

# Using Immersive Media Technology to Teach Ideological and Political Theory Courses in Shandong Vocational Colleges

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**Abstract:** This research investigates the integration of immersive media technology into China's ideological and political education. It outlines the historical context and significance of this education in shaping China's politics, explores the emergence of immersive media like VR and AR in education, and analyzes the limitations of traditional methods and technological challenges. The study emphasizes the impact on student engagement, offers strategies for adapting immersive media, and concludes with recommendations for responsible and effective use in China's ideological education.

**Keywords:** ideological education, immersive media, educational integration.

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## Introduction

Ideological and political education in China, rooted in ancient philosophy, was emphasized by the Chinese Communist Party (CCP) since its establishment in 1921. This education is crucial in the Chinese system, promoting communist values, party loyalty, and patriotism. Concurrently, the rise of immersive media technology, including virtual reality (VR), augmented reality (AR), and mixed reality (MR), has revolutionized various sectors, including education. These technologies provide immersive experiences, enhancing learning and interaction<sup>[1]</sup>. Incorporating technology into education, especially in China, is vital. It makes learning more interactive, improves access to resources, and develops modern skills. For ideological and political education, technology enables more effective dissemination of CCP's principles, appealing to the digital generation. This approach also aligns with China's focus on technological innovation in education for global competitiveness<sup>[2]</sup>.

### 1. Current state of research

In China, traditional methods of ideological and political education have primarily relied on didactic approaches like lectures and memorization of party doctrines, focusing on rote learning and ideological conformity. However, the limitations of these methods in fostering critical thinking are increasingly recognized. Parallel to this, there have been significant global advances in educational technology, with China leading in the adoption of these innovations. This includes Learning Management Systems (LMS), online collaborative platforms, and adaptive learning technologies, enhancing interactivity and personalization in education. Moreover, case studies in immersive media technology within educational settings highlight its impact. The use of virtual reality (VR) and augmented reality (AR) in subjects like science, history, and skills training demonstrates how these technologies can create immersive experiences,

effectively conveying complex concepts and promoting critical thinking<sup>[3]</sup>.

## **2. Identification of problems**

Traditional educational methods in China's ideological and political education often rely on passive learning techniques like lectures and memorization, potentially limiting critical thinking and creativity. These methods may fail to engage students used to interactive, multimedia-rich environments, and don't always cater to diverse learning styles, leading to disinterest. Implementing technology, including immersive media, in education faces challenges such as infrastructure limitations, a lack of digital literacy among educators and students, and the need to balance technological integration with educational goals. Resistance to change from educators and institutions also poses a significant hurdle<sup>[4]</sup>. Ideological and political education in China has specific requirements for technology integration. It's essential to preserve and promote CCP's core values, ensuring technology doesn't distort party ideology. High control and oversight over educational content are necessary to align with party objectives. Additionally, technology should promote national identity and patriotism, balancing these needs with the cultural and societal context of China. These aspects present unique challenges and considerations in adopting technology in educational settings<sup>[5]</sup>.

## **3. Analysis of problems**

### **3.1 Impact of traditional methods on student engagement and learning**

Traditional methods in ideological and political education in China can often lead to limited student engagement and reduced learning outcomes. The passive nature of lectures and memorization tends to discourage critical thinking and active participation. This can result in students simply parroting party ideology without a deep understanding, which may not serve the long-term goals of ideological and political education. Moreover, traditional methods may not effectively engage digitally native students who are accustomed to interactive and multimedia-rich learning experiences, potentially leading to disinterest and disengagement.

### **3.2 Technological barriers and solutions in education**

Implementing technology, including immersive media, in education faces several technological barriers. These include the need for adequate hardware, software, and internet infrastructure to support immersive experiences. Additionally, there may be issues related to the affordability and accessibility of technology for all students. Technical challenges such as software compatibility and system maintenance can also hinder the seamless integration of immersive media into educational settings. However, potential solutions include investing in infrastructure development, providing subsidies or grants for technology access, and offering technical support and training for educators.

### **3.3 Adapting immersive media to ideological and political courses**

Adapting immersive media to ideological and political courses requires careful consideration. Ensuring that immersive experiences align with the intended ideological messages while providing a balanced and engaging learning environment is a significant challenge. It's crucial to maintain control over the content and narratives presented through immersive media to adhere to the party's objectives. Additionally, adapting immersive media to the cultural and societal context of China, while addressing concerns about foreign influence, is essential. Strategies may include developing custom immersive content tailored to ideological and political education, incorporating narrative-driven experiences, and closely monitoring and reviewing content to ensure alignment with party principles.

## **4. Solutions and strategies**

### **4.1 Designing effective immersive educational content**

Designing effective immersive educational content for ideological and political courses involves creating engaging and informative experiences that align with the learning objectives and ideological principles. This requires collaboration between content creators, educators, and experts to ensure that the immersive media not only captures students' attention but also conveys the desired ideological messages effectively. The content should be designed to foster critical thinking, promote active participation, and encourage reflection, thereby enhancing the overall learning experience.

### **4.2 Integrating immersive media into curriculum**

Integrating immersive media into the curriculum necessitates a systematic approach. Curriculum designers must identify specific points within the ideological and political education framework where immersive experiences can enhance learning. This involves mapping out the curriculum to determine where immersive media can be most beneficial, whether through immersive simulations, virtual field trips, or interactive exercises. Additionally, it's essential to ensure that the integration is seamless and coherent, allowing for a smooth transition between traditional and immersive learning experiences while maintaining consistency in learning objectives.

### **4.3 Training educators for technology adoption**

Training educators for the adoption of immersive technology is a critical step in successful implementation. Educators need to acquire technical skills related to the operation of immersive equipment and platforms. Moreover, they should receive pedagogical training on how to effectively incorporate immersive media into their teaching strategies. This training should emphasize the alignment of immersive experiences with educational goals and ideological principles. Furthermore, educators should be prepared to adapt their teaching methods to accommodate the interactive and immersive nature of the technology, fostering student engagement and active participation in ideological and political courses.

## **5. Conclusion**

The research provides a comprehensive overview highlighting the limitations of traditional educational methods in China, the challenges in integrating technology into education, and the unique needs of ideological and political education. It emphasizes the impact of conventional approaches on student engagement and explores technological barriers alongside potential solutions. The findings also outline strategies for adapting immersive media in ideological and political courses, focusing on enhancing student interaction and learning. Future implications for educational technology are significant, especially in how immersive media can reshape the educational landscape in China, influence teaching methods, and impact student outcomes. The potential for increased accessibility, better engagement, and the role of these technologies in promoting critical thinking and ideological understanding are key points of discussion. Finally, recommendations for policy and practice are proposed, focusing on integrating technology into ideological and political education. These include policy changes to support immersive media adoption, curriculum development guidelines, educator training strategies, content oversight aligned with party principles, and measures to ensure equitable technology access for students. These recommendations aim to facilitate the effective and responsible use of immersive media in China's ideological and political education.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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