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Research on the Integration of Intangible Cultural Heritage and Ideological and Political Education in Universities in the Digital Context

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Abstract: The profound development of digital technology is systematically reshaping the ecological environment and practical paradigm of intangible cultural heritage inheritance and ideological and political education in universities. This paper focuses on the deep integration of the two in the digital context, aiming to solve the practical difficulties faced by traditional intangible cultural heritage education, such as the singleness of form, the limited effectiveness of communication, and the intergenerational identity gap. Through a systematic analysis of the multidimensional enabling effects and new challenges brought about by digitalization, the paper clarifies the internal logic and contemporary requirements of integration at the theoretical level, and innovatively constructs a three-dimensional implementation path with "creative transformation of resources - experiential reconstruction of teaching - process-oriented innovation of evaluation" as its core. On this basis, it further proposes a systematic strategy framework for capacity building, risk prevention and control, and long-term mechanism construction from three dimensions: implementation subject, ethical norms, and institutional guarantees. This article not only provides a theoretical basis for deepening the educational value of intangible culture, but also offers a forward-looking and operational solution for the model innovation and practical transformation of ideological and political teaching in colleges and universities in the digital age.

1. Introduction

In the contemporary context, where the digital wave profoundly reshapes social cognition and communication patterns, the inheritance of intangible cultural heritage and ideological and political education in universities jointly face historical development propositions. As a unique spiritual symbol of the Chinese nation, intangible culture, with its inherent ideals and beliefs, values, and moral sentiments, constitutes an indispensable core resource for universities to implement the fundamental task of fostering virtue through education. However, with the comprehensive penetration of digital technology into the entire process of knowledge production, information

dissemination, and meaning construction, traditional models of intangible cultural education are encountering practical challenges in content presentation, discourse expression, and communication effectiveness [1]. On the one hand, technological empowerment has opened up unprecedented possibilities for the revitalization, narrative innovation, and cross-border communication of intangible resources. On the other hand, the digital environment has also spawned new risks such as fragmented historical cognition, superficial value dissemination, and the insidious infiltration of erroneous ideologies. Against this backdrop, how to effectively utilize digital means to promote the creative transformation and innovative development of intangible cultural heritage resources, and deeply integrate them into the teaching system of ideological and political theory courses in universities, so as to enhance the ideological, theoretical, affinity, and pertinence of these courses, has become a major issue with both theoretical urgency and practical strategic significance [2,3]. This study aims to systematically explore the inherent logic and contemporary requirements of intangible cultural heritage inheritance in the digital era, focusing on the three core dimensions of resources, teaching, and evaluation, to construct an innovative path for the deep integration of the two. It also proposes a systematic guarantee plan from the perspectives of implementation strategies, ethical norms, and long-term mechanisms, in order to provide theoretical references and practical guidance with both academic depth and practical effectiveness for enhancing the effectiveness of cultivating virtue and nurturing people in the new era.

2. The Era of Opportunity and Intrinsic Requirements for Digital Empowerment in the Inheritance of Intangible Cultural Heritage

In the context of the global digital technology revolution, the forms and mechanisms of cultural inheritance are undergoing profound changes. Intangible culture, as the valuable spiritual wealth created by the Chinese people in the processes of revolution, construction, and reform, is inevitably situated within this historic digital tide in terms of its inheritance and development. Digital technology not only provides unprecedented technological possibilities for the preservation, dissemination, and innovation of intangible culture but also poses new intrinsic requirements for the inheritance logic and value realization paths of intangible culture in the new era. For ideological and political theory courses in universities, deeply grasping the era of opportunity for digital empowerment in the inheritance of intangible cultural heritage, and rationally examining its intrinsic requirements and practical challenges, is the logical starting point and practical premise for achieving a deep and efficient integration of intangible culture and ideological and political education [4].

2.1 Digital Technology Expands the Multidimensional Forms and Value Expression Space of Intangible Cultural Heritage

The introduction of digital technology primarily and significantly expands the forms and expressive dimensions of intangible cultural heritage at the material and technical levels, enabling it to leap from traditional physical locations and static carriers to virtual spaces and dynamic interactions. This expansion is concentrated in three key areas: First, the digital preservation and intelligent revitalization of intangible resources [5]. Through high-precision 3D scanning, multi-spectral imaging, digital twins, and other technologies, tangible intangible resources such as revolutionary sites, historical relics, and documentary archives can be transformed into digital assets that can be permanently preserved, losslessly replicated, and remotely accessed. This not only effectively solves the risk of physical demise faced by some intangible resources due to the passage of time, but more importantly, lays the data foundation for the "revitalization" and utilization of these resources. Based on these digital assets, virtual memorials and digital museums that transcend

time and space can be constructed, and historical scenes can even be superimposed on the real environment through augmented reality (AR) technology, allowing visitors to obtain an immersive historical on-site experience. Second, the media transformation and immersive reconstruction of intangible narratives. Digital technology has spawned new narrative languages and expressive techniques. Related history and spirit are no longer limited to the text descriptions in books or the graphic displays in exhibition halls, but can be creatively transformed through diverse media such as film and animation, digital games, and virtual reality (VR). The core of this narrative transformation lies in its shift from traditionally "informing" history to guiding the audience to "experience" and "participate in" history, thereby deepening value identity in emotional resonance and contextual cognition. Third, the networked penetration and social interaction of intangible communication. The Internet and mobile social platforms have become the main channels for information dissemination, and the communication of intangible cultural heritage must also penetrate this position [6]. With the help of lightweight and social carriers such as short videos, live broadcasts, and H5 interactive pages, intangible stories can reach young groups more quickly and widely. If algorithm recommendation technology can be effectively guided and utilized, it can also more accurately match intangible content with user interests, realize the transformation from "people looking for information" to "information looking for people," and break through the circle barriers that may exist in traditional publicity. At the same time, the interactivity of social media transforms the communication of intangible cultural heritage from one-way indoctrination to two-way and even multi-way communication. Users can participate in the joint construction of meaning through comments, reposts, secondary creation, and other methods, forming online communities and collective memories based on intangible topics.

2.2 The Generation Mechanism and Cognitive Challenges of Intangible Cultural Heritage Identity among College Students in the Digital Age

The ultimate goal of intangible cultural heritage inheritance is to achieve value identity. The target of this inheritance—contemporary college students—are "digital natives" who have grown up in the digital environment. Their cognitive habits, information reception methods, and value formation paths are deeply imprinted with the characteristics of the digital age, which brings new opportunities and poses new challenges for intangible cultural heritage education. From the perspective of cognitive characteristics, contemporary college students generally exhibit significant visual cognitive preferences, high expectations for interaction, and a tendency to process fragmented information. They are more sensitive to content that is rich in images and text, combines audio and video, and is impactful, and have a lower acceptance of one-way, static, and lengthy text indoctrination. They are accustomed to learning through interaction, expecting to acquire knowledge and insights through exploration, choice, and even games. At the same time, in an environment of information explosion, their attention allocation shows fragmented characteristics, and in-depth and systematic thinking faces the challenge of being washed away by massive amounts of shallow information. These characteristics require intangible cultural heritage education to abandon rigid preaching and instead adopt narrative methods and interactive forms that are more in line with the cognitive psychology of the digital generation. However, while providing convenience, the digital environment also shapes a complex and diverse, even tension-filled, field of value game, posing a challenge to the identity of intangible cultural heritage that cannot be ignored [7]. The primary challenge comes from the risk of "information cocoons" and the superficialization and entertainment of historical cognition that may be caused by algorithm recommendation mechanisms. When algorithms cater to users' existing preferences, some students may be confined to entertainment content for a long time, lacking the motivation to engage with

serious topics such as intangible cultural history; even if they do come into contact with it, it may be packaged in a superficial or even farcical form, dissolving the solemnity and weight of history. A more severe challenge comes from the invisible infiltration and discourse contention of historical nihilism and other erroneous ideologies in cyberspace. They often use covert forms such as academic textual research, detail questioning, and satirical deconstruction, taking advantage of the fission effect of network communication to attempt to deconstruct mainstream historical narratives and shake young people's recognition of revolutionary history, heroic figures, and mainstream values. In the noisy online public opinion field, young students who lack deep historical literacy and critical thinking skills are prone to confusion and even being misled. Therefore, in the digital age, the core task of intangible cultural heritage education is not only to transmit knowledge, but also to build a solid bridge from "emotional resonance" to "rational identity." Digital means have unique advantages in stimulating emotional resonance (such as generating empathy through immersive experiences), but on this basis, students must be guided to engage in in-depth historical and logical thinking and value comparison and analysis, transforming perceptual experience into rational cognition and forming immunity to resist erroneous ideologies.

2.3 Real Obstacles and Tensions in Integrating Intangible Cultural Heritage into Ideological and Political Education in Colleges

Despite the broad prospects of digital empowerment and the inherent demands of the times, current ideological and political education in colleges still faces a series of real obstacles in integrating intangible cultural heritage, revealing a profound tension between traditional teaching models and new paradigms of digital heritage. The primary tension lies in the presentation of teaching content. Although digital technology has spawned a wealth of novel and experience-rich intangible cultural heritage resources, many ideological and political classrooms still rely mainly on textbook descriptions, teacher lectures, and simple PPT image displays when utilizing intangible cultural heritage. This relatively singular and static presentation forms a huge gap with the dynamic, three-dimensional, and interactive multi-dimensional forms of intangible cultural heritage itself in the digital age. Students may have encountered well-produced intangible cultural heritage documentaries or experienced immersive VR revolutionary scenes outside of class, but return to relatively dull text-based learning in the classroom. This contrast in experience easily weakens the attractiveness and appeal of classroom teaching. Secondly, there is a contradiction between the limited nature of the teaching field and the extensive nature of digital resources of intangible cultural heritage. Traditional ideological and political education is mainly limited to fixed classroom spaces and limited class hours, while digital resources of intangible cultural heritage are theoretically open 24/7 and across all domains. How to effectively and organically integrate the vast digital intangible heritage resources into the systematic classroom teaching process and assessment, rather than merely as optional extracurricular reading, is a major challenge facing instructional design. This requires teachers to have strong curriculum integration skills and integrated online and offline teaching design capabilities. Furthermore, and most critically, is the tension between educators' own digital literacy and the demands of the times. The deep integration of intangible cultural heritage and digital technology requires ideological and political teachers to not only have a solid theoretical foundation and profound intangible cultural heritage literacy, but also a certain "digital storytelling ability": that is, to be able to understand and use digital media language, to be able to screen, evaluate, and even participate in the development of digital intangible cultural heritage teaching resources, and to be able to design interactive teaching sessions based on digital technology. However, some ideological and political teachers currently experience anxiety about technology application or are unfamiliar with the laws of digital communication, which leads them

to remain at the level of simply playing videos when using digital intangible heritage resources, unable to achieve deep integration of technology and education, let alone guide students to critically reflect on the digital content itself. This lag in ability makes it difficult to transform rich digital resources into equally rich educational effectiveness.

3. Integrating Innovative Three-Dimensional Paths: Resources, Teaching, and Evaluation

The deep integration of intangible cultural heritage and ideological and political education in universities in the context of digitalization is by no means a simple introduction of technology or a pile of resources, but a paradigm shift that needs to be systematically promoted in three dimensions: resource transformation, teaching reconstruction, and evaluation innovation. These three are interconnected and progressively advanced: resources are the foundation, determining the depth and breadth of teaching content; teaching is the key, determining the effectiveness and warmth of value transmission; and evaluation is the baton, guiding and ensuring the direction and quality of integrated innovation. Only through collaborative innovation in these three dimensions can the potential of digital technology be effectively transformed into practical results of cultivating morality and cultivating people, and a new type of intangible ideological and political education system with a sense of the times, attractiveness, and ideological depth can be built.

3.1 Creative Transformation from Digital Archives to Teaching Wisdom

The digital archiving of massive intangible cultural heritage resources is only the first step in integration. The core challenge is how to transform these static data and materials into "living" teaching resources that are educationally meaningful, suitable for teaching scenarios, and can stimulate students' deep participation. This requires the realization of a creative leap from "resource digitalization" to "resource teaching." First, it is necessary to use intelligent technologies such as knowledge graphs and semantic association to systematically integrate and deeply mine scattered and heterogeneous intangible digital resources. Traditional intangible resource databases are often classified according to linear logic such as time, place, and person, while knowledge graph technology can build a multi-dimensional and dynamic association network between "event-person-spirit-place-cultural relic." Secondly, it is necessary to promote the transformation of intangible narratives from "historical presentation" to "contextual experience," and use digital technology to develop highly interactive narrative products. This includes the use of virtual reality (VR) and augmented reality (AR) technologies to reconstruct scenes with key historical significance, such as the AR scene overlay of the Yan'an cave dwellings, so that students can obtain an "immersive" sensory experience and emotional impact. Furthermore, interactive storytelling and generative artificial intelligence (AIGC) technologies can be introduced. For instance, an interactive script based on historical facts, "multi-line narrative", can be designed. Students make different choices at key nodes, leading to different historical interpretation results. Thus, they can deeply understand the inevitability and contingency of historical development and appreciate the difficulty and greatness of the choices made by predecessors. AIGC technology can assist teachers and students in generating diaries, letters, or speech drafts from the perspective of specific historical figures under the framework of rigorous historical facts, and deepen their understanding of the inner world of the characters and the spirit of the times in creative writing. Finally, it is necessary to build a virtual-real integrated intangible cultural heritage museum "cloud study tour" system. Breaking through the limitations of physical study tours in terms of time, space, and cost, the system systematically connects relevant memorial venues scattered across the country to the ideological and political classroom through panoramic shooting, 3D modeling, live broadcast tours, expert connections, interactive Q&A, and other forms. It also designs online study tour projects with clear

learning goals and research tasks, so that intangible cultural heritage education can break through the walls of the campus and achieve a combination of broad coverage and in-depth experience.

3.2 Deep Interactive Reconstruction from Knowledge Transfer to Value Construction

Once teaching resources have undergone creative transformation, the key lies in systematically innovating teaching methods to effectively convert these resources into students' cognitive experiences, emotional resonance, and value identification. This requires transforming ideological and political education classrooms from traditional knowledge transfer venues into deep interactive spaces for value experience, deliberation, and construction based on digitized intangible resources. The primary path is to develop "historical site" teaching methods based on immersive technologies. Using the VR/AR intangible scenarios mentioned earlier, teachers can design a series of "observe-describe-reflect" learning tasks. Students are no longer mere bystanders of history but become "entrants" and "explorers" of history. For example, in the VR-recreated historical scene of the "Nanjing Massacre," teachers guide students not only to observe historical facts but also to focus on the glimpses of humanity and international acts of righteousness, contemplating the eternal themes of war and peace, suffering and dignity. This strong sense of presence and emotional impact cannot be replaced by any textual description, providing a deep foundation for the cultivation of moral emotions and the shaping of historical perspectives. Secondly, it involves introducing inquiry-based learning and value choice training based on "serious games." Serious games have clear educational goals, and their core lies in stimulating motivation, simulating complex systems, and training higher-order thinking through game mechanics. Strategy simulations, role-playing, or puzzle games can be designed with intangible history or contemporary national conditions as the background. Thirdly, it involves using big data and simulation technology to offer online public opinion deliberation courses on intangible topics. Teachers can select controversial topics currently on the internet involving intangible history or heroic figures, using public opinion simulation platforms to present data on the evolution of viewpoints and emotional tendencies from different positions and with different expressions. They can guide students to analyze the historical cognitive biases, emotional mobilization logic, and rhetorical strategies behind public opinion, just like social scientists, and organize students to conduct evidence-based rational debates and clarifying content creation (such as producing rumor-refuting short videos and writing analytical articles). This process can not only improve students' media literacy and critical thinking but also enable them to actively defend historical truth and promote intangible spirit in a complex information environment, achieving a shift from passive acceptance to active construction of value subjects.

3.3 Systemic Transformation from Outcome-Based Assessment to Growth Navigation

The effectiveness of integrated innovation requires a matching evaluation system for measurement and guidance. Traditional summative assessments, primarily based on final exam scores, struggle to effectively capture the complex changes in students' emotional attitudes, value internalization, and practical skills during digital learning of intangible cultural heritage. Therefore, it is essential to construct a digital comprehensive evaluation system that focuses on the learning process, considers multidimensional growth, and provides continuous feedback. This system should be dedicated to achieving three shifts: from assessing knowledge to evaluating literacy, from single interpretation to multiple evidence, and from static scores to dynamic profiles. Specifically, first, learning analytics should be used to track cognitive engagement and emotional resonance. Through online learning platforms, data can be collected on students' dwell time, interaction frequency, and note content when browsing intangible digital resources. Through classroom response systems or emotion recognition technology, students' focus and emotional fluctuation curves can be analyzed

when watching intangible films or participating in immersive experiences. These process data points are not for simple judgment but are combined with students' reflection logs and discussion speeches to help teachers diagnose their learning engagement, interests, and emotional touchpoints, enabling personalized guidance. Second, importance should be attached to "performance-based assessments" based on digital works. Students should be encouraged to use the digital tools and related resources they have learned to produce creative outputs, such as creating a micro-movie on an intangible theme, designing an interactive historical H5 page, writing a research report based on digital archives, or planning an online intangible exhibition. The evaluation of these works should focus not only on their technical completion and artistic expression but also on assessing the accuracy of their historical understanding, the depth of their value interpretation, and the effectiveness of their communication design. The work itself becomes a concentrated embodiment of students' degree of value internalization and comprehensive practical ability. Finally, and most forward-looking, is the attempt to construct students' "digital profiles of intangible cultural heritage literacy." This is not a simple score but a dynamically updated multidimensional model that may include multiple dimensions such as "historical cognitive solidity," "spiritual identity depth," "value practice willingness," and "media creation ability," each dimension generated by the comprehensive integration of multiple sources of evidence such as the aforementioned process data, work evaluation, peer review, and teacher observation. This "profile" can visually present an individual student's strengths, weaknesses, and growth trajectory in intangible cultural heritage learning, providing students with a navigation map for self-reflection and development, and also providing teachers with a precise basis for optimizing teaching design and personalized intervention, truly making evaluation a booster to promote value generation and overall development.

4. Implementation Strategies, Ethical Boundaries, and Long-Term Mechanisms

The ultimate realization of the deep digital integration of intangible culture and ideological and political education in universities depends not only on the advancement of theoretical design but also on practical implementation strategies, clear and rigorous ethical standards, and a sustained and stable guarantee mechanism. This is a systematic project from conceptual blueprint to practical implementation, facing multiple complex challenges ranging from the ability of the main actors to resource allocation, from technological risks to institutional support. Therefore, it is necessary to formulate a strategic path for coordinated advancement at the macro level, delineate ethical red lines for technology application at the meso level, and build a sustainable institutional ecosystem at the micro level, thereby ensuring that this deep integration innovation can achieve steady and long-term progress and truly transform into a powerful effect of cultivating morality and nurturing people.

4.1 Key Competency Development and Collaborative Education Mechanism Construction

People are the primary driving force and executors of integrated practice. Therefore, enhancing the core competencies of relevant entities and building an efficient collaboration mechanism is a fundamental strategy. For ideological and political theory course teachers, the focus of competency reshaping lies in cultivating "digital intangible narrative ability." This goes far beyond learning to use certain software; it is a composite literacy that integrates theoretical interpretation, historical insight, technological understanding, and artistic expression. Specifically, it requires teachers to: First, deeply understand the communication logic of digital media and the acceptance psychology of young audiences, and be able to transform the core essence of intangible spirit into narrative frameworks and emotional touchpoints suitable for online communication; Second, be proficient in at least one or two digital teaching tools (such as basic video editing, H5 page production, virtual

scene applications, etc.) and have the educational vision to evaluate, screen, and integrate various intangible digital resources; Third, possess the ability to design inquiry-based learning activities based on digital resources, and be able to guide students from immersive experience to in-depth reflection. To achieve this goal, universities should implement systematic teacher development plans, by establishing special training workshops, organizing cross-disciplinary seminars with digital media experts, funding teaching innovation experimental projects, and selecting outstanding digital teaching cases, to build a supportive environment for continuous learning, practical reflection, and outcome sharing. At the same time, it must be recognized that the development of high-quality intangible digital teaching resources often exceeds the capacity of individual ideological and political theory teachers, which requires the establishment of a regular interdisciplinary and interdepartmental collaborative education mechanism. Universities should actively promote the establishment of course development teams jointly participated by teachers from the Marxism School, historical researchers, computer science and digital media technology experts, art designers, and management personnel from the school's publicity department and information technology center. This collaboration is not limited to project-based cooperation but should also explore the establishment of physical or virtual "Intangible Digital Teaching Innovation Centers" as a hub platform for resource development, teacher training, and teaching experiments. In addition, it is also necessary to vigorously promote school-museum cooperation and regional linkage, establish stable partnerships with revolutionary memorial halls, historical archives, and patriotic education bases, jointly formulate digital resource standards, and jointly build and share high-quality resource libraries, so as to systematically transform the rich intangible treasures of society into a source of fresh water for education and teaching.

4.2 Ethical Review and Boundary Protection in Integrated Practice

While the incorporation of digital technology enhances the appeal of intangible cultural heritage education, it also introduces ethical risks and value tensions that cannot be ignored. The application of technology without strict boundary constraints may obscure the purpose of historical education with mere formalities, or even produce negative effects that contradict the original intention. Therefore, it is essential to establish rigorous ethical review and boundary protection mechanisms in parallel with the advancement of integration.

The primary ethical principle is to uphold historical authenticity and educational seriousness. Digital and artistic reproduction must be based on rigorous historical verification. Any fictionalization or exaggeration of details should be premised on not distorting basic historical facts or diminishing revolutionary spirit. It is imperative to prevent frivolous adaptations, deconstructions, or even "radical modifications" for the sake of sensory stimulation or entertainment, to avoid the pan-entertainment consumption of intangible history, and to ensure that innovation in digital forms always serves the transmission of historical truth and the promotion of lofty spirit.

Secondly, a prudent balance must be struck between educational value, ideological content, and technological appeal. The use of technology is intended to better "attract" and "penetrate the heart," rather than allowing technology itself to become the focus. It is necessary to avoid falling into the trap of "technical showmanship" and to prevent classroom teaching from being dominated by dazzling visual effects, which would weaken the depth of theoretical interpretation and the intensity of ideological exchange. Instructional design should ensure the organic integration of technological experience and in-depth reflection, so that immersion is followed by contemplation, and emotion is followed by rational sublimation.

Thirdly, applications involving student data privacy and affective computing must adhere to ethical and legal bottom lines. When using learning analytics to track student behavior or

attempting to identify student emotional responses through affective computing, the principles of "minimum necessity, informed consent, and strict confidentiality" must be followed. Students must be clearly informed of the scope, purpose, and rights of data collection, and provided with an opt-out option. Any analysis involving sensitive student data should be conducted on the premise of de-sensitization and aggregation, serving the overall improvement of teaching, rather than simplifying individual judgment or labeling, and resolutely preventing data abuse and privacy infringement.

It is recommended that universities establish an ethical review committee composed of experts in ethics, law, education, and technology to conduct ex-ante ethical assessments of major digital teaching projects and new technology tools to be adopted, and to establish dynamic supervision and feedback channels to ensure that the entire process of technology application is within the framework of ethical norms.

4.3 Building a Long-Term Mechanism to Guarantee the Sustainable Development of Integrated Innovation

To ensure that the digital integration of intangible cultural heritage and ideological and political education is not a short-term campaign or sporadic experiment, but a sustained, in-depth, and continuously iterative norm, a long-term mechanism must be built from the perspectives of evaluation and incentives, resource investment, and organizational culture. First, reforming the teaching evaluation and incentive mechanism is the fundamental driving force. Teachers' input and achievements in the digital teaching of intangible cultural heritage should be systematically incorporated into the teaching quality evaluation, professional title evaluation, awards and honors, and performance distribution system. A special "Digital Innovation Award for Ideological and Political Course Teaching" should be established to reward teachers and teams who have developed high-quality digital teaching resources, innovated teaching models, and achieved significant results. In the application and recognition of national and provincial teaching achievement awards, explicit encouragement and inclined support should be given to projects that deeply integrate ideological and political courses with information technology. Through institutional value recognition, the majority of teachers should be guided to transform digital innovation from an "optional item" to a "required item," and from "personal interest" to "professional responsibility." Second, stable resource investment and scientific project management are the material foundation. Universities should establish special funding for "digital teaching of intangible cultural heritage" to continuously support resource library construction, software platform procurement, hardware environment upgrades, teacher training, and innovative project incubation. Resource investment should abandon the "one-time" investment model and shift to a project-based model that supports sustainable operation and iterative updates, such as supporting teaching teams to update content, upgrade technology, and evaluate the effectiveness of existing digital courses every three years. At the same time, we can actively explore a resource construction model of "co-construction and sharing, openness and collaboration", encourage inter-school alliances, avoid repetitive construction, and promote the circulation and application of high-quality digital teaching resources on a larger scale through copyright cooperation, open-source agreements and other means. Finally, cultivating an organizational culture that encourages innovation and tolerates mistakes is the ecological foundation. Teaching reform, especially reform involving deep integration with technology, inevitably entails risks and uncertainties. School management should create an atmosphere that encourages exploration, allows failure, and values process-based experience. Projects that do not meet expected goals during exploration but are compliant with procedures and have accumulated valuable experience should be tolerated or even rewarded for their spirit of exploration.

5. Conclusion

This research indicates that promoting the deep digital integration of intangible cultural heritage with ideological and political education in universities represents a strategic convergence point for realizing the creative transformation of outstanding traditional culture and implementing the fundamental task of fostering virtue through education. The key to successful integration lies in completing a paradigm shift from a technological instrumentalism to an ecological integration perspective. The core pathway involves using intelligent technology to revitalize intangible resources and reconstruct narratives, and relying on interdisciplinary collaboration to establish an evaluation system adapted to digital teaching. This process must strictly adhere to the dual boundaries of historical authenticity and educational ethics, guarding against the potential dilution of values and privacy risks that may arise from the application of technology. Future practice should be committed to building a sustainable ecosystem characterized by "resource co-construction and sharing, virtual-real integration of teaching, scientific and evidence-based evaluation, and strong systemic support," so that intangible cultural heritage, empowered by digital media, truly becomes a living source for nourishing the spiritual world of the new generation, and continuously enhances the relevance and effectiveness of ideological and political education in universities.

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