

Article

The practical path of transforming middle school ideological and political teachers into short video creators

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Abstract: Middle school education constitutes a critical stage for fostering students' values and achieving the fundamental educational goal of Cultivating Virtue and Nurturing Talents. Concurrently, the burgeoning popularity of short videos presents novel opportunities for advancing ideological and political education. This article emphasizes the importance of enabling secondary school ideological and political teachers to evolve into short video creators. Through an analysis of the positive impact that short videos can have in ideological and political education settings, the study explores practical pathways for facilitating this teacher transformation. The overarching aim is to leverage the power of short videos to foster innovative development within middle school ideological and political education.

Keywords: Middle School Ideological and Political Education; Short Video Creator; Transformation of Secondary School Teachers; Practical Pathway

1. Introduction



As of February 2025, the United States has the largest TikTok user base by far, with nearly 135.79 million individuals utilizing this popular social video platform [1]. TikTok's popularity among teenagers continues to soar. Its short-form videos deliver bite-sized, easily digestible information, potentially ideal for capturing student attention and conveying concepts concisely across various school subjects [2]. Especially in the subject of ideological and political education, abstract concepts can be concretized through short videos, and using short videos can also stimulate students' interest in learning.

There are similarities between ideological and political education in China and civic education in the West, but there are also differences. China's ideological and political education emphasizes the political and ideological guidance of students, aiming at maintaining the leadership of the CPC and the stability of the political system. Through ideological and political education, students are trained to establish a correct world outlook, outlook on life and values, and become qualified builders and reliable successors of the socialist cause. Therefore, there is a need for a tool that can effectively convey subject knowledge and cultivate students' correct values, subtly influencing people. Multimodal presentation (animation+speech+text) can activate students' multiple sensory channels, improving knowledge retention compared to traditional text learning [3]. Although using short video teaching has advantages such as socialization, personalization, and real-time, it can educate students in a subtle and subtle way, making up for the shortcomings of traditional ideological and political courses. However, the depth and breadth of the content may be limited by the form of short videos, making it difficult to provide systematic theoretical explanations. Therefore, it is very important to explore a transformation path for short video creators suitable for middle school ideological and political teachers.

2. Methods

2.1. Study Design

This study employed a quantitative, cross-sectional survey design to investigate adolescents' short-video consumption patterns and their attitudinal responses toward educators transitioning into short-video content creators. Core variables were operationally defined as follows:

A.Weekly Short-Video Viewing Time: Measured categorically based on self-reported average hours per week: ‘5 hours or less’, ‘Between 6 and 10 hours’, and ‘More than 10 hours’. Viewing referred to leisure activities on platforms like TikTok or YouTube Shorts, excluding mandatory academic usage.

B.Perceived Changes in Course Interest After Teacher Becoming Short-video Creator: Adopting a questionnaire survey format, the questionnaire is designed with three options: ‘Prefer’, ‘No change’, and ‘I’m not sure’.

2.2. Participants and Sampling

The target population comprised adolescents aged 12-18 years enrolled in secondary schools in [Dongguan, Guangdong, China]. A convenient sampling method was adopted. The participants were organized through the school. Inclusion criteria require participants to be between the ages of 12-18 and provide informed consent. After initial distribution and responses, data underwent stringent screening: Questionnaires with substantial missing data (>20% on core items), inconsistent responses, or patterns indicating non-serious engagement (e.g., straight-lining, implausible answers) were excluded. This process yielded 308 valid questionnaires for final analysis. The final sample are reported in the Results section.

2.3. Instrumentation and Data Collection

Data were collected using a structured, self-administered online questionnaire administered via Wenjuanxing. The instrument included sections on short-video usage patterns and attitudes towards changes in student engagement when their ideological and political education teacher transitioned to a short-video content creator.

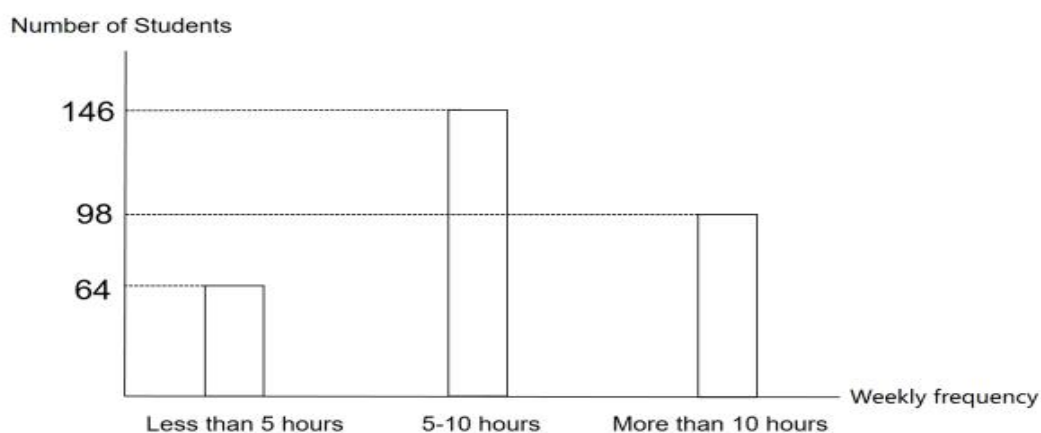
3. Results

3.1. Figures and tables

After collecting 308 valid survey questionnaires, for ease of analysis, we can organize them into the following two charts.

Figure 1

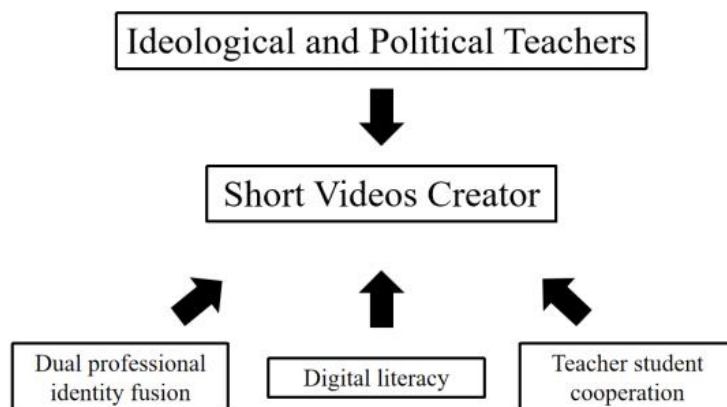
Distribution of Weekly Short-Video Viewing Time Among Middle School Students (N=308)



Among 308 students, weekly short-video consumption averaged 8.2 hours (SD=3.7), with a pronounced clustering in the 6-10 hour bracket (47.4%, n=146). Extreme users (>10h) constituted nearly one-third of the sample (31.8%), dwarfing light users (≤ 5 h: 20.8%) as shown in **Figure 1**.

Figure 2

The Path to Becoming a Good Short Video Producer as a Political Teacher



Middle school political teachers who want to become good short video creators can start from three aspects. Firstly, grasp the dual identity of being a teacher and a video producer. Secondly, continuously learn and improve one's digital literacy. Thirdly, collaborate with teachers and students to grow together (**Figure 2**).

Table 1

Perceived Change in Course Interest After Teacher Becoming Short-video Creator

	Frequency	Percentage
Prefer	182	59.1%
No change	35	11.4%
I'm not sure	91	29.5%
Total	308	100%

Table 1 exposes a pedagogical paradox: While teacher blogging generates net-positive interest (59.1% preference uplift), it simultaneously induces perceptual instability—nearly one-third of learners (29.5%, n=91) fail to crystallize attitudes toward the transformed educational dynamic. This bifurcation underscores the need for differentiated strategies when integrating edutainment approaches.

4. Discussion

4.1. The situation revealed by the figure and table

Conclusion drawn from the **Figure 1**. High Engagement with Questionable Utility: While students show significant engagement with digital content in **Figure 1** (average 8.2 hrs/week on short-videos, nearly one-third exceeding 10 hrs), this high consumption doesn't automatically translate into uniform educational benefit or attitudinal clarity when applied pedagogically. The disconnect is evident in the teacher blogging paradox.

The following factors may lead teenagers to spend a lot of time on short video platforms, but not all of it is used to watch ideological and political content:

Students have a certain tendency towards the content of short videos. Teenagers may be more inclined towards short videos that are entertaining, humorous, musical, gaming, and other genres. To arouse their interest and love, the content should be presented in a lighthearted or comedic manner, with short duration, fast editing, and containing infographics [4].

The platform algorithm recommendation affects students' viewing volume of ideological and political education videos. While short videos bring opportunities for citizen political science propaganda work, they also bring difficulties and challenges such as complex network information interfering with netizens' attention, fragmented dissemination methods not conducive to system dissemination, and algorithmic



recommendation technology causing obstacles to netizens' information reception [5]. Short video platforms typically use personalized recommendation algorithms to push content based on users' viewing history, likes, comments, and other behaviors. If teenage users interact less with ideological and political content, algorithms may reduce the recommendation of such content, resulting in fewer opportunities for them to interact.

Students have limited time to watch short videos, who need to stay at school with long hours, so they will leave their time for what they are interested in. Although students may spend a lot of time on short videos, their attention span is limited. They may allocate most of their time to other topics of greater interest, leaving relatively less time for ideological and political content.

Conclusion drawn From the **Table 1**. The Dual Nature of Edutainment Interventions: Teacher blogging exemplifies how innovative pedagogical tools can have simultaneously positive and destabilizing effects. In **Table 1**, the significant uplift in preference (59.1%) confirms its potential to enhance engagement and student motivation. However, the significant proportion of students experiencing uncertainty (29.5%) reveals a hidden cognitive cost – the new dynamic challenges their ability to form stable opinions about its value or role in their learning. This duality is the core pedagogical paradox.

The Danger of Overlooking Perceptual Instability: Focusing solely on the net-positive interest would mask a significant challenge. A substantial minority (~30%) experiencing perceptual instability is a critical finding demanding attention. It suggests that edutainment integration, while beneficial for many, can create confusion or disorientation for others, potentially hindering their learning experience or long-term acceptance of the method even if initial interest is sparked.

4.2. How to make good use of short videos for middle school ideological and political teachers

The key for middle school ideological and political teachers to use short videos is that they can vividly and vividly present abstract concepts, stimulate students' interest and thinking. The following measures are conducive to better leveraging the role of short videos in ideological and political education.

- **Carefully select appropriate content and ensure political correctness.**

Ideological security: This is a fundamental requirement. Ideological and political education has extremely high requirements for content orientation. Any short videos that may contain erroneous political views, cultural biases, or value deviations should be firmly avoided.

Relevance and effectiveness of content: Short videos must be closely related to the teaching content, serve the teaching objectives, and cannot deviate from the theme in pursuit of traffic and interest. Ensure that the information conveyed in short videos is accurate and authoritative, and avoid misleading students.

Source reliability: Select short videos produced by reputable platforms or institutions, such as official media, educational institutions, experts and scholars. Review the production team, publishers, and their backgrounds of short videos to ensure content quality and objectivity.

· Improve the effectiveness of short video education.

Adding cues in short instructional videos is an effective improvement method to enhance learning outcomes. Inserting visual cues (such as key annotations and dynamic arrows) every 30 seconds in short videos can increase the concentration of middle school students' attention by 58%. Key parameters include: subtitle word count controlled at 15-20 words per frame, speech rate maintained at 1.8 words per second, and color contrast not less than 4.5:1 [6].

By developing a short video case library with regional characteristics, abstract political theory can be combined with local practices. Integrating ideological and political education content with local social resources can improve students' understanding of textbook knowledge by 27%, and increase their emotional identification index by 35% [7].

Evaluation System Matching Short Video Ideological and Political Education. Evaluation is a powerful tool for testing and correcting the effectiveness of short video education. With the support of the Analytic Hierarchy Process, we can construct a quality evaluation model for curriculum education through five dimensions: curriculum design, faculty, student cognition, developmental evaluation, and institutional design [8]. Construct an evaluation index system for ideological and political short videos, which includes content politicization (weight 0.35), technical appropriateness (0.25), interactive effectiveness (0.2), and emotional resonance (0.2).

4.3. How can teachers transform their identity into creators of



ideological and political short videos

From the path in **Figure 2**, it can be seen that we need to start from three aspects.

Firstly, Teachers need to deeply integrate their professional competence in education with their ability to create short videos. By utilizing one's professional knowledge, identifying available materials on the internet, and utilizing digital narrative techniques, breaking through the traditional physical boundaries of "classroom-podium", a composite identity of "educator-creator" is established.

Secondly, the five-dimensional digital literacy model proposed by Shet Alkalai in 2004 broke through the traditional one-dimensional cognition of information technology capabilities. This model includes five abilities: image visual literacy, cognitive skills in processing hypertext information structures, critical integration and reconstruction of digital content, evaluation of digital information quality, ethical judgment and emotional management in the digital environment [9]. Teachers need to cultivate their digital literacy before producing short videos.

Thirdly, in the process of transitioning to the role of a short-videos creator, teachers may have certain limitations in controlling youth culture, video preferences, and trends of the times. Therefore, encouraging teachers and students to collaborate in the planning and creation of ideological and political course video content is particularly important. This measure not only ensures that the video content is more in line with students' interests and preferences, but also builds a bridge for students to apply classroom theoretical knowledge in practical operation, deepening their understanding and feeling of ideological and political theory.

5. Conclusion

This study underscores the significant potential and inherent challenges of leveraging short videos to enhance middle school ideological and political education in the digital age. Empirical data from 308 adolescents reveals substantial engagement with short-video platforms, averaging 8.2 weekly hours. While this signals opportunities to connect with students in their preferred digital spaces, a critical pedagogical paradox emerges: though 59.1% report heightened course interest when their teacher becomes a short-video creator, 29.5% express uncertainty about this



transition, indicating a complex reception landscape where edutainment generates both enthusiasm and ambivalence.

Key factors shaping this landscape include teenagers' entertainment-centric preferences, algorithmic marginalization of ideological content, and students' strategic time allocation. To harness short videos' strengths—concretizing abstractions, enabling multimodal learning, subtle engagement, and broad reach—teachers must strategically navigate these challenges.

The exploration of practical transformation pathways identifies critical success factors:

- Content Rigor & Relevance
- Enhanced Educational Efficacy
- Teacher Digital Literacy Development
- Contextualized Collaboration
- Robust Evaluation Frameworks

Transforming ideological and political education teachers into short-video creators represents a necessary pedagogical evolution. This approach revitalizes curricula, aligning it with students' digital realities. By upholding content integrity, embracing technology, developing digital fluency, fostering collaboration, and implementing rigorous evaluation, educators can transform perceived ambivalence into sustained engagement. Ultimately, this strategy leverages the unique affordances of short videos to advance innovative ideological and political education development, fulfilling its fundamental mission to cultivate well-rounded socialist builders and successors equipped with digital-age values.

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