

# **Research on the Digital Transformation Strategy of Short Video Creation for Ideological and Political Teachers in Vocational Colleges**

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## **Abstract**

The rapid development of new-media technologies has triggered a structural transformation in the communication ecology of ideological and political education in vocational colleges, confronting the traditional nurturing model with the imperative of digital transformation. Taking the convergence of “short video + ideological and political education” as its entry point, this study focuses on how ideological and political teachers in vocational colleges—while shifting into the role of short-video bloggers—can enhance the quality and effectiveness of ideological and political education through innovations in content-production mechanisms, shifts in pedagogical discourse paradigms, and the construction of a dissemination-effectiveness evaluation system. By unpacking the mutually embedded logic between the communicative features of short videos and the laws of ideological and political education, the paper reveals the practical dilemmas and breakthrough pathways faced by teachers in reconstructing their digital identities, providing methodological insights for expanding the digital practice of ideological and political education.

**Keywords:** ideological and political education; short video creation; digital transformation; digital education; vocational colleges

## **Introduction**

In 2023, the Ministry of Education formally promulgated the “Teacher Digital Literacy” standard, aiming to comprehensively advance the reform of China’s education system and accelerate the process of digital transformation and modernization in education. The standard points the way for teachers to improve their digital skills and stresses the importance of integrating digital literacy into daily teaching practice. With the popularization of mobile viewing devices, short videos—thanks to their rich interactive experience, rapid dissemination speed, and suitability for fragmented-time viewing—have developed swiftly. The research team led by Hong Yan notes in the “Research Report on Short-Video Use and Learning Among Minors” that nearly 80 % of minors use short videos to acquire bite-sized knowledge. Against this backdrop of educational digital transformation, teachers of ideological and political courses should keenly seize the new educational opportunities brought by video platforms and actively promote the deep integration of the traditional lecture model with modern internet technologies. This demands that ideological and political teachers not only work to raise their personal digital literacy and master cutting-edge digital teaching technologies, but also dare to blaze new trails and become pioneers capable of fully leveraging video platforms and giving effective play to the core function of moral education inherent in ideological and political courses. By shaping the persona of ideological-and-political short-video teacher-bloggers, they can increase the appeal and actual impact of teaching and further expand the functions and role of the “grand ideological and political education”.

## **1.Positive Effects of Short-Video Application in Ideological and Political Education**

### **1.1 Characteristics and Advantages of Short Videos**

From the teaching perspective, teachers always rely on certain pedagogical means to act upon students so as to achieve intended goals . As an emerging pedagogical means, the use of short videos demonstrates teachers' efficient utilization of modern teaching technologies. By means of short videos, teachers can convey systematic and accurate instructional information while effectively expanding the volume of teaching information. In the new-media environment, ideological and political education can be disseminated nationwide via internet platforms, greatly extending its coverage and influence. This approach not only aligns with students' learning needs but also maximizes the stimulation of their interest in learning. In addition, the introduction of short videos markedly enhances the intuitiveness of teaching; if teachers can fully exploit the functions of different teaching carriers, students will be helped to understand and memorize knowledge quickly .

### **1.1.1 Short duration and fragmented learning**

Yang Jiamei defines the duration of short videos as within five minutes . Given the limited time vocational-college students spend on mobile phones and the fact that adolescent attention is easily distracted, the traditional long-video teaching model—due to its excessive length and slow rhythm—fails to match the daily viewing habits of vocational-college students and consequently struggles to arouse their interest and enthusiasm. The fragmented nature of short videos dovetails highly with the cognitive patterns of vocational-college students, offering a technical pathway to overcome the temporal and spatial limitations of traditional teaching. With their intuitive and concise knowledge-delivery mode, short videos can rapidly capture students' attention. Through the tight integration of images, audio, and text, short videos can vividly and graphically present the core points of ideological and political courses in just a few minutes, enabling students to absorb knowledge in a relaxed and pleasant atmosphere.

Meanwhile, the fragmented-learning trait of short videos fits vocational-college students' busy academic and vocational-practice schedules. They can watch short videos during fragmented times—between classes, on the way home—without the

need for large blocks of continuous time to obtain valuable knowledge. This flexible learning mode not only raises learning efficiency but also alleviates students' academic pressure.

### **1.1.2 Low production threshold**

In today's booming era of short videos, the threshold for video production and editing has been substantially lowered. In the past, one had to invest a great deal of time and energy to learn complex professional editing software such as Pr, DaVinci Resolve, and Corel VideoStudio. Today, the situation is entirely different. Current short-video platforms provide many user-friendly video-editing tools, such as JianYing and BiJian. These tools are not only free but also simple to operate. After simply recording the instructional video, teachers can import the material into these software packages and begin editing. The interfaces are intuitive; even novices in video editing can quickly master the basics and complete elementary or even advanced editing tasks. Especially noteworthy is that these editors come with built-in, massive libraries of text, images, and video assets, offering abundant resources for teachers' creation. In addition, AI-driven automatic speech-recognition technology can accurately identify spoken content in the video and generate matching subtitles with one click, markedly improving production efficiency while drastically lowering the technical demands on users, making video editing easy and efficient.

### **1.1.3 High interactivity**

In traditional teaching contexts, classroom interaction typically relies on direct teacher–student exchange: the teacher poses a question, and students raise their hands to answer. In practice, however, it is not hard to find that some students, for various reasons, fail to participate enthusiastically in this interaction model. These obstacles may stem from the psychological traits of adolescence—students wavering between openness and withdrawal, sometimes unable to overcome shyness or uncertainty to express themselves proactively—or from insufficient depth of understanding of the course content, preventing them from quickly organizing language to respond.

Short-video teaching platforms, with their unique interactive designs, offer a fresh solution to the above problems. The bullet-comment (danmu) function allows students to send real-time comments while watching, an immediate feedback mechanism that markedly enhances classroom participation and interactivity. The comment section evolves into an open discussion zone where students can raise their own puzzlements, driving collisions and exchanges of ideas. The like function, as a simple form of endorsement, enables students to express fondness and support for video content with a single click, while also helping teachers refine content and production.

Moreover, the anonymity of short-video platforms creates a more relaxed and freer learning environment for introverted students or those worried about public expression. Here, they can voice their ideas and feelings more boldly, no longer constrained by real-life concerns and restrictions. This shift in environment not only boosts students' self-confidence and expressive ability but also promotes their in-depth understanding and reflection on ideological and political course content.

## **1.2 Positive Effects on Ideological and Political Education**

Short videos have now become one of students' favorite forms of entertainment; educators should incorporate them into ideological and political education as a beneficial extension of traditional teaching. This move not only helps break through geographical constraints but also enriches classroom pedagogical forms, effectively stimulating students' interest and participation by producing more engaging video content.

### **1.2.1 Breaking spatial constraints and extending the classroom**

Traditional learning and teaching mainly adopt the fixed-classroom class-teaching system, constrained by factors such as teaching duration, objectives, and classroom conditions, which prevent full extension of any single knowledge point. The emergence of short videos for ideological and political education has brought transformative breakthroughs to this situation. These short videos not only build a

bridge connecting pre-class preview, post-class review, and knowledge expansion, but also push learning beyond the classroom, creating an all-round, three-dimensional learning ecosystem.

In the pre-class preparation stage, teachers can use short-video platforms to pre-record and release videos related to upcoming course content. Thorndike proposed three laws of learning, one of which is the law of readiness, stating that unprepared and forced activity will make students anxious. By watching such videos, students can warm up to new knowledge in advance, grasp the basic structure and key difficulties of the course, and even carry out a certain degree of extended learning. Thus, in class, students can participate in discussions more proactively, share their own insights and questions, and thereby improve learning outcomes.

After class, when students encounter review difficulties or have forgotten some content, short videos serve as a learning aid for quickly retrieving memories and consolidating knowledge. Given their concise and pithy nature, students can rapidly review key points in a short time, dispel doubts, and ensure continuity and completeness of learning content. In addition, teachers can upload short videos closely related to classroom knowledge for extra-curricular expansion and supplementation. These videos may cover current affairs, social phenomena, and other topics, guiding students to attend to society and reflect on reality, thereby cultivating their sense of social responsibility and civic awareness. In this process, students not only deepen their understanding of ideological and political courses but also broaden their horizons and expand their knowledge, laying a solid foundation for becoming qualified socialist successors.

### **1.2.2 Enriching pedagogical forms of ideological and political courses**

The rapid development of short videos has injected new vitality into the field of ideological and political education and has provided teachers with brand-new pedagogical tools and forms. Compared with other disciplines, the abstractness of knowledge in ideological and political courses is more pronounced—e.g., emotions and feelings at the junior-high stage, matter and consciousness at the senior-high

stage—concepts that, for some students, are hard to grasp in depth from the literal meaning alone.

To convey such abstract knowledge more effectively, teachers can utilize short-video technology to produce short-video materials closely related to classroom content. Compared with directly using existing short videos from the internet in class, short videos personally produced by ideological and political teachers not only guarantee the accuracy and suitability of teaching materials but also transform originally abstract theoretical knowledge into concrete and lively forms, markedly improving students' understanding and acceptance and effectively arousing their interest and desire to learn. This pedagogical mode not only enriches teaching methods but also provides students with more intuitive and vivid learning experiences, which is of great significance for improving the teaching effectiveness of ideological and political courses.

In addition, as a highly interactive medium, short videos—with built-in interactive functions such as bullet-comment exchanges, video voting, and comment-section Q&A—offer students, who have grown up in the internet era, diverse channels for acquiring ideological and political knowledge. These interactive mechanisms not only greatly stimulate students' interest and enthusiasm for ideological and political content but also effectively enhance their critical-thinking and expressive abilities.

## **II. Dilemmas Faced by Ideological and Political Teachers in Vocational Colleges When Creating Short Videos**

### **2.1 Dilemma of Role Transition**

Although many teachers already possess basic experience in using short-video apps and routinely browse short-video content, the shift to becoming content creators is accompanied by significant challenges. The foremost difficulty lies in selecting an appropriate platform, since each platform has its own distinct cultural atmosphere and user demographics. Among students, Bilibili and Douyin clearly dominate, yet not all

teachers have an in-depth understanding of these platforms. In addition, while attempting to become video bloggers, teachers confront unfamiliarity with platform functions and rules. Furthermore, registering as a video creator is itself a time- and energy-consuming process. From real-name authentication to profile completion, and on to video editing and content creation, every step requires patient effort. For teachers accustomed to traditional teaching models, these cumbersome procedures can become obstacles that deter sustained engagement and deeper exploration of short-video creation.

## **2.2 Dilemma of Mastering Video-Editing Methods**

Video editing is the process by which editors cut, splice, and integrate footage into a coherent, fluent whole that conveys theme and emotion. Faced with the wide array of convenient editing tools on short-video platforms, teachers encounter considerable challenges in mastering this skill. Given the existing disparity in digital-literacy levels, many teachers must invest large amounts of time and energy in exploration and learning when first exposed to video editing. Although the education sector has gradually recognized the importance of improving teachers' digital literacy, a complete and systematic training mechanism is still lacking at the practical-implementation level. This absence of training not only affects teachers' mastery of digital skills such as video editing but also constrains their capacity for educational innovation in the digital era. Therefore, there is an urgent need to establish a robust teacher digital-literacy training system — one that covers full-spectrum content from basic knowledge to advanced skills and that employs flexible, diverse training modes such as online courses, video studios, and hands-on coaching to meet the varied learning needs of different teachers. Concurrently, corresponding support measures — technical-support teams and learning-resource banks, for example — must be provided to ensure that teachers receive timely assistance and guidance throughout the learning process.

## **2.3 Dilemma of Choosing the Direction of Video Content**



Against the backdrop of rapidly developing self-media technology, video creation in education has become increasingly prominent, and its importance as a medium for knowledge dissemination has been widely recognized by educators. Although many teachers have successfully transitioned into video creators and have initially grasped basic editing skills, most remain trapped in uncertainty when deciding on the orientation of their content.

This positioning dilemma arises from multidimensional conflicting choices. Knowledge-transmission videos focus on unpacking subject difficulties, using structured knowledge to consolidate students' foundations; content-expansion videos spotlight cutting-edge developments in the discipline, opening up students' academic horizons with the latest information; and the development of diversified content formats must address the differentiated needs of learners with varying learning styles. Each of the three paths has distinct value, yet they exert tension on one another, testing teachers' strategic judgment.

To break this deadlock, a systematic decision-making framework must be constructed. Teachers need to deconstruct the core characteristics of their target audience: the cognitive-development levels of students at different stages, the knowledge-reserve gradients formed by differences in educational background, and the specific needs driven by individualized learning goals — elements that together constitute the coordinate parameters for content positioning. Equally critical is a self-capability assessment: teachers should leverage their professional strengths, seeking a balance between disciplinary depth and pedagogical innovation so as to guarantee content quality while transcending traditional teaching models to create new value.

### **III. Digital-Transformation Strategies for Short-Video Creation by Ideological and Political Teachers in Vocational Colleges**

#### **3.1 Understanding the Creation Logic of Ideological-and-Political Short Videos**

During short-video production, clarifying the educational value of the video is crucial. Many teachers feel puzzled when conceiving content and direction; the core issue often lies in an unclear sense of the video's pedagogical value. Generally, ideological-and-political course videos can construct their core value along three dimensions:

Knowledge-lecture videos mainly serve new-lesson preview or classroom-review stages. Through systematic exposition of theoretical knowledge, they focus on analyzing key and difficult points of the discipline, offering in-depth explanations of students' common doubts and error-prone question types, thereby forming an effective supplement to regular classroom teaching.

Knowledge-expansion videos concentrate on extended teaching of specific knowledge points. Teachers must collect materials and arrange logic, designing heuristic chains of questions that lead students to watch the video with inquiry tasks, broadening cognitive boundaries through autonomous learning.

Interest-arousal videos break through textbook constraints and target the cultivation of students' core competencies. Through creative editing and contextual reconstruction of selected ideological-and-political materials, they seek to awaken students' interest in the subject and cultivate political identity and social responsibility.

For each video type, script design, presentation style, and interaction segments must align closely with the corresponding pedagogical goal, forming a goal-oriented content-production logic.

In video-editing creation, systematic material collection is the key link that supports content depth. Teachers need to establish multidimensional pathways for acquiring materials oriented by educational value. Through screen-recording technology, teachers can transform core knowledge explanations from classroom teaching into dynamic images; such raw materials retain the authenticity of the teaching scene and are convenient for digital reconstruction. Deep mining of internet resource banks provides teachers with cross-temporal material support—from authoritative media's current-affairs interpretations to visualized data from professional institutions—which, after educational filtering and reorganization, can be converted into audiovisual

materials suited to teaching needs. Case studies from students' daily lives and regional cultural resources constitute the most vital source of ideological-and-political materials; micro-lenses of growth stories on campus and real-life scenes in community governance often resonate more strongly with students than textbook cases.

Material selection should follow the principle of educational appropriateness, taking both cognitive-development laws and audiovisual-communication features into account. Teachers can build a material-relevance network that organically links historical documents with contemporary practice and macro narratives with micro cases. Especially in ideological-and-political video creation, a material matrix with strong value guidance must be constructed: it should select traditional elements that carry cultural genes and integrate vivid cases that reflect the spirit of the times. For example, in a patriotism-themed video, the documentary of a major national project can be interwoven with oral histories of ordinary builders, juxtaposing the spectacular images of a space-launch site with footage of community volunteers, allowing students to understand the different practical dimensions of patriotic feeling through concrete temporal and spatial contrasts. Such a three-dimensional material structure not only breaks the limitations of didactic communication but also guides students to complete the autonomous construction of values through multidimensional cognitive collisions.

Video creation is an artistic practice that transforms educational concepts into audiovisual language; its core lies in maximizing the transmission of pedagogical value through technical means. On the basis of mastering fundamental editing principles, teachers need to translate pedagogical logic into cinematic language so that knowledge delivery conforms to cognitive laws while possessing aesthetic value. Taking a rule-of-law education video as an example, the rational use of split-screen technology can simultaneously display legal-text clauses and corresponding real-life cases; this audiovisual correspondence helps students build a cognitive bridge between abstract concepts and concrete practice.

### **3.2 Guiding Students to Actively Participate in Co-Creation**

In the process of shifting toward the identity of short-video creators, teachers have certain limitations in grasping youth culture, video preferences, and contemporary trends; hence, encouraging teacher – student collaboration in planning and creating ideological-and-political course video content is especially important. This measure not only ensures that video content better matches students’ interests and preferences but also, in practice, builds a bridge for students to apply classroom theory, deepening their understanding and experience of ideological-and-political theory.

Vocational colleges aim to cultivate not only students’ cultural literacy but also their vocational-practice abilities. When teachers and students work together to plan, shoot, and edit videos, an entirely new interactive model of ideological-and-political education in vocational education emerges. In this model, teachers are no longer mere transmitters of knowledge but guides on students’ path of discovery. Through students’ perspectives, teachers can gain insight into what the younger generation finds engaging, transforming dry theoretical knowledge into vivid, interesting real-life examples so that students absorb ideological-and-political knowledge almost imperceptibly while watching. In collaborating with teachers, students shift from passive recipients to active creators of knowledge. During planning, filming, and production, they incorporate their own ideas and creativity, enhancing practical skills and innovative thinking while strengthening interest in and identification with ideological-and-political courses.

This teacher – student interactive mode of producing ideological-and-political short videos not only deepens communication and interaction between teachers and students, prompting a shift in the teacher’s role, but also breaks the shackles of traditional ideological-and-political classrooms, allowing ideological-and-political knowledge to genuinely merge into students’ lives and become a precious asset on their growth journey. At the same time, it offers students a stage to showcase themselves and hone their abilities, enabling them to continuously challenge and surpass themselves in the process of video production.

### **3.3 Continuous Learning and Upgrading in Ideological-and-Political Video Creation**

As creators of ideological-and-political videos, one must persist in exploring video production and in studying ideological-and-political knowledge. In the digital era, the role of ideological-and-political video bloggers is increasingly pivotal, bearing the significant responsibility of transmitting positive energy, promoting socialist core values, and fulfilling the fundamental task of moral education. As creators in this field, teachers must always remember the importance of continuous learning and upgrading; this reflects not only their own passion for ideological-and-political knowledge but also their responsibility and commitment to the educational enterprise. Meanwhile, policies are continuously refined, and ideological-and-political knowledge is ever evolving and developing. Teachers need to keep in step with the times, follow social hot topics, understand major national events, and integrate the latest ideological-and-political concepts into video creation. Moreover, teachers must pay attention to changes in educational policy to ensure that video content meets educational requirements while satisfying students' actual needs.

Ideological-and-political teachers need to continuously enhance their own digital literacy; they can leverage vocational-education resources in their schools to launch cross-disciplinary mentoring in video-production techniques, thereby better supporting teachers' digital transformation. At the same time, learning from the cases of other successful video creators and drawing on their experience and lessons is an effective way to achieve rapid improvement, providing valuable reference and guidance for subsequent video production. In the field of ideological-and-political video creation, there are likewise many successful examples—for instance, Xu Tao, who teaches postgraduate politics on the internet. Xu Tao not only commands professional knowledge but also excels at integrating dry theoretical knowledge into lively and interesting video content, presenting ideological-and-political education in a form closer to the times and to students' lives rather than confining it to books and classrooms. By deeply analyzing the creative ideas, presentation styles, and material

selection of such cases, we can find a development direction suited to ourselves and gradually form a distinctive personal creative style.

Relying solely on study and exchange is far from sufficient; teachers must also apply the video-production knowledge they have learned to practice, continuously experimenting and innovating. In video creation, attention must be paid to the depth and breadth of content, to students' actual needs and points of interest, and to closely linking ideological-and-political knowledge with students' lives.

In summary, amid the tide of educational digital transformation, the digital transformation of ideological-and-political teachers in vocational colleges—creating short videos that students enjoy—holds significant meaning and broad prospects. By familiarizing themselves with the production process, guiding students to co-participate, and pursuing continuous learning and upgrading, ideological-and-political teachers can successfully transform into educational short-video creators, infuse new vitality into ideological-and-political education, enhance teaching effectiveness, cultivate students' core competencies, and fulfill the fundamental task of moral education.

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