

Transformation Practice of Ideological and Political Education Management in Universities under the Background of Informatization

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Abstract

The deep integration of digital technologies has fundamentally transformed the landscape of higher education, while challenging traditional approaches to ideological and political education management. As pivotal institutions for talent development and value guidance, universities must adapt their management practices to the digital era. Confronted with students' diverse perspectives, fragmented information access, complex online environments, and evolving cognitive patterns, institutions should leverage information technology to systematically overhaul management systems, operational models, and educational channels. By enhancing digital compatibility in ideological education management, universities can strengthen the relevance and effectiveness of value guidance. This transition from traditional experiential models to modern precision approaches will lay the foundation for cultivating well-rounded individuals with steadfast ideals and comprehensive competencies.

Keywords

Informatization; University; Ideological and political education management; Transformation practice

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1. Introduction

The full-scale advancement of digital transformation has ushered ideological and political education management in higher education institutions into a new phase characterized by both opportunities and challenges. Digital technologies, with their convenience and interactivity, have created expansive platforms for ideological education, breaking the time-space constraints of traditional pedagogy while diversifying content delivery formats. However, the mixed quality

of online information and students' growing autonomy in digital behavior have simultaneously increased the complexity of ideological education management. Traditional management models increasingly demonstrate inadequacies in addressing students' practical needs and responding to evolving online public opinion trends. Many universities still face practical challenges, including outdated systems, obsolete operational models, and weak regulatory mechanisms, which hinder the full realization of ideological education's value-guiding significance.

Exploring transformation pathways for ideological education management in the digital era is not only essential to resolving current practical challenges but also a critical initiative to enhance its contemporary relevance, targeted effectiveness, and practical outcomes. This effort carries significant practical implications for fulfilling the fundamental mission of cultivating virtue and nurturing talent.

2. The transformation values of ideological and political education management in universities under the background of informatization

2.1. The present situation of the management of ideological and political education in colleges and universities under the background of informatization

The number of traditional occupations in the actual employment environment is declining, which has led to the rise of new occupational groups relying on digital technology. Meanwhile, the application level of university informatization in service management is gradually improving. In the field of service management, informatization construction is the main focus of university reform^[1].

With the rapid advancement of information technology, universities are progressively implementing modern technologies such as cloud computing, IoT, and big data in student management and ideological education. The online resources for ideological education, powered by big data and IoT, are expanding in scale, becoming more accessible, and diversifying in format, thereby elevating the quality of ideological education. University faculty and students, predominantly internet users, are intellectually active, highly motivated, and trend-conscious, yet easily swayed by the diverse information online. Online interactions highlight individual autonomy and uniqueness, often turning their words and actions into hot-button topics in digital debates.

2.2. The value of the reform of ideological and political education management in universities under the background of informatization

The personalized exploration of ideological and political

education in higher education institutions through digital means, which helps students deepen their understanding of Marxist positions, viewpoints, and methods, constitutes a foundational measure for enhancing students' Marxist cognition. This phenomenon demonstrates the thorough integration of student management with ideological and political education, injecting new momentum into the practice of ideological and political education for college students^[2].

College counselors and ideological and political education (IPE) teachers collaborate to help students achieve learning goals efficiently. They innovate the management mechanism of IPE for college students, guiding educators to comprehensively coordinate, produce, share, disseminate, and utilize online IPE teaching resources. Based on course objectives and content design, they adopt blended teaching approaches, conducting group discussions, online-offline integration, flipped classrooms, and other teaching activities.

The approaches to ideological and political education for college students are becoming increasingly diverse, with research scopes continuously expanding. By adopting information-based teaching technologies, schools have significantly broadened the temporal and spatial dimensions of such education. Academic administration departments utilize various information technologies to manage ideological and political education, providing comprehensive feedback on teachers' instructional performance, students' learning outcomes, and areas for improvement. Teachers employ multifaceted teaching resources and contemporary materials to deliver ideological and political education, which enhances teacher-student relationship management, optimizes teaching processes, and diversifies evaluation systems^[3].

In the management of ideological and political education in higher education institutions, digital tools can be utilized to optimize teaching methodologies, interactive strategies, and administrative approaches. By selecting appropriate technological solutions, educators can effectively integrate instruction with student learning. Collaborative platforms between ideological and political educators and student affairs departments should feature standardized, functionally streamlined, and securely protected digital management systems. These platforms

enable teachers, students, parents, and other stakeholders to systematically fulfill their respective responsibilities within the framework ^[4].

3. Problems of the transformation of ideological and political education management in universities under the background of informatization

3.1. Shortcomings in the management system of network ideological and political education

Driven by technological advancements, universities have elevated their informatization initiatives to new heights, ushering in a transformative phase for ideological and political education management among students. In compliance with directives from higher authorities, institutions utilize digital platforms to disseminate educational materials, which frequently become trending topics within academic circles. This phenomenon, however, is not coincidental. The current state of ideological and political education management in universities remains underdeveloped in terms of standardization and scientific rigor, resulting in a scarcity of sustained high-quality outcomes. The disconnect between educational objectives and practical teaching elements has led to subpar foundational work that fails to meet established standards or promptly address the evolving demands of ideological education. Furthermore, some universities inadequately integrate online ideological education content with their historical heritage, revolutionary cultural legacy, and advanced cultural resources ^[5].

3.2. The work mode of ideological and political education faces the pressure of innovation

Information technology has been extensively integrated into various aspects of higher education, injecting vitality and growth potential into ideological and political education management. However, some student affairs administrators and ideological and political educators, constrained by path dependence and outdated mindsets, struggle to keep pace with the rapid advancement of digitalization. This has severely impacted ideological and political education in universities, where traditional teaching methods persist in practice. These educators

remain entrenched in established standards, pedagogical approaches, and governance models. As students now access knowledge through vastly expanded channels, the unidirectional authority of teachers in ideological and political education faces significant challenges. Some students, lacking sufficient information processing and media literacy, exhibit herd mentality behaviors ^[6].

While students can easily access diverse ideological and political education resources (e.g., animations, infographics, and other multimedia formats) through digital platforms, some university administrators and ideological and political educators lack the courage to innovate. Their initiative in adopting digital tools for ideological and political education management remains weak, and their skills in creating multimedia courseware and videos are still at a basic level. Some educators have limited perspectives and fail to fully recognize the significant impact of information technology on teaching, learning, and teacher-student interactions in higher education. They merely mechanically explain existing ideological and political content or copy and paste online PPTs with minor adjustments. This outdated approach fails to meet the expectations of college students for high-quality ideological and political education development ^[7].

3.3. Weak regular supervision mechanism and insufficient implementation efficiency

Many universities suffer from significant deficiencies in their supervision and control systems, as well as public opinion early-warning mechanisms, with inadequate technical standards for regulating teaching activities. When information resources relied upon by faculty and students are of poor quality or contain inappropriate content, teaching effectiveness cannot be reliably guaranteed. Numerous institutions lack robust technical safeguards to effectively filter out harmful online content. Such situations allow negative ideologies and distorted values to negatively impact students, causing substantial deviations in their value systems. Students demonstrate a marked lack of self-protection in digital spaces, with personal information being easily intercepted. Some universities fail to adequately explain the legal boundaries of online speech to students ^[8].

4. Transformation practice of ideological and political education management in universities under the background of informatization

4.1. Application of information technology to reform student management

With the evolution of social structures, social media platforms have experienced rapid growth. If universities persist in traditional approaches to ideological and political education, they will fail to meet students' evolving learning needs. Today's students increasingly rely on digital platforms for social interaction, actively expanding their knowledge horizons while accessing diverse online channels. Some even share personal updates and real-time situations publicly^[9]. Educators should leverage online platforms as key tools to monitor students' ideological shifts and enhance interactive effectiveness. Universities now adopt flexible teaching arrangements, offering diverse course formats and autonomous scheduling for students. Traditional classroom-based approaches in ideological education have shown significant limitations. Digital platforms provide more flexible delivery methods, breaking down time and space barriers to enable round-the-clock communication. These platforms encourage open expression, strengthening teacher-student connections. Counselors can track student psychology through Weibo, proactively addressing emotional distress with tailored advice. This approach not only ensures high-quality education implementation but also drives digital transformation in university administration^[10].

4.2. Promoting the interaction between teachers and students by using information technology

The rapid advancement of modern technology has given rise to diverse social platforms. With everyone maintaining their own social media accounts, universities can effectively enhance ideological and political education through these digital tools, significantly improving educational outcomes and student development. Counselors implementing ideological education via digital platforms may adopt one-on-one or group teaching approaches. They can establish class committees and group chats on WeChat, regularly discussing current social issues to facilitate student discussions and opinion

exchanges, with counselors providing timely guidance^[11]. To advance practical ideological education, counselors should optimize teacher-student interactions to accurately assess students' psychological states. Utilizing group chats for ideological education bridges the psychological gap between teachers and students, encouraging active expression of personal views, emphasizing student-centered learning, and fostering closer teacher-student relationships based on mutual trust. During instruction, teachers should actively guide students to explore truth-seeking behaviors and help them build sound value systems. WeChat groups transcend time and space limitations for educational communication, with their sharing features enabling rapid information dissemination and access to learning resources. Teachers can promptly share important notices through group announcements, while counselors monitor students' social media updates to understand their psychological states and offer timely support^[12].

4.3. Expanding the channels of ideological and political education by relying on campus new media

Ideological and political education should not rely on rigid methods to impart theoretical knowledge, but rather gradually shape students' moral frameworks through daily practices. College students' agile thinking patterns often lead to disengagement with political theory courses, which contain abstract concepts and monotonous teaching formats. Educators must comprehensively understand students' behavioral characteristics and cognitive patterns to set realistic teaching objectives^[13]. Teachers need to proactively adapt their teaching approaches, using student-friendly communication strategies and regular teacher-student interactions to fully engage learners. Beyond theoretical expertise, educators should master smart educational technologies to seamlessly integrate theory with digital tools, thereby enhancing teaching effectiveness^[14]. To promote ideological education, institutions can leverage new media platforms for immersive learning experiences, allowing students to absorb concepts through online interactions. Teachers may create engaging micro-lectures on short video platforms, conduct live Q&A sessions, incorporate political knowledge into games and simulated scenarios,

and provide targeted personalized services to demonstrate the contemporary relevance and practical impact of ideological education. Utilizing official school accounts and other channels for theoretical dissemination can significantly improve the overall quality of ideological education management ^[15].

4. Conclusion

In the context of informatization, the transformation of ideological and political education management in higher education institutions represents a systematic restructuring centered on value-driven guidance and empowered by technological innovation. This paper explores the core value of transformation, practical challenges, and implementation strategies, emphasizing the deep integration of information technology with ideological education management. By breaking through the limitations of traditional models, we aim to establish a modernized management system aligned

with contemporary demands. The transformation process focuses on three key aspects: updating student management approaches, enhancing teacher-student interaction, and expanding new media education channels. At its heart, this evolution prioritizes students' developmental needs, strengthens the relevance of ideological education, and boosts its appeal. Higher education institutions must deepen their exploration of how to integrate informatization with ideological education management, progressively improve digital governance systems, optimize technology-enhanced educational scenarios, and enhance the digital literacy of ideological education teams. Through dynamic reforms, we can achieve high-quality growth in ideological education management, ensuring technology effectively supports the fundamental goal of moral cultivation and talent development. This will provide reliable safeguards for nurturing new-era individuals capable of shouldering the great mission of national rejuvenation.

Disclosure statement

The author declares no conflict of interest.

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