Opportunities and Challenges of Big Data Empowering Clinical Medicine Graduate Education from the Perspective of Ideological and Political Guidance

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Abstract: This study explores the theme of "Big Data Empowering Clinical Medicine Graduate Education from the Perspective of Ideological and Political Guidance." It examines how big data technology can enhance the quality of graduate education in clinical medicine. By analyzing the integration of ideological and political guidance theory with big data technology, this paper aims to uncover the potential opportunities and challenges of big data in improving clinical medicine graduate education. The research employs literature review and case study methods to delve into the potential applications of big data technology in curriculum design, teaching quality monitoring, student evaluation, and personalized learning support. The results indicate that big data technology provides new tools and methods for clinical medicine graduate education, contributing to the personalization, precision, and efficiency of education. However, the application of big data technology also faces challenges such as data privacy protection and transparency in technology application. This study offers theoretical support and practical guidance for the introduction of big data technology in the field of clinical medicine graduate education, holding significant implications for promoting the innovation and development of educational technology.

Keywords: Ideological and political guidance; Big data technology; Clinical medicine; Graduate education; Education quality

1. Introduction

General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Higher Education that ideological and political work should be integrated into the entire process of education and teaching to promote the innovative development of higher education. The Ministry of Education's "Several Opinions on Further Strengthening and Improving Ideological and Political Education for Graduate Students" highlights the importance of enhancing ideological and political education for graduate students, considering

it essential not only for improving the quality of graduate training and advancing higher education reform but also for maintaining social stability and building a harmonious campus and society. As a crucial component of graduate education, medical graduate students must adhere to both general principles and the unique characteristics of medical education. The "Guiding Opinions of the General Office of the State Council on Accelerating the Innovative Development of Medical Education" points out that China's medical education faces challenges in talent cultivation, quality improvement, and innovation capacity. Therefore, medical institutions must take on the responsibility of cultivating medical professionals with both moral integrity and professional competence, placing significant emphasis on the ideological and political education of medical graduate students, which is a key aspect of medical graduate training in the new era. Research on "mentorship-based ideological and political education" is crucial for enhancing the ideological and political education of graduate students. General Secretary Xi Jinping further emphasized that ideological and political courses should focus on reasoning and employ effective methods. As an important tool for ideological and political education in the new era, big data can inject new momentum into the integration of ideological and political education and graduate education, becoming a key factor in improving the effectiveness of ideological and political education for medical graduate students.

2. Analysis of research status

From the perspective of the current research status on ideological and political education for graduate students, domestic scholars have conducted multidimensional explorations around the theme of "mentorship-based ideological and political education." Zhang *et al.* (2021) investigated the integration model of graduate mentorship teams and Party branch construction [1]. Ni *et al.* (2021) emphasized the importance of focusing on key individuals to enhance the overall effectiveness of mentor-based ideological and political education [2]. Cheng *et al.* (2019) explored how to establish mechanisms for fulfilling mentors' responsibilities in moral education from a field perspective [3]. Wang *et al.* (2018) conducted questionnaire surveys to study the current status of mentorship relationships and their influencing factors [4]. Hu *et al.* (2017) analyzed the role of mentors in ideological and political education through questionnaires and observations [5]. Feng *et al.* (2014), through empirical investigations, examined the factors influencing harmonious mentorship relationships and doctoral students' perceptions of their mentors' roles [6]. Tsinghua University has integrated "mentorship-based ideological and political education" into mentor training activities, emphasizing the dual responsibilities of mentors in academic competence and the shaping of students' values and ideological guidance. The rapid development of big data technology has propelled graduate education into a new stage, forming a new paradigm for education management decision-making driven by big data, which provides multiple utilities for the governance of graduate education. Research such as Wang *et al.*'s (2022) new paradigm for dynamic monitoring [7], Yu's (2023) exploration of the challenges and path reconstruction of digital governance in graduate education [8], and Zheng *et al.* 's (2023) research on the educational imperatives and scenarios of information resource management in the context of Digital China have demonstrated the significance of these advancements [9].

In summary, the academic community's achievements in theoretical research and practical exploration have provided valuable references for enhancing the quality of ideological and political education for graduate students in universities. However, the maturity and refinement of the "Curriculum Ideological and Political Education" theoretical system still lags behind the theoretical research on "Mentorship Ideological and

Political Education" and the application of big data in graduate education. Specifically, there is no unified definition of related concepts, and a systematic theoretical framework is lacking. In light of this, this paper explores the essence and core elements of "Mentorship Ideological and Political Education" and how big data can promote theoretical issues in graduate education. Drawing on the author's practical experience, implementation strategies are proposed, aiming to provide references for medical colleges to improve the ideological and political education of graduate students.

3. Research data and analysis methods

This study employs questionnaire surveys and document analysis to thoroughly examine domestic and international literature on mentor responsibilities, national policies, and institutional texts from higher education institutions, thereby developing relevant questionnaires. Through the questionnaire survey, the current status and existing issues in mentors' fulfillment of their "academic guidance and ideological-political education" responsibilities were preliminarily explored. Furthermore, based on the specific circumstances of mentors' responsibilities and the application of big data in graduate education, the study theoretically analyzes the causes of these issues.

Table 1. Group differences of postgraduate supervisor samples

Project Average		A F-value	A Average	B F-value	B Average	C F-value	C Average	D F-value	D Average	E F-value	E
Gender	Male	2.35	1.816	3.64	7.012**	3.63	2.887	3.27	0.223	2.71	1.491
	Female	2.43		3.79		3.71		3.24		2.77	
Age	30–40 years old	2.27	13.056 ***	3.47	25.942 ***	3.43	37.153 ***	3.11	9.382 **	2.63	5.774 **
	40–50 years old	2.34		3.73		3.68		3.28		2.78	
	Over 50 years old	2.55		3.87		3.84		3.34		2.77	
Political affiliation	Communist party member	2.43	541**	3.76	8.707**	3.69	5.483**	3.26	0.054	2.74	1.476
	Democratic party member	2.39		3.69		3.81		3.28		2.81	
	Nonpartisan person	2.22		3.48		3.52		3.24		2.78	
	Others	2.26		3.57		3.52		3.24		2.60	
Title	Intermediate professional title	2.29	5.743**	3.51	17.212 ***	3.49	24.362 ***	3.16	6.660 **	2.68	1.272
	Associate senior title	2.34		3.65		3.59		3.20		2.74	
	Senior professional title	2.47		3.83		3.80		3.33		2.76	
Identity	Party and government administrative	2.60	5.966**	3.91	4.969**	3.76	0.308	3.33	0.755	2.78	0.006
	Counselor class teacher	2.50		3.63		3.38		3.25		2.50	
	Teaching assistant	2.41		3.78		3.63		3.26		2.67	
	Specialized course teacher	2.36		3.68		3.67		3.25		2.75	

Table 1 (Continue)

Project Average		A		B		C		D		E	
		F-value	Average	F-value	Average	F-value	Average	F-value	Average	F-value	
Postgraduate supervision experience	1–3 years	2.35		3.70		3.62		3.23		2.68	
	4–6 years	2.39	1.089	3.72	0.002	3.67	3.973**	3.28	0.097	2.75	5.448 **
	7–10 years	2.42		3.74		3.69		3.25		2.78	
	Over 10 years	2.45		3.67		3.80		3.27		2.84	

This research focuses on graduate student advisors at a specific university, aiming to understand their attitudes toward integrating ideological-political education into academic guidance through questionnaire surveys. The questionnaire covers the necessity of this integration and whether advisors actively adopt related educational content in practice. A total of 500 questionnaires were distributed, with 470 returned, of which 465 were valid, resulting in a valid response rate of 98%.

4. Research findings

4.1. The deep meaning of "Academic guidance and ideological-political education"

"Academic guidance and ideological-political education" emphasizes moral education and talent cultivation, integrating the needs and characteristics of graduate students' ideological-political education with the ethical development of mentor teams, thereby pooling educational resources. This concept aims to facilitate critical pathways for talent development and advocates for diversified interactive scenarios in academic guidance [10]. In this context, students and mentors engage in in-depth exchanges in academic research, campus culture, and social practice, enhancing consensus and value alignment. This synergy between graduate students and mentors in ideological-political work promotes the deepening of the "comprehensive, whole-process, and all-round education" reform in graduate education, as well as the innovation of methods and pathways in this field.

4.2. Practical challenges faced by graduate supervisors in talent cultivation

The educational philosophy of "Guiding and educating with ideological and political education" emphasizes the responsibility and emotional investment of graduate supervisors in ideological and political education, as well as students' respect for it. In practice, supervisors face multiple challenges, including role positioning, awareness and capability in nurturing students, students' initiative and self-growth abilities, and the systematic and long-term nature of the cultivation mechanism. Addressing these challenges is crucial for leveraging the role of "Guiding and educating with ideological and political education" in talent cultivation and ensuring supervisors' ideological guidance in students' growth.

Table 2. Supervisor on guidance ideological and political cognitive description statistics

Item Never heard of it		Heard of it, but not very familiar with it	Heard of it, and understood	
			Option	
Have you heard of the concept of "Guiding ideological and political education"?	Frequency	38	208	219
	Percentage (%)	8.2	44.7	47.1
	Average		2.39	
		It's okay	**Basically can be done**	**Can demand strictly, do the best**
Combining your study and practice of the "Code of Ethics for teachers, what are your views?	Frequency	4	113	348
	Percentage (%)	0.9	24.3	74.8
	Average		2.74	

Item		Unnecessary	Neutral	Some are necessary	It is very necessary
The necessity of integrating ideological and political education into academic guidance	Frequency	1	13	125	326
	Percentage (%)	0.2	2.8	26.9	70.1
	Average		3.67		
		Never	**Rarely**	**Never**	**Frequent**
Whether to actively integrate ideological and political education content into the academic guidance process	Frequency	3	31	275	156
	Percentage (%)	0.6	6.7	59.1	33.5
	Average		3.26		

4.2.1. Challenges in conceptual understanding and practical discrepancies

Statistical data reveal that 47.1% of supervisors are familiar with the concept of "Guiding and educating with ideological and political education," while 8.2% have never heard of it, and 44.7% have only a superficial understanding. This indicates a general lack of comprehension among supervisors regarding "Guiding and educating with ideological and political education," necessitating further improvement in awareness to more effectively carry out educational work. In terms of integrating ideological and political education into academic guidance, 33.5% of supervisors frequently do so, 59.1% occasionally incorporate it, and 6.7% rarely or never integrate it. This reflects uneven levels of practical implementation among supervisors, highlighting the need for enhancement.

4.2.2. Challenges related to individual attributes of mentors

Under the perspective of integrating ideological and political education into mentorship, how big data influences clinical medical graduate education has become a topic of significant concern. Research has found that factors such as the mentor's age, political affiliation, professional title, and identity significantly impact their educational philosophy and practices. For instance, mentors aged 30–40 are more active in incorporating ideological and political content and observing student changes, reflecting the advantages of younger mentors in accepting new concepts while highlighting their relative lack of experience and authority. In contrast, older mentors, though experienced, may adapt more slowly to new ideas due to traditional teaching mindsets. Additionally, mentors who are members of the Chinese Communist Party demonstrate a deeper understanding

of the necessity of integrating ideological and political education, indicating that political affiliation influences the level of importance and engagement mentors place on this aspect. In terms of professional title differences, mentors with intermediate titles show weaker initiative in integrating ideological and political education into academic guidance, while senior mentors, despite having abundant resources, may be hindered by administrative duties from providing in-depth ideological and political guidance. Finally, mentors with different identities exhibit unique strengths and weaknesses in their educational responsibilities. For example, party and administrative cadres excel in certain areas but may lack depth in practical implementation, while subject-specific faculty maintain close academic connections but require improvement in the professionalism of ideological and political education. These differences highlight the importance of establishing effective collaborative mechanisms among mentors to enhance overall educational outcomes.

4.2.3. Challenges in student feedback and effectiveness evaluation

During the implementation of "Guiding and educating with ideological and political education," some supervisors have observed improvements in students' sense of social responsibility and professional ethics. However, there is a lack of unified and scientific standards and methods for comprehensively evaluating its effectiveness. This makes it difficult for supervisors to accurately assess their educational outcomes and adjust their strategies in a timely manner. Moreover, the acceptance and feedback mechanisms of students toward mentors' ideological and political education are often inadequate, potentially leading to situations where students neglect or resist such education, while mentors fail to effectively detect and address these issues.

4.2.4. Challenges in the integration of professional norms and practice

Although 74.8% of mentors consider themselves excellent in terms of teacher professional ethics, they still face numerous challenges in the actual process of educating students. This reflects that mentors' understanding of professional norms often remains at the theoretical level, and there is a disconnect when translating these norms into specific ideological and political education actions. These norms have not been effectively transformed into concrete practices, highlighting the urgent need to explore methods for integrating professional norms into daily teaching to enhance the effectiveness of education.

5. Anchoring educational goals and exploring new pathways for implementing "Guided learning and ideological-political education"

5.1. Building a foundation with systems to strengthen the guarantee system

Relevant departments in higher education institutions should, based on top-level design principles, systematically organize regulations and systems related to graduate student training and ideological-political education to ensure that the work of "Guided learning and ideological-political education" is carried out efficiently within a scientifically reasonable institutional framework. At the same time, they should actively explore collaborative communication mechanisms, such as joint meetings, to establish a widely participatory ideological-political education system through regular communication and cooperation among multiple departments, thereby strengthening the sense of responsibility among educators. Relevant departments should focus on issues of concern to graduate students, regularly convene thematic joint meetings, share information and updates, and promote coordinated advancement [11].

5.2. Content supply as the core: Weaving a dense network of "Guided learning and ideological education" resources

From the perspective of content supply, the integration of "Guided learning and ideological education" resources has created diverse and dynamic interactive scenarios. This system combines campus culture, social practice, and other elements aligned with the growth needs of young graduate students, closely integrating with the educational philosophy of fostering moral, intellectual, physical, aesthetic, and labor development [12]. As a result, it forms a comprehensive and multi-dimensional education system. Additionally, as a platform for mutual growth, the system provides services for both supervisors and graduate students through regular thematic training. The training content is closely tailored to the needs of faculty and students, focusing on areas such as academic ethos construction, mental health, career planning, and research training, which are closely related to their growth and development. By establishing an orderly training mechanism, the system aims to enhance the sense of responsibility and awareness of rights in supervisor-student interactions, thereby improving the practical capabilities of such interactions.

5.3. Team building as the engine: Strengthening the workforce for "Guided learning and ideological education"

Strengthening the construction of the supervisor team is crucial for improving the quality of graduate education. When selecting and training supervisors, emphasis should be placed on selection criteria, evaluation systems, and the enhancement of supervisors' educational standards. The role of ideological and political education cadres should be fully utilized, as graduate supervisors face the challenge of implementing ideological and political education. Graduate counselors play a significant role in "Guided learning and ideological education," deepening the integration of graduate party building and the construction of "Guided learning and ideological education."

In addition, integrating government Party branches into academic research teams leverages the professional strengths of these teams to shape the vanguard and exemplary role of the Party branches and their members. Through mentorship and peer collaboration, Party-building activities are advanced, achieving resonance between academic guidance teams and Party branch organizations, thereby comprehensively enhancing the effectiveness of ideological and political education for graduate students and cultivating high-quality talents [13].

5.4. Building a positive interaction scenario for "Academic guidance and ideological education" through cooperation and exchange

With guidance as the core, the study aims to fully promote exemplary models and strive to construct a "Community of academic guidance and ideological education." Based on shared values and ethical standards, the study focuses on knowledge inheritance, innovation, and the "Three comprehensive educations" (comprehensive education, comprehensive management, and comprehensive service), encouraging mentors and graduate students to enhance personal value and achieve mutual development through participation, cooperation, and exchange while addressing key technical challenges. Utilizing online ideological and political platforms, the study effectively promotes this community, generating a demonstration effect. Simultaneously, the study establishes feedback and communication mechanisms to prevent and address potential conflicts between mentors and students, optimizing the mediation process [14]. The study emphasizes the role of graduate student ideological and political cadres and Party member backbones as bridges and ties in the mentor-student

relationship, as well as their crucial role in bonding different groups and fostering a positive interactive atmosphere.

5.5. Calibrating the direction of "Academic guidance and ideological education" through evaluation and assessment

In advancing "Mentorship-based ideological and political education," it is essential to shift from a single evaluation approach to a multi-dimensional one, encompassing aspects such as ideological guidance, value shaping, social responsibility, and humanistic literacy. Additionally, by integrating objective quantitative evaluation with subjective validity testing, and combining outcome-oriented and process-oriented assessments, greater emphasis should be placed on the cultivation of students' ideological, value, and character development during the educational process. Mutual evaluation between teachers and students can enhance interaction and improve educational outcomes, thereby providing a scientific evaluation method to enhance the quality of graduate education [15].

5.6. Establishing the steering wheel of "Mentorship-based ideological and political education" to become a great mentor

Universities should adhere to the educational philosophy of fostering virtue through education, optimize institutional measures, and provide stable professional guarantees to ensure that mentors are both capable and willing to take on the role of "first responsible person" [16]. Mentors must first become great mentors who excel in both moral integrity and professional competence, naturally, accurately, timely, and empathetically integrating ideological and political education into all aspects of teaching through implicit curriculum-based ideological and political education. Secondly, they should serve as "spiritual guides" for students, engaging in in-depth dialogues with students both inside and outside the classroom, online and offline, to convey core socialist values [17]. At the same time, mentors must also act as "dream builders" who tailor their teaching to individual students, addressing the mutual challenges faced by both teachers and students in ideological and political education. They must keep in mind the fundamental questions of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them," and, based on the specific context of the university and student body, cultivate students' problem-solving abilities through inspiring thinking and practical guidance. In this process, mentors need to identify and leverage students' unique characteristics to implement personalized education.

6. The path of big data empowering the establishment of the "Guidance ideological and political system" for clinical medical graduate students

Establishing a dynamic data monitoring platform is crucial for enhancing the ideological and political education of graduate students. As the core of achieving dynamic monitoring in graduate education management, the construction of this platform relies on the effective cleaning and integration of multi-source heterogeneous data. Through operations such as group analysis and decision knowledge representation, the platform can support personalized, autonomous, and intelligent management decisions, while also enabling the visual presentation of information, thereby providing decision-making support for addressing issues in graduate ideological and political education management [18].

It is advocated to improve the implementation effectiveness of "Mentorship-based ideological and

political education" through big data technology, achieving diversity in its pathways. While ensuring the core responsibilities of mentors, it is recommended to expand the ideological and political education classroom from the traditional offline mode to a combined online and offline model, utilizing new media technologies to innovate the implementation methods of "Mentorship-based ideological and political education" [19]. Additionally, the research emphasizes the importance of motivating mentors, especially young mentors, to actively take on the responsibility of ideological and political education, collectively bearing the educational burden. By extending mentorship from individual mentors to a group level, the aim is to broaden the working model, effectively promoting teacher-student communication through multiple perspectives and channels.

In the context of big data, ideological and political education in universities needs to be precisely targeted, utilizing integrated data to enhance its value and construct a professional and highly targeted database. Through the correlation analysis of big data, issues related to ideological and political education among graduate students can be identified, allowing for the scientific prevention and resolution of student problems. Simultaneously, universities should innovate methods of ideological and political education by leveraging big data to collect, store, and process relevant information, thereby improving the quality of their work. Additionally, establishing a big data management mechanism to predict students' ideological trends is crucial for universities to grasp the direction of information development and understand the evolving trends in students' thoughts [20].

It is important to utilize the advantages of party building in teaching hospitals to fully integrate ideological and political education into the graduate training process, thereby constructing a comprehensive educational force. This requires the effective integration of resources across various disciplines, establishing a model centered on supervisors with active student participation and coordinated management departments to enhance the involvement of both teachers and students in "Mentorship-based ideological and political education." Each department must clearly define its responsibilities and collaborate to ensure that all parties fulfill their roles, forming a complete workflow loop and thus creating a comprehensive educational pathway. At the same time, innovating the concept of "clinical ideological and political education" and exploring distinctive paths for "Mentorship-based ideological and political education" are indispensable components.

7. Summary

As the mainstay in the context of the "New Medical Science," clinical medical students must place great emphasis on ideological and political work, integrating graduate-level ideological and political education throughout the entire training process. The era of big data has brought new developmental opportunities for the construction of "Mentorship-based ideological and political education" for contemporary graduate students. Leveraging the dual roles of clinical medical mentors in both research-teaching and clinical practice, as well as the advantages of the big data era, can effectively implement "Mentorship-based ideological and political education," fostering a mutually beneficial mentor-student relationship that promotes teaching and learning. This serves as an effective approach for medical schools to fulfill the fundamental task of fostering virtue through education. As a new front and battlefield in the struggle for public opinion, medical schools should fully utilize the advantages of big data platforms. Ideological and political workers in medical schools must deeply grasp the new requirements of the new era, make full use of new technologies and tools, and construct a multi-dimensional integrated online ideological and political education mechanism for medical schools. This includes creating a big data-integrated cloud platform for graduate-level ideological and political education in

medical schools and strengthening the branding of new media for online ideological and political education, thereby enhancing the effectiveness of online ideological and political education.

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