

Research on the Teaching Reform Path of Digital Empowerment for Business Model Innovation from the Perspective of Ideological and Political Education in Courses

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Abstract: Under the dual impetus of the fundamental task of “cultivating virtue and nurturing talent” and the national strategy of digitalizing education, promoting the deep integration of ideological and political education in courses with digital technology has become a core issue in the curriculum reform of colleges and universities. This paper takes the course “Business Model Innovation” as the research object and focuses on the problems existing in the current course, such as lagging content update, superficial application of digital tools, and weakening elements of ideological and political education. This paper proposes a teaching reform path that is supported by digital means and centered on value guidance, and focuses on how to systematically optimize teaching content design, interactive teaching scenarios, evaluation and feedback mechanisms, and teacher collaboration systems through specific tools such as “Rain Classroom,” “Enterprise Sand Table,” and “Smart Classroom Platform.” We aim to build a digital model of ideological and political education in the curriculum that integrates knowledge imparting, ability training, and value shaping, and to provide practical reference and path support for the cultivation of high-quality business talents in the new era.

Keywords: Course-based ideological and political education; Business model innovation; Digital empowerment; Teaching reform; Blended learning

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1. Introduction

In recent years, higher education has faced unprecedented structural changes as the country continues to push forward the digitalization of education. From the 18th to the 20th National Congress of the Communist Party of China, and the release of a series of policy documents such as the 2024 Government Work Report and the Strategic Action Plan for Education Digitalization, it is evident that education digitalization has been officially established as a national strategy and has become a key support for building an education power^[1,2].

For colleges and universities, this means not only a transformation of teaching methods but also an indication that educational concepts and curriculum structures must be updated simultaneously. In today's era, where the digital economy and value co-construction have become the themes of the times, relying solely on the imparting of knowledge clearly cannot meet the complex needs of talent cultivation in the new era ^[3]. Today, the values and perceptions of college students have changed in many ways. If teaching is still confined to traditional classrooms and standardized cases, it will not only fail to resonate with students but also fail to fulfill the educational mission of fostering virtue and nurturing talent ^[4]. Therefore, the ideological and political teaching reform of the "Business Model Innovation" course should take digitalization as the starting point and use intelligent platforms to reshape the value logic of the course content, so as to shift to a new teaching model that is student-centered, value-oriented, and driven by social issues. This is not only a direct response to the national strategy, but also a realistic choice to promote the comprehensive development of talent cultivation in colleges and universities.

2. Current situation and problems of digitalization empowering ideological and political education in the Business Model Innovation course

In the context of the comprehensive promotion of ideological and political education in higher education, digital technology is regarded as a key means to promote the integration of ideological and political education into professional courses ^[5]. Business Model Innovation, as a core applied course in the field of management, is theoretical, instrumental, and practical, covering multiple dimensions such as value creation, strategic innovation, and business ethics, and has a natural channel of integration with the core socialist values. However, judging from the current implementation of the course, the role of digital technology in the construction of ideological and political education in the course has not been fully exerted, and there are multiple problems, such as the fragmentation of the use of digital tools and the superficial integration of ideological and political education.

2.1. The use of digital tools is more focused on teaching management, with insufficient embedding of ideological and political functions

At present, most colleges and universities have introduced teaching tools such as Rain Classroom, Learning Pass, and Chaoxing Platform in the "Business Model Innovation" course, but their application is mostly focused on management functions such as pre-class push, sign-in, and material distribution, and digital tools have not effectively served the realization of the ideological and political goals of the course ^[6]. For instance, the digital tool Rain Classroom, which could have been used for red case materials and policy guidance, has functions such as pop-up guidance, topic discussion, and online testing. In practical use, it has been simplified into a knowledge point review tool and has failed to effectively build an interactive teaching logic oriented towards ideological and political education ^[7]. Although many teachers have attempted to introduce ideological and political elements, such as patriotic enterprise cases and social responsibility issues, through digital platforms in their teaching, there is still a problem of formalized introduction. The ideological and political content only appears in the course introduction, conclusion, or special topic insertion, lacking deep integration with the core theories of the course, making it difficult for students to convert the ideological and political information they receive into value recognition.

2.2. Digital virtual simulation and ideological and political education are misaligned, and there is a lack of value-guided decision-making scenarios

In the design of the “Business Model Innovation” training course, many colleges and universities have introduced digital training tools such as business sand table systems and entrepreneurship simulation platforms to enhance students’ practical skills ^[8]. But these systems are mainly oriented towards business indicators and lack embedded value judgment scenarios. For example, when students choose customer relationship models or profit paths, they do not consider integrating moral decision-making content such as “whether it conforms to green development” and “whether there are data ethics issues” into the digital practice process, resulting in the disconnection between virtual teaching and ideological and political goals and the inability to achieve value guidance through “learning by doing” and “thinking through creation.”

2.3. The platform data has not been transformed into an ideological and political feedback mechanism, and process-oriented education is absent

In the digital reform teaching process of the “Business Model Innovation” course, some teachers merely used the digital platform for daily course attendance or teaching management, and did not actually use it to analyze students’ growth trajectories in terms of value perception and responsibility awareness, etc. ^[9]. For example, in case studies and project assignments, digital tools were not effectively utilized to establish value-oriented assessment labels, and there was a lack of visual records and personalized guidance mechanisms for students’ ideological and political literacy performance ^[10]. These problems have made it difficult for the “Business Model Innovation” course to achieve the digital reform goal of “all-round and whole-process education.”

2.4. Teachers’ ability to integrate digitalization with ideological and political education is insufficient, and there is a lack of a collaborative mechanism in teaching design

Since the teachers of the “Business Model Innovation” course mainly come from professional fields such as management and economics, many teachers have obvious technical anxiety when facing digital tools such as Rain Classroom, smart teaching platform and enterprise sand table, and often only stay at the basic function application of uploading courseware and issuing notifications ^[11]. They are unable to design teaching structures, build interactive scenarios, or analyze data feedback through the platform, thus weakening the teaching transformation effectiveness that digital technology should have. Some teachers’ understanding of ideological and political education in the curriculum remains at the theoretical propaganda level, and they are unable to organically integrate socialist core values with digital technology to form teaching design ideas. For instance, when teaching about value proposition design, teachers often only emphasize how enterprises make profits, but fail to design digital interactive tasks to trigger students’ discussions on business ethics, making it difficult for ideological and political elements to promote students’ behavioral cognition.

3. The urgency of digitalization empowering the ideological and political teaching reform of the “Business Model Innovation” course

In the context of the digital transformation of education and the deepening of ideological and political education in the curriculum in the new era, the course “Business Model Innovation” is confronted with the dual challenges of upgrading educational goals and reforming digital teaching methods ^[12]. Digitalization is not only a tool for improving teaching efficiency, but also a strategic fulcrum for value guidance. There is an urgent need to empower the ideological and political teaching reform of “Business Model Innovation” course through

digitalization to respond to students' needs, social changes, and national strategies.

3.1. The contradiction between the transformation of modern college students' learning methods and traditional teaching has become prominent

With the widespread use of digital technology and social media, modern college students' ways of accessing information, cognitive structures, and learning preferences have undergone profound changes. Contemporary college students have become proficient in using AI tools such as DeepSeek and GPT-4 Design assistant to assist with innovative thinking and business analysis ^[13]. However, outdated knowledge is still being taught in the classroom, and there is a lack of guidance on the combination of these new tools with business practice, making it difficult to stimulate students' deep learning motivation. Many students expressed obvious dissatisfaction with the classroom format of this course, arguing that the knowledge learned in college is difficult to meet the challenges of the future workplace, further widening the gap in students' perception of the uselessness of the teaching content. Therefore, there is an urgent need to activate the innovation of classrooms and teaching models through digital teaching methods.

3.2. The transformation of digital teaching models has become a key means to enhance the practical value and social guidance of the curriculum

With the rapid development of the digital economy and the widespread application of cutting-edge technologies such as artificial intelligence, business practices have entered a new stage of deep integration and rapid evolution ^[14]. Under the traditional teaching paradigm, the content of the "Business Model Innovation" course often deviates from the context of the times and fails to guide students to form concepts of sustainable development, strategic judgment ability, and social responsibility awareness, resulting in limited impact of the course on students' social cognition and value judgment, and the teaching effect falling into the predicament of "armchair theorizing." Therefore, there is an urgent need to rebuild the connection between the course content and real business practice through digital curriculum reform to enhance the effectiveness of the course.

3.3. The deepening of the digital education strategy urgently requires the construction of replicable models for integrating ideological and political education

The report of the 20th National Congress of the Communist Party of China explicitly proposed to "accelerate the building of a strong education country and a digital China," elevating education digitalization to a national strategy. Business Model Innovation, as a course with strong application and high educational value, should serve as a model for the digital reform of ideological and political education in courses ^[15]. However, there is a widespread disconnection between digital technology and ideological and political integration at present. On the one hand, the implementation of ideological and political education in the curriculum mainly relies on teachers' experience and subjective consciousness, lacking unified standards and technical support; On the other hand, although schools have built digital teaching platforms and tools, they have not been effectively integrated into the functional modules of ideological and political education, and the reform lacks replicable paths. Therefore, there is an urgent need to establish a standardized, procedural, and traceable implementation system of ideological and political education in courses based on digital tools to achieve the dual implementation of concept integration and technology integration.

4. Digital empowerment of the teaching reform path design for Business Model Innovation course ideological and political education

With the development of digital teaching tools and the improvement of the educational informatization environment, digital empowerment provides a more efficient and sustainable implementation path for the ideological and political reform of the Business Model Innovation course. This study proposes implementation paths for the ideological and political reform of the “Business Model Innovation” course in a digital environment from three aspects: digital teaching scenarios, digital ideological and political practice system of the course, and digital lesson preparation system.

4.1. Expanding teaching scenarios with intelligent teaching tools to achieve immersive experiences of ideological and political elements

The use of smart teaching tools in the “Business Model Innovation” course is not for showing off skills, but to make ideological and political content, which was originally prone to being superficial, discussable, controversial, and reflective. Digital teaching tools provide an immersive experience for course-based ideological and political education. With the help of smart teaching platforms (such as Rain Classroom, Chaoxing, Tencent Classroom) and virtual simulation experimental environments, teachers can create situational teaching processes, transforming abstract ideological and political elements into concrete business challenges and moral dilemmas, guiding students in the formation of business values and ethics. For example, when teaching the “Enterprise Business Model Building” module, teachers can set up virtual enterprise cases through the platform, design group discussions and role-playing sessions around decision-making nodes such as “whether to adopt a high-profit but environmentally polluting business path” and “whether to sacrifice workers’ rights for capital efficiency,” and guide students to experience business ethics conflicts in simulated confrontations. Through reflection, develop a sense of responsibility. Through digital empowerment, value judgments are no longer one-sided indoctrination by teachers, but rather an internal identity gradually formed by students through multiple rounds of interaction with the help of digital tools, enabling the classroom teaching to truly shift from emphasizing ideological and political education to building scenarios.

4.2. Introducing diverse digital teaching tools based on the three links of “before class-during class-after class” to build an integrated digital course-based ideological and political practice system

The realization of ideological and political education in courses should not rely solely on classroom instruction, but should run through the entire process of pre-class preparation, in-class teaching, and post-class feedback.

In the pre-class session, teachers can use platforms such as Rain Classroom and Learning Pass to release preview videos and micro-lessons on ideological and political themes, and push topics related to red enterprise cases in advance to help students enter the classroom with questions and thoughts. At the same time, through Questionnaire Star or the interactive questionnaire system of Rain Classroom, it prompts students to start thinking about social responsibility and ethical boundaries in business activities, helping them build a basic awareness of identifying business phenomena based on values before class.

When entering the classroom stage, teachers can incorporate ideological and political guiding questions such as “Is the value proposition of this enterprise socially fair?” in conjunction with the bullet-screen interaction and in-class answering functions of Rain Classroom when teaching core knowledge, such as the nine elements of the business model; “Is its source of income sustainable?” Such as guiding students to express their opinions in real time, enhancing their sense of participation in the class and their ability to analyze values. At

the same time, use the enterprise sand table simulation platform to set up business decision-making scenarios with ethical conflicts, such as whether to sacrifice employee benefits to reduce costs, to guide students to make decisions in the simulation, and organize online debates or reflective discussions after the simulation to help students feel the social responsibility of value trade-offs from business decisions. Through position statements and other means, inspire students to integrate socialist core values into the expression and construction of business logic.

In the after-class session, teachers can use the data analysis system of Learning Pass or Smart Classroom to automatically summarize behavioral data such as the accuracy rate of students' answers, the frequency of interaction, and the number of comments to form a profile of each student's ideological and political performance, providing a basis for subsequent value guidance and personalized feedback. Through the Chaoxing platform assignment, students write a business logic and reasons they do not agree with based on the class content, guiding ideological and political reflection in the course and further promoting the formation of a stable value perception structure and social empathy ability among students.

4.3. Utilizing digital tools to build a multi-party joint lesson preparation system and jointly design modular ideological and political scenarios

Given the current fragmentation of the application of digital tools in the course "Business Model Innovation," the shallow embedding of ideological and political elements, and the lack of a teacher collaboration mechanism, there is still considerable room for improvement. Colleges and universities should systematically advance the digital reform path of ideological and political education in courses from the dimensions of instructional design, platform construction, and multi-party collaboration. Establish a multi-party joint lesson preparation mechanism by leveraging cloud collaborative teaching platforms such as Chaoxing Course Center, DingTalk teaching Group, WPS Cloud Document, etc. Ideological and political teachers provide value-oriented design, business teachers determine the core logic of teaching, and educational technology experts are responsible for digital embedding point suggestions. Through this system, a modular library of ideological and political units is generated for teachers to freely invoke by theme, section, or teaching objective, enabling iterative co-construction and cross-school reuse of teaching resources, thereby promoting the breaking of professional barriers and organizational boundaries in college courses and building a co-construction and sharing mechanism of ideological and political design in courses supported by digital platforms.

5. Conclusion

Business Model Innovation, as a core part of business education, not only carries the teaching goal of cultivating students' innovative ability and strategic thinking, but also shoulders the important educational mission of guiding students to form correct values and a sense of social responsibility. With the deepening of the digital transformation of education, the integration of ideological and political education into the curriculum urgently needs to shift from traditional indoctrination to a systematic reconstruction driven by technology. Based on the current teaching situation of the "Business Model Innovation" course, this paper focuses on the core question of "how to implement the goals of ideological and political education in the curriculum through digital means," and proposes a teaching reform path supported by digital tools such as Rain Classroom and Learning Pass Smart Class, in order to effectively implement the collaborative education model of "knowledge-ability-value." Therefore, colleges and universities should continue to deepen the integration mechanism of digital tools and education, promote the collaborative interaction of multiple disciplines and departments, and form replicable

and scalable models of ideological and political education in courses to provide solid support and practical paths for the cultivation of high-quality business talents in the new era.

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