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Key Focus Areas and Implementation Strategies for Integrating Ideological and Political Education into University Online Literature Courses in the Digital and Intelligent Era

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Abstract: In recent years, the sheer volume of online literary works—and the increasing diversity of their themes and genres—has made online literature an important component of contemporary literature. As representatives of the younger generation, university students serve as a vital force in advancing societal progress and national development. Thanks to its various advantages, online literature has gained significant popularity and exerts a considerable influence on the formation of college students' values and worldviews as well as on their ideological development. This paper takes the educational function of online literature teaching in the digital and intelligent era as its starting point to elucidate the contemporary significance and multifaceted educational value of integrating ideological and political education into online literature courses, and to analyze the practical challenges currently faced by such integration efforts. Building upon this foundation, the paper proposes four core strategies: steadfastly upholding mainstream value guidance, grounding the approach in the digital and intelligent literary ecosystem, integrating the core elements of aesthetic and moral education, and focusing on the cognitive characteristics of young people. Furthermore, it outlines a systematic implementation pathway encompassing dimensions such as deepening the utilization of textual resources, adapting to the digital and intelligent ecosystem, innovating implicit immersion models, and establishing a collaborative and interconnected framework—thereby promoting the development of ideological and political education in online literature courses in a manner that balances tradition with innovation, and ultimately enhancing the effectiveness of fostering virtue and nurturing talent.

Keywords: digital era; web literature; ideological education; teaching strategies; curriculum design

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1. Introduction

In the information age, the rise of mobile reading and shifting reading habits have accelerated the rapid growth of online literature [1, 2]. Online literary works and their derivative intellectual property adaptations have become prominent sources for film and television productions, attracting broad audience engagement. Online literature draws readers through its novelty and accessibility, while screen adaptations appeal to younger viewers via visual storytelling and popular cultural elements [3, 4]. As primary consumers of online literature, contemporary university students have their values and aesthetic sensibilities increasingly shaped by digital and intelligent literary ecosystems. This convergence of technological advancement and cultural transformation poses an urgent challenge for embedding ideological and political education within university-level online literature curricula.

2. The Core Connotation and Educational Value of Integrating Ideological and Political Education into University Online Literature Courses in the Era of Digital Intelligence

2.1. The Contemporary Significance of Integrating Ideological and Political Education into Online Literature Courses in the Era of Digital and Intelligent Technology

The rapid advancement of digital and intelligent technologies—including big data, artificial intelligence, and virtual reality—is reshaping the foundational logic of higher education and transforming its pedagogical implementation [5, 6]. Against this backdrop, integrating ideological and political education into online literature courses has undergone a paradigm shift. In the digital and intelligent era, such integration extends beyond traditional models of knowledge transmission or value instruction, evolving into a novel educational mechanism that harnesses intelligent platforms, data-informed analysis, and interactive learning scenarios. These technologies empower online literature instruction to precisely identify students' cognitive profiles, dynamically adapt teaching content, and construct immersive aesthetic experiences—enabling ideological and political elements to be organically embedded across text interpretation, creative practice, and critical reflection. This reflects a profound convergence of educational philosophy, pedagogical methodology, and technological capability—signifying a transition in ideological and political education from explicit didactic delivery to implicit, context-sensitive integration; from unidirectional knowledge transmission to reciprocal interaction; and from static content presentation to adaptive, process-oriented generation—constituting a key dimension of innovation in ideological and political education within the digital and intelligent context.

2.2. The Diversified Educational Value of Integrating Ideological and Political Education into University Online Literature Courses

The integration of ideological and political education into online literature courses demonstrates a multidimensional and multi-tiered value function within educational practice, offering a distinctive approach to advancing the mission of fostering moral character and nurturing talent in higher education institutions during the new era. First, the themes inherent in online literature—such as patriotism, perseverance, and cultural continuity—provide rich narrative vehicles for cultivating socialist core values; by following protagonists' journeys of growth, students naturally internalize these values, while their cultural confidence is reinforced through engagement with locally rooted literary creativity. Second, the distinctive aesthetic features of online literature—such as genre-based storytelling and cross-media expression—require students to develop heightened aesthetic sensibility and critical thinking skills; this teaching approach, grounded in close textual analysis and comparative study, strengthens artistic and literary appreciation among university learners. Third, evolving modes of information creation and circulation in digital and intelligent media environments place increased emphasis on university students' media literacy; online literature courses support the development of value-oriented judgment amid abundant content, sustained independent thinking despite algorithmic curation, and adherence to ethical norms in virtual communication. Fourth, participatory teaching activities—including creative workshops, fan writing, and cross-media adaptations—stimulate students' literary imagination and digital expression capabilities, shifting their role from passive recipients to active creators. These educational dimensions interrelate and mutually reinforce one another, jointly establishing a multidimensional framework for curriculum-based integration of ideological and political education [7, 8].

3. The Core Focus of Integrating Ideological and Political Education into University Online Literature Courses in the Era of Digital Intelligence

3.1. Uphold the Core Position of Mainstream Value Guidance

Algorithmic recommendation mechanisms and traffic-oriented dynamics characteristic of the digital intelligence era have transformed how online literature is shared and consumed, leading to a highly fragmented content ecosystem with significant variations in quality; consequently, certain works—prioritizing commercial incentives—have emphasized superficial entertainment or adopted stylistic choices inconsistent with

educational objectives. In this context, teaching practices must uphold the foundational principle of cultivating cultural literacy grounded in socialist core values, guiding students to move beyond surface-level engagement with online literature and instead critically identify and affirm positive thematic elements—including patriotism, resilience, and humanistic empathy. Educators should strengthen students' capacity to analyze texts through value-oriented lenses, supporting sound ethical discernment amid the diversity of online literary expression, and ensuring that mainstream values inform all pedagogical stages—from selection of reading materials to interpretive analysis—thus mitigating tendencies toward value relativism that may arise from overreliance on technological logic [9].

3.2. Grounded in the Real-World Context of the Digital and Intelligent Arts and Culture Ecosystem

Contemporary online literature has evolved into a complex industrial ecosystem encompassing intelligent assisted creation, precision algorithmic distribution, community-driven reader engagement, and end-to-end IP development. The deep integration of digital and intelligent technologies has diversified creator profiles, accelerated production cycles, and enabled more focused and audience-specific content delivery; audience participation has shifted from passive reception to active co-creation. Curriculum-based ideological and political education must embed its objectives within this evolving real-world context, addressing emerging issues such as the ethical dimensions of technology-enabled creativity, the value implications embedded in algorithmic recommendation systems, and the scope of responsibility within participatory fan economies. Teaching content and methodologies should maintain a responsive, dynamic alignment with industry developments and emerging professional practices, ensuring that ideological and political education remains grounded in the authentic occupational environments students will enter.

3.3. Integrating Literary Aesthetic Education with the Core of Ideological and Political Education

Online literature courses embody literary merit, media relevance, and industrial applicability, making ideological and political education incompatible with superficial or additive implementation strategies. Instructional design must embed value guidance within textual aesthetic experience, integrate it into narrative analysis and logical reasoning, and situate it in artistic interpretation and cognitive development—thereby weaving ideological and political elements organically into professional pedagogy. This ensures students simultaneously cultivate aesthetic appreciation, advance disciplinary competence, and internalize ethical and value-based understanding. Such integration avoids artificial imposition; rather, it draws upon the intrinsic ideological resonance of literary works, enabling aesthetic and moral education to reinforce one another synergistically. Through sustained, implicit engagement, the overarching educational goal of fostering virtue and nurturing well-rounded individuals is realized, while preserving and foregrounding the unique disciplinary identity of ideological and political education in online literature instruction.

3.4. Focus on the Cognitive Development Characteristics of Young Students

Contemporary university students have grown up in an era characterized by the widespread use of mobile internet, during which online literature has experienced rapid development; this cohort constitutes the most active consumer group for such content and exemplifies a representative segment of digital natives. Their value formation is shaped by multiple interrelated factors, with peer culture, fan communities, and online public discourse exerting particularly notable influence. In light of these developmental characteristics, ideological and political education integrated into curricula must align closely with the cognitive and affective patterns of university students, shifting away from traditional top-down, one-way indoctrination and rigid didactic methods. Educators are encouraged to select online literary materials that reflect students' lived experiences and resonate with their aesthetic sensibilities as pedagogical resources. Through equitable

dialogue, instructors can stimulate students' reflective engagement with values, employing literary forms familiar and appealing to them as vehicles for value guidance. This student-centered approach facilitates deeper internalization of educational content, thereby strengthening the inspirational resonance and practical efficacy of ideological and political education.

4. Implementation Pathways for Integrating Ideological and Political Education into University Online Literature Courses in the Digital and Intelligent Era

4.1. Deeply Explore Textual Resources and Identify Digital and Intelligent Literary and Artistic Elements for Ideological and Political Education

The precise selection and in-depth development of textual resources form the foundational framework for integrating ideological and political education into online literature courses. Teachers should establish a high-quality teaching resource repository featuring a diverse range of themes, incorporating various types of works—such as contemporary thematic works, historical narratives, and science fiction—into the course curriculum. This approach ensures that the teaching materials not only reflect the rich diversity of online literature creation but also convey positive and wholesome value orientations. Textual interpretation should not be limited to a superficial approach such as extracting a single thematic element; instead, it should delve into artistic aspects—including narrative structure, character portrayal, and rhetorical strategies—to achieve the integration of value during the process of aesthetic appreciation. In the era of digital intelligence, online literature has given rise to new forms such as AI-assisted creation, interactive storytelling, and cross-media adaptations; these texts, supported by technology, also contain rich ethical dimensions and reflections of contemporary social ethos. Teachers should incorporate such materials into their teaching resource frameworks, guiding students to reflect on the responsibilities and boundaries of literary creation within the context of technological transformation. Taking the Chinese Language and Literature major as an example, teachers can select the online serialized version of *The Great River* and its film/TV adaptation for comparative teaching, leading students to analyze how the novel depicts pivotal life decisions faced by individuals during a period of profound socioeconomic transition, and to explore the values embodied by characters such as Liu Qiming, Lei Dongbao, and Yang Xun. During specific teaching sessions, teachers can ask students to carefully examine representative plotlines in the novel—such as urban reintegration following rural service, the growth of collective enterprises, and the emergence of private economic initiatives—and, by combining these with historical documents and documentary materials, help students grasp the broader developmental logic of that era as well as the multifaceted nature of societal change. Teachers can further guide students to examine how the film/TV adaptation renders the source material, analyzing how audiovisual techniques strengthen the expression of mainstream values and foster emotional resonance, thereby enabling students to develop a deeper understanding of national developmental trajectories and cultivate sustained identification with enduring cultural and ethical ideals.

4.2. Adapt to the Digital and Intelligent Ecosystem to Build a Dynamic, Integrated Classroom Teaching System

The development of a curriculum-based ideological and political education system requires transcending the limitations of traditional literary education by integrating the production logic, distribution mechanisms, and industrial architecture of online literature into the teaching framework within the digital and intelligent era. Instructional content should include dedicated modules addressing how algorithmic recommendation systems influence reading behaviors, the cultural responsibilities embedded in full IP industry chain development, and the value orientations underpinning participatory audience cultures, enabling students to form sound ethical judgments while comprehending the operational logic of these sectors. Teaching methodologies should move beyond unidirectional knowledge delivery and adopt a blended learning approach that

meaningfully integrates online and offline instruction; intelligent teaching platforms can support resource sharing, learning process monitoring, and outcome evaluation, while pedagogical strategies such as project-based learning and case analysis can be employed to promote active student engagement. The application of digital and intelligent technologies should extend beyond instrumental functionality to serve as an intelligent support system for identifying students' cognitive profiles and refining instructional decisions; teachers may utilize learning behavior analytics to accurately discern students' interests, preferences, and conceptual gaps, thereby adjusting pedagogical emphasis accordingly. Taking the Web and New Media major as an example, instructors can design a specialized teaching project titled "Ethics in the Adaptation of Online Literature IPs," in which students work collaboratively to develop cross-media adaptation proposals for popular online novels. During implementation, students apply data analysis tools to conduct audience segmentation, formulate algorithm-informed promotion plans, and submit content review reports demonstrating how to harmonize commercial objectives with social responsibility, as well as how to retain the cultural integrity of source material during adaptation rather than prioritizing short-term traffic metrics. Instructors organize group presentations and peer review sessions to guide students in recognizing the societal role of content creators within authentic industrial settings, and to help them understand that technological capability inherently entails ethical awareness and value orientation.

4.3. Leveraging the Distinctive Qualities of Young People to Innovate an Implicit, Integrated Ideological and Political Education Model

As the core audience for online literature and digital natives, contemporary university students have value systems that are deeply influenced by online cultural environments and peer interaction patterns. Curriculum-based ideological and political education should shift from didactic instruction toward seamless integration of value guidance within familiar online literature contexts and communicative modes. Teachers can design contextualized teaching scenarios—such as role enactment and immersive simulations—that help students internalize core values through experiential engagement. Textual analysis activities should adopt interactive formats widely embraced by youth, including real-time commentary interfaces and community-based discussion platforms, thereby embedding ideological and political education naturally within aesthetic and interpretive practice. A collaborative learning community mechanism can be established to harness the positive influence of peer-led dialogue, encouraging students to explore shared values through structured group inquiry and joint knowledge construction. New media expression forms—including concise digital language and short-form video—may be strategically employed to refresh ideological and political discourse, improving its accessibility and emotional resonance. Taking the "Digital Media Arts" major as an example, teachers may guide students in project-based learning centered on fan-created content inspired by the online novel *The Awakening Age*. Students assume roles such as original authors, fan content creators, platform curators, or engaged readers, and collaboratively examine ethical responsibilities and value-oriented considerations in adapting historical themes for creative production. Groups develop a proposal titled "Guidelines for Online Literature Creation Based on Revolutionary Historical Themes," deepening their understanding of harmonizing mainstream value orientation with artistic exploration in secondary text development. Throughout this process, teachers introduce concepts such as revolutionary cultural inheritance and critical perspectives on historical misrepresentation—not through direct exposition, but by facilitating student-led reflection within structured role-based inquiry and collaborative justification tasks. Following class sessions, students adapt their proposals into short videos and share them on the course learning platform, using widely recognized digital expressions like "yyds" or "I'm moved" to convey sincere appreciation for the spirit embodied by revolutionary pioneers. This pedagogical approach supports the organic internalization of values within an engaging, low-pressure environment, achieving educational outcomes characterized by subtlety, continuity, and lasting impact.

4.4. Integrating Diverse Domains to Establish a Collaborative and Interconnected Ideological and Political Education Framework

The educational impact of integrating ideological and political education into curricula should extend beyond the traditional classroom setting to generate synergistic effects across multiple educational domains [10, 11]. Higher education institutions should establish an organic integration model that connects classroom teaching with extracurricular activities, broadening ideological and political education beyond lecture-based instruction to include diverse formats—such as online literature reading groups, creative writing workshops, and industry forums—ensuring value-oriented guidance permeates students' daily reading and creative practices [12–14]. It is also essential to integrate educational resources both within and outside the university; institutions can build collaborative partnerships with leading online literature platforms, digital publishing organizations, and writers associations, inviting experienced online authors, platform operations specialists, and senior editors to share insights on creative practice and professional ethics in academic settings, or organizing student field visits and practice opportunities within enterprises—including content review and intellectual property development—to strengthen their sense of social responsibility and professional integrity in authentic industrial contexts [10]. Taking the "Radio and Television Directing" program as an example, instructors can collaborate with local radio and television groups or video streaming platforms to design a joint education project centered on the "film and television adaptation of online literature IPs." During implementation, students undertake tasks such as evaluating the thematic value of source texts, identifying suitable adaptation pathways, and designing strategies for embedding mainstream values; corporate mentors and academic faculty jointly guide students in recognizing potential value inconsistencies in original works and exploring methods to reinforce mainstream values, preserve outstanding traditional culture, and develop positive character representations during adaptation [8]. The outcome is a comprehensive project plan balancing market viability and societal contribution, culminating in a formal presentation and practical demonstration [8]. This boundary-spanning collaborative education model enables students to deepen their understanding of the social responsibilities associated with online cultural and artistic creation through real-world problem solving, fostering concurrent growth in professional capability and value formation, thereby supporting the development of a holistic, multi-dimensional ideological and political education ecosystem [2].

5. Conclusion

In conclusion, digital and intelligent technologies are profoundly reshaping the contextual framework and pedagogical logic of online literature education. Consequently, curriculum-based ideological and political education must respond proactively to the dual imperatives of technological integration and value-oriented guidance. Higher education institutions should clarify their core priorities, innovate implementation strategies, and embed mainstream value orientations throughout the teaching process within the digital and intelligent literary ecosystem. Ongoing attention is required to track how technological advancements influence the evolving forms of online literature, and further research is needed to develop adaptive, forward-looking models for ideological and political education.

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