

Integrating the Concept of "Intelligence for Good" into Scenario-Based Teaching of Ideological and Political Theory Courses in Higher Education

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Abstract

Organic integration of technology enhancement and value orientation is the main value proposition behind the educational transformation in the era of artificial intelligence, which is the core concept of "Intelligence for Good". Since ideological and political theory (IPT) courses are the major part of the curriculum that has the fundamental mission of cultivating virtue and developing people, they are faced with a lot of practical problems including abstract theoretical nature, superficial interaction, and boring situations. Situational teaching, based on the concept of situated cognition, improves the effectiveness of teaching by providing embodied and interactive learning environments, and artificial intelligence provides the technical means to build such scenarios precisely. The present paper, following the clarification of the meaning of the term Intelligence for Good and its correspondence to the values of the IPT course, examines the inner structure of scenario-based teaching. Then it outlines the potential ways of implementing Intelligence for Good in scenario-based IPT teaching in four aspects such as creation of scenarios, interaction between humans and computers, exact supply, and assessment reform. Moreover, it also puts forward preventive measures to the possible risks of technological estrangement, algorithmic bias, and value concealment. The study will serve as theoretical sources and practical directions towards the innovative reform of the IPT teaching in higher education in the modern era.

Keywords

Intelligence to Good; Ideological and Political Theory Courses; Scenario-based Teaching; Artificial Intelligence; Cultivation of Virtuousness and People.

1. Introduction

The high pace of development of artificial intelligence is changing the modes of teaching and educational paradigms in the educational system significantly. On April 2026, the Ministry of Education and four other ministries jointly released the Artificial Intelligence + Education Action Plan that clearly stated that they intend to come up with a large model of specialized ideological and political education, diversify intelligent applications, and come up with an immersive model of education that is hologramic, omnipresent, all-encompassing, and available 24/7 [1]. In this context, the IPT courses in higher education face tremendous opportunities of technological empowerment as well as critical challenges of finding out how technology rationality can be balanced with value guidance.

At present, the teaching of IPT in universities faces challenges such as an abstract curriculum, uninteresting approaches, and a shallow connection. The conventional method of indoctrination tends not to be effective in exciting the interests and emotions of the learners, hence creating a gap between classroom teaching and life settings [2]. The use of scenario-

based teaching has been inspired by the situated cognition theory, which focuses on the situatedness, embodiment, and interactivity of the learning process, thus offering a novel solution to these dilemmas. In the meantime, the next generation of information technologies, and especially generative artificial intelligence, can provide technical assistance to the in-depth practice of scenario-based IPT teaching, improving the process of creating a teaching context, the quality of human-computer interaction experience and the shift in teaching models.

The application of technology in education is not value-neutral though. It is within this context that the idea of Intelligence for Good has been developed-it demands that as we seek to integrate AI with education deeply, we should continue to follow the initial purpose of education and make sure that technology does not hinder overall growth of humanity [3]. One of the most important issues in the present-day reform of IPT instruction is how to organically incorporate this value concept into scenario-based IPT teaching practice, so that technological power and values guidance proceed simultaneously.

2. The Connotation of "Intelligence for Good" and Its Value Alignment with IPT Courses

2.1. The Connotation of "Intelligence for Good"

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2.2. The Unique Mission of IPT Courses in Implementing "Intelligence for Good"

Higher education IPT courses are the main curriculums to meet the essential mission of building virtue and nurturing people, and they focus on value direction and ideological form. In the modern world, where AI is increasingly integrated into education, IPT courses carry a special duty of the age - to help students see and manage the connection between humans and technology properly and preserve the idea of the necessity to be people-centered and use intelligence wisely in the context of technology [4]. Some other researchers have observed that AI is indeed a tool in ideological and political education, whereas promoting virtue and people are the ways [5]. The IPT classes must not only inform the students how to utilize smart instruments but also develop their moral decision-making skills, value assessment skills, and humanitarian concern skills during the intelligent age. Thus, the principle of the Intelligence for Good is logically compatible with the value goals of the IPT courses - both indicate the final purpose of technology to the overall advancement of a human being.

3. Scenario-Based Teaching: The Practical Field for Implementing "Intelligence for Good" in IPT Courses

3.1. Theoretical Foundations and Educational Value of Scenario-Based Teaching

The concept of scenario-based teaching has its basis in the theory of situated cognition, which postulates that the process of knowledge acquisition cannot be divorced from particular situational contexts, and that it is only possible to gain a deep level of comprehension via

embodied experience and active construction within the context of authentic or simulated settings. The scenario-based teaching of the IPT courses, by providing immersive narrative fields, leads students to engage subjectively and immerse themselves in the learning experience, thus increasing the affinity, appeal, and sense of achievement of the teaching [6]. A study indicates that AI-assisted IPT teaching can assist college students in identifying core values with regard to cognitive, emotional, and behavioral aspects by means of immersive teaching situations that maximize the effectiveness of behavioral attitudes, community-based interactive situations that transform subjective normative situations, and customized adaptation algorithms that enhance perceived behavioral control efficacy. The beauty of scenario-based teaching is that it converts the abstract nature of conceptual theories into perceptible, experiential and participatory actualities, and transfers the focus on values guidance in a direction of infiltration as opposed to preaching.

3.2. Multiple Mechanisms of Intelligent Technology Empowering Scenario-Based Teaching

The four ways in which generative AI facilitates scenario-based teaching in IPT courses are as follows: the optimization of the development of teaching scenarios, the improvement of human-computer interaction experiences, the encouragement of the transformation of teaching models, and the assistance in the development of learning communities. It is highly effective in changing the teaching scenarios, experiential settings, and interactive conditions of the IPT courses. In particular, AI has the ability to empower the scenario at three levels: first, at the level of content, where it turns traditional textbooks into dynamic virtual simulation scenarios, enabling students to experience history and increase their theoretical immersion; second, at the interaction level, where it allows teachers and students to engage deeply and students and learning materials to interact by intelligent Q&A and real time feedback; third, at the adaptation level, where it helps to personalize teaching scenarios using the concept of big data analytics and matching the cognitive starting point and interest areas of different students. The implementation in Sichuan University shows that, with the help of big models and personalized learning platforms, IPT lessons can be intelligent and accurate.

4. Practical Pathways for Integrating "Intelligence for Good" into Scenario-Based Teaching

4.1. Scenario Creation: Guiding Technology Application with Value Orientation

The first element in the process of incorporating "Intelligence for Good" into scenario based teaching is making scenarios. Scenarios are not only technological collections but value carriers. Implementing technologies like VR/AR, digital humans, virtual simulations, etc., to develop teaching scenarios, we should always follow Marxist theory as the main principle, making sure that the content of the scenarios meets the principles of socialist ideology [7]. An example that should be followed is the experience of Sichuan University - the university formed IPT teaching groups that reviewed the unified textbooks in an organized manner and technical groups that conducted systematic processing by building a three-dimensional course graph which is the knowledge graph, problem graph, and competency graph and developed a calibration system that involves technical filtering, expert review, and teacher-student feedback so that AI output does not diverge. The key idea behind the development of the scenario is: technology is used to facilitate the education rather than the education fits to the technology

4.2. Human-Computer Interaction: Realizing Value Guidance through Dialogue

The strength of the scenario-based teaching is interaction. Scenario-based instruction based on smart technology needs to change the old paradigm of one-directional communication between humans (human-human) to a new state of co-existence among humans and machines, which is

synergistic (human-machine-human) [8]. According to this paradigm, AI is not a substitute to teachers, but it is a "collaborative partner" to them. Intelligent tools must be used by teachers to formulate problem situations, arrange discussions and interactions, and lead the students to gain more knowledge about the theoretical concepts and value identification using the dialogues with AI, peer discussion, and cross-temporal conversations with historical characters. An illustration is that Zhejiang University uses both digital and smart tools to do the so-called immersive classroom whereby students can think and communicate as a character in particular historical backgrounds. This human-machine cooperative interaction framework does not just use the advantage of the context of technology but also preserves the teacher as an authoritative source of values.

4.3. Precise Provision: Achieving Individualized Teaching through Data-Driven Approaches

The phrase "Intelligence for Good" stipulates that technological empowerment should be specifically aimed at addressing the pain points and challenges that face education and teaching [9]. Through the analysis of big data in scenario-based teaching, AI could also attain an exact determination of the ideological dynamics of students, their learning features, and practical interests, leading to the transition of the course of ideological and political education to the fine-grained type of supply [10]. Particularly, this may be achieved by creating the digital student profiles so as to be able to properly understand the academic background, cognitive level and preference of interests of every student; personalizing the learning pathways depending on the profiles, offering the personalized scenario-based learning materials to different students; and building the dynamic feedback systems to continually refine the scenario design and resources offered based on the learning data. The concept of precise provision is to ensure that the value of good in the phrase Intelligence for Good is incorporated into the individualized development of each student.

4.4. Evaluation Reform: Promoting Process-Oriented Education through Intelligent Evidence-Based Assessment

The conventional evaluation of the IPT course usually focuses on summative assessment, which is unable to capture the full picture of how the values cognition, feelings, and behavior of students have changed. The idea of Intelligence for Good suggests the need to create an educational evaluation system that would provide intelligence for good [11]. Scenario-based education allows using intelligent technologies to perform whole-process, multi-dimensional evidence-based assessment: by collecting and analyzing multi-source data, including classroom interaction data, scenario participation data, and post-classroom feedback data, it is possible to dynamically trace students ideas change and value recognition process. The aim of this evaluation is not to score but to educate, i.e., to use the data feedback to assist teachers to change their teaching strategies in a timely fashion and to assist students to develop self-awareness and self-growth

5. Risk Prevention: Ensuring "Intelligence for Good" Does Not Deviate from Its Course

The procedure of incorporating the concept of "Intelligence for Good" in scenario-based teaching cannot be done without difficulties, and there are various risks that should be tackled and prevented.

The first risk is that of technological alienation. Although AI facilitates the sharing of ideological and political education assets, content accuracy, and variety of scenarios, AI can also come with threats like disorder in subject relationships, deviation of educational goals, and loss of educational equity [12]. Excessive dependence on technology can result in the substitution of

thinking by technology and destroy the most important role of IPT courses, i.e., the arena of ideological clashes and emotional interaction among individuals.

Next, the danger of algorithmic bias and value obfuscation. The black boxes of algorithms can cause ideologically secure issues, and cultural filtering systems can cause implicit value deviations. If intelligent systems recommend content according to particular latent preferences it might be invisibly concealing the Marxist position, viewpoint and approaches, undermining the role of IPT classes as a valuable guide.

Fourth, there is a threat of emotional erosion. The shift in the digital and intelligent ideological educational model based on the traditional interaction between humans (human-human) to the novel model of collaboration between humans and machines (human-machine-human) might lead to possible emotional disorientation. Education by nature is warm, and education process is inseparable with human emotion. In the case where scenario-based teaching becomes a cold human-machine communication, the very essence of IPT classes will disappear.

To mitigate the above-mentioned threats, there is a need to develop multi-level preventive measures: introduce a comprehensive process of ethical review of AI teaching applications to guarantee that the rules of algorithms and content transmission are always compatible with socialist core values; maintain the central position of IPT teachers who should use their initiative, enthusiasm and creativity to provide strict implementation of AI; and always follow the three principles of educational value, scientific accuracy and safety in the application of technologies, so that every type of technological empowerment can be based on the idea of fulfilling the ultimate goal of education, i.e., educating people.

6. Conclusion

The introduction of the concept of Intelligence for Good in scenario-based teaching of IPT courses in higher education is not only a vital proposal on the reform and innovation of IPT courses in the modern-day but an unavoidable demand in the context of the main objective of developing virtue and educating people. The given work shows that the idea of "Intelligence for Good" and IPT courses share the same intrinsic purpose of values, i.e., they both refer to technology as a tool of the overall growth of humanity. Scenario-based teaching, being the practice area of introducing "Intelligence for Good" into IPT courses, has the potential to convert abstract value concepts into observable teaching practices due to paths like the creation of scenarios, human-computer interaction, accurate delivery, and assessment reform. Nevertheless, there are also threats to this process, including technological alienation, algorithmic bias, and emotional erosion, which need to be balanced by a certain tension between technological empowerment and value guidance. Additional studies in the future might also investigate the various approaches to differentiated scenario-based teaching methods of various courses and groups of students and design the long term solutions to include the use of the concept of Intelligence for Good in the teaching of IPT courses.

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