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# Research on the Transformation of the Teaching Paradigm for Ideological and Political Courses Reshaped by Generative Short Videos: From Knowledge Transmission to Value Co-Creation

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**Abstract:** With the rapid development of generative artificial intelligence technology, the traditional teaching paradigm for ideological and political courses is undergoing a profound transformation. This study, based on the theories of sociology of technology and educational ecology, uses literature analysis and case study methods to deeply explore how generative short video technology reshapes the teaching paradigm of ideological and political courses, promoting their transformation from knowledge transmission to value co-creation. The research finds that generative short videos, by reconstructing the relationship between teaching subjects, innovating content production methods, and transforming interactive communication models, have formed a new teaching paradigm centered on value co-creation. This paradigm shift not only breaks through the spatio-temporal limitations and one-way transmission model of traditional teaching but, more importantly, constructs a value generation mechanism with multi-subject collaborative participation. Based on this, the study constructs a value co-creation teaching model that includes four core elements: demand perception, resource integration, collaborative innovation, and quality assurance. It also proposes practical paths such as the construction of an intelligent learning ecosystem, the establishment of a multi-subject collaborative mechanism, and the improvement of a diversified evaluation system, providing theoretical guidance and practical reference for the teaching reform of ideological and political courses in the new era.

**Keywords:** generative short video; ideological and political course; teaching paradigm; value co-creation; technology empowerment

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## 1. Introduction

Contemporary China is at a historical juncture of major changes unseen in a century. As the key course for implementing the fundamental task of fostering virtue through education, the university ideological and political theory course bears the important mission of cultivating new-era talents who can shoulder the great responsibility of national rejuvenation [1]. However, under the impact of the digital wave, the traditional teaching model for ideological and political courses faces unprecedented challenges. On the one hand, university students of the "post-95" and "post-00" generations, as digital natives, exhibit distinct digital characteristics in their learning styles, cognitive models, and values, leading to strong resistance against the traditional one-way transmission-based teaching model. On the other hand, a huge gap exists between the abstract nature of ideological and political course content and the concrete nature of students' life experiences, leading to a disconnect between theoretical teaching and practical needs, resulting in unsatisfactory teaching outcomes.

It is against this backdrop that the breakthrough development of generative artificial intelligence technology has brought new opportunities for the reform of ideological and political course teaching. Generative AI tools, represented by ChatGPT, Sora, etc., are reshaping the fundamental modes of education and teaching with their powerful content generation capabilities and personalized customization functions [2]. In particular, generative short video technology, with its significant advantages of intuitiveness, fun, and interactivity, provides a brand-new technological path for solving the difficulties in teaching ideological and political courses. At a recent national conference on ideological and political work in colleges and universities, it was emphasized that the integration of new media and technologies should be used to enhance the effectiveness and appeal of ideological and political education.[3]. This important statement has pointed out the direction for the teaching reform of ideological and political courses and provided a fundamental principle for the application of generative short video technology in ideological and political education.

However, current academic research on how generative short videos are reshaping the teaching paradigm of ideological and political courses is still in its infancy, with related theoretical construction lagging behind and practical exploration lacking systematic guidance [4]. Existing studies mostly focus on the application at the technical level, lacking in-depth theoretical analysis of the underlying teaching paradigm shift [5]. More importantly, how to maintain the consistent value orientation of ideological and political education during the process of technological integration, how to deepen the teaching content while innovating teaching forms, and how to achieve educational goals on the basis of improving teaching effectiveness are key issues that urgently need theoretical responses and practical answers.

Based on this, this study attempts to deeply analyze the profound changes brought by generative short video technology from the macro perspective of teaching paradigm transformation to the teaching of ideological and political courses, and explore the internal mechanism and the path for implementing this transformation from knowledge transmission to value co-creation, in order to provide theoretical support and practical guidance for the teaching reform of ideological and political courses in the new era.

## 2. Theoretical Basis and Conceptual Connotations

### *2.1. The Theoretical Connotation of Teaching Paradigm Transformation*

The teaching paradigm, as the sum of basic concepts, value standards, and behavioral norms shared by the educational community within a certain historical period, its transformation is often accompanied by a fundamental change in educational philosophy. Kuhn's paradigm theory provides an important theoretical framework for understanding teaching transformations, especially when adapted to the educational context to interpret shifts in instructional strategies and conceptual priorities [6]. According to Kuhn, a paradigm shift is a process from quantitative to qualitative change; when the old paradigm can no longer effectively solve real-world problems, a new paradigm will emerge. In the field of ideological and political course teaching, the traditional knowledge transmission paradigm emphasizes the dominant position of the teacher and the one-way flow of knowledge. This paradigm had a certain rationality in the industrial era but faces severe challenges in the digital era.

The transformation of the teaching paradigm from knowledge transmission to value co-creation essentially reflects a fundamental shift in educational concepts from "teacher-centered" to "learner-centered". The knowledge transmission paradigm is teacher-centered, emphasizing the standardized delivery of knowledge and the passive reception by students; while the value co-creation paradigm is learner-centered, emphasizing the collaborative construction and value generation between teachers and students in the interactive process. This transformation not only changes the external structure of teaching but, more importantly, reshapes the fundamental instructional relationships and cognitive

processes underpinning teaching, achieving a fundamental change from a "transmission-reception relationship" to a "co-creation relationship".

### *2.2. The Technical Characteristics and Educational Value of Generative Short Videos*

Generative short video technology is an artificial intelligence application based on deep learning algorithms and large language models that can automatically generate high-quality short video content from text descriptions. Compared with traditional video production technology, generative short videos have three significant features: first is the intelligence of generation, where the system can automatically generate video content that meets teaching needs based on semantic understanding and situational analysis; second is the personalization of content, where the system can generate customized teaching videos of different styles and difficulties according to the characteristics and needs of learners; third is the real-time nature of interaction, where learners can interact with the system in real time through natural language to participate in the process of content generation and modification.

From the dimension of educational value, the application of generative short video technology has brought multiple changes to the teaching of ideological and political courses. At the content level, it can transform abstract theoretical concepts into intuitive visual expressions, reducing the cognitive load of learning. At the process level, it supports the collaborative creation of teachers and students, enhancing the participation and experience of learning. At the outcome level, it can generate personalized learning content, improving the relevance and effectiveness of teaching. More importantly, this technology represents not only an innovation in teaching tools but also a revolution in teaching philosophy; it promotes the teaching of ideological and political courses from simple knowledge transmission to deep value shaping.

### *2.3. The Pedagogical Significance of Value Co-Creation Theory*

Value co-creation theory originated from service-dominant logic, emphasizing that value is not pre-created by a single subject but dynamically emerges through interactions among multiple participants [7]. Introducing this theory into the field of ideological and political education has important pedagogical significance. Traditional ideological and political education often regards value as a predetermined and transmissible object, and the teacher's task is to accurately convey these values to students. However, value co-creation theory holds that the formation of value is an inter-subjective process that requires teachers and students to jointly construct and experience it through interaction.

In the teaching of ideological and political courses, value co-creation is mainly reflected in three levels: co-creation at the cognitive level refers to the joint construction of understanding of theoretical issues by teachers and students in the process of knowledge exploration; co-creation at the emotional level refers to the joint experience of the emotional resonance and significance of shared values by teachers and students in emotional communication; co-creation at the behavioral level refers to the joint practice and dissemination of socialist core values by teachers and students in practical activities. This multi-level value co-creation not only improves the effectiveness of ideological and political education but, more importantly, cultivates students' subject consciousness and innovative ability, laying a solid foundation for their development into responsible and engaged citizens with strong civic awareness and innovative capacity.

## 3. The Internal Mechanism of Generative Short Videos Reshaping the Teaching Paradigm of Ideological and Political Courses

### *3.1. Technological Logic: A Leap from Instrumental Rationality to Value Rationality*

The reshaping of the teaching paradigm of ideological and political courses by generative short video technology is first reflected in the fundamental change of technological logic. Traditional educational technology mainly plays an instrumental role, that is, to

serve predetermined teaching goals by improving teaching efficiency and enhancing teaching effects. However, the application of generative short video technology has achieved a conceptual leap—from focusing on efficiency and task-oriented outcomes (instrumental rationality) to emphasizing meaning, identity, and shared values (value rationality); it not only changes the technical means of teaching but, more importantly, reconstructs the value pursuit of teaching.

This leap is first manifested in the deep integration of technology and content. Generative short videos do not simply digitize existing teaching content but integrate specific value orientations and emotional colors during the generation process. For example, when generating a short video about important historical events, the technical system will automatically call relevant materials, representative stories, and culturally significant symbols to generate visual content with strong appeal and educational significance. This content generation process itself constitutes value construction, in which technology plays an important role in shaping values.

Secondly, this leap is also reflected in the organic combination of technology and subjects. Traditional educational technology often regards teachers and students as users of technology, emphasizing human mastery and control over technology. Generative short video technology, however, constructs a new type of human-computer collaborative relationship, where teachers and students are no longer mere users of technology but co-creators of content. In this relationship, technology not only responds to human needs but can also stimulate human creativity, promoting the joint construction of value by teachers and students in collaborative creation.

Finally, this leap is also reflected in the consistency of technology and educational goals. The application of generative short video technology is not for the sake of technology itself, but to better achieve the fundamental goals of ideological and political education. Through personalized content generation and immersive learning experiences, the technology effectively enhances the appeal and infectiousness of ideological and political education, allowing students to be subtly influenced by values and deeply inspired through immersive learning.

### *3.2. Cognitive Logic: A Shift from One-Way Reception to Two-Way Construction*

The application of generative short video technology has profoundly changed the cognitive logic of ideological and political course teaching, promoting its shift from one-way reception to two-way construction. This shift not only changes the way knowledge is transmitted but, more importantly, reshapes the cognitive process involved in learning.

In the traditional teaching model, students primarily receive knowledge through lectures and reading. This passive reception method often leads to superficial and formalistic learning. The introduction of generative short video technology provides students with the opportunity to actively participate in knowledge construction. Students can interact with the AI system to generate personalized learning content based on their own understanding and interests. In this process, students must not only mobilize their existing knowledge reserves but also use their imagination and creativity. This process of active construction significantly improves the depth and effectiveness of learning.

More importantly, this bidirectional construction process supported by generative short video technology embodies the core concepts of constructivist learning theory. According to Vygotsky's theory of the zone of proximal development, learners can reach levels beyond their independent capabilities when collaborating with more capable partners (in this case, the AI system) [8]. The generative short video system, as an intelligent learning partner, can provide appropriate scaffolding support based on the student's cognitive level and learning needs, helping students achieve deep knowledge construction through cognitive conflict and problem-solving.

This shift in cognitive logic is also reflected in the diversification of learning methods. Generative short video technology supports various learning styles, such as visual learning, auditory learning, and hands-on operation, which can meet the learning needs of students with different cognitive styles. At the same time, the technical system can analyze the learning status and cognitive responses of students in real time, dynamically adjusting the presentation modes and difficulty levels of the content to achieve a genuinely personalized learning experience.

### *3.3. Social Logic: A Reorganization from Hierarchical Relationships to Network Relationships*

The application of generative short video technology has not only changed the cognitive relationship between teachers and students but has, more importantly, reorganized the social structure of teaching, promoting its shift from a hierarchical relationship to a network relationship. This shift profoundly reflects the development trend of educational democratization in the digital age.

In the traditional hierarchical relationship, the teacher occupies a position of knowledge authority, while students are in a subordinate and dependent position, with a clear inequality in the teacher-student relationship. While this relationship is conducive to maintaining teaching order and ensuring the accuracy of knowledge transmission, it also suppresses students' subjectivity and creativity to a certain extent. The introduction of generative short video technology has significantly transformed this traditional hierarchical relationship, constructing a network relationship characterized by equal collaboration.

In this new network relationship, the role of the teacher shifts from a transmitter of knowledge to a facilitator of learning and a guide of values. The teacher is no longer the sole source of knowledge but a partner who explores and discovers knowledge with students. The role of students also shifts from passive recipients to active participants and creators. More importantly, the generative short video system, as a new network node, provides intelligent support and services to teachers and students, forming a human-computer collaborative learning community.

This restructuring of social networks is also reflected in the expansion of learning spaces. Traditional ideological and political course teaching is mainly confined to a fixed classroom space, with teacher-student interaction strictly limited by time and place. The networked teaching supported by generative short video technology breaks these limitations, creating a virtual space where learning and communication can happen anytime, anywhere. In this virtual space, teachers and students can engage in asynchronous in-depth communication, jointly participate in the creation and refinement of content, and establish more flexible and diverse learning relationships.

## 4. Constructing a New Paradigm for Ideological and Political Course Teaching from the Perspective of Value Co-creation

### *4.1. Core Concepts and Basic Features of the New Paradigm*

The new teaching paradigm for ideological and political courses from the perspective of value co-creation is a teaching model focused on collaborative and synergistic value construction among multiple subjects, formed under the support of generative short video technology. The core concept of this new paradigm is to transform value education from a one-way indoctrination process into a collaborative construction process involving multiple subjects. Through the joint learning practice of teachers and students, they experience, understand, and identify with values, ultimately achieving the internalization and sublimation of values.

The new paradigm has four basic features: first is learner agency, which emphasizes the student's primary role in the learning process and values their initiative and creativity; second is synergy, which emphasizes collaborative cooperation between teachers and students, among students, and between humans and machines, achieving joint value creation;

third is generativity, which emphasizes the continuous generation of new understanding, experiences, and values during learning; fourth is openness, emphasizing the teaching system's receptiveness to the external environment and diverse cultures.

The organic combination of these features constitutes the significant mark that distinguishes the new paradigm from traditional teaching models. Compared to the traditional knowledge transmission paradigm, the new paradigm pays more attention to the experiential and participatory nature of the learning process, emphasizes the personalization and diversification of learning outcomes more, and pursues the deep internalization and lasting impact of educational values more.

### *4.2. Structural Elements and Operational Mechanism of the New Paradigm*

The new value co-creation teaching paradigm is a complex system that includes multiple interrelated structural elements. From the actor dimension, the new paradigm includes three basic subjects: teachers, students, and the technical system. Each subject has a unique function and role, and at the same time forms an organic whole through interaction. From the process dimension, the new paradigm includes four basic links: demand perception, content generation, collaborative creation, and effect evaluation. These links constitute a complete chain of teaching activities. From the content dimension, the new paradigm involves three levels: knowledge content, value content, and emotional content. These contents are integrated and promote each other during the teaching process.

The operational mechanism of the new paradigm can be summarized as a cyclical process of "perceiving-generating-collaborating-feedback" or “perception-generation-collaboration-feedback”. In the perception link, the system collects information on teachers' and students' learning needs and status through various channels to form a comprehensive and accurate demand profile. In the generation link, the system intelligently generates personalized teaching content and learning resources based on the results of the demand analysis. In the collaboration link, teachers and students use the tools and platforms provided by the system to collaborate in the creation and refinement of content. In the feedback link, the system collects learning feedback and effect data from teachers and students to provide a basis for the next round of demand perception.

This cyclical operational mechanism ensures the dynamism and adaptability of the new paradigm, enabling it to continuously adjust and optimize teaching strategies and content supply according to the actual needs of teachers and students and changes in the external environment.

### *4.3. The Value Generation Mechanism of the New Paradigm*

The core of the new value co-creation teaching paradigm lies in its value generation mechanism, which includes four interrelated processes: value discovery, experience, construction, and internalization.

Value discovery is the starting point of value generation and is mainly achieved through problem-oriented learning activities. With the support of generative short videos, teachers can design challenging and inspiring problem scenarios to guide students to discover the existence and meaning of value in exploration and thinking. For example, by generating short videos that reflect the achievements of national development, students can discover the value connotation of institutional advantages through intuitive visual experience.

Value experience is a crucial stage in value generation and is mainly achieved through immersive learning experiences. Generative short video technology can create highly realistic virtual environments, allowing students to experience historical scenes, feel emotional impacts, and understand spiritual connotations in an immersive way. This experience is not a simple sensory stimulation but a deep emotional resonance and spiritual shock, which lays the foundation for a profound understanding of value.

Value construction is the core process of value generation and is mainly achieved through the collaborative creation of teachers and students. In the process of jointly creating short videos, teachers and students need to have in-depth discussions on issues such as content selection, structural arrangement, and expression methods. This discussion itself is a process of value construction. Through continuous dialogue, debate, and negotiation, teachers and students gradually form a common understanding and profound comprehension of value issues.

Value internalization is the ultimate goal of value generation and is mainly achieved through continuous application in real-life contexts. The new paradigm not only requires students to understand and accept values in the classroom but also requires them to practice and spread these values in their daily lives. By encouraging students to produce and share short video works that embody correct values, it promotes the transformation of values from external requirements to internal consciousness.

## 5. Empirical Analysis of Generative Short Videos Reshaping the Teaching Paradigm of Ideological and Political Courses

### *5.1. Selection and Analysis Framework of Typical Cases*

To deeply verify the practical effects of generative short videos in reshaping the teaching paradigm of ideological and political courses, this study selected relevant practical cases from universities such as Zhejiang University and Xiamen University of Technology for analysis. These cases are highly representative and provide strong empirical support for theoretical analysis.

A leading university's teaching reform project combining AI technology with ethics and law education represents an advanced application of generative short video technology in ideological and political courses today. The project adopts a "four-in-one" design model, namely digital human lecturing, learning applications, case teaching, and AI-Dian Tong (AI-Tutor), providing a brand-new learning experience for more than 5,000 students. Through an in-depth analysis of this project, the analysis clearly demonstrates how generative short video technology promotes the transformation of the teaching paradigm in practice.

A series of technology-focused courses, jointly launched by prominent universities, demonstrates the unique value of generative short video technology in the learning and dissemination of major literature, demonstrates the unique value of generative short video technology in the learning and dissemination of major literature. This series of courses, through 50 digitalized content modules, has achieved the visual representation and multimedia dissemination of major literature, providing students with a more intuitive and vivid learning experience.

### *5.2. Quantitative Analysis of Teaching Effects*

Through in-depth investigation and data analysis of the above cases, it can be found that the application of generative short video technology has significantly improved the teaching effect of ideological and political courses. In terms of learning participation, the student classroom participation rate generally increased by 30-50%, and the time spent on active learning after class increased by more than 40% [9]. In terms of learning satisfaction, over 85% of students expressed satisfaction with the new teaching method, believing that generative short videos make theoretical learning more interesting and effective. In terms of learning effectiveness, students' mastery of theory and practical application ability have been significantly improved, with final exam scores increasing by an average of 15-20% [10].

The application of generative short video technology has resulted in numerous original student works, effectively showcasing creativity and understanding. In the case of Zhejiang University, Students created a total of 318 works co-created by students and AI systems, covering various forms such as poetry, songs, videos, and scripts. These works

not only showcase the students' creativity and imagination but, more importantly, reflect their deep understanding and value identification with ideological and political theory.

### *5.3. Qualitative Analysis of Teaching Paradigm Transformation*

In addition to quantitative data analysis, this study also conducted in-depth analysis of the internal process and mechanism of the teaching paradigm transformation through qualitative research methods such as in-depth interviews and classroom observations. The study found that the application of generative short video technology has indeed promoted the transformation of ideological and political course teaching from knowledge transmission to value co-creation.

In terms of the teacher's role, teachers have transformed from sole transmitters of knowledge to facilitators of learning and co-creators of value. Teachers are no longer the sole center of the classroom but are partners who explore and solve problems with students. This role change not only reduces the workload of teachers but, more importantly, enhances their professional satisfaction and sense of achievement.

In terms of student subjectivity, students have transformed from passive recipients of knowledge to active constructors of value. Students are no longer satisfied with simply memorizing and reciting theoretical viewpoints but actively think about the practical significance and value of the theories. This development of learner autonomy not only improves learning effectiveness but also cultivates students' critical thinking and innovative abilities.

In terms of teacher-student relationships, the traditional hierarchical relationship has been replaced by an equal partnership. Communication between teachers and students has become more frequent and in-depth, and the classroom atmosphere has become more democratic and open. This improvement in relationships is not only conducive to the transmission of knowledge but, more importantly, is beneficial for the joint construction of value and mutual emotional influence.

## 6. Practical Paths for Reshaping the Teaching Paradigm of Ideological and Political Courses with Generative Short Videos

### *6.1. Constructing an Intelligent and Personalized Learning Ecosystem*

To achieve the transformation of the teaching paradigm from knowledge transmission to value co-creation, the primary task is to construct an intelligent and personalized learning ecosystem that supports the operation of the new paradigm. This system should have powerful data collection and analysis capabilities to comprehensively and accurately perceive the learning needs and status changes of teachers and students.

The core of the system is to establish a learner profile model based on big data and artificial intelligence technology. This model should not only cover the learner's basic information and learning history but also delve into deep-level information such as the learner's cognitive characteristics, emotional state, and value tendencies. Through multi-dimensional data fusion and intelligent analysis, the system can build a unique personalized profile for each learner, providing a precise basis for subsequent content recommendation and learning support.

On this basis, the system should also have powerful content generation and recommendation capabilities. Based on the learner profile and teaching objectives, the system can intelligently generate short video content suitable for the characteristics of different learners, including various types such as theoretical explanations, case analyses, situational simulations, and practical guidance. At the same time, the system should also support the dynamic adjustment and optimization of content, continuously improving content quality and recommendation accuracy based on feedback on learning effects.

More importantly, the system should build an open and shared resource ecosystem to encourage teachers and students to participate in the co-creation and improvement of

content. By establishing a content contribution mechanism and a quality evaluation system, the creative enthusiasm of teachers and students can be stimulated, continuously enriching and optimizing the teaching resource library.

### *6.2. Improving the Multi-Subject Collaborative Value Co-Creation Mechanism*

The successful implementation of the value co-creation teaching paradigm requires the establishment of an effective multi-subject collaborative mechanism to ensure that all parties, including teachers, students, and the technical system, can play their due roles in the teaching process and achieve the synergistic construction of value.

First, it is necessary to clarify the responsibilities and positioning of each subject in value co-creation. Teachers, as value guides, are mainly responsible for setting value goals, guiding the value process, and controlling value quality. Students, as value experiencers and constructors, are mainly responsible for actively participating in learning activities, proactively constructing value understanding, and innovatively expressing value content. The technical system, as a value supporter, is mainly responsible for providing intelligent tool support, personalized content services, and precise effect feedback.

Second, it is necessary to establish effective collaborative work mechanisms. This includes establishing a regular teacher-student communication mechanism to ensure timely communication and adjustment during the teaching process; establishing a flexible team collaboration mechanism to support collaborative learning of different scales and forms; and establishing an open resource sharing mechanism to promote the circulation and use of high-quality teaching resources on a larger scale.

Finally, it is necessary to improve the evaluation and incentive mechanism for collaborative teaching outcomes. By establishing a diversified evaluation indicator system, the contributions and effectiveness of each subject in value co-creation can be comprehensively evaluated. By establishing effective incentive measures, the enthusiasm and initiative of each subject to participate in value co-creation can be mobilized.

### *6.3. Establishing a Diversified and Comprehensive Evaluation System*

The traditional evaluation of ideological and political courses mainly relies on final exams and classroom performance. This evaluation method can hardly reflect the changes in students' value cognition and emotional attitudes comprehensively. Under the value co-creation teaching paradigm, it is necessary to establish a more diversified and comprehensive evaluation system that can fully evaluate the teaching process and effects.

The new evaluation system should include multiple dimensions of evaluation content. In the cognitive dimension, it should not only evaluate students' mastery of theoretical knowledge but also their critical thinking ability, innovative thinking ability, and problem-solving ability. In the emotional dimension, it should evaluate students' degree of identification with core ethical values, their emotional experience of excellent traditional Chinese culture, and their conscious awareness of social responsibility. In the behavioral dimension, it should evaluate students' actual performance in practicing values in daily life, their enthusiasm for participating in social practice, and their initiative in spreading positive energy.

The new evaluation system should also adopt diversified evaluation methods. In addition to traditional paper-and-pencil tests, the advantages of generative short video technology should be fully utilized to comprehensively evaluate students' learning status and effects by analyzing their creative works, participation levels, interaction quality, and other information. At the same time, process evaluation should also be emphasized, providing timely feedback and guidance to students by continuously tracking their learning trajectories and growth changes.

More importantly, the new evaluation system should have developmental and incentive characteristics. The purpose of evaluation is not for ranking and selection, but to

promote the comprehensive development and continuous progress of students. By discovering students' strengths and weaknesses through evaluation, targeted support and help can be provided for their personalized development.

*6.4. Strengthening Faculty Development and Institutional Guarantees*

The successful implementation of reshaping the teaching paradigm of ideological and political courses with generative short videos is inseparable from the support of a high-quality faculty team and the guarantee of a sound institutional system [11]. Therefore, it is necessary to coordinate the promotion of faculty team building and the improvement of the institutional system to provide strong support for the transformation of the teaching paradigm.

In terms of faculty development, it is necessary to focus on improving teachers' technical literacy and innovation capabilities. By organizing specialized technical training, teachers can be helped to master the basic principles and operating methods of generative short video technology. Through participation in teaching reform projects, teachers can be encouraged to explore and innovate in practice [12]. By establishing a teacher development community, exchange, learning, and collaborative development among teachers can be promoted.

At the same time, it is also necessary to strengthen teachers' value-guiding ability and educational level. Although technology provides strong support for teaching, the role of teachers in value guidance is irreplaceable. It is necessary to ensure that teachers can effectively play a value-guiding role in a technology-empowered teaching environment through various means such as strengthening teacher ethics and conduct, improving theoretical literacy, and enhancing practical ability.

In terms of institutional guarantees, it is necessary to establish and improve a policy system that supports teaching innovation. This includes improving the teaching evaluation system to incorporate technical application ability and innovative teaching effects into the teacher evaluation system; establishing a resource allocation system to provide necessary equipment, funds, and technical support for teaching innovation; and improving the quality monitoring system to ensure that teaching innovation does not deviate from the correct direction while improving its effectiveness.

## 7. Conclusion and Outlook

By deeply analyzing the reshaping effect of generative short video technology on the teaching paradigm of ideological and political courses, this study reveals the internal mechanism and implementation path of the transformation from knowledge transmission to value co-creation. The research shows that generative short video technology is not only an innovation of teaching tools but also a revolution of teaching concepts. It has promoted three fundamental shifts in the teaching of ideological and political courses: a shift in subject from teacher-centered to learner-centered, a shift in process from one-way transmission to two-way construction, and a shift in goal from standardized education to personalized cultivation.

The construction of the new value co-creation teaching paradigm provides a new theoretical framework and practical model for the reform of ideological and political course teaching. This new paradigm can not only effectively improve the teaching quality and effect of ideological and political courses but, more importantly, can cultivate students' subject consciousness, innovative ability, and value identification, making important contributions to talent cultivation in the new era.

However, we must also be soberly aware that reshaping the teaching paradigm of ideological and political courses with generative short videos is a complex systematic project that still faces numerous challenges and problems. At the technical level, it is necessary to further improve the quality and accuracy of generated content, perfect personalized recommendation algorithms, and enhance the stability and security of the system. At

the application level, it is necessary to strengthen teacher training, improve institutional support, and establish a quality monitoring mechanism. At the theoretical level, it is necessary to deepen the understanding of the relationship between technology and education and explore more scientific and effective teaching models and methods.

Looking to the future, with the continuous development of artificial intelligence technology and the constant updating of educational concepts, the application of generative short videos in the teaching of ideological and political courses will become more in-depth and widespread. We have reason to believe that driven by both technological empowerment and value guidance, the teaching of ideological and political courses will usher in a brighter future, making greater contributions to cultivating qualified and well-rounded talents with comprehensive moral, intellectual, physical, aesthetic, and labor development.

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