

---

# Practice and Optimization of Immersive Teaching Models in Digital Ideological and Political Classrooms

Linnuo Zhang

Dalian Jiaotong University, Dalian 116028, Liaoning, China

**Copyright:** © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

---

**Abstract:** This study mainly focuses on the innovation of teaching models for ideological and political courses in the digital age. By conducting a survey on the actual teaching situation of ideological and political courses in a certain university, researchers systematically examined the current application status of immersive teaching methods. A variety of methods and means were adopted in the research process, including literature review, questionnaire survey and on-site investigation, etc. Research findings indicate that the adoption of immersive teaching methods can significantly stimulate students' enthusiasm for classroom participation and enhance the teaching effectiveness of ideological and political theory courses. However, in the actual operation process, some problems that need to be solved urgently have also been exposed, mainly including insufficient allocation of teaching resources, the need to improve teachers' professional skills, and an incomplete evaluation mechanism, etc. In response to the above problems, researchers have put forward a series of improvement suggestions: Research data shows that the optimized immersive teaching mode can significantly improve teaching quality and better achieve the goal of educating people. It is necessary to strengthen the development and integration of digital educational resources, enhance the information technology application ability of the teaching staff, establish a scientific and reasonable teaching effect evaluation system, and create a teaching environment that combines online and offline. This research achievement not only provides theoretical support for the teaching reform of ideological and political courses in the new era, but also accumulates valuable experience for the teaching innovation of other disciplines, which has significant practical significance.

**Keywords:** Ideological and political courses; Digitalization; Immersive teaching; Teaching mode; Teaching optimization

---

**Online publication:** July 26, 2025

## 1. Introduction

At present, the world is in a critical period of digital transformation, and the education system has undergone profound changes as a result. Among them, ideological and political education, as an important part of the talent cultivation work in colleges and universities, has not only ushered in new development opportunities but also faced many problems that need to be solved urgently. Especially under the impetus of the core mission of "cultivating virtue and nurturing talent", the reform and development of ideological and political theory courses have received particular attention. According to statistics from the Ministry of Education, by the end of 2023, over 80% of universities across the country had begun to promote the pilot work of digital ideological and political classrooms. However, in practical application, there are relatively few cases that have achieved breakthroughs in teaching methods, and there is still considerable room for improvement in the actual effect of the courses<sup>[1]</sup>.

Immersive teaching mode is one of the important directions for the development of digital education. It utilizes virtual or augmented reality technology to construct learning scenarios, breaking through the time and space constraints of traditional classrooms and creating a brand-new teaching experience. This brand-new learning experience can engage multiple senses and add new impetus to ideological and political courses. According to the relevant standards released in 2022, the construction of ideological and political courses in colleges and universities emphasizes the need to update teaching methods and enhance the attractiveness of the courses by leveraging information technology<sup>[2]</sup>. Under such demands, how to organically integrate digital technology with ideological and political teaching and establish an immersive teaching model has become a key research direction in current teaching reform.

Immersive teaching in ideological and political courses is currently facing many challenges, and these problems need to be solved urgently. First of all, the existing digital teaching resources are clearly insufficient, and the supply of high-quality content is very limited. Secondly, there is a significant disparity in the application level of information technology among the teaching staff, especially their ability to design and implement immersive teaching is generally weak<sup>[3]</sup>. Relevant survey data shows that by the end of 2023, only about 30% of ideological and political course teachers in colleges and universities across the country were proficient in mastering and applying digital teaching methods. This situation seriously hinders the popularization and development of immersive teaching models.

This study aims to explore how the immersive teaching model is practiced and optimized in digital ideological and political classrooms. It is necessary to analyze the theoretical basis of immersive teaching and sort out the application of virtual reality and augmented reality in ideological and political classrooms, so as to deeply explore how interactive digital platforms and intelligent teaching systems should be constructed, providing theoretical references and practical guidance for promoting the innovation of ideological and political course teaching. Under the backdrop of the digital transformation of education, this research focuses on the unique aspects of ideological and political course teaching and explores feasible methods to enhance the appeal and effectiveness of ideological and political courses from the perspective of teaching model innovation. This holds significant theoretical and practical value for the deepening of ideological and political course reform and innovation in the new era.

## **2. The theoretical basis of the immersive teaching mode in digitalized ideological and political classes**

### **2.1. Integration of Digitalized Teaching and Ideological and Political Courses**

One important direction of current educational development is to integrate digital means with ideological and political education<sup>[4]</sup>. This combination stems from the practical need for the synchronous development of the process of educational modernization and ideological and political education. With the deep integration of information technology and the teaching process, ideological and political courses have been able to break through traditional limitations and gain more diverse forms of expression and wider channels of dissemination. This transformation is not only reflected in the application of technology, but more importantly, it has promoted the innovation of educational ideas and teaching strategies. According to the relevant guiding documents issued by the Ministry of Education in 2022, an ideal digital ideological and political classroom should focus on promoting three aspects of work: First, it should change the traditional one-way knowledge transmission mode and shift to a more interactive learning experience<sup>[5]</sup>. Second, break the static way of knowledge presentation and establish a dynamic knowledge generation mechanism. Third, break through the evaluation system that merely focuses on assessment results and establish a quality monitoring system covering the entire process. Under the guidance of this train of thought, the integration of digital technology and ideological and political education has transcended the stage of merely applying tools and has begun to enter a deeper stage of organic integration, ultimately establishing a new generation of teaching models with students as the main body, supported by technology, and led by content.

## 2.2. The Concept and Characteristics of Immersive Teaching Mode

The so-called immersive teaching mode refers to the creation of a teaching environment that enables learners to have a sense of being on the spot by means of virtual reality, augmented reality and other technological means. Under this mode, learners can complete knowledge construction in a highly interactive process<sup>[6]</sup>. The concept of this model originated from Csikszentmihalyi's "Flow Theory", which emphasizes that learners will enter a state of focused engagement under moderate challenges. The immersive teaching mode has the following characteristics: First, it has strong multi-sensory interaction. When multiple senses such as vision, hearing and touch are stimulated, it can enhance the learner's sense of participation. Secondly, the scenario has a high degree of realism. The constructed scenes are closely related to the teaching content and are extremely realistic or even real. Thirdly, the subject's initiative is significant, and learners have shifted from passively receiving knowledge to actively exploring<sup>[7]</sup>. Fourth, the depth of experience is high, and emotional resonance and value recognition can enhance the learning effect. Research data from 2021 shows that the immersive teaching model can extend the duration of learners' attention from 15 minutes in traditional classrooms to over 40 minutes, which is extremely crucial for ideological and political course teaching.

## 3. The Practice of Immersive Teaching Mode in Digital Ideological and Political Classrooms

### 3.1. Application of Virtual Reality Technology in Ideological and Political Teaching

Virtual reality (VR) technology builds a digital three-dimensional space, thus bringing a brand-new immersive experience approach to ideological and political course teaching. In practice, it is mainly used in three aspects: historical scene reproduction, theoretical teaching concretification, and scenario simulation. The "Red Footprint VR" project developed by a certain university in Beijing is a good example. This project has reconstructed the historical scenes of revolutionary holy lands such as Jinggangshan and Yan 'an. Students can use VR devices to "experience" the revolutionary era, follow virtual guides to learn about revolutionary history and participate in interactive experience activities, making the abstract education of revolutionary spirit intuitive and concrete. Moreover, the teaching effect evaluation data of 2022 shows that compared with traditional teaching methods, the ideological and political course teaching using VR technology has increased students' knowledge mastery by 23% and their emotional recognition by 37%.

At present, there are still many urgent problems to be solved in the application of virtual reality technology in the field of ideological and political education. The primary issue is the excessive investment in development. Building a high-quality VR teaching platform typically requires an investment of 500,000 to 1,000,000 yuan, which is an expense that many schools find unaffordable. Secondly, the equipment requirements are strict. Students must rely on specialized VR devices to achieve a complete teaching experience, which greatly limits the practical application scope<sup>[9]</sup>. The third issue is that the teaching content is not in-depth enough. Although some courses adopt VR format, the substantive content seems rather thin. However, with the advancement of technology and the decline in production costs, the application prospects of VR technology in future ideological and political education remain broad. Especially in terms of restoring historical scenes and visually presenting theoretical knowledge, this technology can play a unique role and demonstrate advantages that other teaching methods cannot match.

### 3.2. Practice of Augmented Reality Technology in Ideological and Political Courses

Ideological and political teaching has found an innovative approach that integrates the virtual and the real. This is because augmented reality (AR) technology can superimpose virtual information onto the real environment. Compared with VR technology, AR technology has lower equipment requirements and is more convenient to use, making it more suitable for large-scale classroom applications. In ideological and political courses, it mainly plays a role in three areas: textbook enhancement, scene interaction, and practical teaching. The "AR Ideological and Political" application developed by a certain university in Shanghai is an example. Students can scan the logo pictures in the textbook with their mobile phones,

and relevant videos, 3D models or interactive games can pop up, thus turning static textbooks into dynamic learning resources. Data shows that the proportion of AR technology applied in ideological and political courses in colleges and universities across the country rose from 8% to 27% from 2021 to 2023, making it one of the fastest-growing forms of digital technology application<sup>[10]</sup>.

When applying augmented reality technology in the field of ideological and political education, we have also encountered some difficulties. Firstly, high-quality AR educational resources are still not abundant enough. Currently, most applications are limited to basic text and image displays. Secondly, in the current teaching process, the matching degree between technical means and teaching objectives still needs to be improved, and it is easy to have a situation where technology and content are not in harmony. To improve this situation, many universities have begun to try new cooperation models<sup>[11]</sup>. They invited ideological and political course teachers and technical personnel to jointly participate in the project research and development, giving full play to their respective professional advantages. Take a certain university in Nanjing as an example. The university has developed a project called “AR Party History Learning “. This project ingeniously combines the introduction of historical background, theoretical knowledge explanation and real-life scenarios, enabling students to carry out learning activities anytime and anywhere on campus, achieving the effect of education through entertainment<sup>[12]</sup>.

#### **4. Conclusion**

Research shows that this innovative model holds significant value in enhancing the effectiveness of ideological and political education. By improving teachers’ digital teaching capabilities, optimizing the design of teaching content, improving the evaluation system, strengthening resource construction, and promoting student participation and interaction, it can effectively address the current issues in ideological and political teaching such as lack of appeal and insufficient pertinence<sup>[13]</sup>. Moreover, the research also indicates that the deep integration of digital technology and ideological and political education can create an immersive learning experience, making abstract theories concrete and enhancing students’ understanding and recognition of ideological and political theories. This is especially true in the post-pandemic era, as the digital immersive teaching model has provided ideological and political education with more diverse and flexible implementation approaches, enabling it to break through the limitations of time and space and achieve the goal of all-weather and all-round education. However, it should be noted that technology is ultimately a means rather than an end. Therefore, the core of the digital immersive teaching model lies in value guidance and theoretical imparting, and it is necessary to ensure that the application of digital technology serves the fundamental task of ideological and political education<sup>[14]</sup>.

“Deep immersion, intelligent adaptation, and collaborative education” are the directions that future digital ideological and political classrooms should move towards. This is because the continuous development of emerging technologies such as the metaverse and artificial intelligence will provide ideological and political education with richer technical support, thereby building a more realistic and interactive virtual educational environment. Moreover, the teaching mode will also develop towards greater personalization and precision to achieve the goal of differentiated ideological and political education for different student groups. This research provides theoretical basis and practical paths for the teaching reform of ideological and political courses in colleges and universities<sup>[15]</sup>. However, the optimization of the digital immersive ideological and political teaching model is a systematic project, which requires the joint efforts of educational authorities, university administrators, front-line teachers and technical developers. Moreover, it is necessary to strengthen the research on related issues such as digital ethics and information security. Only in this way can digital ideological and political education maintain educational fairness and security while promoting the all-round development of students. After continuous optimization and improvement, the immersive teaching model of digital ideological and political classrooms will surely inject strong impetus into the innovative development of ideological and political education in the new era.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Zhu Z W, 2024, Construction of an Efficient Classroom for Collaborative Education Empowered by Digitalization. Reference for Middle School Politics Teaching, (46): 10-12.
- [2] Li X R, Su H, Meng G Z, 2024, The Value Orientation and Practical Approach of Integrated Ideological and Political Work for Postgraduates from the Perspective of “Grand Ideological and Political Courses”. Journal of Huaiyin Institute of Technology, 33(06): 69-74.
- [3] He Z S, 2024, Research on Digital Empowerment of Red Cultural Resources for Education in Colleges and Universities. Journal of Jinan Vocational College, (06): 42-47.
- [4] Zhao L, 2024, Research on the Path of Digital Transformation Empowering the Construction of the “Grand Ideological and Political Course” System. Anhui Science and Technology News, (016).
- [5] Du W Q, 2024, Research on the Development and Utilization of Digital Teaching Resources in Ideological and Political Education in Higher Vocational Colleges. Henan Economic News, (012).
- [6] Liu Q, 2024, Research on the Value Implications and Practical Paths of Digital Technology Empowering the Construction of “Grand Ideological and Political Courses” in Higher Vocational Colleges. Journal of News Research, 15(23): 165-169.
- [7] Li Z Q, Ni H, Research on the Empowerment of Ideological and Political Course Teaching in Colleges and Universities by Red Cultural Resources under the Background of Digitalization. Times Report, 2024, (11): 76-78.
- [8] Yuan Q, Xu D, 2024, The Changes and Constants of Ideological and Political Course Teaching Reform in Higher Vocational Colleges under the Background of Digitalization of Education. Times Report, (11): 149-151.
- [9] Xue Y L, 2024, Jing Multimodal Integration of Ideological and Political Education in College English Courses in the Digital Intelligence Era. Journal of Inner Mongolia University of Finance and Economics, 22(06): 47-51.
- [10] Yu Q, Zhang L, 2024, Exploration of the Value, Predicament and Path of Artificial Intelligence Empowering Ideological and Political Courses. Popular Literature and Art, (22): 184-186.
- [11] Su Y L, 2024, The Value Implications and Implementation Paths of Digital Empowerment for Practical Teaching of Ideological and Political Courses in Colleges and Universities. Higher Education Forum, (11): 54-57.
- [12] Wang C, 2020, Research on the Connotative Development of “Grand Ideological and Political Courses” Empowered by Digital Intelligence Technology. Journal of Hezhou University, 41(01): 123-129.
- [13] Gui B, 2024, Research on the Integrated Development Path of Ideological and Political Education and Aesthetic Education in Colleges and Universities under the Background of Digitalization of Education. University, (32): 7-11.
- [14] Tian Y M, Dong Y J, 2024, The Triple Logic of Digital Empowerment for the Construction of “Grand Ideological and Political Courses”. Journal of Suzhou University, 39(11): 20-23+31.
- [15] Liu Z, 2024, Analysis of the Reform Path of Ideological and Political Courses in Colleges and Universities from the Perspective of Big Data. Journal of Qingdao Polytechnic College, 37(06): 15-20.

### Publisher’s note

*Whioce Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.*