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Research on the Digital-Intelligent Construction Path of AI-Empowered Ideological and Political Education in New Business Courses in the Context of Regional Education Integration

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Abstract: Ideological and political education embedded in curricula constitutes a strategic measure for implementing the fundamental task of higher education, namely fostering virtue and nurturing talent. The deepening process of regional education integration, combined with the ongoing digital-intelligent transformation of the economics and management disciplines, has imposed new and higher demands on the construction of ideological and political education within curricula. Against this backdrop, this paper takes the construction of ideological and political education in economics-and-management courses in colleges and universities, together with the practice of regional educational collaboration, as its research context. It systematically analyzes the specific difficulties encountered in the construction of ideological and political education in economics and management courses, and identifies the underlying causes of these difficulties at multiple levels. Drawing upon the concept of regional collaborative development in higher education, it further constructs a digital-intelligent construction path for AI-empowered ideological and political education in economics and management courses. The study reveals that ideological and political education in economics and management courses currently faces three core difficulties: first, the depth of integration between ideological and political elements and professional knowledge remains insufficient; second, the supply of teaching fails to correspond effectively with the demand of students; and third, evaluation and feedback mechanisms lag behind and remain coarse. In addition, collaborative difficulties arise from the absence of an effective mechanism for the co-construction and sharing of regional ideological and political resources. The root causes of these problems lie in the cumulative constraints formed at the levels of educational philosophy, governance mechanisms, and technological application, which constrain the advancement of curriculum ideological and political education from multiple directions at the same time. On this basis, the paper puts forward a four-dimensional construction path covering resources, teaching, evaluation, and institutions, and further proposes a three-in-one safeguard mechanism that integrates incentives, collaboration, and monitoring so as to guarantee the effective implementation of the path. The research not only identifies the key bottlenecks currently restricting the construction of ideological and political education in economics and management courses, but also provides a concrete and operable scheme for coupling artificial intelligence with value education at the regional level. The findings and proposals can provide a valuable reference for regional colleges and universities in advancing the digital-intelligent construction of curriculum ideological and political education.

Keywords: Curriculum Ideological and Political Education, Regional Education Integration, AI Empowerment, Economics and Management, Digital-intelligent Construction.

1. Introduction

Fostering virtue and nurturing talent is the core task of higher education reform in the new era. The National Conference on Ideological and Political Work in Colleges and Universities explicitly proposed that all types of courses should move in the same direction and in step with the ideological and political theory courses, thereby integrating value education throughout the entire process of talent cultivation and ensuring that the goal of value guidance runs through every teaching link. Building upon this orientation, the Guiding Outline for the Construction of Ideological and Political Education in Courses of Institutions of Higher Education issued by the Ministry of Education elevates curriculum ideological and political education to the status of a strategic lever for talent cultivation, and explicitly establishes the three-in-one construction requirement of value shaping, knowledge transmission, and ability cultivation. Meanwhile, along with the deepening construction of the new humanities, the digital transformation of business disciplines and the continuous advancement of interdisciplinary integration have both been proceeding apace, and the economics and management disciplines have come to shoulder the mission of cultivating compound business talents for the digital economy. The Action Plan for "Artificial Intelligence + Education" provides policy support for the digital transformation of curriculum ideological and political education, while the construction of higher education integration in regions such as Chengdu-Chongqing and Beijing-Tianjin-Hebei has also created favorable conditions for regional collaboration in the reform of curriculum ideological and political education, thereby offering a new window of opportunity for improving the quality of value education.

However, the implementation of these policies still faces practical obstacles in reality. Administrative barriers make it difficult to coordinate regional courses, practice bases, and teaching staff as a whole, while ideological and political resources tend to be built in a duplicated manner and with

uneven quality across different institutions, so that the expected scale and synergistic effects of regional construction cannot be fully realized. In the actual teaching process, there remain such problems as the "two separate skins" of ideological and political education and professional education[1], the separation between business ability training and value judgment, and the lagging of the means used to evaluate the effectiveness of value education, all of which directly weaken the practical effect of educating people through courses. In the face of these difficulties, the development of artificial intelligence provides a powerful new tool: intelligent technologies are capable of precisely matching ideological and political elements with professional knowledge points, dynamically intervening in the process of students' value cognition, and objectively presenting the results of value education, thereby creating new possibilities for solving the above problems. Existing research, however, mostly focuses on classroom-level reform within a single university and generally lacks a systematic discussion of both the opportunities brought by regional collaboration and the way in which artificial intelligence can empower curriculum ideological and political education, thus failing to provide a sufficiently comprehensive theoretical and practical guide. Accordingly, based on the scenario of regional higher education integration, this paper constructs a digital-intelligent teaching path for AI-empowered ideological and political education in economics and management courses. It aims to solve the difficulties besetting the construction of ideological and political education in regional economics and management courses, to tap the application potential of artificial intelligence technology at the level of value shaping, and thereby to provide feasible ideas for promoting the improvement of the quality of regional economics and management talent cultivation.

2. Literature Review

2.1. Studies on Curriculum Ideological and Political Education

At present, the academic community has formed relatively abundant research results around curriculum ideological and political education, with the main body of these results concentrating on three dimensions: the definition of its connotation, the practical paths for its implementation, and the reform of its teaching methods. At the level of connotation, scholars have reached a unified consensus, clarifying that curriculum ideological and political education is essentially an educational concept of implicit value education embedded within professional courses, and that its core task is to realize the deep and organic integration of value guidance with professional education[2,3]. This consensus provides a clear conceptual foundation for the subsequent exploration of implementation paths. At the level of practical paths, scholars mostly conduct their research around a single course and within in-school teaching scenarios, addressing issues such as teaching design, the mining of ideological and political elements, and the incorporation of these elements into the classroom. Through such efforts, they have constructed a basic teaching framework that covers the development, implementation, and evaluation of curriculum ideological and political education, thereby providing a foundational reference for the concrete implementation of ideological and political education in economics and management courses[4].

Nevertheless, the existing studies still exhibit obvious shortcomings. A majority of them emphasize the interpretation of concepts while underestimating the construction of operable practical systems; many explore in relative isolation a single dimension among knowledge transmission, ability cultivation, and value guidance, and consequently lack a coherent and systematic model of value education that runs through the whole process of teaching and learning. As a result, these studies generally find it difficult to resolve the real problems of the "two separate skins" of professional education and ideological and political education and of the fragmentation of value education. Moreover, the research scenarios are for the most part confined to the classroom of a single university, and thus fail to adopt a cross-regional and collaborative perspective on value education, which is precisely what is needed to address the challenges of coordination and resource sharing across institutions. These gaps indicate that the existing body of knowledge is not yet sufficient to support the design of a systematic and regionally collaborative model of ideological and political education, and that a more integrated and operable framework must be developed through further research.

2.2. Studies on AI-Empowered Education

The integration of artificial intelligence with education has become a research hotspot in the field of higher education reform in recent years, and the academic community has carried out rich and varied discussions from two complementary perspectives: the transformation of the macro-level educational form and the application of intelligent technologies in micro-level teaching practice. At the micro-teaching level, scholars have relied upon technologies such as knowledge graphs and learning situation analysis to explore the application paths of intelligent technology in the precise matching, dynamic intervention, and effect evaluation of ideological and political teaching, thereby empirically verifying the feasibility of AI-empowered precise ideological and political education[5]. At the macro level, research has confirmed that generative artificial intelligence reshapes the higher education ecosystem from multiple dimensions, including teaching scenarios, educational processes, and thinking paradigms, while at the same time pointing out that technological empowerment is accompanied by a series of risks and problems, such as the alienation of technological rationality, the absence of value guidance, and data security concerns[6], which, taken together, must be carefully guarded against in any concrete application so that technology serves rather than undermines the goal of value education.

However, the existing studies suffer from the problem of insufficient scenario adaptability. Most of the research focuses either on general ideological and political courses or on the macro-level field of higher education, whereas there is comparatively little research that is specifically directed at the digital-intelligent ideological and political education of economics and management professional courses. An AI-empowered curriculum ideological and political education system that both fits the digital transformation of business disciplines and meets the practical needs of business talent cultivation has not yet been formed. As a consequence, it remains difficult to effectively solve the core pain points that are repeatedly encountered in ideological and political education in economics and management courses, namely the difficulty of integration, the difficulty of evaluation, and the difficulty of running value education through the whole

teaching process. This scenario gap points directly to the necessity of building a dedicated AI-empowered system adapted to the characteristics of business disciplines.

2.3. Studies on Regional Education Integration

The academic community has carried out a large number of studies on the integration of higher education in such regions as Beijing-Tianjin-Hebei, the Yangtze River Delta, and Chengdu-Chongqing. These studies clarify that the core obstacles to regional integration lie in the compartmentalized administrative system, the absence of effective collaborative institutions, and the imbalance of interest-sharing mechanisms among the participating subjects, all of which are institutional factors that need to be overcome through governance innovation. Existing research mostly focuses on such dimensions as regional disciplinary construction, industry-education integration, resource allocation, and the sharing of teaching staff, and has explored the governance models and institutional innovation paths through which regional educational collaboration can be realized, thereby providing practical references for the high-quality development of regional higher education[7].

Nevertheless, the related studies leave a distinct research gap at the dimension of value education. The existing results focus primarily on the coordination of hardware elements in professional construction and talent cultivation, such as disciplinary layout and resource allocation, but rarely pay attention to curriculum ideological and political education, which is precisely the core field of value education. Moreover, they have not carried out systematic research on the concrete problems that hinder value education at the regional level, including the fragmentation of ideological and political course resources, duplicated construction, uneven quality, and the absence of collaborative education mechanisms. As a result, the existing literature is hardly able to support the collaborative and quality-improving development of economics and management value education across the region, and a systematic inquiry into the coupling of regional collaboration with value education is still lacking.

In summary, based on the background of regional education integration and combined with the distinctive advantages of AI digital-intelligent empowerment, this paper constructs a three-stage coherent education framework and a regional collaborative construction path for ideological and political education in economics and management courses.

3. Current Situation and Bottlenecks in the Construction of Ideological and Political Education in Economics and Management Courses under Regional Education Integration

3.1. Current Situation

3.1.1. At the Institutional Level

A regional overall-coordination mechanism has been preliminarily established. In recent years, with the deepening advancement of the regional higher education integration strategy, the overall coordination of ideological and political education construction in various localities has been significantly strengthened. Local education authorities have successively issued guiding documents on the construction of curriculum ideological and political education, incorporated this work into regional higher education development planning and into the quality evaluation system of talent cultivation, and thereby provided policy guidance and directional leadership for the construction of curriculum ideological and political education in universities within the region. Some regions, relying on platforms such as university alliances and educational collaboration consortia, have organized ideological and political education alliances and economics-and-management teaching communities, thereby promoting the formation of normalized communication channels among regional universities. At the same time, inter-institutional collaborative teaching and research systems have been gradually implemented, and such mechanisms as cross-school collective lesson preparation, joint teaching and research, and teacher visits have been successively established, which have accumulated considerable experience and provide preliminary institutional carriers for regional collaboration in curriculum ideological and political education, and also lay a foundation for deeper and broader cooperation in the future.

3.1.2. At the Teaching Level

The classroom practice of ideological and political education in economics and management courses continues to advance steadily. Universities, based on the distinctive characteristics of the economics and management disciplines, deeply mine ideological and political elements such as entrepreneurship, social responsibility, green development, common prosperity, and business ethics, and organically integrate value guidance into the teaching of professional courses. As a result, a number of demonstration courses and demonstration classrooms for curriculum ideological and political education have emerged successively, and these have gradually become exemplary teaching models that can be referenced and promoted within the region, providing concrete and replicable examples for other institutions to follow.

3.1.3. At the Resource Level

Regional co-construction and sharing resources have initially taken shape. In terms of resource construction, regional universities have carried out various forms of co-construction and sharing practices around ideological and political education in economics and management courses, and have initially formed curriculum ideological and political education resources of diverse types, including case libraries, teaching courseware, and open courses. Activities such as cross-school collective lesson preparation, teaching competitions, and observation and discussion are carried out on a normalized basis, which has effectively promoted the flow and sharing of high-quality resources among universities in the region and accumulated preliminary experience for resource coordination.

3.2. Real Difficulties

3.2.1. Insufficient Top-Level Collaborative Design at the Regional Level

Although the regional coordination mechanism has been preliminarily established, the depth and breadth of top-level collaborative design are still clearly insufficient. On the one hand, universities in the region each build ideological and political education in their own curricula independently, without unified overall planning and layout; construction priorities, resource investment, and the pace of advancement are mostly decided by each university on its own, so that the overall regional construction remains in a fragmented state and the strength of individual institutions cannot be

effectively integrated. On the other hand, the construction standards and the pace of advancement differ greatly between universities at different levels and of different types. In particular, there is a lack of unified standard connection and gradient coordination between key universities and ordinary colleges, and between research universities and application-oriented universities, which results in an evidently uneven level of construction across the region and makes it difficult to achieve balanced and coordinated development.

3.2.2. Low Degree of Regional Co-Construction and Sharing of Ideological and Political Education Resources in Economics and Management Courses

Resource co-construction and sharing constitute key links in the construction of regional curriculum ideological and political education, yet there are still obvious shortcomings in this respect. First, there are obvious inter-institutional barriers to high-quality ideological and political cases and teaching materials; each university develops and manages its own resources in a closed manner, and the supply of economics-and-management-featured regional cases is insufficient, which makes it difficult to meet the needs of economics and management talent cultivation for localized and industry-oriented ideological and political materials. Second, the resources are fragmented; since there is a lack of a regionally unified platform for ideological and political education resources in economics and management courses, resources are scattered across different universities and platforms, lacking systematic integration and unified standards, which leads to low retrieval and utilization efficiency and to the prominent problem of duplicated construction. Third, the radiation and driving role of high-quality demonstration courses is weak; demonstration results mostly remain for internal use within the university that produced them, so that good experiences and good practices are difficult to replicate and promote across schools, and the scale effect and synergistic effect of resource construction have not been fully released. Taken together, these problems indicate that the mechanism of regional resource coordination has not yet been genuinely formed.

3.2.3. Low Level of Digital-Intelligent Teaching in Economics and Management Courses

Against the background of the rapid development of AI-empowered education, the digital-intelligent teaching level of ideological and political education in economics and management courses is still in its infancy. On the one hand, most universities still rely mainly on traditional classroom lectures for ideological and political education teaching, and the application of digital-intelligent tools such as artificial intelligence, big data, and knowledge graphs remains at a shallow level; intelligent technology has not been effectively integrated into the mining, presentation, and interaction links of ideological and political elements, and the forms of teaching remain relatively monotonous. On the other hand, the digital-intelligent teaching capabilities of teachers are uneven; some economics and management teachers lack the ability to organically combine AI tools with value education, and therefore are unable to realize the precise supply of ideological and political elements and personalized teaching by means of digital-intelligent methods. Consequently, the supporting role of digital-intelligentization in improving the quality of curriculum ideological and political education teaching has not been fully exerted, and its potential in enhancing the effect of value education remains to be tapped. This means that, at present, the level of intelligent empowerment still falls short of what the digital transformation of business disciplines requires, and a significant capacity gap needs to be closed.

3.2.4. Imperfect Evaluation and Assessment Mechanism for Curriculum Ideological and Political Education

Evaluation and assessment constitute key links for testing the results of construction and for guiding the direction of construction, yet the current mechanism is still far from sound. First, the evaluation emphasizes the results achieved by a single university and lacks evaluation indicators that reflect regional collaborative education; there is a lack of measurement standards for the collaborative contributions of universities in resource sharing and cross-school co-construction, which makes it difficult to guide the overall regional collaborative construction. Second, the evaluation emphasizes results over process, lacking assessment and incentives for procedural and collaborative behaviors such as cross-school co-construction and resource sharing, so that teachers and universities have insufficient enthusiasm for participating in regional collaborative construction. Third, the educational effect of the value literacy of economics and management students is difficult to evaluate quantitatively; because value shaping is implicit and long-term in nature, the existing evaluation mostly relies on subjective judgment and final examinations, lacking whole-process and multi-dimensional quantitative observation means, and is therefore unable to objectively reflect the actual educational effect of curriculum ideological and political education. These deficiencies together weaken the guiding and supervisory function of evaluation in the construction of curriculum ideological and political education, and make it impossible to form an effective closed loop from teaching implementation to outcome feedback, which in turn restricts the continuous improvement of the quality of value education.

4. Path Construction of the Digital-Intelligent Construction of AI-Empowered Ideological and Political Education in Economics and Management Courses

4.1. Resource Construction Path

The first path is to co-construct a regional digital-intelligent curriculum ideological and political education resource pool. Economics and management ideological and political materials currently suffer from problems such as lagging updates, low matching with knowledge points, and homogenization, and the decentralized construction of these materials brings about low-level duplication of resources. There is therefore a clear need to promote co-construction and sharing on a regional basis. To begin with, it is necessary to build a modular regional professional ideological and political resource system. This requires sorting out the knowledge context around the core economics and management courses, mining the ideological and political connotations contained in themes such as business ethics and common prosperity, and establishing a clear correspondence between knowledge points and value themes; at the same time, materials such as industry cases, regional economic developments, and current affairs policies should be integrated and archived by classification according to their difficulty and the teaching scenarios in which they are used. By relying on regional university alliances to build a shared

resource library, and by incorporating local cases such as those relating to the dual-city economic circle and rural revitalization, it becomes possible to realize the one-time development and multi-party reuse of materials, thereby improving the efficiency of resource utilization as a whole and ensuring that high-quality ideological and political materials can be shared widely across the region.

In addition, it is necessary to use generative AI to complete the dynamic update and intelligent annotation of materials. Through the crawling of policy and industry hotspots and the automatic matching of these with course knowledge points, AI can generate classroom cases in a timely manner, thus alleviating the problem of the lagging update of materials; by means of knowledge graphs, it can carry out structured dual-dimensional annotation of professional knowledge points, ideological and political value points, and training scenarios, labeling the materials with tags of cognitive difficulty and educational goals, and thereby building a structured database that can support the layered push of content on the basis of learning situation portraits. Furthermore, it is necessary to rely on regional informatization platforms to open up the cross-school circulation of resources. On the basis of regional higher education platforms, an economics-and-management ideological and political sub-platform should be built to realize cross-school course selection and course co-construction; meanwhile, cross-regional practice bases should be jointly built with red venues, economics and management functional departments, and industrial parks, so as to break down the administrative barriers to the sharing of practice bases. At the same time, incentives for resource co-construction should be implemented, incorporating the resource development and sharing behaviors of universities and teachers into performance assessment and professional title evaluation, and setting up teaching reform projects to provide financial support, so as to mobilize the enthusiasm of the participating subjects and ensure the sustained development of resource construction.

4.2. Teaching Design Path

Before class, the key task is to carry out learning situation diagnosis and to hierarchically anchor the ideological and political goals. Through the smart platform, preview tasks and ideological and political cognition surveys are pushed to students; AI then integrates the collected data to generate both class-level and individual learning situation portraits, identifies knowledge blind spots and value cognitive deviations, and teachers accordingly set gradient teaching goals, so as to avoid indoctrination-style teaching and to make the teaching more targeted and precise, so that the ideological and political goals of the course are anchored in a way that matches the actual state of each class and each student.

In class, the emphasis is placed on relying upon situation generation and real-time interaction to carry out value correction. After teaching the professional content, the teacher raises ideological and political topics and, by using online interaction tools to collect students' views, identifies common cognitive misunderstandings and carries out positive guidance in combination with local cases. At the same time, AI generates business scenarios that embody value conflicts and simulates dialogue and discrimination among multiple subjects, so that students are able to complete the internalization of values in the course of business decision-making training rather than merely receiving abstract value statements.

After class, the aim is to implement layered expansion and personalized guidance. AI pushes differentiated learning tasks in layers according to the learning situations of students; the basic layer focuses on case reading, while the advanced layer carries out comprehensive tasks such as industry research and policy analysis. At the same time, the system analyzes students' homework, feeds back the common problems of the class to teachers, and outputs personalized comments to individual students, thereby guiding students to analyze economic hotspots from an ideological and political perspective and to deepen their value understanding through practice, so that the value education of the course is extended from the classroom to a wider practical space.

4.3. Evaluation and Feedback Path

The third path is to establish a whole-process, data-driven evaluation of value growth. Evaluation should balance both the testing of effectiveness and the optimization of teaching, and should realize the transformation from the single-point assessment of final examinations to the whole-process comprehensive evaluation. To this end, preview quality, classroom views, after-class expansion, and practice reports should all be brought into the scope of observation; AI aggregates multi-source data to establish student value growth archives, thereby changing the assessment model that relies only on test papers and course papers and making the evaluation of value education more continuous and objective.

First, a hierarchical and multi-dimensional evaluation standard should be constructed, setting indicators around professional ability, professional ethics, family-country sentiment, and sense of social responsibility, and focusing on examining the value positions that students adopt when analyzing economic and enterprise problems, with the evaluation standards varying from person to person according to individual circumstances. At the same time, a two-way closed-loop feedback should be built, pushing personalized growth reports to students and class-level education analysis reports to teachers, so as to provide a basis for the iteration of resources and teaching design; at the regional level, evaluation standards should be unified, and the mutual recognition and sharing of inter-institutional evaluation data should be explored, so as to support the comparison and improvement of educational quality across schools and to form an overall picture of the effect of value education in the whole region.

Second, a multi-subject monitoring and evaluation mechanism should be established, incorporating intelligent curriculum ideological and political education into the routine inspection of teaching supervision, so as to control the reasonableness of value orientation and of the use of AI tools. By synthesizing the multiple results obtained from supervision evaluation, teachers' self-reflection, and students' sense of gain feedback, quality analysis reports are regularly formed, teaching resources and management institutions are dynamically updated, and the closed loop from teaching implementation to effect evaluation to iterative improvement is thus realized, ensuring the continuous optimization of the whole system.

4.4. Institutional Collaboration Path

The fourth path is to leverage digital-intelligentization to promote the construction of regional curriculum ideological and political education institutions, breaking down administrative barriers through institutional innovation so as

to ensure that the results of digital-intelligent construction are implemented across schools. To this end, regional course mutual recognition and credit conversion institutions should be established, enhancing the transparency of credit mutual recognition on the basis of learning outcomes and supporting cross-school course selection, so that students can benefit more broadly from the resources of the whole region.

First, a regional mechanism for teacher mutual employment and joint teaching and research should be built: a business teacher database should be established, cross-school mutual employment should be promoted, and a cross-disciplinary teaching and research community composed of professional course teachers, ideological and political course teachers, and technical personnel should be formed, so that online virtual teaching and research can be carried out to make up for teachers' ability shortcomings and to reduce the cost of single-university development. Second, an incentive-compatible benefit-sharing mechanism should be constructed, with the government, universities, and enterprises collaborating from multiple sides: a contribution accounting and compensation mechanism for resource co-construction should be established, and performance preference should be given to universities that actively participate in collaborative construction. Schools should be linked with localities and with enterprises, and industry enterprises should be jointly engaged in collecting industry cases, expanding offline practical education scenarios, and building a three-party interactive regional education ecosystem.

Finally, a regional digital-intelligent monitoring and evaluation mechanism should be built, setting indicators around collaboration management, resource sharing, teacher exchange, platform construction, and educational innovation, and combining statistical data with field research to diagnose problems and to output policy optimization suggestions. At the regional level, the resource co-construction contributions of universities should be incorporated into the performance assessment of educational cooperation, so as to complete the cross-school transmission of incentives and to guide the direction of regional collaborative construction in the long run, thereby forming a self-reinforcing and continuously improving governance loop.

5. Conclusion

This study is based on the background of regional education integration and systematically explores the digital-intelligent construction of AI-empowered ideological and political education in economics and management courses. The study finds that, on the one hand, ideological and political education in economics and management courses faces teaching-level difficulties such as the suspension of ideological and political values, the mismatch between teaching supply and demand, and the absence of evaluation feedback; on the other hand, it also faces collaborative-level difficulties arising from the insufficient co-construction and sharing of regional ideological and political resources, and these two categories of difficulties are mutually reinforcing and together constrain the overall improvement of the quality of value education. On the basis of this diagnosis, the study argues that regional collaborative institutions should be used to open up the cross-school flow channels of such elements as ideological and political resources, teaching staff, and evaluation, thereby promoting the transformation of curriculum ideological and political education from static embedding to dynamic penetration, and constructs a four-dimensional practical system covering resource construction, teaching design, evaluation feedback, and institutional collaboration. Ultimately, the proposed path is intended to realize the unity of the individual rationality of each participating subject with the collective rationality of regional education, so that the enthusiasm of every subject can be brought into full play while the overall benefits of the region are maximized, and can thus provide practical references for regional colleges and universities in carrying out the digital-intelligent reform of ideological and political education in economics and management courses, and at the same time offer an inspiring analytical perspective for the coupling of regional educational collaboration with the digital transformation of value education in a wider range of disciplines.

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