively high. The satisfaction levels for post-program comments, barrage discussions, sharing/reposting, and Weibo interactions are 38.10%, 37.41%, 38.10%, and 38.78%, respectively. Although the satisfaction levels for these interactive activities are not as high as those mentioned earlier, they have all been recognized by the audience. In addition, the audience has the highest satisfaction level for the behind-the-scenes interactive activities, reaching 39.5%, indicating that the audience is very interested in understanding the behind-the-scenes and participating more deeply in the activities. Overall, the satisfaction level for interactive activities such as voting, liking or disliking, and behind-the-scenes interaction is relatively high, indicating that the audience is very concerned about their participation and status in the activities. This is also the key to improving the interactive experience of the activities.

5. Suggestions for implementing the dual-driven development strategy

After comprehensive analysis of the above data, it can be observed that in the context of the era of all-media, the design of campus speech activities should adhere to the principle of "content is king", which means that it should start with the themes that college students are concerned about and be closely related to their development needs. In the design of activity content, both uniqueness and

interest should be considered while taking into account the media habits and living characteristics of contemporary college students. In addition, activity planners should make full use of social media platforms, such as short video platforms and Weibo, to expand the scope of activity influence.

In the program design of activities, attention should be paid to interaction with the audience, and the audience's sense of participation in the activity should be effectively enhanced. In the promotion of activities, various new media platforms can be utilized for horizontal and vertical publicity, to form a multi-dimensional all-media promotion. Leveraging the advantages of live streaming 3.0, the activities can be presented on commonly used live platforms for college students, thus realizing the implementation of all-media campus speech activities. By implementing these strategies, the audience's demands for activities can be better met, and the interactivity and participation of activities can be enhanced, thereby achieving the successful implementation of all-media campus speech activities. For specific recommendations, please refer to the following contents.

5.1 Expanding the comprehensive media platform for campus themed speeches

In the context of the digital media era, the overall design of campus speeches should follow the principle of "content is king." The activities should be based on topics that interest college students and aligned with their developmental needs. To meet the media habits and lifestyle characteristics of contemporary college students, the design of the activities should be unique and interesting, while also emphasizing interaction with the audience to enhance their sense of participation. Social media platforms such as short video and Weibo should be fully utilized to expand the influence of the activities.

In the process of disseminating the activities, various new media platforms should be fully utilized, and a comprehensive multi-platform approach should be adopted to create a three-dimensional all-media publicity. Leveraging the advantages of live streaming 3.0, the activities can be presented on popular live streaming platforms for college students to achieve the comprehensive development of all-media campus speeches.

By integrating media platforms, live streaming technology, and campus speeches, the overall expansion of campus theme speeches across various media platforms can be realized, creating a virtuous cycle of activities, content, and products for a win-win new communication model. Hosting speech events can generate a large amount of content, and the events themselves can also attract a considerable amount of traffic. This two-way feedback of traffic can strengthen the platform's brand influence and recognition as a media outlet. Inviting student celebrities, expert opinion leaders (KOLs), and other notable guests to participate in the activities can not only attract more users but also enhance the visibility and brand influence of the events. Through this approach, the campus speech activities can achieve a virtuous cycle between content, activities, and products, thus realizing the goal of multi-party win-win.

5.2 Development of campus themed live speeches 3.0

With the advent of the live streaming 3.0 era, the "live+ " model has further released the industry's value and innovated the content form of ideological and political education. The "live+" model advocated by this campus speech practice activity integrates the new form generated by innovative forms, and its core no longer relies on a single live broadcast form. Instead, it combines live broadcast with various verified successful entertainment and media forms and uses live broadcast as a media dissemination channel. Therefore, compared with pure live broadcast, the "live+" model has more diversified forms of expression, is more scenario-based and life-like, has deeper content, and correspondingly higher quality. Compared to traditional campus speeches, the immediate nature of live broadcasting can increase the program's sense of being on the scene, allowing student users to have more interactive presence and affinity.

As the live streaming industry gradually matures, live broadcasting will fully penetrate various vertical fields. With the development of 5G and the Internet of Things, there is still great potential for content mining in industry vertical subdivisions. "Live+" will expand to more fields through

innovative live content forms, injecting new vitality into the development of the education industry, providing new choices and directions, and outputting higher-quality content to bring more possibilities for extracurricular ideological and political education.

At the same time, campus-themed live speeches enable student users to learn knowledge through live streaming, which is similar to attending classes. Through live broadcast mode, they can interact with other learning users and anchors in real time, and use new interactive forms to attract student users to accept knowledge. Student users have a high learning stickiness, and while watching campus speech live broadcasts, they also tend to communicate with people who share similar interests in interest groups. Campus speech live programs have great potential and are conducive to dissemination on social and other communication platforms, and with its high-quality content, it can attract traffic and strengthen fan stickiness, ultimately benefiting the formation of brand and promoting the formation of ideological and political education IP. In addition, the event utilizes the celebrity effect to help student users understand their interested fields, breaking down the knowledge barriers between student users and celebrities or experts, which is beneficial for the dissemination of knowledge and narrowing the distance between them.

5.3 Innovative ways of ideological and political education in the era of all-media

With the arrival of the era of Live Streaming 3.0, "Live Streaming +" has further released the industry's value and innovated the form of ideological and political education content. The "Live Streaming +" mode advocated by this campus speech practice activity aggregates the new modes generated by innovative forms. Its core no longer relies on a single form of live streaming, but combines live streaming with various successful validated entertainment and media forms, using live streaming as a channel for media communication. Therefore, compared with pure live streaming, the "Live Streaming +" mode has more diversified forms of expression, more scene-oriented and life-oriented, deeper content, and correspondingly higher quality. Compared with traditional campus speeches, the real-time nature of live streaming can increase the immediacy of the program, allowing student users to have more interactive presence and affinity.

Against the background of the gradual maturity of the live streaming industry, live streaming will fully penetrate various vertical fields. With the development of 5G and the Internet of Things, there is still great potential for content mining in the vertical segmentation of the industry. "Live Streaming +" expands to more fields through innovative forms of live streaming content, injecting new vitality into the development of education, providing new choices and directions, and delivering higher quality content to extracurricular ideological and political education.

At the same time, campus-themed speech live streaming allows student users to learn knowledge through live streaming, which is similar to attending classes, and interact in real-time with other learning users and broadcasters through the live streaming mode. With the help of new interactive forms, student users are attracted to accept knowledge. Student users have a high stickiness to learning, and while watching campus speech live streaming, they also tend to communicate with like-minded people in interest groups. Campus speech live streaming programs have great potential and are helpful for dissemination on social and other communication platforms, attracting traffic and strengthening fan stickiness, and ultimately contributing to branding and the formation of ideological and political education IP.

At the same time, the activity uses the celebrity effect to help student users understand their interested fields, breaking down the knowledge barriers between student users and celebrities/experts, and facilitating the popularization of knowledge and the narrowing of distances.

Campus speech live streaming can bring high-quality content, the sharing of current events and the dissemination of new knowledge to young students, which is conducive to arousing resonance with student users in the spiritual dimension, establishing long-term interactive relationships, and realizing more value in this process. At the same time, the new ideological and political education mode of campus-enterprise cooperation, through campus-enterprise cooperation and operation, is conducive to fully realizing accurate resource integration, branding of education, and strengthening

the brand influence of the expansion platform enterprise. In this way, live streaming activities can not only provide valuable content and interactive experiences for student users but also bring more exposure and brand value enhancement for the brand side. Moreover, the live streaming activity integrates the brand value concept into the content through online live streaming, enabling the brand side to obtain traffic at a lower cost. The non-space-constrained live streaming activity is more intuitive and real in front of the audience, which is conducive to increasing the brand exposure and strengthening the brand's value and influence.

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