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Exploring Pathways for the Digital Transformation of Ideological and Political Education in Higher Education Institutions in the New Era

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Abstract: Amidst the profound impact of the digital wave on educational philosophies and models, the digital transformation of ideological and political education in higher education institutions is no longer merely an adjustment at the level of technological application, but rather a systemic reshaping of the educational ecosystem. The key to this reshaping lies in transcending instrumental thinking and genuinely integrating digital transformation into the entire process of value guidance and ideological shaping, thereby constructing a more precise and dynamic educational system based on the double-helix theoretical model of value-technology symbiosis, synergistic advancement across five dimensions—conceptual guidance, content innovation, methodological reconstruction, evaluation optimization, and institutional safeguards—holds significant practical implications for promoting the substantive development and effectiveness of ideological and political education in the digital environment, thereby fulfilling the fundamental mission of fostering virtue through education.

Keywords: New Era; Ideological and Political Education; Digital Transformation; Precision Ideological and Political Education; Pathway Exploration

Currently, ideological and political education in Chinese universities stands at a pivotal juncture of continuity and innovation. The new era has endowed this field with an unprecedented strategic mission: cultivating a new generation capable of shouldering the great task of national rejuvenation. This objective demands that ideological and political education not only transmit knowledge but also achieve value guidance, spiritual shaping, and capability empowerment. The breadth, depth, and effectiveness of its educational system now face profound challenges in these times. Simultaneously, the digital wave—represented by artificial intelligence, big data, and cloud computing—is reshaping the social ecosystem with unprecedented force. It profoundly alters the production and dissemination of knowledge, exerting a disruptive influence on the cognitive habits, information acquisition patterns, and value recognition pathways of university students, who are digital natives. In January 2025, the "Outline of the Plan for Building China into a Leading Country in Education (2024-2035)" issued by the CPC Central Committee and the State Council stated: "We will build a learning society and open up new tracks for development and shape new competitive advantages through the digital transformation of education."(Central Committee of the Communist Party of China, & State Council, 2025)

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This indicates that advancing the digital transformation of ideological and political education has evolved from an optional task to an imperative one, becoming a crucial educational policy and strategic arrangement for the Party and the nation. It is both an inevitable choice for ideological and political education to effectively adapt to the digital era and an intrinsic demand for enhancing its quality and effectiveness (Zhang, 2025).

However, examining current practices reveals that the digital transformation of ideological and political education exhibits pronounced tendencies toward superficiality and fragmentation. Many initiatives remain stuck in the "old wine in new bottles" phase, merely digitizing traditional content or shifting classroom formats from offline to online, without addressing the core restructuring of educational philosophies, teaching models, and evaluation systems. Simultaneously, the lack of systematic integration among various digital platforms and tools has led to a pronounced disconnect between technology and educational objectives, making it difficult to translate abundant technological potential into tangible educational outcomes (Gu, 2024). Therefore, it is imperative to systematically clarify the theoretical underpinnings, practical challenges, and implementation pathways of digital transformation in ideological and political education. This will provide critical support for higher education institutions to effectively fulfill their fundamental mission of fostering virtue and cultivating talent in the digital age, enhance the timeliness and effectiveness of ideological and political education, and establish a new paradigm for intelligent education.

1 Theoretical Foundation: Exploring the Essence and Logical Framework of Digital Transformation in Ideological and Political Education

To profoundly grasp and effectively advance the digital transformation of ideological and political education in higher education institutions, one must not remain at the superficial level of technological application but delve into its theoretical core, clarifying fundamental questions such as "why transform", "toward what" and "how to transform correctly". The current tendencies toward superficiality and instrumentalization in transformation practices largely stem from an ambiguous theoretical understanding and the absence of a conceptual framework. Therefore, it is necessary to systematically analyze the essential nature of digital transformation from an academic perspective, reveal the underlying logic driven by the interplay of history, technology, and values, and construct a theoretical model that balances value-driven guidance with technology-enabled empowerment. This will provide clear conceptual guidance and logical support for transformation practices.

1.1 Core Essence: From "Technology Empowerment" to "Educational Transformation"

To deeply explore pathways for the digital transformation of ideological and political education in higher education, the primary prerequisite is to clarify its core essence and effectively distinguish it from previous concepts of "informatization" and "intelligentization".

The informatization phase primarily focused on digitizing and networking traditional educational content and processes. Its essence lies in the "empowerment" of information technology as an auxiliary tool, aiming to enhance the efficiency of existing models. Intelligence, building upon informatization, emphasizes leveraging technologies like artificial intelligence to achieve automation and precision in specific segments, such as intelligent Q & A and learning analytics (Fan, & Jiang, 2024). Digital transformation, however, represents a more profound and systematic revolution. It transcends the level of tool-based application, targeting the core of the educational ecosystem. Its essence lies in

using data as the core driver of educational transformation, with next-generation information technology serving as the catalyst. This involves a comprehensive, multidimensional, and end-to-end reshaping of the concepts, systems, content, methods, and evaluation of ideological and political education. Ultimately, it achieves a fundamental leap in educational models—transitioning from the industrial era's mass-scale, standardized approaches to the digital era's precision, personalization, and intelligence. In this process, data ceases to be static records and instead becomes the critical basis for discerning students' ideological dynamics, optimizing teaching strategies, and evaluating educational outcomes. Technology is no longer an external tool but an intrinsic variable embedded throughout the educational process, triggering structural and qualitative transformations. It must be emphasized that the fundamental goal of this systemic transformation remains anchored in the core educational mission of "cultivating virtue and nurturing talent". Any technological introduction or application must serve the original purpose of value guidance and spiritual shaping. We must guard against falling into the trap of "technological supremacy" while pursuing novel technologies, ensuring that the course of digital transformation consistently steers toward the great journey of cultivating new generations for the era.

1.2 Internal Driving Force: The Dialectical Unity of Three Logics

The digital transformation of ideological and political education in higher education institutions is not a phenomenon without roots or foundation. Its emergence and development are the inevitable outcome of the interplay and dialectical unity among three forces: historical logic, technological logic, and value logic.

From a historical perspective, this transformation responds to the era's call for national development strategies. China's Education Modernization 2035 prioritizes accelerating educational informatization and developing intelligent education, while the deepening Digital China Strategy demands digital integration across all facets of economic and social development as the frontline bastion of ideological work, ideological and political education in higher education institutions must proactively integrate into this historical tide. Leveraging digital tools to enhance its communicative power, guiding influence, and impact is an imperative requirement for serving the construction of an education powerhouse and fulfilling the mission of the new era.

From a technological perspective, the increasing maturity and widespread adoption of technologies like big data, artificial intelligence, and virtual reality offer unprecedented possibilities for overcoming longstanding bottlenecks in traditional ideological and political education. Technology is no longer merely a conduit for knowledge transmission; it has become an enabler for creating immersive scenarios, analyzing ideological trends, and facilitating personalized interactions. This lays the material foundation for building a more engaging and effective educational ecosystem.

From the most fundamental value perspective, the deep-seated driving force behind this transformation stems from a return to and steadfast commitment to the essence of education. Contemporary university students are "digital natives" who have grown up in a digital environment, with their cognitive patterns, discourse systems, and interaction models bearing profound digital imprints. The traditional one-way "I speak, you listen" indoctrination model is increasingly inadequate for addressing their growing sense of agency and increasingly diverse needs. The core value pursuit of digital transformation lies precisely in creating, through the deep integration of technology and education, a new form of ideological and political education that resonates with contemporary youth. This approach effectively enhances its appeal, impact, and effectiveness, ultimately serving the highest educational goal of promoting the free and comprehensive development of individuals (Sun, & Yang, 2023). These three logics mutually support and reinforce each

other, collectively forming the irreversible, deep-seated driving force behind the digital transformation of ideological and political education.

1.3 Theoretical Framework Construction: The "Value-Technology" Double Helix Model

To effectively avoid the potential pitfalls of "technological determinism" or "value abstraction" during the transformation process, the author attempts to construct a "Value-Technology" Double Helix Model, aiming to theoretically interpret and guide the healthy development of digital transformation.

This model draws inspiration from the DNA double helix structure: one strand represents "value-led", embodying the fundamental attributes and objectives of ideological and political education—namely, the Marxist stance, perspectives, and methodology; the cultivation of core socialist values; and the core mission of fostering virtue through education. This strand ensures the correctness and stability of the transformation direction, serving as its soul. The other strand is "Technology-Driven", embodying advanced technologies like big data and artificial intelligence, along with the new methodologies, platforms, and capabilities they enable. This strand provides the powerful tools and momentum for transformation, serving as the skeleton and flesh of digital transformation. These two strands do not operate in isolation or parallel paths; rather, like the DNA double helix, they are tightly intertwined, mutually dependent, and mutually empowering. Value-driven leadership defines boundaries and charts the course for technology application, ensuring technology consistently serves the core mission of education. Technology-driven innovation, in turn, provides new pathways, vehicles, and efficiencies for realizing value-driven goals, breathing fresh vitality into them in the digital age. Through dialectical unity and contradictory movement, both forces permeate the entire digital transformation process, ultimately spiraling upward in the realm of "practice" to bear fruit in educational outcomes. Specifically, this practice encompasses transformation and innovation across dimensions such as philosophy, platforms, content, methodologies, evaluation, and safeguards. This model emphasizes that successful digital transformation is not a simple juxtaposition of values and technology, but rather their organic integration and creative transformation at every practical juncture. It requires educators to possess the composite capability of translating core values into digital expressions and leveraging technological means to enhance value transmission, thereby propelling the intrinsic, high-quality development of ideological and political education in higher education institutions within the digital era.

2 Practical Challenges: Implementation Bottlenecks and Deep-Seated Contradictions in the Digital Transformation of Ideological and Political Education

Although the necessity of digital transformation in ideological and political education is widely recognized, its implementation in current university settings faces numerous deep-seated contradictions and structural bottlenecks that severely limit the depth and effectiveness of transformation. Accurately identifying and analyzing these challenges is essential for developing effective pathways forward.

2.1 Conceptual Misalignment: The Supremacy of Instrumental Rationality Over Value Rationality

The primary obstacle to digital transformation stems from conceptual misconceptions, primarily manifested as the

suppression and usurpation of value rationality by instrumental rationality. Some educational stakeholders still perceive digital transformation at a superficial level of technological application, failing to grasp its essential core of reshaping the educational ecosystem.

Specifically, one tendency is to view technology as merely an ornamental tool for embellishment—used solely to enhance the visual appeal of teaching demonstrations or facilitate communication between teachers and students—without fundamentally considering how to leverage technology to reconstruct teaching relationships and educational processes. Another tendency slides into the myth of "technological omnipotence", overemphasizing technology's enabling role. There is an unconscious assumption that introducing advanced platforms will automatically elevate educational quality, overlooking the distinct political attributes, profound ideological depth, and rich humanistic care inherent in ideological and political education itself (Tan, & Kuang, 2024). This cognitive bias directly leads to the widespread phenomenon of "old wine in new bottles": Despite adopting smart classrooms and online platforms, classroom instruction remains fundamentally rooted in traditional one-way indoctrination. Digital platforms merely function as electronic blackboards or content delivery conduits, with no substantive transformation in core pedagogical logic, teacher-student interaction methods, or content presentation formats. Technology fails to effectively serve the fundamental purpose of value guidance and intellectual enlightenment, causing the digital transformation of ideological and political education to veer off course from its outset.

2.2 Content-Method Disconnect: Mismatch Between Content Supply and Student Needs

The potential of digital technology in content creation and teaching methods remains largely untapped, with a growing mismatch between content supply and the characteristics of students as digital natives.

At the content level, many so-called digital resources are merely electronic reproductions of traditional texts, handouts, or PowerPoint presentations. Their formats remain monotonous and their expressions outdated, failing to creatively transform into digital media forms popular among students—such as short videos, animations, or virtual simulations. Consequently, the content lacks narrative appeal, visual impact, and immersive engagement, struggling to spark students' interest or emotional resonance. Regarding teaching methods, despite the widespread adoption of online instruction, many practices remain entrenched in teacher-centered "online lectures"—simply transferring classroom lectures from physical classrooms to online meeting platforms. This approach fails to fully leverage digital technology to support inquiry-based, collaborative, and experiential learning (Liu, 2024). For instance, features like group discussions, real-time feedback, and collaborative creation on online platforms remain underutilized. Practical teaching scenarios based on virtual simulation technology are scarce, failing to transform digital environments into spaces that stimulate students' proactive inquiry, deep critical thinking, and collaborative innovation. Consequently, the potential of technology to empower teaching innovation remains largely untapped.

2.3 The Gap in Core Competencies: The Tension Between Digital Literacy and Educational Mission

The success of digital transformation ultimately hinges on human factors. Currently, both educational stakeholders and management/service teams exhibit varying degrees of capability gaps.

For some ideological and political education instructors and professional course teachers, despite possessing solid theoretical foundations and extensive teaching experience, they may face challenges in keeping pace with rapidly

evolving digital technologies. This can result in outdated knowledge and insufficient skill mastery, making it difficult for them to navigate new teaching platforms and tools proficiently. They often struggle to organically integrate technology into instructional design to innovate educational models, leading to reluctance toward digital transformation or merely going through the motions. Students, while digital natives adept at operating various applications, exhibit uneven digital citizenship competencies in information discernment, critical thinking, and resilience against harmful online content. This disparity complicates value-oriented guidance in an era of information overload. For administrative and support staff, the challenge lies in transcending traditional administrative thinking to establish data-driven intelligent management capabilities. This requires learning to use data for analytical decision-making, optimizing service processes, and evaluating educational outcomes—transitioning from experience-based management to data-driven scientific governance.

2.4 Lagging Evaluation Mechanisms: Imbalance Between Outcome Assessment and Process Value-Added

Existing evaluation mechanisms struggle to align with digital transformation requirements, becoming an invisible barrier to its advancement.

Current assessments of ideological and political education outcomes largely rely on standardized knowledge tests, course papers, or summative surveys (Gu, 2022). These evaluation methods emphasize measuring explicit knowledge acquisition and short-term learning outcomes—typical examples of outcome-based assessment. However, the core objectives of ideological and political education lie in value shaping, capability enhancement, and behavioral cultivation. These represent implicit, long-term, and dynamically evolving competencies that are difficult to accurately measure through one-off standardized examinations. More importantly, in the context of digital transformation, vast amounts of process-related information—such as student learning behavior data, classroom interaction data, and online seminar data—can be recorded and analyzed. Yet there remains a lack of effective mechanisms to convert this data into evidence for evaluating students' ideological growth and competency development. Specifically, there is a shortage of models and tools for leveraging big data technology to conduct formative and value-added assessments. Consequently, without a fundamental shift in the evaluative framework, it is difficult to drive genuine digital teaching innovation among both educators and learners.

3 Exploring Pathways: Building a "Five-Dimensional Integrated" Digital Transformation Implementation System

Faced with the profound impact of the digital wave, if higher education institutions cling to outdated practices in ideological and political education, merely applying superficial, scattered technological embellishments, they will inevitably struggle with diminished educational effectiveness and a disconnect from contemporary realities. Current transformation efforts often fall into a fragmented predicament characterized by lagging concepts, disconnected content, rigid methods, singular evaluations, and inadequate safeguards. The root cause lies in the absence of a systematic blueprint for reconstruction. Therefore, it is imperative to transcend piecemeal improvement thinking and commit to building an internally coherent, synergistic "Five-Dimensional Integrated" implementation system. This system prioritizes conceptual reshaping as its vanguard, content creation as its vehicle, methodological innovation as

its pathway, evaluation reform as its lever, and collaborative safeguards as its foundation. Through five-dimensional synergy, it aims to propel ideological and political education from broad coverage to targeted immersion, and from knowledge transmission to value formation—achieving an ecological transformation. This represents not only an active response to the national digital education strategy but also a systematic solution for fulfilling the fundamental mission of fostering virtue through education in the new era.

3.1 Conceptual Reimagining: Establishing a Student-Centered, Data-Driven, and Convergence-Innovation Philosophy for Digital Education

Educational philosophy is the soul of action, and digital transformation fundamentally requires a profound shift in mindset. Many current practical challenges stem from simplifying digitalization as merely replacing teaching media with electronic alternatives—trapping us in the "technological tool theory" mindset. Therefore, the core of conceptual reshaping lies in achieving a paradigm shift from an auxiliary mindset of "technology empowerment" to a primary mindset of "educational ecosystem restructuring". This establishes a digital education philosophy centered on students' holistic development, with educational data as a key element and value-driven guidance as the fundamental anchor point.

Regarding the subject of education, a complete shift must occur from a "teacher-centered" to a "student-centered" approach. Students in the digital age are "digital natives", whose cognitive pathways, information reception, and meaning-making processes exhibit distinct interactivity, contextualization, and personalization. This paradigm shift demands that educators no longer view students as passive recipients but rather as active knowledge explorers and value constructors. Educators should evolve from authoritative knowledge disseminators into guides for students' intellectual growth, designers of personalized learning pathways, and collaborative builders of digital learning environments.

Methodologically, establish a "data-driven" precision education mindset. Data should no longer be an ancillary record of teaching management but the core basis for understanding student learning situations, identifying needs, evaluating effectiveness, and optimizing decisions. This means cultivating educators' ability to diagnose learning situations, predict needs, and adjust interventions based on data analysis—while ensuring student privacy and information security—to propel ideological and political education from experience-dependent, vague judgments to evidence-based, precise interventions. This achieves a qualitative shift from "flood irrigation" to "precision drip irrigation".

Regarding value anchoring, we must uphold the fundamental principle that technology serves education and deepen design thinking that embeds values. We must guard against the myth of "technological omnipotence", maintaining a clear understanding that the ultimate purpose of introducing and applying any technology is to more effectively disseminate truth, shape convictions, and cultivate virtue. Conceptual restructuring demands that when designing the entire digital teaching process, core value elements—such as the Marxist stance, viewpoint, and methodology, along with socialist core values—be organically, rather than mechanically, embedded into technological pathways, content presentation, and interactive logic. This ensures the digital transformation remains steadfastly aligned with the overarching mission of fostering virtue and nurturing talent.

3.2 Content Creation: Building a New Digital Content Ecosystem Characterized by Precision Targeting, Diverse Formats, and Embedded Values

Teaching content is the source of ideological and political education's persuasive power and resonance. The current

prominent contradiction in content supply lies in the significant mismatch between standardized, theoretical content production and the digital generation's demand for novelty, engagement, and authenticity. Therefore, the essence of content creation lies in following the laws of digital communication and the cognitive characteristics of young people to creatively transform and innovatively develop ideological and political education content, building a new digital content ecosystem that is dynamically responsive, rich in form, and inherently valuable.

First, establish a dynamic demand feedback and content development mechanism. Regularly capture students' intellectual concerns and real-world issues—such as employment pressures, online ethics, and family-nation relationships—through course platform data, student forums, and online sentiment analysis. Organize interdisciplinary teams to promptly develop responsive content series, achieving an organic integration of problem-oriented approaches and value-driven guidance.

Second, innovate content presentation formats to enhance appeal and impact. Actively utilize digital media like short videos, animations, virtual simulations, and data journalism to transform theoretical discourse into visual narratives and immersive experiences. Examples include developing VR revolutionary memorials for students to "experience" historical sites firsthand, designing ideological microgames with embedded value elements, and producing micro-lecture series that break down "big ideas" through "small entry points".

Finally, promote content branding and ecosystem-based operations. Establish university- and department-level new media matrices for ideological and political education, creating distinctive content brands. Implement evaluation and optimization mechanisms based on dissemination effectiveness and student feedback to foster a virtuous cycle of content production, dissemination, and recognition. This will truly achieve the leap from content that "catches the eye" to content that "touches the heart".

3.3 Methodological Innovation: Exploring a New Paradigm of Smart Teaching through Blended Online-Offline Learning, Human-Machine Collaboration, and Virtual-Physical Integration

Teaching methods serve as the bridge connecting educational philosophy, content, and student reception. The dominant "one-way indoctrination" model in traditional ideological and political classrooms increasingly faces challenges in the digital age, including insufficient interaction, shallow engagement, and a lack of personalization. Methodological innovation under digital transformation is not merely about moving offline classes online. Its essence lies in leveraging digital technology to reconstruct teaching processes and teacher-student interactions, forming a new smart teaching paradigm characterized by flexibility, deep engagement, and precise support.

The construction of this new paradigm centers on deepening and integrating three teaching models: First, deepening blended online-offline teaching. Establish a three-stage teaching loop: "online self-directed preview → offline in-depth discussion → online extension practice". The online phase provides foundational resources and guiding questions, while offline classes focus on value analysis and ideological exchange. Post-class, platforms facilitate social practice and outcome presentation, achieving the organic unity of theoretical cognition, value internalization, and practical transformation. Second, exploring the human-machine collaborative teaching division. Clearly defining AI's auxiliary role in ideological and political education, assigning it repetitive tasks like knowledge Q & A, assignment grading, and preliminary learning analysis. This frees educators to concentrate on guiding higher-order thinking, emotional communication, and personalized tutoring, balancing technological empowerment with teacher-led instruction. Third,

expanding virtual simulation and immersive practice-based teaching. Establish virtual ideological and political experience centers and develop virtual practice projects like "Retracing the Long March" and "National Conditions Research". This allows students to deepen historical recognition and responsibility awareness in simulated scenarios. Encourage them to integrate virtual experiences with offline actions to achieve an educational effect of "complementing virtual and real, unifying knowledge and action".

3.4 Evaluation Reform: Establishing a New Developmental Evaluation Mechanism Featuring Process Tracking, Data Empowerment, and Comprehensive Analysis

Evaluation mechanisms serve as the compass and calibrator for educational reform. Current ideological and political education assessments often suffer from flaws such as prioritizing knowledge over values, results over processes, and quantitative metrics over qualitative insights. Single-dimensional exams or questionnaires struggle to scientifically measure implicit, long-term changes like value formation and ideological growth. Digital transformation provides unprecedented data foundations and technical possibilities for evaluation reform. The core of reform lies in shifting from traditional "summative assessment" to "formative evaluation", establishing a new intelligent evaluation mechanism fundamentally aimed at promoting students' comprehensive development. This mechanism is supported by multi-source data, spans the entire educational process, and focuses on growth and value-added outcomes.

The primary foundation for this new mechanism is constructing a panoramic, dynamic digital student profile. By integrating multidimensional data from coursework, social practice, online behavior, and daily performance, an evaluation model covering cognitive development, behavioral expression, and skill growth can be established. This creates a dynamic, visualizable personal growth record, providing a basis for targeted interventions.

Second, a key measure is strengthening formative assessment throughout the teaching process. Increasing the weight of formative assessments in overall evaluations, utilizing platforms to track learning trajectories, and introducing a combination of student self-assessment, peer evaluation, and teacher assessment comprehensively evaluate student engagement, contribution, and cognitive development.

Finally, the fundamental shift lies in adopting and implementing the concept of value-added assessment. By tracking and comparing students' ideological states, value alignment, and behavioral choices from enrollment to graduation, we measure their growth trajectory and the actual effectiveness of ideological and political education. This approach more scientifically reflects the long-term value of educational work and provides personalized development guidance based on assessment outcomes.

3.5 Collaborative Safeguards: Establishing a Long-Term Support Framework Integrating Organization, Systems, Personnel, and Ethics

The digital transformation of ideological and political education constitutes a profound systemic endeavor. Its smooth advancement and sustained deepening depend on a robust, stable, and efficiently coordinated support system. Current challenges—such as data silos, project-based implementation, and ethical risks—ultimately stem from an inadequate support framework. Therefore, concerted efforts across four dimensions—organization, systems, personnel, and ethics—are essential to establish the foundational pillars supporting steady and far-reaching digital transformation.

Organizational support serves as the overarching framework, aiming to establish robust leadership and coordination mechanisms. A digital transformation leadership group should be established under the unified leadership of the

university Party committee, with multi-departmental collaboration, and a permanent office should be set up to oversee coordination. Clear delineation of responsibilities and authority among functional departments within this systemic project is crucial. For instance, the School of Marxism should bear primary responsibility for content provision and pedagogical innovation, the Information Technology Center for platform technical support and data security, and the Publicity Department for fostering an online educational environment and brand communication. This creates a collaborative governance framework.

Institutional safeguards form the foundation, aiming to establish a standardized and sustainable operational framework. A comprehensive set of management systems and standards covering data security, resource development, digital literacy training, and student rights protection must be developed to ensure the transformation proceeds according to established protocols and operates in a regulated manner. For instance, the "Standards and Technical Specifications for Digital Ideological and Political Education Resource Development" should be formulated to rigorously review the ideological security, academic compliance, and technical quality standards of various digital courses, virtual simulation projects, and new media content.

Team development serves as the driving force, aiming to cultivate a multidisciplinary educational workforce proficient in both ideological education and technology. Implementing the "Digital Literacy Enhancement Program for Ideological Education Faculty" and the "Technical Expert Ideological Education Understanding Deepening Program" fosters cross-disciplinary, composite educational teams through a combination of recruitment and cultivation. This initiative includes teacher digital literacy enhancement plans and dedicated funds for teaching innovation research, continuously stimulating internal motivation.

Ethical safeguards form the baseline, ensuring digital transformation remains aligned with the principle of technology for good. An algorithm ethics review mechanism must be established, along with an Educational Technology Application Ethics Committee, to strengthen ethical oversight of data usage and technology implementation. Digital ethics education for both faculty and students should be conducted to ensure that all technological applications respect students' dignity, promote educational equity, and uphold core socialist values. This safeguards the value lifeline of ideological and political education's digital transformation while mitigating potential risks to educational fairness and student character development posed by technological misuse.

4 Conclusion

The digital transformation of ideological and political education in higher education institutions in the new era is not merely a superficial overlay of technological tools, but a profound transformation that touches the essence of education and reshapes the educational ecosystem. The core of this process lies in transcending the instrumental rationality of "technology empowerment" and moving toward an ecological reconstruction that deeply integrates "value-led" and "digital-driven" approaches. Currently, digital technologies represented by artificial intelligence, big data, and virtual reality are accelerating their evolution, continuously reshaping pathways for knowledge dissemination and value cultivation. This brings unprecedented opportunities to ideological and political education—such as immersive scenarios, personalized analysis, and virtual-physical integration—while also presenting challenges that cannot be ignored, including data ethics, algorithmic bias, and emotional alienation. Future ideological and political education must, while steadfastly upholding the fundamental mission of fostering virtue and nurturing talent and maintaining its

ideological attributes, actively explore the humanistic boundaries and ethical regulations of technological application. This will enable the construction of an educational ecosystem that is both intellectually empowered and spiritually enriching, providing enduring and profound strength for cultivating a new generation capable of shouldering the great responsibility of national rejuvenation.

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