

Article

Research on the Realization Path of Ideological and Political Education in Universities Empowered by Artificial Intelligence

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Abstract: Against the backdrop of digital-intelligent transformation, artificial intelligence offers novel technological foundations for advancing personalized ideological and political education in higher education institutions from theoretical vision to practical implementation. Grounded in Marxist historical materialism and the national strategy of educational digitalization, this study systematically examines the theoretical logic underpinning the empowerment of personalized ideological and political education through artificial intelligence technologies. It proposes three principal implementation pathways: precision profiling of students, customized content delivery, and human-machine collaborative interaction. The research contends that the core of AI-enabled personalized education resides in strengthening the accurate comprehension of students' ideological characteristics and learning requirements via data-driven methodologies, thereby facilitating the transition of ideological and political education from conventional experience-based assessment and standardized content dissemination toward greater precision, personalization, and collaborative engagement. Nevertheless, the integration of such technologies simultaneously introduces practical challenges, including algorithmic bias, ideological security risks, and the digital divide among educators. To address these concerns, this paper advocates for the construction of a collaborative governance framework encompassing three dimensions: institutional safeguards, faculty capacity development, and platform infrastructure support, ensuring that technological empowerment remains aligned with the fundamental educational mission of cultivating virtue. Ultimately, promoting personalized education through artificial intelligence represents both a pragmatic strategy for enhancing the relevance and efficacy of ideological and political education and a critical pathway for fostering its high-quality development in universities.

Keywords: artificial intelligence; ideological and political education; digital transformation; personalized education; moral education

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1. Introduction

As the national strategy for educational digitalization advances, emerging technologies—including artificial intelligence, big data, and cloud computing—are transforming educational organizational structures, content delivery methods, and learning interaction patterns [1]. In university ideological and political education, technological integration extends beyond instrumental upgrades; it entails systematic reconfiguration of pedagogical philosophies, instructional logics, and assessment frameworks. Given growing heterogeneity among learners and declining efficacy of uniform, one-size-fits-all instruction, AI-driven personalization has emerged as a practical approach to enhancing the relevance and impact of ideological and political education.

At the National Education Conference, a key policy framework was introduced emphasizing ideological and political leadership as a foundational pillar of the education system [2]. This framework calls for strengthening talent development capacity, technological infrastructure, livelihood-oriented service functions, societal coordination

mechanisms, and global engagement. To realize these objectives, educators are expected to advance their professional competencies, thereby reinforcing the systemic foundation required for high-quality education and the cultivation of well-rounded socialist builders and successors.

2. Theoretical Logic and Practical Foundation of Artificial Intelligence Empowering Ideological and Political Education

2.1. Theoretical Logic of Artificial Intelligence Empowering Ideological and Political Education

The accelerated iteration and in-depth application of artificial intelligence technologies have steered the education sector into a brand-new stage of digital and intelligent transformation, offering multi-dimensional carriers, diverse scenarios and innovative pathways for the innovative development of university education focused on moral and civic development. Digital-intelligent transformation represents a key approach to educational modernization, essentially a systematic evolution centered on data and driven by artificial intelligence. As the core engine of intelligent upgrading, artificial intelligence should be fully integrated into the entire development process of university education focused on moral and civic development to support pedagogical advancement, explore new developmental approaches, and enhance talent development outcomes [1]. Through in-depth mining and intelligent analysis of educational data, artificial intelligence shifts education from experience-driven operation to data-driven operation, laying a technical foundation for the effective delivery of personalized learning experiences.

University education focused on moral and civic development needs to move beyond standardized teaching models and uphold the student-centered educational philosophy. Unlike conventional instruction, educators in this domain should adopt the precise, adaptive delivery principles enabled by digital-intelligent transformation. They are required to accurately capture students' developmental trajectories, cognitive levels, and affective needs through technical tools, emphasizing personalization and contextual appropriateness in learning design. National policy emphasizes advancing digital education and building a learning society supporting lifelong learning for all [1]. As a core venue for universities to fulfill their fundamental mission of holistic human development, such education must maintain foundational strengths while embracing innovation to elevate quality. Maintaining foundational strengths includes preserving enduring educational values such as cultural continuity and lifelong learning; pursuing innovation entails adapting to evolving educational requirements in the digital era through technological integration, thereby contributing to national goals for educational advancement. Educators should develop proficiency in data analytics and modeling techniques, align learning objectives with technological capabilities, optimize resource allocation, and maximize learning outcomes under the student-centered principle.

Historical materialism provides a theoretical lens for understanding the digital-intelligent transformation of university education focused on moral and civic development. As a core component of social productive forces, scientific and technological advancement inevitably triggers profound changes in production modes, daily life, and cognitive frameworks—changes that reshape educational practice. Currently, artificial intelligence—the central driver of the ongoing scientific and technological transformation—is reshaping human society. Education, as a vital element of the broader social structure, plays a central role in shaping shared understandings and societal values. University educators should reconstruct the learning ecosystem through technological integration to renew educational effectiveness, enabling artificial intelligence to function both as an analytical tool and as a medium for encoding cultural and ethical meaning. From this theoretical perspective, the integration of artificial intelligence into university education focused on moral and civic development constitutes a systemic reconfiguration of the educational ecosystem. Incorporating technological progress into educational development—and reshaping core elements including learners,

educators, content, and environments—exemplifies how advances in productive capacity influence corresponding organizational and relational structures within education.

2.2. Practical Foundation for the Digital-Intelligent Transformation of University Ideological and Political Education

The digital-intelligent transformation of university ideological and political education stems from national strategic priorities for educational modernization as well as intrinsic demands arising from pedagogical practice. National policy frameworks supporting educational digitalization and intelligent advancement provide foundational guidance. As the principal setting for values-oriented education, university ideological and political education fulfills a vital role in fostering students' ethical development and social responsibility. In January 2025, an authoritative national education development outline was issued, articulating a comprehensive ten-year roadmap for advancing China's education system [1]. The document emphasizes implementation of the national digital education strategy, construction of intelligent campus infrastructures, and exploration of technology-enhanced, personalized pedagogical approaches. Universities are encouraged to strategically integrate artificial intelligence technologies to elevate the effectiveness and quality of ideological and political education.

Concurrently, the learning preferences of contemporary undergraduate students—often characterized by digital fluency, affinity for interactive media, and expectations of immersive, experiential engagement—constitute a significant internal impetus for transformation. Educators must respond to these generational traits by refining instructional environments and employing varied, multimodal delivery methods to strengthen engagement and resonance. Digital-intelligent transformation supports the application of analytical tools to map learners' cognitive patterns and interest profiles, enabling the adaptation of ideological and political content into dynamic, accessible formats aligned with students' tendencies toward innovation, self-expression, and participatory learning—thereby broadening the scope and impact of such education.

However, disparities persist between aspirational objectives and current implementation levels in the digital evolution of university ideological and political education [3]. While many institutions have established online platforms and achieved baseline digital administration, persistent challenges include data fragmentation across systems, platform interoperability deficits, limited capacity for advanced analytics, and insufficient alignment between technological infrastructure and pedagogical substance. To overcome these constraints, educators should apply integrated technical approaches—including data harmonization, semantic conversion, and interoperable architecture design—to embed evaluation mechanisms within digital workflows. This entails digitally transforming and intelligently enhancing assessment data drawn from teaching, administrative operations, and student support services, thereby establishing cohesive digital-intelligent systems. Through systemic integration and AI-augmented capabilities, universities can transcend incremental informatization and advance toward fully digital-intelligent operational paradigms.

2.3. Theoretical Logic of Artificial Intelligence Empowering Personalized Education

In the digital-intelligent transformation of university ideological and political education, artificial intelligence establishes new technical foundations that enable personalized education to evolve from theoretical conception into practical implementation. Digital-intelligent transformation facilitates educational data accumulation, platform development, and technological integration, while AI-enabled personalized education addresses three fundamental questions: how to precisely identify learners, how to deliver appropriate educational resources, and how to dynamically optimize instructional processes [4].

From a cognitive perspective, AI-enabled personalized education transforms educators' understanding of students. Traditional ideological and political education primarily depends on teachers' empirical judgment and routine observation to assess students' ideological orientation, cognitive development, and practical needs. While this

approach reflects humanistic engagement, it faces constraints in information synthesis and differentiation of individual characteristics. Leveraging learning behavior analytics, multi-source data correlation, and real-time process feedback, artificial intelligence captures individual variation at scale, shifting educators' student understanding from experience-based inference to evidence-informed analysis—thereby establishing a precise, data-grounded foundation for personalized education [5].

From a supply perspective, AI-enabled personalized education reconfigures the distribution of educational resources [1]. The essence of personalization lies in recognizing heterogeneity and delivering correspondingly tailored instruction. Historically constrained by time, staffing, and resource availability, university ideological and political education has largely relied on standardized content delivery, limiting responsiveness to students' varied theoretical preparedness, preferred learning modalities, and context-specific concerns. Advances in artificial intelligence—particularly generative AIGC technologies—enhance the adaptability of educational content in case selection, discourse framing, structural organization, and interactive design, transitioning resource provision from static uniformity to dynamic, learner-aligned matching.

From an implementation perspective, AI-enabled personalized education shifts instruction from fixed pre-planning to continuous adaptive adjustment [6]. Conventional teaching emphasizes predetermined curricula supplemented by in-class empirical modifications, lacking systematic mechanisms for iterative feedback and refinement. Integrated smart platforms, real-time process monitoring, and instantaneous feedback loops empower instructors to track learners' engagement, comprehension levels, and learning outcomes continuously, supporting timely recalibration of content, pacing, and pedagogical strategies. Personalized education thus extends beyond initial stratified lesson design to become an integrated, end-to-end dynamic optimization process embedded throughout instruction.

3. Implementation Paths of Artificial Intelligence Empowering Personalized Ideological and Political Education in Universities

Delivering personalized education aligned with students' individual characteristics constitutes a systematic endeavor encompassing precise student cognition, customized content delivery, and collaborative pedagogical approaches. University educators can harness artificial intelligence technologies to mitigate information asymmetry inherent in traditional ideological and political education, thereby enabling accurate alignment of educational resources and learner needs. Several leading universities have advanced distinctive implementation models through deep integration of AI with ideological and political education. One institution developed an intelligent learning companion grounded in domestically developed large language models, constructing comprehensive big data frameworks to map students' ideological and political development—capturing cognitive levels, value orientations, and behavioral patterns—and transitioning instruction from experience-based judgment to data-informed practice. Another university introduced an ideological and political intelligent agent that establishes a three-dimensional interactive framework linking students, the agent, and instructors; human-machine collaborative guidance replaces unidirectional transmission, fostering students' independent exploration of theoretical concepts. A third university, leveraging expertise in electronic information disciplines, deployed an integrated AI intelligent agent supporting ideological guidance, academic assistance, and psychological counseling across core educational contexts [6]. Although methodological emphases differ, these initiatives collectively reflect a paradigm shift: ideological and political classrooms are evolving from teacher-led, one-way lecture formats toward dynamic, human-machine co-guided environments that prioritize student-centered inquiry—marking human-machine collaboration as a defining feature for enhancing pedagogical quality and efficiency in the new era.

3.1. Precise Student Portraits: Constructing Big Data Models for Students' Ideological and Political Education

Accurate identification of students constitutes the foundational prerequisite for personalized education. In the digital-intelligent era, constructing individualized ideological and political portraits enables educational decision-making to evolve from empirical judgment toward intelligent data analysis. This transformation expands the resource base for university ideological and political education. Institutions can gather multi-dimensional student data through digital ideological and political resource repositories and intelligent teaching platforms, extracting and analyzing learning behavior patterns, online interaction logs, and psychological status indicators to construct a comprehensive representation of students' ideological development trajectories. Such approaches empower educators with holistic insights and support the delivery of precisely tailored instruction.

Artificial intelligence techniques facilitate deep mining and analysis of large-scale student datasets. Educators may apply affective computing to interpret emotional expressions embedded in textual submissions, voice recordings, and immersive virtual interactions, thereby detecting real-time affective responses to ideological and political content and identifying underlying conceptual uncertainties or value alignments. Concurrently, clustering algorithms and deep learning models help uncover common characteristics and emergent risk signals across student cohorts, supporting macro-level understanding of collective ideological trends and enabling proactive risk mitigation. Digital-intelligent tools thus shift student learning assessment in ideological and political education from imprecise, retrospective summaries to accurate, continuous process monitoring.

3.2. Customized Content: Realizing Personalized Supply of Ideological and Political Educational Resources

AI technologies support the tailored delivery of ideological and political educational content, facilitating student-centered instruction aligned with individual learning profiles and developmental needs.

On one hand, knowledge graph technology organizes ideological and political content—including theoretical frameworks, historical contexts, and practical examples—into a coherent, hierarchical structure. Core concepts are defined and interlinked through logical relationships, forming a unified knowledge architecture. During learning, students can efficiently access related theories, illustrative cases, and supplementary materials via the graph, supporting deeper conceptual engagement and structured understanding. In practice, graph neural network algorithms activate associative pathways when students engage with a concept, connecting it to its historical background, contemporary relevance, authoritative interpretations, and recommended resources. For example, studying the concept of Chinese modernization automatically surfaces linked nodes such as common prosperity, high-quality development, and whole-process people's democracy, accompanied by corresponding theoretical explanations, policy references, and localized implementation examples. This scaffolding helps learners navigate complexity, progress from surface-level recognition to analytical comprehension, and consolidate knowledge into integrated mental models.

On the other hand, intelligent recommendation algorithms tailor ideological and political content delivery according to dynamically updated student profiles and learning trajectories. Leveraging the semantic architecture of knowledge graphs, these algorithms combine collaborative filtering, content-based matching, and deep learning techniques to adaptively curate and deliver materials [7]. Learners with foundational gaps receive prioritized explanations and simplified case studies; those demonstrating interest in current societal themes receive nuanced analyses and policy-oriented insights. This demand-responsive approach mitigates longstanding misalignments between instructional content and learner needs, enhancing precision, accessibility, and pedagogical impact—thereby enabling truly adaptive ideological and political education.

Ideological and political education has evolved into a digitally integrated, intelligence-enhanced domain, with advances in generative AI transforming how content is designed and delivered. Higher education institutions should advance the convergence of ideological and political education with intelligent technologies. By deploying scenario-driven smart learning environments, educators can support adaptive, reflective, and sustained learning. Complementing this, multimodal tools—including virtual and augmented reality—can render abstract principles into immersive, interactive experiences. Translating theoretical constructs into dynamic visualizations and participatory simulations addresses limitations of conventional instruction, such as over-reliance on exposition and limited experiential engagement, thereby enriching affective response and fostering active learning.

3.3. Teaching Interaction: Remodeling the Main Subject Relationship of Human-Machine Collaboration

Digital-intelligent transformation reshapes the relationship among teachers, students, and technical systems in ideological and political education, establishing a three-dimensional interactive model of "teachers–intelligent systems–students" to advance human-machine collaborative education.

The widespread application of artificial intelligence in education has catalyzed a new phase of educational evolution, during which teachers assume evolving responsibilities. Artificial intelligence enhances the capacity of ideological and political educators by automating routine administrative tasks, thereby enabling greater focus on uniquely human dimensions of teaching—such as value-oriented guidance and empathetic interpersonal engagement—thus supporting both professional fulfillment and pedagogical mission. For instance, AI tools can rapidly curate and synthesize teaching resources aligned with learning objectives and learner profiles, and even assist in drafting initial lesson plans.

Intelligent tutoring systems deliver comprehensive, personalized question-and-answer support to students, who may interact with these systems anytime to access knowledge explanations, case-based analysis, and adaptive learning guidance. Timely feedback and responsive assistance significantly strengthen students' self-directed learning and investigative competencies, aligning with contemporary learners' preference for dynamic, interactive educational experiences [3]. At the level of values formation, university ideological and political educators must actively engage in digital-intelligent pedagogy to foster students' moral discernment and critical thinking alongside their use of AI technologies.

The human-machine collaborative model integrates operational efficiency with pedagogical humanity. Enhancing teaching quality depends on educators' digital competence, while intelligent tools also serve as platforms for pedagogical innovation—enabling teachers to refine their digital literacy and provide differentiated academic support. Through intelligent systems, ideological and political educators can disseminate educational content efficiently and tailor learning experiences to individual student performance, ensuring that such education consistently fulfills its core objective of cultivating moral character and intellectual integrity. A robust, responsive ecosystem for ideological and political education emerges only when teachers and digital-intelligent technologies fulfill complementary, mutually reinforcing roles.

4. Risks and Challenges of Artificial Intelligence Empowering Personalized Education

While artificial intelligence enhances the precision and appropriateness of personalized ideological and political education in universities, it also introduces significant practical risks. Technical ethics, ideological security, and educational equity concerns arise during student difference identification, educational content generation, and teaching process optimization—necessitating careful and systematic responses [8].

4.1. Risks of Technical Ethics and Value Deviation

AI-enabled personalized education relies heavily on data collection, algorithmic analysis, and personalized recommendation mechanisms [9, 10]. While enhancing educational precision, these tools may pose challenges to foundational educational values, primarily concerning information diversity, algorithmic fairness, and data security.

First, over-personalized content delivery may limit exposure to diverse perspectives, potentially narrowing cognitive scope and affecting value formation [11]. In personalized education, recommendation algorithms tailor content based on students' historical behavioral patterns to improve instructional relevance; however, prolonged exposure to highly similar material may reduce opportunities for encountering contrasting viewpoints. Ideological and political education emphasizes cultivating dialectical thinking and sound value judgment through balanced engagement with multifaceted social phenomena. Excessive dependence on automated filtering risks constraining students' holistic understanding of complex societal issues and may dilute the value-oriented objectives of personalized education.

Second, algorithmic fairness is essential to ensuring equitable access in personalized education. Artificial intelligence systems derive insights from training data; imbalances or representational gaps in such data may result in inconsistent identification of learning needs or uneven allocation of educational resources across student groups. For example, datasets skewed toward highly engaged users or specific geographic regions may inadvertently reduce the accuracy of resource matching for underrepresented cohorts, contradicting the principle of teaching students according to their individual aptitudes and developmental needs.

Finally, robust data security and privacy protection are fundamental prerequisites for deploying personalized education. Building learner profiles, analyzing learning behaviors, and monitoring developmental trends involve handling substantial volumes of sensitive personal information. In the absence of standardized, transparent, and accountable data governance frameworks, risks of unauthorized access or improper use may arise—potentially compromising individual rights and eroding trust in educational ecosystems. Therefore, integrating artificial intelligence into personalized education requires harmonizing technical implementation with rigorous ethical safeguards, ensuring all data activities adhere strictly to principles of legality, legitimacy, and necessity.

4.2. Risks to Ideological Security and Distorted Educational Content

As generative AI increasingly supports content supply for university ideological and political education, personalized delivery introduces challenges to ideological security and content fidelity alongside enhanced expression diversity and targeted dissemination. Generative artificial intelligence enables efficient, highly realistic, and cost-effective production of multi-modal educational materials—including text, images, and audio-video content. While this enriches resource formats and strengthens teaching interactivity, it also places greater demands on conventional content review frameworks [12].

The high fidelity and subtle characteristics of AI-generated content hinder timely and accurate detection of misinformation and value inconsistencies through traditional manual or experience-based review methods, thereby elevating the risk of disseminating inaccurate or ideologically skewed narratives. When such content enters personalized recommendation systems, algorithmic alignment may direct biased material toward specific student cohorts, reinforcing the influence of erroneous viewpoints and undermining students' accurate understanding of historical facts, social conditions, and mainstream values.

Moreover, platform-level algorithmic design often favors visibility for controversial, sensational, or emotionally charged content. If traffic-driven logic governs the distribution of ideological and political educational resources, non-mainstream or inaccurate perspectives may achieve disproportionate communicative reach, potentially weakening

the authority of mainstream discourse and diluting value-oriented guidance in university ideological and political education.

Therefore, integrating political standards, value orientation, and robust content review protocols into algorithm development and AI content generation workflows—enabling proactive risk identification, rigorous content screening, and comprehensive supervision throughout the intelligent content lifecycle—is now a critical imperative [12].

4.3. Insufficient Capacity of Educational Subjects and Unbalanced Educational Ecosystem

AI-enabled personalized education is not merely a technical issue, but fundamentally concerns educator capacity and the structural balance of the educational ecosystem. Its effective implementation depends significantly on educators' understanding of and competence with intelligent technologies. The digital-intelligent transformation imposes heightened professional expectations on educators, and disparities in digital capability among teaching staff have emerged as a key constraint on the advancement of ideological and political education in this domain. First, an age-related disparity exists: younger educators tend to adopt digital teaching tools more readily and engage more consistently in professional development [13]. Second, a disparity linked to academic background is observed: educators with higher degrees generally demonstrate stronger digital literacy and greater adaptability to digital environments and modern pedagogical technologies. Third, disciplinary differences are evident: science and engineering disciplines, with their inherent technical orientation and broader practical integration, see more frequent application of digital tools in instruction. As core practitioners, ideological and political educators' digital literacy and technical competence directly shape the extent and effectiveness of AI integration. Some educators exhibit limited familiarity with emerging technologies, encounter challenges in operational application, or express hesitation toward adoption—thus impeding the translation of technological advantages into concrete educational outcomes such as precise learning analytics, individualized instructional design, and proactive risk identification.

5. Optimized Paths for Artificial Intelligence Empowering Personalized Education

To ensure orderly and effective advancement of AI-enabled personalized ideological and political education in universities, optimization measures must be implemented across three dimensions: institutional norms, faculty development, and platform construction—forming a safeguard system aligned with targeted educational requirements. The organic integration of technological application, teacher development, and platform construction enables artificial intelligence to support student difference identification, adaptive delivery of educational resources, and dynamic teaching optimization, thereby enhancing the pertinence and effectiveness of personalized ideological and political education.

5.1. Institutional Safeguards: Constructing a Collaborative Governance System for Personalized Education

Effective implementation of AI-enabled personalized education relies on normative guidance and governance frameworks at the institutional level. Institutional guidelines should be established to cover core processes including student profile construction, learning behavior analysis, intelligent content recommendation, and educational data utilization, clarifying technical application boundaries, data access permissions, and accountability responsibilities to ensure technological application remains aligned with educational objectives. Adhering to the principles of 'people-oriented, human-centric artificial intelligence', value orientation, ethical standards, and safety norms must be integrated throughout the entire lifecycle of AI-enabled personalized education. In particular, rigorous value alignment reviews and safety evaluations are required during algorithm design, model training, and content delivery to mitigate risks such as fragmented information exposure, algorithmic bias, and disparities in educational outcomes arising from excessive algorithmic dependence. Concurrently, data security management mechanisms must be strengthened to support classified handling, encrypted

storage, and standardized use of sensitive information—including students' ideological development, learning behaviors, and emotional responses—ensuring data collection and processing strictly adhere to principles of legality, legitimacy, and necessity. On this foundation, a multi-stakeholder collaborative governance framework—led by higher education institutions and involving platform providers—can be progressively established, delivering stable, standardized, and sustainable institutional support for AI-enabled personalized education.

5.2. Faculty Development: Improving Teachers' Capacity to Deliver Personalized Education with Artificial Intelligence

Ideological and political teachers constitute the core force in AI-supported personalized education, and their digital literacy and pedagogical competence directly determine whether technological capabilities translate into effective teaching outcomes. Therefore, universities must prioritize faculty development as a central strategy to strengthen these educators' capacity to analyze student learning patterns, design adaptive curricula, and adjust instruction using artificial intelligence [14]. Diversified training approaches—including specialized seminars, pedagogical workshops, and virtual teaching research platforms—can systematically deepen teachers' understanding of AI fundamentals, practical applications, and ethical considerations, enabling them to refine instructional content and methods through precise identification of individual learner needs and continuously improve the accuracy of personalized instruction. Concurrently, cross-disciplinary collaboration among ideological and political educators, computer science faculty, educational technology specialists, and technical support personnel should be promoted, ensuring that educational objectives, value orientation, and pedagogical principles are integrated into the development and deployment of AI tools—thereby fostering deeper alignment between AI functionality and ideological and political education practice. It must be emphasized that the integration of artificial intelligence does not reduce the central role of teachers; rather, it reinforces their irreplaceable leadership in value guidance, ideological cultivation, and humanistic support, ensuring that personalized education consistently reflects educational humanity and purpose.

5.3. Platform Construction: Building an Intelligent Educational Platform Supporting Personalized Education

Platforms serve as a critical infrastructure for AI-enabled personalized education and a core enabler of integrated educational data management, resource alignment, and real-time learning feedback. Universities should develop intelligent educational platforms aligned with the practical requirements of ideological and political education by integrating existing teaching, administrative, and student service systems, thereby enabling coordinated functionality in student profile construction, adaptive resource recommendation, learning process monitoring, and pedagogical outcome assessment. Expanding interoperability between the platform and academic affairs, student affairs, and mental health systems helps dismantle data silos and fosters a cohesive, lifecycle-oriented educational support ecosystem [12]. Through secure data sharing and intelligent analytics, the platform empowers educators to gain holistic insights into students' ideological development, academic performance, and individual needs, thereby enhancing the precision and responsiveness of educational interventions. Platform design must remain rigorously purpose-driven—prioritizing pedagogical efficacy over technological accumulation—and consistently center on the dual objectives of supporting teachers in delivering targeted instruction and advancing students' comprehensive development, thus realizing AI-enabled personalized education in practice.

6. Conclusion

Amidst ongoing digital and intelligent transformation, artificial intelligence establishes new technical foundations for personalized ideological and political education in higher education institutions. In contrast to conventional approaches centered on empirical judgment and standardized content delivery, artificial intelligence provides

robust support for identifying student heterogeneity, adapting educational materials, and optimizing pedagogical processes—facilitating a transition from broad, uniform provision toward precise, individualized, and collaborative educational development.

This paper contends that the essence of AI-enhanced personalization lies in harnessing data analytics and intelligent technologies to accurately discern students' ideological orientations, learning needs, and practical concerns—thereby enabling context-appropriate resource allocation and dynamic pedagogical adjustment. When integrating artificial intelligence into university-level ideological and political education, institutions must consistently prioritize the foundational objective of moral and character development. Critical balances must be maintained: between technological capability and value-oriented guidance, between operational efficiency and equitable access, and between intelligent system support and the irreplaceable role of educators. Only when data infrastructure and computational capacity are deliberately aligned with the mission of holistic moral formation can such education enter a sustainable cycle of iterative refinement. Ultimately, intelligently augmented ideological and political education may serve as a catalytic force in cultivating students' core ethical frameworks and nurturing talent equipped for modernization, global engagement, and future-oriented challenges.

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