

Construction and Application Practice of Digital Teaching Resources for College Ideological and Political Courses

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ABSTRACT

The construction of digital teaching resources for college ideological and political courses is a key factor in promoting the high-quality development of ideological and political courses. Based on the analysis of the important significance, principle adherence and paths of the construction of digital teaching resources for college ideological and political courses, this article puts forward its application practice, aiming to provide theoretical suggestions and practical guidance for promoting the co-construction and sharing of digital resources for college ideological and political courses.

KEYWORDS

Colleges and universities; Ideological and political courses; Digital teaching resources; Construction; Application

1 Introduction

The “Work Plan for Comprehensively Promoting the Construction of ‘Grand Ideological and Political Courses’ ” clearly states: “The Ministry of Education places ‘Grand Ideological and Political Courses’ in a prominent position in educational informatization” and “promotes the normalization and institutionalization of teaching resource construction”^[1]. Based on this, colleges and universities should take national policies as the guidance and strengthen the construction of digital teaching resources for ideological and political courses, which plays a crucial role in promoting their application and practice.

2 Important Significance of Constructing Digital Teaching Resources for College Ideological and Political Courses

2.1 Help to Break Through Geographical Limitations and Promote Educational Equity

The construction of digital teaching resources for college ideological and political courses is conducive to breaking through geographical restrictions, and promoting educational equity, thus forming a comprehensive digital teaching resource network for ideological and political courses. Specifically, the construction of digital teaching resources for ideological and political courses in colleges and universities features strong shareability. It can break the limitations of time and space in traditional classroom teaching, enabling students from different regions and universities to have access to high-quality ideological and political teaching content. This approach can not only optimize the allocation of ideological and political education resources, but also promote the realization of educational equity.

2.2 Help to Enrich Ideological and Political Resources and Strengthen Resource Supply

The construction of digital teaching resources for college ideological and political courses can greatly enrich the ideological and political resource library. These resources not only include professional theoretical knowledge, but also incorporate a large number of vivid content such as ideological and political cases, social hotspots and current political affairs. They further enrich and strengthen the supply of high-quality teaching resources for ideological and political courses in colleges and universities, and provide more diverse options for college teachers’ lesson preparation and students’ independent learning.

2.3 Help to Form a Synergy in Construction and Facilitate the Connection between Academic Stages

The construction of digital teaching resources for college ideological and political courses can break down the barriers between different academic stages and promote the integrated development of ideological and political courses in primary, secondary and higher education. Specifically, the construction of digital teaching resources for ideological and political courses in colleges and universities involves many factors such as ideological and political teachers and schools. It requires teachers from all academic stages, including primary, secondary and higher education, to form a synergy for the construction of digital resources for ideological and political courses through collective lesson preparation or collective teaching research and discussion activities. This method can not only promote learning and exchange among ideological and political teachers of different academic stages, but also ensure the organic connection of digital teaching resources for ideological and political courses at all academic stages^[2].

2.4 Help to Enhance Learning Interest and Improve Teaching Effectiveness

The construction of digital teaching resources for college ideological and political courses can greatly stimulate

students' interest in learning ideological and political courses with its openness and interactivity, and to a certain extent, improve the educational effect of ideological and political courses. The openness is reflected in the fact that the construction of digital teaching resources for ideological and political courses can provide students with rich and diverse learning resources, help them break through the limitations of learning only from ideological and political course textbooks, and broaden their learning horizons. The interactivity is reflected in that the construction of digital teaching resources for ideological and political courses through online interactive platforms and other means can enhance students' sense of participation and subjectivity in learning ideological and political courses, and help to effectively improve the teaching effect of ideological and political teachers.

3 Principle Adherence of Constructing Digital Teaching Resources for College Ideological and Political Courses

3.1 The Principle of Moral Education and Talent Cultivation

The principle of moral education and talent cultivation emphasizes that when building digital teaching resources for ideological and political courses, colleges and universities should always prioritize the cultivation of students' ideological and political qualities as well as positive moral character. They should screen or design elements such as excellent traditional Chinese culture, red culture or the great spirit of the founding of the Party, and effectively integrate them into the digital teaching resources for ideological and political courses, enabling students to imperceptibly absorb ideological influence and moral cultivation during the learning process.

3.2 The Principle of Gradual Progression

The principle of gradual progression emphasizes that when constructing digital teaching resources for ideological and political courses, colleges and universities should follow the laws of students' cognitive development and construct and arrange digital teaching resources for ideological and political courses in accordance with a teaching sequence that progresses from shallowness to depth and from ease to difficulty. It can enable students to better understand and master the teaching content of ideological and political courses in the process of gradually deepening learning, and then prevent problems such as dampening the enthusiasm for learning ideological and political courses caused by overly complex or disorganized content, thereby ensuring that students can gradually absorb and internalize the knowledge during the learning process^[3].

3.3 The Principle of Scientificity and Systematicness

The principle of scientificity and systematicness emphasizes that the construction of digital teaching resources for college ideological and political courses should be carried out with scientific methods and systematic thinking. On the basis of covering all the teaching knowledge points of ideological and political courses, it is necessary to conduct scientific classification and organization in accordance with the knowledge system and internal logic of the ideological and political discipline to ensure the accuracy and clarity of the digital teaching resources of ideological and political courses, thereby avoiding logical confusion or knowledge-based errors, and enabling students to obtain a systematic and coherent learning experience.

4 Paths for the Construction of Digital Teaching Resources for College Ideological and Political Courses

4.1 Multi-dimensional Collaboration to Strengthen In-depth Cooperation among Colleges and Universities

The construction of digital teaching resources for college ideological and political courses requires joint cooperation to break down the barriers among colleges and universities, so as to expand the "cooperation radius" among them and provide assistance for the construction of digital teaching resources for ideological and political courses.

Colleges and universities can actively introduce external forces and focus on strengthening exchanges and cooperation in the construction of digital teaching resources for ideological and political courses among colleges and universities by building shared platforms or establishing inter-university alliances, in order to build a "brain" for the cooperation and interconnection^[4]. To build a shared platform, high-quality ideological and political teaching resources from various universities can be integrated. These resources should be classified, summarized and sorted out, with a focus on covering three-level resources, including basic popularization, ability improvement and innovation expansion, to form a comprehensive and systematic resource system. Regarding the approach of establishing inter-university alliances, on the one hand, major universities can set up cross-university project teams to jointly develop ideological and political courses, fully integrate ideological and political teaching resources, adhere to the principle of equal emphasis on "blood transfusion" and "hematopoiesis", and focus on taking current social hotspots and major historical events as breakthroughs for the development of ideological and political courses, promoting the construction of digital teaching resources for college ideological and political courses^[5]. On the other hand, colleges and universities can regularly hold inter-university seminars on the construction of digital teaching resources for ideological and political courses to jointly discuss the problems encountered in the process of resource construction and their solutions, and share their successful

experiences and innovative practices in the construction of digital teaching resources for ideological and political courses. For instance, Zhejiang University and the joint teaching team of Cheng Li from Xinjiang Institute of Technology, relying on the Zhihuishu platform, have jointly refined the digital teaching resources for core courses such as “Introduction to the Basic Principles of Marxism”. Particularly in the teaching of the topic “The Basic Contradictions of Capitalism and Economic Crisis”, both sides have shared typical cases, virtual simulation demonstration courseware and other resources, unleashing the huge potential of resource sharing and inter-university cooperation.

4.2 Targeted Training to Give Full Play to the Educational Synergy of the Ideological and Political Teaching Team

The construction of digital teaching resources for college ideological and political courses still requires targeted training to leverage the educational synergy of the ideological and political teaching team to empower its development.

The first is the training for on-campus teachers specializing in ideological and political education. Colleges and universities need to design personalized training content in light of the actual demands for the construction of digital teaching resources for ideological and political courses at present. The training content should mainly cover the operational skills and innovative application methods of digital teaching resources, such as how to skillfully use virtual simulation technology to vividly present abstract concepts in ideological and political courses. On this basis, it can encourage teachers to participate in the creation and development of digital teaching resources for ideological and political courses, and enhance their digital literacy and teaching innovation capabilities by tracking the latest progress of digital technology and learning the latest digital teaching theories^[6]. For instance, centering on the “Digital Education Courtyard” as the practical premise, Beijing Normal University systematically enhances teachers’ literacy and educational teaching capabilities. During the theoretical foundation stage, the university has launched the “Teacher Digital Literacy Enhancement Workshop” to strengthen teachers’ concept of “technology serving content”, and to prevent them from falling into the trap of emphasizing form over connotation in digital teaching resource development. In the project practice, the teaching team has developed a multi-disciplinary digital course resource package, providing practical experience for the construction of their digital teaching resources.

The second is the training for managers responsible for the construction of digital resources. First of all, colleges and universities need to enhance the understanding of relevant managers regarding digital resources to make them recognize the necessity of building digital teaching resources. On this basis, in accordance with the management norms and procedures of digital resources, they should focus on designing training contents such as the review standards for digital teaching resources of ideological and political courses and resource archiving, to ensure that relevant managers can proficiently master and strictly implement them, thereby guaranteeing the quality and safety management of digital teaching resources for ideological and political courses^[7]. At the same time, it is also necessary to enhance the understanding and application abilities of relevant managers regarding digital technology to enable them to keep up with the development trends of technology, thus providing strong technical support and guarantee for the construction of digital teaching resources for college ideological and political courses. In addition, it is necessary to cultivate the teamwork and communication skills of managers, so that they can effectively collaborate with teachers and other subjects during the construction of digital teaching resources to jointly promote the smooth progress of the construction of digital teaching resources for college ideological and political courses.

4.3 Innovative Mechanisms to Improve the Guarantee System for the Resource Construction

In order to strengthen the construction of digital teaching resources for college ideological and political courses, it is also necessary to improve its guarantee system, so as to provide a strong support for the continuous construction and application of digital teaching resources for ideological and political courses.

Firstly, it is necessary to establish an incentive mechanism for the construction of digital resources for ideological and political courses. Colleges and universities can focus on setting up special funds for the construction of digital teaching resources for ideological and political courses or selecting outstanding projects for the construction of digital teaching resources for ideological and political courses, to give corresponding rewards and commendations to teachers or relevant managers who have performed outstandingly in the construction of digital teaching resources for college ideological and political courses to stimulate their enthusiasm for participating in the construction of digital teaching resources for college ideological and political courses, thereby continuously improve the quality of digital teaching resource construction for college ideological and political courses. For instance, Northeast Agricultural University has included the construction, use and management of digital textbooks in its annual budget, and set up a funding award ranging from 30 000 to 100 000 yuan to encourage teachers to actively engage in the compilation and update of digital textbooks, laying a solid foundation for the improvement of ideological and political course teaching quality in colleges and universities.

Secondly, it is necessary to establish a technical guarantee mechanism for the construction of digital resources for ideological and political courses. Colleges and universities can fully mobilize teachers specializing in artificial intelligence and related fields to participate in the construction of digital teaching resources for ideological and political courses, utilize their professional technical knowledge to provide technical support and guidance for the construction of digital

teaching resources for ideological and political courses, and encourage them to regularly maintain and update digital teaching resources for ideological and political courses, thus ensuring the smooth progress and sustainable development of digital teaching resources for college ideological and political courses. For instance, Xiangtan University has established a dedicated technical team for the virtual simulation resource library of the "Four Histories" to continuously expand and optimize the resources. This has effectively addressed the issues of prioritizing development over maintenance in the construction of digital teaching resources, and laid a solid foundation for the smooth development of ideological and political practical teaching in the future.

5 Application Practice of the Construction of Digital Teaching Resources for College Ideological and Political Courses

The application practice of the digital teaching resource construction for college ideological and political courses is specifically reflected in the following aspects.

Firstly, teachers can carry out practical teaching using digital teaching resources for ideological and political courses. On the one hand, teachers can utilize technologies such as VR to enable students to deepen their understanding of theoretical knowledge in ideological and political courses through intelligent interaction and immersive experiences, thereby enhancing students' practical and innovative abilities. On the other hand, teachers can utilize digital teaching resources of ideological and political courses to guide students to extend their ideological and political learning from the campus to the broader social context. For instance, Weifang University, based on local resources, has developed a digital ideological and political map, and focused on integrating the digital resources of multiple practical bases such as the Weifang Museum and the Memorial Hall of Martyr Wang Jinmei, to carry out practical teaching and enhance students' sense of identity and pride in local culture.

Secondly, students can carry out personalized learning through digital teaching resources for ideological and political courses. Teachers can utilize big data analysis and other technologies to analyze factors such as students' ideological and political learning abilities and interest preferences to provide personalized digital teaching resources for students, thus meeting the ideological and political learning needs of different students. For students with strong learning abilities, some in-depth research academic papers and special lectures can be recommended. For instance, the School of Marxism of Sanda University has focused on taking the domestic DeepSeek large model as the core to build an AI digital full-chain course platform for "independent learning of ideological and political courses", and relied on AI technology to tailor learning plans for students and form a differentiated resource recommendation mechanism.

6 Conclusion

The construction of digital teaching resources for college ideological and political courses is one of the important measures to improve the teaching quality of ideological and political courses in colleges and universities. Through an in-depth analysis of the construction and application practice of digital teaching resources for college ideological and political courses, this paper can provide new ideas and methods for the teaching reform of ideological and political courses in colleges and universities.

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