

Research on the Structural Model and Improvement Path of Political Teacher Digital Literacy in the AI Era

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Abstract: With the rapid development of information technology and artificial intelligence, research on AI empowerment has been conducted in different sectors. Currently, educational informatization and digitalization are the top priorities, and improving the digital literacy of teachers of ideological and political theory (IPT) is the key task for the high-quality development of ideological and political education in institutions of higher learning. How to build a suitable digital literacy model for ideological and political education teachers and how to improve the digital literacy of ideological and political education teachers have become research hotspots in the field of education, and have formed some preliminary research results. However, the theoretical system and structural model are still imperfect, which cannot meet the practical needs of digital intelligent ideological and political education in the current education field. Based on the research results of teacher quality and literacy at home and abroad, this paper, combined with my own years of experience in ideological and political education teaching, puts forward a four-dimensional digital literacy structural model for ideological and political education teachers, including digital basic literacy, digital teaching application literacy, digital innovation empowerment literacy and digital ideological and political responsibility literacy. According to the problems of uneven development of the four-dimensional digital literacy structure of ideological and political education teachers in the current higher education system, insufficient integration of digital technology and teaching, and an imperfect digital training mechanism, this paper puts forward a systematic improvement method for teachers' quality and literacy based on this four-dimensional structural model. It aims to provide a useful reference for the digital and intelligent development of the ideological and political education teacher team.

Keywords: Artificial intelligence; Ideological and political theory teachers; Digital literacy; Structural model; Improvement path

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1. Introduction

In recent years, information technology and artificial intelligence technology have been rapidly developed

and widely applied in various industries. The integration of artificial intelligence technology and ideological and political education has forcefully pushed forward the informatization, digitalization and intelligence of ideological and political education, causing a thorough change from the traditional tool-based technology application to the education, teaching and evaluation modes. At the national level, the “Education Power Construction Planning Outline (2024-2035)” issued in 2025 by the Central Committee of the Communist Party of China and the State Council clearly proposed to formulate and improve the standards for teachers’ and students’ digital literacy, deepen the use of artificial intelligence to promote the construction of the teaching staff, and strengthen and improve ideological and political education in schools in the new era. This shows the importance of ideological and political teachers’ digital literacy. Ideological and political teachers play a more and more important role in higher education through national strategic planning. Ideological and political teachers must improve their capabilities constantly to meet the national strategic requirements. They should also enhance their digital literacy with artificial intelligence technology on the basis of professional knowledge, so as to better fulfill the fundamental task of fostering virtue and promoting the high-quality development of ideological and political courses in higher education ^[1].

Domestic and international scholars have made great efforts in researching ways to improve teachers’ digital literacy, and achieved fruitful results, which provides strong theoretical support for the construction of this paper’s model and the exploration of its path. The research on teachers’ digital literacy in foreign countries began earlier, with mature theoretical frameworks and paradigms for standard-setting, dimensional division and competency assessment. Instefjord et al. proposed a theoretical model of teachers’ digital literacy with three dimensions: technical proficiency, teaching adaptability and social awareness ^[2]. Siddiq et al. proposed the TEDDICS evaluation model for the quantitative evaluation of teachers’ digital literacy in terms of cultivating students’ digital information competence ^[3]. Based on large-scale survey data on post-pandemic educational digital transformation in Spain, Sánchez-Cruzado et al. proposed targeted training systems to improve teachers’ digital literacy ^[4]. Overseas research generally focuses on the integration of technology and general teaching, rarely involving the ideological attributes of ideological and political education, which places special competency requirements on relevant teachers. With the ongoing digitalization of education in China, studies of IPT teachers’ digital literacy have become a new academic field with an increasing number of publications year by year. Domestic studies mainly focus on four themes: structural modeling, value connotations, existing predicaments and improvement strategies. Academics generally believe that digital literacy can improve the effectiveness of ideological and political education, but there is no unified standard for its competency framework.

From different perspectives, various scholars have proposed multidimensional models: Hou Xin designed a progressive training system and multi-layer guarantee mechanism ^[5]. Zhai Chenyu established a collaborative promotion mechanism of “teacher competency improvement – technical adaptation optimization – model iteration – individual development support” ^[6]. Sheng Xing emphasized top-level design and standardized guidance ^[7]. Qi Yongfang et al. constructed a six-dimensional competency model of political leadership, theoretical interpretation, intelligent technology mastery, teaching innovation, value shaping and self-directed development ^[8]. Literature review shows that most domestic studies are based on theoretical deduction rather than empirical research based on real teaching scenarios, and the structural modeling of digital literacy is in an exploratory stage. However, it is agreed that digital technologies can effectively solve the long-standing problems of ideological and political classrooms, such as the lack of affinity and pertinence ^[9,10].

The research on the path of cultivating and improving the digital literacy of current ideological and

political education teachers has achieved some progress, but there are many problems. From the perspective of teachers, the main current problems are that teachers have a biased understanding of digital literacy, and the integration of ideological and political teaching with artificial intelligence technology is not deep enough. Most of the ideological and political teachers are from a humanities background, and their acceptance of information technology and emerging artificial intelligence technology is relatively slow; thus, some ideological and political teachers develop a fear of technology and hinder the innovation of ideological and political teaching^[11]. From the perspective of teaching practice, the main current problems are: the shortage of red digital resources for ideological and political teaching and the mismatch between the value guidance of artificial intelligence technology and ideological and political courses. In terms of cultivation guarantee, the main current problems are: training content is disconnected from the ideological and political teaching scenarios. The evaluation methods for training effects are single. There is also a lack of long-term incentive measures^[12,13]. Moreover, ideological and political teachers lack awareness of digital ethics and data security and the ability to identify and prevent network ideological risks. To these problems, some scholars have made beneficial explorations in the construction of a hierarchical training system, the improvement of institutional guarantees, the innovation of digital teaching models, etc.^[14]

In summary, although some preliminary theoretical achievements have been accumulated on the digital literacy of IPT teachers, theoretical and practical research is underdeveloped. Most existing studies are too generalized and do not substantially integrate artificial intelligence, ideological and political teaching, systematic cultivation frameworks, and research based on authentic digital teaching scenarios, which makes them unable to meet the needs of practical education. Therefore, this paper constructs a four-dimensional structural model of digital literacy for IPT teachers based on the inherent characteristics of artificial intelligence and ideological and political education. The study systematically analyzes the practical obstacles to the cultivation of digital literacy, puts forward comprehensive and feasible improvement paths in terms of lesson preparation, classroom teaching and learning evaluation, and provides theoretical references for improving the digital literacy of IPT teachers and improving the quality of ideological and political education.

2. Construction of the structural model of digital literacy for ideological and political theory teachers

2.1. Basic digital literacy

Basic digital literacy comprises digital awareness and digital knowledge.

2.1.1. Digital awareness

Digital awareness is the sensitivity to digital information and the mastery of technologies such as big data, artificial intelligence and virtual reality by the IPT teachers, which is a core part of digital literacy. Information technology evolves fast and new AI tools are penetrating all industries with increasing importance. In order to better accomplish the mission of cultivating virtue through education in the new era, IPT teachers should realize the transformative value of digital technologies for ideological and political education, keep abreast of technological trends, master emerging digital tools and integrate them into teaching. Digital technologies differ considerably in terms of tools for information acquisition, analysis and use. Apart from keeping pace with technological advances, teachers need to learn and use digital teaching platforms and tools actively. This initiative is a major impetus for digital transformation of ideological and political education.

2.1.2. Digital literacy

The basic knowledge elements of IPT teachers' digital literacy are the basic knowledge and specialized theories on digitalized ideological and political education, which is the fundamental underpinning of IPT teachers' digital literacy. Digital instruction requires basic IT knowledge, like computer operation, network application and data management and analysis tools. Specialized digital ideological and political education knowledge is required. It means that technological means are used to achieve teaching methods, such as using big data to conduct personalized analysis of students' ideological dynamics, using large language models to generate multimedia teaching materials according to the characteristics of students, and so on. Digital technologies are in a state of constant change and development. Hence, acquiring the relevant knowledge is a process of ongoing accumulation, perpetual learning and iterative practice, not a one-time acquisition. Educators who have a good understanding of digital knowledge are more confident and creative in digital instruction, thus greatly improving teaching effectiveness.

2.2. Literacy of digital teaching application

2.2.1. Usage of digital resources

The main manifestation of digital literacy of IPT teachers is competent acquisition, screening and deployment of digital resources. There are a variety of online teaching resources in the era of big data. Teachers need to be skilled at screening large amounts of data to identify high-quality, contextually relevant material that aligns with instructional objectives and student characteristics, and to appropriately integrate this material to enrich classroom content. Domestic and international academic journal databases and open online course videos are used as high-quality digital resources for supplementary teaching aids. In addition, teachers can also innovate on the basis of existing resources by using multimodal large models to convert abstract ideological and political theories into vivid video presentations, so that they are more attractive to the class and can touch their hearts.

2.2.2. Application of digital teaching tools

In order to improve the teaching effect of ideological and political courses, it is necessary to be proficient in the use of digital teaching tools. Commonly adopted digital teaching tools can be classified into three categories: online teaching platforms (e.g., Xuexitong and Rain Classroom), courseware development tools (e.g., PowerPoint and Prezi), and interactive teaching software (e.g., Kahoot and Padlet). These tools provide strong support for ideological and political teachers to carry out various teaching activities. Instructors can use online teaching platforms to easily carry out online interaction in class, online grading of assignments and student data analysis, greatly improving teaching efficiency. Multimedia production tools enable teachers to utilize image and text integrated courseware to present complex ideological and political theories to students, facilitating a better understanding of theoretical knowledge. With the rapid development of information technology in recent years, the scope of digital teaching tools for instructional application is constantly expanding. This demands that ideological and political teachers be able to select suitable tools based on teaching objectives and content. Moreover, with skilled use of digital teaching tools, teachers can integrate such tools with ideological and political instruction to achieve innovative digital teaching in moral education. Teachers' ability to use digital teaching tools and innovate in teaching is an important indicator of their professional literacy.

2.3. Digital innovation empowerment literacy

2.3.1. Innovative teaching modes

Digital technology is a strong impetus to the pedagogical innovation of ideological and political education. The widespread use of online platforms and multimedia tools shatters the traditional classroom cramming style. Blended learning and flipped classrooms are models that cannot exist without digital infrastructure. These methods can promote students' participation and learning motivation, and flipped classrooms can improve students' expressive ability and sense of achievement, which greatly improve teaching efficiency in the classroom. Such innovative models of instruction require teachers to learn the corresponding digital technologies and to design and develop instructional models based on technological functions, thereby increasing the bar for their digital literacy.

2.3.2. Innovation of teaching materials

Digital technology makes the innovation of ideological and political courses more attractive. Emerging technologies such as virtual reality (VR), augmented reality (AR) and generative large models generate novel instructional content. For teachers, VR offers an opportunity to create virtual scenarios for students to experience historical events and social phenomena, enriching their theoretical knowledge. AR merges real-world surroundings with virtual information, thus providing intuitive learning experiences. Teachers can harness big data analytics embedded in digital platforms to accurately trace students' ideological trends and interests, allowing for the customization of targeted curriculum revisions. A significant part of digital literacy is the innovation of teaching content and the creation of personalized learning materials for various student groups with the help of digital technologies.

2.4. Literacy of digital ideological and political responsibility

2.4.1. Ethics of information

IPT teachers should have strong information ethics literacy to protect student privacy and resist harmful online information in digital teaching environments. Digitalized ideological and political education produces large sets of student data that contain sensitive personal information. Teachers are required to maintain a high level of awareness of data security, collect, store and use student data within the legal framework, so as not to violate privacy and adversely affect students. Meanwhile, teachers must uphold sound cyber ethics amidst the rampant false and harmful online information, equipping students with the ability to identify and reject toxic content and fostering positive cyber values. In addition to learning proper information ethics, IPT teachers should also cultivate such awareness in students, which has a profound influence on the formation of their values in the long run.

2.4.2. Ideological orientation

Digital ideological and political responsibility literacy is to guide students to form good values. Higher education is an important formative stage of youth's value system. The internet provides students with unlimited global information, much of it under loose content review, especially information from forums and social media sites. Addressing multiculturalism and complex information on the internet to develop good student values is a core mission of higher education and a key competency for IPT teachers. Teachers should use digital technology in ideological and political teaching to disseminate correct views and values of core socialism. They may also use multimedia tools to create thematic educational videos and organize seminar

discussions to encourage students to reflect deeply on social hot-button issues. The effective ideological guidance enabled via digital technologies is an important indicator of mature digital literacy.

3. Discussion on challenges of developing digital literacy of IPT teachers

However, the digitalization of education has made the digital-intelligent transformation of university ideological and political courses an irreversible trend, which requires the continuous improvement of the digital literacy of IPT teachers. Although digital competencies and relevant capacity-building initiatives have been recognized by academia and higher education institutions, the practical cultivation of teachers' digital competencies still encounters persistent obstacles, which limits the functional value of digital-intelligent technologies in real ideological and political classrooms.

3.1. Asymmetric structure of digital literacy

Compared with the four-dimensional digital literacy model, the development of university IPT teachers in different dimensions is obviously uneven, which limits the effectiveness of digital teaching. The availability of digital tools has made most teachers digitally literate at a basic level and highly sensitive to information, enabling them to identify value-distorting content on the Internet. However, there are still substantial gaps in high-level digital innovation capabilities: educators remain entrenched in traditional pedagogical frameworks, with only rare attempts to incorporate cutting-edge technologies like knowledge graphs and large language models into curriculum design, despite their widespread adoption across other disciplines. There is also a shortcoming in the digital ideological and political responsibility. Many teachers underestimate the governance of information ethics in the complex online environment and overestimate students' independent discernment, diluting ideological guidance in digital instruction. Such a skewed profile of competency, with the neglect of sound basic skills and insufficient innovative capacity and ideological responsibility, will limit the professional development of teachers and the quality of ideological and political courses.

3.2. Simple integration of technology and teaching

The current integration of digital technology and ideological and political education is superficial. Digital tools are utilized in a very simplistic manner: PowerPoint slides instead of blackboards, online platforms just for document distribution and release of notices, without deep embedding in interactive sessions and flipped classroom activities. In terms of content alignment, digital outputs are often not consistent with core ideological and political theories; visually rich materials lack substantial ideological connotations, failing to provide meaningful enlightenment to students and not meeting instructional objectives. Moreover, there are no scientific evaluation frameworks for classroom outcomes enabled by technology, which inhibits teachers from measuring the efficacy of their instruction and iterating their digital teaching practices organically. The core bottleneck of digital teaching is the failure to achieve deep and catalytic integration between digital technology and ideological and political education.

3.3. Partial training mechanism

Existing teacher digital literacy training systems cannot meet the specific developmental needs of IPT teachers. First, more digital technology training programs are hosted by non-ideological-political institutions. They are mainly focused on the operation of generic digital tools rather than the application of digital technology

in specific disciplines, such as blended learning design and data mining of ideological-political education, with a lack of replicable classroom cases. IPT teachers lack the solid foundational IT knowledge to envision innovative discipline-specific technological applications. Many trainings under the banner of ideological and political digital transformation still adopt rigid lecture formats, lacking scenario-based drills and discipline-specific cases, failing to ignite teachers' interest in digital technologies. A further major flaw is the emphasis on completion of training rather than post-training transformation: there is no follow-up tracking, technical assistance, or assessment of classroom implementation after the training ends. Therefore, teachers are not able to significantly change their teaching practices after training because of a lack of technical support, which affects the practical application of digital skills acquired. Such disconnected, low-dose training systems cannot seriously raise the digital literacy of IPT teachers.

4. Exploring systematic pathways to enhance the digital literacy of IPT teachers

4.1. Basic principles of path design and systematic thinking

To avoid one-dimensional, fragmented solutions, improvement pathways shall be formulated under systematic thinking to address the problems of structural imbalance of digital literacy, superficial tech-teaching integration, fragmented cultivation mechanisms and weak educational efficacy. The digitalization of ideological and political education should be planned in an all-round way, mainly including four pillars: institutional safeguards, specialized training, intelligent platforms and collaborative educational ecosystems, so as to build a multi-level and long-term literacy cultivation system.

Two basic principles will govern the development of IPT teachers' digital literacy: The first is the principle of priority of ideological and political education objectives. All digital integration should be for the fundamental mission of cultivating virtue through education, value guidance and ideological security governance, and avoid misplaced emphasis on technological innovation at the expense of educational goals. Secondly, the principle of targeted adaptation. Digital technologies shall be used to solve real problems of ideological and political education. Deep collaboration between IPT teachers and experts in digital technology shall harness emerging tools such as artificial intelligence, large language models, virtual reality and mixed reality for collaborative development of digital teaching resources and intelligent assessment systems. Instructional objectives shall inform technological deployment in order to target teachers' discrete competency deficits.

4.2. Formulation of a four-in-one improvement framework

4.2.1. Institutionalization of digital literacy into teacher evaluation and career development

Institutional guarantees are essential for the continuous development of IPT teachers' digital literacy. University faculty assessment and career development systems are standardized and set the priorities for teacher skill development. Voluntary individual interest is insufficient for the long-term development of digital literacy; the institutional incentives that bind all teachers need to be activated. For this reason, universities should change the perverted evaluation system that prioritizes research over teaching and digital innovation. The quantifiable indicators for performance appraisal, professional title evaluation and merit selection shall include digitalized ideological and political teaching practices, development of digital resources with red themes, classroom digital innovation and digital-intelligent curriculum reform. Digital growth portfolios shall be established for each IPT teacher to archive and analyze the records of digital training, digital

teaching practice and educational innovation outcomes as quantitative evaluation foundations. Process-based quantitative evaluation assigns measurable credits to teachers' digital practice, which stimulates proactive innovation and solves the lack of motivation and sustainability in digital literacy development at the institutional level.

4.2.2. Targeted training: Construct “AI + ideological and political education” case library and workshop model

To solve the problems of poor discipline alignment and lack of practical drills in the existing digital literacy training, a specialized “AI + ideological-political education” training system will be established. The training contents will be transformed into ideological and political education contents, and the IPT teachers will cooperate with digital technicians to build discipline case libraries instead of generic technology training.

The main achievements include digital resource repositories with a red theme, intelligent evaluation algorithms for classrooms based on curriculum knowledge points, and typical human-machine cooperative teaching cases, providing replicable references for classroom implementation. Advanced training on high-level digital innovation literacy shall provide specialized workshops on digital resource mining, quantitative learning assessment, and AI tool application for teachers with basic digital proficiency, integrating hands-on drills, thematic seminars, and achievement sharing to foster discipline-specific digital innovation capacity. The special training avoids standardized, superficial advanced training and specifically promotes digital literacy at all levels of teachers.

4.2.3. Platform support: Building an integrated intelligent system with tools, resources and expert think tanks

The digital transformation of ideological and political education needs a strong intelligent platform infrastructure. Existing online learning platforms shall be improved by adding discipline-specific modules with integrated digital teaching tools, resource storage repositories, teaching case libraries, digital resource mining engines and targeted ideological-political assessment functions, thus creating special intelligent teaching platforms for ideological and political instruction. The platform adopts big data, data mining, artificial intelligence, and virtual reality technologies to provide teachers with digital teaching toolkits, red-themed, pre-made teaching slides, and precise student performance analytics, and intelligent services including personalized resource recommendation, instruction data analysis, and student ideological trend evaluation. This unified platform lowers the operational hurdles to digital teaching and learning, and fast-tracks its mass adoption. Teachers experience innovative teaching methods like immersive and flipped classrooms with sustained platform use, and intelligent post-class evaluation allows for targeted iteration of teaching content and methods, forming a self-reinforcing closed loop for quality improvement. The platform's continuous practice enables teachers to regularly and gradually enhance their digital literacy.

4.2.4. Cultivating the ecosystem: Constructing an interdisciplinary collaborative teacher development community

High-level cultivation of IPT teachers' digital literacy hinges on constructing a collaborative developmental ecosystem with comprehensive supporting environments. Universities should break down traditional disciplinary barriers and isolated teaching units, and form cross-disciplinary faculty teams of ideological and political educators and computer scientists and intelligent technology researchers, coordinated by

senior university leadership to align cross-departmental resources. Cross-disciplinary teams promote in-depth communication between IPT teachers and technical specialists to carry out joint teaching research, develop digital courseware, innovate digital-intelligent ideological-political work, and peer-evaluate teaching outcomes, so as to achieve complementary disciplinary strengths and promote innovative integrated teaching practice. Collaborative training enriches teachers' pedagogical perspectives and digital innovative thinking, which cultivates innovative pedagogical models. In addition to the cooperation within the university, inter-institutional exchange platforms will be established to hold cross-university seminars, sharing of teaching achievements and exchange of successful cases on digital ideological and political education. These platforms integrate high-quality educational experience for mutual learning, create a sustainable collaborative innovation ecosystem to drive the high-quality development of digital literacy of IPT teachers in universities.

5. Conclusion

The paper discusses the structural model and ways of improving the digital literacy of teachers of ideological and political theory. We highlight gaps in existing research with a systematic review of domestic and international literature, particularly the absence of discipline-specific studies aimed at IPT teachers. According to the educational nature of ideological and political education, this paper constructs the four-dimensional integrated structural model of digital literacy, including basic digital literacy, digital teaching application literacy, digital innovation empowerment literacy and digital ideological and political responsibility literacy. Based on this, this paper systematically analyzes the common dilemmas in the cultivation of digital literacy, and puts forward targeted and systematic improvement paths in line with the inherent characteristics of ideological and political education, which provides actionable theoretical and practical guidance for universities to improve the digital literacy of IPT teachers. There is no doubt that the improvement of the digital literacy of the IPT teachers is a complex systematic project, which is associated with the teaching conditions of the institution, the composition of the faculty and the characteristics of the students. To improve the scientific rigor and practical operability of the proposed pathways, continuous iterative exploration and optimization in real teaching practice are required.

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