Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 18, No. 2, 2026

Ethical Risks and Prevention of Generative AI Embedded in Ideological and Political Education in Colleges and Universities

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Abstract: While generative artificial intelligence provides important technical support for the digital transformation and precise education of ideological and political education in colleges and universities, it also contains multiple ethical risks such as subjectivity dissipation, value deviation, relationship alienation, and environmental complexity. Based on the three-dimensional analysis framework of "subject-institution-technology", this paper systematically explains the manifestations of ethical risks in the dimensions of subject, value, technology and environment when generative AI is embedded in ideological and political education in colleges and universities, and deeply analyzes the deep-seated causes including algorithm limitations, the expansion of instrumental rationality, the lag of institutional norms, and the weak ethical literacy of subjects. The research shows that preventing relevant ethical risks needs to adhere to the core orientation of "education-oriented and technology-supported". By strengthening value guidance, reshaping teacher-student and human-computer ethical relationships, improving institutional regulations and supervision mechanisms, and enhancing the ethical literacy of technical subjects and application subjects, a full-chain and multi-level risk prevention system should be constructed. This will realize the deep integration of technology empowerment and the essence of ideological and political education, ensure the safe, reliable and controllable application of artificial intelligence in ideological and political education in colleges and universities, and better implement the fundamental task of fostering morality and cultivating people.

Keywords: Generative Artificial Intelligence; Ideological and Political Education; Ethical Risks.

1. Introduction

The report to the 20th National Congress of the Communist Party of China clearly states that "we should accelerate the process of digital transformation in education". With its powerful natural language processing, content generation and interaction capabilities, generative artificial intelligence provides new possibilities for the precise and intelligent development of ideological and political education in colleges and universities, pushing ideological and political education, which shoulders the mission of casting souls and educating people, to an important historical position. However, the inherent uncertainty of artificial intelligence and the subject autonomy of ideological and political education are likely to trigger new ethical risks. Meanwhile, at the World Digital Education Conference 2025, Minister of Education Jinpeng Huai emphasized: we should adhere to intelligent goodness, construct ethical norms to effectively respond to potential risks, guide students to use artificial intelligence rationally, build an artificial intelligence education environment, and strengthen the standardization of artificial intelligence tools and application development.

In addition, in April 2026, in accordance with the strategic deployment of the Outline for Building a Strong Country in Education (2024—2035), the Action Plan for "Artificial Intelligence + Education" was officially issued. It stresses that "we should improve the artificial intelligence evaluation and filing, technical monitoring, risk early warning and emergency response mechanisms, and effectively prevent problems such as forgery and fraud, academic misconduct, exam-oriented involution, and privacy leakage by using artificial intelligence." It can be seen that we should embrace the digital transformation of ideological and political education, and at the same time, be alert to the risks and challenges accompanied by new technologies.

To sum up, while the development and plasticity of artificial intelligence open up new fields for the development of ideological and political education, conflicts and frictions between technological extension and ideological and political education are inevitable, bringing great challenges. To better promote the integration of generative AI into ideological and political education in colleges and universities to achieve new development and results, this paper analyzes the ethical risks and causes in the application of generative AI in ideological and political education for college students, and puts forward corresponding prevention strategies, so that technical means can truly serve the essence of ideological and political education.

2. Manifestations of Ethical Risks of Generative AI Embedded in Ideological and Political Education in Colleges and Universities

As a key link to implement the fundamental task of fostering morality and cultivating people, ideological and political education has distinct value attributes and ideological characteristics. There is a deep tension between the technical logic of generative AI and the value logic of ideological and political education, and the application of technology may trigger ethical risks such as subjectivity dissipation, value deviation and relationship alienation. Based on the basic elements of ideological and political education and the technical characteristics of generative AI, this paper

systematically analyzes the specific manifestations of its ethical risks from four dimensions.

2.1. Decline in Educators' Dominance and Imbalance in Educatees' Self-Cognition

2.1.1. Risk of Weakening Educators' Dominant Position

In the ecological system of ideological and political education, educators are the subjects and occupy a dominant position in the education process. With a huge database and a powerful algorithm system, generative AI can simulate humans to perform some daily tasks, but it cannot possess the affinity and authority based on educational emotion in traditional ideological and political education[1]. On the one hand, the intervention of generative AI weakens the direct connection between educators and educatees to a certain extent and dilutes the teacher-student relationship. On the other hand, the combination of artificial intelligence and ideological and political education poses new challenges to educators' abilities. Due to various constraints, some educators fail to meet the requirements in understanding and applying generative AI, resulting in the phenomenon of educators' "absence", breaking the strong correlation between schools, teachers and students, reducing the sense of existence of educators' leading role in class, and further triggering ethical risks of emotional concealment and relationship weakening between teachers and students.

2.1.2. Imbalance in Educatees' Self-cognition

The virtual scenes created by generative AI can coexist with the real society, but the virtual learning space causes a certain degree of self-cognition imbalance for educatees, the objects of ideological and political education. On the one hand, the anonymity of virtual space leads to confusion in educatees' self-identity, and they may think that they do not need to take responsibility for their words and deeds on the Internet in reality. On the other hand, the potential portrait function of generative AI may lead to the loss of individual personality to a certain extent. Educatees are completely immersed in playing virtual roles, resulting in serious separation and confusion with reality.

2.2. Weakening of Educatees' Subjectivity and Crisis of Value Identity

2.2.1. Risk of Dissipation of Learning Subjectivity

When students rely on the information feeding and knowledge instillation of generative AI for a long time, their abilities of independent thinking, active learning and reflection will degenerate, and their learning consciousness will decline. At the same time, generative AI only spreads knowledge superficially and cannot explain the knowledge contained in ideological and political education in depth and thoroughly, which may lead students to be satisfied with the acquisition of superficial knowledge, fail to form rational cognition and value identity of ideological and political education content, and is not conducive to the cultivation of students' innovative thinking.

2.2.2. Risk of Value Identity Deviation

The application of generative AI may trigger the risk of ethical value imbalance, which is mainly reflected in two core issues: first, it may aggravate the imbalance in the allocation of educational resources; second, it may weaken the social integration function of the mainstream ideology. At present, mainstream generative AI technologies mainly rely on Western-dominated data resources for information generation, and their output results are often affected by the inherent value orientation of data sources, which may unconsciously embed Western capitalist values, thereby exerting a negative impact on the spread of socialist core values and posing a threat to ideological security [2].

2.3. Anomie in Technical Application and Out-of-Control Ethical Norms

2.3.1. Risk of Privacy Leakage Caused by Improper Access to Educational Information

The practical process of generative AI empowering ideological and political education requires a large amount of data and information support from educators and educatees, most of which come from panoramic monitoring of educators and educatees. This means that users need to transfer part of their information autonomy and consciously "leak" personal privacy to artificial intelligence, which is easy to be exploited by technology itself or people with ulterior motives.

2.3.2. Risk of Digital Divide Caused by Differences in Technology Application

Due to the different levels of understanding and application of artificial intelligence technology among educators and educatees, a digital divide is likely to occur in practice, leading to information barriers and hindering communication between educational subjects and objects. Similarly, among educational subjects of the same nature, differences in technology application levels will reduce the fairness of ideological and political education, making educational subjects with low technology application levels feel inferior and frustrated, and gradually marginalized and invisible.

2.3.3. Risk of Improper Ideological Guidance

The research, development and application of artificial intelligence still need human support, and the ideological concepts and value orientations of relevant technicians are integrated into it. Western countries have a first-mover advantage in the research and development of artificial intelligence technology. The recognition obtained from the benefits brought by the deep integration of generative AI into China's social life may carry out value output with political intentions in a highly concealed way under the guise of non-politicization.

2.4. Complexity of Ideological and Political Education Environment

2.4.1. Decline in Family Sense of Community

The family is the first classroom of ideological and political education. The three-dimensional education scene integrating virtuality and reality constructed by generative AI makes educatees switch frequently between virtuality and reality, which is very likely to lead to the formation of an intimate relationship of "human-computer empathy" and trigger the ethical risk of deconstructing human geographical, working and quasi-blood relations[3]. Over time, the authority of elders in the family is weakened, and the deep emotional connection contained in family ideological and political education is gradually eroded.

2.4.2. Complexity of School Ideological and Political Education Environment

With the integration of generative AI technology into school ideological and political education activities, the space for school ideological and political education has been gradually expanded, no longer limited to the traditional ideological and political education classroom, but extended to

the teaching platforms created by artificial intelligence technology. The cross-mixing of real space and virtual space not only brings challenges to educators' teaching work, but also makes the school ideological and political education environment more complex and changeable.

2.4.3. Dissolution of Social Mainstream Values

Using big data and algorithms, generative AI can easily capture users' interests, and then continuously provide users with interested information through two operating mechanisms: content recommendation and collaborative filtering, easily trapping users in an information cocoons. Algorithms will automatically filter the core values and value consensus promoted by ideological and political education as long as they are not what people are interested in, which greatly affects the spread of social mainstream values. Educatees' learning interest and attention are locked within a fixed range, and eventually gradually form a homogeneous circle, and even their identification with the society and the country they live in continues to decline.

3. Analysis of the Causes of Ethical Risks of Generative AI Embedded in Ideological and Political Education in Colleges and Universities

The emergence of ethical risks is the result of the interaction of multiple factors such as technical attributes, value conflicts, institutional environment and subject literacy. An in-depth analysis of its causes is the premise and foundation for effective risk prevention.

3.1. Technical Level: Algorithm Limitations and Expansion of Instrumental Rationality

3.1.1. Contradiction between the Limitations of Algorithms Themselves and The Effectiveness of Ideological and Political Education

The fixed algorithm path is not conducive to the personalized development of educatees. Ideological and political education pursues the free and all-round development of people. Each educatee has different growth backgrounds and environments, so their personalities and definitions of their own development standards should also be different. However, after the intervention of generative AI, the so-called ideological and political education process has evolved into a series of algorithms, "disassembling" educatees into a pile of cold numbers and symbols, which are classified in detail and labeled accordingly. This way of measuring each student's development with a unified algorithm standard will eventually lead to the solidification of individual thinking and the weakening of the ability to analyze and solve complex problems.

Meanwhile, the data dependence of algorithms is contrary to the dynamics of ideological and political education. Algorithms are highly data-dependent, but the data distribution itself has certain bias. The algorithm model of generative AI is built on the basis of collecting past data, and the collected data itself is outdated. Analyzing current problems with outdated data is obviously contrary to the dynamic nature of ideological and political education, which "renews with the times".

3.1.2. Conflict between Instrumental Rationality of Technical Application and Value Rationality of Ideological and Political Education

The empowerment of ideological and political education by generative AI must first have the basic element of rationality. Rationality is divided into instrumental rationality and value rationality. The former pursues efficiency and attaches importance to development results, while the latter pays more attention to individual human value and significance. When the instrumental rationality of generative AI technology and the value rationality of ideological and political education tend to meet rationality, the structure of ideological and political education tends to develop towards rationalized stability. However, judging from the current situation of generative AI promoting ideological and political education, there are differences between the two.

Instrumental rationality inevitably leads to technological dependence. Over-reliance on artificial intelligence technology while ignoring emotional communication between people is not only not conducive to the development of educatees' high-level thinking ability, but also deviates from the original intention of ideological and political education to promote the all-round development of people[4]. Ideological and political education is essentially humanistic education. Overemphasizing the instrumental rationality of technical application while ignoring the value rationality of "people-oriented" education will lead to technology "overstepping" education.

3.2. Value Level: Enhanced Human-like Attributes Confronting Subject Status

Guided by the concept of educational modernization, the development of generative AI in the field of education has gradually deepened, profoundly changing people's learning methods. At the same time, with the rapid development of information technology, the instrumental attribute of artificial intelligence has gradually reflected "human-like" attributes. As the "human-like thinking" ability and autonomous learning ability of generative AI continue to improve, generative AI is no longer satisfied with acting as a technical tool.

The increasing human-like attributes of generative AI threaten the dominant position of educators and weaken their moral authority, leading to emotional concealment and alienation between teachers and students. The starting point of generative AI empowering ideological and political education is "collaborative education", but the technological sense and attractiveness of applications such as AR, VR, MR and ChatGPT of generative AI are greater than the educational content itself. The launch of ChatGPT-4 further indicates that it may have the ability to transform human thoughts and create, forming a trend of artificial intelligence surpassing specialization and popularization, and even replacing humans in some aspects [5].

3.3. Institutional Level: Lagging Norms and Lack of Supervision Mechanisms

Generative AI has developed rapidly and covered most areas of people's social life, but it can truly conform to the value logic of serving human beings only on the premise that artificial intelligence technology is accountable and punishable. However, the current relevant institutional mechanisms are not perfect: first, the ethical risk early warning mechanism has not been established, which cannot

effectively monitor the identification and analysis of ethical risk points of ideological and political education by generative AI; second, the ethical risk supervision mechanism is not sound, lacking a complete system for monitoring and reviewing the algorithms, data and application process of generative AI; third, the ethical guidelines for data collection are missing, and the ethical regulations to standardize data collection and formulate reasonable collection of user information data from the ethical level are not perfect; fourth, the algorithm ethics system needs to be improved, lacking a mechanism to incorporate ethical considerations into algorithm design and feedback, data supply and educational punishment.

3.4. Subject Level: Weak Ethical Literacy and Limited Risk Cognition

The insufficient risk research and judgment and response capabilities of relevant subjects are the subjective factors for the formation of ethical risks. On the one hand, the ability to judge ethical risks is insufficient. As one of the most complex deep synthesis technologies at present, generative AI involves too complex technologies such as cross-modal deep learning models, algorithm models and diffusible models behind it, and current scientific and technological levels cannot effectively overcome the inherent defects of intelligent technology. Teachers and students in ideological and political education have limited cognitive level of generative AI technology, and both lack an overall grasp of technology ethics, making them unable to directly form perceptual judgments on ethical risks.

On the other hand, the ability to respond to ethical risks is insufficient. Insufficient cognition and research on ethical risks will affect people's risk response capabilities. At present, the application of generative AI in ideological and political education is still in the exploratory stage, and relevant institutional mechanisms and laws and regulations are not perfect, so the relevant subjects' ability to respond to ethical risks is relatively weak. Meanwhile, compared with the rapid development of generative AI, technical subjects and ideological and political education subjects lack relevant scientific and technological ethics education, and there are responsibility barriers among subjects, who do not clearly realize their ethical responsibilities in ideological and political education.

4. Prevention Paths of Ethical Risks of Generative AI Embedded in Ideological and Political Education in Colleges and Universities

Eliminating the ethical risks caused by generative AI empowering ideological and political education is one of the important conditions for promoting the intelligent development of ideological and political education. Facing the rapidly developing artificial intelligence technology, it is necessary to correctly grasp the characteristics and laws of the combination of the two, adhere to education-oriented, firmly grasp the main line of ideological and political education, promote the coordinated development of value rationality and instrumental rationality, and establish relevant legal guarantee mechanisms, so as to transcend the ethical risks of generative AI empowering ideological and political education.

4.1. Strengthen Value Guidance: Establish a People-oriented Value Orientation

4.1.1. Clarify the Value Orientation of Artificial Intelligence Empowering Ideological and Political Education

Proceeding from the disciplinary position and attributes, clarify the value orientation of artificial intelligence empowering ideological and political education. Ideological and political education in the new era should always adhere to the theoretical guidance of Marxism, take the pursuit of all-round development of people and the implementation of the fundamental educational task of fostering morality and cultivating people as the main line, and clarify the value orientation of "technology-supported and education-oriented"[6]. Ideological and political education is essentially ideological indoctrination. It should continuously improve people's ideological and guiding qualities in the education process, promote the harmonious and healthy development of people and people, people and nature, and people and society. All technologies should eventually return to this foundation.

4.1.2. Avoid the Overgeneralization Trend of The Combination of Generative AI and Ideological and Political Education

The complexity behind technology is far beyond people's imagination. If it is used in the field of ideological and political education without restriction, it is bound to threaten the security of the ideological field. Therefore, it is essential to clarify the ethical boundaries and scope of application for intelligent ideological and political education. We should leverage the auxiliary role of generative artificial intelligence in building smart classrooms, conducting accurate student profiling, and analyzing learning conditions to enhance the effectiveness of education. Meanwhile, in areas concerning moral cultivation and value judgment, it is necessary to standardize the technical criteria and relevant algorithmic logic of generative artificial intelligence, so as to prevent ideological and political education from being constrained and overridden by technology.

4.1.3. Give Play to the Leading Role of Socialist Core Values

Responding to ethical risks needs to give play to the leading role of socialist core values. First, lead the instrumental rationality of generative AI with socialist core values, and embed socialist core values into the algorithm model of generative AI to consolidate the foundation of mainstream values; second, lead the technological innovation of generative AI with socialist core values, and develop a generative AI system containing the independent knowledge system of ideological and political education; third, lead the whole process of the application of generative AI in ideological and political education with socialist core values, timely filter the generated content that does not conform to core values, and effectively safeguard the security of China's mainstream ideology.

4.2. Reshape Ethical Relationships: Build Harmonious Teacher-Student Relationships and Collaborative Human-Computer Relationships

4.2.1. Establish a Harmonious Teacher-Student Relationship

Responding to the risk of weakening teacher-student

relationship in generative AI empowering ideological and political education requires building a harmonious teacher-student relationship. First, enhance the subjectivity of teachers and students in ideological and political education. For ideological and political educators, they should enhance their educational dominance, take the initiative to use the technical advantages of generative AI to improve the effect of ideological and political education, occupy a dominant position in education, take the initiative to explore the technical advantages of generative AI empowering ideological and political education, integrate ideological and political education resources, and take the initiative to update knowledge content and teaching methods. For educatees, they should improve their learning autonomy, cultivate their subjective personality, and develop their critical thinking, innovative thinking, reflective spirit and historical initiative. Second, enhance emotional interaction between teachers and students. Facing the ethical risk of weakening emotional relationship between teachers and students, on the one hand, we should strengthen emotional communication between teachers and students. Ideological and political educators should actively enter and pay attention to students' inner world, spend more time and energy on emotional communication, value collision and ideological clarification with students, give students sufficient emotional care, and enhance emotional resonance between teachers and students. On the other hand, we should pay attention to the emotional demands of teachers and students. From the perspective of students, we should strengthen the emotional connection between teachers and students in the simulated environment, and help students build a responsible ethical value concept by internalizing virtue into beliefs and driving behavior with morality.

4.2.2. Establish a Collaborative Human-Computer Relationship

The application of generative AI in ideological and political education is a coupling relationship between "human" with ideological and political education subjects as the core and "machine" represented by generative AI. The ideal state of this relationship is "human-computer collaboration". Therefore, we should establish a collaborative human-computer relationship, form a joint educational force, and improve the effectiveness of education.

First, clarify the relationship between ideological and political education subjects and generative AI. Make it clear that ideological and political educators are the subjects of ideological and political education and play a leading role, and give play to the leading role of educators in the human-computer collaborative relationship; generative AI is a means of ideological and political education and plays an auxiliary role. We should properly handle the relationship between intelligent technology and human beings, especially focus on improving the accuracy of generative AI in grasping teachers' and students' emotions, enhance its ability to understand and handle complex emotional interactions, and improve the human-computer interaction experience.

Second, give play to the respective advantages of ideological and political educators and generative AI. To establish a human-computer collaborative relationship, we should combine the wisdom of ideological and political educators with the advantages of intelligent technology, give play to the technical advantages of generative AI, continuously optimize the ideological and political education content system, and give play to its advantages in analyzing academic situations and implementing precise ideological and political education through human-computer interaction to improve the effectiveness of ideological and political education. At the same time, give play to the role of ideological and political educators as "gatekeepers", review and check the ideological and political content in the pre-training database and algorithm model, make up for the deficiencies of intelligent technology, and improve the ability to identify value biases and Western ideologies in the algorithm black box.

4.3. Improve Institutional Regulations: Perfect Institutional Mechanisms and Legal Guarantees

4.3.1. Improve Relevant Institutional Mechanisms

Improving the institutional mechanisms for the application of generative AI in ideological and political education can form binding ethical norms and effectively avoid ethical risks. First, establish an ethical risk early warning mechanism. Relevant departments should use generative AI to identify and analyze ethical risk points of ideological and political education, set ethical risk early warning thresholds for the application of generative AI in ideological and political education, and develop an ethical risk early warning system to monitor various risks; second, establish an ethical risk supervision mechanism. Relevant departments should monitor and review the algorithms, data and application process of generative AI, and emphasize the traceability and auditability of ethical risks of generative AI empowering ideological and political education; third, establish ethical guidelines for data collection, standardize data collection from the ethical level, formulate ethical regulations for reasonable collection of user information data, and standardize the scope of data authorization; fourth, improve the algorithm ethics system, construct algorithm ethics rules, and incorporate ethical considerations into algorithm design and feedback, data supply and educational punishment[7].

4.3.2. Improve Relevant Laws and Regulations

Run strong laws and regulations through the whole process of generative AI empowering ideological and political education, clarify ethical boundaries with the power of the rule of law, and ensure that the application of generative AI operates on the legal track. First, improve the legal system for data compliance, and clarify the rights and responsibilities boundaries of technical subjects and ideological and political education subjects in data collection, use, sharing and output through legislation; second, improve laws and regulations on algorithm recommendation, clarify the ethical behavior of developers and the ethical boundaries of algorithm design through legislation, and require technology developers to embed social morality, ethics, mainstream ideology and so on into intelligent algorithm programs; third, improve laws and regulations on the responsibilities of relevant subjects, clarify the ethical status and responsibilities of technical subjects and ideological and political subjects through legislation, improve the responsibility system, and clarify their legal responsibilities; fourth, improve laws and regulations on generated content and its dissemination, construct regulations on generated content contrary to ethical knowledge, and screen out generated content that does not conform to socialist core values and does not respect ethics.

4.4. Enhance Ethical Literacy: Strengthen Capacity Building of Technical Subjects and Application Subjects

4.4.1. Improve the Artificial Intelligence Ethical Literacy of Technical Subjects

Improving the artificial intelligence ethical literacy of technical subjects is an inherent requirement to respond to ethical risks. First, strengthen the responsibility ethics education for technical subjects. Governments and enterprises should clarify the moral responsibilities of generative AI technical subjects in ideological and political education, and carry out responsibility ethics education for them with knowledge of ideological and political education, ethics and artificial intelligence ethical literacy; second, guide technical subjects to strengthen their cognition of ethical risks. The society should increase publicity on the ethical risks of the application of generative AI in ideological and political education, cultivate their sensitivity to ethical risk cognition, and improve their risk research and judgment ability; third, encourage technical subjects to scientifically design ethical embedding mechanisms, and motivate technical subjects to embed relevant ethical rules and specific moral algorithms in advance, and formulate ethical guidelines for the application of generative AI in ideological and political education.

4.4.2. Improve the Artificial Intelligence Ethical Literacy of Application Subjects

Ideological and political educators and educatees are the application subjects of generative AI in ideological and political education. Improving their artificial intelligence ethical literacy is an inevitable requirement to prevent and respond to ethical risks.

On the one hand, improve the artificial intelligence ethical literacy of ideological and political educators. Carry out artificial intelligence ethics training for ideological and political educators. Schools should regularly carry out on-the-job vocational training on artificial intelligence ethics for ideological and political educators, guide them to understand the working principle of generative AI and relevant ethical theories, help them systematically master intelligent application skills and scientific and technological ethics knowledge, and improve their ethical risk research and judgment ability and risk prevention awareness. Guide ideological and political educators to consciously abide by artificial intelligence ethical norms, follow the ethical stance of "people-oriented", and properly handle human-computer relationships and teacher-student relationships. Enhance the responsibility ethics awareness of ideological and political educators, strengthen the safety responsibility education for ideological and political educators, and clarify their value guidance responsibilities in responding to ethical risks.

On the other hand, improve the artificial intelligence ethical literacy of educatees. Carry out generative AI ethics education for educatees. Schools should popularize the working principle, algorithm logic and artificial intelligence ethics knowledge of generative AI for students through offering courses and lectures on artificial intelligence ethical literacy, and with the help of ideological and political classes and online training, so that they can understand the ethical guidelines and limitations of generative AI empowering ideological and political education, and form the ability to identify and resist various ethical risks. Cultivate educatees' high-level thinking ability, guide educatees to rationally distinguish and deeply think about biased, misleading and wrong generated content in human-computer interaction dialogues, and gradually improve their comprehensive analysis ability, rational critical ability and political judgment ability.

5. Conclusion

The embedding of generative AI into ideological and political education in colleges and universities is an inevitable trend of digital transformation in education and an important path to improve the effectiveness of ideological and political education. However, technological empowerment is not an unconditional progressive narrative, and it contains multiple ethical risks such as subjectivity dissipation, value deviation, relationship alienation and environmental complexity. Effectively preventing these risks requires transcending simple technological optimism or technological pessimism and seeking a dynamic balance in the three-dimensional framework of "technology-institution-subject".

Specifically, we must adhere to the basic concept of "education-oriented and technology-supported" and guide the direction of technological development with socialist core values; we must build harmonious teacher-student relationships and collaborative human-computer relationships, and reshape the emotional connection and value consensus of the educational community; we must improve the institutional and regulatory system and establish a full-chain governance mechanism covering early warning, supervision and accountability; we must enhance the ethical literacy of diverse subjects and cultivate a new era ideological and political education team with both technical ability and humanistic feelings. Only in this way can we truly realize the deep integration of generative AI and ideological and political education in colleges and universities, promote the high-quality development of ideological and political education in the intelligent era, and implement the fundamental task of fostering morality and cultivating people.

Acknowledgments

The authors gratefully acknowledge the financial support from 2025 Wenzhou Science and Technology Projects, No. RC20250361.

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