

Research on the Realization Path of “Precision Ideological and Political Work” in Colleges and Universities in the New Era

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Received: 6 September 2025; **Accepted:** 8 October 2025; **Published:** 22 October 2025

Abstract:

Entering the new era, ideological and political education in universities should adapt to specific circumstances, evolve with the times, and be innovative in accordance with the current situation. It should strengthen and improve in a more refined and targeted manner, moving towards a more effective direction. “Precise Ideological and Political Education” is an active response to the new developments under the new circumstances. “Precise Ideological and Political Education” is guided by precise thinking and combined with modern information technology. It strives to achieve the organic unity of “precision” and “accuracy” in all aspects and links of ideological and political education, such as the objects, content, methods, and evaluation. It aims to solve the supply-demand contradiction in traditional ideological and political education and gradually realize precise education for ideological and political education in universities through long-term educational and teaching practices. Therefore, “Precise Ideological and Political Education” is the inevitable choice for achieving the goals of ideological and political education and is also a necessary measure to fulfill the fundamental task of “cultivating virtue and fostering talents” in the new era. Universities should conduct in-depth exploration in four aspects: precise “portrait”, precise “teaching”, precise “supply”, and precise “evaluation”, and continuously optimize the promotion path of precise ideological and political education.

Keywords:

New Era Universities, College Students, Precise Ideological and Political Work

1. Introduction

Since the 18th National Congress of the Communist Party of China, the General Secretary has attached great importance to precision in governing the country. He elevated precision to a philosophical level and proposed the concept of “precision thinking”. “Precision thinking” is a scientific working method that has been tested through practice and is the scientific application of Marxist positions, viewpoints and methods. Starting from guiding poverty alleviation efforts, the General Secretary,

while leading the comprehensive reform, social governance, macro-control, military-civilian integration, COVID-19 prevention and control, regional coordinated development, and ecological civilization construction of the country's undertakings, successively put forward a series of important remarks such as "precision policy", "precision diagnosis", "precision understanding", "precision action", and "precision implementation", forming many "precision strategies" for governing the country in the new era. The successful application of "precision thinking" in these fields has provided the basic basis and new ideas for the reform and innovation of ideological and political education in universities in the new era, that is, to apply "precision thinking" specifically to the field of ideological and political education in universities and promote and realize "precision ideological and political education". Since the new era, the General Secretary has repeatedly emphasized the targeted nature of ideological and political courses. In March 2019, the General Secretary raised the issue of the specificity of ideological and political theory courses at a symposium for teachers of such courses at the school, stating: "We should promote the reform and innovation of ideological and political theory courses, and constantly enhance their ideological nature, theoretical depth, appeal and specificity." [1] In May 2023, he once again emphasized at the fifth collective study session of the Political Bureau of the Central Committee of the Communist Party of China the need to enhance the relevance and appeal of ideological and political education courses. [2] In May 2024, the General Secretary made an important statement regarding the construction of ideological and political courses in schools: "Adhere to the principles while innovating to promote the connotative development of ideological and political course construction, and continuously enhance the relevance and appeal of the courses." [3] These discussions hold significant guiding significance for the research on promoting "precision ideological education" in universities in the new era.

2. The Characteristics of "Precision Ideological Education" in Modern Universities

2.1. The timeliness of "adapting to circumstances"

High timeliness is the main characteristic of precise ideological education, reflecting its "precision" in the temporal dimension. Precise ideological education is a new model that emerged with the intervention of network information technologies such as big data. The acquisition, organization, and operation of educational information, as well as the way educators interact with the educated, are all more efficient than previous ideological and political education. The high timeliness of precise ideological education is manifested in the following aspects: First, real-time acquisition and analysis of students' ideological information. Under the precise ideological education model, educators can obtain various electronic traces left by students in their daily lives in real time. Through the high-speed data processing of the cloud computing center, the students' ideological states and trends can be presented in real-time images. Second, quickly grasping the problems in students' thoughts. Due to the large amount of collected information data from college students and relatively few interferences, the results of real-time analysis of big data and the prediction of students' ideological dynamics are also relatively accurate, which undoubtedly will enhance the timeliness of teaching. Third, teaching time is not restricted. In the space constructed by network information technology, teaching is not affected by time and space and can be timely educated for college students. Fourth, educators and educational objects are in an equal position. Network information technology has

reconstructed the relationship between educators and educational objects, and both parties are in an equal position in terms of information acquisition, information sharing, communication and exchange, which improves the timeliness of education.

2.2. The targeted nature of “responding to circumstances”

Targetedness is the core characteristic of precise ideological and political education. Since people’s ideological conditions, cognitive levels, value preferences, and emotional states are a delicate and constantly changing state, the targetedness of precise ideological and political education is a meticulous “embroidery skill”. It is adjusted adaptively in real time based on the dynamic capture and feedback of big data, and runs through the entire process of content provision. First, the targetedness of the formulation of teaching plans and programs. College precise ideological and political education is an educational activity in the new era that implements the Party’s educational policy and fulfills the fundamental task of fostering virtue and cultivating talents. Therefore, the formulation of precise ideological and political education plans and programs for colleges should not only be centered around the educational goals of the Party and the country, the types and positioning of colleges, but also the difficulty, intensity, and rhythm of the educational plans and programs should be in line with the actual situations of college students. Second, the targetedness of content construction. Currently, based on the development of network digital technology and multimedia technology, educators can categorize, select, allocate, and construct educational content according to the portraits of college students, making the educational content like a balanced, nutritious, and delicious meal that not only meets the growth needs of college students but also conforms to their tastes and is easy to absorb. Third, the targetedness of teaching methods. The choice of teaching methods is related to the final teaching effect. The intervention of network information technology has greatly expanded the method system of precise ideological and political education. Educators can select applicable method combinations based on the thoughts, personalities, psychology, and preferences of different students.

2.3. Openness Adapted to Circumstances

Openness is an important characteristic of precise ideological and political education. The development of network information technology and multimedia technology has strengthened the connection between virtual and reality, making the open teaching of precise ideological and political education possible. The open feature of precise ideological and political education is mainly manifested in two dimensions: time and space. Under the traditional model of ideological and political education, teaching is mainly conducted in the classroom and through unified activities, with relatively simple teaching scenarios and fixed time and space. Due to the deep integration of technology, teaching activities have become an open existence. On the one hand, teaching is no longer restricted to a fixed time. The cyber space is open 24/7, and the traces left by college students on the internet can be captured and recorded immediately for real-time analysis by big data. Educators can respond promptly based on the results of big data analysis and feedback. For example, educators can choose an appropriate time to conduct implicit education in the form of algorithm recommendations. On the other hand, teaching is no longer confined to a specific physical space. Under the precise ideological and political education model, ideological and political education can not only be conducted in the classroom, but

also in other places with networks and in scenarios where people and things are connected. The scenarios of precise ideological and political education can be like the environment in which college students live, being holistic and ubiquitous.

3. The Necessity of Promoting “Precise Ideological Education” in Universities in the New Era

3.1. It is an important measure to adapt to the trend of information technology and fulfill the national task of educational informatization development

In the face of the new trend of rapid development of information dissemination technologies such as the Internet, big data, artificial intelligence, and 5G, we must adapt to the situation and act accordingly. We should adhere to using the corresponding technical means for information dissemination and apply the corresponding methods and means for ideological and political education. We should strive to give “informational wings” to ideological and political education, and continuously enhance its initiative, targeting nature, and effectiveness. Currently, the revolution of network information technology and industrial revolution are advancing at an astonishing speed. The combination of human society and information technology has become very close. Driven positively by information technology, educational informatization is regarded as the internal driving force for educational modernization and has become an inevitable development reality for ideological and political education. Under this situation, promoting “precision ideological and political education” in universities can not only transform the national work deployment into concrete actions, but also facilitate the improvement of the informatization level of ideological and political education.

3.2. It is an objective requirement for deepening the “all-round education” reform and precisely meeting the new demands of college students’ development

At present, college students are mainly composed of those born in the 1990s and 2000s. They are active in thinking, have distinct personalities, and are strong in accepting new things. They have diversified demands for their own growth and development. As the “natives” of the Internet, they are deeply influenced by it and have their own cultural circles. Entering a new era, the profound changes unseen in a century in the world are accelerating. Geopolitical games and ideological competition have escalated, and the situation of ideological struggle on the Internet is extremely severe. All kinds of ideological trends and negative emotions spread in a more covert way through the Internet platform, which is very likely to cause ideological disruption and impact on college students who are in the “growth and development stage”. In this regard, it is extremely necessary to deepen the comprehensive reform of “all-round education for all” and integrate ideological and value guidance throughout the entire process of college students’ study and life. Promoting “precise ideological and political education” in colleges and universities is the key approach to this reform.

3.3. It is an effective way to promote the connotative development of ideological and political education and enhance the effectiveness of education

Connotative development is a model that promotes development by changing the internal factors of things. For ideological and political education, connotative development means improving the quality of each educational element and optimizing its internal structure. Big data The wide application of big data has brought profound

changes to the concepts, laws, operation mechanisms, realization paths and evaluation feedback of ideological and political education in colleges and universities. How to deeply integrate big data with ideological and political education in colleges and universities, make efforts to improve the “precision” and “accuracy” of ideological and political education, and continuously consolidate the foundation of ideological and political education work in colleges and universities Promoting the quality improvement and efficiency enhancement of ideological and political education is a practical issue currently faced by ideological and political education in colleges and universities. “Precise ideological and political education” is an effective response to the changes in the development of ideological and political education, and also an important way to promote the optimization of the internal structure of ideological and political education and enhance the effectiveness of education.

4. The Practical Foundation for Promoting “Precise Ideological and Political Education” in Colleges and Universities in the New Era

4.1. Adhering to the guidance of Marxism is the value foundation for implementing “precise ideological and political education”

Precise ideological and political education in colleges and universities aims to fulfill the fundamental educational task of fostering virtue and nurturing talent, guiding students to establish correct worldviews, outlooks on life and values, and embodies the value foundation with Marxism as the fundamental guideline. As early as the initial establishment of the discipline of ideological and political education in colleges and universities, it was clearly pointed out that “ideological and political education is a science based on Marxist theory, with strong comprehensiveness and practicality.” Although Marx did not explicitly put forward the concept of “ideological and political education”, his vivid explanations of “people are the creators of history”, “spiritual production”, “spiritual products”, and “the kingdom of freedom” have already pointed to ideological and political education when people are pursuing the value of existence and the meaning of life. At the same time, Marx pointed out: “Once the lightning of thought strikes this simple garden of the people completely, the Germans will be liberated and become human beings.” The process by which ideas “hit” the people is essentially the process of ideological and political education. Fundamentally speaking, the process of ideological and political education in colleges and universities is the process of mastering students by applying the scientific theories of Marxism. Ideological and political education in colleges and universities should adhere to the right path, which means upholding the guiding position of Marxism in the ideological field, the role of the Thought on Socialism with Chinese Characteristics for a New Era as a lighthouse of The Times, and the value guidance function of the core socialist values in students’ growth and success.

The essence of precise ideological and political education in colleges and universities is the precision and accuracy of ideological and political education. The renewal of educational media brings about changes in thinking, methods and means for ideological and political education, forming a new form and new ecosystem for the innovative development of ideological and political education. Precise ideological and political education in colleges and universities has transformed the external form of ideological and political education in terms of carriers and means, but it has not changed its inherent form. Therefore, precise ideological and political education in colleges and universities should be based on the values of Marxism, and take “people

engaged in practical activities” as the starting point of research. It is necessary to explore the use of the positions, viewpoints and methods of dialectical materialism and historical materialism to solve the problems faced by ideological and political education, such as the separation of the subject and the object, the binary opposition between value rationality and instrumental rationality, the unsmooth operation mechanism and the weakening of discourse authority. Otherwise, it will be submerged in the “technological enchantage” of big data and artificial intelligence, and the historic transformation pursued by Marxism from the “free class” to the “self-class” will be out of the question.

4.2. Building a “big ideological and political” framework is an effective mechanism for implementing “precise ideological and political education”

In March 2021, the concept of “Grand Ideological and Political Courses” was first proposed, stating that “ideological and political courses should not only be taught in the classroom but also in social life”, and “We should make good use of ‘grand ideological and political courses’ and must integrate them with reality.” When attending ideological and political classes, one cannot read out documents. They are lifeless and dry. In August 2022, the “Work Plan for Comprehensively Promoting the Construction of ‘Grand Ideological and Political Courses’” made specific arrangements for the construction of “Grand Ideological and Political Courses”. The important instructions and strategic arrangements of the Party and the state on the construction of “grand ideological and political courses” serve as a logical main thread running through the soul-casting and education of ideological and political courses in the new era. They have pointed out the development direction for the reform and innovation of ideological and political courses and the enhancement of educational effectiveness, and also provided a long-term mechanism for studying the promotion of “precise ideological and political education” in colleges and universities in the new era.

The “Grand Ideological and Political Course” represents a new expectation for the reform of ideological and political courses in the new era. It embodies the principles and requirements of continuous innovation in teaching concepts, contents and objectives, aiming to enhance the affinity and pertinence of ideological and political courses and promote their connotative development. First of all, adhere to the principle of humanistic care in classroom teaching and highlight the innovation of concepts. Specifically, ideological and political course teaching should return to a value world centered on people’s needs and purposes. On the one hand, the practical orientation of the “Grand Ideological and Political Course” advocates a people-oriented cultivation concept, respects students’ subjectivity, stimulates their creativity, and promotes students to forge ahead under the conditions of self-growth and being driven by reality. On the other hand, the educational requirements of “grand ideological and political courses” should start from the perspective of internal regularity, and in teaching, they should respect human nature more, make better use of human nature, and be more in line with human nature, aiming to cultivate realistic individuals who are free and well-rounded. Secondly, adhere to the principle that classroom teaching content is king and strive for content innovation. The “Grand Ideological and Political Course” requires that the teaching content gradually shift from a single theoretical approach to a social and life-oriented one, and precisely optimize the specific content from the perspective of “the acceptance ability and preferences of the educational subjects”. The large-scale ideological and political

course requires “taking the magnificent social life as the classroom”, drawing, absorbing and transforming from social reality into effective teaching resources for ideological and political courses, which is conducive to enhancing the adaptability and adaptability of teaching content to social life, and is close to students’ real life and comprehension ability. To promote “precise ideological and political education” in colleges and universities in the new era, it is necessary to draw on and rely on the existing achievements of the “big ideological and political education” pattern in the macro overall layout, and rely on the concerted efforts of all sectors of society to strive for the long-term development of ideological and political education.

4.3. Big data serves as the technical support for implementing “precise ideological and political education”

In the digital age where big data, cloud computing, artificial intelligence and 5G communication technologies are advancing at an unprecedented pace, the accelerated iteration and upgrading of digital technologies have made it possible to implement precise ideological and political education. Big data technology provides scientific support for the matching of supply and demand by building a closed-loop system of “data collection - feature analysis - demand prediction”. Based on the multi-source fusion of campus behavior data, online trace data, and classroom feedback data, the cognitive preferences and acceptance abilities of different grades, majors, and interest groups can be accurately identified. On this basis, the intelligent recommendation engine can provide personalized recommendations for students in terms of course content, teaching methods, activity push and other aspects. Enable students to acquire the necessary knowledge and opportunities more efficiently, and enhance their learning experience and growth efficiency. Meanwhile, teachers can precisely adjust their teaching strategies, optimize course designs and achieve efficient utilization of teaching resources by leveraging the results of data analysis. Ensure that the teaching content is closely aligned with students’ needs and promote the teaching effect to a new height.

The implementation of “precise ideological and political education” requires the intervention and support of digital technology. The General Secretary pointed out that digital technology is being fully integrated into all fields and the entire process of human economic, political, cultural, social and ecological civilization construction with new concepts, new business forms and new models, bringing extensive and profound impacts on human production and life. From the perspective of digital transformation in education, giving full play to the supporting role of digital technology in ideological and political course teaching in colleges and universities can help build a precise teaching model driven by digital technology and enhance the teaching efficiency of ideological and political courses in colleges and universities. Looking globally, the digital transformation of education has become a consensus, and it is imperative to promote the digital construction of “precise ideological and political education” in colleges and universities. On the one hand, the application of technologies such as 5G, big data, the Internet of Things, and artificial intelligence has continuously transformed the educational environment of ideological and political courses towards networking, digitalization, and intelligence. The experience of teaching practice has also shifted from the static and flat visual aspect to the dynamic and interactive audio-visual aspect. Driven by the digital wave, promoting the modernization of education is an inevitable trend, a necessity for development, and the direction of reform. It can better meet the requirements of The Times for the

precise and efficient transformation of ideological and political courses. On the other hand, students born in the 2000s have grown up with digital technology since childhood. They not only have a need for memory-based learning of theoretical knowledge but also hope to experience in an immersive way the educational effect of ideological and political courses that nourish the mind and cultivate emotions. The ideological and political course teaching model with large resource coverage and strong classroom participation brought about by digital technology precisely provides a platform and handle for promoting “precise ideological and political education” in colleges and universities, meeting the expectations of the educational objects.

5. The Realization Path of Promoting “Precise Ideological and Political Education” in Colleges and Universities in the New Era

5.1. Precise “profiling”, tailoring policies to individual needs

Artificial intelligence profiling technology, with its capabilities of multi-source data integration, dynamic behavior modeling and precise resource matching, provides a new path to solve the problems of “inaccurate person identification, imprecise policy implementation and poor feedback” in ideological and political education. Promoting its in-depth integration with ideological and political education is not only a technological innovation in the context of educational digitalization, but also a system response and path exploration to the fundamental proposition of “for whom to cultivate people, what kind of people to cultivate, and how to cultivate people”. For a long time, ideological and political education has been carried out for the masses, and there has been a significant “matching gap” between the educational content and the educational objects. Facing a youth group with increasingly diverse cognitive structures, emotional needs and growth paths, traditional methods often fall into the predicament of “uniformity” due to the lack of accurate identification of individual ideological states, resulting in unscientific allocation of educational resources, insufficient transformation of educational effectiveness, and difficulty in ensuring the precision of education. The embedding of portrait technology provides fundamental support for solving this structural problem. By aggregating and analyzing multi-dimensional data such as students’ online learning behaviors, classroom feedback, daily interests, and social interactions, AI profiling can dynamically construct each student’s cognitive characteristics, emotional trends, and value orientations, forming a data-driven, visualized, and callable cognitive spectrum map of thought. Unlike static group analysis, this kind of profiling has timeliness and evolution, enabling real-time tracking and precise perception of changes in mental states, and breaking through the ambiguous cognition and path blind spots in educational behaviors.

Based on this, the teaching organization structure, content push mechanism and feedback regulation mode are optimized simultaneously. Teachers no longer rely on experience to make judgments but teach based on the classification of portraits. The teaching platform can automatically generate differentiated resource recommendation packages and learning path plans based on each student's knowledge weaknesses, areas of interest and theoretical acceptance. For those with a stronger foundation of political identity, in-depth theoretical articles and current political commentaries can be pushed. For those who lack learning motivation or have significant cognitive fluctuations, more life-oriented and narrative content expressions as well as practical-oriented activity information should be matched, truly achieving “teaching with a basis and learning with a need”. The change in the logic of nurturing people is also

reflected in the transformation of the mechanism from “point intervention” to “closed-loop feedback”. The portrait system not only supports identification and planning before teaching, but also tracking and correction after teaching, forming a data closed loop of “identification - matching - feedback - optimization”. As a result, a new precise education system supported by data, centered on students and led by teachers has been established. Ideological and political work has shifted from the traditional content indoctrination to dynamic cognitive response and behavioral guidance.

5.2. Precise “teaching”, adapting to The Times

The instructor pointed out, “We not only need to put forward tasks, but also solve the problem of methods to complete them.” Only through scientific and effective teaching methods can high-quality teaching content be accepted by the educated. Ideological and political courses must precisely select and apply scientific, efficient and reasonable methods in combination with students’ characteristics, teaching needs and the features of The Times, so as to ensure the true, accurate and efficient transmission of teaching content and steadily improve teaching quality. In recent years, the rapid development of the Internet has played a significant role in various fields in China. Its role in ideological and political education is beyond doubt, providing a large amount of learning resources for ideological and political education in colleges and universities and facilitating the sharing of educational resources. The development of Internet technology has changed the way students “learn” and teachers “teach”, as well as the traditional situation where online or offline teaching was conducted independently. By combining the advantages of online teaching and traditional teaching, a blended online and offline teaching model has been formed. For students, this unconventional teaching model is applied throughout pre-class preview, in-class introduction, new lesson presentation and review summary, making teaching resources rich and teaching methods fast and convenient. It can promote students’ in-depth learning, enabling their knowledge acquisition to progress from the superficial to the profound, enriching their sensory experience and enhancing their interest in learning. Moreover, this teaching model can meet students’ individualized learning needs, thereby promoting the development of individualized teaching. For teachers, the blended teaching mode of online and offline can enhance the interaction between teachers and students, enable teachers to keep abreast of students’ situations in a timely manner, improve teachers’ ability to mobilize students, and play a significant role in ensuring teachers’ teaching methods and teaching quality. It is conducive to the optimization of teaching design and teaching methods.

To achieve precision in the selection of ideological and political education methods in colleges and universities, modern elements should be added to the selection and application. The adoption of a blended online and offline teaching model in ideological and political courses in colleges and universities not only ADAPTS to the individual development of college students and conforms to the trend of precision in ideological and political education in colleges and universities, but also optimizes teaching and educational methods and combines the selection and application of teaching and educational methods with Internet technology. Therefore, ideological and political course teaching should change the teaching mode mainly based on teachers’ lectures and break through the traditional single offline teaching mode. It should integrate ideological and political course teaching resources, combine the differences, characteristics and demands of college students, and adopt a blended teaching mode of online and offline by using Internet technology, transforming the

“single line” into the “dual line”, to achieve the resonance of online teaching and offline teaching. Promote the integration and innovation of ideological and political course teaching methods with modern information technology, make the selection of educational methods more precise, and enhance the effectiveness of “precise ideological and political education” in nurturing students.

5.3. Precise “supply” and teaching according to individual aptitude

The content of ideological and political education is the fundamental element of the ideological and political education system and the specific element through which ideological and political educators carry out education to the educational objects. [4] As the “flesh and blood” of ideological and political education in colleges and universities, the precise supply of educational content can effectively promote the precision of the entire process of ideological and political education and enable ideological and political education. Education that is precise to the “individual” can effectively resolve the contradiction of supply and demand balance in ideological and political education in colleges and universities. The precise supply of educational content is based on building a strong online resource platform. It accurately positions and strictly controls the quality of educational content, focuses on the needs of educational objects, and rationally designs and accurately selects educational content in accordance with the actual situation, differences and characteristics of educational objects. At present, the content resources of ideological and political education for college students are scattered in both the real space and the online space. It is difficult to achieve full search and acquisition merely by traditional methods or a certain search engine. Therefore, it is necessary to build a large online resource platform for ideological and political education of college students, forming a brand-new content supply pattern with the goal of fully obtaining resources and characterized by convenient channels, standardized technology, and applicable products.

The first is to promote the effective integration of content resources from different channels. With the assistance of Internet and Internet of Things technologies, social venues, government departments, public and private enterprises, campus Spaces, etc., have become the generation fields of ideological and political education content resources for college students. By building a platform for ideological and political education resources for college students, it is possible to achieve a student-centered approach, integrate and process data information from different fields, and continuously enhance the originality, continuity and dynamics of such data integration and processing. The second is to promote the disciplinary transformation of various network integrated resources. All kinds of big data information based on network integration have the characteristics of huge data volume, diverse types but low overall value density. It is necessary to clean, screen and process them to make them possess the value attributes and functional features to serve the ideological and political education of college students. With the increasing maturity of big data and artificial intelligence technologies, the process of cleaning, screening and processing such data information will be more characterized by modeling, intelligence and wisdom. Third, promote the segmented dissemination of ideological and political education content resources. After undergoing big data integration and disciplinary transformation, ideological and political education content resources still need to be matched with content products intelligently based on content demand instructions through methods such as attribute marking and classified storage in accordance with the requirements of segmented dissemination, to achieve precise recommendations. On the other hand,

it provides content support for network technology services, such as big data profiling of student characteristics, precise analysis of student problems, and self-service for student needs, etc.

5.4. Precise “evaluation”, evolving with *The Times*

Teaching evaluation serves as the “baton” for precise teaching. The traditional teaching evaluation of ideological and political courses is a relatively static evaluation system, which is difficult to effectively assess students’ learning outcomes. People’s activity information is collected as data, integrated, calculated and optimized, and then fed back to the real world, providing an information basis for more effective decision-making in the future. [5] By applying digital technology, it is possible to optimize the teaching feedback mechanism and teaching assessment methods, and enhance the high-level and precise nature of teaching evaluation. Under the background of digital transformation in education, leveraging digital technology to connect the data chain of the entire stage from “before class - during class - after class” has become a key path to achieve precise and dynamic teaching evaluation. By using digital technology to capture students’ behavioral data, feedback information and performance at different learning stages in real time, it is possible to accurately identify students’ ideological trends and changes in individualized needs during the learning process, thereby promoting the diversification of evaluation indicators, the precision of methods and the dynamics of results. Transform the learning process of ideological and political courses from “fuzzy perception” to a closed-loop management that is “quantifiable, traceable and optimizable”.

6. Conclusions

Digital technology has first established a diversified indicator system and collaborative evaluation subjects for process evaluation. Traditional process-based evaluation mostly focuses on basic dimensions such as classroom attendance and homework completion. However, with the help of digital platforms, the depth of students’ pre-class preview, the quality of in-class interaction, and their participation in post-class practice can be included in the evaluation scope, forming an index matrix covering the entire process of “learning - thinking - practice - comprehension”. Meanwhile, by assigning different evaluation weights to teachers, students, counselors and teaching supervisors, a multi-subject collaborative evaluation mechanism is constructed. Teachers focus on the evaluation of classroom learning status and theoretical understanding. Students reflect on their learning deficiencies through self-evaluation and peer evaluation. Counselors supplement process feedback based on daily ideological trends. Teaching supervisors supervise the fairness of the process from the perspective of evaluation norms. The multi-dimensional synergy makes the process evaluation more comprehensive and objective. In addition, digital technology, with “evaluation big data” at its core, makes process evaluation more accurate and the results more instructive. The digital platform captures students’ learning behavior data in real time from “before class - during class - after class”, and generates dynamic learning portraits through visualization analysis tools. This not only makes every step of students’ learning “visible”, but also objectively reflects the gradual changes in their ideological and political theory cognition and value shaping. For instance, by analyzing the online discussion content of students at different stages, the deepening process of their understanding of the “core socialist values” can be tracked. By statistically analyzing the frequency of participation in practical activities, one can

assess their ability to transform ideological and political theories into actions. Meanwhile, teachers can use digital technology to compare the process data of students from different semesters and majors, accurately grasp the differentiated characteristics of liberal arts and science students in ideological and political learning, and then adjust teaching strategies in a targeted manner, making process evaluation truly become a “navigator” for optimizing teaching and promoting students’ growth, and driving ideological and political course teaching to shift from “flooding” to “precise drip irrigation”.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research is supported by the National Social Science Foundation of China under the project “Empirical Research on Ecological Poverty Alleviation in the Revolutionary Old Areas of Shaanxi, Gansu and Ningxia from the Perspective of Rural Revitalization” (18XKS014); and by the Shaanxi Social Science Foundation under the project “Promoting High-Quality Development of County Economy in Hanyin County through Industrial Agglomeration” (Project No.: 2023ZD0650).

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