

# Creating a digital media ecosystem in political theory education for Vietnamese students

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● **Abstract:** Political theory education for students plays a crucial role in preparing high-quality human resources. This article discusses the digital media ecosystem in political theory education for students, clarifying its structure, requirements, current situation, and proposing solutions to create a digital media ecosystem for political theory education for Vietnamese students today.

● **Keywords:** digital media ecosystem; digital transformation; political theory education; Vietnamese students.

## 1. Introduction

Industrial Revolution 4.0 has brought about profound transformations in all aspects of life. Media is one of the fields most visibly affected. Digital media is both a product of and a vivid reflection of this revolution, exerting a significant impact on every sphere of social life. Digital media not only changes the way people access and process information but is also reshaping how individuals connect, communicate, and interact within society, including in the field of education.

Political theory education for students is one of the important tasks in the Party's ideological work, contributing to the training of high-quality human resources to serve the cause of national construction. One of the aspects emphasized in the Draft documents submitted to the 14<sup>th</sup> National Party Congress is the requirement to “pay more attention to the education of ethics, personality, creative capacity and core values, especially the education of patriotism, national pride, national self-respect, national traditions and history, and social responsibility for all strata of people, especially the younger generations; preserve and promote the beautiful national cultural identity of the Vietnamese people; awaken the aspiration for a prosperous and happy country and firmly protect the socialist Vietnamese Fatherland”<sup>(1)</sup>. The work of political theory education for the younger generations in general, and for students in particular, plays an important role in the process of building human resources for the revolutionary cause of our country.

In the digital age, education in general, and political theory education in particular, is inseparable from the digital media environment. The conditions and demands of the digital media context require a comprehensive reform of political theory education for students. At the same time, the high demands of political theory education for students also require the development of a digital media ecosystem. Therefore, creating a digital media ecosystem is both a condition for the development of political theory education for students and an urgent requirement for political theory education in our country in the current context.

## **2. Content**

### ***2.1. The structure of the digital media ecosystem in political theory education for Vietnamese students***

A media ecosystem is a concept referring to a complex network encompassing elements involved in the production, transmission, reception, and interaction of information, as well as the relationships between them, creating a continuous flow of information in society. The digital media ecosystem in political theory education is a complex environment where political theory education activities take place.

Structurally, the digital media ecosystem in political theory education is composed of elements such as: digital media actors in political theory education, digital content on political theory, digital technology platforms, and the management and operational mechanisms of the communication process for political theory education for students. Each element has its own characteristics and requirements.

*Firstly*, digital media actors in political theory education. These actors are organizations and individuals with the authority and responsibility to directly or indirectly participate in the process of political theory education. They include those who direct and implement the transmission of political theory information to shape students' political awareness, beliefs, and revolutionary actions. Within the digital media ecosystem, these actors need digital thinking and digital capabilities within their respective fields of activity.

The Communist Party of Vietnam plays the highest leadership and guidance role, determining the guidelines, viewpoints, goals, and content of political theory education and communication; the State plays the role of managing and ensuring the uniformity, systematization, and quality of political education and communication through the development and promulgation of policies, regulations, and programs; the Central Propaganda and Mass Mobilization Department, along with other agencies, advises and directs the work of political theory education and communication for students in universities and colleges. The thinking and leadership capacity of the team in directing, managing, and operating political theory education and communication in the digital age determine the success of the digital media ecosystem in political theory education for students.

The direct implementation and deployment of political theory education for students is carried out by colleges, universities, and academies. The role and digital capabilities of this group are demonstrated through a series of activities such as developing plans, organizing online teaching of political theory courses, and conducting political orientation sessions at the beginning and end of the academic year for students. Political theory

lecturers play a crucial role. They are the ones who directly convey knowledge, inspire, and cultivate students' political beliefs. Their digital capabilities are revealed through the creation of digital content in teaching, data digitization, and the ability to utilize digital data for teaching, testing, and evaluation.

In the digital age, mainstream media platforms play a crucial role in disseminating messages and shaping public opinion to provide knowledge, establish political attitudes, and regulate the political behaviour of the public, including students. Social media, with its diverse and abundant forms, is increasingly developing and having a growing impact on the emotions, perceptions, and attitudes of students. Everyone can participate in social media and be a communicator on it. Therefore, social media is a collection of diverse and complex entities in terms of education, attitudes, and socio-political viewpoints. Social media conveys diverse, multi-faceted, and complex information, both accurate and inaccurate, positive and negative messages, and aims at both constructive and subversive purposes.

*Secondly*, the target audience for political theory education and communication, as well as the recipients and processors of this information, are university and college students. Their common characteristics include being young, sensitive, emotional, dynamic, receptive to new information, and eager to express themselves. However, they are also a group in the process of developing their political character, social values, and political resolve, making them easily influenced and prone to change. In the digital environment, students often proactively access modern forms of communication, preferring concise and interactive message delivery, and tend to react negatively to rigid, structured forms of instruction and imposed education.

Students are both the target and the subject of political theory education. Self-education is one of the effective methods of political theory education in the current context. The advantages of an open educational environment lifelong learning, and the development of information and supporting means, technologies, and equipment enable students to improve their knowledge, awareness, attitudes, and political behaviour. Of course, even with the necessary socio-psychological conditions to be a subject of self-education, the complexity of the current socio-political environment still requires certain guidance and protection to help students stay safe and actively participate in their role as subjects.

Besides their role as subjects of self-education in political theory, students are also active participants in media, especially social media. Participating in social media is an essential need for students in Vietnam. Moreover, students participate in many social networks and frequently express their needs and attitudes online, including expressing emotions and political views. Information spreads quickly because students can easily make friends and have a wide network of relationships on social media. This is also a favourable information environment that meets students' needs for creativity and self-expression. Many students are content creators on social media.

*Thirdly*, content of political theory education media for students. The fundamental contents of Marxism-Leninism, Ho Chi Minh Thought, the values of national independence and socialism, democratic values, justice, compassion, and internationalism; the history, culture, and traditional values of the nation, the glorious history of the Communist Party of Vietnam;

ethics, lifestyle, personality, and political culture... are the basic contents in the current political theory education communication. In addition, communication about the Party's guidelines and policies, and the State's policies, helps students understand the direction of national development as well as the role and responsibilities of students and young intellectuals in the revolutionary cause. This is an important message that needs to be conveyed in political theory education. The context of the information explosion necessitates that educational media provide content to guide public opinion on sensitive events, and content on methods of combating false, distorted, and subversive information from hostile forces. It can be seen that the content of political theory education for students covers broad aspects, encompassing both constructive and counter-political measures.

*Fourthly*, communication technology and digital media platforms. Media technology encompasses tools, software, AI, and algorithms that support the production, analysis, distribution, and management of media content. Current digital media technologies include AI, big data, VR/AR, graphics technology, simulation software, and more, all used in communication activities.

Digital media platforms are channels, means, environments, and tools for disseminating and spreading political theory education information to students. Examples of digital media platforms include online newspapers and multimedia, where information on diverse socio-political issues is disseminated quickly and widely. Electronic portals and websites are channels for transmitting accurate and systematic information, making it easy for students to access and use them for information retrieval, self-study, and research on political theory. Social media is an effective platform for posting messages and creating multi-directional interaction in political theory education. The online space and digital communities are places where students can build relationships to learn together, spread, and share political and social information. Political and social activities are also implemented, mobilizing students through various forms such as clubs and online forums. Popular online political theory teaching and learning platforms like Google Classroom and Teams facilitate political theory education and learning anytime, anywhere, easily, vividly, and effectively. Each platform takes a different position, role, and advantage in communicating political theory education to students.

*Fifthly*, the management element of digital media in political theory education includes a system of viewpoints, policies, regulations, standards, and operational mechanisms of the Party, the State, the Ministry of Education and Training, and universities and colleges, aimed at guiding, implementing, inspecting, and supervising digital media in political theory education for students. In other words, the management element establishes the operation and connection of elements in digital media, ensuring that digital media and digital education activities are safe, effective, and on the right track.

The subjects, objects, content, technology, and platforms of digital media, along with governance factors, create a multifaceted and multi-layered structure within the digital media ecosystem for political theory education for students. Each component of this digital media ecosystem has its own position and role, but they are interconnected, interdependent, and

strongly influence and determine the effectiveness of political theory education for students in universities and colleges in Vietnam today.

## ***2.2. Current situation of creating a digital media ecosystem in political theory education for students***

Digital transformation in general, and digital transformation in political theory education communication in particular, has received attention and guidance from the Party and the State. Since the 13<sup>th</sup> National Party Congress, the concept of “digital transformation” has been defined in the national development orientation to 2030, with a vision to 2045. To date, the digital media ecosystem in political theory education has fully developed its basic components. The digital media ecosystem for political theory education for students in Vietnam has achieved initial successes in each of its components.

*Firstly*, regarding the understanding of digital transformation in education, it is a comprehensive process encompassing content, methods, and operational models. The requirement to develop a digital ecosystem in education in general, and political theory education in particular, is clearly defined and directed, reflecting the strategic vision of the Party and the State. The roles of the State, the media, universities, colleges, and students in communicating political theory education have been enhanced and achieved certain successes. The digital communication capacity of media outlets, educational entities, and students is constantly improving. The development of information technology and the internet has created a modern digital infrastructure. Advanced technology platforms, multi-platform interoperability, integration of AI, and big data allow for a rapid increase in users and fast, seamless, and convenient access.

In terms of content, political theory information is digitized and updated promptly, reflecting fundamental accuracy, and presented in an engaging, modern, and more accessible format for students on multimedia platforms. The system of electronic lectures, learning materials, and open libraries is gradually being improved. Political theory education in the digital ecosystem has become less rigid and prescriptive. Students are also actively and proactively seeking and sharing information on political theory.

In terms of operation and organization, the political theory education media system has initially operated smoothly, with content delivered regularly and professionally. Training institutions have established their own media management systems. Many schools have developed and issued specific regulations on online teaching and learning of political theory, on online behaviour in general, and on responding to political issues in particular. In particular, the management of political media risks has been relatively good. Basically, no major crises have occurred in political theory education communication at universities and colleges.

Despite successes, many shortcomings remain in developing the digital media ecosystem. First and foremost is the lack of uniformity in awareness and action among management levels, university training institutions, and faculty regarding the role and necessity of developing a digital media ecosystem today. The majority of stakeholders only consider digital transformation important or simply recognize the significance of applying and using

management software and technology in political theory education, without acknowledging the role of digital media within its overall ecosystem.

Technological infrastructure and digital resources in general, and digital political theory resources in particular, have not yet met the requirements of political theory education. Digital learning materials systems, digital libraries, etc., are still under construction. The speed and quality of these systems are still limited.

The digital capabilities, digital media, and digital education of stakeholders have not met the requirements. This is due to a slow shift in thinking and capacity development from traditional to digital education. Specifically, many lecturers in political theory are still weak in designing digital lectures and managing online classes. This reflects a lack of holistic understanding of the development of the digital media ecosystem and its contribution to improving the effectiveness of political theory education among leaders of educational institutions, agencies, and departments. The digital capabilities and political acumen of students in accessing, receiving, and processing political theory information on digital platforms remain low. These limitations in the capabilities of both stakeholders and target audiences are major obstacles in building a digital media ecosystem for political theory education today.

Furthermore, the legal framework remains an urgent issue requiring resolution. Policies for building a new ecosystem are still in their initial stages, and regulations and rules for communication activities as well as political theory education still have many gaps and are not sufficiently rigorous. For example, the management of online learning, the assessment of educational quality, lecturers, and students through digital platforms, and the mechanisms and sanctions for managing and handling political media issues are not yet strong enough. The digital media ecosystem in political theory education lacks harmonious integration and synchronized operation among its constituent elements.

### ***2.3. Solutions for building a digital media ecosystem in political theory education for students***

*Firstly*, it is crucial to recognize the urgency of building a digital media ecosystem for political theory education. Creating a digital media ecosystem is an objective trend, consistent with the national digital transformation strategy and the Party and State's policies and guidelines (such as the national digital transformation program until 2030, the policy of digitizing education, etc.). Digital transformation is both a driving force, a condition, and a requirement for improving the effectiveness of political theory education for students.

*Secondly*, develop technical infrastructure, technology platforms, and digital media channels. Technological infrastructure is a prerequisite for building a digital media ecosystem in political theory education for students. Therefore, investment in upgrading network infrastructure and data centers is necessary to ensure strong bandwidth, high speed, and stability for the production and distribution of political theory content. The technical infrastructure and technological platform must ensure integration and scalability, allowing compatibility with multiple technology standards, platforms, channels, and systems, and the ability to expand the digital media ecosystem.

Furthermore, it is an urgent need to develop and perfect a digital platform for learning political theory. This includes promptly establishing a system of online political theory lectures, innovating teaching methods and forms, and improving assessment of political theory subjects using digital technology. A data center for storing digital learning materials needs to be built, equipped with specialized equipment and smart classrooms to facilitate the creation of digital content and the learning and exchange of political theory, serving the purpose of political theory education and communication for students.

Continuously optimize and diversify the media channels of media agencies, universities, and colleges. At the same time, maximize the advantages of the personal information channels of media professionals, political theory lecturers, and students. Develop and effectively utilize internal media channels and social media in political theory education for students.

*Thirdly*, develop the capacity of both the media and educational stakeholders - students - in both digital and political theory competencies. Each group of stakeholders needs to enhance their digital capabilities in accordance with their roles and responsibilities. Specifically, the Party, the State, and relevant agencies need to improve their capacity to direct and implement strategies and plans for developing the digital media ecosystem in political theory education. For political theory lecturers, specialized digital skills training programs should be implemented, such as using digital platforms, designing e-learning lectures, and using AI in teaching. Programs to train lecturers need to be structured at various levels, from basic to advanced, from awareness-raising classes to skills training classes. It is necessary to identify and train core personnel in digital transformation, build a team for technology transfer, and provide technical support in political theory education for students.

Media staff need to develop their digital media and political theory education capabilities to help them convey political theory information accurately and effectively. To achieve this, in addition to digital training courses, it is necessary to equip media officials with a handbook on political theory. Simultaneously, training courses should be organized on Marxism-Leninism, Ho Chi Minh Thought, the Party's viewpoints and policies, and updated on domestic and international political and social situations.

It is necessary for students to develop digital thinking and digital skills. To achieve this, it is essential to organize discussions and seminars on the context and requirements of studying political theory and cultivating ethics, lifestyle, and work style in the digital environment. Students need to be equipped with skills to apply and utilize AI in studying political theory and creating digital content. Their capacity to collect, process, and ensure information security in the digital environment should be enhanced. Simultaneously, students need to develop digital thinking and critical thinking, improving their ability to identify and respond appropriately to fake news and information that undermines the Party, the State, and the revolutionary cause. Short-term training courses should be implemented or integrated into the curriculum to help students become more active, proactive, and highly effective in both their roles as subjects of political theory education and as media actors in the digital ecosystem.

*Fourthly*, ensure transparency, sustainability, safety, and effectiveness in the governance of the digital media ecosystem for political theory education. Regarding content management, standardize the process of producing digital content on political theory, and strictly control the dissemination of political theory information to maximize the accuracy of information. Regarding technology management, standardizing and effectively managing data infrastructure, and standardizing network security and safety within the current digital media ecosystem for political theory education. Establish a smooth, unified, synchronized, and responsive coordination and operating system. The operating system should be built by universities, colleges, the Ministry of Education and Training, and relevant functional agencies. One aspect of governing the digital media ecosystem for political theory education is developing a risk management process. Therefore, it is necessary to issue a code of conduct for political theory communication, establish a rapid response process when negative information emerges, and build a coordination mechanism for handling undesirable issues in digital political communication.

*Fifthly*, building a digital political culture is an urgent requirement in creating and developing a digital ecosystem for political theory education for Vietnamese students today. Digital political culture is a system of recognized values that becomes a political norm in the digital environment. It regulates and governs how political information is received, attitudes, interactions, and critiques are made, as well as the creation and dissemination of political information in cyberspace. These value norms are significant for both the subjects and objects of political theory education communication. Building a digital political culture is an urgent requirement and should be carried out simultaneously with the creation of a digital media ecosystem for political theory education for Vietnamese students today.

### 3. Conclusion

In the context of developing digital technology and media, the need to enhance the effectiveness of political theory education for Vietnamese students poses new demands. Creating a digital media ecosystem for political theory education for students is an urgent task. This process requires a thorough understanding of the structure of this digital media ecosystem and the synchronized implementation of solutions to create and promote it, thereby enhancing the effectiveness of political theory education for Vietnamese students today ■

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#### ● Endnotes:

CPV: *Draft Report summarizing some theoretical and practical issues on the socialist-oriented renovating process in Vietnam over the past 40 years*, Hanoi, 2025, p. 26.