

## Challenges and Countermeasures of the Digital Transformation of Ideological and Political Education in Colleges and Universities

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**Abstract:** Ideological and political education (IPE) should deeply explore the essence of theories, move students through profound theoretical analysis, influence students with firm ideological concepts, and guide students with the tremendous charm of truth. In order to achieve this key goal, we must skillfully utilize digital technologies, integrate various teaching materials and resources, and construct a comprehensive and multidimensional teaching resource system. Under the general environment of digital education, IPE in higher education should not only adhere to the fundamental purpose of education and fulfill the mission of cultivating talents with both moral integrity and ability, but also keenly seize the new opportunities brought by digital transformation and technological empowerment, so as to improve the quality and efficiency of education. Integrating “digitalization” into all aspects and links of IPE in colleges and universities ultimately aims to achieve the goal of nurturing virtue and cultivating people in a silent and subtle way.

### 1. Introduction

The report of the 19th National Congress clearly proposed that we should vigorously promote and practice the core socialist values. It focuses on cultivating the youth of the new era who can shoulder the mission of national rejuvenation, and by strengthening educational guidance, practical training, and institutional support, allows the core socialist values to play a leading role in national education, the construction of spiritual civilization, and the creation, production, and dissemination of spiritual and cultural products, fully integrating into all aspects of social development, so as to become emotional resonance and daily behavioral norms for people [1]. At present, digital technology is having a profound impact on the fields of production and life. Professional courses in colleges and universities are a key link in realizing the fundamental task of fostering virtue through education. In order to better undertake the mission of cultivating successors for the Party and builders for the nation, we must seize the new opportunities brought by digital development and use digital technology to enrich educational content, innovate educational methods, and improve the evaluation system, so as to achieve high-quality development in education [2]. To fully implement the Thought on Socialism with Chinese Characteristics for a New Era, the spirit of the 19th National Congress of the Party, and the General Secretary's important discourses on education, and to continue to take the Thought on Socialism with Chinese Characteristics for a New Era as the soul to cultivate youth, according to the Guiding Opinions of the Ministry of Education on Comprehensively Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training (Jiao Gao [2019] No. 6) and the Implementation Plan for the “Three Entries” Work of the Thought on Socialism with Chinese Characteristics for a New Era and the Spirit of the 19th National Congress of the Party (Zhong Da Wei Ban [2018] No. 5), with the support of the “Three Entries” work special curriculum construction project (the third batch of exemplary courses in professional education), the author has explored new paths and methods for ideological and political construction in colleges and universities under the background of digitalization in education [3-4].

## **2. Challenges in IPE for Contemporary College Students**

### **2.1 The Impact of Diverse Values**

In contemporary society, with the deepening of globalization, cultural exchange and integration have become increasingly frequent, and the values of college students also show a trend of diversification. Although this trend reflects social progress and openness, it also brings new challenges to IPE. Traditional, single-mode value education appears inadequate when facing the impact of diverse values and has difficulty effectively guiding college students to form stable and positive value concepts. The influx of diverse values often causes confusion for college students in value choices [5]. On the one hand, they are influenced by traditional Chinese culture and the core socialist values; on the other hand, they are also affected by Western ideologies such as individualism and liberalism. Although this value diversification provides more choices for college students, it also increases the difficulty of making correct value judgments. In this context, how IPE can effectively guide college students to establish a correct worldview, outlook on life, and values has become a problem that urgently needs to be solved. The traditional indoctrination-based education method is no longer suitable for this diversified environment, and it is necessary to find more flexible, open, and inclusive educational approaches to cope with the impact of diverse values [6].

### **2.2 The Overabundance of Online Information**

The rapid development of Internet technology has greatly expanded the speed and scope of information dissemination. The overabundance of online information has brought new challenges to IPE for college students. The Internet is filled with various viewpoints, remarks, and ideologies, among which there are extreme, false, and even harmful pieces of information. The existence of these types of information not only interferes with the value judgments of college students but also increases the difficulty of IPE. In the face of the overabundance of online information, how to guide college students to correctly identify and handle online information has become an important task of IPE. On the one hand, it is necessary to strengthen information literacy education for college students and improve their ability to identify and process information; on the other hand, ideological and political educators also need to actively use online platforms to spread positive energy and guide college students to establish correct concepts of online morality. The overabundance of online information has also intensified the complexity of online public opinion. As important participants in online public opinion, the remarks and behaviors of college students are often influenced by it. IPE also needs to pay attention to the guidance and management of online public opinion to prevent it from having a negative impact on college students [7].

### **2.3 The Lag in Educational Content and Methods**

At present, the content and methods of IPE for college students still have certain lags and have not fully adapted to the development of the times and the needs of college students. Traditional educational content places too much emphasis on the instillation of theoretical knowledge while neglecting the cultivation of practical ability and the guidance of emotional experience. At the same time, the educational methods are too monotonous, lacking innovation and interactivity, making it difficult to stimulate students' interest in learning and participation [8]. This lag not only affects the effectiveness of IPE but may also lead to resistance psychology among college students. To change this situation, it is necessary to continuously update educational content, strengthen practical teaching and emotional experience components, and allow college students to deepen their understanding of theoretical knowledge through practice. At the same time, it is also necessary to innovate educational methods and introduce more interactive and participatory teaching methods to improve college students' enthusiasm and level of participation in learning.

### **3. Development Directions of Digital IPE**

#### **3.1 Optimizing the Communication Methods and Carriers of IPE**

The transformation of IPE in colleges and universities from an "authoritative paradigm" to a dialogical paradigm that is sharing-oriented and participatory still requires further development of new digital media ecological products that unify political and academic qualities, dominant and subjective characteristics, as well as unity and diversity [9]. The existing digital teaching achievements of professional courses have enhanced the construction of diversification, visualization, and interactivity in terms of thematic planning, course production, and carrier channels. The National Smart Education Platform is becoming an important product of public education services. Media teaching resources such as VR teaching, maker classrooms, and smart libraries are gradually realizing technological means in teaching, informatization in educational communication, and modernization in teaching methods, providing base stations for the digital development of education and teaching. Digital education carriers have characteristics such as being intangible, implicit, and potential. Tangible fields and intangible fields, explicit carriers and implicit carriers each have their own positioning and functions, requiring continuous optimization of the interacting education and teaching fields to enhance the guiding power and cohesion of the Party's innovative theories for young students [10].

#### **3.2 Empowering the "Teacher Side"**

The characteristics of digital media in terms of expression are intuitive and vivid, fast and flexible, simple and open. These characteristics directly affect the "teaching" and "learning" in education and teaching. The "result" of digital technology empowering education and teaching is directly reflected in the classroom. The teaching models, evaluation methods, teacher capabilities, and learning environments of IPE in colleges and universities need to make adaptive adjustments in digital interaction. College teachers formulate differentiated, scientific, and precise teaching plans based on data collection and analysis of learning conditions, use digital technology to capture and enrich teaching materials, comprehensively apply political language, academic language, and network language in class, respond and provide feedback to students in real-time, making the classroom rich and vivid, full of modern atmosphere. After class, they assign personalized homework and conduct scientific evaluation to further consolidate the effects of classroom teaching. The "cause" of digital technology empowering IPE and teaching lies in the research and cultivation of teachers. College teachers are the main disseminators of the Party's innovative theories. They must continuously study and cultivate themselves to consolidate their theoretical foundation, and also keep pace with the development needs of the education sector to become experts in mastering modern information technology, actively explore new forms of education and teaching, and update the methodology of IPE and teaching.

#### **3.3 Empowering the "Student Side"**

In the network era of rapid information development, the younger generation of students tends to accept ideological and political teaching methods that are flexible, diversified, and grounded in reality. In colleges and universities, ideological and political courses, through forms such as microfilms, micro-videos, and micro-comics, have attracted the active participation of many college students. These activities fully demonstrate the achievements of teachers in the practice of IPE and in the innovation of teaching methods, providing a high-quality platform to stimulate students' intrinsic enthusiasm for learning ideological and political courses. Young students have significant advantages in the depth, breadth, and speed of information acquisition. Guiding them to fully utilize these advantages, actively explore, independently inquire, delve deeply into research, and improve their abilities to analyze and solve problems, as well as their practical skills, holds very promising prospects.

## **4. Application Value of Digitalization in the Transformation of IPE in Colleges and Universities**

### **4.1 Diversified Communication Channels**

In the contemporary network era, ideological and political teaching in colleges and universities has broken free from the constraints of traditional classroom space, and through diversified transmission channels, has expanded the educational space and extended the scope of influence into broader spatial domains. For example, within the social media commonly used by students, broad platform spaces have been opened, using platforms such as WeChat public accounts and Weibo to publish articles, videos, or images related to ideological and political teaching, respond to students' questions and discussions in real time, and thereby add vitality and interest to teaching, shorten the psychological distance between teachers and students, and enhance students' enthusiasm for participating in teaching and their sense of belonging to the school. There are also relevant IPE bases on short video platforms, such as Douyin and Kuaishou. On these short video platforms, teachers can publish short videos that are concise, direct, clear, and easy to understand, using this method to convey the core values they wish to express and attract students' attention. Based on the high transmissibility and virality of short video platforms, this solves the issue of students' fragmented time and effectively achieves the subtle influence of IPE during the accumulation of students' time day by day. For example, teachers teach students remotely through online live broadcast platforms like Bilibili or Tencent Meeting, and students can raise questions at any time, with teachers giving timely responses to the questions, thereby achieving real-time transmission of education and active student participation. The online teaching format not only breaks the limitations of geography and time but also allows for recorded playback, enabling students to review and study repeatedly and continuously reinforce their knowledge.

### **4.2 Improving Student Participation and Interactivity**

Through the application of digital technology, the degree of student participation and interactivity in IPE can be effectively improved. First of all, through real-time interaction and feedback platforms, teachers can promptly understand students' levels of understanding and feedback information, so as to make timely adjustments and teaching strategies. For example, under the network platform, teachers can understand students' real-time feedback information through communication platforms, understand their points of concern and doubts, and then conduct targeted explanation and guidance. This real-time communication and feedback method not only enhances students' participation but also makes the teaching process more accurate and efficient. In addition, digital technology also possesses the possibility of choosing original learning paths. Through data statistics and artificial intelligence algorithms, teachers can set up a targeted learning plan specifically based on students' interests, learning habits, and individual characteristics. Students can conduct self-assessments on related issues through online platforms and obtain specially arranged learning resources and information for them based on the self-assessment results. This approach can greatly respect students' individuality and enhance their desire and motivation to learn. With the help of digital technology, students become the participants and interaction subjects in IPE activities. For example, by using virtual reality technology, students can truly feel the development of history, perceive the appearance and essence of social phenomena, and so on. The diverse learning process shifts from a reception mode of information acquisition to an autonomous mode of information production.

## **5. Design and Implementation of Digital Communication Paths**

### **5.1 Content Design and Optimization**

When designing digital content transmission paths, attention should be paid to content construction and optimization. In order to meet students' needs and improve their level of participation, we should build different types and high-quality educational resources, such as digital

teaching materials, online teaching courses, interactive practice exercises, video lectures, etc., to ensure their completeness and authenticity. In addition, attention should be paid to the educational framework and modular design, so that educational content can be flexibly changed and used according to different teaching environments and teaching needs. Moreover, attention should also be given to the youth-oriented presentation forms of content. Nowadays, many students prefer visualized and multimedia forms of content presentation. Therefore, teachers and school departments should use various methods to create content, such as text, images, audio, video, etc., and combine means such as animation, VR technology, and AR technology to make teaching content more visualized and interactive, thereby enhancing social participation and improving the learning experience and learning outcomes of the educated.

## **5.2 Platform Selection and Integration**

Only by correctly selecting suitable media can better communication be achieved. Colleges and universities should comprehensively understand the characteristics of different media platforms and the attributes of their audiences and build cross-platform information communication plans. Grasping the functions of different platforms and the attributes of their audiences is the key to achieving effective communication. For example, platforms such as Weibo and WeChat are better at spreading hot topics and niche information to guide students to follow up in time; MOOC platforms are more suitable for studying structured courses or deeply discussing academic topics; video apps such as Douyin and Bilibili are more suitable for creating eye-catching educational videos to deepen communication. Therefore, colleges and universities should adopt differentiated methods of promotion and management according to the characteristics of different platforms, use data to analyze behavioral preference attributes, and adjust publicity plans to achieve better communication effects. Schools can build a unified information release/management platform to realize information sharing and synchronized updating across platforms, ensuring the timeliness and consistency of communication.

## **5.3 Communication Effect Evaluation and Feedback**

In the application of digital transmission channels, the evaluation and feedback of communication effects is a fundamental link to ensure the effectiveness and quality of communication. Data-driven precision management can achieve comprehensive and accurate evaluation of digital communication benefits. By analyzing data indicators such as platform visit volume, user retention time, and interaction activity level, teachers can monitor the communication effect in real time, understand students' participation status and reactions, and adjust the communication content and methods in a timely manner. In addition, problems should also be observed from the users' perspective. Schools can obtain students' understanding of course content, their preferences in communication methods, and their feelings and views during the learning process through questionnaires, online messages, discussion exchanges, etc. This feedback information not only helps identify problems existing in communication but also provides important reference for later content optimization and system upgrades. Through continuous evaluation and iteration, colleges and universities have improved their ability to design and apply digital transmission channels, and further enhanced the breadth and depth of IPE in colleges and universities.

## **6. Innovative Teaching Methods for the "Big Ideological and Political Course"**

In the current era, the rapid advancement of digital technology has led to its increasingly widespread application in the field of education, especially in the field of IPE in higher education. This application enables teachers to enrich teaching methods by using diversified digital tools and platforms, such as teaching videos, online teaching materials, interactive teaching platforms, etc., which can all provide strong technical support for the innovation of teaching methods. The so-called innovation of the "Big Ideological and Political Course" teaching method is a major reform of traditional ideological and political theory course teaching methods, aiming to improve the quality

and effectiveness of IPE. Traditional subject teaching often focuses on theoretical instruction, while the reformed teaching methods place more emphasis on student participation and practice, for example through forms such as group discussions, case analysis, and role-playing, to enhance student interaction and experience.

By relying on the power of digitalization to promote the construction of the “Big Ideological and Political Course,” not only has technological support and implementation paths been provided for the reform of teaching models, but teachers are also enabled to use digital tools and platforms to innovate teaching methods and management approaches. For example, teachers can use online forums to stimulate interaction among students and enrich student learning materials with digital resources such as teaching videos and interactive courseware. There is an internal connection of mutual promotion between digital technology and the innovative teaching model of the “Big Ideological and Political Course.” The application of digitalization in ideological and political teaching in colleges and universities provides technical tools and support for teaching model innovation and enriches the diversity and flexibility of teaching methods. Conversely, the practice of teaching model innovation also provides practical scenarios and demands for the application of digitalization, significantly improving teaching effectiveness and students’ enthusiasm for participation.

## **7. New Trends in the Development of IPE in Colleges and Universities under the Background of Digital Transformation**

The development trends of IPE in colleges and universities under the background of digital transformation are as follows: under the background of digital transformation in higher education, the sources of information and consultation for IPE in colleges and universities have become fragmented. The convenience, scale, and speed of obtaining fragmented information on the Internet far surpass traditional textbooks and materials, and such information is widely present in the digital network education space. This feature of fragmentation has both advantages and disadvantages for the practice of digital network IPE in colleges and universities. The advantage lies in the convenience of digital network communication, which can carry out extensive IPE for a large group of college students in a short time. The disadvantage lies in the fact that fragmented network information is often mixed with both good and bad content.

The educational communication model of IPE in colleges and universities under the background of digital transformation in higher education has become diversified. The traditional communication model of IPE in colleges and universities has been impacted and challenged. The IPE method favored by the new generation of college students is no longer passive acceptance. Digital network technology has provided a new communication model for IPE. In this communication model, the authority of the individual is weakened. The dissemination of educational content breaks the limitations of time and space, and it is no longer the “high to low” or “one-to-one” communication model in traditional IPE practice, but a decentralized “peer-to-peer” or “many-to-many” communication model.

The discourse of educational communication in IPE in colleges and universities under the background of digital transformation in higher education has become more life-oriented. The audience of digital integrated media includes not only college students but also a large number of ordinary grassroots people. It is possible to develop into a comprehensive cross-time-and-space channel involving nationwide participation, nationwide learning, and nationwide practice. This possibility depends on the life-oriented expression of educational communication. When carrying out IPE, colleges and universities must deeply integrate it with students’ daily academic pursuits and life experiences, stimulating strong emotional resonance, so that IPE can truly reach people’s hearts and promote college students to transform educational content into their firm beliefs and action guides.

## **8. Conclusion**

Under the framework of curriculum-based IPE, digitalization plays an indispensable role in the

construction of a comprehensive IPE system. It not only aligns with the strategic needs of national development in the digital era but also injects new vitality into the “Big Ideological and Political Course.” With the gradual improvement of the comprehensive IPE system, the methods of IPE in colleges and universities in China have undergone significant transformation. Colleges and universities should encourage teachers to adopt a blended teaching approach that integrates online and offline methods, using advanced technologies and equipment to make teaching forms more diversified and to incorporate educational concepts into the teaching process from multiple perspectives. This not only improves teaching efficiency but also enhances the effectiveness of IPE. In the wave of digitalization, when carrying out IPE, colleges and universities need to deeply understand the internal connection between digitalization and comprehensive IPE, and promote educational innovation from multiple dimensions such as establishing correct values, addressing technical challenges, mastering mainstream value orientations, and achieving the integration of online and offline methods, with the aim of improving students’ ideological and political literacy and overall quality, and providing society with more well-rounded and outstanding talents.

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