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Digital Empowerment of Positive Energy Songs in Ideological and Political Education for College Students

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Abstract: In the digital era, positive energy songs have a positive facilitating effect on the ideological and political education of college students. While digitally empowering the ideological and political education of college students with positive energy songs, it is necessary for college ideological and political course teachers to enhance their own and students' digital literacy in advance. This is to make students have a greater sense of matching and acquisition when participating in ideological and political courses during digital empowerment, and it is particularly significant to study the approaches and strategies of digital empowerment of positive energy songs for college students' ideological and political education to promote the improvement of the education and teaching quality of ideological and political courses in colleges and universities. Firstly, attach importance to institutional construction: comprehensively establish the guarantee mechanism and evaluation system for digital empowerment of ideological and political education with positive energy song resources. Secondly, transform teaching thinking: break away from the rigidity of traditional education and teaching methods and innovate digital education approaches. Thirdly, give full play to students' advantages: center on students, mobilize students to conduct personalized and precise dissemination, and enhance the effectiveness of digital empowerment of positive energy songs. These approaches and strategies also have important promoting effects and positive significance for promoting the modernization of Chinese education.

1. Introduction

Educational digitalization is an important part of the digital China strategy and an important strategic support for building an educational powerhouse [1]. With the advancement of educational informatization, China's higher education is rapidly undergoing a transformation from informatization to digitization. Thanks to the strong support of policies like the China 2.0 Action Plan, ideological and political education teachers in universities have initially equipped themselves with the ability to integrate information technology into education and teaching, and are now actively embracing the opportunities and challenges posed by digital education and teaching. As direct practitioners of ideological and political education in universities, these teachers must learn

and adapt to digital education concepts and new teaching models, continuously exploring and enhancing their digital literacy. Digital literacy has become an indispensable quality for ideological and political education teachers in universities in this new era. Efforts should focus on cultivating digital awareness among these teachers, strengthening digital teaching training, and establishing digital teaching environments, thereby enhancing their digital literacy [2].

In addition to regular teaching, ideological and political teachers can also effectively utilize positive energy songs to enhance educational impact in their daily teaching. By digitizing and empowering college students' ideological and political education with positive energy songs, we can cultivate qualified and competitive modern construction talents for the future society.

2. Researcher's Observation

As the main body of shaping the soul and educating students in universities, ideological and political course teachers are the key to promoting the digital transformation of ideological and political education in universities, and are also the core force in promoting innovation and change in educational concepts, models, and processes [3].

In higher education, the attention to digital literacy continues to grow, because college students in the 21st century are a generation growing up with the rapid development of computer networks. They are experiencing the unprecedented development of network media represented by the Internet, virtual reality and artificial intelligence. It can be foreseen that in the learning process combined with digital applications, college students must first possess digital literacy. Improving the digital literacy level of college students is not only a necessary task to promote the digital transformation of education, but also a requirement for young people to master new skills in response to social development and changes [4]. This study began with the researcher's observation of six college students from Xi'an Translation Institute. The research objects were determined through prior research and communication, interviews and informed consultation. From March 2024, through classroom observation of these research objects, that is, the six college students' ideological and political courses, the researchers found that their positive energy songs' digital empowerment of ideological and political education was mainly reflected in:

Firstly, college students' awareness of course materials and information sharing when studying positive energy songs;

Secondly, in the teaching activities of ideological and political courses, use digital teaching platforms to interact with positive energy songs through digital knowledge and skills;

Thirdly, in the teaching of ideological and political courses, the application of digital empowerment of positive energy songs in ideological and political education;

Fourthly, the digital social responsibility reflected in learning, life, and interpersonal communication;

Fifth, the personal digital literacy development reflected in the course learning.

Regarding the content of digital empowerment of ideological and political education through positive energy songs in the above five aspects, the six research subjects of college students have their own different performances. At the beginning of the formal study, researchers consciously developed an observation outline and began recording observation diaries and reflection notes.

2.1. Classroom observation

The classroom observation diary primarily documents the following:

(1) The digital awareness of college students regarding ideological and political education prior to the introduction of positive energy songs;

(2) Strategies employed by college students to enhance their digital knowledge and skills when

encountering unfamiliar digital songs and application platforms;

(3) Sharing and feedback from college students on their digital application experiences related to empowering ideological and political education through positive energy songs, both during and after class;

(4) The awareness of college students regarding information security in ideological and political education when dealing with various information materials;

(5) The personal digital literacy development of college students in areas such as digital song learning, research, and innovation;

(6) The positive impact of college students' use of positive energy songs on their own learning, lives, and the surrounding classmates.

The classroom observation reflection notes primarily summarize the classroom behavior observations of six college students and analyze the influencing factors related to the potential of positive energy songs in digitally empowering ideological and political education for college students. Additionally, the digital literacy strategies employed by the six participants to expand the dissemination channels and scope of positive energy songs were also documented.

2.2 The implementation of classroom observation

Classroom observations were conducted consecutively from March to December 2024, spanning two semesters. Six college students participated in regular ideological and political courses, as well as daily positive energy song teaching seminars. The researchers observed the digital empowerment of ideological and political education through positive energy songs in the learning classrooms or practice bases of the six participants, documenting their digital song sharing, ideological and political class learning behaviors, and digital empowerment activities throughout the observation period. This primarily encompassed the participants' digital literacy, information interaction between teachers and students, and the demonstration of the effectiveness of digital empowerment in ideological and political education through collaborative learning with peers.

To alleviate any nervousness or discomfort among the participants, the researchers observed each participant's formal classroom at least six times, including four on-site classroom observations of course sharing and two classroom activity observations involving positive energy songs empowering ideological and political education. However, due to an error in the notebook data output, the initial classroom observation was not recorded.

Table 1. Detailed Schedule of Six Participants' Observation

Observation Timeline	Observation Tasks
First Observatio	Classroom observation 1: Record the participants' performance in teaching sharing in the live class
Second Observation	Classroom observation 2: Record the participants' performance in teaching sharing in the live class
Third Observation	Classroom observation 3: Record the participants' performance in teaching sharing in the live class
Fourth Observation	Classroom observation 4: Record the participants' performance in teaching sharing in the live class
Fifth Observation	Classroom observation 5: Record the performance of the participants in the on-site classroom activities of specialized courses
Six Observation	Classroom observation 6: Record the performance of the participants in the on-site classroom activities of specialized courses

In conclusion, regarding all participatory observations, the researchers consulted with the six college students about their willingness to participate and scheduling prior to each observation.

Every effort was made to promptly organize language and record observations after each session, with special attention paid to documenting crucial details and conversations. Additionally, the researchers are deeply grateful for the proactive cooperation of the six college student participants, who organized and documented the timeline for the participatory observations. Please refer to Table 1 for further details.

2.3 Document collection

The documents collected by this research institute mainly consist of two parts, one is the viewpoints of academic papers that have been publicly published in the academic community; The other part mainly refers to the digital empowerment of ideological and political education through positive energy songs demonstrated by participants in the actual teaching and learning process, as well as the network logs or video records they leave in the virtual world. As a qualitative research, the collection of documents in this section mainly comes from the following sources: for example, when the researchers study with them in class, they obtain actual individual interviews and classroom observation video materials or WeChat records; Six college student participants shared their personal empowerment experiences and feelings about spreading positive energy songs on WeChat Moments; Or they expressed their views on the digital empowerment of ideological and political education through positive energy songs on social media platforms such as Sina, blogs, and online forums. Therefore, researchers have always been paying attention to the various social media accounts of these six college students.

In fact, collecting the information technology teaching practice materials of six college students and various information about their positive energy songs posted on various social media constitutes rich supporting materials. These materials and information include various text messages and video content posted by participants. The researchers found that participants are accustomed to recording some songs of personal interest in WeChat friends circle, Xiaohongshu, Tiktok, Kwai and other social video media, and then express their feelings and opinions under the circumstances. These text or video materials indirectly verify the authenticity of the words spoken by participants during their interviews with researchers. The researchers have obtained permission from the participants when using these network log data. At the same time, the researchers fully respect the privacy rights of the participants and have obtained the consent of six participants when anonymously using this data in the paper.

2.4 Data Analysis

The data analysis in this case study exhibits repetitive, cyclical, and inductive characteristics, commencing with the collection stage prior to data organization. This study primarily strives to elucidate the essence of phenomena through analysis and induction. The primary data for this case study originates from the interviews conducted with six college student participants. It is imperative to assess their digital literacy, integrate their experiences of digitally empowering college students' ideological and political education through positive energy songs, and explore effective strategies for digitally empowering college students' ideological and political education with positive energy songs. Consequently, this study employs Braun and Clarke's thematic analysis method to scrutinize the interview data. Thematic analysis is a versatile and meticulous approach employed to elucidate various facets of a research topic. In this study, the thematic data analysis process adheres to the six-stage steps proposed by Braun and Clarke, as illustrated in Table 2:

Table 2. Six Phases of Braun & Clarke's Thematic Analysis

Phase	Process Description
Familiarizing with data	Transcribing, reading, re-reading, and noting the observation and interview data.
Generating initial codes	Coding interesting data features systematically across the entire data set, collating data relevant to each code
Searching for themes	Gathering data and collating codes into potential themes.
Reviewing themes	Checking the themes concerning the coded extracts and the entire data set, generating a thematic map of the analysis.
Defining and naming themes	Ongoing analysis to refine each theme and generate clear definitions and names for each theme.
Producing report	Selection of vivid, compelling text extracts relating to the research question and literature analysis, producing a research report.

Firstly, perform data transcription. After each in-depth interview and observation, the researchers transcribed all the data and organized the raw data. Data analysis starts with familiar verbal data. At this stage, audio recordings will be confirmed and checked, and at least three listening sessions will be conducted to ensure accuracy. A total of 18 interview records were conducted in Chinese. For the convenience of data analysis, researchers recorded the transcription in Chinese and expressed it in English when writing the report.

Secondly, the researchers followed Braun and Clarke's thematic analysis method, analyzing the raw data and creating code by reading the data and applying the deep ideas of preliminary codes, categories, and themes captured through mining. Encoding is the process of organizing and standardizing a large amount of raw data, compressing data from the raw data, and then returning the raw data for a deeper understanding. Therefore, the coding of the raw materials for this study is conducted as follows:

(1) Focusing on how college students describe their sense of gain in the process of digital empowerment of ideological and political education through positive energy songs.

(2)According to Braun and Clarke's thematic analysis method, researchers examine interview records, recordings and transcripts, observation records, and other textual materials to clarify the meanings of words, sentences, and paragraphs.

(3)Identify the relevant thematic concepts of digital literacy and digital empowerment of ideological and political education for college students through positive energy songs. Including: What is a positive energy song? What positive energy songs have college students encountered? What are the challenges of digitizing positive energy songs to empower ideological and political education? How did they solve it?

(4)This study attempts to accurately refine the coding, involving participants' attitudes, behaviors, strategies, mindsets, relationships, outcomes, and other factors.

Thirdly, cross case data analysis and presentation. According to the theme, six college students who participated in the research on digital empowerment of ideological and political education through positive energy songs have classified and summarized all their coding data.

Fourthly, the article analyzes and elaborates on the content and strategies of digital empowerment of ideological and political education for college students through positive energy songs.

3. Expectations of Ideological and Political Course Teachers for Digitalizing Positive Energy Songs to Empower College Students' Ideological and Political Education

This study is based on in-depth interviews and data organization. During two consecutive semesters of this specific learning stage, six college students were asked to describe their

expectations for digital empowerment of ideological and political education through positive energy songs. Under the theme of digital empowerment of ideological and political education through positive energy songs, codes and sub codes were summarized into one theme: the expectations of ideological and political course teachers for college students to use digital empowerment of ideological and political education through positive energy songs.

As the primary resource of digital education, teachers are an important driving force for promoting students' digital literacy education. While ideological and political education teachers are responsible for cultivating excellent digital talents, they also have different expectations for the digital literacy education of the students they teach. With the continuous advancement of digital technology in the university education system, higher requirements have been put forward for the digitalization level of college students.

The digital literacy of individual college students has become a key factor affecting their academic performance in the context of educational informatization. College students with higher digital literacy are less likely to create information barriers and are more likely to master digital knowledge and skills compared to those with lower digital literacy. When college students have a more accurate and proficient understanding and mastery of numerical abilities, their learning efficiency is higher[5]. Under the theme of ideological and political education teachers' expectations for empowering college students with digital positive energy songs, there are three expectation codes, namely:

(1) Expectations for the cognition and attitude towards digital literacy education for college students, (2) Expectations for college students to master digital technology tools, and (3) Expectations for the use scenarios of digital literacy among college students. These three expected codes contain six sub codes, which are: (1) college students' cognition and attitude towards digital literacy education (positive or negative), (2) college students' use of various learning management platforms for information search, acquisition, management, or innovative utilization, (3) college students' use of word processing tools, demonstration tools, video editing tools, etc., (4) college students' use of time and task management tools, literature management tools, and online collaboration tools, etc.,(5) college students' application of digital literacy to specific life, learning, and innovation scenarios, (6) college students' application of digital literacy to online learning scenarios, mobile learning scenarios, and informal learning scenarios, etc. These expected codes and sub codes are displayed in Table 3:

Table 3. Expectations of Ideological and Political Course Teachers for the Improvement of Digital Literacy of Six College Students

Sub-theme	Code	Sub-code	Participant Source
University lecturers' expectations for the improvement of students' digital literacy	1.Cognitive and attitudinal expectations	1.1 University students' cognition and attitude towards digital literacy education (positive or negative)	All
		1.2 University students use various learning management platforms for information search, acquisition, management or innovative use	All
	2.The expectation of mastering the tools of digital technology	2.1 University students use various learning management platforms for information search, acquisition, management or innovative use	Ms. Liu, Ms. Wu, Mr. Kang, Ms. Li
		2.2 University Students use time and task management tools, document management tools and online collaboration tools	All

	3.Expectations for use scenarios	3.1 University students apply digital literacy to specific life, learning and innovation scenarios	All
		3.2 University students apply digital literacy to online learning scenarios, mobile learning scenarios and informal learning scenarios	Mr. Liu, Mr. Kang

With the continuous development of science and technology, the requirements for digital literacy of college students will only become higher and higher. In the digital empowerment of positive energy songs in ideological and political education for college students, in addition to the basic digital knowledge and skills that college students must master, in addition to requiring them to have the ability to obtain, evaluate, and utilize information in the digital environment, college students are also required to understand knowledge related to digital technology, and at the same time, it is necessary to cultivate their attitude and values towards digital technology[6].

4. The strategic approach of digitizing positive energy songs to empower ideological and political education for college students

General Secretary of the State emphasized that the key to running ideological and political theory courses well lies in the teachers.

In the teaching of ideological and political courses, teachers are the leaders and students are the subjects. Respecting the subject status of students and giving full play to the leading role of teachers can effectively stimulate the teaching effectiveness of ideological and political courses and the initiative of teachers and students. The strategic approaches for digitizing positive energy songs to empower ideological and political education for college students are summarized as follows:

Firstly, attach importance to institutional construction: comprehensively establish a guarantee mechanism and evaluation system for the digitalization of positive energy song resources. A sound guarantee system can provide direct support for the digitalization of positive energy songs to empower ideological and political courses in universities. Helping teachers and students improve their digital literacy together is the only way to fully leverage the advantages of digital technology, increase the utilization of educational resources for positive energy songs, and promote the high-quality development of ideological and political courses in universities.

Secondly, shift the teaching mindset: break free from the rigid traditional teaching methods and innovate digital education methods. The key to the effectiveness of innovative application of educational methods lies in whether it can enhance the effectiveness of ideological and political education [7].

When designing courses, ideological and political teachers should shift their thinking, find the right starting point, and focus on improving the digital empowerment quality of positive energy songs. Coordinate the matching degree between digital resources and ideological and political course teaching content. The empowerment of digital resources for positive energy songs in the construction of ideological and political courses in universities cannot be separated from the actual needs of students. This study combines the teaching content of ideological and political courses to better present the empowering state of positive energy songs.

Thirdly, leverage the strengths of students: centered around students, mobilize them to engage in personalized and precise communication, and improve the effectiveness of digital empowerment of positive energy songs. Teachers of ideological and political courses should adhere to the curriculum construction of positive energy songs, and continue to strengthen the guidance of digital concepts to enhance the digital literacy and skills of both teachers and students. Only in this way can we mobilize the power of students on a larger scale and enhance the effectiveness of digital empowerment of positive energy songs in ideological and political education for college students.

By increasing the interaction and dissemination rate between teachers and students, we can fully leverage the value leading role of positive energy songs. For the teacher group, some scholars also believe that in the digital age, universities can improve the digital skills of ideological and political course teachers through four main aspects: improving the level of network technology application, establishing the concept of human-machine collaborative teaching, exploring digital teaching methods, and carrying out immersive teaching practices [8].

5. Conclusions

The level of digital literacy of both teachers and students will directly affect the quality improvement of digital empowerment in ideological and political education. With the data enhancement and technology enhancement function of big data technology, the massive information generated by students in the space field such as the Internet platform can be aggregated and analyzed. Teachers can use the data to "check the pulse", not only to comprehensively understand the overall situation and common problems of students, but also to focus on the multi-dimensional performance of students, record students' behavior and real-time feedback, to provide teachers with real personalized education support [9]. The digital resources of positive energy songs have the characteristics of large information content, strong interactivity, and diverse forms. As the leader of the curriculum, teachers can provide students with more intuitive and vivid learning experiences. Strengthen the construction of positive energy song content in ideological and political courses, optimize the classroom teaching design of positive energy songs, accelerate the reform and innovation of ideological and political courses, and effectively improve the teaching effectiveness of ideological and political courses. By digitizing positive energy songs, we aim to empower college students' ideological and political education, enabling them to love listening and learning, understand songs, and convey positive energy. Ultimately, we aim to achieve a diverse range of educational resources, enjoyable educational methods, integrated educational processes, smooth and efficient educational practices, and precise and comprehensive educational outcomes through the digitization of positive energy songs.

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