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Reflections on Ideological and Political Education in Universities Under the Context of Generative Artificial Intelligence

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Currently, the rapid advancement of artificial intelligence technology across various sectors of society has led to profound transformations in many industries, including education. Against the backdrop of digital and intelligent transformation in ideological and political education at universities, artificial intelligence technology is increasingly integrating with these courses, as they embrace AI—particularly generative AI. However, the swift adoption of generative AI in ideological and political education has introduced both benefits and challenges, such as value orientation, data security, and ethical dilemmas. The root causes lie in diminished ideological guidance due to technological reliance, delayed adaptation by teachers and students stemming from entrenched traditional teaching patterns, and the blurred boundaries of what AI should and should not achieve in its operational processes. To ensure the ideological, theoretical, and engaging nature of generative AI in university ideological and political education, a paradigm revolution—reshaping these courses through generative AI—is urgently needed.

Keywords: generative artificial intelligence, ideological and political education in higher education, paradigm revolution

Under the influence of generative artificial intelligence technology, the ecological environment across various sectors of society, particularly in education, is undergoing profound and rapid transformation. Both national governments and educational organizations are actively promoting the deep integration of artificial intelligence with education, accelerating the formation of a new educational ecosystem driven by AI, especially generative AI. In the field of ideological and political education in universities, "generative artificial intelligence, as a technology capable of autonomously generating responses based on natural language conversational prompts, leverages mechanisms such as reinforcement learning through human feedback, pre-trained text-image contrast, and diffusion models" (Wen, 2025, pp. 94-101), to reconstruct traditional teaching models and methodologies. This technology not only expands the scope of teaching resources for ideological and political education but also enhances the possibilities for personalized teaching and learning in the educational process.

The Current Status of Generative Artificial Intelligence in the Teaching of Ideological and Political Courses in Universities

With the increasing popularity of generative artificial intelligence technology in the field of education, an

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ever-growing number of teachers and students are incorporating this technology into the teaching process of ideological and political courses in universities. It can be said that the integration of this technology with university ideological and political education is becoming increasingly close.

Intelligent Teaching Preparation Assistance Enhances Efficiency in Lesson Planning

During the pre-class preparation phase, generative artificial intelligence technology is becoming a crucial assistant for university ideological and political course teachers in achieving efficient lesson planning and precise teaching research. Teachers can leverage this technology to swiftly organize theoretical key points, integrate current affairs materials, generate lesson plans, courseware, and case question banks, thereby enabling efficient content iteration, reducing preparation costs, and enriching teaching resources with timely updates. As is well known, university ideological and political courses are characterized by strong theoretical depth, high relevance to current affairs, and rapid content updates. Teachers can utilize generative AI to quickly outline theoretical key points, policy documents, and other materials while integrating domestic and international current affairs hotspots and typical cases, subsequently automatically generating materials such as courseware frameworks, classroom exercises, and extended readings. In other words, "Generative AI can formulate logically clear and well-directed teaching plans based on the instructional requirements of university ideological and political course teachers, providing pedagogical inspiration and aiding in lesson preparation" (Lu, Yu, Chen, & Li, 2023, p. 27).

Interactive Classroom Teaching Enhances Course Appeal

In the classroom teaching process, generative artificial intelligence technology enhances the interactivity and appeal of lessons, thereby revitalizing the energy of both teachers and students. Addressing the issues of one-sided indoctrination and insufficient interaction in traditional ideological and political education classes, generative AI can drive continuous innovation in the form of university ideological and political education through various methods such as scenario reconstruction, real-time data visualization, and interactive Q&A. By employing different formats like scenario simulation and live Q&A, generative AI enriches the classroom experience of ideological and political education, making abstract concepts more tangible and engaging, thus boosting student participation and transforming the traditional one-way lecture model. For instance, it can simulate historical events, character dialogues, or social governance scenarios, allowing students to immerse themselves in the historical context and practical value of theoretical concepts.

Personalized After-School Services Extend the Space for Teaching and Nurturing

In the post-class education phase, generative artificial intelligence technology can facilitate the extension and personalized guidance of ideological and political education courses in universities, more effectively enhancing educational outcomes in practical teaching environments. Utilizing generative AI technology enables more convenient implementation of intelligent platforms for automatic Q&A, automated intelligent grading of assignments, and personalized learning assistance, achieving seamless integration of in-class and out-of-class learning without time or location constraints. This provides students with more individualized and precise learning support at any time, thereby promoting the transition of ideological and political education from uniformity to stratification and personalization. For instance, many universities have now established intelligent teaching assistant platforms leveraging generative AI technology, which encompass a wide range of functions including post-class Q&A, assignment grading, and learning feedback.

Issues in the Application of Generative Artificial Intelligence in Ideological and Political Education in Higher Education Institutions

The application of generative artificial intelligence technology brings convenience to ideological and political education in universities, but it also raises a series of issues, mainly in the following three aspects:

The Erosion of Value Orientation in Ideological and Political Education by Generative Artificial Intelligence

Generative artificial intelligence technology empowers the innovation of ideological and political education in universities and introduces numerous possibilities to this field. However, its technical logic and application paradigms deeply and multidimensionally undermine the value-oriented function of the curriculum. As a key course for fostering virtue and nurturing talent, ideological and political education in universities carries the mission of guiding the ideology of teachers and students, cultivating ideals and beliefs, and fostering mainstream value identification. The firm stance of the course itself imbues it with strong ideological, practical, and value-oriented characteristics. In contrast, generative AI technology, at the value level, demands algorithmic neutrality, data-driven processes, and standardized outputs—precisely weakening the political stance and theoretical foundation of ideological and political education in universities. This may even lead to certain aspects of course teaching falling into the trap of "value neutrality", diluting the inherent ideological guidance and value orientation that ideological and political education should possess. "In an open and free online environment, individuals' values are inevitably impacted by diverse ideologies, leading to confusion and uncertainty about their own values" (Wang & Jiang, 2025, pp. 77-79). Consider this: the internalization of values in the teaching process of ideological and political education relies on ideological dialogue between teachers and students, emotional resonance, and independent critical thinking.

Data Security of Generative AI in Ideological and Political Education in Colleges and Universities

The integration of generative AI technology into ideological and political education in colleges and universities not only enhances teaching efficiency but also brings a series of prominent data security risks, which directly relate to the protection of educational privacy and ideological security. The deep embedding of generative AI in the teaching field of ideological and political education in colleges and universities, while promoting the digital transformation of teaching models, can also trigger systemic data security risks, posing potential challenges to classroom teaching order, the rights and interests of teachers and students, and ideological security at all levels. The personal identity information, ideological trends, value orientations, and learning behaviors of students generated during the teaching process of ideological and political education in colleges and universities are all highly sensitive educational data. In the scenarios of intelligent search and application such as interactive learning, deep generation, and personalized assessment brought by generative AI technology, algorithm models are prone to problems such as data collection exceeding the originally imagined scope, and lack of control in storage and transmission, which may further exacerbate the security risks of data leakage and abuse during data capture and invocation.

Ethical Dilemmas of Generative AI in College Ideological and Political Education

The application of generative AI technology in college ideological and political education is becoming increasingly widespread, which is conducive to enhancing the level of teaching intelligence. However, it has also triggered a series of deep ethical dilemmas, which will directly affect aspects such as educational equity, value

guidance, and the subjectivity of teachers and students that are highly valued in colleges. As generative AI technology penetrates deeper into the teaching field of college ideological and political education, while promoting the digital transformation of education, it is also causing more profound ethical conflicts and value contradictions, posing severe challenges to the essential attributes and educational goals of college ideological and political education. College ideological and political education should take value guidance, spiritual shaping, and personality cultivation as its fundamental mission, embodying a clear moral, humanistic, and practical stance in the ideological field. However, under the principle of efficiency priority in the operation of generative AI technology, it is easy to cause a misalignment between educational goals and technical means, allowing instrumental rationality to overstep value rationality in practical manifestations. In the actual teaching process of college ideological and political education, intelligent teaching assistant system platforms are difficult to truly carry out the ideological exchange, emotional resonance, and value reflection between teachers and students in the classroom.

The Causes of the Problems in the Teaching of Ideological and Political Courses in Colleges and Universities

Regarding the problems that have emerged in the teaching of ideological and political courses in colleges and universities, the main reasons lie in the reduction of the value guidance power of ideological and political courses due to technological dependence, the failure to make timely adaptive adjustments by both teachers and students due to the inertia of the original teaching mode, and the ambiguity of the boundaries of "what to do and what not to do" during the operation of technology.

The Reduction of the Value Guidance Power of Ideological and Political Courses Due to Technological Dependence

The excessive application of generative artificial intelligence technology in ideological and political courses in colleges and universities is causing a deep contradiction between technological dependence and the reduction of value guidance power. The root cause lies in the continuous expansion of instrumental rationality, the continuous weakening of the subject's function, and the continuous imbalance of the value transmission mechanism. First, the value stance is obscured by algorithmic neutrality. Ideological and political courses in colleges and universities have distinct ideological attributes and value orientation, while generative artificial intelligence technology operates based on data fitting and logical neutrality, which can easily dilute the political stance and value judgment of ideological and political courses in colleges and universities, making the course content tend to be neutral and one-sided, and weakening the authority. Second, the subject's initiative of both teachers and students may be replaced and squeezed by technology. If teachers overly rely on generative artificial intelligence technology for lesson preparation, answering questions, and assessment, it may lead to the weakening of the teacher's core role in value interpretation, ideological guidance, and emotional appeal in the classroom. Third, the process of value internalization is blocked by technological fragmentation. The realization of value recognition between teachers and students in ideological and political courses in colleges and universities depends on in-depth dialogue, situational experience, and spiritual resonance.

The Inertia of the Traditional Teaching Mode Leads to the Delayed Adaptive Adjustment of Teachers and Students

The traditional teaching mode and thinking inertia formed in the long-term teaching of ideological and political courses in colleges and universities are the main reasons for the current lag in the adaptive adjustment

of teachers and students to generative artificial intelligence technology. Firstly, at the level of teaching concepts, the traditional ideological and political courses in colleges and universities are centered on teacher lectures, textbook dominance, and classroom indoctrination, which have formed a stable path of knowledge transmission and a value guidance model. Specifically, teachers are accustomed to the established teaching design and fixed teaching logic, lacking the proactive anticipation and acceptance of the teaching changes brought by artificial intelligence technology, resulting in a lag in the update of teaching concepts. Secondly, at the level of teaching behavior, the long-term solidified preparation mode, classroom organization method, and assessment and evaluation system have formed a path-dependent pattern. Teachers find it difficult to quickly break away from the traditional framework and lack the motivation to explore the functional application and integration methods of generative artificial intelligence technology in teaching, leading to a relatively slow adjustment in teaching practice. Thirdly, students have long formed the thinking habit of relying on teachers and textbooks in passive receptive learning. Facing the new models of intelligent interaction, autonomous exploration, and generative learning, they are prone to cognitive maladjustment and behavioral inertia.

The Blurred Boundaries of "Doing Something and Not Doing Something" in the Technological Operation Process

In the application of generative artificial intelligence technology in ideological and political education in colleges and universities, there is a dilemma of blurred boundaries between "doing something" and "not doing something". The core reason for this situation lies in the misalignment between the technological logic and the educational logic. Generative artificial intelligence technology pursues algorithmic efficiency and data-driven approaches, while ideological and political education emphasizes value guidance and emotional resonance. The content generated by artificial intelligence systems may lack an understanding of the deep context of ideological and political education, leading to a teaching approach that "emphasizes form over substance" and blurring the line between technology-assisted and technology-led teaching. At the same time, the transformation dilemma of teachers' role positioning exacerbates this ambiguity. Some teachers fall into the two extremes of "excessive reliance" or "blind rejection" of AI, unable to accurately balance the roles of "guide" and "designer", which may weaken their leading role or miss the opportunities for teaching innovation. Additionally, the lag in ethical norms and institutional construction is also an important reason.

The Paradigm Revolution of Ideological and Political Education in Colleges and Universities Brought by Generative AI

Breaking and Establishing: Reconstructing the Relationship of Teaching Subjects With "Human-Machine Coexistence"

In the face of the risks of "technological overreach" and "educational deficiency" brought by generative AI technology in ideological and political education in colleges and universities, it is necessary to reshape the relationship of teaching subjects and build a collaborative education model of "teacher-led—AI technology-assisted—student-centered". Teachers should transform from knowledge transmitters to value guides and teaching designers, and clearly understand that the role of generative AI technology should be limited to auxiliary functions such as data collection, student situation analysis, and interactive simulation. The soul of the classroom—value guidance, ideological collision, and emotional resonance—must be led by teachers. In the practice of ideological and political education in colleges and universities, "human-machine collaboration" can

be used to achieve precise teaching. AI technology is responsible for processing massive information and identifying students' cognitive blind spots, while teachers focus on explaining deep theories and guiding students' individualized thoughts.

Value Anchoring: Establishing an Ethical Regulation System for "Technology for Good"

To address the potential issues of algorithmic bias, false information, and ideological risks in the use of generative AI technology, it is necessary to build an ethical regulation system covering the entire chain from "development—application—feedback".On one hand, universities should collaborate with technology enterprises to establish a dedicated generative AI mechanism for ideological and political education in universities, thereby forming intelligent tools that can successfully screen for those in line with mainstream values and with traceable data sources, while strictly prohibiting the use of open platforms with ideological risks or privacy leakage concerns. On the other hand, a dual content review mechanism of "manual review + intelligent filtering" should be established to conduct pre-emptive value reviews on AI-generated teaching cases and viewpoints, ensuring that the technology output is in line with the innovation of ideological and political theory in universities. Additionally, digital ethics education can be incorporated into the ideological and political course system of universities to guide students to rationally analyze related AI information, cultivate their "technological critical thinking", and shift their attitude towards generated content from "passive acceptance" to "active discrimination", thus strengthening the ideological security line.

Data Empowerment: Creating a New Model of Smart Teaching With "Precision Irrigation"

To break through the "one-size-fits-all" teaching predicament in university ideological and political courses, it is necessary to leverage the deep learning capabilities of generative AI to construct a smart teaching model of "precise profiling—dynamic adaptation—closed-loop optimization". By analyzing students' learning behaviors, ideological trends, and value orientations during the teaching process of ideological and political courses in universities, generative AI technology can generate personalized "growth digital profiles" for students, thereby providing teachers with "one-to-one" teaching suggestions: for students with weak theoretical understanding, the command platform can push customized learning resources; for those confused about course content, it can match targeted guidance; and for those with low participation in practice, it can design immersive course experience tasks. At the same time, artificial intelligence technologies such as virtual reality and augmented reality can be used to create immersive classrooms with thematic directions for university ideological and political courses, such as "historical scene recreation" and "social issue simulation", allowing students to deepen their theoretical recognition in an "immersive" environment. This "precision irrigation" model not only retains the "ideological warmth" of ideological and political courses but also endows them with "technological sharpness", facilitating a paradigm shift in university ideological and political teaching from "flood irrigation" to "precise guidance".

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