Exploration into the Challenges and Development Paths of Ideological and Political Education in Higher Education Institutions in the Digital Age

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Abstract: Digital ideology and politics leverage AI, big data, and cloud computing to integrate digital technology with ideological education, aiming to foster morality and innovate teaching resources. This enhances educational scenarios and digital literacy. However, current challenges in colleges include value alienation, homogenization of resources, and infrastructure issues. Solutions involve strengthening technology's role, supporting individuality, and building a cohesive digital Civics education system.

Keywords: Digital ideology and politics; Digital technology; Ideological and political education

1. Introduction

Chinese modernization emphasizes the digitalization of ideological and political education, a focus since the 18th CPC Congress and reaffirmed by the 20th Party Congress (Xi, 2022). Big data and AI are now essential for fostering students' ideological values, addressing new challenges. College students, shaped by digital tools, present both opportunities and challenges for modern civic education (Gong & Zhang, 2024).

2. Background of the Development of Digital Civic and Political Education in Colleges and Universities

The rise of AI and data algorithms is reshaping student thinking, requiring civic education to adapt.

2.1 Background of the era

Chinese students are digital natives. Civic education must balance innovation with cultural heritage. Globally, digital literacy and data mining improve education (Kane et al., 2017).

2.2 Technological background

Technologies like AI, big data, and cloud computing enhance ideological education. However, issues like technological determinism and privacy must be addressed.

3. The core meaning of digital ideological and political education in colleges and universities

3.1 The coupling of digital technology and ideological and political education

Digital technology and ideological education both focus on human development. The integration unites value and rationality, promoting moral development and student-centered learning, while preventing value alienation (Wang & Feng, 2023).

3.2 Content supply of digital ideology in colleges and universities

3.2.1 People-oriented, ensuring the positive nature of content supply

Civic courses must align with national policy and remain relevant to students' realities. Education should link with social practice, enhance content review standards, and focus on developing critical thinking and technological proficiency.

3.2.2 Utilizing the idea of "building blocks" to innovate high-quality teaching resources

The "building blocks" approach allows teachers and students to create resources based on practical needs, not just textbooks. This fosters databases and online resources, enhancing classrooms with interactive, student-centered learning (Tang & Lai, 2022).

3.3 The nurturing field of digital civic politics in colleges and universities

The integration of digital and real spaces expands civic education, enabling seamless transitions between virtual and real environments.

Platforms like the National Educational Resources Public Service Platform and Mucous Class Platform, along with AI-driven personalized learning, enhance digital civic education (Zhang & Chen, 2021). Examples include East China Normal University's "Digital Intelligence Leap" and Zhejiang University's "Smart Cloud Classroom, " which use AI to personalize learning.

3.4 Digital literacy of the subject of digital civic politics

Teachers and students are central to digital Civics. For educators, digital literacy involves using digital tools (Zhu & Dai, 2024). For students, it means evaluating information and ensuring digital security. Improving digital literacy enhances education and fosters independent thinking (Liu & Yi, 2024).

4. Challenges of Digital Civic and Political Education in Colleges and Universities

Digital technology presents challenges like value alienation, resource homogenization, and infrastructure gaps.

4.1 Alert to the Alienation of Value Orientation

The internet shapes students' values, leading to value alienation. Profit-driven technology often prioritizes practicality over morality, reducing autonomy and turning students into passive consumers (Zhang & Chen, 2021). This risks weakening their ideological foundations and critical thinking. Digital technologies must ensure positive value transmission.

4.2 Homogeneous challenge of teaching resources

Digital resources in ideological education often lack diversity, dominated by government, market, and schools. Algorithm-driven systems create a "digital cocoon, " limiting perspectives and fragmenting content. This restricts students' development and learning, highlighting the need for a balance between personalized recommendations and comprehensive content.

4.3 Mismatch of infrastructure

Digital education faces challenges such as inadequate 5G coverage, insufficient IT infrastructure, and slow data center development. A lack of tech-skilled teachers and outdated equipment limit innovation, while underused technologies like AI and XR, and immature virtual reality restrict their use in Civics courses (Gao, 2024).

4.4 The crisis of confusion in the subject angle

Digital technology creates cognitive models that can conflict with real-world norms, leading to digital alienation and inner conflicts for students. For teachers, blending virtual and real environments can cause role confusion, reducing critical thinking and social practice, and challenging traditional authority in Civic education.

5. The development path of digital Civics in colleges and universities is analyzed

5.1 Laying a foundation for moral education--Strengthening the scientific and technological leadership of digital Civic and Political Science

Xi Jinping emphasized the role of Civic education in moral character development. Digital Civics should use technology to shape values and political awareness while aligning with traditional education principles and national policies (Guo, 2021; Papastephanou, 2005). Technology should modernize education and support students in aligning with societal values.

5.2 Nurturing Virtue and Precision Plowing - Deeply Plowing Diversified Educational Ecology

TDigital ideological education must create a tailored data environment to avoid resource homogenization. This involves data collection, opinion monitoring, and flexible resources to meet individual needs (Feng & Xing, 2023). Establishing consistent guidelines for platform architecture and security, and balancing virtual and real spaces, is essential for improving resource quality and management.

5.3 Intelligent Environment - Establishing Efficient and Safe Nurturing Mechanisms

Colleges need to upgrade digital infrastructure and train teachers in digital education (Schuitema et al., 2009). Ongoing investment and updates are crucial. Teachers should be trained in online tools, VR, and data analysis. AI-driven tools and collaborative networks improve content quality (Kane et al., 2017). Regular evaluations ensure content aligns with values and adjust strategies as needed.

5.4 Synergistic Co-education - Constructing a Digital Civic Education Community

The digital Civics community connects families, schools, and society using technology. Parents track progress, schools tailor teaching, and communities provide activities. Xi Jinping emphasized guiding education with socialist values (Xi, 2022). Big data and AI ensure education meets individual needs and guides values. Integrating decision-making, feedback, and strategy adjustment improves fairness and effectiveness.

6. Conclusion

The digital era offers opportunities and challenges for Civic Education. Current programs often fail to meet students' needs. Civic Edu-

cation should focus on value leadership and prioritize learner needs (Whiteley, 2012). Steps include upgrading digital infrastructure, building digitally literate teams, and creating resource-sharing platforms. Using big data and AI can improve teaching methods and education quality, aiding societal modernization.

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