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Risks and Countermeasures Faced by Graduate Ideological and Political Education in the Era of AI

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Abstract

The AI era has also deeply influenced the education industry, and has posed many challenges to the ideological and political education of graduate students. With the rise of AI technology, graduate ideological education has been impacted by technology and the hidden dangers of network security. In addition, the massive information causes the fragmentation of students' ideology and separates the mainstream ideas and values of students' education. To address these risks and challenges, this paper proposes corresponding measures. First, we must strengthen the combination of technology and ideological and political education, and promote the reform of the education system to reduce the technical impact of students. Meanwhile, we can strengthen students' cybersecurity awareness through collaborative efforts from various aspects, enabling students to address security risks in the virtual space. Additionally, the ideological and political education of students can be enhanced by establishing a high-quality, information-savvy team in universities and strengthening the role of online regulation.

I. INTRODUCTION

The artificial intelligence(AI) is the opportunities for ideological and political education for graduate students, but also brings challenges. The ideological and political education of graduate students needs to keep pace with The Times to adapt to the new challenges and needs. Colleges and universities need to think about how to make full use of AI technology to improve the quality and effect of ideological and political education when training graduate students.

1.1 The Emergence of the AI Era

The essence of artificial intelligence is the information process of computer simulating human consciousness and thinking. Simply put, it is an intelligent machine that can make similar reactions to human intelligence. This field also includes robots, speech recognition, image recognition, natural language processing, and expert systems (Zhou Ying, Zheng Wenming, Xu Wei, Zhu Jie, 2020)[1]. The term "AI era" refers to the age of artificial intelligence, also known as the era of machine learning or the digital age. The widespread application and influence of artificial intelligence technology is becoming increasingly prominent in social, economic, educational, and technological domains and so on. The development of artificial intelligence can be

traced back to the mid-20th century. In the late 1950s and early 1960s, the concept of AI began to emerge, marking the first mention of the term "artificial intelligence." Early AI research focused on symbolic reasoning and expert systems, with scientists endeavoring to construct computer programs capable of simulating human thinking and problem-solving abilities. From the 1980s to the 1990s, machine learning began to rise, with researchers employing statistical methods and neural networks to build intelligent systems. In the early 21st century, with the advancement of computing power and the rise of the internet, AI experienced a new surge. The availability of big data and enhanced computational capabilities created favorable conditions for the development of machine learning and deep learning. Particularly, deep learning achieved significant success in the fields of computer vision and natural language processing. From the mid-21st century to the present, AI technology has been widely applied across various domains, including autonomous driving, voice assistants, financial forecasting, medical diagnosis, robotics, smart homes, and industrial automation. Automated decision-making and autonomous systems have also become increasingly powerful. Ray Kurzweil(2006), a technological futurist and inventor, mentioned the "acceleration of technology" in his works, emphasizing the era-changing potential of artificial intelligence in the future. The proliferation of AI presents both opportunities and challenges across all sectors[2]. AI has also had a significant impact on the entire education industry, and ideological education in college graduate students is no exception.

1.2. The Importance of Graduate Ideological and Political Education

The establishment of graduate degrees in the Western world can be traced back to medieval Europe, with the earliest universities like Bologna University and the University of Paris, introducing specialized master's and doctoral degrees between the 12th and 13th centuries. Initially associated with the church and law, these degrees gradually expanded into various fields over time. In contrast, graduate education in China commenced in the early 20th century, with the founding of the first graduate school at Peking University in 1912. However, due to historical challenges, graduate education in China faced disruptions in subsequent decades. The establishment of the People's Republic of China in 1949 marked the beginning of extensive higher education reforms, exemplified by the founding of the Chinese Academy of Sciences in 1950. This signaled a new era in graduate education, with universities subsequently establishing graduate schools and developing programs.

The emergence of graduate education prompted the introduction of courses in political and ideological education. Zheng Yongting(2006) et al. put forward the opinion that political and ideological education refers to the purposeful, planned, and organized influence exerted by a society or social group using specific ideological concepts, political perspectives, and moral norms to shape the ethical and ideological conduct of its members[3]. It is widely acknowledged that political and ideological education began developing in the early stages of the education sector. During the learning phase, students are inevitably exposed to various ideological currents, underscoring the significance of ideological education.

Graduate students, as the backbone of contemporary youth and the main force behind technological innovation, play a crucial role in societal development. The political and ideological education of graduate students is particularly pivotal. Contemporary Chinese graduate students must recognize their responsibility to leverage their academic knowledge and research capabilities for the positive advancement of academia and society. Importantly, personal development must precede professional accomplishments. Graduate students should possess the correct ideological and political education literacy before contributing to society. Only by demonstrating exemplary political and ideological literacy along with a sense of social responsibility in both work and personal life can graduate students make meaningful contributions to

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societal stability and development.

II. ANALYSIS OF THE CAUSES OF THE PROBLEMS IN GRADUATE IDEOLOGICAL EDUCATION

2.1 The Influence of Technology on Students' thought.

With the rapid development of artificial intelligence, digitalization in education has become an inevitable trend. In this era of rapid informationization, issues such as information cocoons, information bubbles, information overload emerged, and the problems brought about by the information age in graduate education are endless. Because the environment where the students live has still become a technology-transformed environment, with the digital and intelligent mimicry nature of the virtual and reality blend environment. In an environment filled with artificial intelligence and technology, students not only enjoy the dividends brought about by rapid technological development but also suffer from the negative impacts of such development.

Digital technology makes the acquisition, dissemination and utilization of information more convenient and efficient, thus promoting the development of the information society. The digital age has become an inevitable trend, which has had a profound impact on education and even the global development. Therefore, adapting to and using digital technology, mastering the digital ability has become the general trend of the survival and development of modern society, but also an inevitable change that every student must experience. With the popularity of the Internet and smart devices, graduate students can obtain massive information through search engines. Technology has changed students' way of thinking, and they have become more dependent on fast information query. Once a problem occurs, most students' first reaction is to turn to the network platform rather than the problem itself, which not only weakens students' 'thinking ability, but also has a serious impact on the formation of students' critical thinking.

2.2. Influence of Potential Network Security Risks

Anonymity is a significant characteristic of the digital virtual world. People can often hide their true identity on the internet, which means that some individuals can engage in online verbal violence without having to bear the corresponding responsibility. This allows some people to act in more extreme or irresponsible ways, such as cyberbullying, without directly facing the consequences. Due to the lack of face-to-face interaction, many people lack sufficient sensitivity and empathy towards others' feelings, which can easily lead to cyberbullying issues. This has a negative impact on students' mental health and cognitive development. Herbert (1996) pointed out that cyberbullying refers to individuals using electronic devices as a medium to repeatedly engage in hostile behaviors aimed at harming others[4]. This article defines cyberbullying by integrating various online information and the phenomenon of cyberbullying. Cyberbullying is the act of using electronic devices and online platforms to continuously, intentionally, and maliciously engage in verbal, behavioral, or informational attacks to insult, intimidate, threaten, harass, or humiliate others. In the digital age, cybercriminals, with the support of AI technology, use hacking techniques or phishing websites to steal others' account information, and then engage in malicious activities, spread false information, or launch attacks on others' accounts.

Nowadays, digital intelligent technology goes deeply into students 'life. Students register their information on various web pages and software, and lack of screening means, which means that a large number of students' personal information will be disclosed on the platform, or even in the public eye. Once the software has a technical vulnerability or weakness, an attacker may exploit these vulnerabilities for unauthorized access and information theft. Personal privacy information, including ID card, mobile phone number and other information will be a security hazard used by criminals to interfere with the normal life of graduate

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students.

Although relevant laws have been formulated to crack down on cyber bullying and privacy leakage, the enforcement and punishment of laws are often weak, and the supervision and legal constraints on issues such as cyber bullying and privacy leakage often lag behind the development of technology. Some platforms and service providers lack adequate security safeguards, or do not take adequate measures to detect and stop cyberbullying. At the same time, the relevant legal system also lags behind the emerging forms of cyber crime, and fails to effectively deal with all the problems.

2.3. Reasons for Ideological Fragmentation

The popularity of artificial intelligence has created a cocoon of information, exposing students only to information and views consistent with their existing beliefs. This may hinder the cultivation of critical thinking and the exposure to multiple viewpoints, which are crucial to a comprehensive understanding of political ideology and institutions. Information cocoon refers to the state where an individual is restricted to specific ideas or information sources in the process of information acquisition and contact, causing the information they have contact to be filtered, restricted or deviated. This state may be due to individuals selectively contacting information consistent with their views, or because algorithms recommend and filter presenting only a specific type of information to the individual while ignoring other views or sources of information. For example, TikTok analyzes the videos that users already watch. By analyzing the user's data, including browsing history, thumb up records, comment interaction, etc., to understand the user's interests and preferences, and then use the collaborative filtering algorithm to recommend the videos of the same theme and the same view to the user. By comparing the similarity of interests between users, the algorithm recommends some favorite videos of users to other users with similar interests.

In a fragmented ideological environment, students may be more susceptible to the influence of a single ideology, producing paranoia and extreme tendencies. They may be inclined to accept a certain ideology, while questioning or even reject other views, which will prevent them from thinking and judging problems objectively and rationally. The ideological fragmentation may lead to increased antagonism, with a lack of dialogue and understanding between different ideological groups, but rather to adopt confrontational and even hostile attitudes. This situation is not conducive to the all-round development and growth of students.

III. RISKS OF GRADUATE POLITICAL AND IDEOLOGICAL EDUCATION IN THE AI ERA

Over the past century, China's system of graduate political and ideological education has been continuously improved and developed, reaching a considerable level of maturity in certain aspects. However, challenges and areas for improvement persist. Up to now, China has established a relatively complete system of graduate political and ideological education, including regulations regarding curriculum design, textbook compilation, teaching methods, and assessment. Universities across the country commonly offer courses in political theory to cultivate students' proficiency in Marxist theory and social responsibility. Today, resources for political theory education for graduate students are increasingly abundant. Textbooks, courseware, and online resources, among others, have been widely developed and applied. Universities are also actively introducing advanced teaching methods and technologies, such as online teaching platforms and multimedia teaching tools, to enhance teaching effectiveness and promote academic research.

In addition, Chinese universities and research institutions actively carry out academic research in the field of graduate ideological and political education, and constantly explore new educational concepts and methods. The research results are not only recognized in the academic circle, but also provide useful guidance for practice. However, with the advent of the AI era, it has caused a certain impact on graduate education. Technology

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development and information security have a profound influence on the field of graduate ideological education. Their ideology is challenged by fragmentation, resulting in the ideological differences of graduate students and the profound impact of mainstream values.

3.1 The Influence of Technology on Students' Ideological and Political Education

Technological development has many influence on the ideological and political education of graduate students. If students lack the ability to discern and critical thinking, they may blindly accept or imitate the speech and behavior on the Internet, thus being affected by bad ideas, and may even be guided to extrIn the era of information explosion, a large amount of information data seriously interfere with students' choice of the accuracy of useful information. The amount of information in a large number of media is much higher than that that students need. A large amount of surplus information seriously interferes with the audience's choice of the accuracy of the relevant useful information. Academic knowledge, news consulting, social entertainment and other information are increasing, and one keyword can search for hundreds of information. Students, faced with the problem of information overload, need to screen the beneficial content from the amounts of information. However, due to the diversity of information and quantity, it is difficult to accurately assess the authenticity and importance of information, vulnerable to biased or not objective information, technical algorithm may lead to the information selective exposure, strengthen the existing views, weaken the diversified thinking, thus affect the correctness and comprehensiveness of the ideological and political education. They may face the collision and conflict of different values. Herbert Simon (Herbert A. Simon), an economist and computer scientist, has pointed out that informative societies lead to the scarcity of attention, because people choose to process large amounts of information to follow information that is consistent with their views, creating the limitation of information[4]. Therefore, the technical level has caused a serious obstacle to the cultivation of students' diversified thinking.

3.2. The Potential Hazard of Cyber Security

Liu Heng, Wang Wei, and others (2023)have pointed out that the forms of cybersecurity threats are becoming increasingly complex, and traditional protective measures are insufficient to address the cybersecurity risks in the AI era[5]. The challenges of privacy rights and information security are growing with the development of AI technology. The large-scale collection of personal information may lead to infringements of privacy rights and increase the risk of information security, making personal information more susceptible to hacker attacks. But just as *'China's Network Security Talent Construction Report* (2022)' shows that with the rapid development of digital,network, intelligent, network security-related high-end talents are still in short supply, full-time engaged in related education and training teachers are insufficient, practical teaching guidance, practical training long-term mechanism to be formed. Because of the shortage of training teachers in the area of cybersecurity, students lack the education of cybersecurity.

In the age of AI, cybersecurity has become an increasingly severe challenge in the moral and ideological education of students. Students may face issues such as cyberbullying and personal privacy breaches, which can negatively impact their mental health and cognitive development. Since students typically spend most of their time in environments protected by schools, parents, and others, they are often sheltered in an "ivory tower" and may find it difficult to discern whether their accounts have been hacked. This makes it easy for them to fall into traps set by cybercriminals. Traditional education often focuses on the spatial dimension, that is, the ideological education of students in the real world. However, in the AI era, beyond the traditional dimensions of time and space, students also exist in the virtual space dimension, where they are prone to exclusion and isolation. Although graduate students belong to the adult population and have a relatively high level of cognitive development and mature

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thinking, they are still vulnerable to the harm caused by cyberbullying. Some students, when commenting on social platforms, tend to follow the crowd and may unintentionally hurt others while posting information. Others, when expressing personal opinions on digital platforms, may also suffer from online verbal attacks. Bullying in virtual spaces can sometimes be invisible and difficult to identify. Cyberbullying not only causes serious psychological and emotional harm to victims but can also affect their daily lives, studies, and work, and in extreme cases, lead to tragic consequences such as suicide.

3.3. Fragmentation of Ideology and Variations in Thought

The widespread application of artificial intelligence technology in information dissemination and social media may lead to the fragmentation of graduate student ideology. Communication scholar Nicholas Carr (2009) pointed out that the design of the Internet and social media may encourage users to encounter information consistent with their existing beliefs, forming the so-called “filter bubble”, thus reducing the opportunity to contact multiple perspectives.

Students obtain information through We Media, and are influenced by various fragmented views on the Internet. Internet algorithms constantly push videos and views to them that they are interested in.With the use of technical means, students often come into contact with information that algorithms recommend to them. If this information is not systematic, students' values will be patchwork and broken. Moreover, due to relatively loose network supervision, some views are even wrong and deviate from mainstream values.

Under the traditional teaching model, students’ values are obtained in mainstream newspapers or cultivated in school teaching and parents’ education. The information students are exposed to is correct and systematic values after being screened. Today, the traditional teaching model still exists. However, in the era of artificial intelligence, graduate students, as adults, have their own communication equipment, and can search and collect various information through We Media. The sources of ideas they acquire have become diversified. In the context of high-speed information dissemination, the traditional ideological and political education discourse system is dismembered, and the integrity of ideological and political education discourse are destroyed[7]. If the major challenges posed by the fragmentation of ideology and diversity of thinking pose to graduate education in education and teaching, students’ thoughts will be broken and lack of coherence will be affected, their logical thinking ability will be affected, and students’ values will become fragmented and one-sided.

IV. COUNTERMEASURE TO ADDRESS THE PROBLEMS

In order to deal with these risks, society and universities should work together to strengthen students' technical training and reshaping, protect students' legitimate rights and interests in online virtual spaces, and continuously improve their awareness of privacy protection.Educators should help students establish a systematic and complete ideological education system, so that technology can empower college ideological education, rather than destroying it.

4.1 Strengthening the Integration of Technology and Ideological and Political Education and Promote the Reform of the Education System

Today's traditional teaching model still cannot cope with the impact of technical problems. As the era of artificial intelligence is further advancing, the ideological and political education system will inevitably follow the changes. Technology and education should complement each other, and use the advantages of Internet technology to promote the continuous and in-depth reform of ideological and political education in higher education institutions. Only by continuously transforming digital technology into the internal energy of the innovative development of ideological and political education can we promote the internal energy of the innovative development of ideological and political education, and can we promote the traditional advantages of

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ideological and political education to release more space, greater value and stronger effectiveness [8]. In terms of postgraduate education reform, schools should promote the in-depth integration of digital technology and education, transform traditional teaching models, innovate the teaching and learning system, make good use of technology as a double-edged sword, Teachers should firmly grasp the hilt of technology, and assure that technology is to tool to serve education and to guide students use the technology correctly. Students need to continuously improve their technical literacy, including information retrieval, information processing and information assessment, to cope with complex and changing online environments. They must develop the ability to screen information, distinguish its authenticity and reliability, and use it correctly.

4.2 Strengthening Students' Network Security in Various Aspects

In view of the cybersecurity challenges brought about by the era of popularization of artificial intelligence (AI), universities should establish a sound cybersecurity framework and use technical resources to strengthen security measures. In addition, educators need to integrate cybersecurity education into the curriculum framework and promote relevant measures to regulate the development and application of artificial intelligence technologies. This will strengthen students' awareness of network security. Research points out that only by improving technical resilience can the efficiency and security of artificial intelligence systems be enhanced (Yu Xiang, Liu Yongjie, Yang Jin, 2023)[9]. Therefore, creating a safe and ethical online environment is crucial to promoting ideological and political education for students. This requires strengthening privacy protection regulations and protocols in an educational environment to ensure that social media platforms and other entities engaged in data collection comply with relevant privacy regulations. In addition, each software and each website system should establish a comprehensive network security management mechanism, covering information system security protocols and personal data protection measures. This means that the whole society should implement a strict supervision mechanism to monitor and regulate students' online behavior, thus reducing potential violations and ensuring compliance with cybersecurity protocols.

To address the issue of cyberbullying, the joint efforts of all sectors of society are required. First, it is necessary to regulate cyberbullying behaviors and establish corresponding laws and regulations. Under the constraint of the law, those who engage in bullying will be deterred, thus ensuring students' online safety. In daily education, teachers should guide students to preserve all evidence related to cyberbullying, including malicious messages, images, or videos. This evidence may help students seek help or take legal action when necessary. If a student encounters bullying, teachers should provide appropriate support, actively guide them, and help them emerge from the shadow of bullying. Students should clearly understand that they must maintain self-respect; the purpose of cyberbullies is to hurt their feelings and self-esteem, and they should not let the bullies succeed. As graduate students, who have full civil capability, they need to constantly remember their own value and not let others' words affect their self-esteem. Similarly, they should strengthen their inner self and not let cyberbullying affect their behavior.

Schools can use technologies such as internet filtering software and security protection devices to strengthen the security of the school's network, preventing malicious attacks and unauthorized access. Schools should also incorporate personal privacy risks in cybersecurity education into the curriculum, offering information security and privacy protection training to help students better protect their personal information. By addressing these issues, graduate education can better respond to the challenges between social media and personal privacy, while fostering students' awareness of information security and privacy rights. It is essential to teach students how to use the internet correctly,

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protect personal privacy, guard against online fraud, and improve cybersecurity literacy.

In addition, teachers can raise students' awareness of cybersecurity through classroom education, campus campaigns, and other methods, helping them recognize the potential risks of cyberattacks, personal information leakage, and other threats, while cultivating self-protection awareness. Students should be encouraged to actively expand their sources of information in class, avoid falling into information filter bubbles, and strengthen multicultural education in ideological and political courses. This can guide students to actively seek and understand different viewpoints, as well as develop the ability to identify information sources and think critically from multiple perspectives. Teachers should focus on cultivating graduate students' information literacy, including critical thinking and information identification skills. Educators should emphasize the development of students' ability to discern information and guide them to think about issues from various angles. Additionally, fostering students' awareness of personalized recommendations will help them better understand the sources of information and the operational mechanisms of algorithms.

4.3. Strategies to Solve the Risk of Ideological Fragmentation

In the AI era, the fragmentation of ideology is an important issue faced by graduate education. Addressing the problem of ideological fragmentation requires comprehensive measures. First, it is necessary to build a teaching team with information literacy. Second, it is important to strengthen the monitoring of information dissemination on online platforms by relevant departments. It is worth noting that resources related to ideology and political education often exhibit a tendency toward a single source, with relative closedness, and are constrained by time and space limitations, which hinders their optimal dissemination and communication(Chen Xuewen，2023). To this end, universities need to establish a high-quality team with information literacy. This team must understand the risks associated with the ideological mindset of today's students and recognize the impact of the digital era on the dissemination of various values. Ideological and political education workers in universities must firmly grasp the rules of fragmented communication and make good use of the positive effects of fragmented communication. In addition to having a solid foundation in the subject knowledge of ideological and political education, educators should also master the use of new media technologies. They should actively innovate the methods of ideological education, providing students with diverse learning resources and environments. This way, students can, under the guidance of teachers' technical expertise, focus on mainstream values, break through information silos, establish correct values, and acquire broader and deeper knowledge. Teachers can use short videos and official accounts to spread the mainstream ideology of ideological and political education to students in ways that appeal to graduate students. The comprehensive application of these measures helps to create a more inclusive, diverse, and open graduate education environment, alleviating the challenges posed by ideological fragmentation and differences in thought.

Moreover, to address the issue of ideological fragmentation among today's students, the regulatory role of online ideology should be strengthened. The virtual space of the internet is not a lawless zone, and it is essential to enhance the regulation of online information publication and improve the screening of online content. This will ensure that student groups are exposed to information with correct values and help reconstruct the ideological values in fragmented information. Compared to nine-year compulsory education and undergraduate students, graduate students have access to a broader range of information. If the current fragmented online environment cannot be changed, the regulatory role of the internet can be utilized to transform this fragmented information into an advantage. Through images, audio, videos, and other forms, correct mainstream values such as Marxist concepts, patriotic education, traditional

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culture, and social moral responsibility can gradually infiltrate students' ideological and political education, having a subtle and influential impact.

The development of education in the era of artificial intelligence is both a challenge and an opportunity. Artificial intelligence injects new momentum into the innovation and development of education in the new era. Li Yadong and Yan Guohua (2024) point out that it will also promote the innovation of micro-level teaching models, the innovation of ideological and political education theory, and the transformation of the macro-level ideological and political education ecosystem in universities[11]. In the process of conducting ideological education for graduate students, it is essential to fully utilize the advantages of artificial intelligence, avoid its drawbacks, and better cultivate well-rounded graduate students with noble character.

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