

Digital Ideological and Political Education by Counselors in Higher Vocational Colleges: Exploration of New Methods, New Paths and Guarantee Mechanisms

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Abstract: Technological innovation in the digital age has brought profound transformations to comprehensive education in higher vocational colleges, while also imposing new requirements on the educational capabilities of college counselors. From the perspective of college counselors, this paper integrates the characteristics of the digital era and the unique traits of student groups in higher vocational colleges to systematically analyze the practical challenges currently facing comprehensive education in these institutions, including formalization, inadequate technical adaptation, and inefficient collaborative education. By clarifying the application logic of digital technology in comprehensive education, this study explores new methods and pathways for such education in higher vocational colleges under the digital context from five dimensions: content supply, teaching implementation, practical education, team development, and evaluation systems. It proposes the construction of a novel "trinity" model of comprehensive education featuring "technology empowerment - value guidance - collaborative education," providing practical references for enhancing the effectiveness of comprehensive education in higher vocational colleges and fostering high-quality technical and skilled talents.

Keywords: Digital Age; Higher Vocational Colleges; Comprehensive Education; Counselors; Educational Pathways

1. Introduction

1.1 Research Background

College counselors serve as the backbone of ideological and political education for college students and act as a crucial bridge connecting schools with students, and theory with practice. The effectiveness of their work directly impacts

the quality of ideological and political education implementation. Currently, as "digital natives," students in higher vocational colleges exhibit distinct digital characteristics in their cognitive patterns, learning habits, and value orientations. The traditional "didactic" and "indoctrination-based" models of ideological and political education are no longer able to meet the demands of the new era. As Zhong Siting et al. noted, "To advance the high-quality development of ideological and political courses in the context of digital intelligence, it is essential to consistently drive reform and innovation, apply scientific and technological thinking, and focus on integrating technological elements into the teaching of ideological and political courses" [1]. Therefore, exploring new methods and pathways for ideological and political education in higher vocational colleges in the digital age from the counselor's perspective has become an inevitable choice to address educational challenges and enhance educational effectiveness.

In the era of online new media, college counselors face unprecedented opportunities and challenges in their ideological and political work. Enhancing counselors' capabilities in online ideological and political work is an urgent need to improve the quality of ideological and political education for college students. Based on the current state of online ideological and political education by college counselors, and existing issues such as counselors' insufficient understanding of online ideological and political education, limited theoretical knowledge, and incomplete online ideological and political education mechanisms, counselors' online ideological and political work needs to be strengthened by transforming work concepts and educational philosophies, fully leveraging online resources, and promoting multi-departmental collaboration [2]. This further underscores the importance of improving counselors' relevant competencies

for conducting ideological and political education in higher vocational colleges in the digital age.

1.2 Research Significance

Theoretical Significance: Rooted in the practical work of counselors, this paper integrates digital technology with theories of ideological and political education, enriching the practical connotations of theories such as "all-round education" (quanmian yuren) and "grand ideological and political courses" (dasi zhengke). It provides support for constructing a theoretical system of digital ideological and political education with distinct higher vocational characteristics, and fills the gap in current research regarding insufficient attention to counselors' digital educational practices.

Practical Significance: By addressing the practical issues encountered in the digital transformation of ideological and political education in higher vocational colleges, this paper proposes actionable methods and pathways. These contribute to enhancing counselors' digital educational capabilities, resolving the disconnect between technological application and value guidance, and cultivating technical and skilled talents who meet the requirements of the new era and are capable of undertaking the mission of national rejuvenation.

The in-depth integration of counselors' work with curriculum-based ideological and political education in higher vocational colleges is of great significance for improving the effectiveness of ideological and political education and promoting students' all-round development. By fostering ideological and political awareness, gaining a deep understanding of students, leveraging online advantages, and strengthening collaborative linkages, the integration of counselors' work with curriculum-based ideological and political education can be advanced, thereby optimizing the educational system of higher vocational colleges [3]. This also confirms the value of this study in promoting the development of ideological and political education in higher vocational colleges from a practical perspective.

1.3 Research Status

A review of existing literature reveals that academic research on digital ideological and political education has achieved certain

outcomes: in terms of technological application, Yu Sujing et al. explored the role of digital technology in scenario reconstruction and narrative innovation [4]; in terms of educational models, Luo Haiying proposed a differentiated teaching model for ideological and political courses in the digital age [5]; in terms of team development, Chen Yong emphasized the strategic positioning of counselors as the "fourth team" [6]. However, existing research still has limitations: first, there is a lack of targeted research on higher vocational colleges, with most studies focusing on undergraduate institutions; second, there are few practical studies from the counselor's perspective, and insufficient in-depth analysis of specific work scenarios; third, discussions on balancing technological application and value guidance remain inadequate. This paper conducts research to address these gaps.

Counselors are a key force in college ideological and political education and student management, and their political competence directly affects the effectiveness of ideological and political education and the quality of talent cultivation. In the new media era, college counselors face challenges such as the need to improve their political theoretical knowledge, media information processing capabilities, and understanding of student characteristics. Institutions of Higher Education need to consolidate counselors' political theoretical foundation through hierarchical learning and dynamic update mechanisms; strengthen their ability to use new media and guide public opinion analysis to enhance the effectiveness of online ideological and political work; accurately grasp students' ideological trends, innovate diversified interactive educational models, and increase the attractiveness and relevance of ideological and political education [7]. This provides a reference for this paper to examine issues related to counselors' capabilities in current ideological and political education in higher vocational colleges, and further highlights the necessity of this study.

2. Practical Dilemmas of Ideological and Political Education in Higher Vocational Colleges in the Digital Age - From the Counselor's Perspective

2.1 Outdated Educational Concepts and Inadequate Technology Integration

Some counselors still adhere to traditional educational concepts, lack an adequate understanding of the importance of digital technology, and view digital tools merely as auxiliary means, without systematic thinking on technology-empowered education. Surveys indicate that "some teachers lack proficiency in operating and applying emerging artificial intelligence technologies" [1]. This outdated mindset hinders the integration of digital technology into the entire process of ideological and political education. Additionally, some counselors experience "technological anxiety" and lack the ability to apply technologies such as big data and artificial intelligence, which restricts the effectiveness of digital education.

In the new era, "ideological and political leadership" has been explicitly identified as the core competence of ideological and political work in Institutions of Higher Education and ranked first among the "six competencies," highlighting its fundamental role in the higher education system. Ideological and political leadership comprises three core elements: value-shaping ability, theoretical guidance ability, and the ability to set an example through words and deeds. However, some counselors currently lack the capacity to practice ideological and political leadership; their educational concepts fail to keep pace with the times, and they lack awareness of integrating digital technology with ideological and political leadership, further exacerbating the problem of inadequate technology integration [8].

2.2 Monotonous Content Supply and Insufficient Targeted Adaptation

The current content of ideological and political education in higher vocational colleges suffers from "homogenization" and "lag." Counselors struggle to provide personalized content tailored to students' professional characteristics, cognitive levels, and interests. As Pang Xiaoxue pointed out, "Content supply tends to be homogenized and outdated, mostly relying on traditional discourse systems and expression paradigms, which are clearly disconnected from the cognitive habits and value concerns of contemporary college students" [9]. In the digital age, the ideological trends of higher vocational students have become more diverse and complex, and the traditional "one-size-fits-all" content supply model can no longer meet

students' personalized needs, resulting in low attractiveness of ideological and political education.

For a long time, higher vocational colleges in China have overly focused on expanding "quantity" while neglecting the improvement of "quality." In terms of ideological and political education content, traditional ideological and political textbooks face the challenge of updating. The timely revision and updating of textbook content and examples are particularly urgent. Nationally unified textbooks provide in-depth theoretical explanations and abstract summaries of knowledge points, but their relevance to actual teaching needs and students' daily lives needs to be enhanced, and the affinity and attractiveness of ideological and political education also require further development [10]. This aligns with the content supply issues identified in this paper, indicating that such problems are widespread in ideological and political education in higher vocational colleges.

2.3 Rigid Practical Carriers and Limited Educational Scenarios

Most of the ideological and political practice activities organized by counselors are confined to traditional forms, such as theme class meetings and voluntary services, while the development of digital practical carriers lags behind. Although some institutions have introduced online platforms, most of these platforms only serve to "record offline activities online" at a superficial level, lacking immersive and interactive digital practical scenarios. Yi Lianshu et al. argued that "the traditional ideological and political education model is characterized by one-way transmission: centered on teachers' classroom lectures, it focuses on indoctrinating theoretical knowledge" [11]. This rigid practical carrier can no longer meet students' practical needs in the digital age.

2.4 Inefficient Coordination Mechanisms and Insufficient Educational Synergy

Digital ideological and political education requires collaboration among multiple stakeholders, including schools, enterprises, and families. However, current challenges such as "data silos" and "departmental fragmentation" persist. Counselors face numerous difficulties in integrating digital resources and coordinating

multi-party efforts, making it difficult to form a coordinated framework for "all-round education." Liu Man noted that "restricted by practical physical conditions and the development model of traditional school ideological and political education, multiple entities within schools often face issues such as 'data silos,' poor information flow, and lack of collaboration mechanisms" [12]. This inefficient coordination seriously undermines the overall effectiveness of digital education.

The concept of "three-coordination" (management coordination, education coordination, and support coordination) emphasizes the organic integration and coordinated advancement of work in management, education, and support to achieve the goal of all-round education. In practice, however, management coordination faces problems such as inter-departmental conflicts, coordination difficulties, information sharing barriers, and outdated system integration; education coordination encounters challenges including insufficient awareness and ability of teachers to collaborate, difficulties in integrating educational resources, and incomplete educational evaluation systems; support coordination suffers from pain points such as inaccurate identification of support needs, poor integration and allocation of support resources, and lack of long-term support mechanisms [13]. These issues further worsen the inefficient coordination mechanism of ideological and political education in higher vocational colleges.

2.5 Traditional Evaluation Systems and Lack of Feedback Mechanisms

Existing evaluations of ideological and political education are mostly result-oriented, such as exam scores and activity participation rates, and lack process-oriented evaluation of students' ideological trends and value recognition. Counselors struggle to obtain real-time and comprehensive educational feedback data through digital means, leading to the breakdown of the "teaching-learning-evaluation" closed loop. Empirical research by Liang Dongyu et al. shows that "50% of interviewed teachers reported being unable to understand AI recommendation logic, which undermines the credibility of ideological and political education" [14]. The backwardness of this evaluation system restricts the continuous

optimization of ideological and political education.

3. Theoretical Support and Technical Logic for Counselors to Conduct Ideological and Political Education in Higher Vocational Colleges in the Digital Age

3.1 Theoretical Support

Theory of All-Round Human Development: Digital technology provides a new pathway for realizing all-round human development. Counselors can promote the coordinated development of students' knowledge, skills, and moral character through digital means.

Constructivist Learning Theory: This theory emphasizes the dominant role of students. Counselors can use digital technology to create independent learning scenarios, guide students to actively construct knowledge systems and values, and achieve a shift from "passive acceptance" to "active exploration."

Theory of "All-Round Education": Digital technology provides technical support for all-staff, whole-process, and all-dimensional education. Counselors can integrate various resources to build a digital educational community, achieving full coverage of the educational process.

Theory of Collaborative Education: In the process of talent cultivation, collaborative education is an educational concept that achieves talent cultivation goals by integrating various educational resources and establishing a multi-interactive, complementary collaborative education mechanism. This theory emphasizes the joint participation of schools, families, and society to form educational synergy and improve the quality of talent cultivation [3]. It also provides important support for collaborative ideological and political education in higher vocational colleges in the digital age.

3.2 Technical Application Logic

Data-Driven Logic: By collecting and analyzing students' learning data, behavioral data, and ideological data, counselors can accurately grasp students' ideological trends and developmental needs, realizing "teaching according to students' aptitudes." As Liu Man stated, "Digital technology enables comprehensive, whole-process, and refined tracking and evaluation of school ideological and political education through multi-modal

data collection, dynamic and refined analysis, and intelligent feedback" [12].

Scenario Reconstruction Logic: Technologies such as Virtual Reality (VR) and Augmented Reality (AR) are used to create immersive educational scenarios, enhancing the appeal of ideological and political education. Yu Sujing et al. argued that "digital technology demonstrates unique advantages in promoting the transformation of students' cognition through its powerful scenario-building capabilities" [4].

Collaborative Education Logic: Digital platforms break down temporal and spatial barriers, enabling collaborative education among schools, enterprises, and families to form educational synergy. Luo Haiying proposed that "the teaching method of ideological and political courses in the digital age has shifted from supply-driven to demand-driven" [5]. This shift requires the support of multi-party collaboration.

In the digital intelligence era, with the rapid development and application of digital intelligence technology characterized by global intelligence, the cultivation of college counselors' digital intelligence literacy holds unique value. Counselors' digital intelligence literacy is the embodiment of the concept of digital intelligence literacy in this group, referring to the abilities and qualities required for counselors to conduct ideological and political education and daily management work. Inspired by both the Quality Onion Model and the theory of counselors' digital development, a "gyro model" of college counselors' digital intelligence literacy can be constructed from two dimensions: digital intelligence quality and digital intelligence ability. The "gyro body" dimension reflects the digital intelligence quality structure of individual counselors, while the "gyro field" dimension maps the digital intelligence ability demonstrated by counselors in their work contexts [15]. This provides a more specific framework for the application of digital technology in ideological and political education in higher vocational colleges.

4. New Methods for Counselors to Conduct Ideological and Political Education in Higher Vocational Colleges in the Digital Age

4.1 Precision Profiling Method: Personalized Education Based on Big Data

Data Collection and Analysis: With the support of campus big data platforms, counselors can collect multi-dimensional data on students, including classroom performance, online learning, social interactions, and practical activities, to build digital profiles of students. Through data analysis, counselors can accurately identify students' ideological confusions, interests, and developmental needs, laying the foundation for personalized education.

Targeted Content Delivery: Differentiated ideological and political content is delivered based on students' professional characteristics and cognitive levels. For example, students majoring in intelligent mechatronics may receive content on technical innovation cases of "national master craftsmen," while students majoring in navigation technology may be provided with materials related to the construction of a maritime power. Meanwhile, algorithm-based recommendation technology is used to ensure the precise delivery of ideological and political content.

Dynamic Tracking and Adjustment: A mechanism for monitoring students' ideological trends is established, and educational strategies are dynamically adjusted based on real-time data feedback. When students exhibit cognitive biases, timely personalized guidance is provided to ensure the relevance and effectiveness of ideological and political education.

The capabilities required for college counselors' ideological and political education include the ability to innovate work methods, insight into students' ideological trends, analyze situations, and master student-related policies and theories. In the implementation of the precision profiling method, counselors need to fully leverage their ability to perceive students' ideological trends and analyze situations, combining big data technology to conduct more accurate personalized education [16].

4.2 Scenario Immersion Method: Experiential Education Based on Virtual Technology Construction of Red Education Scenarios

VR technology is used to create revolutionary history scenarios, such as "retracing the Long March" and "virtual field trips to revolutionary sacred sites," allowing students to experience the revolutionary spirit through immersive

interactions. Counselors can organize students to participate in interactive activities within these virtual scenarios, enhancing emotional resonance and value recognition.

Vocational Scenario Simulation: Combined with the professional characteristics of higher vocational education, a vocational scenario simulation system is built to integrate ideological and political education into professional practice. For example, simulating enterprise production scenarios to guide students in cultivating the craftsman spirit of dedication and pursuit of excellence in practice. Zhang Rongrong pointed out that "integrating the craftsman spirit into ideological and political education in higher vocational colleges helps guide students to establish a correct outlook on labor and professional values" [17].

Online-Offline Integrated Scenarios: Educational scenarios are expanded through an integrated model of "online virtual scenarios + offline practical activities." For example, online virtual training for voluntary services can be conducted, followed by offline community service practices, realizing the organic integration of theoretical learning and practical experience.

4.3 Discourse Innovation Method: Interactive Education Based on Multi-Modal Communication

Multi-Modal Discourse Expression: Breaking free from the limitations of traditional text-based discourse, multi-modal forms such as short videos, animations, live broadcasts, and H5 pages are adopted to transform abstract ideological and political theories into vivid and intuitive visual and auditory content. Li Hourui emphasized that "multi-modal large models possess the ability to process multiple types of data, including text, voice, images, and videos, enabling cross-modal data fusion and multi-task processing" [18].

Online Discourse Transformation: Counselors should learn and master online buzzwords, integrating ideological and political education content with online discourse to enhance the affinity of the content. For example, using popular terms such as "yyds" (an internet slang meaning "the best of the best") and "pofangle" (meaning "deeply moved") to interpret mainstream core values, making ideological and political discourse more down-to-earth and appealing.

Interactive Discourse Communication: Digital platforms are used to create interactive discourse spaces, such as online debates, topic discussions, and bullet comment interactions, guiding students to actively participate in discussions on ideological and political topics. Through two-way interaction, a shift from "one-way indoctrination" to "two-way dialogue" is achieved, enhancing students' sense of participation as the main body.

In the new media era, counselors should actively break away from the traditional indoctrination-based educational model and innovate diversified, interactive ideological and political education methods to effectively enhance students' sense of subjectivity and participation. In terms of educational content and forms, counselors should closely align with students' interests and social hot topics, flexibly using various interactive models to stimulate students' enthusiasm and initiative in participating in ideological and political education [7]. This is consistent with the concept of the discourse innovation method, providing direction for its implementation.

4.4 Collaborative Linkage Method: Integrated Education Based on Digital Platforms

In-School Collaboration: Digital platforms facilitate collaboration among counselors, professional course teachers, and administrative staff. Counselors can share student data through these platforms and work with professional course teachers to design curriculum-based ideological and political content, forming educational synergy. Chen Yong proposed that "counselors should achieve coupled collaboration with the other three teams through institutionalized channels" [6].

School-Enterprise Collaboration: A digital collaborative education platform between schools and enterprises is established, inviting corporate technical experts and "national master craftsmen" to deliver online lectures and live courses, integrating corporate culture and the craftsman spirit into ideological and political education. Meanwhile, the platform is used to track students' ideological trends during their internships, providing timely educational guidance.

School-Family Collaboration: Digital tools are used to build a school-family communication platform, through which counselors regularly

feedback students' ideological status and developmental progress to parents, guiding parents to participate in ideological and political education. Through school-family collaboration, an integrated educational pattern of "school-family co-education" is formed.

Under the concept of "three-coordination" education, management coordination requires breaking down barriers between traditional management departments and building an integrated management system centered on ideological and political education; education coordination focuses on the in-depth integration of ideological and political education with various educational activities; support coordination aims to meet students' personalized developmental needs, demonstrating the humanistic care of ideological and political education [13]. The collaborative linkage method is a specific practice of the "three-coordination" education concept, realizing integrated education through in-school, school-enterprise, and school-family collaboration.

5. New Paths for Counselors to Conduct Ideological and Political Education in Higher Vocational Colleges in the Digital Age

5.1 Building a Digital Content Supply System to Enhance Educational Relevance

Developing a Modular Content Resource Library: Counselors, together with ideological and political course teachers and professional course teachers, build a digital content resource library focusing on themes such as ideal and belief education, professional ethics, the spirit of labor, and the craftsman spirit. The resource library should include various forms of content, such as text, videos, audios, and cases, and be updated in real-time based on the development of the times and students' needs.

Promoting Targeted Content Supply by Group: Content is designed to be group-specific based on students' grades, majors, and cognitive levels. For first-year students, the focus is on ideal and belief education and adaptation education, with content such as school rules and career planning being delivered; for second-year students, the emphasis is on professional literacy education, including content on the craftsman spirit and professional ethics; for third-year students, the focus shifts to employment and entrepreneurship education,

with content such as labor rights and industry standards being provided. Luo Haiying noted that "the teaching philosophy of ideological and political courses in the digital age has shifted from high homogenization to personalized customization" [5], and this group-specific content supply can effectively enhance educational effectiveness.

Strengthening the Integration of Content with Daily Life: Ideological and political education content is integrated with students' daily lives, professional learning, and social practice to enhance the practicality and appeal of the content. For example, micro-courses can be produced addressing students' concerns, such as employment anxiety and interpersonal relationships; ideological and political elements within industries can be explored based on professional characteristics, achieving in-depth integration of "professional education + ideological and political education."

To achieve connotative development of ideological and political education for college students in higher vocational colleges in the new era, it is necessary to continuously enrich educational content and enhance its timeliness and relevance [10]. Building a digital content supply system, developing a modular resource library, promoting group-specific content supply, and strengthening the integration of content with daily life are important measures to enrich educational content and improve relevance, in line with the requirements of connotative development.

5.2 Innovating Digital Teaching Implementation Models to Enhance Educational Appeal

Promoting a Blended Teaching Model: A "online + offline" blended teaching model is constructed, where online platforms such as Xuexitong (a popular Chinese learning platform) and MOOCs are used for theoretical learning and interactive discussions, while offline activities such as theme class meetings, practical activities, and scenario-based teaching are organized. Counselors can use the data analysis function of online platforms to accurately grasp students' learning progress and cognitive difficulties, and conduct targeted offline teaching.

Conducting Project-Based Learning: With digital projects as carriers, students are guided to engage in research-based learning. For

example, students can be organized to conduct project research on themes such as "digital technology and rural revitalization" and "the digital dissemination of red culture," developing their innovative capabilities and sense of social responsibility through team collaboration, online research, and result presentations.

Using Social Platforms for Educational Activities: Counselors make full use of social platforms such as WeChat, Douyin (the Chinese version of TikTok), and Bilibili to create personal educational accounts and regularly publish ideological and political content. Through forms such as short videos, live broadcasts, and topic challenges, the dissemination and influence of ideological and political education are enhanced. For example, a "role models around us" short video collection campaign can be launched to guide students to discover and spread positive energy.

College counselors should actively transform their thinking on ideological and political education, innovate methods for ideological theory education and value guidance, and establish a network new media work mindset. They should fully leverage network media technology, actively innovate ideological and political education methods, keep abreast of current political news and social hot topics, understand and master online culture and thinking patterns generated in the information age, and absorb and apply them appropriately in ideological and political education to enhance the effectiveness of online ideological and political education [2]. Innovating digital teaching implementation models is a concrete manifestation of transforming work thinking and using network media technology to innovate ideological and political education methods.

5.3 Expanding Digital Practical Education Platforms to Strengthen Educational Practicality

Building an Online Practical Platform: An online practical education platform is constructed to carry out activities such as online voluntary services, online research, and online public welfare projects. For example, students can be organized to provide online consulting services on electrical appliance maintenance and policy promotion to communities through the platform; online research activities such as

the "Three Going to the Countryside" campaign (a Chinese student social practice program) can be conducted, allowing students to participate in social practice without leaving campus [19].

Promoting the Digital Transformation of Practical Results: Students are guided to transform their practical results into digital works, such as practice reports, short videos, and animations, which are displayed and exchanged through the platform. Counselors can organize online practical result evaluation activities to motivate students to actively participate in practice. Meanwhile, practical results are incorporated into the students' comprehensive quality evaluation system to increase the emphasis on practical education.

Creating Virtual Practice Bases: Virtual practice bases, such as virtual revolutionary memorial halls, virtual enterprise workshops, and virtual communities, are built using technologies such as VR and AR. Students can engage in immersive practical experiences through these virtual practice bases, enhancing their professional literacy and ideological awareness in practice. Yu Sujing et al. argued that "digital technology is driving educational scenarios to exhibit the characteristics of an intelligent human-machine collaborative ecosystem" [4], and virtual practice bases are a concrete manifestation of this characteristic.

5.4 Strengthening Digital Team Development to Enhance Educational Professionalism

Improving the Digital Training System: Institutions of Higher Education should establish a digital competency training system for counselors, regularly conducting training on big data analysis, artificial intelligence application, and new media operation. The training should adopt a "online + offline" and "theory + practice" model, inviting experts, scholars, and technical professionals to give lectures, thereby enhancing counselors' digital educational capabilities.

Forming Digital Educational Teams: Counselors are encouraged to form digital educational teams to conduct interdisciplinary and inter-departmental collaborative research. These teams can tackle key and difficult issues in digital ideological and political education, develop digital educational resources and tools, and establish a communication platform for counselors' digital educational practices to promote experience sharing and result

dissemination.

Establishing an Incentive and Evaluation Mechanism: The effectiveness of digital education is incorporated into the counselor evaluation system, and special rewards for digital educational innovation are established to motivate counselors to actively participate in the innovation of digital ideological and political education. Evaluation indicators can include the development of digital resources, the implementation of blended teaching, and student satisfaction, ensuring the scientificity and guiding role of the evaluation. Chen Yong noted that "relevant policy documents should be issued at the national level to promote the establishment of an independent professional title sequence for counselors in Institutions of Higher Education" [6], and this initiative can also be extended to the field of digital education. Institutions of Higher Education need to establish a training system centered on the development of counselors' ideological and political education capabilities. Currently, the training of ideological and political education teams in Chinese Institutions of Higher Education is still in the initial stage of learning from seniors, exploring independently, and summarizing experiences. Work methods are simplistic and arbitrary, work management lacks planning and systematicness, knowledge structures are singular, and the lack of systematic training institutions and content makes it difficult for the development of counselors' ideological and political education capabilities to meet the current requirements of Institutions of Higher Education for ideological and political education management [16]. Improving the digital training system, forming digital educational teams, and establishing an incentive and evaluation mechanism help address these issues and enhance the professionalism of the counselor team.

In terms of the cultivation of digital intelligence literacy, measures can be taken such as strengthening the cultivation of psychological capital to promote the upgrading of counselors' digital intelligence psychological quality; continuously empowering the advancement of application skills to drive the improvement of counselors' digital intelligence skill levels; seizing the opportunity of digital intelligence transformation to accelerate the adaptive reconstruction of counselors' digital intelligence governance capabilities; and

focusing on digital intelligence educational scenarios to expand the output effectiveness of counselors' digital intelligence service capabilities [15]. This provides a specific cultivation approach for strengthening digital team development and enhancing counselors' digital intelligence literacy.

5.5 Improving Digital Evaluation and Feedback Mechanisms to Ensure Educational Effectiveness

Constructing a Diversified Evaluation Index System: Breaking free from the limitations of traditional evaluation indicators, a multi-dimensional evaluation index system is constructed covering ideological cognition, emotional attitudes, behavioral practice, and digital literacy. The evaluation indicators should include both quantitative indicators, such as online learning duration and interaction participation rate, and qualitative indicators, such as the quality of ideological reports and evaluations of practical performance.

Promoting the Implementation of Process-Oriented Evaluation: Digital platforms are used to achieve full-process and dynamic evaluation, with comprehensive evaluation of students' development processes through real-time collection of students' learning data, behavioral data, and ideological data. Counselors can adjust educational strategies in a timely manner based on evaluation data, realizing "promoting teaching through evaluation and promoting learning through evaluation." Liang Dongyu et al. proposed the construction of a "dynamic balance model of 'technology empowerment - ethical regulation'" [14], which can be applied to the construction of the evaluation system.

Improving the Evaluation Feedback and Application Mechanism: A feedback mechanism for evaluation results is established, through which students are provided with timely feedback on evaluation results to help them identify their shortcomings and clarify their direction for improvement. Meanwhile, evaluation results are used as an important basis for students' scholarship and award selection, further education, and employment, enhancing the incentive role of evaluation. In addition, through the analysis and mining of evaluation data, the experience and rules of digital education are summarized to promote the continuous optimization of ideological and political education.

Institutions of Higher Education need to establish an evaluation system that includes the development of counselors' ideological and political education capabilities. The standards, indicators, and principles of evaluation should, on the one hand, point out the direction for the development of counselors' ideological and political education capabilities and guide them to improve towards the goal of enhancing their capabilities; on the other hand, provide motivation for counselors to actively improve their ideological and political education capabilities [16]. Improving digital evaluation and feedback mechanisms, constructing a diversified evaluation index system, promoting process-oriented evaluation, and improving the evaluation feedback and application mechanism are in line with the requirements of establishing a scientific evaluation system, and can better ensure educational effectiveness.

6. Guarantee Measures for Counselors to Conduct Ideological and Political Education in Higher Vocational Colleges in the Digital Age

6.1 Strengthening Organizational Leadership and Improving Institutional Guarantee

Institutions of Higher Education should establish a leading group for digital ideological and political education, clarify the role and responsibilities of counselors in digital education, and formulate development plans and implementation rules for digital ideological and political education. Systems related to data security and privacy protection should be improved to standardize the application of digital technology and ensure the orderly development of digital ideological and political education. Yu Sujing et al. emphasized that "it is necessary to strengthen institutional construction, enhance multi-party supervision, and build a sound ecosystem to systematically promote the improvement of the capital regulation and governance system" [4], and this requirement is also applicable to the institutional guarantee of digital ideological and political education.

Under the concept of "three-coordination" education, management coordination requires building a scientific, systematic, and efficient management structure, integrating resources and functions of various management departments within the school, and eliminating

communication barriers and information isolation between departments. Through the establishment of unified institutional norms, standardized work processes, and quantitative evaluation standards, various departments are promoted to form synergy in ideological and political education work [13]. Strengthening organizational leadership and improving institutional guarantee are important foundations for realizing management coordination and promoting the development of digital ideological and political education.

6.2 Increasing Resource Investment and Strengthening Technical Support

Funding investment in digital ideological and political education should be increased, covering areas such as the construction of digital platforms, resource development, equipment procurement, and personnel training. A safe, stable, and efficient digital educational platform should be built to provide technical support for counselors to conduct digital teaching, practice, and evaluation. At the same time, high-quality digital educational resources should be introduced to realize resource sharing and improve the quality and coverage of educational resources.

6.3 Cultivating Digital Culture and Creating an Educational Atmosphere

The construction of campus digital culture should be strengthened, and themed activities on digital ideological and political education should be carried out, such as digital technology application competitions and ideological and political short video creation competitions, to create a favorable atmosphere where "everyone participates in digital education." Students should be guided to establish a correct view of digital ethics, enhance their digital literacy and online civilization literacy, and lay a solid foundation for the development of digital ideological and political education. Bai Jinbo pointed out that "it is necessary to strengthen the education of college students' information literacy and online civilization, and improve their ability to identify various types of online information" [20], and this initiative is crucial for cultivating digital culture.

In the new media era, it is necessary to strengthen the education of college students' information literacy and online civilization, and improve their ability to identify various types of

online information [7]. Cultivating digital culture and creating an educational atmosphere help enhance students' digital literacy and online civilization literacy, creating a favorable environment for the development of digital ideological and political education.

6.4 Focusing on Ethical Regulation and Preventing Technical Risks

When applying digital technology to conduct ideological and political education, counselors should focus on ethical regulation and prevent the risk of technological alienation. The protection of student data should be strengthened, and the entire process of data collection, storage, and use should be standardized to avoid data abuse and privacy leakage. At the same time, students should be guided to correctly understand and use digital technology, avoid over-reliance on technology, and ensure that technological application serves the goal of education. Empirical research by Liang Dongyu et al. shows that "84% of students have a 'privacy paradox'—relying on behavior tracking while worrying about data security" [14], and this issue needs to be addressed through ethical regulation.

In the digital intelligence era, when college counselors apply digital intelligence technology to conduct ideological and political education, they should establish correct moral standards and safeguard digital justice and fairness. While digital intelligence technology continuously empowers counselors' work, it also brings hidden concerns such as digital silos, information gaps, and information abuse, which may lead to misalignment and suspension in education and management [15]. Focusing on ethical regulation and preventing technical risks are key to addressing these concerns and ensuring that technology serves the goal of education.

7. Conclusion

The digital age has brought unprecedented opportunities and challenges to ideological and political education in higher vocational colleges. From the counselor's perspective, current ideological and political education in higher vocational colleges faces practical dilemmas such as outdated educational concepts, monotonous content supply, rigid practical carriers, inefficient coordination mechanisms, and traditional evaluation systems. To address

these issues, this paper proposes new methods including the precision profiling method, scenario immersion method, discourse innovation method, and collaborative linkage method, as well as new paths such as building a digital content supply system, innovating digital teaching implementation models, expanding digital practical education platforms, strengthening digital team development, and improving digital evaluation and feedback mechanisms. Guarantee measures from aspects such as organizational leadership, resource investment, cultural cultivation, and ethical regulation are also put forward. The core of these methods and paths lies in realizing the organic integration of technology empowerment and value guidance, and constructing a "trinity" model of ideological and political education featuring "technology empowerment - value guidance - collaborative education."

The digital transformation of ideological and political education in higher vocational colleges is a systematic project that requires counselors to continuously update their educational concepts and enhance their digital capabilities, as well as the joint efforts of schools, enterprises, families, and other stakeholders. It is believed that through continuous theoretical exploration and practical innovation, a digital ideological and political education system with distinct higher vocational characteristics and contemporary features will be constructed, making greater contributions to cultivating high-quality technical and skilled talents and talents who are capable of undertaking the mission of national rejuvenation.

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