



## Research on the Risks and Countermeasures of Online Hollow Tree Intervention in College Ideological and Political Education under the Background of “Five Educations” Initiative

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### Abstract

With the advancement of the “Five Educations” framework in the college’s ideological and political education, the most important aspect is to put it into practice effectively. This study examines the new phenomenon of the “Online Hollow Tree” characterized by anonymity, accessibility, and openness. Under the background of modern higher education, this study explores the multi-dimensions of the Online Hollow Tree so as to identify the potential value and risks of such educational resources. Through the mixed methods of quantitative survey data and qualitative interview analysis, this study examines the platform dynamics comprehensively. This research identifies the risks and proposes effective mechanisms to construct a multi-risk assessment framework, which is integrated with communication theory, educational psychology, and network sociology. This research puts forward a “Three-Sphere Integrated Strategy,” which combines value guidance and new-type teaching methods to mitigate the potential risks. It also incorporates technological safeguards, teaching innovation, and institutional mechanisms to jointly construct a comprehensive system of risk management. Therefore, it addresses the present challenges and satisfies the needs of long-term sustainable development. The Online Hollow Tree extends the channels of education and improves the students’ willingness to express themselves. However, to fully realize the benefits, the study argues that the negative impacts of education must be carefully controlled and measures implemented for individual student needs.

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### 1. Introduction

#### 1.1. Overview of the Background of “Five Educations”

The framework of “Five Educations” implies that China’s education reform has stepped into a stage of holistic improvement. This key policy, advocated by current educational initiatives, represents fundamental shifts from a single focus on academic grades to the comprehensive development of students. This approach acknowledges the interrelationships among moral, intellectual, physical, aesthetic, and labor education. Therefore, this concept emphasises the significance of “Five Educations” as an integrated model and the supportive educational environment for talent cultivation.

“Five Educations,” referring to morality, intellect, physical development, aesthetics, and labor, are not independent categories but an organically unified system that must be pursued simultaneously and cohesively integrated to cultivate fully rounded socialist builders and successors<sup>[1]</sup>. The “Five Educations” play distinct yet interrelated roles in students’ growth: moral education is the ethical foundation; intellectual education enhances cognitive ability; physical education promotes students’ health; aesthetic education cultivates the ability to appreciate and create beauty; and labor education teaches students practical skills and respect for work.

Universities and colleges play a crucial role in talent cultivation, primarily by shaping students' outlook on life and ideals. They advocate that students should be guided through ideological and political education. The campus environment is critical for students transitioning from adolescence to adulthood, as it significantly influences their behavior. Their values and beliefs are formed through social interaction and educational experiences. Under this paradigm, college ideological and political education must integrate multi-level educational resources to promote the comprehensive and multifaceted development of students. To secure students' engagement and sustained communication, and effectively meet institutional, individual, and social development needs, this approach requires collaboration among various administrative departments, educators, and support services. Combining art majors with ideological and political education can effectively promote the integration of ideological and political elements into the curriculum. It provides a new approach to bridge the gap between traditional ideological and political education and professional education. Such dual-focus educational challenges highlight differences in teaching philosophies and professional skill development, aimed at connecting campus learning with societal demands. Integrating the themes of ideological and political education into major-based education enables educators to design relevant and engaging learning experiences. This aligns with students' career aspirations while achieving broader educational goals, equipping students with the skills needed in a complex social environment.

### **1.2. The Significance of Online Hollow Tree Intervention in Ideological and Political Education**

The Online Hollow Tree has become a new form of communication among students. Originating as anonymous platforms for sharing secrets, these spaces have evolved into complex digital communities. They facilitate daily interaction both within China and globally. The social model of anonymous confession and emotional resonance provides students with an opportunity to discuss their needs and relieve stress. Computer-mediated communication allows users to engage in selective self-presentation, creating idealised impressions that may foster greater intimacy than achievable in face-to-face interaction—a dynamic especially prominent on anonymous educational platforms<sup>[2]</sup>. Such platforms help reduce social anxiety through psychological mechanisms and anonymous self-disclosure. Students can discuss sensitive topics without fear of social judgment or official criticism. By constructing a three-dimensional model of mutual collaboration, curriculum integration, and quality assurance systems, the fragmented issues within the traditional “Five Educations” can be addressed within a unified theoretical framework and practical paradigm. It emphasises strengthened partnerships between institutions, technology providers, and community members. This system connects students with informal learning environments. Digital e-learning platforms integrated into ideological and political education significantly improve Chinese university students' academic motivation and performance, demonstrating the transformative potential of technology-enhanced educational interventions<sup>[3]</sup>.

In addition, the Online Hollow Tree is increasingly regarded as an important space for college ideological and political education, benefiting from its unique characteristics of anonymity and openness. The tension between anonymity and transparency creates a distinctive opportunity for students to express themselves freely. At the same time, through peer support and institutional supervision, students can address problems without restricting legitimate self-expression.

Under the framework of the “Five Educations,” college ideological and political education faces the urgent challenge of meeting students' real needs and improving educational effectiveness. In the digital age, students' needs have changed dramatically. Therefore, educators must adjust teaching methods to meet current expectations for communication, participation, and personal development. These changes are driven by technological advancement and evolving social norms. The intervention of the Online Hollow Tree offers a new perspective for this field. The intervention strategy represents an innovative approach that works with existing student behaviors rather than attempting to replace them with traditional institutional methods. These platforms naturally coexist with digital culture and form an important part of students' social lives. By understanding and utilising these platforms, educators can build closer connections with students and their living environments. This approach will foster more meaningful educational interaction and constructive value formation, consistent with students' communication habits and information-processing patterns.

### **1.3. Research Status at Home and Abroad**

The development of information technology and anonymous communication platforms across the globe has created new opportunities for educational innovation. Social media worldwide has transformed communication, information searching, and identity formation. The growth of technology, information technology and anonymous communication platforms across the globe has created new opportunities for educational innovation. The social media of the world have changed communication, information searching and identity identification to adapt to the social dynamic and new digital culture. For educational institutions in Western countries, academics have constructed a comprehensive theoretical framework to study online Hollow Tree platforms.

College students' use of online social network sites, particularly Facebook, was strongly associated with the formation and maintenance of bridging social capital, suggesting that digital platforms serve as important infrastructure for students' social development and peer connection<sup>[4]</sup>. Academies in western countries have studied psychological, social, and educational aspects of online platforms. Each field has contributed important perspectives for understanding and shaping the technology, identity, and social behaviours associated with these platforms, given their complex roles, such as how technology influences personal identity formation and the impact of social behaviours on online interactions. The American author Smith has argued for the anonymity of social media. The development of technology, information technology and anonymous communication platforms across the globe has created new opportunities for educational innovation.

The social media of the world have changed communication and information searching and identity identification to adapt to the social dynamic and new digital culture. For educational institutions in Western countries, academics have constructed a comprehensive theoretical framework to study online Hollow Tree platforms. The academics from the western countries have studied psychological, social and educational cultivation. Every field has provided important perspectives to understand and form the technology, identification and social behaviours of running platforms. Regarding the complex issue, American author Smith has argued that the anonymity of social media, along with the development of information technology and anonymous communication platforms worldwide, has created new opportunities for educational innovation. Social media worldwide has transformed communication, information searching, and identity identification to better align with social dynamics and the new digital culture, leading to significant changes in how individuals interact and learn in educational settings, such as fostering collaborative learning environments and enhancing access to diverse educational resources.

For educational institutions in western countries, academics have constructed a comprehensive theoretical framework to study online hollow tree platforms. The academics from the western countries have studied psychological, social and educational cultivation. Every field has provided important perspectives to understand and form the technology, identification and social behaviours of running platforms. Regarding the complex issue, American author Smith has argued that the anonymity of social media, the advancement of technology, information technology, and anonymous communication platforms worldwide have created new opportunities for educational innovation. Social media worldwide has transformed communication, information searching, and identity identification to better align with social dynamics and the new digital culture, leading to significant changes in how individuals interact and learn in educational settings, such as fostering collaborative learning and enabling access to diverse resources and perspectives. For educational institutions in western countries, academics have constructed a comprehensive theoretical framework to study online hollow tree platforms. The academics from the western countries have studied psychological, social and educational cultivation. Every field has provided important perspectives to understand and form the technology, identification and social behaviours of running platforms. Regarding the complex issue of online interactions, American author Smith has argued that the anonymity of social media, along with the development of technology, information technology, and anonymous communication platforms worldwide, has created new opportunities for educational innovation. Social media worldwide has transformed communication, information searching, and identity identification to better align with social dynamics and the new digital culture. For educational institutions in western countries, academics have constructed a comprehensive theoretical framework to study online hollow tree platforms. Academics in Western countries have studied psychological, social, and educational development, with each field contributing important perspectives to understanding and shaping technology, identity, and social behaviour.

The educationist from Germany has pointed out that touchable information and privacy protection will make a balance through optimised calculation and considerate design. This balance is particularly important in an educational environment. Students will be exposed to personal information about their allergies, which is relevant to their academic development, psychological health and political orientation. This information needs to be protected strictly, preventing the misuse and unauthorized access of all platforms without permission, as unauthorised access could lead to discrimination or stigmatisation of students based on their allergies, psychological health, or political orientation, which reflects the apparent difference in making an appropriate educational strategy compared with Western countries.

## 2. Relevant Theories

### 2.1. Relevant Theories of Online Hollow Tree

Online hollow tree has become a new type of online communication space with the advent of the internet. Basically, it is a digital platform for users to receive anonymous psychological therapy and emotional expression. These platforms have become important cultural phenomena. In particular, digital technology has become an important part and necessary element in social media. Users usually prefer online interaction instead of face-to-face communication. There are three characteristics. First, these platforms provide anonymity to decrease social anxiety caused by individual exposure, especially when the content is related to psychological health, family problems and negatively influential political beliefs. An anonymous mechanism will create a free, expressive environment to minimise the interpersonal communication pressure in the real world by splitting users' identity and individuality. This depersonalisation effect will facilitate real expression, but it will be attributed to the anxiety about supervision, responsibility and potential harmful contents, including wrong information, online bullying and social turbulence. These contents probably would be suppressed in a face-to-face environment. This feature breaks through realistic limitation among users to truly show emotion and thoughts. Self-expression ability with no social outcomes might have a therapeutic function, but it also probably promotes destructive behaviours in face-to-face interaction because, in this condition, social regulation and supervision mechanisms will effectively stop the negative expressiveness. Furthermore, this function creates the community dynamic; users can find the similar experiences of others to decrease loneliness and provide companionship support that cannot be obtained in professional online psychology health service. The text, pictures and communication models provided by users can construct the multilevel remark effects to form the transformation internet of the personalisation information. This kind of structure is apparently different from traditional education. The accompanying study among users and support from the other companies will create new capability rather than integrate with the design from the institutions and authorities that are merely disconnected from students' lives and needs.

Users can complete information exchange through mobile devices quickly to satisfy the needs of modern people to

express instant emotional release to others. These platforms are firstly designed to foster widespread transformation of communication models among young people. They increasingly anticipate the instant responses and constant connection in all kinds of contacts and daily activities. From the perspective of social psychology, this platform is a carrier of psychological reflection in the digital age. Users can complete the external characteristics through virtual identity of self-recognition.

## 2.2. Ideological and Political Education in Chinese Higher Education

The reflection theory can help users explain why they can't obtain an instant response immediately after publishing content, because the behaviours from the internal experience to external changes have an important psychological function, which is independent of social feedback and others' confirmation.

Regarded as an important part of China's higher education system, the ideological and political education at college is to cultivate better constructors and successors for socialism, distinguished from other countries' projects. This primary purpose will turn political socialisation into wide educational missions to cultivate professional ability and political thoughts among students under the educational concept of five educations. The concepts, targets and methods of ideological and political education at college will show the new features of the new era; the contemporary ideological and political education must strike a balance between traditional values and a modern outlook. Social networking platforms can serve as a key arena for conducting socialist core value education, provided that educators actively leverage new media characteristics to build dialogue-based, student-centred value cultivation mechanisms<sup>[5]</sup>. From the perspective of history, the ideological and political education in opening up and reform is mainly about the party and army through the campaign of political and theoretical study. This heritage of history will have constant effects on modern methods. Even though the method and content are increasingly changing based on the social conditions, economic development and international environment, these conditions will shape how students understand themselves in the world. The primary principle is to promote the agreement of policy and unity of ideology to establish the unanimity of policy. Although the adopted strategies have become more complicated, the students can access diverse information and express standpoints about policy and society, which enables them to engage critically with current issues and contribute to discussions on societal change.

With the deepening growth of opening up and reform, the ideological and political education at college has gradually constructed a comprehensive running system, including study and education, typical paradigms, propaganda, law protection and self-discipline, which symbolises that the educational model has changed from a single way to socialisation. These changes have reflected the educational philosophy which is centred on students for their studies and experienced education. Students have become more active participants instead of using negative verbiage in terms of non-ideological form, but this transformation will make them feel disconnected from their daily lives and experiences. But the process of changes also represents the dynamic adjustment mechanism of ideological and political education,

which will constantly be designed based on the country's growth and development under the contagious historical environment; the respondents of the educational system implied that the ability to adapt to the constant social and economic changes means steel has the development space, even though it is hard to maintain core ideology and change the students' needs in the contemporary. Ideological and political education increasingly emphasises the critical thoughts, contents and sharing of knowledge to cultivate the ability of students to access competitiveness about affecting other complex issues from the community and society to form the reasonable perspective.

## 2.3. Risk Response Theory

Risk coping series are the primary method for investigating and addressing potential dangers in complex contexts, thereby creating effective coping strategies. This theoretical framework learns from the traditions of risk management, organised behaviours and crisis communication to develop holistic intervention strategies based on different contacts and organised settings. In the context of big data, online ideological and political education in universities faces compounded security risks characterised by concealment, uncontrollability, and complexity, necessitating the establishment of a multi-layered safety governance structure<sup>[6]</sup>. The primary target is to control harm and danger through scientific recognition and character assessment and dynamic management. Effective risk management needs to be constantly observed and adapted because new risks will emerge with the transformation of present risks and new emerging threats. These threats might be unpredicted in initial risk assessment, highlighting the need for ongoing evaluation and adjustment of risk management strategies to address emerging challenges effectively.

Risk recognition is the basic procedure that focuses on multidimensional data congregation and systematically analyses the potential risk elements. The process of recognition benefits from various data resources, including behaviour analysis, self-report, investigation, observation, studies and experts' adjustments. Every resource will provide a unique perspective for potential leakage risks; otherwise, these problems might be neglected under the framework of five educations.

The assessment, the risk assessment related to online hollow tree integrated with ideological and political education at college, must incorporate the special characteristics of the educational environment to create a holistic observation system in terms of technology, methods, psychological health and ideology. Experts from various fields need to collaborate by combining their different areas of knowledge and perspectives. They will work in various complicated risk occasions in a special field. For instance, through the dynamic operation of students' health and psychological health to analyse online behaviours, the risk field is able to be found quickly about the problem that psychological health support is not sufficient and the information will be incorrectly delivered. The development of a prevention system can recognise the students in danger before the crisis takes place, which will bring about positive intervention for serious harm. At the same time, it will respect students' opinions about themselves, governors and privacy as soon as possible. This approach is consistent with the institution's responsibility for risk assessment of the funded projects.

Danger or harm needs to be investigated and assessed, using quantitative and qualitative methods to construct models of risks and risk effects. The mixed methods offer a more comprehensive review, compared to using only a single quantitative or qualitative method. By combining statistics and data, an overview and understanding of risk phenomena will be formed. This method needs to be comprehensively analysed based on the probability of risks, the level of influence, and the degree of harm. The occurrence of influence will help institutions to assess the priority of risks and effectively optimise resources to make sure the intervention focuses on the big and serious threats. For example, the researchers use investigative data and psychological tests to observe the spread of psychological health problems. They also use simulated contacts to investigate extreme language and its potential effects on individuals' online conditions. These research methods will provide a practical foundation for developing innovative evidence-based strategies. These strategies will be enhanced by incorporating new data and ongoing academic research focused on understanding risk dynamics.

### **3. Risk Identification of Online Hollow Tree Intervention in Ideological and Political Education under the Background of "Five Educations"**

#### **3.1. Risk of Value Guidance**

Under the educational reform of five educations, online hollow tree as a new emerging anonymous social carrier has considerable value orientation risks participating in ideological and political education at colleges. The anonymity of these platforms will create unique challenges for value education. The influence of traditional society will diminish. Students might be connected with the paradox, value and conflicts of major ideology because they lack enough balanced perspective. The purpose of Online Hollow Tree is to understand the different types of students and assist them in solving their problems. Understanding the models of students' thoughts needs to analyse the apparent contents and non-apparent topics online. Such an approach will expose the potential attitudes, concepts and focus about the development of students in their own experience. Although these platforms offer a valuable anonymous space for psychological counselling, the prevalent content and interaction models present significant challenges to fostering students' self-governance and achieving educational objectives, as they may lead to misunderstandings and hinder constructive dialogue among peers, ultimately affecting their ability to engage meaningfully with their educational community. The challenge is to identify methods so that the interaction between students and the community will not be impaired and will be supportive, such as implementing structured discussion forums and peer mentorship programmes that encourage positive engagement. Suggestions for the distant students.

Scientifically speaking, the value orientation of online hollow trees has the three dimensions of risks: The penetration of wrong value, The deconstruction crisis of major value orientations and the separate value adjustment standard. Each dimension has specific intervention strategies tailored to address the unique mechanisms for solving issues related to value spread and potential disorder, such as promoting

community engagement and enhancing educational programmes to foster understanding of value orientations. With the support and guidance of governors, these statistics will be expanded to include a comprehensive analysis of the impact of community regulations on value orientations and the effectiveness of intervention strategies. The big event or extreme content triggers two problem orientations. From community regulations' cause Two problem orientations When students have quit them. About the traditional value, The deconstruction crisis of major value Will happen, which decreases the commitment of the present ideological standpoint without providing a positive identification to form the basic replacement strategy, leading to confusion and a lack of direction in addressing the evolving societal values. The separated value adjustment standard reflects the occurrence of virtual ethnicity. Frameworks Provide priority to the different elements. The informal ideological and political education Which will cause cognitive dissonance or disconnection among students and navigate the proposed competitiveness value.

#### **3.2. Risk of Weakening Educational Effect**

Under the reform of five educations, online hollow tree has multiple risks in intervening in ideological and political education, which will affect the effectiveness of education. At the same time, it offers a new emerging platform for students to express their thoughts and emotions. The effectiveness of political and ideological education depends on various elements, including related content, the widespread channels and the students' participation. Such factors will affect the competitiveness of online platforms. These platforms provide the meaning and the identity resources. They are more attractive to modern students.

First of all, the anonymity of online hollow tree will instantly and easily cause the systematic destruction of political and ideological education. Online communication's speed and range can either positively or negatively exceed the educational content designed for students. Because these contents look unreal compared with the contents that students experience in their daily lives with companions. What's more, the informal online discussion will not balance with the formal education contents, which is attributed to the priority of experiencing knowledge for students instead of understanding and knowing the institutional information that is distant and far away from their daily life.

The split concentration model that is encouraged by social media platforms will disturb the constant participation in complicated ideological forms and political concepts. When students are having meaningful study, these concepts need to be carefully thought about and reflected on so that they can be fully understood by students. The competitiveness between formal education and informal education of online platforms represents an important challenge. The innovative participation methods effectively have good competitiveness in the economy of attention.

#### **3.3. Risk of Information Security**

The integration of online hollow tree platforms and educational environments will bring an apparent information security risk; these risks must be carefully governed to prevent students and the interests of institutions from

potential damage. Students' privacy will be the major focus because the sensitive information that is shared by others on these platforms probably will be misused for destructive behaviours. Problems of technology and artificial accidents will cause serious results for affected individuals. The collection of data by agencies might conflict with the duty that educational institutions should fulfill to protect students' information, causing the dilemma between law and ethics. The governors should carefully cope with this situation and be responsible for students' welfare. The potential risks involving information shared without the permission of authorities, including related psychological health problems, family problems and political beliefs, might make students be discriminated against and disturbed if this information is exposed to the audience without any prediction. Furthermore, the total number of students' emotion and behaviour data will bring the anxiety of surveillance, and this information might be used by potential risks which coexist with students' benefits and values. The institution's internet security countermeasures must strike a balance between surveillance needs and respect of students' privacy. The assured policies and technology guarantee should be used to prevent the misuse of platforms. At the same time, the security function of legality should be activated to protect the community.

### 3.4. Risk of Mental Health Impact

Although online hollow tree platforms usually are propagated for supporting emotional expressiveness of psychological health, they will bring risks without the appropriate intervention and systematic management. They also will result in the side effects of students' psychological health, including exposing themselves to contents that will bring danger to students. It also will do harm to students without sufficient preparation to face the danger that these platforms bring. These anonymous platforms will encourage students to improve communication with friends and also bring some psychological health problems without constructive participation and support to release the pressure. Students are connected with those harmful content. We experience the pollution of emotion, which will affect our daily function and academic performance. This will bring a chain reaction of today's life, and it's hard to change. Otherwise, these platforms will accelerate the spreading of wrong information. Students know little about psychological health conditions, and students are not willing to seek help because of social interaction from platforms. The social interaction from the platforms provides an instant sense of satisfaction. It will interrupt the growth of the ability to cope with health problems. However, these strategies will require constant efforts and individual participation with professional resources and support systems.

### 4. Conclusion and Prospect

This study adopts theories and practical research methods under the framework of five educations, exploring the influence of online hollow tree on students' ideological and political education in order to ensure that students can have a comprehensive understanding of this complicated phenomenon. The theoretical framework that is proposed in this study will provide a foundation for other countries to study similar phenomena.

To promote the governance of digital platforms and educational intervention, this study will contribute to widespread academic discussion across the globe. The major target of online hollow tree is to reconstruct an emotional support system for the young in digital times to satisfy their need for emotional support. Satisfying this emotional support need is to understand the unique characteristics among students of communication models in the era of digital age. At the same time, cultural adaptation in intervention countermeasures needs to be developed and integrated with the culture of the young. Students can share their feelings through a new method. This method is beneficial to their moral education and psychological health because it is anonymous, instant and protects some content from the anonymous emotion. Expressiveness will make a balance between individual and community welfare, but the countermeasures to these platforms and education intervention strategies need to be assessed and improved to adapt to the constant changes. There are also risks, including invading personal privacy, providing incorrect information and the lack of long-term academic support for students.

These risks require comprehensive relief strategies that involve the efforts of platforms, educators, policymakers, and students in addressing technology, education, and system challenges. These beneficiaries must play a positive role in creating a safer digital environment. What's more, the college hasn't established the principle of mutual cooperation and the integration of technology. Enhancing the coherent cooperation among institutions is extremely important for effectively managing these platforms. Meanwhile, respecting students' rights and enhancing services are the educational targets for widespread community benefits. This research puts forward a risk prevention strategy named 'technology system coherence' to promote the objectives of five educations so that it can improve the openness and standardisation of online hollow tree. This strategy will provide a comprehensive method to govern risks and maintain the benefits of online hollow tree platforms. This research also realizes that effective intervention needs to focus on the facilitation infrastructure of technology. Organised systems and coherent governance should be established for these platforms. As time progresses, future research will continuously monitor emerging trends in platforms and develop intervention countermeasures.

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