

# Digital Transformation and Innovative Practice of Ideological and Political Education in Universities in the Internet Era

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**Abstract:** This article focuses on the digital transformation of ideological and political education (IPE) in universities (IPECU) in the Internet era. In view of the fact that the traditional IPE model can't meet the changes of students' habits of information acquisition and communication, and the needs of educational modernization, through the investigation and analysis of students' Internet usage habits, this article makes in-depth research from the perspectives of necessity, feasibility, key elements and innovative practice paths. The survey found that more than 80% students surf the Internet for more than 2 hours a day, and rely on social media to get information. The traditional model can't meet their interactive and interesting needs for IPE. Furthermore, technology, resources and policies provide feasibility for digital transformation. The key elements include the transformation of educational concept, the remodeling of instructional content, the innovation of mode and method and the improvement of teachers' quality. Based on this, innovative practice paths such as building multiple platforms, carrying out various activities, strengthening resource construction and integration, and strengthening assessment feedback are put forward to promote the digital transformation of IPECU and improve the quality of IPE.

## 1. Introduction

Based on the rapid development of information technology, the Internet has been deeply integrated into all levels of social life, profoundly changing people's way of thinking, behavior patterns and communication channels [1]. For IPECU, the Internet era has brought unprecedented challenges and rare opportunities for development. The traditional IPECU mode mainly focuses on classroom teaching, with one-way information dissemination and relatively lagging educational content update, which is difficult to fully meet the diverse and individualized learning needs of students in the Internet age [2]. Furthermore, the diverse cultural thoughts and values on the network constantly impact students' thoughts, which adds many difficulties to the work of IPECU [3]. The popularity of the Internet has also created a new opportunity for IPE. Massive network resources, convenient communication methods and rich interactive tools provide a broad space for the innovation and development of IPE [4]. In this context, the digital transformation and innovation practice of IPECU is particularly urgent.

Digital transformation can break the time and space limitations of traditional education and make IPE more flexible and immediate [5]. Through innovative practice, Internet technology can be used to enrich teaching methods, optimize instructional content and enhance the attraction and effectiveness of IPE [6]. In-depth study on the digital transformation and innovation practice of IPECU in the Internet era will help to promote IPE to keep pace with the times and better implement the fundamental task of educating people.

This article will focus on the current situation faced by IPECU in the Internet era, and discuss the theoretical basis, the necessity and feasibility of transformation, key elements and innovative practice paths. The purpose of this study is to provide a useful reference for IPECU to achieve high-quality development in the Internet age.

## 2. Digital transformation of IPECU in Internet era

The theory of educational informatization has undergone continuous development, and its core point lies in promoting educational reform and innovation by using modern information technology. From the simple audio-visual education in the early days to the intelligent education that integrates information technology in an all-round way, educational informatization has been evolving continuously [7]. In the digital transformation of IPECU, this theory provides a technical application framework for it. Marxist theory is the fundamental guiding ideology of IPECU. At the moment when network culture is prevalent, its communication faces a new environment [8]. Therefore, the digital transformation of IPECU needs to be guided by Marxist theory, deeply analyze the law of network culture communication, use digital means to enhance the influence of Marxist theory in cyberspace, and help students establish a correct world outlook, outlook on life and values.

From a psychological point of view, students' cognitive, emotional and social styles have changed in the Internet age, and their thinking is more active and they are highly receptive to new things, but their attention is easily distracted. The principle of pedagogy emphasizes that education should conform to students' learning rules [9]. Based on this, the digital transformation of IPECU should pay attention to students' psychological characteristics and design digital instructional contents and activities that meet their cognitive level and interests.

## 3. The necessity and feasibility of digital transformation of IPECU in the Internet era

### (1) Necessity analysis

In traditional IPECU, teachers give lectures in one direction. In this mode, students are in a passive acceptance state and lack active thinking and participation. Moreover, the updating speed of instructional content is slow, and it is difficult to keep up with the hot spots of the times [10]. The teaching space is limited to the classroom and the time is limited to the curriculum. Students encounter problems related to ideological and political education after class, and it is difficult to get answers and guidance in time.

In the Internet age, students have diversified access to information, more active thinking and are curious about new things. They are used to expressing their views and exchanging ideas through the Internet. According to relevant surveys (see Table 1), more than 80% of students spend at least 2 hours surfing the Internet every day, and more than 61% of them get all kinds of information through social media and short video platforms. They are eager to have more interaction and participation in IPE, and hope that the instructional content is lively and interesting, which is in line with the reality of online life. The traditional IPE model is difficult to meet these needs of students, and it is urgent to transform it digitally to meet the characteristics of students.

Table 1: Survey on Students' Information Acquisition and Communication Habits in the Internet Era

Survey Item	Specific Content	Proportion
Daily Internet Usage Duration	More than 2 hours	Over 80%
Main Information Acquisition Platforms	Social Media	Approximately 61%
	Online Learning Platforms	Approximately 24%
	News and Information Apps	Approximately 22%
Preferred Communication Methods	Instant Messaging Software	Approximately 76%
	Online Forums	Approximately 25%
	Offline Communication	Approximately 11%

Educational modernization requires comprehensive innovation in educational concepts, contents and methods. Digitalization is an important symbol of educational modernization. As an important part of the educational system, IPECU's digital transformation is an inevitable choice to adapt to the development of educational modernization. Through digital transformation, cutting-edge information technology can be integrated into IPE, the quality of education can be improved, and

high-quality talents with time vision and innovative thinking can be cultivated to meet the new requirements of social development for talents' ideology literacy.

#### (2) Feasibility analysis

The application of Internet technology, multimedia technology and artificial intelligence in the field of education is becoming more and more mature. High-speed network covers the campus, providing a foundation for online teaching and resource sharing. Multimedia technology can present IPE content in various forms, such as graphics, text, audio and video, and enhance its appeal. Artificial intelligence technology can realize intelligent counseling, individualized learning path recommendation, etc., and improve teaching pertinence. Universities have accumulated rich digital education resources for many years, and there are also a large number of high-quality IPE materials available for integration and utilization on the Internet. The resource sharing mechanism among universities is gradually improving, and IPE digital resources can be further enriched through cooperation and co-construction, providing sufficient resources for digital transformation. The state attaches great importance to the digitalization of education and has issued a series of policies to support the development of educational informatization. Universities also responded positively, increasing investment in the digital construction of IPE, and supporting the transformation work from the aspects of system, capital and manpower.

### 4. Key elements of digital transformation of IPECU in Internet era

#### (1) The change of educational concept

In the digital age, IPE should turn to the concept of interaction and guidance. Teachers should become the guides of students' learning, stimulate students' thinking and discussion and cultivate their autonomous learning ability by creating problem situations. Teachers can organize online discussions on ideological and political topics, guide students to express their views and communicate with each other, and comment and guide them in time in the process to deepen students' understanding of IPE knowledge. Teachers should fully respect students' dominant position and design teaching contents and activities according to students' characteristics and actual needs. Teachers can also use big data to analyze students' learning preferences and knowledge weaknesses, and tailor personalized learning programs for them.

#### (2) Digital remolding of instructional content

Internet hotspots and network culture are closely linked with students' lives. Introducing hot online events and popular cultural elements into the ideological and political classroom can make teaching more grounded. Teachers can analyze the problems of honesty and responsibility in webcasting, and guide students to think and establish correct values. Furthermore, a multimedia instructional resource library including videos, animations, case sets and other forms should be built (see Table 2) to enrich the teaching content and enhance the interactivity and effectiveness of the classroom.

Table 2: Classification and Proportion of Content in the Digital IPE Resource Library

Resource Category	Specific Content	Proportion
Videos	Ideological and Political Themed Lecture Videos	32%
	Historical Documentaries	21%
Animations	Traditional Virtue Story Animations	15%
	Historical Story Animation	16%
Case Collections	Social Hotspot Case Analyses	11%
	Campus Ideological and Political Cases	10%

#### (3) Teaching mode and method innovation

Online use of the network platform to publish learning materials, conduct online discussions, and conduct classroom lectures and practical activities offline. Virtual reality technology can create immersive learning scenes, such as simulating the scene of the Red Army's Long March, so that students can feel the revolutionary spirit in an immersive way. Artificial intelligence can intelligently correct homework and answer questions, and improve teaching efficiency.

#### (4) Teachers' digital literacy improvement

Digital teaching ability of ideological and political teachers in universities. Teachers need to be proficient in using digital teaching tools, such as online teaching platform and multimedia production software. They should also have the ability of data analysis, find problems from students' learning data and propose improvement strategies. Furthermore, teachers should master the integration and development ability of digital education resources and create high-quality instructional resources. Universities should regularly organize teachers to participate in digital teaching and training, and invite experts to give lectures and practical guidance. Encourage teachers to participate in digital teaching competitions to promote learning through competitions. Teachers themselves should actively learn new technologies, constantly improve their digital literacy, and better meet the needs of IPE digital transformation.

### **5. The innovative practice path of IPECU in the Internet era**

#### (1) Building a multi-digital teaching platform

Universities should build an IPE online learning platform that integrates the functions of course learning, data downloading and interactive communication. Students can log on to the platform at any time, study ideological and political courses independently and consult relevant materials. The platform sets up a course forum, which is convenient for students to discuss the learning content with teachers and classmates. Teachers can use social media platforms such as WeChat WeChat official account and Weibo to regularly push IPE-related content and attract students' attention in a short, concise, vivid and interesting form. Educators can also interact with students through these social platforms and answer their questions in time.

#### (2) Developing diversified digital teaching activities

Through the online learning platform or special competition system, the ideological and political knowledge competition is held, and individual competitions and team competitions are set up to stimulate students' enthusiasm for learning ideological and political knowledge. Teachers can organize students to participate in online thematic practice activities, such as online red story-telling and red cultural works creation, in combination with important festivals or anniversaries. By guiding students to record videos, writing articles, creating paintings and other forms, they are encouraged to actively participate, thus effectively cultivating students' patriotism and innovative practical ability.

#### (3) Strengthen the construction and integration of digital instructional resources

IPE teachers in universities should develop digital instructional resources with their own characteristics, such as making IPE micro-videos and compiling electronic teaching materials. These resources should closely focus on the syllabus, highlight the key points and difficulties, and present the instructional content in a vivid way. Teachers should actively integrate high-quality IPE resources on the Internet, such as national excellent ideological and political course videos and ideological and political related materials released by authoritative media. Furthermore, educators should also strengthen resource sharing and cooperation with sister universities, and further enrich the IPE instructional resource pool in our school.

#### (4) Strengthen the assessment and feedback of digital teaching

In addition to the traditional test scores, we should increase the assessment of students' online learning time, participation in discussions and the quality of homework completion. Teachers can use big data analysis technology to assess students' learning effect comprehensively and objectively, and find out the problems existing in students' learning process in time. Furthermore, by conducting online questionnaires and checking students' messages, teachers can collect students' opinions and suggestions on IPE digital teaching in time, providing reference for further optimizing teaching. According to the feedback information, teachers adjust the instructional content and improve the teaching methods, constantly optimize the digital teaching practice of IPE and improve the teaching quality.

## 6. Conclusions

In the Internet era, the digital transformation of IPECU is imminent and significant. From the necessity point of view, the change of students' information acquisition and communication habits and the development of educational modernization have challenged the traditional IPE model, and digital transformation is an inevitable choice to adapt to these changes. In terms of feasibility, the mature application of technology, rich digital resources and favorable policy support have laid a solid foundation for the digital transformation of IPECU. The wide application of Internet, multimedia and artificial intelligence in the field of education, the digital resources accumulated by universities and the guidance and guarantee of relevant national policies make the transformation practical.

The key elements of the transformation involve educational concepts, instructional contents, teaching models and methods, and teachers' digital literacy. Based on this, the digital transformation of IPECU can be promoted by building a diversified digital teaching platform, carrying out diversified digital teaching activities, strengthening the construction and integration of digital instructional resources, and strengthening the assessment and feedback of digital teaching. This will not only help to improve the quality of IPE, cultivate high-quality talents with the vision of the times and innovative thinking, but also better meet the new requirements of social development for talents' ideology literacy, and make IPECU glow with new vitality in the Internet age.

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