



A Study on the Value and Pathways for Enhancing the Digital Literacy of Ideological and Political Education Teachers in the New Era

Mengxing Liu

School of Marxism, Xinjiang Normal University, Urumqi 830000, Xinjiang, China; School of Marxism, Xinjiang Applied Vocational and Technical College, Kuitun 833200, Xinjiang, China

Abstract: Ideological and political education courses are key to fulfilling the fundamental mission of fostering virtue through education, and teachers of these courses are the driving force behind their success. Today, the deep integration of digital technology with the teaching of ideological and political education has become an inevitable trend. Enhancing the digital literacy of teachers in this field holds significant strategic importance for promoting reform and innovation in these courses and strengthening the effectiveness of shaping students' character and nurturing their development. Currently, the enhancement of digital literacy among teachers of ideological and political theory courses faces multiple challenges, including updating concepts, building capabilities, and establishing institutional safeguards. To address this, systematic efforts must be advanced across four dimensions: strengthening ideological guidance, establishing a training system, creating practical platforms, and improving evaluation mechanisms. This will comprehensively enhance teachers' ability to leverage digital technology to empower teaching, thereby providing a solid talent foundation for the high-quality development of ideological and political theory courses in the new era.

Keywords: New Era; Teachers of Ideological and Political Theory Courses; Digital Literacy

1. Introduction

Teachers of ideological and political theory courses constitute a professional teaching corps responsible for delivering these courses. They serve as disseminators and interpreters of the Party's theories, lines, principles, and policies among young students, shouldering the sacred mission of shaping students' souls and fostering their moral character. With the advent of the AI era, digital technology is profoundly reshaping the educational ecosystem, leading to significant transformations in the presentation of course content, teacher-student interaction, and methods of evaluating teaching effectiveness. [1] The level of digital literacy among teachers of ideological and political theory courses determines whether digital technology can effectively empower their teaching and whether these courses can maintain their appeal and influence in the digital age. Therefore, systematically researching the value implications and practical pathways for enhancing the digital literacy of teachers of ideological and political theory courses in the new era holds significant theoretical value and practical significance for promoting the high-quality development of these courses.

2. The Value of Enhancing Digital Literacy Among Teachers of Ideological and Political Education Courses in the New Era

2.1 Enhancing the Appeal and Impact of Ideological and Political Education Courses

First, it enables the multidimensional presentation of teaching content. By enhancing their digital literacy, teachers can utilize multimedia technology, virtual reality, and other tools to transform abstract theoretical concepts into concrete audiovisual experiences, making the teaching content more vivid and engaging. Second, it promotes the deepening of teacher-student interaction. Enhanced digital literacy enables teachers to proficiently utilize tools such as smart classrooms and online interactive platforms, breaking through the spatial and temporal boundaries of the classroom to achieve seamless interaction before, during, and after class. Third, it enhances the immersive experience of the learning environment. Teachers with high digital literacy can use digital technologies to create learning scenarios tailored to the course content, facilitating a shift from passive listening to active engagement. [2]

2.2 Facilitates the Implementation of Targeted and Personalized Teaching

First, it enables a precise understanding of students' ideological trends. Enhanced digital literacy allows teachers to use big data analytics to systematically collect and scientifically analyze students' learning behaviors, cognitive characteristics, and

intellectual concerns, thereby gaining an accurate grasp of the learning situation. Second, it facilitates the implementation of tiered and categorized teaching strategies. Based on data analysis results, teachers can design teaching objectives and content at different levels according to students' cognitive levels and receptiveness, achieving an organic balance between unified requirements and individualized development. Third, it enables the intelligent delivery of teaching resources. Teachers with digital literacy can utilize algorithmic recommendation technologies to precisely deliver appropriate ideological and political education resources to students with diverse needs, effectively enhancing the utilization efficiency of teaching resources and the relevance of instruction.

2.3 Promotes Innovation and Reform in Ideological and Political Education

First, it fosters a profound shift in teaching philosophy. The enhancement of digital literacy drives teachers to transition from knowledge transmitters to learning facilitators, and from one-way instruction to interactive dialogue, ensuring that teaching philosophies keep pace with the times. Second, it enriches the system of teaching methods and approaches. Teachers can comprehensively employ various teaching methods, such as flipped classrooms, blended learning, and situational teaching, to form a teaching methodology system adapted to the characteristics of the digital age, making the teaching of ideological and political courses more flexible and diverse. Third, it optimizes the teaching evaluation and feedback mechanism. Enhanced digital literacy enables teachers to utilize data collection and analysis technologies to establish a diversified evaluation system that combines formative and summative assessments. This facilitates dynamic monitoring of teaching outcomes and timely feedback, driving continuous improvement in the quality of ideological and political education.

3. Pathways for Enhancing Digital Literacy Among Ideological and Political Education Teachers in the New Era

3.1 Strengthening Ideological Guidance to Solidify the Foundational Understanding of Digital Literacy Enhancement

First, deepen strategic understanding of the role of digital technology in empowering ideological and political education. Teachers of ideological and political courses must be guided to fully recognize the profound impact of digital technology on the transformation of teaching in these courses. They must understand that enhancing digital literacy is an inevitable requirement of the times and an urgent need for the reform and innovation of ideological and political courses, thereby strengthening their awareness and sense of urgency regarding this endeavor. Second, establish a technology application philosophy centered on education. Teachers must be educated and guided to consistently adhere to the fundamental principle that technology serves education, guarding against technology worship and a tendency toward instrumental rationality, and ensuring that the application of digital technology always serves the fundamental task of fostering virtue and nurturing talent. Third, we must dispel technological anxiety and reluctance. Through theoretical explanations, experience sharing, and exemplary demonstrations, we should help teachers overcome cognitive barriers, build confidence in learning and applying digital technologies, and foster a positive mindset that actively embraces technological change. [3]

3.2 Establishing a Training System to Enhance Professional Digital Literacy Competencies

First, design training content by tier and category. Based on differences in teachers' age, disciplinary background, and technical foundation, training courses should be designed by tier and category to achieve targeted training provision. Second, establish a routine training mechanism. Incorporate digital literacy training into the required curriculum for the continuing education of ideological and political education teachers, and establish a regular rotation system to ensure that every teacher receives systematic and continuous training. At the same time, encourage teachers to engage in self-directed professional development, forming a routine improvement mechanism that combines centralized training with self-directed learning. Third, innovate training methods and approaches. Training should be conducted through a blend of online and offline methods, as well as theory and practice. This should include theoretical components such as expert lectures and case studies, as well as practical components such as hands-on exercises and classroom observations.

3.3 Establish practical platforms to create real-world opportunities for applying digital literacy

First, build smart teaching experimental platforms. Digital teaching platforms such as smart classrooms and virtual simulation centers should be established to provide hardware support for teachers to practice the application of digital technologies. Second, organize teaching competitions and showcase events. Regularly organize activities such as digital teaching skills competitions for ideological and political education instructors and exhibitions of outstanding digital teaching cases to stimulate teachers' enthusiasm and creativity in applying digital technologies, and to promote the sharing and

dissemination of best practices. Third, establish an inter-institutional collaborative teaching and research mechanism. Encourage ideological and political education instructors from universities within the region to engage in cross-institutional collaborative teaching and research, share digital teaching resources, exchange experiences in applying digital technologies, and conduct joint lesson planning and teaching seminars.

3.4 Improve the evaluation mechanism to stimulate the internal motivation for enhancing digital literacy

First, incorporate digital literacy into the teacher evaluation system. In the evaluation of professional titles, appointment to positions, and selection of outstanding teachers, digital literacy should be established as a key evaluation criterion to create a clear policy direction. Second, establish a mechanism for recognizing achievements in digital teaching. Provide appropriate recognition and incentives for teachers' achievements in the development of digital teaching resources, innovation in digital teaching models, and digital teaching research, thereby stimulating their enthusiasm for engaging in digital teaching reform. Third, improve developmental evaluation and feedback mechanisms. Establish a digital literacy evaluation system oriented toward fostering development, with a focus on monitoring and guiding the process of teachers' digital literacy enhancement.

4. Conclusion

Enhancing the digital literacy of ideological and political education teachers in the new era is a critical task in response to educational transformation in the digital age and an inevitable requirement for driving reform and innovation in ideological and political education. Improving digital literacy helps enhance the appeal and impact of ideological and political education, enables precise and personalized teaching, and propels educational reform and innovation. In practice, we must adhere to a systematic approach, exerting concerted efforts across four dimensions—strengthening ideological guidance, building a training system, establishing practical platforms, and improving evaluation mechanisms—to comprehensively enhance the digital literacy of teachers of ideological and political courses, thereby providing a strong guarantee for cultivating a new generation capable of shouldering the great mission of national rejuvenation.

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Author Bio

Mengxing Liu (1997.11 -) Female, Han ethnicity, from Bozhou City, Anhui Province. She is a master's degree candidate. Her current employer is the School of Marxism, Xinjiang Normal University. Her research focus is on the study of fundamental issues in modern Chinese history.