

Research on the Role Remolding of College Ideological and Political Teachers in the Artificial Intelligence Era

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ABSTRACT

In the artificial intelligence era, the role remolding of college ideological and political teachers is the inevitable choice to meet the development needs of the era for the intelligent transformation of education, cope with the urgent challenge of value guidance under the impact of technology, and strengthen the core mission of ideological and political education to foster morality and cultivate people. In the artificial intelligence era, college ideological and political teachers should shift from knowledge initiators to leaders of value and cultivators of critical thinking ability, from single classroom leaders to builders of the human-machine collaborative education model, and from experience-dependent teachers to data-driven education decision-makers, so that it can effectively promote the high-quality development of ideological and political education in the new era with the transformation of teachers' roles.

KEYWORDS

artificial intelligence era; colleges and universities; ideological and political teachers; role remolding

When the algorithm recommendation mechanism quietly infiltrates inside and outside the classroom, artificial intelligence technology has not been an innovation of educational tools, but deconstructed the traditional field of ideological and political education in colleges and universities in the way of cognitive reconstructing. The deep interaction between digital natives and intelligent systems has given rise to several difficulties in value guidance. On the one hand, the virtual teaching assistant system deconstructs the teachers' knowledge authority with all-weather response. On the other hand, the application of affective computing technology may make the education process fall into the digital myth. The paradox of technology intervention forces ideological and political teachers to rebuild the pedagogical logic within the tension between technological empowerment and humanistic stewardship. Teachers must not only use intelligent tools to break through the time and space thresholds of traditional teaching, but also adhere to the education core of value guidance in the fog of algorithms. The role transformation of ideological and political teachers is not a simple composition of skills, but a paradigm revolution involving the reconstruction of subject cognition, the rebuilding of teaching ethics and the reshaping of teacher-student relationship. Only through multi-dimensional role iteration, can it build the core platform for ideological security in the new education ecology of human-machine collaboration, and make ideological and political education become a beacon to illuminate the spiritual world of young people.

1 The Significance of Remolding the Role of College Ideological and Political Teachers in the Artificial Intelligence Era

1.1 Adapt to the Development Needs of the Era for the Intelligent Transformation of Education

At present, as artificial intelligence deeply reconstructs the education ecology, the role transformation of college ideological and political teachers has become an inevitable proposition in the tide of intelligence. When virtual reality classroom dispels physical boundaries and algorithm push rebuilds knowledge acquisition paths, the traditional model of "teaching authority" is facing dual challenges. At the technical level, the one-way instillation is difficult to match the instant interaction needs in the intelligent terminal. At the value level, homogenized teaching cannot cope with the difference of students' cognitive growth. This change forces teachers to make three transitions. First, teachers are transformed from the textually rigid "knowledge transfer station" to the "value leader" of dynamic construction, and use intelligent systems to capture the real-time data stream of confused ideas. Second, they are transformed from the "teaching practitioner" of standard processes to the "scene designer" of embodied interaction, and use the mixed reality technology to shift the Marxist principle to a perceptible practical situation. Moreover, teachers need to become the "wisdom center" of education ecology and build a balance point between technical rationality and humanistic temperature in human-machine collaboration^[1]. This role reshaping is not a simple tool adaptation, but a creative return of the essence of education in the digital civilization era, which can not only prevent technological alienation from dispelling the original intention of education, but also inject the gene of advancing with the times into ideological and

political education.

1.2 Address the Urgent Challenge of Guiding Values under the Impact of Technology

In the cognitive closed loop constructed by algorithm push and the virtual and real interweaving made by deepfake, ideological and political education in colleges and universities is facing the impact of the foundation of value consensus. When the immersive experience that eliminates the reality boundary in the metaverse space coerces youth cognition, the erosion of the humanistic value by technological instrumental rationality has evolved into a systemic risk. This requires ideological and political teachers to break through the traditional path of one-way value transmission, and build a dynamic interaction field between “technology and value”. In this field, by deconstructing the capital-driven control mechanisms underlying the algorithm bias, it cultivates students’ critical consciousness of digital survival. It uses mixed reality technology to reproduce the red cultural scene, and implant the anchor point of collective memory in the virtual space. Meanwhile, it designs simulation training of value choice for AI ethical dilemmas, such as exploring the game boundary between technology and humanity faced with the “electric vehicle problem” of autonomous driving. The essence of the role transformation is to shift from passive prevention of value dislocation to active construction of value generation mechanism. Teachers need to transform the core values of Chinese socialism into an action framework that can be embedded in the digital context, and make young people naturally form value judgment ability in technological practice, so as to build a strong ideological defense line in the new social form of human-computer symbiosis.

1.3 An Inevitable Choice to Strengthen the Core Mission of Ideological and Political Education for Fostering Morality and Cultivating People

The role transformation of ideological and political teachers in the artificial intelligence era is a strategic reconstruction to liberate the essence of education from the technical instrumental rationality. When knowledge acquisition is gradually taken over by algorithms, the value of teachers are highlighted on three dimensions that are difficult for machines to achieve. In the information cocoon formed by intelligent push, teachers need to become thinking breakers and activate students’ critical thinking through Socratic questioning. In the context of virtual social proliferation, teachers must become emotional connectors, use intelligent emotion recognition technology to capture students’ subtle psychological fluctuations, and transform value cultivation from extensive preaching to precise guidance. This role remolding also contains profound philosophical confrontation. When generative AI blurs the boundary of knowledge creation, teachers’ hands-on practice of academic ethics is the most vivid value coordinate. And when big data prediction influences individual choice, every dialogue in which teachers guide students to break through the shackles of algorithms is reshaping the anchor point of humanistic spirit in the technology era^[2]. This is not a simple innovation in educational means, but through the digital transformation of teachers, to build a dynamic balance between machine intelligence and human intelligence, so that the cold data flow always serves the warm value inheritance, and the fundamental mission of fostering morality and cultivating people to educate people gain new vitality in the tide of technology.

2 The Role Reshaping Direction of College Ideological and Political Teachers in the Artificial Intelligence Era

2.1 From Knowledge Initiators to Value Leaders and Cultivators of Critical Thinking Ability

Under the background of deep involvement of artificial intelligence in education ecology, the educational focus of college ideological and political teachers is undergoing structural shift. After the monopoly position of knowledge transmission is deconstructed by intelligent technology, teachers need to be transformed into calibrators of value coordinates and enablers of thinking transition. Although AI technology has built a “super channel” for students to acquire knowledge, the contradictions such as the information cocoon made by algorithms, the cognitive narrowing constrained by technology, and the hidden game of multiple thoughts are forming a new educational dilemma.

This transformation requires teachers to build a cultivation paradigm of “cognitive immune system”. The first is to reconstruct the classroom ecology through “inquiry chain” teaching. For example, it can organize interdisciplinary brainstorming workshops around cutting-edge issues such as “social trust crisis of deepfake technology” and “cultural identity under algorithm hegemony”, and use dilemmatic scenario reasoning and ethical sandbox deliberation and other tools to guide students to forge multidimensional prisms of value judgment in cognitive conflicts. The second is to create a “value stress-testing field” relying on intelligent technology and develop a virtual decision-making system with the dynamic feedback mechanism. Therefore, when students face technical problems or information overload in the metaverse scene, teachers can intervene in time through cognitive trajectory analysis, and reveal the ideological game

graph behind the digital landscape.

More critically, teachers need to be upgraded from “information broadcasters” to “cognitive architects”. They need to not only crack the cognitive echo chamber formed by algorithm recommendations, but also use digital narrative technology to concretely represent the core values of Chinese socialism into perceptive and interactive cognitive schemas. This role remolding requires teachers to have multiple abilities of philosophical speculation and digital quality, and to establish a “technology-humanities” dialogue mechanism, so that ideological and political education can jump from the knowledge plane to the value three-dimensional space, and ultimately cultivate new personnel with spiritual immunity in the digital age.

2.2 From a Single Classroom Leader to Human-machine Collaborative Education Model Builder

Under the new pattern that artificial intelligence is deeply embedded in the education field, college ideological and political teachers need to break through the traditional role of “teaching authority” and transform into systematic education architects with intelligent quality. This transformation should reshape the education paradigm in human-machine collaboration, and build a new education ecology of “intelligence guidance and humanity infiltration”.

In the classroom, teachers can realize the precise control of teaching through the dynamic perception ability of intelligent system. Using biometric identification technology to capture the cognitive load curve of students, when monitoring a decrease in group concentration to the threshold, the system automatically pushes contextualized cases to activate class participation. After completing standardized knowledge transfer with virtual teaching assistants, teachers can focus on organizing “cognitive conflict workshops” and guide students to engage in value speculation in an intelligent debate system^[3]. For example, when explaining the ethics of science, AI first presents the time axis of the development of gene editing technology, and then teachers guide students to conduct policy simulation debates in virtual halls in groups. Finally, affective computing technology is used to capture the fluctuations of students’ value orientation and design targeted follow-up teaching activities.

In the dimension of extracurricular education, teachers should build a full-chain education system of “digital portrait - precise intervention - practice strengthening”. Teachers can use the intelligent system to analyze the interaction traces of students in digital spaces such as knowledge communities and Internet forums, and generate three-dimensional portraits containing cognitive characteristics, emotional tendencies, and value blind areas, so as to plan mixed reality education projects. For example, it can develop a “red gene inheritance AI lab” to allow students to experience decision-making situations at important historical moments in virtual scenes, and the system can record the value judgment data in real time as the basis of teaching feedback. At the same time, it can establish a “human-machine relay” mechanism. When students are found to have extreme cognitive tendencies, the system will immediately start the manual intervention program.

At the level of ethical framework construction, teachers should assume dual responsibilities. They should not only become the “value gatekeeper” of technology application to ensure that intelligent recommendation content conforms to the core values of Chinese socialism through algorithm transparency review, but also act as the builder of the “humanistic firewall” to clearly stipulate that many key education scenarios involving ideal and belief shaping, major value judgment, etc., must retain manual intervention ports^[4]. Especially in dealing with students’ psychological crisis intervention, career development confusion and other areas that need emotional resonance, it is necessary to adhere to the teacher-led “warm transmission” principle to prevent educational alienation due to the algorithm misjudgment.

2.3 From Experience-dependent Teachers to Data-driven Education Decision-makers

Traditional ideological and political education has long relied on the experience accumulation and subjective judgment of teachers, while artificial intelligence technology is promoting the systematization and precision of educational decision-making. Teachers need to build a closed-loop decision-making system from data collection to dynamic feedback, which not only builds a three-dimensional observation system of classroom interaction tracks, network behavior thermal maps and psychological evaluation files, but also use intelligent algorithms to simulate the educational effectiveness of different teaching paths. For example, to design a “targeted correction” program for students with cognitive biases in values, teachers are required to use data tools, such as identifying implicit cognitive conflicts in student forum discussions through machine learning, and to be alert to the elimination of the essence of education by algorithmic hegemony^[5]. When the data dashboard shows a student’s online activity plummeting, teachers need to use qualitative research methods such as in-depth interviews and educational narratives to identify the chain reaction of family changes rather than simple learning burnout behind the cold data representation. This two-way ability of “data guidance” and “humanity decoding” requires teachers to not only anchor the educational temperature in the flood of information, but also dynamically transform abstract ideas into operable intervention nodes, thus transforming into humanistic guides traveling through the digital jungle.

3 Conclusion

The role transformation of college ideological and political teachers under the tide of artificial intelligence indicates the paradigm innovation in the collision between educational rationality and digital civilization. This transformation is the burst of value consciousness of teachers in the reconstruction of the education field. Teachers not only need to control the intelligent tools to reconstruct the space and time dimensions of knowledge transmission, but also need to penetrate the technical representation with philosophical speculation and guard the spiritual growth in the interweaving of algorithm push and thought infiltration. The role of teachers is transforming from traditional authoritative interpreters to organizers of intelligent symbionts. They resist technological alienation by constructing critical dialogue scenes, activate value speculation through cognitive conflict design, and finally cultivate new subjects with digital survival ability and humanistic reflection consciousness in the education ecology integrating virtuality and reality. This reshaping goes beyond the efficiency worship of instrumental rationality, returns ideological and political education to the essential pursuit of "awakening life consciousness", builds a spiritual anchor for digital natives to resist the flood of information, and opens up a new realm of moral cultivation and personnel training within the tension of technology empowerment and human concern.

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