ISSN Print: 2707-0638 Online: 2707-0646
New Exploration of Ideology and Politics − 2026, 8(2)
https://doi.org/10.35534/neip.0802023

Exploration of the Practical Effectiveness, Value Dissolution and Strategies of Artificial Intelligence Empowering "Big Ideological and Political Course" in Practical Education

Jing Bao

University Of Electronic Science And Technology Of China, Chengdu, China

Abstract: The spirit of the Third Plenary Session of the 20th Central Committee of the Communist Party of China (CPC) emphasizes that artificial intelligence is not only a strategic technology leading the new round of technological revolution and industrial transformation, but also a key driving force for promoting the integrated reform and innovation of the ideological and political education curriculum at all levels from primary school to university. Artificial intelligence, as a new engine tool for technological renewal and iteration, has enhanced the quality and efficiency of the Big Ideological and Political Course by virtue of its unique technical characteristics. AI has injected new energy into the practical education of the Big Ideological and Political Course through content reconstruction, process optimization, scenario extension and feedback reinforcement. However, in the process of empowering the practical education of the Big Ideological and Political Course, AI is prone to value dissolution risks such as value deviation, weakened subjectivity, obscuration of practicality and emotional apathy. Therefore, to effectively avoid the limitations brought by technology empowerment, efforts must be made to strengthen algorithmic technology regulation, update digital education concepts, balance the "virtual and real" education paradigm, and build a new human-machine collaborative ecosystem to promote the deep coupling of artificial intelligence with the Big Ideological and Political Course and achieve high-quality development of ideological and political education.

Keywords: The Third Plenary Session of the 20th CPC Central Committee; Artificial intelligence; Big Ideological and Political Course; Practical Education Effectiveness of the Big Ideological and Political Course

1 Introduction

"We must make good use of the 'big ideological and political course' and integrate it with reality." (We should make good use of the, 2021) — This not only points out the intrinsic principle of the Big Ideological and Political Course in practical education, but also highlights the distinct characteristics of the Big Ideological and Political Course in practical

Author Introduction: Jing Bao is a master's student at the School of Marxism, University of Electronic Science and Technology of China, with a research focus on ideological and political education.
Article Citation: Bao, J. (2026). Exploration of the Practical Effectiveness, Value Dissolution and Strategies of Artificial Intelligence Empowering "Big Ideological and Political Course" in Practical Education. *New Exploration of Ideology and Politics, 8*(2), 264–275.

education (Zhou, 2020). The Third Plenary Session of the 20th CPC Central Committee clearly pointed out, "We will improve the mechanisms for fostering virtue through education and cultivating people, promote the effective integration of ideological and political curriculum with social practice, strengthen physical education, aesthetic education and labor education, and improve the education evaluation system."(Wang, Song, & Zhang, 2025) With the rapid development and widespread application of artificial intelligence, the field of education is also undergoing an unprecedented digital transformation (Yin, 2025). As promoting the practical education of the Big Ideological and Political Course is an important direction for deepening the reform and innovation of ideological and political courses in colleges and universities, the deep integration of the course with artificial intelligence has become an inevitable trend. Artificial intelligence technology has given new possibilities and space (Hua & Wei, 2024) for promoting the practical education of the Big Ideological and Political Course. Still, since technology is a "double-edged sword", we must be vigilant about the potential risks of artificial intelligence. Therefore, it is necessary to systematically grasp the opportunities and challenges brought by AI, empowering the practical education of the Big Ideological and Political Course, clarifying the implementation path, and effectively enhancing the educational effectiveness of the Big Ideological and Political Course.

2 The practical effectiveness of AI empowering practical education in the Big Ideological and Political Course

Artificial intelligence, as an emerging technology, can enhance the practical effectiveness of ideological and political courses, continuously enrich teaching resources, innovate teaching models, expand the boundaries of time and space, and improve teaching effects, further promoting the reform and innovation of ideological and political courses.

2.1 Content reconstruction: Enriching teaching resources for practical education in the Big Ideological and Political Course

The essence of ideological and political education is value guidance, and the key lies in thoroughly explaining the connotation and essence of ideological and political theories (Lu, 2025). The core competence of artificial intelligence lies in its powerful content generation capabilities based on massive data and intelligent algorithms. Applying this ability to the practical education of the Big Ideological and Political Course can transform the traditional teaching resources that are static, limited, and single, and achieve the transformation of teaching resources from static single supply to dynamic generation, integrated empowerment and immersive dialogue. First, achieve the aggregation and update of dynamic resources and endow the practical education teaching resources with timeliness and contemporaneity. With its powerful data acquisition capabilities, artificial intelligence can build a comprehensive and high-quality digital resource library for ideological and political education, continuously providing ideological and political course teachers with a vast amount of teaching resources, trendy teaching cases, online demonstration course resources and so on. At the same time, by tracking and analyzing information sources such as news websites, government data, and academic databases in real time, AI's efficient data processing capabilities can integrate current hot topics, social issues and real-life cases into educational content of the Big Ideological and Political Course. Secondly, the intersection and integration of disciplinary knowledge deepen the comprehensiveness of teaching resources for practical education. Artificial intelligence, relying on a knowledge engine and data integration technology, enables the teaching content of the Big

Ideological and Political Course for practical education to present the cross-integration of Marxist theory with multi-disciplinary knowledge such as computer science, sociology, history, and new media. Finally, intelligent interactive dialogue and multi-sensory perception activate the appeal and infectivity of practical education teaching resources. The "multimodal content generation" and "intelligent interactive dialogue" capabilities of artificial intelligence can create virtual scenarios of historical events, transform profound historical stories into perceptible and experiential forms, and enable students to experience the embodied historical scenes. The creation of immersive practice scenarios greatly enriches the resource system of the Big Ideological and Political Course for practical education, making the teaching content of the Big Ideological and Political Course for practical education more penetrating, persuasive and infectious.

2.2 Process optimization: Innovation of the teaching model for practical education in the Big Ideological and Political Course

General Secretary Xi Jinping (2020) pointed out, "We should promote the reform and innovation of ideological and political course teaching methods" and enhance the attractiveness, appeal and persuasiveness of teaching. Artificial intelligence helps to drive innovation in the teaching model of ideological and political courses in colleges and universities. Its empowerment can continuously drive the transformation of the teaching model of the Big Ideological and Political Course, enhance its appeal, and improve the educational effectiveness of ideological and political courses. First, achieve the intelligent and digital transformation of teaching methods and build a "teacher-led and student-centered" teaching community. Before class, teachers of ideological and political courses can use artificial intelligence to prepare lessons and precisely formulate teaching implementation plans based on the learning characteristics and needs of students; During the class, teachers use blended online and offline teaching models such as "flipped classroom", *Learning Pass*, and *Rain Classroom* to break the dull classroom atmosphere and enhance students' classroom participation and autonomy of thinking; After class, AI can generate personal learning data based on students' classroom performance and completion of homework. Teachers can use the personal learning data generated by AI to enhance the pertinence of teaching. Secondly, construct student data portraits to achieve targeted education. AI can construct a "learning portrait" for students, helping teachers better match the supply of teaching resources with students' learning needs, and significantly enhance the practical education effectiveness of the Big Ideological and Political Course (Gong & Zhang, 2022). Finally, create immersive practical teaching scenarios. The "big" in the Big Ideological and Political Course lies in breaking the boundaries of the classroom and connecting theory with practice. With the support of big computing power, big data and powerful algorithms, artificial intelligence is deeply integrated with technologies such as AR (Augmented Reality), VR (Virtual Reality) and digital twin technology to achieve "on-site teaching" in ideological and political courses; With the aid of technologies such as digital intelligence scene modeling and image-text sensing, an "immersive teaching" form is created, providing students with "perceivable, experiential and interactive" teaching scenarios (Wen, 2025).

2.3 Scene extension: Expanding the temporal and spatial boundaries of practical education in the Big Ideological and Political Course

"Where people are, there is the focus of propaganda and ideological work. Cyberspace has become a new space for people's production and life. It should also become a new space for our party to build consensus."(Guangming Daily, 2023) The empowering effect of artificial intelligence technology on the Big Ideological and Political Course

breaks the temporal and spatial boundaries of traditional teaching, expands virtual scenarios and cyberspace, realizes ubiquitous education featuring "full participation, whole-process and all-round education", and extends the practical education chain of the Big Ideological and Political Course through cross-temporal and spatial scenario education. First, in terms of the time dimension, asynchronous teaching by educational subjects is achieved, effectively extending the teaching time. With the development and application of information technology and artificial intelligence, the boundary between teachers' teaching and students' learning has been blurred and extended. Teachers can input their lessons into the platform in advance, and students can carry out asynchronous learning according to their personal schedules and personalized learning needs; Smart teaching assistants enable students to get immediate and accurate answers at any time, thereby enhancing learning efficiency. Secondly, in terms of the spatial dimension, break through the traditional physical teaching space and create a ubiquitous teaching space with the integration of virtual and real scenarios. The development of artificial intelligence and virtual technology has reshaped the educational space form of the Big Ideological and Political Course, and by using digital twin technology to create an online and offline "dual-purpose" educational space, remote teaching can be achieved; With the empowerment of virtual technology, virtual teaching scenarios are created, allowing students to experience the teaching content in an immersive way. Finally, in the dimension of practical teaching, enhance experiential perception to realize the upgrade from cursory participation to immersive participation. By using virtual simulation technologies such as AR and VR to reconstruct red resources, war scenes and revolutionary memorial halls, and establish simulated teaching fields, the educational subjects can "travel back in time" to historical scenes and have a dialogue with history when visiting red education bases (Yan & Gao, 2025). Through immersive experiences, the educational subjects can have a strong sense of historical immersion and evoke emotional resonance.

2.4 Feedback reinforcement: Enhancing the practical education teaching effect of the Big Ideological and Political Course

Traditional ideological and political teaching often uses manual methods such as student evaluation and expert review to assess the teaching effect. This may not only fail to make timely evaluations due to low personal willingness and insufficient energy, but also have disadvantages such as strong subjectivity, lag, and inability to be dynamically tracked even if evaluations are made. Artificial intelligence, through data-driven evaluation methods, offers new possibilities for the assessment of teaching effectiveness in the Big Ideological and Political Course for practical education. First, promote targeted education and enhance the pertinence of practical education in the Big Ideological and Political Course. Artificial intelligence technology can analyze students' multi-dimensional learning data, such as online course duration, discussion participation and assignment completion rates, and construct a precise personal learning portrait for each student. This can help teachers adopt personalized and differentiated teaching, thereby achieving the targeted education of the Big Ideological and Political Course (He, 2025). Secondly, track real-time teaching to ensure the timeliness of practical education in the Big Ideological and Political Course. Empowered by technology, the Big Ideological and Political Course can realize real-time monitoring of classroom teaching and dynamically record the specific situations of teachers' teaching and students' learning. Ideological and political teachers can identify the factors affecting teaching effectiveness based on the collected feedback data and adjust teaching methods in a timely manner according to students' learning status. Meanwhile, the real-time tracking of AI tools can help teachers accurately grasp the "critical moments" when students' minds are most active, which, to some extent, enhances the timeliness of

ideological and political education. Finally, the whole-process evaluation is carried out to achieve the systematicness of practical education in the Big Ideological and Political Course, by using artificial intelligence technology to establish a diversified teaching evaluation index system covering classroom performance, practical participation and problem interaction. By tracking and recording students' all-around and whole-process learning data, teachers can grasp students' growth paths, fully grasp students' learning status, and achieve scientific assessment (Zhang, 2025) of the entire learning process of students.

3 The value dissolution of practical education in the Big Ideological and Political Course empowered by artificial intelligence

Marx pointed out that "science and technology sometimes manifest as alien, hostile and ruling powers"(Marx & Engels, 2009: 358). Artificial intelligence has brought innovative results to the practical education of the Big Ideological and Political Course. However, in the process of empowerment, there is a conflict between the technical logic of AI and the inherent humanistic logic of the Big Ideological and Political Course. Excessive technological intervention has made the practical education of the Big Ideological and Political Course face the risk of value dissolution, such as value deviation, weakened subjectivity, obscured practicality and emotional apathy, which restricts the effectiveness of the Big Ideological and Political Course's practical education.

3.1 Value deviation: Algorithm overstepping reduces value guidance and impacts the mainstream ideology of society

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has attached great importance to ideological work, explicitly emphasizing that "ideological work is an extremely important task for the Party"(Xinhua News Agency, 2013). Artificial intelligence technology, due to its inherent ideological attributes, may give rise to the risk of algorithmic overstepping, weaken the value guidance role of the Big Ideological and Political Course, and cause ideological deviation. First, Unknown data sources lead to the distortion of teaching content. The "intelligence" of artificial intelligence as a large language model comes from pre-training on massive amounts of data on the Internet. Since the vast amount of data comes from the Internet, it means there are many unknown sources of data mixed in, and the uneven quality of online data may interfere with the training process of artificial intelligence, thus impairing the authority, authenticity and accuracy of content generation for the Big Ideological and Political Course. Secondly, "algorithmic bias" weakens the value orientation of ideological and political courses. The recommendation and interaction mechanisms of artificial intelligence are not value-neutral, and the "algorithmic preferences" behind them will subtly influence users' cognition. AI technology often generates content based on the cognitive characteristics and personal preferences of the audience. If students are interested in certain marginalized and non-mainstream viewpoints, long-term browsing and attention will lead to an "information cocoon", and the valuable discourse content of the Big Ideological and Political Course has been marginalized, making it difficult for the dissemination of mainstream values to reach students (Wang & Cui, 2025). Finally, "algorithmic dependence" leads to the infiltration of incorrect values. Generative AI, represented by ChatGPT, developed and led by Western tech companies, inevitably incorporates mainstream values in Western countries. In the process of AI empowering the Big Ideological and Political Course teaching, erroneous ideas such as historical nihilism, universal values, and utilitarianism are precisely

recommended to students through algorithmic technology. With meticulous logical persuasion, it will imperceptibly influence students' values and undermine the practical educational effectiveness of the Big Ideological and Political Course.

3.2 Weakening of subjectivity: Technological dependence leads to mental inertia and weakens the ability of the subject to construct knowledge

Marx stressed that "man does not lose himself in his object only when the object becomes the object of man or the object of objectification to man"(Marx & Engels, 2002: 304). The use of artificial intelligence technology has led educators to become overly dependent on the technology, with teachers' teaching and students' learning relying excessively on the content generated by artificial intelligence, resulting in the gradual loss of educators' initiative and autonomy. On the one hand, technological dependence weakens the educational dominance of educators. At the cognitive level, some educators overstate the capabilities of artificial intelligence, giving rise to the trend of "technological supremacy"(Tang, Li, & Xu, 2025). Driven by "technocentrism", the role of educators has been distorted, and they have gradually reduced to technical operators and content transmitters, indulging in the convenience of technology and neglecting to think, and gradually losing their subject discourse power. At the practical level, educators rely on technology to generate the teaching content of the Big Ideological and Political Course, which, to some extent, improves the efficiency of educators' lesson preparation, but also risks a sharp decline in educators' professional competence. On the other hand, the reliance on technology leads to the weakening of the critical thinking and practical abilities of the educated. At the level of critical thinking, when faced with learning tasks such as ideological and political course papers and reflections, the educated can easily obtain well-structured, sufficiently long and logically clear assignment papers by inputting relevant instructions into AI tools without independent thinking. The "rapidity" and "convenience" of the learning process have continuously strengthened the mental inertia of the educated, and their ability to construct knowledge has gradually weakened or even been lost. At the level of practical ability, the excessive indulgence of the educated in artificial intelligence technology, believing that AI tools can help them generate everything, and they are content with obtaining "second-hand experience" and "success case collections" in the virtual world, which makes it difficult for them to form a deep understanding of knowledge, gradually running counter to the practical education goal of the Big Ideological and Political Course.

3.3 Practical obscuration: Virtual experience replaces physical participation, deviating from the intrinsic essence of practical education

The core of the operation of the Big Ideological and Political Course is to "grasp the relationship patterns presented in the course implementation and the interaction between ideological and political courses and social reality"(Ye, 2023), which also reflects the close connection between the teaching of ideological and political courses and real society. Although the virtual practice scenarios constructed using artificial intelligence technology have achieved cross-temporal and spatial teaching to some extent, they may essentially constitute a kind of "practical obscuring", which deviates from the inherent requirements of the practical education of the Big Ideological and Political Course. First of all, the design of virtual practice scenarios is confined to programmatic and superficial aspects, which is not conducive to the cultivation of students' ability to adapt flexibly and solve complex problems. In the virtual practice teaching process of the Big Ideological and Political Course, the pre-designed virtual scenarios confine students' problem-solving to

"standard answers". The real world is often ever-changing and complex. Over-reliance on virtual practical teaching is not conducive to the development of students' ability to adapt to changing circumstances and solve complex problems. Secondly, virtual practice scenarios, due to their virtual nature, are difficult to help students achieve deep value recognition (Xie & Li, 2020). Although technologies such as AR and VR enhance students' practical experience in virtual scenarios, in virtual scenarios, however, students do not need to bear the actual consequences of their actions. This "zero-cost trial and error" reduces students' sense of social responsibility, and their value recognition only stays at the conceptual level, which makes it difficult for them to achieve a profound transformation of values. Finally, the transition from physical participation to virtual experience leads to a fear of reality among students. Virtual practice teaching scenarios can easily trap students in a "comfort zone", thus creating the illusion that they have deeply participated in social practice after completing virtual practical tasks. Over time, this will rationalize the substitution of "virtual experience" for "physical participation". When it comes to going deep into the fields, factories and communities, students will develop a fear of difficult conditions and complex problems, which is not conducive to achieving the long-term educational goals of the Big Ideological and Political Course.

3.4 Emotional apathy: Human-machine interaction deconstructs human empathy and dilutes the warmth of human emotions

"The basic logic of education is to convey emotions and intentions, to be influenced by osmosis and to teach by word and deed."(Liu & Liu, 2022) Empowered by artificial intelligence, the Big Ideological and Political Course aims to achieve the dialectical unity of technological rationality and value rationality, so as to realize in-depth value education. In reality, however, the Big Ideological and Political Course faces a conflict between technical rationality and value rationality, as artificial intelligence technology undermines the educational warmth of the ideological and political course. First of all, the teacher-machine-student interaction mode weakens the emotional interaction in the teaching of the Big Ideological and Political Course and causes emotional estrangement between teachers and students. With the intervention of artificial intelligence technology, the "teacher-machine-student" human-computer interaction teaching model has emerged. Online teaching, video lectures and AI Q&A have improved teaching efficiency but also created a psychological distance between teachers and students. This makes students unable to perceive teachers' non-verbal cues, and teachers unable to timely detect students' true emotional expressions. The lack of emotional symbols and the delay of emotional feedback have led to emotional estrangement between teachers and students. Secondly, human-computer interaction weakens the role of teachers' personal instruction and further erodes the educational connotation of the Big Ideological and Political Course. The Big Ideological and Political Course emphasizes the imparting of knowledge and the practice of moral character by teachers. Technological intervention has led to the physical absence of teachers and students in teaching, which restricts the exemplary and leading role of teachers. The authority and dominance of teachers as educators have gradually weakened, and their educational significance has been dissolved. Finally, the excessive use of technological means leads to a lack of humanistic care in the Big Ideological and Political Course, and students develop emotional indifference. Empowered by artificial intelligence technology, students' learning information in the Big Ideological and Political Course has been digitized, and the data tends to interpret the emotionally rich and complex "whole person" as a simple "data person". If teachers only show care to students based on superficial data, it may lead to a mismatch between their care measures and students' real needs and fail to provide correct value guidance to students.

4 An exploration of Strategies for Empowering Practical Education in the Big Ideological and Political Course with Artificial Intelligence

Ideological and political education is an "ever-new big class of The Times"(Zhao & Pang, 2021), and it is an inevitable trend for artificial intelligence to empower practical education in the Big Ideological and Political Course during the critical period of digital transformation of education. In response to the risk of value dissolution in the process of AI-enabled practical education, we should focus on the fundamental task of fostering virtue through education and cultivating people, and promote the high-quality development of practical education of the Big Ideological and Political Course from four aspects: technical regulation, concept renewal, paradigm balance and ecological construction.

4.1 Strengthen algorithmic technology regulation to achieve the value guidance role of the Big Ideological and Political Course in practical education

Algorithms, as the core of artificial intelligence technology, can invisibly influence the ideological values and political tendencies of the audience. Therefore, to achieve the positive empowerment effect of artificial intelligence on the practical education of the Big Ideological and Political Course, it is necessary to further improve algorithmic technology and strengthen the value guidance role of the Big Ideological and Political Course. First, improve the algorithm supervision mechanism and clarify the legality and authenticity of data sources. It is necessary to improve the laws and regulations in the field of algorithms, provide a legal basis for algorithm design, clarify the rules for punishing violations, and thereby prevent the spread of illegal and harmful content. Education authorities should work with cyberspace and propaganda departments to conduct strict ideological and political review on data sources and require technology providers to provide authoritative source references for ideological and political content generated by AI. Secondly, A core index system of "ideological and political value weights" should be established in the exclusive algorithm for the Big Ideological and Political Course to ensure the priority of core content in algorithmic recommendations and to ensure that students are always exposed to correct value content. At the same time, a multi-dimensional perspective analysis mechanism is set up in the Big Ideological and Political Course exclusive algorithm, which generates multi-perspective comparative content when students inquire about relevant issues and guides them to think comprehensively, guiding students to step out of the comfort zone, and cultivating a comprehensive, holistic, dialectical thinking mode. Finally, advance technological innovation and develop exclusive intelligent tools to guide the high-quality and healthy development of AI technology. At present, domestically developed large-scale artificial intelligence models in China have demonstrated strong capabilities in technological innovation and application potential. With powerful data processing capabilities, intelligent creation functions, real-time interaction features and a deep understanding of local culture, these intelligent tools have gradually been integrated into the teaching of ideological and political courses in colleges and universities, effectively promoting innovative changes in teaching methods, resource integration, and educational effectiveness of ideological and political courses (Hao & Gui, 2025).

4.2 Update the concept of digital education and enhance the digital literacy of the subject and object of the Big Ideological and Political Course practical education

Thought is the forerunner of action, and only with time-oriented educational concepts can we fundamentally drive the innovation and transformation of education. The subject and object of education must actively embrace technological

innovation, arm themselves with digital education concepts, improve their digital literacy, and apply digital thinking to the teaching and learning of the Big Ideological and Political Course. First, focus on training and enhancing the digital literacy of educators and proactively adapt to digital transformation. Colleges and universities should focus on enhancing the intelligent teaching capabilities of educators, develop a trinity training curriculum of technology, teaching and morality, conduct training activities in the form of seminars, teaching demonstrations and so on, guide educators to use AI tools properly to build smart classrooms and improve the teaching quality of the Big Ideological and Political Course (Wu & Chen, 2023). Educators should shift from "passive adaptation" to "active innovation" and abandon the notion of "technological supremacy", and deeply explore the integration points between AI technology and the Big Ideological and Political Course, always giving full play to the leading role of the Big Ideological and Political Course in practical education. Secondly, help the educated establish correct digital cognition and develop digital thinking. Colleges and universities should offer diversified digital literacy courses for students at different educational stages, helping them master digital skills and develop digital thinking. At the same time, guide students to correctly view the content generated by intelligent tools, and emphasize that AI is a powerful "auxiliary brain" rather than a "substitute brain", and strengthen the "subjectivity" role and independent thinking ability of people. Finally, promote the popularization of digital literacy education among the general public. Government departments should join forces with universities, enterprises, social organizations and other parties to popularize the basic knowledge, application scenarios and risk norms of digital technology, and enhance the whole society's rational understanding of digital technology.

4.3 Balance the "virtual and real" education model and deepen the integration of the Big Ideological and Political Course for practical education

As a practical course that guides students to engage in the great practice of socialism with Chinese characteristics, the Big Ideological and Political Course should not only make full use of real situations, but also, empowered by virtual technology, activate underutilized practical education resources and expand the teaching scenarios of the Big Ideological and Political Course. First of all, the design of virtual practical teaching scenarios should embody a "human touch" to vitalize scenario resources. For example, virtual simulation technology can be used to create a virtual practice experience of "retracing the Long March route", which transforms students from "spectators" to "participants". Students' "zero-distance" perception and experience of historical events can not only help them deeply comprehend the revolutionary spirit, but also temper their personal character. Secondly, based on reality, integrate the representative practical achievements of the new era into virtual practice to enhance students' sense of value, identity and mission responsibility. For example, a dynamic digital sand table on poverty alleviation can be created to reproduce the changes in poverty alleviation data of poor villages in China over the years in real time. From macro data on overall poverty alleviation to micro data on poverty alleviation in individual villages, it can help students further understand the wisdom of "targeted poverty alleviation" and enhance their sense of patriotism. Finally, strengthen the effective connection between virtual and real scenarios to promote the transformation from "knowledge" to "practice". Colleges and universities can implement a practice assessment mechanism that combines virtual and real elements, and adopt the teaching model of "real problems - virtual solutions - real feedback". This process not only helps to develop students' ability to solve problems using technological tools, but also enables them to experience the entire process from "problem identification" to "problem solving" firsthand, thus truly realizing the goal of "learning for application".

4.4 Build a new ecosystem of human-machine collaboration and enhance the emotional warmth of the Big Ideological and Political Course in practical education

The core of the Big Ideological and Political Course lies in shaping students' thoughts and guiding their values, while AI and other technologies are merely tools for the course. Therefore, we should adhere to the concept of "technology as the tool", explore a new ecosystem of human-machine collaborative teaching, and strengthen the humanistic care and emotional guidance in the practical education of the Big Ideological and Political Course. First of all, make rational use of technological tools and combine "online communication" with "offline interaction" to build a new ecosystem of human-machine collaborative education. Only by combining online and offline teaching methods can the maximum synergy effect be achieved. The rational use of technology has, to some extent, expanded the breadth and efficiency of the Big Ideological and Political Course education; Offline face-to-face teaching enables heart-to-heart communication between teachers and students, thus safeguarding the educational warmth of the Big Ideological and Political Course. With the dual support of technological empowerment and humanistic care, human-machine co-education can be achieved. Secondly, innovate the ways of emotional connection between teachers and students and build a teacher-student relationship model of "emotional guidance and growth accompaniment". Under the human-machine collaborative education model, ideological and political course teachers need to transform themselves into versatile, inclusive and supportive composite roles. At the same time, teachers should also set up positive role models for students and act as their behavioral guides. Finally, strike a balance between technological rationality and value rationality, and adhere to humanistic care in data-driven teaching. Teachers of ideological and political courses should strike a balance between the technical and value tensions of artificial intelligence and the Big Ideological and Political Course (Chen, Tang, & Chen, 2025). For students' data portraits and learning growth trajectories generated by AI, ideological and political course teachers should not simply label students. Instead, they should have heart-to-heart one-on-one conversations based on this data and information, and perceive students' real needs through dialogue and communication, so as to enhance the educational warmth of the Big Ideological and Political Course.

5 Conclusion

"AI is a 'golden key' that will shape the future of education and empower its high-quality development." (CCTV News, 2024) Promoting AI empowerment of the practical education of the Big Ideological and Political Course is not only an inherent requirement for the innovative development of college ideological and political courses, but also a trend of the digital transformation of education in the new era. Digital empowerment is not merely a technological innovation, but more importantly, a creative reshaping of educational concepts and methods. Therefore, we must always be vigilant about the risk of value dissolution in the process of technological empowerment of practical education in the Big Ideological and Political Course and formulate targeted countermeasures to mitigate such risks. At the new historical starting point, colleges and universities should firmly establish the teaching concept of running the Big Ideological and Political Course well (Kong & Xiao, 2025), on the basis of abiding by the inherent laws of ideological and political education, grasp the tension between technological rationality and value rationality, and actively explore the practical paths for AI to empower the practical education of the Big Ideological and Political Course, implement the fundamental task of fostering virtue through education and cultivating people, accelerate the construction of an educational power,

and strive to achieve the high-quality development of ideological and political education.

References

[1] CCTV News. (2024, March 9). *Minister of Education talks about "AI + education": We must embrace the intelligent age proactively*. https://news.cnr.cn/native/gd/20240309/t20240309_526621893.shtml

[2] Chen, W. Y., Tang, L., & Chen, X. W. (2025). The internal mechanism, symptom generation and countermeasures of digital intelligence technology empowering the "Big ideological and political course" in colleges and universities. *Gansu Educational Research,* (13), 4–8.

[3] Gong, C. R., & Zhang, N. L. (2022). The educational landscape and practical strategies of AI are empowering the "Big ideological and political course". *Chinese University Teaching,* (8), 15–20.

[4] Guangming Daily. (2023, October 12). *Promoting the construction of digital ideological and political education and improving the capacity of online education for people*. https://www.cac.gov.cn/2023-10/12/c_1698767418968751.htm

[5] Hao, N., & Gui, Z. K. (2025). The picture, symptoms and paths of generative artificial intelligence empowered by DeepSeek et al. to consolidate the consciousness of the Chinese national community. *Journal of Ethnology,* (3), 5–14.

[6] He, M. (2025). A brief discussion on digital technology empowering the construction of the "Big ideological and political course" in colleges and universities. *School Party Building and Ideological Education,* (14), 49–52.

[7] Hua, M., & Wei, H. T. (2024). A three-dimensional exploration of generative AI empowering online ideological and political education. *Research on Ideological and Political Education, 40*(6), 149–156.

[8] Kong, Z. X., & Xiao, Y. (2025). The internal mechanism and practical path of the construction of the "Big ideological and political course" in the new era. *Journal of Theory,* (10), 107–114.

[9] Liu, J. H., & Liu, S. (2022). Empowerment risks and responses of intelligent ideological and political education. *Theoretical Journal, 5,* 110–115.

[10] Lu, C. (2025). Shaping a new pattern of moral education through the "Big ideological and political course". *Red Flag Manuscript,* (11), 41–44.

[11] Marx, K., & Engels, F. (2002). *Complete Works of Marx and Engels* (Vol. 3). People's Publishing House.

[12] Marx, K., & Engels, F. (2009). *Complete Works of Marx and Engels* (Vol. 8). People's Publishing House.

[13] Tang, X. Y., Li, D. P., & Xu, Z. Y. (2025). Theoretical logic and implementation methods of artificial intelligence are empowering ideological and political theory teaching. *Research on Ideological Education,* (7), 89–96.

[14] Wang, J., Song, H., & Zhang, M. K. (2025). Learning and implementing the spirit of the Fourth Plenary Session of the 20th Central Committee of the Communist Party of China: A roundtable discussion on "Key issues in implementing the new era's project of fostering virtue through education". *Journal of Educational Science of Hunan Normal University,* 1–8.

[15] Wang, Y. L., & Cui, J. S. (2025). Algorithm-driven transformation of ideological and political education: Discourse reshaping, risk concerns and optimization paths. *Research on Ideological and Political Education, 41*(2), 124–131.

[16] *We should make good use of the "Big Ideological and Political Course" (Micro Lens·General Secretary Xi Jinping's "group discussion" at the Two Sessions·On-site Observation of the Two Sessions)*. (2021, March 7). People's Daily, p. 1.

[17] Wen, X. (2025). New quality and new circumstances: An analysis of generative AI empowering the connotative development of ideological and political theory courses. *Research on Ideological Education,* (2), 94–101.

[18] Wu, H., & Chen, D. Y. (2023). The logic, dilemmas and paths of digital empowerment for the construction of the "Big ideological and political course". *Research on Ideological and Political Education, 39*(5), 89–93.

[19] Xi, J. P. (2020). Ideological and political education is a key course for implementing the fundamental task of cultivating students' moral character. *Qiushi,* 17.

[20] Xie, K., & Li, Y. Q. (2020). Digital intelligence technology empowering the innovative development of the "Big ideological and political

course" in colleges and universities: Goals, challenges and paths. *Research on Educational Technology, 46*(6), 83–89.

[21] Xinhua News Agency. (2013, August 20). *Xi Jinping stresses striving to do a better job in propaganda and ideological work. Central People's Government of the People's Republic of China*. https://www.gov.cn/ldhd/2013-08/20/content_2470599.htm

[22] Yan, L. L., & Gao, D. (2025). The value rationale, technical limits and application strategies of generative artificial intelligence are empowering ideological and political courses in colleges and universities. *School Party Building and Ideological Education,* (13), 66–69.

[23] Ye, F. X. (2023). Structure · operation · optimization: A review of the curriculum form of ideological and political theory courses in schools in the new era. *Journal of Guizhou Normal University (Social Sciences Edition),* (1), 149–160.

[24] Yin, Y. (2025). Exploration and practice of digital empowerment for the construction of the "Big ideological and political course" education system. *Teaching and Management,* (S1), 102–106.

[25] Zhang, K. Q. (2025). The driving logic, operating mechanism and realization path of digital empowerment for the construction of the "Big ideological and political course". *Contemporary Education Forum,* (2), 89–97.

[26] Zhao, C. L., & Pang, J. J. (2021). "Big ideological and political course": An important direction and focus for the reform and innovation of ideological and political courses in the new era. J*ournal of Ideological and Theoretical Education,* (8), 99.

[27] Zhou, S. Y. (2020). Exploring the path of making good use of the "Big ideological and political course", a practical teaching base for ideological and political courses in colleges and universities. *Research on Ideological and Political Education, 41*(4), 66–73.