

Innovative Logic and Path Reconstruction of Higher Education Ideological and Political Education Under the Background of Digital Transformation

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Abstract: Digital transformation has brought major structural changes to higher education and has pushed traditional ideological and political education (IPE) to adjust both in theory and in practice. As a central part of talent cultivation in colleges and universities, IPE is now being reshaped by digital technologies. Changes are happening on two levels: the way IPE is understood in theory and the way it is carried out in practice. This study reviews the internal logic of innovation in higher education IPE in the digital era from three aspects: theoretical iteration, technological empowerment and value inheritance. It also examines the practical difficulties facing current IPE under digitalization, including the alienation of educational subjects, content homogenization and lagging mechanisms. The problem is not abstract. These issues directly affect how IPE is taught and how students receive it. On this basis, the study rebuilds the practical path for the development of higher education IPE from the perspectives of educational concepts, teaching systems and talent support. The aim is to bring digital technology into closer connection with the core goals of IPE, address the constraints of traditional educational modes, and improve the modernization level, pertinence, and effectiveness of higher education ideological and political education.

Keywords: Digital transformation; Higher education; Ideological and political education; Innovative logic; Path reconstruction

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1. Introduction

Digital technologies have quickly changed the environment of contemporary higher education and, in doing so, altered the conditions under which ideological and political education takes place. Traditional teaching models no longer fit the digital habits and cognitive patterns of today's college students. Starting from this

change, this paper examines the internal logic behind innovation in digital ideological and political education, considers the practical difficulties it faces, and proposes more targeted strategies for restructuring its development so as to improve the quality and modernization of ideological governance in higher education.

2. Innovative logic of higher education ideological and political education in the context of digital transformation

2.1. Theoretical logic: Modern iteration of traditional ideological and political education theory

Theoretical innovation in digital IPE comes from reworking traditional educational theories under digital conditions, while still following the basic laws of education. In higher education, traditional IPE is mainly built on humanistic education theory and ideological guidance theory. It centers on offline classroom interaction and a relatively linear approach to value transmission, so both its theoretical framework and practical logic have usually been fairly stable ^[1].

With the arrival of the digital era, the time and space limits built into earlier educational theories have weakened. As a result, IPE theory has had to respond to the digital survival and digital growth of college students, rather than staying within older teaching settings. The shift is clear. The theoretical logic of digital IPE still follows a people-centered educational concept, but it starts more directly from the different growth needs of contemporary college students and moves away from the single perspective that shaped traditional collective education ^[2].

On this basis, digital IPE builds a more varied theoretical system that tries to keep universal value guidance and personalized spiritual cultivation in balance. Digital transformation has also pushed IPE theory toward interdisciplinary combination, especially between ideological education theory, digital communication theory, educational psychology, and data science. This does not just add more fields in the name. It gives higher education IPE more ways to explain the new situations and problems that appear in the digital era, and it makes the overall theoretical system better suited to current practice in colleges.

2.2. Technical logic: Intelligent empowerment of ideological and political education practice

Technological empowerment is the main force behind the digital transformation of higher education IPE. It improves educational efficiency and outcomes by reshaping how educational activities are organized and carried out. Traditional college IPE has mainly depended on manual teaching and offline communication, which often limits it to a single teaching method, slow feedback, and weak targeting. By contrast, digital technologies such as big data, artificial intelligence and cloud computing support a more intelligent operating system for IPE practice. This system makes it possible to form a closed loop of full-process perception, accurate analysis and dynamic optimization ^[3].

Digital technology also changes the one-way indoctrination model often seen in traditional IPE. It creates interactive and immersive educational settings, which can encourage students to move from passive reception to more active ideological participation and value identification. The shift matters. Instead of concentrating only on delivering content, digital IPE can respond more directly to how students engage with that content in practice.

At the same time, the technical logic of digital IPE combines tool rationality with value rationality.

In this context, digital technology is not an end in itself, but a way to support the fundamental goal of moral education and reduce the risk that educational technology is used only instrumentally. Technological upgrading helps improve the allocation of IPE resources, widen the range of educational scenarios, and make educational content fit students' ideological dynamics and growth needs more closely. In this sense, technological empowerment changes the broad and experience-based development model of traditional IPE and pushes higher education IPE toward a more intelligent and refined form of education ^[4].

2.3. Value logic: Inheritance and innovation of fundamental educational orientation

Value inheritance and innovation form the basic logical premise of the digital transformation of higher education IPE. This premise helps educational innovation stay on the right track while adapting to the digital era. The core task of higher education IPE is moral education. It aims to help college students form a correct world outlook, outlook on life and values, while inheriting and promoting socialist core values. This basic value orientation does not change because educational forms and technical means change.

In the value logic of digital IPE, the original purpose of moral education remains central. Its main task is still to guide ideological trends and shape spiritual values, with the ultimate goal of fostering talents for the country and society. On this basis, digital transformation gives IPE values new forms of expression. Mainstream values can be embedded in different digital teaching carriers, which fit the digital living habits and cognitive characteristics of contemporary college students more closely and make these values easier for them to understand and accept ^[5].

At the same time, digital IPE builds a more open value education system. It brings positive network culture and contemporary social values into the educational system so that traditional value inheritance can connect with more modern forms of value innovation. As a result, higher education IPE value guidance gains a stronger sense of the times and greater appeal.

3. Practical challenges of higher education ideological and political education under digital transformation

Digital transformation creates new opportunities for the development of higher education IPE, but it has also brought several practical problems during educational reform and upgrading. The integration of digital technology with IPE is a long-term and systematic process. At the current stage, higher education IPE still faces several common issues: an imbalance between technological development and the basic aims of education, a mismatch between what education provides and what students actually need, and weaknesses in the supporting guarantee mechanism. These problems limit the efficiency of digital IPE transformation, weaken the connection between digital educational forms and actual educational outcomes, and slow the high-quality modernization of higher education IPE.

3.1. Subject dilemma: Imbalance between teachers' digital literacy and students' digital cognition

The gap in digital cognitive ability between the main participants in education is a key problem limiting the digital transformation of higher education IPE. Many college IPE teachers, as the direct organizers of teaching practice, have a solid professional theoretical foundation and substantial offline teaching experience, but their digital literacy is often not enough. Most have not received systematic training in digital teaching, so

they cannot use intelligent teaching platforms, big data analysis tools, and digital scene creation technologies with ease. Some also still hold fairly fixed teaching concepts, rely too heavily on traditional classroom modes, and have not adjusted well to the interactive and personalized demands of teaching in the digital era ^[6].

Students show the opposite pattern. Contemporary college students are native digital residents who are familiar with many kinds of digital media tools and have more flexible and varied digital cognitive modes. Even so, their digital cognition often shows clear fragmentation and utilitarian tendencies. They are easily influenced by complicated online information and often lack a systematic ability to judge diverse network values.

This uneven development of digital literacy between teachers and students creates an imbalance in the status of educational subjects. In practice, teachers may struggle to guide students' ideological dynamics in digital settings, while students' varied digital cognitive needs are not fully addressed. The result is a weaker leading role for IPE teaching and lower classroom teaching effectiveness ^[7].

3.2. Content dilemma: Homogenization and fragmentation of digital educational resources

The limited quality of educational content has become a major obstacle in the current digital transformation of higher education IPE. Many colleges and universities have already built digital IPE resource libraries and online teaching platforms, yet problems of resource homogenization and content fragmentation remain obvious. In resource development, much of the digital educational content is still directly copied from offline textbooks and traditional teaching courseware, with little redesign for digital communication or for how students actually take in and process information. This is a basic problem. The content often appears in only a few forms, uses rigid modes of expression, and provides too little interaction, so it does not easily motivate students or connect with their values.

Another issue lies in planning. The construction of digital IPE resources often lacks overall coordination and systematic design. Many online resources are dispersed and fragmented, and they have not developed into a layered and coherent resource system that fits students from different grades and different majors. In some cases, digital content places too much emphasis on entertainment and presentation while paying too little attention to ideological depth and the internal logic of values. When this happens, form and educational purpose pull apart. As a result, a homogenized and fragmented resource supply weakens the personalized strengths that digital IPE could have offered, responds poorly to the varied spiritual needs of college students, and limits the improvement of educational pertinence and effectiveness ^[8].

3.3. Mechanism dilemma: Lagging construction of digital education management and evaluation system

An incomplete management and evaluation mechanism remains a major institutional barrier to the sustainable development of digital IPE in higher education. At present, the digital transformation of college IPE has focused more on platform building and the use of technology, while the related management system and evaluation mechanism have developed more slowly. In daily management, standardized rules for digital IPE teaching are still lacking, and there are still gaps in supervising the operation of online teaching platforms, managing the teaching process, and screening educational content. Because these rules are not in place, digital IPE teaching activities are often carried out in an uneven way ^[9].

The problem is also clear in evaluation. The traditional evaluation system, mainly based on offline

classroom performance and student scores, has not yet been fully changed. Current digital IPE evaluation lacks scientific quantitative indicators, so digital data still cannot be used effectively to assess students' ideological changes, degree of value identification, and overall growth. This leaves a clear gap.

At the same time, the incentive and support mechanism for teachers' digital teaching innovation is still incomplete. In many cases, there is no targeted training support or clear performance incentive policy, which reduces teachers' willingness to take part in digital IPE innovation. As a result, institutional development has not kept pace with technical development. Without a stronger system in place, the digital transformation of higher education IPE is more likely to remain at the surface level and drift toward formalized development.

4. Path reconstruction of higher education ideological and political education in the digital era

4.1. Concept reconstruction: Establishing a modern digital ideological and political education concept

To begin with, they need to build a digital innovation-oriented educational view. Educators should understand both the instrumental value and the educational value of digital technology, rather than moving toward either of two extremes, ignoring digital technology or treating it as something unquestionable. Digital empowerment should be used as a practical way to improve IPE quality and raise educational efficiency.

The student-oriented educational concept also needs to remain central. When digital IPE is designed around the cognitive characteristics and growth patterns of contemporary college students, it becomes easier to respond to their personalized spiritual needs and ideological confusion. This matters. The older one-way indoctrination model needs to give way to a more interactive and experiential approach that pays attention to students' active participation and their own sense of value recognition.

At the same time, colleges and universities should adopt a more holistic approach to digital education. In practice, this means placing digital IPE within the full process of talent cultivation rather than treating it as an isolated or temporary supplement. It also means reducing the split between offline classroom teaching and online digital education, so that in-class teaching and out-of-class guidance, along with online guidance and offline practice, connect more effectively ^[10].

Once these ideas are adjusted, they can offer clearer direction for the standardized and high-quality development of digital IPE. They also lay the conceptual basis for further changes in educational practice.

4.2. System reconstruction: Building a high-quality digital teaching and resource system

The first step is to improve the digital teaching mode. By using intelligent teaching platforms, schools can integrate online and offline teaching more effectively and create different kinds of interaction, such as online discussion, scenario simulation, and intelligent evaluation. This matters. These approaches reduce the uniformity of IPE teaching, expand the ways course content is delivered, and increase students' interest and participation.

Another essential task is to build a hierarchical and personalized digital resource system. Because students at different stages have different cognitive levels and developmental needs, digital educational content should be classified and designed with clearer goals. In practice, this means incorporating mainstream values, social hot topics, and youth growth stories into digital resources, then presenting them through short videos, graphic articles, interactive courses, and virtual scenes. Simply moving existing material online is

not enough. More attention should be paid to how educational content is expressed in digital form, so that resource provision is more accurate and better aligned with students' actual needs.

A dynamic resource update mechanism is also necessary. If new era themes and new social values are not added to digital educational resources in time, the content can quickly become outdated. Regular revision helps keep digital IPE resources current instead of leaving them unchanged for long periods. In this way, reconstructing the teaching and resource system can respond to supply-side problems in digital IPE and improve the relevance and effectiveness of educational teaching.

4.3. Mechanism reconstruction: Improving digital education talent guarantee and evaluation mechanism

A stable institutional framework is necessary if digital IPE is to develop in a sustainable way. Colleges and universities need to pay close attention to teacher development and to improving the evaluation system, and on that basis, strengthen the long-term support mechanism for digital IPE. One task is to build a competent digital IPE teaching team. Schools can offer regular digital literacy training for IPE teachers, focusing on digital platform use, digital resource production, and the analysis of students' ideological dynamics through big data. They can also introduce interdisciplinary staff with backgrounds in digital technology and ideological education, adjust the structure of the teaching workforce, and form a team more suited to the actual needs of digital IPE.

The teaching management mechanism also requires improvement. Universities should establish standardized management rules for online teaching, resource construction, and platform operation, and they should strengthen supervision throughout the full teaching process of digital IPE. This also means regulating how educational content is produced and released, so that digital education develops in a more orderly and consistent way. Rules matter here.

In addition, a more scientific digital evaluation system is needed. The traditional single evaluation mode should be replaced with a multi-dimensional system that combines process evaluation with result evaluation, and quantitative evaluation with qualitative evaluation. Big data technology can be used to track students' online learning behavior, ideological interaction dynamics, and value recognition status, so that the educational effect can be evaluated more accurately and more completely. On this basis, colleges and universities can gradually form a closed-loop development mechanism of "teaching practice-effect evaluation-optimization improvement" and promote the sustainable, high-quality development of higher education digital ideological and political education.

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