

# Project-based Teaching Reform and Practical Exploration of Ideological and Political Education Course in Universities under Digital Empowerment

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**Abstract:** Under the background of digital age, Ideological and Political Education (IPE) courses in universities are facing unprecedented challenges and opportunities. As an innovative teaching mode, project-based teaching provides a new idea for the teaching reform of IPE courses. This article aims to explore the specific path and practical strategy of project-based teaching reform of IPE courses under digital empowerment. Firstly, this article analyzes the theoretical basis of digital empowerment project-based teaching of IPE courses, then expounds the necessity of reform, and puts forward specific reform strategies and practical paths. The practical path includes strengthening the cultivation of teachers' digital ability, paying attention to the development and cultivation of students' subjectivity, and strengthening the construction and application of digital teaching platforms and tools. Digital technology can enrich the instructional content of IPE course, innovate instructional methods, improve instructional effect and cultivate students' comprehensive quality and innovative ability. This study provides a useful reference for the project-based teaching reform of IPE courses. Future research should explore the integration mechanism of digital technology and IPE course more deeply, and pay attention to the innovation and popularization of teaching practice.

## 1. Introduction

With the advent of the digital age, the rapid progress of information technology is reshaping the mode of human life, study and even thinking [1]. As a key place for knowledge dissemination and innovation, higher education institutions are facing unprecedented challenges and opportunities in their instructional methods and models. IPE course occupies a core position in the curriculum system of universities, and shoulders the heavy responsibility of cultivating students' ideological and political literacy, values and social responsibility [2]. Unfortunately, traditional instructional methods are not enough to stimulate students' interest, nor can they meet the pursuit of knowledge diversification and personalization of university students in the new era. In view of this, the teaching reform of IPE course is particularly urgent [3]. This is not only to improve the quality and effect of teaching, but also to conform to the trend of the times and cultivate talents in the new era.

Project-based teaching is an instructional method that pays attention to students' dominant position and emphasizes practice and innovation. Its application in IPE courses is getting more and more attention [4]. By participating in the planning, implementation and evaluation of the project, students can improve their practice and teamwork ability, deepen their understanding of the theory and improve their theoretical application ability in the process of solving practical problems [5]. This teaching mode complements the training goal of IPE course and opens up a new path for teaching reform. The help of digitalization provides strong support for the project-based teaching reform of IPE courses. Under the digital empowerment, the project-based teaching of IPE course can organize teaching activities more flexibly, stimulate students' interest and enthusiasm in learning more effectively, and cultivate students' comprehensive quality and innovation ability more comprehensively [6].

The purpose of this study is to clarify the direction and goal of project-based teaching reform of

IPE courses under the digital background, and to explore the specific strategies for its implementation. The research will focus on solving the following problems: how to optimize the design and implementation of project-based teaching of IPE course by using digital technology? How to build a project-based teaching evaluation system for IPE courses in the digital age? How to improve the professional quality and teaching ability of IPE teachers through digital empowerment? The discussion and answers to these questions will help to further promote the project-based teaching reform of IPE courses.

## 2. Theoretical basis of digital empowerment project-based teaching of IPE courses

The digital transformation in the field of education marks the high integration of information technology and educational practice. It provides a brand-new theoretical support and practical platform for the project-based teaching of IPE courses [7]. Digital technology provides the possibility for the richness of teaching resources, the diversity of instructional methods and the real-time interaction of teaching with its powerful information processing, storage and transmission capabilities. In project-based teaching, digital technology plays a key role, helping students to carry out tasks such as project planning, data collection and data analysis more efficiently. Digital empowerment advocates the student-centered teaching concept and encourages students to actively explore and collaborate in learning. This is in line with the basic concept of project-based teaching. Digital empowerment also expands the boundary of project-based teaching of IPE courses, which makes teaching no longer limited to physical classrooms and textbooks, but can realize deeper and wider learning and practice through cyberspace and rich online resources and tools.

## 3. Necessity of project-based teaching reform of IPE course in universities with digital empowerment

At present, the teaching of IPE course is facing multiple challenges, including students' lack of interest and unsatisfactory instructional effect (Table 1). To a great extent, these problems are attributed to the incompatibility of traditional instructional methods with the needs of university students in the new era.

Table 1 Current Situation and Challenges of IPE

Challenge Category	Specific Manifestations	Main Causes
Insufficient Student Interest	Low classroom participation, weak learning motivation	Single instructional method, lacking attractiveness
Ineffective Teaching Outcomes	Weak grasp of knowledge, limited guidance on values	Content disconnected from students' actual needs
Outdated Instructional Methods	Over-reliance on didactic instruction, insufficient interactivity	Traditional model not adapted to the needs of the new era
Inadequate Technology Application	Low utilization rate of digital teaching tools	Limited technical competence and resource support for teachers

Digitally empowered project-based teaching of IPE courses has become a powerful means to solve the problems in Table 1. On the one hand, digital technology makes the content of IPE course more vivid and intuitive, and effectively stimulates students' learning enthusiasm through various media forms such as pictures, videos and audio. On the other hand, project-based teaching pays attention to students' practical participation and subjectivity. Through the participation of practical projects, students' practical and innovative abilities are enhanced, and the instructional effect is also improved. Digital empowerment can also provide accurate and objective data support for teaching evaluation, making the evaluation system more scientific and reasonable. Therefore, the project-based teaching reform of digital empowerment IPE course is not only an inevitable trend to conform to the trend of the times and meet the needs of students, but also an important way to improve the teaching quality and effect.

#### 4. Digital empowerment project-based teaching reform strategy of IPE course in universities

Driven by digital transformation, the project-based teaching reform of ideological and political theory courses in universities urgently needs to adopt a series of innovative strategies. The first strategy is to update the teaching concept: from the traditional teacher-centered teaching mode to the student-centered teaching mode. This change requires teachers to play more roles as guides and facilitators to encourage students to actively participate and learn independently. We should give full play to the potential of digital technology and expand instructional contents and means. Table 2 focuses on the reform strategy under the background of digital transformation, highlighting innovation and operability.

Table 2 Reform Strategies for Project-Based Teaching of IPE courses in the Context of Digital Transformation

Reform Direction	Specific Strategies	Implementation Key Points
Update Teaching Concepts	Shift from Teacher-Centered to Student-Centered	Teachers guide and inspire students' autonomous learning
Innovate Teaching Modes	Implement Project-Based and Interactive Teaching	Design practical tasks to enhance participation
Apply Digital Technologies	Introduce tools such as virtual simulation and online platforms	Enhance classroom interactivity and content richness
Expand Teaching Content	Integrate multidisciplinary knowledge and social hot topics	Strengthen the course's relevance to reality and attractiveness
Data-Driven Evaluation	Optimize instructional effectiveness through data analysis	Provide real-time feedback and personalized guidance

In order to improve the instructional effect, it is necessary to innovate in instructional methods and means. Digital empowerment provides rich tools and platforms for teaching innovation. The rational use of these resources can significantly enhance the interactivity and attractiveness of the classroom. Through the online learning platform, teachers can design online and offline collaborative learning tasks, so that students can participate in the exploration and discussion of knowledge before, during and after class. This model can promote knowledge sharing and communication among students, and also cultivate their teamwork ability and critical thinking. The introduction of new teaching modes such as flip classroom and blended learning can effectively break the time and space limitations of traditional teaching. In the flip class, students can learn the basic knowledge through videos or reading materials before class, and the class time is more used for in-depth discussion and practical application. This way gives students greater autonomy in learning, enabling them to arrange their learning plans according to their own pace, thus improving their learning efficiency. At the same time, blended learning combines the advantages of online and offline, which not only ensures the systematic teaching of theoretical knowledge, but also provides more opportunities for the cultivation of students' practical ability.

#### 5. Digitalization empowers the practical path of project-based teaching of IPE courses

On the practical path, the cultivation of teachers' digital ability is the key starting point of teaching reform. As the core promoter of teaching reform, teachers need to master solid professional knowledge and have the ability to use digital technology to carry out teaching. If teachers lack the skillful application and innovative consciousness of digital tools, the teaching reform is likely to become a mere formality, and it is difficult to really land. In view of this, universities should help teachers improve their digital literacy through systematic training, special seminars and experience sharing meetings. Universities can organize teachers to learn how to use online teaching platform, virtual simulation tools and data analysis software, and encourage them to design innovative teaching programs in combination with the characteristics of the curriculum. Only when teachers have enough digital ability can they better adapt to the teaching needs of the new era and provide students with high-quality learning experience.

In project-based teaching, it is very important for students to play their subjectivity. Students are

not only the participants in the class, but also the planners and implementers of the project. In order to make students become the masters of learning, we need to pay attention to stimulating their initiative and creativity in the teaching process. For example, teachers can guide students to plan and complete projects independently by setting open questions or tasks, and cultivate their independent thinking ability and teamwork spirit. The application of digital technology also provides more possibilities for students' autonomous learning. Teachers can provide students with rich and varied learning materials and technical support by means of online resource library and intelligent learning tools. In this way, they can find and solve problems in exploration and improve their comprehensive ability in practice. This student-centered instructional method can enhance the interest of learning and improve the learning effect.

A digital platform with perfect functions and convenient operation can provide strong technical support for teachers and students and make teaching activities more efficient and flexible. According to the characteristics of IPE course, universities should build a project-based teaching platform that meets the needs of the course and integrate high-quality teaching resources (case base, video materials, interactive modules, etc.) to provide comprehensive services for teachers and students. At the same time, with the continuous updating of technology, the platform needs to be continuously optimized and upgraded to ensure that it can keep up with the pace of development of the times. Only by continuously strengthening the function of digital platform can we provide solid technical support for the project-based teaching reform of IPE courses and help improve the teaching quality in an all-round way.

## **6. Conclusions**

This article expounds the challenges and opportunities faced by IPE courses in the digital age, and points out the application value of project-based teaching in IPE courses. It also discusses how digital empowerment can provide new ideas for project-based teaching of IPE courses. Through a series of analysis and discussion, this article draws the conclusion that digital empowerment can enrich the instructional content of IPE courses and innovate instructional methods; It can also improve the instructional effect and cultivate students' comprehensive quality and innovative ability. This conclusion fully proves the importance and necessity of digital empowerment in the project-based teaching reform of IPE courses. On the theoretical level, this article constructs a theoretical framework for digitally empowering project-based teaching of IPE courses, which provides theoretical support for subsequent research. On the practical level, this article puts forward a series of specific reform strategies and practical paths. They provide practical suggestions for the implementation of project-based teaching of IPE courses. However, due to the limitation of research time and resources, this article failed to discuss and apply all digital technologies and tools in depth, and failed to conduct field research and case analysis on all universities.

Under the digital empowerment, the project-based teaching of IPE courses will present a broader development prospect. With the continuous development and application of information technology, digital empowerment will bring more innovative opportunities for project-based teaching of IPE courses. In the future, the project-based teaching of IPE courses will pay more attention to students' subjectivity and creativity, practical teaching and interdisciplinary integration, and pay more attention to the accuracy and personalization of instructional effects. This article suggests that future research should explore the integration mechanism of digital technology and IPE course more deeply, pay more attention to students' learning needs and characteristics, and pay more attention to the innovation and popularization of teaching practice.

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