

Digitalization of Ideological and Political Teachers in Colleges and Universities: The Path and Evaluation Model of Improving Teaching Ability

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ABSTRACT

The digital teaching ability of ideological and political teachers in colleges and universities is the key to educational reform, but the promotion path is divided and out of touch with rationality and practice. Combining questionnaires, logs, and interviews, this paper constructs and verifies a closed-loop promotion path and dynamic evaluation model. The study found that optimization tool integration and feedback mechanisms can promote multi-dimensional capability collaboration, but there are still shortcomings in platform application, interdisciplinary collaboration, and feedback closed loop. Some teachers take the initiative to make suggestions and promote teaching innovation. Dynamic analysis reveals stages and individual differences in capability development, emphasizing data-driven and continuous iteration. This model combines top-level design and front-line experience to provide practical reference for teacher construction. In the future, it is necessary to deepen the research on intelligent analysis, process data tracking, and teachers' independent adjustment mechanism.

KEYWORDS

Ideological and Political Affairs in Colleges, Digital Teaching, Teacher Resources, Dynamic Evaluation Model, Platform Collaboration Mechanism, Individual Growth Differences

INTRODUCTION

The wave of digitalization is fundamentally transforming the teaching ecology of higher education (Natalia, 2022). Teachers of ideological and political courses are directly exposed to this process of change. They not only encounter new educational opportunities created by technological support, but also face the practical challenge of continuously upgrading their professional competence systems (Ben Kasmia & Hamiche, 2023; Gao & Cai, 2024; Wang, 2021). Under policy guidance and promotion, colleges and universities have generally established multi-dimensional digital teaching platforms and implemented comprehensive, multi-round technical application training (Anghelo Josué et al., 2023; Dervishi & Vrapı, 2022). However, practical outcomes remain highly differentiated. Some teachers actively adopt intelligent teaching tools, deeply integrate digital technology into ideological and

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political teaching design, and achieve systematic reengineering of the teaching process alongside deeper educational value enhancement (Huang et al., 2020). In contrast, others maintain a wait-and-see attitude toward new technologies. Even when they frequently use platform functions, their engagement remains at the operational level, failing to promote substantive innovation in teaching concepts and methods and resulting in a superficial practice dilemma characterized by high-frequency use but low transformation efficiency (Du, 2025; Stackhouse et al., 2020).

Although the click-through rate and frequency of online teaching resource use continue to increase, improvements in core educational dimensions—such as high-level teacher–student interaction, the creation of situational teaching scenarios, and the cultivation of students’ critical thinking—remain far below expectations (Wu et al., 2021). This discrepancy directly reveals the central issue in the current digital promotion of ideological and political courses: strategic design emphasizes “platform coverage breadth” and “usage behavior tracking” while neglecting the deeper mechanisms required to transform technological application into meaningful teaching innovation (Jiao & Liu, 2021; Yang, 2025). Therefore, digital reform in ideological and political courses must urgently shift from basic considerations of “availability” to a high-quality development trajectory centered on “effective use” and “deep reform,” while establishing a robust educational foundation that integrates technological support with value guidance (Zheng, 2024).

The deeper problem is that improving digital teaching ability is far from a simple accumulation of technical operations, particularly in ideological and political education, which emphasizes value guidance and emotional resonance. When digital tools are detached from the intrinsic core of the curriculum and the actual needs of teachers, they easily produce a fragmented condition of “use for use’s sake” (Zembylas, 2022). Many teachers report that training content is disconnected from daily teaching, making it difficult to transfer learned skills into classroom practice. At the same time, standardized ability assessment systems often focus only on behavioral frequency or platform clicks, while failing to evaluate teachers’ capacity for strategic adjustment, collaborative reflection, and value judgment in complex contexts. These dimensions, however, are central to meaningful professional development (Alenezi et al., 2023; Díaz-Suárez et al., 2025).

Samala et al. (2025) examined the evolution, innovative applications, and challenges of mobile learning in higher education across the United States, Australia, and Britain from 2007 to 2023 through bibliometric analysis guided by Preferred Reporting Items for Systematic Reviews and Meta-Analyses, emphasizing its reform potential and future trajectory in reshaping teaching models. Uğraş et al. (2025) found, through phenomenological methods, that teachers generally believed integrating ChatGPT into early childhood science, technology, engineering, and mathematics education significantly improved teaching effectiveness and student engagement through immediate feedback and personalized support; however, they also highlighted the need for technical training, information literacy education, and safety strategies to address technical barriers and ethical concerns.

Therefore, it is necessary to move beyond a tool-oriented mindset and construct a growth model that integrates platform support with process feedback while accounting for individual differences. This model should remain dynamic and flexible, enabling accurate identification of teachers’ developmental stages based on real teaching behavior data and stimulating intrinsic motivation through collaborative mechanisms and fault-tolerant design. Future research and practice should place greater emphasis on real-time data and frontline challenges, promoting a shift from standardized training to targeted support and from static evaluation to continuous iteration, thereby fully realizing the role of digitalization in advancing the high-quality development of ideological and political education (Li et al., 2025; Pu, 2025).

Based on complex systems theory and learning science, this study constructs and verifies a closed-loop mechanism of people–technology–organization co-evolution through continuous tracking and multi-dimensional dynamic analysis of behavior logs from 58 teachers. Although the sample size is relatively limited, the study focuses on mechanism verification and dynamic pattern recognition rather than general inference or parameter extrapolation. The participating teachers operate within a

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