

# Rethinking the Pathway of Using Generative Artificial Intelligence in College Moral and Ethical Education

Tong Xiao<sup>1</sup>, Ruohan Li<sup>2\*</sup>

<sup>1</sup> *School of Military and Political, National University of Defense Technology, China*

<sup>2\*</sup> *School of Military and Political, National University of Defense Technology, China*

## ABSTRACT:

The application of generative artificial intelligence (GenAI) in the field of college moral and ethical education has brought both opportunities and challenges in China. On one hand, GenAI fully empowers the innovative development of the course in terms of object recognition, content production, and teaching scenario. On the other hand, it also weakens the status of educational subjects, builds the worship of technology dependence. We need to carefully examine the risks of the integration of AI technology and education, and find a right pathway of deeply integrating GenAI and education logic.

**KEYWORDS:** generative artificial intelligence, moral and ethical education, humanities education

---

## 1. INTRODUCTION

In the era of AI, large-scale language models such as ChatGPT, LLaMA, Google Bard, GLM, DouBao, and DeepSeek have brought positive changes to college moral and ethical education [1]. These models help students deeply understand complex ethical issues and cultivate their critical thinking and moral judgment by providing abundant educational resources and real-time interactions. GenAI can simulate various ethical dilemmas in college class to enhance students' empathy and sense of responsibility, which can help them promote their cross-cultural understanding and global ethical awareness. GenAI can also assist teachers in designing more targeted and innovative teaching plans. While actively embracing GenAI technology, we should also examine the existing risks and use GenAI carefully to promote college moral and ethical education move towards a high-quality development, to keep pace with the progress of the AI era.

## 2. THE VALUE OF GENAI ADOPTED IN EDUCATION

As a large-scale model architecture that conducts deep learning based on the "information feeding" mechanism, GenAI exhibits high levels of interaction, accuracy, and virtualization. Its outstanding accuracy can grasp the needs of education objects, its information integration capabilities can help further improve the content of the course, and its virtual interactivity can create diverse fields for teaching [2].

### 2.1 GenAI's Object Recognition: Accurate Grasp of Objects

The first step in moral and ethical education in higher education is to deeply understand students' ideological status and behavioral performance, accurately identify their focus of attention and actual actions, so as to "adapt to things and progress with the times." Due to significant differences in birth family, growth background, and personal experience, college students' social role cognition and ideological concepts also show diversified

characteristics, which in turn derive diversified learning expectations and educational needs [3]. The massive data resources, advanced algorithm models, and powerful computing capabilities of GenAI provide a basic guarantee for colleges and universities to accurately grasp objects.

On the one hand, GenAI can realize the full-cycle continuous tracking of the ideological state and behavior patterns of educational targets, and then carry out deep data mining and analysis and prediction, dynamically obtain the ideological evolution process and behavior characteristics of students. On the other hand, GenAI can deeply analyze the mastery of specific knowledge and classroom attention concentration of education objects by capturing their explicit features such as facial expressions and body language, and then generate visual, three-dimensional, and granular individual portraits, providing reliable empirical evidence for counselors to accurately identify and respond to the differentiated needs of students.

## **2.2 GenAI's Content Production: Enriching Educational Resources**

The content of moral and ethical education contains the specificization of educational objectives. The content of education is one of the key elements in ideological and political education in colleges and universities, and its richness and quality level are of crucial significance. In the Internet era, knowledge transmitted only through books can no longer meet the needs of "Generation Z" students and the trends of the times. However, relying on its trillion-level language model parameter scale, massive information reserves, and strong resource integration capabilities, GenAI provides new possibilities for the quality improvement of moral and ethical education content.

On the one hand, relying on its powerful intelligent retrieval and classification aggregation capabilities, GenAI can deeply integrate and output dispersed information across disciplines, fields, and platforms. It can also keenly perceive social hotspots, policy dynamics, and public opinion focuses, generating highly timely content and integrating it into moral and ethical education. This breaks through the bottleneck of traditional moral and ethical education course's single content source, ensuring that educational content keeps pace with the times. On the other hand, moral and ethical educators in higher education can leverage GenAI to transform theoretical knowledge into multimedia formats including text, images, audio, and video, which are easier for college students to understand and accept. This approach effectively reverses the previous impression of "dry preaching" and makes educational content more emotionally engaging and narratively compelling.

## **2.3 GenAI's Scene Breakthrough: Optimizing Educational Forms**

At present, the field of moral and ethical education is mostly limited to physical spaces such as classrooms and conference rooms. The teaching situations are monotonous, the schedules are fixed, and the interactions between teachers and students lack adequacy and timeliness, making it difficult for students to directly perceive real situations. However, GenAI can integrate cutting-edge technologies such as virtual reality (VR) and augmented reality (AR) to provide solutions to these dilemmas [4].

On the one hand, GenAI can provide students with 24-hour learning support services, and educators can also push timely and personalized learning resources to students through intelligent platforms, allowing moral and ethical education to break through the constraints of time and space in traditional classrooms and create conditions for building teaching scenarios that enable learning at any time. On the other hand, it can build a multi-dimensional immersive learning environment through the integration of virtual and real technologies, which not only inherits the physical characteristics and realism of traditional education spaces but also fully utilizes the openness and creativity of virtual spaces. This creates a rich, diverse, and dynamic practical field for moral and ethical education, enabling students to trigger emotional resonance through cross-temporal, multi-role, and deep interactive experiences, thus achieving the complete closed-loop of moral and ethical education from "entering the ears" to "touching the heart" and finally to "guiding actions."

# **3. POTENTIAL RISKS OF GENAI EMPOWERING MORAL AND ETHICAL EDUCATION COURSE**

The algorithmic advantages and computing power potential demonstrated by GenAI have injected unprecedented momentum into the innovation of the paradigm of college moral and ethical education. However, artificial intelligence technology is a double-edged sword, and it is a key issue that educators cannot avoid to

consider the various hidden concerns and risks arising from the embedding of GenAI in moral and ethical education.

### **3.1 Beware of the Risk of Weakening the Status of the Subject**

Discourse is an important medium for the transformation of moral and ethical education from theoretical explanation to practice and an important carrier of ideological and political education expression. The powerful content production capacity and interactive function of GenAI break the binary structure of the subject and object between educators and educatee in the traditional field of moral and ethical education.

On the one hand, the primary responsibility and identity recognition of counselors may face the risk of weakening and reduction. GenAI provides college students with more diverse information acquisition channels and advanced data processing capabilities, allowing students to easily and autonomously acquire information and knowledge in various aspects and extract valuable knowledge from massive amounts of information. Counselors are at risk of degenerating from the position of "guides," and their knowledge-based authority will be significantly reduced. On the other hand, when GenAI becomes the main source of learning assistance for college students, the opportunities for face-to-face interaction between college students and counselors will be greatly reduced, leading to increasingly blurred relationship connections, potential emotional alienation, and ultimately weakening the affinity of moral and ethical education in higher education. At the same time, it may also hinder peer cooperation among students and limit the development of basic communication skills among college students, leading to a sense of social isolation.

### **3.2 Beware of the Risk of Technical Dependence**

Artificial intelligence should be a continuation of human intelligence and an extension of human limbs, helping humans better understand and transform the world in the form of technical tools. However, in the process of using GenAI, both educators and education objects may face the risk of becoming obsessed with the convenience brought by technology and falling into "technical worship" [5]. From the perspective of educators, counselors' excessive reliance on GenAI may induce the risk of capability weakening. As this technology continues to deepen its role in educational activities, counselors can utilize it not only for handling procedural and repetitive tasks, but also for creative aspects such as teaching content selection, lesson plan design, and case analysis. Although it significantly improves work efficiency, long-term deep dependence will push counselors into a passive execution model, weakening their endogenous motivation to actively update professional knowledge and innovate teaching methods, ultimately restricting the improvement of moral and ethical education effectiveness. From the perspective of student development, excessive use of GenAI by college students poses hidden dangers of inducing rigid thinking. While GenAI meets students' demands for instant knowledge acquisition, prolonged use can lead to technological dependence inertia. When students prioritize technical means over independent thinking when encountering problems, their spirit of independent exploration, innovative consciousness, independent thinking ability, and critical thinking skills will gradually weaken, leading to a rigid thinking pattern.

### **3.3 Beware of Social Ethical Risks**

As a product of human social practice, GenAI has deeply coupled various social system elements such as politics, culture, and value systems, increasingly strengthening its ability to shape social cognition and value orientation. The primary challenge lies in the risk of information pollution accompanying the expansion of data scale. GenAI heavily relies on its massive training database for information generation. However, online information varies in quality, with mixed value orientations. While there are high-quality resources with positive values, they are also mixed with extreme positions, false information, and malicious propaganda [6]. College students are in a critical period of forming their world outlook, life outlook, and values. If unfiltered harmful information is received by students, it can easily lead to confusion in value cognition and weaken the value of moral and ethical education course's educational goals.

Another risk stems from information security hazards caused by data breaches. When using GenAI, users' personal information, learning tracks, and ideological dynamics often need to be uploaded. If there are vulnerabilities in data protection mechanisms, it is highly likely to trigger hacker attacks, illegal access, or malicious exploitation incidents [7].

#### **4. OPTIMIZATION PATHWAYS FOR THE TEACHING APPLICATION OF GENAI**

To deeply integrate intelligent technology and education logic, it is necessary to constantly update education concepts and practical paths in the new situation driven by algorithms, supported by data insights, targeted at individual differences, and carried by innovative platforms, improve the quality of moral and ethical education, and realize instant, mobile, personalized, immersive and all-staff education.

##### **4.1 Breakthrough Time to Create "Instantaneous" Moral and Ethical Education**

The essence of moral and ethical education lies in answering doubts and clarifying cognition. Timely intervention at the initial stage when students have confusion and questions can significantly improve the effectiveness of education. Traditional moral and ethical education mainly relies on face-to-face interaction, limited by time and space constraints, making it difficult to address issues immediately during holidays, nights, and other periods. However, GenAI, with its vast knowledge base, high-speed response capabilities, and widespread adoption among students, can instantly capture student needs and fill these gaps. To effectively address the vacant periods in moral and ethical education, we can implement the "AI Growth Partner Program" to precisely meet students' actual ideological needs, build an agile response mechanism for educational resource allocation, and timely resolve students' academic and life confusions. Meanwhile, establishing an "AI Ideological and Political Ethics Committee" to formulate data usage standards, continuously improving college students' technological literacy, will help students access high-quality moral and ethical education information and resources 24/7 through smart devices, stimulate their intrinsic motivation, and enhance the precise connection and all-time coverage of the education chain.

##### **4.2 Spanning Space to Create "Mobile" Moral and Ethical Education**

With its natural advantages of wide coverage, fast transmission speed, and high transmission efficiency, the Internet has become one of the important means of moral and ethical education in colleges. On one hand, it can build a mobile interactive teaching mode. For example, intelligent chatbots can be used for heart-to-heart talks and theme class meetings, allowing students to communicate with virtual characters. This enables moral and ethical education to be presented three-dimensionally anytime and anywhere without geographical restrictions, truly achieving "cloud-based education". On the other hand, it can integrate platform resources of campus mainstream media, covering official websites, official Weibo accounts, WeChat official accounts, and other integrated media matrix platforms on mobile terminals. By fully leverage the educational forces of campus platforms, we can actively create high-quality original content that teachers and students love, forming a positive energy radiation effect, thereby significantly enhancing the appeal and influence of ideological and political work.

##### **4.3 Enrich Content to Create "Personalized" Moral and Ethical Education**

To carry out moral and ethical education for college students, it is necessary to closely focus on their ideological trends and behavioral characteristics, and select educational materials based on their cognitive rules, acceptance habits, and interest preferences. First of all, it is necessary to make full use of the GenAI big data system to dynamically analyze the data behavior of college students for moral and ethical portraits, refine typical behavior paradigms, grasp ideological trends, summarize regular characteristics, and provide first-hand data support for advancing moral and ethical education. Secondly, establish content-oriented principles, strengthen agenda-setting capabilities, and organically integrate college students' ideological dynamics with current policies, social focuses, and major events. Respond closely to their concerns, carefully design content themes. Where students are present should be covered by content, where students are confused should be targeted by resource supply, and where students practice should be guided by values. Prevent content from being hollow or directional dislocation, and continuously improve the timeliness, coverage, and effectiveness of ideological and political education.

##### **4.4 Innovate Platforms to Create "Infiltration" Moral and Ethical Education**

GenAI has expanded new paths for teacher-student interaction in moral and ethical education course. To fully release the potential of "human-machine" collaboration, on the one hand, it can integrate virtual reality (VR), augmented reality (AR), and other technologies with the capabilities of GenAI to create immersive virtual situations for moral and ethical education. For example, simulating hot social issues and creating historical story

scenarios, etc., guide students to engage in role-playing and decision-making practice through interactive scenario simulations, helping them establish correct worldviews, life views, and values in brand-new moral and ethical education experiences. On the other hand, GenAI can be utilized to develop interactive "script killing" games based on revolutionary history, conduct educational games with knowledge competitions, and promote the transformation of ideological and political education from theoretical indoctrination to value recognition through game interaction. This approach stimulates students' autonomous learning and deep thinking through engaging and fun methods, truly internalizing ideological education in their hearts and externalizing it in their actions.

#### **4.5 Improve Mechanisms to Create "All-staff" Moral and Ethical Education**

Driven by GenAI, moral and ethical education should demonstrate greater openness and inclusiveness, incorporating all mobilizable forces into the course. We should guide high-quality faculty with both educational literacy and network technology capabilities to gather core resources, continuously deepening and expanding the connotation of all-staff, whole-process, and all-round education. First, we should actively guide diverse subjects including counselors, ideological and political course teachers, professional teachers, and homeroom teachers to carry out educational activities through online platforms. We advocate for collaborative participation from various sectors in moral and ethical education innovation in the era of AI, proactively occupying new frontiers of online moral and ethical education, deeply exploring optimized paths for online course, and fully unleashing the positive potential of network digital space in cultivating talents with moral integrity. Meanwhile, we should also call for reform in teacher evaluation methods, incorporating the creation, dissemination of high-quality online cultural products and their educational effectiveness into assessment indicators. Through institutionalized incentives, we aim to stimulate teachers' inherent enthusiasm for online education, striving to transform the "greatest variable" of online education into the "greatest increment".

## **5. CONCLUSION**

The integration of GenAI into college moral and ethical education presents both significant opportunities and challenges. This paper has explored the transformative potential of GenAI in redefining educational pathways, emphasizing the need to address the risks of technical dependence, the importance of creating mobile and flexible educational environments, and the necessity of fostering an all-staff approach to moral and ethical education.

GenAI offers innovative tools that can enhance the delivery and engagement of moral and ethical education, making it more accessible and adaptable to the diverse needs of students. However, educators must remain vigilant against the risks of over-reliance on technology, ensuring that AI serves as a complement rather than a replacement for human judgment and ethical reasoning.

This article underscores the potential of GenAI to transcend traditional spatial limitations, enabling "mobile" moral and ethical education that can reach students wherever they are. This mobility is crucial in today's increasingly digital and globalized world, where education must adapt to the realities of remote learning and the pervasive influence of digital media.

Furthermore, we emphasize the importance of improving mechanisms to create an "all-staff" approach to moral and ethical education. This involves fostering collaboration among faculty, administrators, and support staff to ensure that ethical considerations are integrated into all aspects of college life, from the classroom to extracurricular activities.

In conclusion, while GenAI holds great promise for enhancing college moral and ethical education, its successful implementation requires careful consideration of the associated risks and challenges. By leveraging the strengths of AI while maintaining a critical and reflective approach, educators can create a more dynamic, inclusive, and effective educational environment that prepares students to navigate the complex moral and ethical landscapes of the 21st century. Future research should continue to explore the evolving role of AI in education, with a focus on developing best practices and ethical guidelines to maximize its benefits while minimizing potential harms.

## 6. REFERENCES

- [1] Zhao Qiang. On the Mechanism, Risks, and Response Strategies of DeepSeek Empowering Ideological and Political Courses in Universities, School Party Building and Ideological Education. Wuhan, 2025(18): 9-13.
- [2] Wang Rui, On the Practical Path of Integrating Generative Artificial Intelligence into Network Ideological and Political Education. Theoretical Observation, 2025 (10): 156-160.
- [3] Qiao Liang. Research on the Innovation of Empowering Ideological and Political Education in Colleges and Universities with Generative Artificial Intelligence. Public Relations World, 2025 (20): 166-168.
- [4] Liu Xizhi, Pang Guoqiang. On the Value, Practical Challenges, and Path of Empowering Ideological and Political Education with Generative Artificial Intelligence. Public Relations World, 2025(45): 40-46.
- [5] Li Huitan, Yang Yong. On the Internal Mechanism, Alienation Risk, and Governance Path of Generative Artificial Intelligence Empowering Ideological and Political Education. Journal of Henan University of Technology (Social Sciences Edition), 2025 (41): 84-91.
- [6] Liu Xiaozhi, Pang Guoqing. On the Intrinsic Mechanism of Generative Artificial Intelligence Empowering High-Quality Development of Ideological and Political Courses in Universities. Journal of Hubei Normal University (Philosophy and Social Sciences Edition), 2025 (45): 69-78.
- [7] Li Tao, Hu Jing. On the Intrinsic Mechanism of Generative Artificial Intelligence Empowering High-Quality Development of Ideological and Political Courses in Universities. Journal of Hubei Normal University (Philosophy and Social Sciences Edition), 2025 (44): 93-99.

### INFO

**Corresponding Author:** [Ruohan Li](#), School of Military and Political, National University of Defense Technology, China.

**How to cite/reference this article:** [Tong Xiao, Ruohan Li](#), Rethinking the Pathway of Using Generative Artificial Intelligence in College Moral and Ethical Education, *Asian. Jour. Social. Scie. Mgmt. Tech.* 2025; 7(6): 58-63.