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Risks and Countermeasures Faced by Graduate Ideological and Political Education in the Era of AI

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Abstract

The cultivation of translation master talents in medical colleges and universities plays an important role in promoting the development of medical undertakings, and the research on this problem has realistic significance. This paper intends to put forward the difficulties encountered in the current training of masters of translation, including the shortage of characteristic textbooks, teaching mode with singularity, slow update, and slow iteration of translation technology. And then put forward certain solutions to these problems. The first is to establish school-based teaching materials with medical characteristics, the second is to innovate the teaching mode, establish the school-enterprise cooperation and collaborative education mechanism, and the last is for the school can cooperate with enterprises to learn translation technology.

I. INTRODUCTION

AI technology is driving a reformation in education. The artificial intelligence(AI) era presents both opportunities and challenges for graduate ethics education, prompting significant reflection on the impacts and implications for the ideological and political education of graduate students. Institutions of higher education must contemplate how to effectively harness AI technology to enhance the quality and efficacy of ideological and political education for graduate students while simultaneously addressing issues related to student development, ethics, and social responsibility.

1.1 The Emergence of the AI Era

The essence of artificial intelligence is the information process of computer simulating human consciousness and thinking. Simply put, it is an intelligent machine that can make similar reactions to human intelligence. This field also includes robots, speech recognition, image recognition, natural language processing, and expert systems (Zhou Ying, Zheng Wenming, Xu Wei, Zhu Jie, 2020). The term "AI era" refers to the age of artificial intelligence, also known as the era of machine learning or the digital age. The widespread application and influence of artificial intelligence technology is becoming increasingly prominent in social, economic,

educational, and technological domains and so on. The development of artificial intelligence (AI) can be traced back to the mid-20th century. In the late 1950s and early 1960s, the concept of AI began to emerge, marking the first mention of the term "artificial intelligence." Early AI research focused on symbolic reasoning and expert systems, with scientists endeavoring to construct computer programs capable of simulating human thinking and problem-solving abilities. From the 1980s to the 1990s, machine learning began to rise, with researchers employing statistical methods and neural networks to build intelligent systems. In the early 21st century, with the advancement of computing power and the rise of the internet, AI experienced a new surge. The availability of big data and enhanced computational capabilities created favorable conditions for the development of machine learning and deep learning. Particularly, deep learning achieved significant success in the fields of computer vision and natural language processing. From the mid-21st century to the present, AI technology has been widely applied across various domains, including autonomous driving, voice assistants, financial forecasting, medical diagnosis, robotics, smart homes, and industrial automation. Automated decision-making and autonomous systems have also become increasingly powerful. Ray Kurzweil(2006), a technological futurist and inventor, mentioned the “acceleration of technology” in his works, emphasizing the era-changing potential of artificial intelligence in the future. The proliferation of AI presents both opportunities and challenges across all sectors2. Issues involving privacy, law, and ethics have become increasingly important. Improper use of AI may lead to privacy infringements, algorithmic discrimination, and other ethical concerns. Over time, AI technology continues to evolve, exerting profound influences on education. The AI era has multifaceted impacts on graduate ethics education.

1.2. The Importance of Graduate Ideological and Political Education

The establishment of graduate degrees in the Western world can be traced back to medieval Europe, with the earliest universities like Bologna University and the University of Paris, introducing specialized master's and doctoral degrees between the 12th and 13th centuries. Initially associated with the church and law, these degrees gradually expanded into various fields over time. In contrast, graduate education in China commenced in the early 20th century, with the founding of the first graduate school at Peking University in 1912. However, due to historical challenges, graduate education in China faced disruptions in subsequent decades. The establishment of the People's Republic of China in 1949 marked the beginning of extensive higher education reforms, exemplified by the founding of the Chinese Academy of Sciences in 1950. This signaled a new era in graduate education, with universities subsequently establishing graduate schools and developing programs.

The emergence of graduate education prompted the introduction of courses in political and ideological education. Zheng Yongting(2006) et al. put forward the opinion that political and ideological education refers to the purposeful, planned, and organized influence exerted by a society or social group using specific ideological concepts, political perspectives, and moral norms to shape the ethical and ideological conduct of its members3. It is widely acknowledged that political and ideological education began developing in the early stages of the education sector. During the learning phase, students are inevitably exposed to various ideological currents, underscoring the significance of ideological education.

Graduate students, as the backbone of contemporary youth and the main force behind technological innovation, play a crucial role in societal development. The political and ideological education of graduate students is particularly pivotal. Contemporary Chinese graduate students must recognize their responsibility to leverage their academic knowledge and research capabilities for the positive advancement of academia and society. Importantly, personal development must precede professional accomplishments. Graduate students

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should possess the correct ideological and political education literacy before contributing to society. Only by demonstrating exemplary political and ideological literacy along with a sense of social responsibility in both work and personal life can graduate students make meaningful contributions to societal stability and development.

II. ANALYSIS OF THE CAUSES OF THE PROBLEMS IN GRADUATE IDEOLOGICAL EDUCATION

The appearance of different issues is a feature of each era. And it is important to address other problems. With the advent of the AI era and the rapid development of artificial intelligence, digitalization in education has become an inevitable trend. In this era of rapid informationization, issues such as information cocoons, information bubbles, information overload, and the problems brought about by the information age are endless. The environment in which we live is no longer just a physical environment composed of simple space and time but rather an environment transformed by technology, with a digital and intelligent mimetic nature, where the virtual and the real merge. Compared to the traditional physical environment, today's graduate students are also in a virtual world brought about by the digital information age. In an environment filled with artificial intelligence and technology, students not only enjoy the dividends brought about by rapid technological development but also suffer from the negative impacts of such development. Especially now, the virtual world lacks relevant laws for regulation.

2.1 The Inevitable Trend of Integrating New Technology and Education

The emergence and application of new technologies are constantly infiltrating the education industry because the development of science and technology has become a good choice to improve efficiency, reduce cost, and improve the quality of education. However, digital technology makes the acquisition, dissemination, and utilization of information more convenient and efficient, thus promoting the development of the information society. The digital age has become an inevitable trend that has had a profound impact on education and even global development. Therefore, adapting to and making use of digital technology and mastering digital ability has become a necessary condition for the survival and development of modern society. Therefore, following the pace of technological development has also become a required course for contemporary graduate students. However, the development of new technologies has changed the students' learning styles and learning environment.

The proliferation and development of AI technology have made it easier for students to access information from diverse sources, including social media, news websites, personal blogs, and more. However, the authenticity, objectivity, and credibility of such information vary widely, leading to the potential presence of misinformation, rumors, biased viewpoints, and other distortions, thereby causing interference and misguidance in the ideological and political education of graduate students.

The Internet and digital technologies make it easier for students to access various learning resources, including textbooks, academic papers, teaching videos, and more. Although the advances in artificial intelligence expand the scope of obtaining learning resources, it has also caused the problems of information explosion and information overload. Information explosion makes graduate students faced with a large number of information sources and materials, which is easy to lead to information overload, and it isn't easy to screen and manage information effectively. Graduate students may be distracted by too much information to focus on in-depth study and research. Information explosion also brings the challenge of information authenticity and credibility. When obtaining and using information, graduate students may be affected by false and inaccurate information, leading to incorrect and misleading research results.

In the age of AI, misinformation and propaganda can be spread more easily and effectively through social media platforms and other

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online channels. If graduate-level political education relies heavily on digital resources or online platforms, students may be exposed to misleading or false information, undermining the integrity of their education.

2.2 Analysis of the Reasons for the Ideological Education of Graduate Students.

Network security has an impact on the ideological education of graduate students, mainly in their information acquisition and utilization ability, network literacy and information literacy, academic integrity and academic ethics, etc. All of these factors should be considered. The first is the impact of the credibility and authenticity of information on graduate education. Network security problems may lead to a large number of false, inaccurate, or misleading information on the Internet, which may affect the ideology and cognitive structure of graduate students, making it difficult for them to accurately understand and evaluate the problems and events in the real world.

In the face of the massive amount of information on the network, graduate students need to have good information filtering and screening abilities to identify and select real valuable information. Nonetheless, network security problems may make it difficult for graduate students to distinguish between the authenticity and credibility of information, leading to deviation in information selection and utilization, and thus have a certain impact on students' ideology. Network security issue also involves knowledge and skills in network literacy and information literacy, including network security awareness, information recognition ability, privacy protection awareness, etc. The lack of these qualities may make graduate students vulnerable to network fraud. Consequently, the formation of their ideas and behavior habits will be affected.

Cybersecurity also involves academic integrity and academic ethics, such as academic fraud and plagiarism. Graduate students need to abide by academic integrity and academic norms when conducting academic research and paper writing, and network security issues may threaten academic integrity and affect the academic ethics and professional ethics of graduate students. Another reason is the availability of social media and the virtual anonymity of the Internet. It creates environmental conditions for personal privacy leakage, information security, and online bullying to occur. Specifically, compared with real-life behavior, the regulation and control of cyberspace are relatively weak. The lack of effective rules and systems makes cyberbullying more likely to spread and spread on the Internet.

2.3. Reasons for Ideological Fragmentation and Ideological Differences.

With the gradual application of artificial intelligence in the field of education, the various information it brings needs to be more systematic and deeper compared with our traditional textbooks. Various fast-food cultures have become popular, and the fragmentation of ideology in students may lead to the need for more systematization and depth of ideological education. Students are only exposed to some scattered and one-sided ideological information, but need more understanding of the overall ideological system and historical background. This situation may lead to students' shallow ideological understanding, and it isn't easy to form a complete worldview and values.

AI-driven personalized learning systems may inadvertently create information cocoon or echo chambers, where students are only exposed to information and perspectives that align with their existing beliefs. This can hinder critical thinking and exposure to diverse viewpoints, which are essential for a comprehensive understanding of political ideologies and systems. Information cocoon refers to the individual being limited to specific ideas or information sources in information acquisition and contact, resulting in the information they contact showing a state of filtering, limitation, or deviation. This state may be due to individuals selectively contacting information consistent with their perspectives, or because algorithmic recommendation and filtering expose individuals to only specific types of information while ignoring

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other views or sources of information. Take TikTok, for example; TikTok Will take users to do behavior analysis. TikTok By analyzing users' behavior data, including browsing history, thumb-up records, comment interaction, etc. The users' interests and preferences will be analyzed, and then use the collaborative filtering algorithm to recommend videos to users. This algorithm recommends some of the favorite videos of users to other users with similar interests by comparing the similarity of interest between users. TikTok can identify the types and styles of content that users are interested in so as to recommend relevant videos to users.

In a fragmented ideological environment, students may be more susceptible to the influence of a single ideology, producing paranoia and extreme tendencies. They may be inclined to accept a certain ideology while questioning or even rejecting other views, which will prevent them from thinking and judging problems objectively and rationally. The ideological fragmentation may lead to increased antagonism, with a lack of dialogue and understanding between different ideological groups, but rather to adopt aggressive and even hostile attitudes. This situation could be more conducive to the all-round development and growth of students.

In addition, the algorithm bias will also have a bad impact on the ideological education of graduate students. There are biases in AI Algorithms. AI algorithms are often trained on large datasets, which may contain biases from human creators or historical data. If these biases are not identified and corrected, they could perpetuate or even amplify existing social, cultural, or political biases. This could lead to a distorted or one-sided presentation of ideological or political content in educational materials, affecting the quality and objectivity of graduate-level political education.

The use of AI in education raises ethical concerns regarding privacy, autonomy, and consent. AI systems may collect sensitive data about students' beliefs, behaviors, and preferences, raising questions about how this data is used, stored, and protected. Additionally, there may be ethical dilemmas surrounding the use of AI for ideological or political indoctrination, particularly if students need to be given the opportunity to engage with the material presented to them critically.

Although AI has entered the education industry, its use causes students to lack interaction. While AI technologies can enhance educational experiences in many ways, they cannot fully replace the role of human educators in fostering critical thinking, empathy, and open dialogue. Over-reliance on AI-driven educational tools may lead to a lack of meaningful human interaction, which is essential for effective political education.

III. RISKS OF GRADUATE POLITICAL AND IDEOLOGICAL EDUCATION IN THE AI ERA

Over the past century, China's system of graduate political and ideological education has been continuously improved and developed, reaching a considerable level of maturity in certain aspects. However, challenges and areas for improvement persist. Up to now, China has established a relatively complete system of graduate political and ideological education, including regulations regarding curriculum design, textbook compilation, teaching methods, and assessment. Universities across the country commonly offer courses in political theory to cultivate students' proficiency in Marxist theory and social responsibility. Today, resources for political theory education for graduate students are increasingly abundant. Textbooks, courseware, and online resources, among others, have been widely developed and applied. Universities are also actively introducing advanced teaching methods and technologies, such as online teaching platforms and multimedia teaching tools, to enhance teaching effectiveness and promote academic research.

Furthermore, Chinese universities and research institutions are actively conducting academic research in the field of graduate political and ideological education, continuously exploring new educational concepts and methods. The research findings are not only recognized in academic circles but also provide valuable guidance for practical

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application. However, with the advent of the AI era, graduate education faces certain challenges. Technological advancements and information security issues impact graduate education. In the field of computer science, there exists a certain problem of information overload and information filtering. Meanwhile, the issues of social media and personal privacy are gradually becoming prominent, leading to fragmented challenges to ideology and causing differences in the thinking of graduate students, as well as issues with the group.

3.1 The Impact of Technological Development

Technological advancements have various implications for the ideological and political education of graduate students. Suppose students cannot discern and think critically. In that case, they may unquestioningly accept or imitate the discourse and behavior found online, thereby being influenced by negative ideologies and potentially being led towards extreme or radical ideological positions. Technological development also brings about the issue of information overload, wherein the sheer volume of information surpasses individual information needs, processing capabilities, and utilization capacities, thereby rendering audiences unable to select and apply relevant information effectively. Despite receiving vast amounts of information, individuals may need help to integrate, organize, and internalize it into the information they require. Consequently, this affects their ideologies and changes in thought.

In the era of information explosion, a plethora of irrelevant and useless data severely disrupts individuals' ability to select useful information accurately. The volume of information across various media far exceeds what individuals actually need. The abundance of redundant information significantly interferes with audiences' ability to select relevant, useful information accurately. Academic knowledge, news consultations, social entertainment, and other forms of information continue to increase, with thousands of pieces of information retrievable through a single keyword search. Students face the challenge of information overload, requiring them to sift through vast amounts of information to find content beneficial to themselves.

However, due to the diversity and sheer volume of information, students need help to accurately assess the authenticity and importance of information, making them susceptible to biased or non-objective information, thereby affecting the correctness and comprehensiveness of their ideological and political education. They may encounter clashes and conflicts between different value systems. Additionally, Herbert A.Simon, an economist and computer scientist, once pointed out that information-rich societies lead to attention scarcity because individuals tend to focus on information that aligns with their viewpoints when processing vast amounts of information, thereby forming limitations in information[3].

3.2. The Potential Hazard of Cyber Security

In the era of AI, cybersecurity has become an increasingly formidable challenge for the moral and intellectual cultivation of graduate students. Students may face issues such as cyberbullying, personal privacy breaches, and online scams, which could negatively impact their psychological well-being and cognitive development.

Cyberbullying is a new type of bullying that has emerged with the rapid development of the digital age, and currently, scholars do not have a specific definition for this term. Cyberbullying refers to individuals using electronic information devices as a medium to repeatedly engage in hostile behaviors with the purpose of harming others[4] (Herbert, 1996). This article defines cyberbullying by synthesizing various online information and behaviors associated with cyberbullying phenomena. Cyberbullying refers to the continuous, intentional, and malicious use of electronic devices and online platforms to verbally attack, harass, intimidate, or humiliate others through the dissemination of insulting, threatening, harassing, or embarrassing language, behavior, or information.

Cyberbullying takes various forms, including but not limited to verbal attacks,, malicious tagging

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and dissemination of false information, malicious account hijacking, and online exclusion and isolation. Among these behaviors, students are most susceptible to malicious manipulation and account hijacking, and the impact of online exclusion and isolation is particularly significant. In the digital age, with the support of AI technology, cybercriminals use hacking methods or phishing websites to steal others' account information and engage in malicious activities, spread false information, or attack others' accounts. However, students' long-term learning and living areas are often protected by schools, parents, and others, making it difficult for students living in ivory towers to discern whether these accounts have been hijacked, making them vulnerable to traps woven by cyber criminals. On the other hand, students now exist in a space that includes a network dimension. In addition to the traditional dimensions of time and space, students also exist in network dimensions, where they are prone to exclusion and isolation. When students act to exclude or isolate certain individuals or groups in online communities, they aim to exclude them from existence and participation in the network.

Liu Heng, Wang Wei, and others (2023)have pointed out that the forms of cybersecurity threats are becoming increasingly complex, and traditional protective measures are insufficient to address the cybersecurity risks in the AI era[5]. The challenges of privacy rights and information security are growing with the development of AI technology. The large-scale collection of personal information may lead to infringements of privacy rights and increase the risk of information security, making personal information more susceptible to hacker attacks. But just as 'China's Network Security Talent Construction Report (2022)' shows that with the rapid development of digital, network, intelligent, network security-related high-end talents are still in short supply, full-time engaged in related education and training teachers are insufficient, practical teaching guidance, practical training long-term mechanism to be formed. Because of the shortage of training teachers in the area of cybersecurity, students lack the education of cybersecurity.

3.3. Fragmentation of Ideology and Variations in Thought

In the AI era, the fragmentation of ideology and variations in thought pose significant challenges to graduate education. The widespread application of artificial intelligence technology in information dissemination and social media may lead to the fragmentation of graduate ideologies. Postgraduate students, as adults, possess their own communication devices and can search for and collect various information online. The information they encounter on the internet may be influenced by algorithmic recommendations, making students more susceptible to exposure to specific viewpoints and ideological paradigms. Communication scholar Nicholas Carr(2009) points out that the design of the internet and social media may incline users to encounter information that aligns with their existing beliefs, forming what is known as a filter bubble, reducing exposure to diverse viewpoints6. Social media may lead to groupthink, making individuals more susceptible to the influence of the same group, forming information islands. This may result in the reinforcement of specific viewpoints among students while needing more understanding of other perspectives. Media theorist Eli Pariser(2011) discusses the filtering effect of algorithms in his work "The Filter Bubble", indicating that individuals are more likely to be fed information consistent with their past browsing history, thus forming information islands[7]. This ideological fragmentation and ideological education may lead to students' lack of critical thinking ability; they may only be accepted passively for the presented ideological views and lack of questioning and reflection on these views. This situation will weaken the students' independent thinking ability and critical thinking ability.

The widespread use of social media poses a series of risks to graduate education regarding ideology education. Social media platforms collect a vast amount of data and analyze users' behaviors and interests to achieve personalized recommendations. However, this may also lead to

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the misuse of user information or the formation of filter bubbles, where users are exposed only to information that aligns with their existing viewpoints. Algorithms may selectively expose information, reinforce existing viewpoints, and weaken diverse thinking.

IV. COUNTERMEASURE TO ADDRESS THE PROBLEMS

To mitigate these risks, educational institutions must adopt transparent and inclusive approaches to AI-driven political education, prioritizing critical thinking, diversity of perspectives, and respect for ethical principles. Additionally, ongoing monitoring, evaluation, and adaptation of AI systems are necessary to address biases, safeguard against misinformation, and ensure that graduate-level political education remains rigorous, objective, and relevant in the AI era. Strengthening the integration of technology and ethics to drive educational system reform and students' awareness of cybersecurity will be of great help in dealing with the risks. Meanwhile, students are supposed to enhance their sense of responsibility and cultivate a comprehensive personality.

4.1 Strengthening the Integration of Technology and Ethics to Drive Educational System Reform

As the era of intelligence unfolds, the content of ideological and political education must also be updated accordingly. Educational curricula should incorporate key social issues and ethical challenges to prompt students to contemplate their roles in society and stimulate awareness of social responsibility. Chen Baosheng, the Minister of Education of China, suggests that ideological and political education should keep pace with the trends of the times by introducing contemporary hot-button issues, enabling students to understand society better and cultivating their ability for independent thinking. Consequently, with the development of technology, the educational system should evolve accordingly. Technology and education should complement each other, leveraging the advantages of internet technology to drive continuous and in-depth reforms in ideological and political education in higher education institutions[8] (Li Xin, 2018). The education authorities can establish guidelines on technological ethics, clarifying the ethical norms and bottom lines of technology applications in the field of education. This will guide educators and students in understanding and utilizing technology correctly, thereby avoiding technological misuse and ethical risks.

To address the problem of cyberbullying, it requires joint efforts from all sectors of society. Cyberbullying not only causes serious psychological and emotional harm to the victims but may also affect their daily lives, studies, and work and even lead to extreme consequences such as suicide. Firstly, it is necessary to regulate cyberbullying behavior and establish corresponding laws and regulations. Under the constraint of the law, those who engage in bullying behavior will hesitate, ensuring the cyber safety of students. In regular education, teachers should instruct students to preserve all evidence related to cyberbullying, including malicious messages, images, or videos. These pieces of evidence may help students seek assistance or take legal action when necessary. If a student is subjected to bullying, teachers should provide corresponding support, actively guide them, and help them emerge from the shadow. Students should have a clear understanding that they should maintain their self-esteem; the purpose of cyberbullies is to hurt their feelings and self-esteem. Don't let them succeed. Remember your value, and don't let others' remarks affect your self-esteem. Similarly, strengthen your inner self and don't let cyberbullying influence your behavior.

In graduate education, universities need to incorporate technological ethics education into both formal curricula and extracurricular activities. Through methods such as case studies and discussion sessions, students should be guided to delve into and discuss the ethical issues behind technological applications, nurturing their abilities for moral judgment and ethical awareness. University educators should actively enhance their

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training in technological ethics, improving their understanding of and sensitivity to technological ethical issues in educational practice to ensure they can effectively guide students in the correct use of technology.

Students need to continuously enhance their technological literacy, including abilities such as information retrieval, information processing, and information evaluation, to cope with the complex and ever-changing online environment. They must cultivate the ability to sift through information, discern its authenticity and reliability, and utilize it correctly. In this regard, schools and families need to guide students in forming correct cognitive and value systems to ensure safe influences on their ideological cognition and value shaping.

4.2 Strengthening Students' Awareness of Cybersecurity

In light of the cybersecurity challenges prevalent in the era characterized by the proliferation of artificial intelligence (AI), it becomes imperative for students to heighten their awareness regarding cybersecurity concerns. Educational institutions are encouraged to institute robust cybersecurity frameworks, leveraging technological resources to bolster security measures. Moreover, integrating cybersecurity education within the curriculum framework is advocated alongside initiatives aimed at regulating the development and deployment of AI technologies. It is posited that the efficacy and safety of AI systems can only be enhanced through the attainment of a heightened level of technological resilience[9](Yu Xiang, Liu Yongjie, Yang Jin, 2023). Consequently, the creation of a secure and ethically sound online environment is pivotal for facilitating the ideological and political education of students. This necessitates the reinforcement of privacy protection statutes and protocols within the educational milieu, ensuring compliance with pertinent privacy regulations by social media platforms and other entities engaged in data collection endeavors. Furthermore, academic institutions are urged to establish comprehensive cybersecurity management mechanisms encompassing protocols for information system security and safeguards for personal data. It entails the imposition of stringent oversight mechanisms to monitor and regulate students' online conduct, thereby mitigating potential infractions and ensuring adherence to cybersecurity protocols.

Schools can use technological means such as network filtering software, security protection equipment, etc., to strengthen the security protection of school networks and prevent malicious attacks and illegal access. Schools should also incorporate cybersecurity education into the school curriculum system, provide training on information security and privacy protection, and help students better protect their personal information. By addressing these issues, graduate education can better respond to the challenges between social media and individual privacy while cultivating students' awareness of information security and privacy rights. Teach students how to use the Internet correctly, protect personal privacy, guard against online fraud, and improve their cybersecurity literacy.

In addition, teachers can enhance students' awareness and consciousness of cybersecurity through classroom education, campus propaganda, etc., making them aware of the potential harms of cyberattacks, personal information leakage, etc., and cultivating self-protection awareness. Students should also be encouraged to expand their sources of information in the classroom actively, avoid falling into information filter bubbles, strengthen multicultural education in ideological and political courses, guide students to actively seek and understand different opinions, and cultivate the ability to discern information sources and think from diverse perspectives. Teachers should emphasize the cultivation of graduate students' information literacy, including critical thinking and information identification abilities. Educators should focus on cultivating students' ability to discern information, guiding them to think about issues from multiple perspectives. Cultivate students' alertness to personalized recommendations so that they can better understand the sources of information and the

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operation mechanism of algorithms.

4.3. Strengthening Social Responsibility and the Cultivation of Comprehensive Qualities.

During the era characterized by the prominence of artificial intelligence (AI), the divergence of ideological perspectives and cognitive disparities present notable obstacles to graduate-level pedagogy. Effectively navigating these challenges necessitates the implementation of holistic strategies underscored by the promotion of social conscientiousness and multifaceted competencies. Consequently, contemporary educational paradigms ought to advocate for interdisciplinary scholarship, facilitating the acquisition of knowledge and proficiency spanning diverse disciplinary realms. Such an educational framework empowers students with the capacity to comprehensively comprehend and engage with issues across various domains, thereby ameliorating ideological discordance. It is noted that resources pertinent to ideological and political instruction frequently exhibit tendencies towards singular sourcing, possess relative insularity, and encounter limitations imposed by temporal and spatial constraints, thereby impeding optimal dissemination and exchange(Chen Xuewen, 2023)[10].

Schools can provide an open platform for discussion, encouraging students to share diverse perspectives and thoughts. This measure can be facilitated through online forums, seminars, panel discussions, etc., aiding students in understanding and respecting different modes of thinking. Simultaneously, institutions should promote international exchange and cooperation, introducing ideas from diverse cultures and educational systems to broaden students' perspectives and foster a more globalized mindset.

V. CONCLUSION

In the era of artificial intelligence, graduate ideological and political education has been more or less affected. Technological developments and information security issues influence their education. In the field of computer science, there are certain problems of information overload and information filtering. At the same time, the emergence of social media and personal privacy issues is gradually becoming prominent, challenging ideological unity and causing differences in graduate students' thinking and issues related to group thinking.

The solution lies in strengthening the integration of technology and ethics, and students should enhance their awareness of cybersecurity. Schools can establish network security management systems, utilize technological means to ensure security, and incorporate cybersecurity education into the curriculum. The solution his creates a positive online space for the ideological and political education of students.

The development of education in the AIera is both a challenge and an opportunity. Artificial intelligence injects new momentum into the innovation and development of education in the new era. Li Yadong, Yan Guohua(2024) once pointed out that it will also empower ideological and political education in universities to achieve innovation in educational teaching models at the micro level, innovation in ideological and political education theories, and transformation of the ecological system of ideological and political education at the macro level[11].

In conducting graduate ideological education, it is necessary to fully utilize artificial intelligence's advantages and avoid its pitfalls to better cultivate well-rounded individuals and graduate students with noble moral character.

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