

## Research on The Blending Learning of Implicit Ideological and Political Education in The Age of Intelligent Media

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**Abstract.** Colleges and universities should adhere to the unity of explicit education and implicit education in ideological and political education. In the era of intelligent media, it has become a significant issue of our time to organically integrate explicit education and implicit education into the whole process of education, thereby enhancing the appeal and scientificity of ideological and political education. The advent of intelligent media has offered new development opportunities for ideological and political education at the technical level. Various teaching methods that utilize intelligent media as a carrier have been optimized and innovated, breaking the constraints imposed by time and space, enabling the dissemination of knowledge and sharing of information on a broader scope. This study analyzes the intrinsic connection between intelligent media and implicit thought education and designs a "online + offline" mixed teaching method of implicit education for digital media majors based on intelligent media. The effectiveness of this teaching method was verified through SPSS data analysis and questionnaire surveys. Results showed that the mixed implicit ideological education method using intelligent media was significantly correlated with students' learning effectiveness, and students' satisfaction with the content and education format of ideological education reached over 80%. In comparison with the traditional method of teaching Civics in the curriculum, the acceptance level of the ideological and political content among students increased by 19 points.

**Keywords:** Teaching methods, Intelligent media, Implicit education, Ideological and political education, Blending Learning.

### 1. Introduction

In June 2020, the Ministry of Education (MOE) issued the "Guideline for the Construction of Civics in Higher Education Courses" (hereinafter referred to as "the Outline"). The Outline requires that all kinds of professional courses cooperate with the explicit education of ideology and politics in an implicit way to help students develop a correct worldview, outlook on life, and values, to build a comprehensive education pattern and implement the fundamental task of "cultivating morality and cultivating people" (The Ministry of Education issued an outline for guiding the construction of curriculum thinking and politics in higher education 2020). Implicit education, as a relatively new educational method, due to its flexibility, permeability, and concealment, can provide a more lasting educational effect and profound educational influence, and can significantly improve the affinity and relevance of ideological and political education. In July 2021, the Central Committee of the Communist Party of China (CPC) and the State Council promulgated the Opinions on Strengthening and Improving Ideological and Political Work in a New Era, which clearly stated that we should "promote the deep integration of the traditional strengths of ideological and political work with information technology," and "promote the integration of the traditional strengths of ideological and political work with information technology" (The State Council of the CPC Central Committee issues opinions on strengthening and improving ideological and political work in the new era 2021). Canadian educator McLuhan said, "The medium is an extension of the human organ." The advent of the intellectual media era has brought new development opportunities for ideological and political education at the technical level. Limitations of ideological and political education in time and space have been broken, the distribution and matching of educational content have been improved, the space of educational discourse has widened, and the dissemination of educational discourse has become more influential (Li Jie 2021).

Compared with other disciplines, digital media majors have a natural inclination to apply new technologies and techniques, making it a superior prerequisite to combine implicit education of digital media majors with intelligent media to achieve innovative integration of ideology and politics. Taking the new media interactive animation technology course as an example, this paper discusses the "online" + "offline" blending learning of implicit ideological education teaching mode based on intelligent media.

The main innovation points are:

(1) Placing the implicit ideological education of digital media majors in the context of the era of intelligent media, studying the implicit ideological education of digital media majors from a new perspective and keeping pace with the times.

(2) Designing a blending learning method of implicit ideological and political education based on intelligent media by analyzing the intrinsic connection between intelligent media and implicit ideological education.

## **2. Related research and basic theory**

### **2.1 Related Research**

Implicit education has a long theoretical origin and development history, with advocates ranging from ancient Greek philosophers Socrates and Aristotle to 17th century European thinkers John Locke, Comenius, and Rousseau. These thinkers believed in cultivating virtue through social practice activities, internalizing them as habits to be consciously observed. The constant iteration and upgrading of the new generation of information technology have ushered in the era of digital intelligence, opening a new chapter for ideological and political education. Current academic research on the intersection of implicit ideological and political education and information technology is mainly focused on new media, intelligent Internet of Things, big data, and other contexts. For example, Wenjuan Wang believes that the purpose, task, and content of ideological and political education should be infiltrated beyond the classroom teaching of ideological and political theory covertly and implicitly (Wang 2020), to guide the development of higher vocational students in a subtle way. Jianchao Zhao believes that relying on the data-based, visual, and time-efficient thinking of big data can strengthen the effect of implicit education and stimulate the generation, creativity, and timeliness of implicit education (Zhao 2021). Chong Gao believes that the construction of a "big data + thought politics" model can make the ideological political education of colleges and universities keep pace with the times, inject effectiveness and innovation into the ideological and political education of colleges and universities, improve the value of data and supervise the effectiveness of ideological and political education of colleges and universities (Gao C 2021). "Big Data+Ideological and Political" mode can inject new vitality into the ideological and political education of colleges and universities, and improve its effectiveness, innovation, and scientificity. Meng Zeng researched the ideological and political education evaluation system in the context of the intelligent Internet of Things (IoT), arguing that students' ideological and political education will also be affected to a certain extent in the context of IoT, and gave an ideological and political education evaluation method based on IoT through questionnaire survey method (M Zeng 2022). Yanxia Yao proposed a deep learning-based optimization method for ideological and political education strategies in universities (Y Yao 2022). Through the deep learning algorithm of brute force algorithm, the accuracy degree in terms of education plan can reach 99.12%. Da Luo studied the implementation path of ideological and political education in private colleges and universities under the network environment, and through investigating the current situation of students' ideological and political education in the network environment, proposed the need to suddenly strengthen the construction of the basic content of ideological and political education in the network environment and improve the supervision system of ideological and political education in the network environment (Luo 2022). Yao sun through the actual case analysis method, discusses the process of integrating environmental implicit education into the

green campus construction of colleges and universities, giving full play to the implicit educational function of landscape culture (S. Y 2022). Yuechen Zhu elaborated on the advantages of implicit ideological and political education in colleges and universities in the context of self-media and proposed specific ways to realize ideological and political education in the age of self-media (Zhu 2021). Miao Zhang believes that we should use the linguistic symbols in the cultural system and non-linguistic symbols, including images and short videos, as the ideological carrier, and use intelligent media as the medium of communication based on big data and virtual reality and other intelligent technologies to build the symbols that have an educational impact on the subject and object of ideological and political education, as well as the communication system and meaning expression constituted by the symbols (M. Zhang 2021). Yang Zhang believes that the networked space-time environment generated by intelligent media has become a key variable affecting and restricting the quality of ideological and political education in colleges and universities (Y. Zhang 2022). Ideological and political education in colleges and universities in the era of intelligent media should follow the discipline rules, focus on theoretical deepening, adhere to student-centered, practice-oriented, and technology-supported, promote two-way interaction between theory and practice, and continuously explore new ideas, new paths, and new methods.

Digital media majors are the main force of cultural communication in the future, training artistic talents engaged in cultural propaganda and cultural communication for society. As the future of media, digital media majors need to have a correct political stance and direction, with a natural inclination toward new techniques and technologies. The integration of intelligent media with ideological and political education is the need of the times, solving new thought problems, and promoting the reform and innovation of ideological and political theory courses. This paper explores a blending learning (Wu 2022) (Qiu 2022) method of implicit education for digital media majors based on intelligent media through practical case studies.

## 2.2 Basic Theory

(1) The dialectical materialist viewpoint of "insisting on the unity of explicit education and implicit education".

The explicit and implicit education of ideological and political education are in the same direction and are unified in the practice of ideological and political education (Xi 2019). The unity of ideological and political education emphasizes that ideological and political education should be political and dominant, and cultivate people for social progress. This goal is firm and unchanging, but the means to achieve this educational goal are diverse. In the context of the intelligent media era, the methods of ideological and political education should also reflect the times and richness and should insist on seeking diversity in unity. At present, the social environment is getting more and more complicated, and the emergence of diversified ideologies is constantly impacting mainstream values, and the thoughts of college students also present diversified and changing characteristics. Therefore, ideological and political education should update its methods and concepts with the development of a new generation of information science and technology. Based on this, strengthening the research on implicit education in the era of intelligent media is a practical need for ideological and political education reform and innovation, which has practical significance and contemporary meaning. Intelligent media with embedded values gives the media a "soul", infuses the media with melodic ideas, and ensures the provision of in-depth original content with valuable guidance and cultural cohesion for users.

(2) The concept and essence of Intelligent Media.

Intelligent media is the media that uses artificial intelligence technology to reconstruct the whole process of information production and dissemination and is an ecosystem based on new technologies such as artificial intelligence, mobile Internet, big data, and virtual reality. Intelligent media consists of three parts: AI media, intelligent media and think tank media (Guo 2016). Intelligent media based on artificial intelligence technology gives the media "intelligence", artificial intelligence reconstructs the whole process of media information production, making the media an

"extension of the human organ", bringing users a new intelligent experience of seeing, hearing, reading, and talking. The think tank media based on big data technology and machine learning technology gives the media "intelligence" and the new think tank of big data + public opinion helps the media evolve and develop itself. Therefore, implicit education with the help of intelligent media can break the traditional information barriers and single indoctrination education mode. Various forms of user-friendly experience such as visual images, sound and video, and physical touch can create a new carrier matrix for implicit education, and the selection, precise matching, and interactive expression of scientific education symbols can advance the symbolic narrative of implicit education (H. Li 2022).

### **3. Feasibility of using intelligent media for implicit education**

#### **(1) Enhance the attractiveness and modernity of implicit education**

In the age of intelligent media, short videos, online communities, microblogs, WeChat and many other linking platforms have become essential parts of people's daily lives. Implicit education is to use the relevant contents of daily life as the material, explores the hidden educational points, and achieve the educational purpose of the target subject in a euphemistic, hidden, and more acceptable way. For example, short videos have penetrated every corner and detail of people's daily life. The positive energy videos taken by ordinary people such as respecting the old and loving the young, helping each other, and being honest and trustworthy make the transmission of mainstream values and morals "grounded" and warm. In addition, with the support of the new generation of information technology, short videos deeply integrate various information such as auditory symbols, visual symbols, and even tactile symbols, making short videos with political, news, and educational content also full of attractiveness and modernity. With entertaining and fragmented short videos as the implicit education carrier, the educational content can cover many fields such as literature, history, and society to meet students' interest points and knowledge needs. In the education mode, passive learning becomes independent learning, and the multiple channels of education information access prompt students to actively explore and improve media literacy. In terms of education time and space, it breaks the limitation of the classroom and fits students' habits of reading in pieces and absorbing knowledge intensively.

#### **(2) Enhance the sense of inspiration and experience of implicit education.**

The most important feature of intelligent media is the Internet-based technology media, and intelligent communication has led to profound changes in the way information is received, perceived, and expressed. intelligent media makes ideological education change from single indoctrination with theoretical explanation to interactive communication driven by technology. For example, the use of virtual reality restored scenes of red culture, immersive and innovative learning methods, allowing students to "travel through time and space", and the pictures and text in history books "alive", can meet the "soft needs" of students for visual, auditory, tactile and other multi-dimensional sensory experience. In the era of intelligent media, educational content presented in various forms such as visual images, sound video, and physical touch in a user-friendly experience is more in line with the tastes of new-age students. The rich educational contexts enhance the appeal and experience of implicit ideological education.

#### **(3) Enhance the impact and science of implicit education**

In the era of intelligent media, on the one hand, "everyone has a microphone". Each individual can become a learner, propagandist, and defender of socialist ideological discourse, and become the subject of ideological and political education discourse through their own words and actions. On the other hand, the intelligent algorithm technology is embedded in the terminal device and continuously collects, stores, and analyzes the daily life information of the members of the society, and the "one-size-fits-all" content distribution has been transformed into an accurate match of "thousands of people and thousands of faces". Empowered by "smart", "intelligent" and "intellectual" media, implicit education can refine the granularity of information, analyze students'

value orientation and psychological trends by the number of explicit views, reprints, and clicks, and then target specific groups of people with targeted content, to realize the precision and personalization of education targets.

## 4. Method

This study takes the course "New Media Animation Interactive Technology" as an example to research innovative methods of implicit ideological and political education. The course integrates digital art, computer technology, and information design to build a bridge between art and technology, cultivating cross-border engineers and new-age media complex talents who use new technology to create realistic art solutions. The course is a concentrated expression of the concept of "technology, art, and humanities."

### 4.1 Teaching Design

"Interactive Techniques of New Media Animation" is a compulsory course for new media animation students, which is a professional education course with equal emphasis on theory and practice, with the basic theory of new media and interactive technology implementation as the main line, emphasizing the diversity and interactivity of new media interactive technology. The teaching design is shown in Figure. 1.

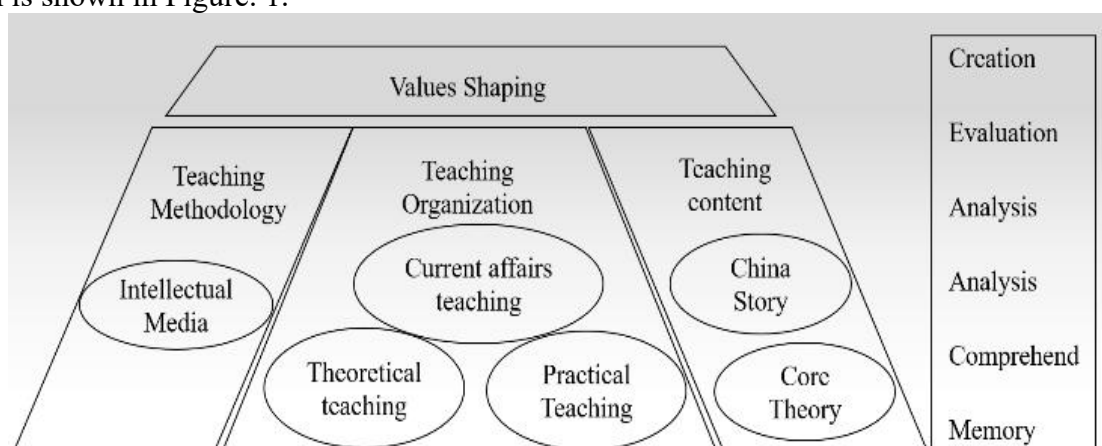


Fig. 1. Teaching design of "New Media Animation Interactive Technology"

The curriculum objectives are set according to the national standards for teaching quality, the occupational classification canon, national occupational standards, and the positioning characteristics of the school. Focusing on the goal of cultivating high-quality composite digital media professionals with authenticated beliefs and perfect character, we integrate implicit education into the whole education process and implement teaching strategies based on Bloom's model (Youmei Feng 2019). The organization of teaching activities contains three parts: theoretical teaching, practical teaching, and current affairs teaching, and the explicit educational content of each part is integrated into the implicit educational content that fits with it. The implicit teaching content is designed to consist of two parts: core theories related to Marxist philosophy and the telling of Chinese stories (such as cultural confidence, social responsibility, humanism, patriotism, etc.). The teaching process uses Bloom's Hierarchy teaching strategies vertically to reach the values shaping, i.e., the achievement of the course knowledge goals, the competency goals, and the value-led goals.

### 4.2 Ideological and political teaching content design

The content design of ideological and political teaching is shown in Table 1.

Table 1. The content design of ideological and political teaching

	Teaching Module	Ideological and political elements	Category
1	Knowledge of digital media theory	Beijing Winter Olympic Games opening ceremony: digital art and Chinese culture fusion	Cultural Confidence
2	Augmented Reality, Virtual Reality	Successful cases of Dapeng, Lenovo, Xiaomi, Huawei, etc.	Great Artisans
3	Somatosensory interaction	Comparative analysis of advanced technologies at home and abroad	Social Responsibility
4	Audio-visual interaction	The dialectical relationship between phenomenon and essence, the dialectical relationship between practice and cognition, the dialectical relationship between matter and consciousness	Foundations of Marxist Philosophical
5	Hardware interaction	Arduino, MakeyMakey, Apple, and other innovation, entrepreneurial success stories	Innovation and Entrepreneurship

(1) In the teaching of digital media basic theoretical knowledge, the focus is on the advanced application of digital media art and technology. Using the opening ceremony of the Beijing Winter Olympic Games as a case study, students analyze the expressive tension and powerful charm of "immersion + non-foreign heritage culture shaping", "ink style" visual effects, and "figurative" Chinese cultural symbols. This triggers students' future career vision, inspires their self-confidence in Chinese culture, and encourages them to identify with socialist core values.

(2) The success of Xiaomi, Huawei, and Dapeng in the field of virtual reality is used as a case study in the lecture on augmented reality and virtual reality. For example, the Huawei AR Map of Dunhuang Mogao Caves enhances students' national self-confidence and pride while appreciating the splendid culture and art of ancient China. By highlighting these cases, students can feel the feelings of technological power and cultivate patriotism.

(3) The lecture on somatosensory interaction mainly conducts a comparative analysis of the current development status in China and advanced technology abroad. Students are reminded to be aware of their worries and set up a sense of responsibility and social responsibility to serve the country with science and technology.

(4) The lecture on auditory-visual interaction focuses on the creation of audio-visual interactive works, which express art utilizing visuals and sound. The content and form of artworks are unified in opposition, inclusive, and transforming, reflecting the philosophical principle of Marxist dialectical unity. For example, the dialectical relationship between matter and consciousness requires students to adhere to everything from the practical point of view and seek truth from facts in their practical work and study.

(5) The development of Arduino and MakeyMakey is introduced in the lecture on hardware interaction. Students also learn about the entrepreneurial stories of figures around them, which stimulate their passion for innovation and entrepreneurship. By sharing successful entrepreneurial cases, students are encouraged to develop their sense of innovation and creativity. The lecture helps students to believe in the success of Chinese college student entrepreneurs and their ability to succeed like Zack Burke and Bill Gates.

### 4.3 Teaching process design

Based on the "student-oriented" education concept, the "New Media Animation Interactive Technology" course team designed the "online + offline" blending learning method for the course teaching objectives, and the specific teaching process is shown in Figure. 2.

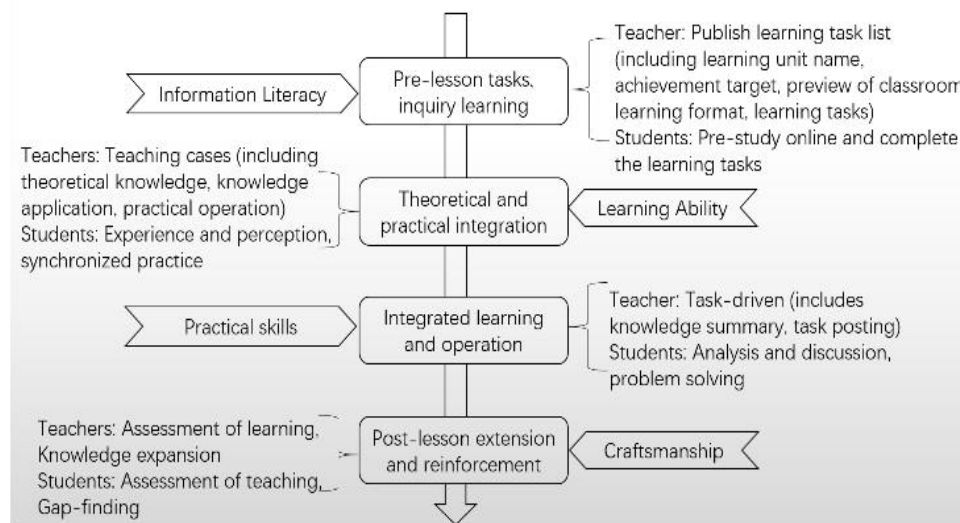


Fig. 2. Teaching operation process

#### (1) Pre-course tasks and inquiry learning.

In the pre-class learning phase, teachers create online courses with the help of media platform tools. Before the start of each lesson, the learning task list for the week is released, specifically including the name of the learning unit, the objectives to be achieved, a preview of the classroom learning format, and the learning list to be completed. The learning list is based on the preparatory knowledge and related knowledge of the unit's knowledge points. Students need to search, organize and learn related knowledge through various channels of Intelligent Media after the teacher releases the learning task list. This stage is based on students' independent learning and develops their information literacy skills.

#### (2) Integrated teaching of theory and practice.

In the classroom learning stage, the teacher first summarizes the learning situation before the class and then implements the integrated teaching method of theory and practice for this unit of study, which integrates theoretical teaching, practical teaching, and current affairs teaching. Students engage in experiential perception and simultaneous practice. Both teachers and students teach, learn and do at the same time, alternating between theory and practice, and appropriately teaching current affairs to broaden students' horizons and actively guide them to treat social reality correctly. This stage corresponds to memory and comprehension in Bloom's hierarchical model, where students listen to stories, understand their kernel, and develop their learning ability.

#### (3) Multi-dimensional interactive, task-based learning.

In the practical stage, teachers implement a task-driven teaching method and introduce the "tasks" of real professional situations into the learning, to create a good learning environment and atmosphere. Teachers create "tasks" that are closely related to the current learning topic and incorporate ideological and political elements, and provide students with clues to solve problems. Through analysis and discussion, students use their common knowledge and experience to come up with a solution to the problem. This stage corresponds to the application and analysis of Bloom's Hierarchy model, where students apply what they have learned to guide behavior, analyze problems, and develop their professional competencies.

#### (4) After-school extension, co-construction of teaching resources.

Marx said that "the educator himself must be the educated", and the construction of Civic Science courses needs to be built by teachers and students. In the post-course enhancement stage, with the help of an online teaching platform, teachers mainly expand teaching resources in terms of knowledge expansion, application scenarios, Chinese stories, and so on. It helps students broaden their horizons and grow their knowledge. Meanwhile, students keep creating works and recommending excellent resources to enrich teaching resources. In the positive interaction between teachers and students, the curriculum resources keep moving forward. This stage corresponds to the

evaluation and creation of Bloom's hierarchy model, where students express their individual views and opinions, make independent innovations, and develop their craftsmanship spirit.

#### 4.4 Assessment methods

Students are evaluated by a combination of formative and summative assessments. Formative evaluation includes the evaluation of students' classroom practice process, classroom reports, and post-class assignments, among which the practice process and post-class assignments are evaluated by teachers' and students' self-assessments. The classroom report is evaluated by teachers' and students' mutual evaluation. The summative evaluation is conducted by an examination paper. The question types include multiple choice questions, terminology explanation, short answer questions, expository questions, and creative writing questions, among which expository questions and creative writing integrate the assessment of ideological and political elements.

### 5. Data analysis and results

#### 5.1 Methodology of data analysis

The data for this study were collected from third-year university students (aged between 20 and 22) who have taken the course. The data were obtained through an anonymous questionnaire survey.

(1) Analysis of the impact of blended learning behaviors based on intelligent media on learning effectiveness

SPSS22.0 software was used to analyze the correlation between learning behaviors and learning effectiveness. The learning behavior data mainly included students' online learning log data (such as course basic information browsing, course notification browsing, etc.), learning behavior data (such as resource browsing, study material downloading, etc.), and interaction data (such as online discussion, posting, online quiz, mutual evaluation, etc.). Student effect data is the total final grade. It contains grades of usual performance, usual homework, practical reports, and final exam.

(2) Satisfaction survey

At the end of the course learning, students evaluate the teaching effect through questionnaires. The satisfaction degree of ideological and political content, satisfaction degree of ideological and political teaching form, learners' willingness to continue learning, and satisfaction with assessment and evaluation methods were evaluated through questionnaires. Among them, are the ideological and political content satisfaction questionnaire (see Table 2) and the ideological and political teaching form satisfaction questionnaire (see Table 3). Each question was divided into 5 levels from very dissatisfied to very satisfied, and each question scored 1-5 points.

Table 2. Ideological and political content satisfaction survey form

	Description	Level				
A	Satisfaction with course design and arrangement	1	2	3	4	5
B	How well the ideological and political content is integrated with professional knowledge	1	2	3	4	5
C	How helpful it is in understanding traditional Chinese culture	1	2	3	4	5
D	How helpful it is to improve your professional ethics	1	2	3	4	5
E	How helpful is it in improving interpersonal communication and teamwork	1	2	3	4	5
F	How helpful it is in terms of understanding socialist core values	1	2	3	4	5
G	How helpful is the understanding and concern for social issues	1	2	3	4	5
H	How helpful is it in terms of understanding scientific developments and scientific and technological dynamics	1	2	3	4	5
I	How helpful is it in terms of innovation and entrepreneurship	1	2	3	4	5
J	How helpful is it in improving independent learning skills?	1	2	3	4	5



K	How attractive is the ideological and political content of the course to you	1	2	3	4	5
J	How effective is the ideological and political education in the course	1	2	3	4	5

Table 3. Satisfaction survey on the form of ideological and political teaching

	Description	Level				
A	Dig deeper into the story, laws, and spirit behind the content	1	2	3	4	5
B	Storytelling	1	2	3	4	5
C	Video Images	1	2	3	4	5
D	Online + offline	1	2	3	4	5
E	The short video, WeChat pushe	1	2	3	4	5
F	Case Study	1	2	3	4	5
G	Work Creation	1	2	3	4	5
H	official account	1	2	3	4	5

## 5.2 Results

(1) Analytical results of the impact of blended learning behaviors on learning effectiveness based on intelligent media.

The results of the analysis of the impact of blended learning behaviors on learning effectiveness based on intelligent media are shown in Figure. 3.

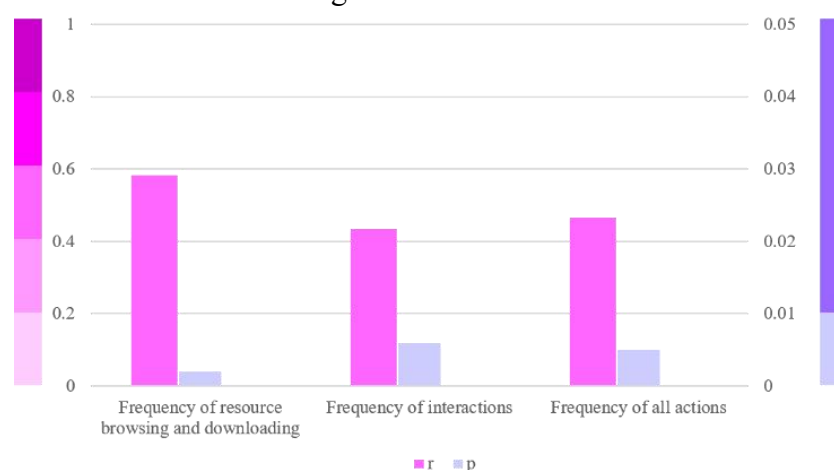


Fig.3. Results of the analysis of the impact of blended learning behaviors on learning effectiveness based on intelligent media

The meanings of P and r are as follows.

$$\begin{cases} P < 0.01 & \text{Highly significant correlation} \\ P < 0.05 & \text{Significantly correlated} \end{cases}$$

$$\begin{cases} 0.8 < |r| < 1.0 & \text{Extremely strong correlation} \\ 0.6 < |r| \leq 0.8 & \text{Strongly correlated} \\ 0.4 < |r| \leq 0.6 & \text{Moderately correlated} \\ 0.2 < |r| \leq 0.4 & \text{Weakly correlated} \\ 0.0 < |r| \leq 0.2 & \text{No correlation} \end{cases}$$

As shown in Figure 3, the three behaviors of frequency of resource browsing, frequency of interaction, and frequency of behavior are all significantly and moderately correlated with blended learning effectiveness. The results illustrate that before the lesson, students study independently online, self-assess and participate in online activities. During the lesson, teachers use the online

platform to organize learning activities and help students achieve higher-order learning objectives. After the lesson, students continue to carry out in-depth learning activities online and offline to apply what they have learned to solve problems and achieve knowledge transfer. These learning activities together actively contribute to the ideological and political learning process and learning outcomes.

## (2) Satisfaction survey

Questionnaires were distributed 148 copies, and 134 valid questionnaires were recovered, with a recovery rate of 90.5%. In the survey of the ideological and political content survey, the average percentage of students who said they were "satisfied or very satisfied" with all options was 80.02%. Among them, 91.79% were satisfied with "how helpful it is to promote your understanding of scientific development and scientific and technological developments". In the survey of ideological and political teaching methods, the average percentage of students who were "satisfied or very satisfied" with all options was 81.34%. Among them, 88.81% were satisfied with the "online + offline" blending learning for ideological and political teaching method". The results of satisfaction survey are shown in Figure. 4 and shown in Figure. 5.

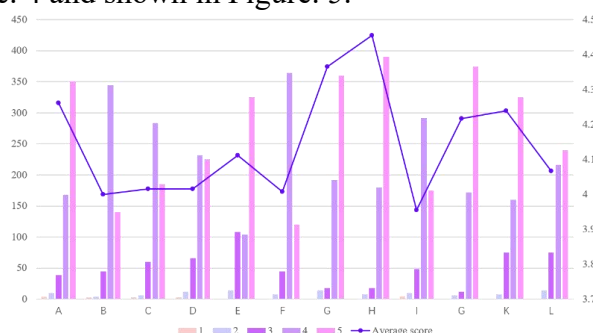


Fig.4. Distribution of students' satisfaction with ideology and political contents

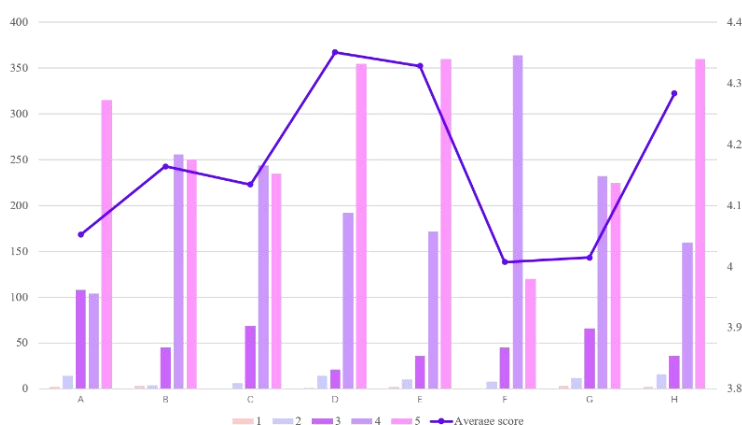


Fig.5. Distribution of students' satisfaction with the form of ideological and political teaching

## (3) Comparison of student satisfaction between the Class of 2018 and the Class of 2019.

The class of 2018 used the traditional method of teaching ideology and politics in the course, with the classroom interspersed with introductory lectures on ideological and political elements. Figure 6 illustrates that the combination of online and offline ideological and political teaching methods of intelligent media resulted in a significant positive change in students' attitudes toward the ideological and political content of the course. Among them, the question "Acceptance of ideological and political content" has increased by 19 percentage points in satisfaction.

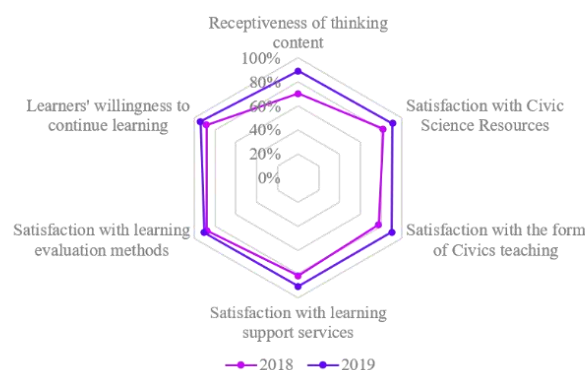


Fig. 6. Comparison of student satisfaction between the class of 2018 and the class of 2019

## 6. Conclusions

The advent of the intelligent media era has brought innovative opportunities for both explicit and implicit education in universities. Various teaching methods using intelligent media as a carrier have been optimized and innovated, and the limitations of time and space have been broken, enabling the dissemination of knowledge and sharing of information on a broader scope. Therefore, the implicit education and teaching activities carried out with the help of intelligent media have more scientific, experiential, and contemporary characteristics. Especially, the online and offline blended learning mode derived from it is inseparable from the support and assistance of intelligent media technology, which has played a very effective role in promoting the ideological and political teaching reform of digital media majors. The results of this study practiced in the course "New Media Animation Interactive Technology" also verify this view. With the help of the new generation of information technology, implicit ideological and political education can surely be upgraded to a new level.

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