

The Value, Function and Realization Path of Ideological and Political Education in the Age of Artificial Intelligence

Shuang Li¹, Wanyin Li², Junbo Chen^{3,4}, Yunting Fan^{3,*}

¹ Jiangxi Hongzhou Vocational College, Yichun Jiangxi, 331100, China

² Shenzhen Xindeyuan Education Technology Co., Ltd., Shenzhen Guangdong, 518000, China

³ Cavite State University, Indang 4100, The Philippines

⁴ Zhejiang Industry & Trade Vocational College, Wenzhou Zhejiang, 325000, China

* Corresponding author: Yunting Fan

Abstract: Along with the extensive use of artificial intelligence in the whole society, the deep integration of AI and education has become an inevitable trend. The value implication of AI on ideological and political education is reflected in the integration of AI technology with the four basic elements of ideological and political education: the subject, object, mediator and ring, which endows the traditional mode of ideological and political education with new vitality and great potential for development, and forms a personalized education mode, refined education management, panoramic education evaluation and intelligent education environment. Thus, it provides research tools and research methods for research subjects to deepen their understanding of the objectivity and universality of the function of ideological and political education, and endows the academic environment of ideological and political education function with more mobility, which makes the content of the research of ideological and political education function richer. However, while AI boosts the epochal development of ideological and political education work, it also has problems such as weakening the discourse status of the subject of ideological and political education, deviation of educational value and lack of humanistic care, and ethical risks of data and privacy leakage. Therefore, in the era of AI, it is necessary to strengthen the role authority and ideological guidance of the main body of the discourse of ideological and political education, balance the “intelligence” and “emotional” of ideological and political education, and adhere to the bottom-line requirements of the ethical safeguard mechanism of ideological and political education, so as to make artificial intelligence play a more effective role in ideological and political education. AI can play a more effective role in ideological and political education.

Keywords: Artificial Intelligence; AI Era; Ideological and Political Education: Value; Function; Path.

1. Background and Significance of the Study

Along with the extensive use of artificial intelligence (hereinafter referred to as AI) in the whole society, the presentation and dissemination of knowledge has been revolutionized, and the amalgamation of AI with education is recognized as a predominant trajectory in the evolution of the current education field. Among them, ideological and political education (hereinafter referred to as IPE) is instrumental in transmitting the mainstream ideology, carrying forward the superior aspects of Chinese cultural heritage, and improving the moral quality of citizens. In the AI era, the environment, objects and methods of IPE have undergone profound changes, and exploring the integration of AI in IPE and analyzing the intrinsic connection between AI and IPE not only helps to explore the theoretical innovation of IPE in the new era, reveals the unique value and function of AI in IPE, but also helps to support the IPE's modernization and intelligence, improve the quality and efficiency of education, and deliver a strong spiritual drive for the harmonious stability and thriving prosperity of society.

2. Literature Review

At present, many scholars both domestically and internationally have launched relevant studies on the combination of AI and IPE from different perspectives and methods, and have achieved certain results.

2.1. Current status of Domestic Research

Over the past few years, the number of published papers on the theme of “AI” plus “ideology and politics” has increased exponentially. Currently, there are various research methods on this topic, mainly including theoretical analysis, empirical research and case study. For example, Chen Shuang et al. (2023) [1] explored the innovative path of IPE of college students in the AI era through theoretical analysis. Dong Yuanyuan (2024) [2], on the other hand, analyzed the ethical risks of AI-enabled IPE and its coping strategies through empirical research. Wang Jianhong (2024) [3] takes North China Electric Power University as an example to study the feasible route of IPE empowered by digital intelligent technologies.

In terms of specific research content, the current research hotspots in the domestic academic community are mainly centered on “artificial intelligence”, “curriculum politics”, “innovation research” and construction of IPE, and so on. Specifically, they include the value and function, chances and hindrances, and coping strategies of IPE in the AI era. Among them, the research on IPE empowered by AI has attracted much attention from scholars. The majority of the studies adopts a moral education viewpoint to assess the effects and impediments of the new situation of AI-enabled IPE on labor education and ideological-political theory courses, in addition to the methods and paths of AI-enabled IPE to enhance the effectiveness of educating people.

AI is not a technical monolith, but a technical plexus composed of data technology, chip technology, algorithm technology and other multi-dimensional (Ren Zhifeng, 2022) [4] . Therefore, most scholars believe that the dawning of the AI era has brought numerous changes and possibilities for IPE transformation. The application of AI technology to IPE can promote the change of educational techniques, innovation of talent nurturing paradigm and the enhancement of governance level (Li Huaijie, 2020) [5], and optimize IPE for greater precision and intelligence to improve its quality and efficiency (Ge Yuan and Han Pugeng, 2022) [6]. The wide application of AI can supply technical backing for the cultivation of personalized talents, and also solve the contradictions in IPE (Fan Chuhan, 2023) [7]. At the same time, it also offers new opportunities for the communication and transformation of IPE theories (Hu Hua, 2021) [8] .

However, the application of AI has additionally presented various impediments to the practice of IPE, which will lead to problems such as privacy, human rights, responsibility and so on (Liu Wenbo and Liu Ji, 2020) [9] . That leads to the emergence of negative factors such as weakening “humanity”, diluting the breadth and depth of learning, dissolving learner autonomy, and blocking interactional activities (Zhu Yuanyuan, Huang Haitao, 2022) [10]. In the era of AI, the problems of information dark box, information cocoon, lack of faith, utilitarianism and ethics, etc., have a negative impact on the intellectual pursuit of truth and the value of the pursuit of goodness. pursuit and the value-based following of goodness have also brought impacts and impediments (Fei Qinfang, 2022) [11]. At the same time, the application of AI also brings unprecedented risks to the management and innovation of the discourse content conveyed by IPE (He Zhimin and Liu Chang, 2022) [12]. Therefore, in IPE, it's essential to follow the principle that technology should be “used” and human education should be “based”, and handle the relationship between instrumental rationality and value rationality prudently (Yang Renzai, 2020) [13].

2.2. Current State of Research in Abroad

The development and research on IPE in foreign countries

usually appear in the form of civic education, implicit education, moral education and religious education. At present, the research focus and achievements of AI in the field of education in foreign countries are mainly focused on the technical application of AI, challenges and countermeasures research.

Foreign scholars also agree that AI will bring a great transformative influence on education. The development of AI and sensor devices provides technical support for learning and teaching, helping teachers monitor and promote the learning environment and learning behavior (Michacll Timms, 2016) [14] . Currently, teacher shortage is a serious problem coexisting globally, and many schools abroad are equipped with educational robots and intelligent tutor systems to assist teachers in teaching, providing technical support for large-scale personalized learning. However, the reliance on AI technologies and devices in the education field brings new challenges. For example, the overuse of ChatGPT in education may reduce an individual's ability to think critically and produce innovative content (Islam, I., et al., 2024) [15]. The possible privacy and security issues that may exist when AI is applied to the educational process, as well as the hidden dangers of morality, ethics, and information leakage that may arise from face recognition technology (Brad Smith, 2020) [16]. These issues are of considerable importance and demand focused attention and resolution in the educational sector in the AI era.

To summarize, the study on the combination of AI and IPE is a multidimensional and interdisciplinary domain, which needs to comprehensively consider various elements such as education, technology, ethics and law. Compared with domestic scholars who concentrate on the theoretical study of “AI plus IPE”, foreign research key areas in AI and education involve concentrating on the functional development of AI technology, and center on how to realize the machine simulation of human intelligence and its practical application.

3. The Value Embodiment of IPE in AI Era

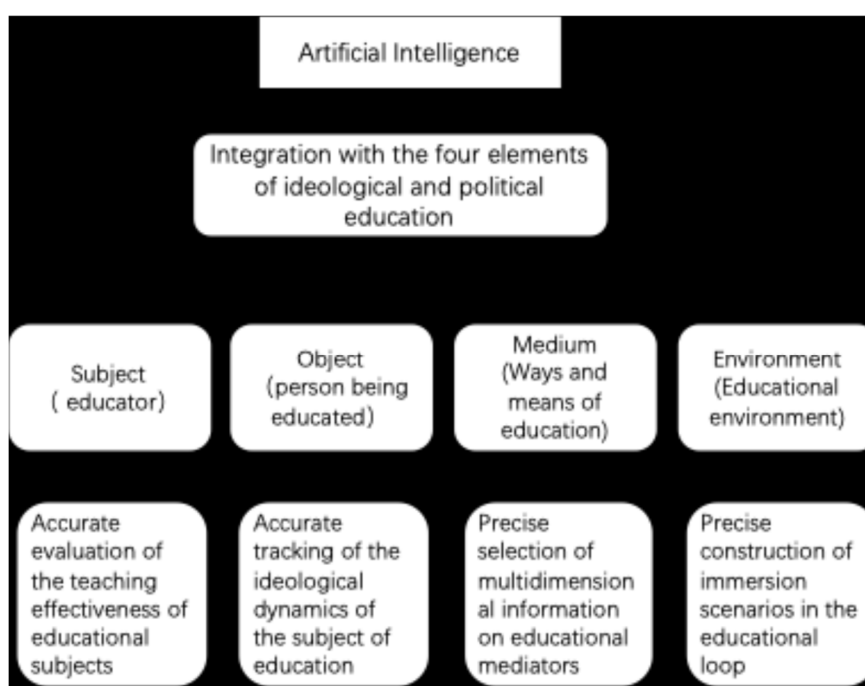


Figure 1. The integration of AI technology and IPE

The basic structure of IPE includes four basic elements: the subject, the object, the medium and the ring. The value implication of AI for IPE is reflected in the fusion of AI technology with the four basic elements of IPE, which promotes the precise change of each element, and provides technological support for the new era of IPE to accurately evaluate the subject, accurately track the object, accurately select the medium, and accurately construct the environment (Fang Li, Lin Sui Xin, 2024) [17], thus endowing the traditional IPE model with new vitality and great

development potential (as shown in Figure 1).

The fusion of AI technology and IPE prompts the IPE model from universal to customized, forming a personalized education model; prompts the IPE management from vague to precise, forming a refined education management; prompts the IPE evaluation from single to multiple, forming a panoramic education evaluation; prompts the IPE environment from closed to open, forming an intelligent education environment (as shown in Figure 2).

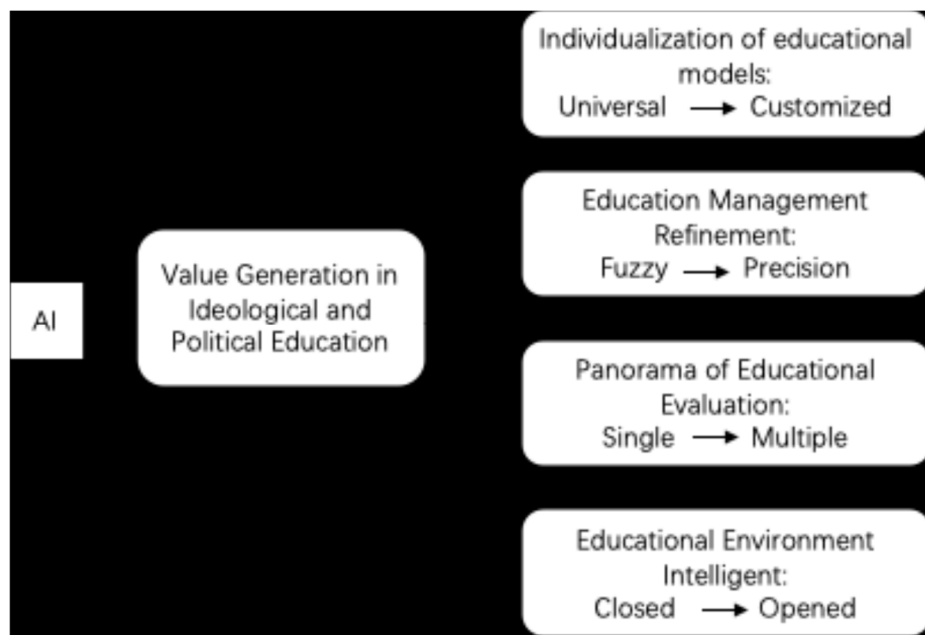


Figure 2. Value generation of AI on IPE

3.1. Transformation of IPE Model

The traditional IPE model often adopts the form of “universal”, which is unable to realize the precise cultivation of individual development and ignores the uniqueness of individual development. In the AI era, the application of big data, virtual reality, human-computer collaboration and other types of AI technology has led to the transformation of the IPE model from “universal” to “customized”. In one respect, teachers can timely grasp the class's learning information and students' personal learning attitude, learning style, learning effect and other massive real data, to achieve an accurate portrait of students' personalized characteristics, so that customized teaching can be carried out, realizing the personalization and precision of IPE. In another respect, the application of AI could provide students with richer learning resources, more diversified learning methods and smarter teaching scenarios. With the support of various forms of intelligent technology and equipment, learners could engage in independent personalized learning that is customized to their own situation.

3.2. Transformation of IPE Management

Traditional IPE is often characterized by “ambiguity” in the daily management of students. In the AI era, AI technologies like large-scale data analytics, cloud computing and IoT ecosystems can provide managers with more scientific, efficient and refined intelligent management services through data sharing and synergistic efforts in the areas of party building, campus construction, teaching management and

student services (Zheng Sha, 2024) [18]. Driven by AI technology, the scientific management, sharing and analysis of rich data resources, such as students' family environment, interests and learning conditions, can lead to the transformation of IPE management from “fuzzy” to “precise”, and form a more three-dimensional and refined management mode. refinement of the management mode.

3.3. Transformation of IPE Evaluation

Traditional IPE often stays at the knowledge level of evaluation, and there are several problems including insufficient holistic evaluation standards and a single evaluation subject. In the AI era, the technical advantages of big data, NLP, deep learning and other technologies can provide all-round technical support for IPE to establish a scientific, digital and panoramic evaluation mechanism. The application of AI technology provides full-time, dynamic, panoramic tracking and monitoring and recording of the IPE teaching process, forming more accurate, objective, real-time massive teaching data, through the mining, interpretation and modeling of these massive data, intelligent in-depth study of the learning dynamics of students, ideological tendencies, interests and hobbies and other multidimensional characteristics, prompting the evaluation of IPE from a “single” to a “single” evaluation mechanism. “single” to ‘multiple’.

3.4. Transformation of IPE Environment

The traditional IPE environment is mainly grounded in classroom teaching, and the lecture environment is relatively

closed. In the AI era, the use of AI technology can effectively integrate multidisciplinary, multi-type and diversified teaching resources and services, create a human-computer collaborative, intelligent and efficient teaching space, promote the innovation and transformation of the IPE method, and prompt the IPE environment to shift from closed to open. AI technology can simulate teaching operations that are not subject to the limitations of time and space, provide support for the immersive ideological-political teaching, and strengthen the AI technology can simulate teaching operations without time and space constraints, provide support for immersive ideological and political teaching, enhance the sense of participation, interaction and acquisition of the learning of IPE objects, and achieve the multifunctional teaching effect integrating creation and communication, inquiry and correction, and game and learning.

4. The Change of Function of IPE in the AI Era

With the deep integration of AI and IPE, the main body, content, environment and method of the study of IPE function have undergone profound changes.

4.1. Balance of Value Rationality and Instrumental Rationality of the Research Subject of IPE Function

In terms of the research subject, AI can provide the research subject with research tools and research methods to deepen the understanding of the objectivity and universality of the function of IPE, but it is prone to cause the neglect and obscuring of the uniqueness of the research on the function of IPE.

The basis of AI-enabled IPE function research is that it can greatly enhance the research subject's ability to analyze and evaluate the actual function. But it also catalyzes the instrumental rationality expansion of the research subject. AI provides research subjects with seemingly optimal "solutions" through algorithmic models, but this convenience is likely to make the subject face the crisis of "technology worship" and fall into the mindset of scrutinizing the function of IPE with technological logic, which to a certain extent weakens the research subject's ability to reform and innovate. To a certain extent, it has weakened the reform and innovation ability of the research subject. Because the review of IPE functions under the influence of AI is easily biased towards economic value, efficiency and effectiveness, while ignoring the grasp of political orientation, cultural enrichment and other key values, which also affects the pursuit of value rationality of the research subject, i.e., the search for the truth and the responsibility for social responsibility.

As a result, the realization of the subjectivity of IPE functional research should be realized in the balance between value rationality and instrumental rationality, and it is essential to take note of the extension and strengthening of the research ability of the subject of IPE functional research by AI, and also give consideration to and guard against the expansion of instrumental rationality and the ablation of value rationality by the technology, so as to prevent the subjectivity of the subject of research from being eroded.

4.2. Enrichment of the Research Content of IPE Functions

In terms of research areas, AI has prompted changes in the

relationship between the generating elements of IPE function, making the content of IPE function research richer.

The educator and the learner are the two main factors in IPE activities, which effectively affect the development of IPE activities and the change of the content of educational functions. In the AI era, the educator and the educated are faced with an unprecedented cognitive structure transformation. This conversion process is a reciprocal construction process of internalization and externalization involving the educator and the educated as the subject and the environment as the object. On the one hand, when the educator and the educated as subjects recognize and understand AI, they consciously project their original cognition about technology into the interaction between themselves and AI, and generate new understanding about technology; on the other hand, this understanding and cognition generated externally are transformed into internal cognitive structure by the educator and the educated. In the end, educators and trainees internalize and externalize repeatedly in the interaction with AI, thus realizing the renewal of self-cognitive structure and the enhancement of cognitive ability.

The transformation of the cognitive structure and the elevation of cognitive faculties of educators and learners make the IPE activities more rich and diversified, that is, the interaction between the elements of the IPE system and the internal and external environments is more frequent, and thus the functions generated by the interaction between other elements and the environment become richer.

4.3. Activity of the Academic Environment of IPE Function

With respect to the academic environment, AI gives the IPE function academic environment more mobility, which helps to deepen the development of the study.

The change of the IPE function academic environment is not only the intelligentization, digitalization and virtualization of the technical environment, but also the deepening of the degree of interaction involving the research subject and the environment. In the AI era, the IPE function academic environment shows more mobility. With the fusion of AI into the environment, the dynamic nature of the environment has been further emphasized. The environment as an important element is more process-oriented and normalized in the research of IPE function, which becomes a significant external force to deepen the regular understanding of IPE function. The academic environment as a dynamic object, in the form of algorithmic feedback, directly affects the cognition and action of the research subject, and the subject of IPE function research under the influence of the environment has a more intuitive and vivid perception of the new changes and new development of the IPE function. AI can reorganize the information transfer platform, path and mode of IPE function research, forming a broader and dynamic academic environment, and ultimately promoting the academic environment to participate in the research process led by the research subject.

The powerful arithmetic power of AI accelerates information production and information exchange, that is the academic environment evolves rapidly. Therefore, the interaction between the research subject and the academic environment is dynamic and evolving, and the research subject of IPE function needs to incessantly improve its network literacy and technical ability, realize its own

knowledge innovation and iteration, in order to grasp the change and development of IPE function in the AI era.

4.4. Changes in the Research Method of IPE Function

In terms of research methods, AI has become the main force driving the change in the research methods of IPE functions, but also makes it face certain ethical dangers.

IPE methods play a key part in the process of IPE, which is a necessary condition for realizing the goals of IPE, a key intermediary for transforming the educational content into the content of the minds of the educated, and a significant factor affecting the effect of IPE (Feng Gang, et al., 2021) [19]. In the AI era, data has become the main force driving the change of research methods, which replaces human senses and becomes a new cognitive tool. Intelligent platforms can automatically collect, clean and analyze large-scale data, and the data itself becomes knowledge, and the production of data is the production of knowledge. The methodology of the functional research of IPE has to meet the requirements of the development of the times and the characteristics of IPE itself, emphasizing more on the extraction, analysis and mining of relevant data, and paying more attention to the use of relevant intelligent technology to meet the requirements of IPE and its functional research.

However, the functional research method that is highly dependent on data also brings about ethical crises such as data privacy leakage, algorithmic bias and exploitation. Therefore, while using data to enhance the effectiveness of IPE, these ethical crises should be fully emphasized to advance the high-quality development of IPE while protecting the data privacy of the relevant subjects.

5. Risks and Impediments Facing IPE in the AI Era

The deep intermingling of AI and IPE has created a new model of educational symbiosis. It has certain risks and impediments while boosting the development of IPE in the era.

5.1. AI Weakens the Discourse Status of the Subject of IPE

With the deep integration of AI and IPE, the traditional teaching approach centered on the subject of education in the classroom is gradually transformed into an innovative form of “human-machine” co-teaching. AI, while providing educational decision-making and knowledge expansion for the subject of education, also has an impact on the absolute dominance of the activities of the subject of IPE, weakening the discourse position of the subject of education.

Ideological security risks caused by flaws in the technology itself may be solved in the future by improving the technology, but ideological security risks caused by the relationship between technology and people are more complex and difficult to deal with (Wang Shao, 2023) [20]. On the one hand, there is an ideological risk caused by technical defects in AI, whose entire framework and algorithm are pre-set by the designer, and which embodies the designer's will. At the same time, the discourse content output by AI is machine language without emotion and morality, which can lead to certain discourse content deviating from the mainstream values, resulting in ideological risks. On the other hand, AI encroaches on the discourse position of human as the subject,

as AI algorithmic technology can push discourse content uninterruptedly, anytime, anywhere, which makes the discourse position of human weakened by the machine (Fu Xu, 2021) [21]. Therefore, it is necessary to enhance the dominant position of people and realize the effective guidance of values, reduce the excessive dependence on technology, and master the discourse of information dissemination.

5.2. Artificial Intelligence Leads to Value Deviation and Lack of Humanistic Care in IPE.

The content of IPE itself is humanistic and ideological, but because AI does not have the conscious awareness and critical thinking unique to the human brain, it does not interpret the essence of humanity and the significance of life. AI can only integrate data elements from different sources and rigidly put them together into information without humanity and ideology, which gives rise to the IPE content showing cut-off, discrete and fragmented characteristics (Chen Guohua, Zheng Lei, 2023) [22]. Moreover, the information is of mixed quality, and may contain one-sided, wrong and not in line with the reality of the value of the content, resulting in cognitive confusion and value deviation of students. This makes the ideology of IPE not only greatly reduced or even may form a wrong guidance.

Meanwhile, the intervention of AI technology may lead to the alienation of human-machine relationship, which makes the “machine rationality” dominated by technical algorithms and the humanistic care and emotional penetration of education face contradictions and conflicts in the AI era. IPE under the background of technological empowerment often ignores the emotional attributes of IPE, and lacks emotional communication and humanistic care. If human-machine interaction is more than or even instead of teacher-student interaction, teaching may remain at the level of knowledge and skills, making IPE a “cold” missionary indoctrination, leading to alienation and indifference between educators and learners, thus affecting the effect of education.

5.3. Impediments of Data Ethics and Privacy Protection

AI provides solid technical support for IPE in the new era to enhance the effectiveness of parenting, but it also triggers potential ethical risks such as ethical deficiencies and privacy leakage.

In IPE, the application of AI technology calls for the gathering and analysis of substantial learners' data. These data involve learners' personal privacy and sensitive information. However, the increasingly enhanced human-like attributes of AI, the uncertainty caused by the autonomy of algorithms, and the limited risk perception and external safeguards lead to the inevitable data ethical risks in IPE (Dong Yuanyuan, 2022) [23]. If the collected data are not properly protected, they may face the risk of leakage, and data leakage not only poses a threat to students' personal privacy, but also may lead to a series of ethical and legal issues. Therefore, how to balance the relationship between data gathering and safeguarding privacy has become an ethical quandary that must be addressed in the application of AI in IPE.

IPE, in the process of developing towards precision and intelligence, is limited by data, ethics, law, software and hardware technology and relevant professional capabilities (Liu Yue, 2022) [24], AI-enabled IPE faces risks in ethics, morality, ideology, etc., and it is important to grasp the

contradiction between the use of technology and IPE, and the contradiction between technological rationality and value rationality, in order to avoid technological alienation.

6. The Realization Path of IPE in the AI Era

In the AI era, the realization path of IPE should grasp the intrinsic connection between technology and value, enhance the emotional temperature of Man-Machine Interaction, and correct the self-imbalance under the fusion of reality and reality (Wang Liqun and Yang Yunyi, 2022) [25]. It is necessary to adhere to the theoretical foundation of IPE, and construct the practical paradigm of IPE according to the technological level of AI (Ge Yuan and Han Pu Geng, 2022) [26].

6.1. Strengthen the Role Authority and Ideological Guidance of the Subject of IPE Discourse

Strengthening the role authority and ideological guidance of the discourse subject of IPE needs to start from several aspects.

First, it is crucial to adhere to the dominant position of the teacher in IPE, and put the subject's role of dominance and mobility above technology. To fully stimulate the voluntary drive of educators, in the teaching process to find problems, record problems, feedback problems and deal with problems proactively, educational authorities at all levels should abandon the attitude of "technical omnipotence", respect the views of teachers to make decisions, and boost the role of the authority of the main body of education.

Secondly, IPE should take the educational concept of "student-centered" as the foothold, take the students' ideological dynamics and emotional needs as the focus of IPE, take the social focus issues and public opinion hotspots as the entry point of IPE, and strengthen the ideological guidance of the main body of the discourse.

6.2. Balance the "Intelligence" and "Emotionalization" of IPE.

AI empowers IPE, and should always adhere to the principle of "people-oriented, technology for use", to the mainstream value of the "way" to master the "art" of AI, the IPE of the value of rationality and AI. The value rationality of education and the instrumental rationality of AI are organically integrated, thus forming the IPE model of human-machine cooperation and co-construction.

First of all, it is necessary to focus on the value of learners, insist on using the logic of learners with moral integrity, humanistic care and value leadership to examine and correct the negative impact of AI, embedding the key values of socialism into the logic system of intelligent algorithms, and fundamentally overcoming the drawbacks of AI that overshadows the rationality of value with instrumental rationality, so that intelligent IPE can be developed into a higher-order educational path towards the way of goodness (Yang Meixin, Zhang Huimin, 2022) [27].

Secondly, it is significant to take note of the interaction between educators and learners, focusing on the communication at the level of knowledge and skills and the communication at the level of morality and emotion. With human education as the primary goal, we should accelerate the promotion of ethical education in science and technology,

so that AI educational products can be both "emotional" and "humanized" on the basis of "intelligence".

6.3. Adhere to the Bottom-Line Requirements of the Ethical Security Mechanism of IPE

The issue of data security is one of the key issues in the development of IPE in the AI era. In the process of the integration and development of IPE and AI, it is necessary to establish a sound mechanism for the management of AI to prevent security problems, ethical problems and technical problems due to the lack of supervision, and to avoid the potential risks and ethical problems in the process of the integration of AI into IPE.

First of all, it is essential to adhere to the bottom-line requirements of the ethical safeguard mechanism and fundamentally enhance the protection of information data. It is necessary to clarify the status and role of intelligent technology in IPE, and guide the educated person's to improve their learning with the assistance of AI.

Secondly, it is necessary to formulate normative standards for IPE, and strengthen and improve the supervision of AI technology. The key to reducing various potential risks in the application of AI is to maintain the necessary regulation of the technology at all times (Li Haitao, Feng Luyao, 2024) [28]. Continuously improve the standardized management process and mechanism of AI-enabled IPE to ensure the safe empowerment and controllable development of AI, then maximize the resolution of various potential risks with standardized processes, with a view to ultimately achieving the ideal state of harnessing, surpassing, and controlling the technology.

In summary, in order to guarantee the smooth progress and sustainable development of IPE, AI technology should be correctly viewed and reasonably applied, and ideological and political educators should improve their own data literacy while meeting the personalized needs of educational targets with the assistance of AI, and always maintain the concept of education in keeping with the times. In tandem, it is vital to intensify technological research and development and innovation, improve the data safeguarding and privacy conservation mechanism, strengthen ethical review and supervision as well as provide targeted support and guidance, etc., so as to ensure the healthy development and effective application of AI in IPE.

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