

An Exploration of the Long-Term Mechanism for Enhancing University Faculty Teaching Competence in the Digital Intelligence Era

Lasheng Li^{1,a}, Chen Liu^{2,b*}

¹School of Marxism, Jiangnan University, Wuhan, Hubei, China

²School of Marxism, Jiangnan University, Wuhan, Hubei, China

^a850768885@qq.com, ^b1114779475@qq.com

*Corresponding author

Abstract: The digital intelligence era is arriving with irresistible momentum. This era imposes targeted, high-standard upgrade requirements on higher education and faculty teaching competence, necessitating the construction of a long-term mechanism for enhancing university faculty teaching competence, including a sound training system, a comprehensive incentive mechanism, and a favorable supportive environment. In terms of implementation strategies, universities need to execute high-level top-down design, formulate scientific and reasonable policy orientations, while faculty members must proactively select practical and feasible development paths, with multi-party coordination ensuring sustained advancement.

Keywords: Digital Intelligence Era; University Faculty; Teaching Competence Enhancement; Long-Term Mechanism

1. Introduction

The digital intelligence era is arriving with irresistible momentum. In October 2025, the Ministry of Education and six other departments jointly issued the "Guiding Opinions on Strengthening the Construction of Young Teachers in Universities in the New Era", clearly stating that they would implement the "Digital Empowerment Action for Teacher Development, enhancing the ability to apply digital and intelligent technologies in teaching."^[1] This era is not merely a simple technological transformation but a comprehensive reconstruction of production methods, lifestyles, and governance models. It presents both opportunities and challenges; only by actively embracing and proactively changing can one seize opportunities and realize value amidst the digital intelligence wave. Against this backdrop, the teaching competence of university faculty undoubtedly needs to advance with the times. Judging from the actual situation reflected in the national undergraduate teaching audits and evaluations in recent years, issues regarding faculty teaching competence cannot be ignored, such as deficiencies in modern educational technology literacy and non-standard teaching practices among many young faculty members lacking a background in teacher education. This directly impacts the connotative development of higher education in China. Therefore, practical and effective measures should be taken to establish and refine a scientific and reasonable long-term mechanism for enhancing faculty teaching competence.

2. The Connotation and Requirements of University Faculty Teaching Competence in the Digital Intelligence Era

The digital intelligence era imposes targeted, high-standard upgrade requirements on higher education and faculty teaching competence, breaking traditional teaching models and forming a new "Digital Intelligence + Teaching" competency system. University faculty need to respond actively, follow the trend, and take proactive measures.

(1) Higher Education Transformation in the Digital Intelligence Era

The digital intelligence era is characterized by the deep integration and widespread application of cutting-edge technologies such as big data, artificial intelligence, cloud computing, and the Internet of Things, profoundly changing various sectors of society, and higher education is no exception. From the

perspective of educational philosophy, the traditional teacher-centered model focused on knowledge transmission is gradually shifting towards a student-centered model emphasizing competency cultivation and personalized development. In the digital intelligence era, the student's central role is receiving unprecedented attention. Education focuses more on individual differences, interests, hobbies, and developmental needs, striving to cultivate students' autonomous learning abilities, innovative thinking, and practical skills to enable them to adapt to the rapidly changing social environment.

Teaching models have also undergone disruptive changes. Online and offline blended teaching has become mainstream, breaking the constraints of time and space and allowing students to access high-quality educational resources anytime and anywhere. Leveraging artificial intelligence technology, faculty can conduct precise analyses based on student learning data, providing personalized learning paths and tutoring to achieve teaching according to aptitude. For example, some universities utilize intelligent teaching platforms to analyze multi-dimensional data such as student homework completion, classroom performance, and exam scores to understand learning status, promptly identify difficulties and problems, and provide targeted solutions.

Learning methods are also shifting from passive reception to active exploration. Students are no longer satisfied with traditional classroom lectures and textbook learning but prefer using the Internet and digital tools to autonomously acquire knowledge, conduct research, and solve problems. Digital learning resources and platforms such as online courses, virtual laboratories, and learning communities provide students with richer and more diverse learning pathways, stimulating their interest and initiative in learning.

(2) Basic Connotation of University Faculty Teaching Competence

University faculty teaching competence is a multi-dimensional and comprehensive concept covering key aspects such as instructional design, implementation, and evaluation.^[2] Instructional design competence requires faculty to rationally plan the teaching process, select appropriate teaching methods and resources, and design attractive and effective teaching plans based on teaching objectives, student characteristics, and course content. During the teaching implementation process, faculty need good classroom organization and management skills, the ability to flexibly use various teaching methods and techniques, guide students to actively participate, create an active classroom atmosphere, and ensure the smooth progress of teaching activities. Simultaneously, faculty should possess strong communication and adaptability skills to promptly resolve issues arising during teaching and establish positive teacher-student relationships. Teaching evaluation competence is reflected in the ability to use diversified evaluation methods to comprehensively, objectively, and accurately assess student learning outcomes and processes, providing targeted feedback and suggestions to promote student learning and development.

(3) New Requirements for University Faculty Teaching Competence in the Digital Intelligence Era

In the digital intelligence era, university faculty need higher digital literacy, proficiency in using various digital technologies and tools such as online teaching platforms, intelligent teaching software, and educational data analysis tools to optimize the teaching process and improve efficiency. Faculty must be able to use digital technology to innovate teaching methods and models, such as project-based learning, inquiry-based learning, and collaborative learning, to cultivate students' innovative and practical abilities. As knowledge updates rapidly in the digital intelligence era, faculty must establish a concept of lifelong learning, continuously acquire new knowledge and skills, update educational concepts, and enhance their professional competence and teaching abilities to meet the demands of the times. Faculty should also possess interdisciplinary teaching capabilities, able to break down disciplinary boundaries, integrate knowledge and methods from different fields, and cultivate students' comprehensive literacy and ability to solve complex problems, thereby meeting societal demands for interdisciplinary talent.

3. Construction of a Long-Term Mechanism for Enhancing University Faculty Teaching Competence in the Digital Intelligence Era

The digital intelligence era requires the construction of a long-term mechanism for enhancing university faculty teaching competence to ensure continuous improvement. This long-term mechanism mainly includes a sound training system, a comprehensive incentive mechanism, and a favorable supportive environment.

(1) Sound Training System

To effectively enhance university faculty teaching competence, it is necessary to construct a scientific and reasonable tiered and categorized training curriculum system.^[3] Tiers should be based on factors such as teaching experience, professional title, disciplinary background, and current teaching competence level, designing differentiated training courses for the needs of faculty at different levels. For faculty with shorter teaching experience in the novice stage, focus should be on basic teaching skills training and introductory application of digital intelligence technology, helping them quickly master fundamental teaching norms and the use of common digital teaching tools, such as creating teaching courseware and basic operation of online teaching platforms. For mid-level faculty with some teaching experience, courses can focus on innovative teaching methods and in-depth application of digital intelligence technology, such as instructional design for project-based learning and inquiry-based learning, and optimizing teaching strategies using big data analytics. For senior faculty, training in cutting-edge educational concepts and interdisciplinary teaching can be provided, guiding them to explore new directions in education and engage in the design and implementation of interdisciplinary courses.

Regarding training methods, a blended training model combining online and offline approaches should be adopted. Online training offers flexibility and convenience, allowing faculty to learn autonomously according to their own schedule and pace. Online learning platforms provide rich learning resources including teaching videos, electronic documents, and virtual laboratories, covering teaching theory, digital intelligence technology application cases, and excellent teaching demonstrations. Faculty can log in anytime to watch videos, learn relevant knowledge and skills, and exchange learning experiences with other faculty via online discussion forums. Offline training emphasizes practical operation and face-to-face interaction through workshops, seminars, and lectures, enabling faculty to enhance their skills in practice. In workshops, faculty can participate in group activities like teaching case analysis and instructional design practice, discussing and solving problems under the guidance of a mentor. Lectures by education experts and outstanding faculty can share the latest educational concepts, teaching experiences, and digital intelligence technology application results, broadening faculty perspectives.

Case-based teaching is also an effective training method. The school should collect diverse successful teaching cases in the digital intelligence era, covering different disciplines and teaching models, such as high-quality examples of online-offline blended teaching and AI-enabled personalized teaching practices. During training, the school should organize faculty to conduct in-depth analysis and discussions on these cases, guiding them to learn the teaching methods, instructional design concepts, and digital intelligence technology application skills, and encouraging them to consider how to apply such experience to their own teaching practices according to their actual situations.

Practical operation training sessions are equally indispensable. The school should provide faculty with hands-on practice opportunities, allowing them to apply the acquired digital intelligence technologies and teaching methods in real teaching scenarios. It should organize simulated and experimental teaching activities in venues like smart classrooms and virtual laboratories. Through practical operations, schools can help teachers strengthen their proficiency in digital intelligence technology application and elevate their overall teaching competence.

(2) Comprehensive Incentive Mechanism

Establishing a multi-faceted evaluation system is key to incentivizing faculty to enhance their teaching competence. The evaluation system should cover multiple aspects including teaching process, teaching effectiveness, and teaching innovation. Evaluation of the teaching process focuses on aspects such as instructional design, classroom organization, teacher-student interaction, and application of digital intelligence technology, assessed through methods like classroom observation and analysis of teaching logs. Evaluation of teaching effectiveness uses indicators like student academic performance, learning attitude, and competency improvement, assessed through exam score analysis, student questionnaires, and evaluation of student work. Teaching innovation evaluation mainly examines innovative measures taken by faculty in teaching methods, teaching models, and curriculum design, such as introducing new teaching concepts, developing new curriculum resources, or applying new digital intelligence technologies.

Establish a teaching award system to commend and reward faculty with outstanding performance in teaching. The school should set up Teaching Excellence Awards to reward teachers with outstanding teaching performance and favorable student evaluations; establish Teaching Innovation Awards to motivate teaching innovation and commend those who develop original teaching methods or implement new teaching models effectively; and launch Digital Intelligence Teaching Application Awards to

acknowledge teachers proficient in digital intelligent technology application who can greatly boost teaching effectiveness. Reward forms can include bonuses, honorary certificates, and bonus points for promotion, stimulating faculty's teaching enthusiasm and creativity.

Provide career development and promotion pathways so faculty can see prospects for their own growth. In aspects such as professional title evaluation and position promotion, teaching competence and teaching performance should be important assessment indicators. Faculty with strong teaching competence and significant teaching achievements should receive priority consideration in professional title evaluations, offering them broader career development space. The school set up a teaching-oriented career track exclusively for faculty with excellent teaching capabilities, offering corresponding promotion pathways to encourage them to devote themselves to teaching and improve their teaching proficiency.

(3) Favorable Supportive Environment

Improving teaching facilities is the hardware foundation for enhancing faculty teaching competence. The school should increase investment in teaching facilities and build modern teaching venues such as smart classrooms, virtual laboratories and multimedia teaching centers. Smart classrooms are equipped with advanced teaching equipment like intelligent interactive large screens, recording and broadcasting systems, and teaching management platforms, supporting faculty in carrying out diversified teaching activities and achieving seamless integration of online and offline teaching. Virtual laboratories utilize technologies such as virtual reality and augmented reality to provide students with virtual experimental environments, allowing them to perform experiments in simulated scenarios, cultivating practical and innovative abilities. Multimedia teaching centers integrate various teaching resources, providing services for resource creation, editing, and storage, facilitating faculty access and use of teaching resources.

Build a teaching resource platform to provide faculty with abundant teaching resources. The school should integrate internal teaching resources such as lesson plans, courseware, teaching videos and question banks, digitize these resources and upload them to the teaching resource platform to realize resource sharing and circulation. The school should collaborate with other universities and educational institutions to introduce high-quality external teaching resources and enrich platform content. The school should encourage faculty to take part in the construction and development of teaching resources, recognize and promote outstanding teaching resources developed by teachers, and boost their enthusiasm for resource building.

Cultivate a positive teaching culture atmosphere, advocating cultural concepts of teaching innovation and cooperative exchange. The school should boost faculty's enthusiasm for teaching and innovation awareness of teaching innovation by holding teaching-related cultural activities, including teaching skills competitions, teaching achievement exhibitions, and teaching experience sharing seminars. In teaching skills competitions, faculty can showcase their teaching style and achievements, learn from each other, and promote the improvement of teaching competence. Teaching achievement exhibitions can display the university's faculty achievements in teaching reform, curriculum development, and pedagogical research, enhancing their sense of accomplishment and confidence. Teaching experience sharing sessions provide a communication platform for faculty to share their teaching insights and experiences, and jointly discuss problems encountered in teaching and their solutions. The school should encourage collaborative teaching and team-based teaching research among faculty to facilitate communication and cooperation and foster a sound teaching culture.

4. Implementation Strategies for the Long-Term Mechanism for Enhancing University Faculty Teaching Competence in the Digital Intelligence Era

The implementation and realization of the long-term mechanism for enhancing university faculty teaching competence in the digital intelligence era require universities to execute high-level top-down design, formulate scientific and reasonable policy orientations, and for faculty members to proactively select practical and feasible development paths, with multi-party coordination ensuring sustained advancement.

(1) Universities Formulating Scientific and Reasonable Policy Orientations

Universities play a crucial role in promoting the implementation of the long-term mechanism for enhancing faculty teaching competence and need to act from several key aspects. At the organizational leadership level, the school should set up a special leading group dedicated to improving faculty

teaching competence, whose members are selected from core university departments including the Academic Affairs Office, Human Resources Department, Research Department and Faculty Development Center. The Office of Academic Affairs, with its comprehensive control over teaching activities, can accurately identify practical needs in teaching, providing a practical basis for planning faculty teaching competence enhancement. The Human Resources Department links teaching competence enhancement with faculty professional title evaluation and position promotion from the perspective of career development planning, stimulating intrinsic motivation for improvement. The Scientific Research Department assists faculty in integrating teaching with research, promoting innovation in teaching methods and content. The Center for Faculty Development, as a professional support institution for faculty growth, is responsible for integrating resources from all parties and providing targeted training and development programs for faculty. The leading group should hold regular meetings to formulate detailed work plans and goals, such as planning to increase faculty proficiency in using digital teaching tools by 30% within the academic year and gradually achieving this through organizing training and teaching competitions. At the same time, the school should clearly clarify the responsibilities and division of labor of all departments to ensure the orderly advancement of all work and prevent delays and inadequate implementation caused by ambiguous duties.

Financial support is the material foundation for mechanism implementation. The university should establish special funds for various aspects of enhancing faculty teaching competence. For example, the school allocates a certain proportion of funds every year to support faculty training, ensuring that teachers can attend high-quality training programs and keep abreast of advanced educational concepts and application methods of digital intelligence technologies. These funds can be used to invite renowned domestic and international education experts for lectures, and organize faculty to participate in various professional training workshops and academic seminars. In terms of teaching resource development, the school invests funds to procure advanced teaching equipment such as smart all-in-one teaching devices and virtual reality teaching facilities, which provides hardware support for teachers to carry out digital and intelligent teaching. Meanwhile, relevant funds shall be allocated to develop and introduce high-quality teaching resources including online courses, teaching case databases and electronic textbooks, so as to enrich teachers' teaching materials. The school establishes a teaching achievement reward fund to offer material incentives to faculty who attain outstanding achievements in teaching reform and innovation, so as to stimulate their enthusiasm and creativity. For instance, it can grant substantial bonuses and honorary certificates to those who successfully develop innovative digital intelligence teaching courses.

Establishing a scientific and comprehensive quality monitoring system is crucial for ensuring the effective operation of the mechanism. The school constructs a multi-dimensional teaching quality evaluation indicator system that not only focuses on teachers' teaching processes, such as reasonable instructional design, diversified teaching methods and active classroom interaction, but also attaches importance to teaching effectiveness (including students' academic progress, competency development and satisfaction levels). It shall adopt diversified evaluation approaches, including student teaching evaluations, peer reviews, expert assessments and teaching supervision inspections. Student evaluations provide intuitive feedback on teaching quality and method effectiveness from the learner's perspective; peer reviews promote communication and learning among faculty, sharing teaching experiences and insights; expert evaluations offer in-depth, professional guidance based on educational theory knowledge and rich teaching experience; teaching supervision inspections can promptly identify issues in the teaching process and urge faculty to improve. Based on the evaluation results, the school shall offer timely feedback to faculty, helping them identify their teaching strengths and weaknesses and put forward targeted improvement suggestions and measures. It should set up a tracking and rectification mechanism for teaching quality problems, keep following up with teachers with existing teaching deficiencies to ensure all problems are properly solved, and steadily improve teachers' teaching ability and overall teaching quality.

(2) Faculty Selecting Practical and Feasible Development Paths

As the main agents of teaching, faculty members' own awareness of development and actions play a decisive role in enhancing teaching competence.^[4] In the digital intelligence era, faculty should deeply recognize the rapid pace of knowledge updating, establish a concept of lifelong learning, and view learning as a continuous process throughout their careers. Teachers should formulate personal learning plans and clarify learning content and schedules according to their own teaching deficiencies and career development goals. For example, a faculty member weak in digital teaching might plan to master advanced functions of an online teaching platform within six months and proficiently use data analysis tools for learning analytics within a year. Teachers shall make full use of diverse learning

resources, including university-sponsored training programs, high-quality courses on online learning platforms and professional academic journals, to constantly renew their educational concepts and professional knowledge, improve their skills in applying digital intelligence technologies, and keep abreast of the latest trends in educational development.

Active participation in training is an important pathway for faculty to enhance teaching competence. Teachers should take school-organized training activities seriously, fully involve themselves in training sessions, and actively communicate with instructors and peers to share experience and exchange ideas. During training, they proactively put forward problems encountered in teaching practice to seek professional guidance and suggestions. For example, when attending training on digital intelligence technology application, they should earnestly learn to operate new teaching software and tools and attempt to apply them in real teaching scenarios.

They should boldly take part in teaching reform practices, explore innovative teaching modes and methods in light of the features of the digital intelligence era and students' actual needs. Teachers can carry out project-based learning, which allows students to apply what they have learned in project completion and fosters their practical abilities and innovative thinking. They can also adopt inquiry-based learning to guide students to discover and solve problems independently and strengthen their self-study capabilities.

In addition, teachers are expected to engage in curriculum design and development, integrate digital intelligence technologies into course content and design vivid and innovative courses. For example, they can develop online-offline blended courses to offer students richer and more diversified learning experiences.

Teaching reflection and research are key to continuous faculty growth.^[5] Teachers regularly conduct in-depth reflection on their own teaching processes and effects. They record successful experiences and deficiencies in teaching by keeping teaching reflection journals. For example, teachers may reflect on lessons delivered with digital intelligence technologies: which parts aroused students' high participation and achieved good outcomes, and which parts went wrong, whether caused by unfamiliar technical operation or unreasonable teaching design.

Teachers should actively solicit feedback from students and colleagues. They learn about students' learning needs and views on teaching via student evaluations, and draw diverse teaching insights and ideas from peer advice. On the basis of teaching reflection, teachers carry out teaching research to explore solutions to practical teaching problems and sum up teaching experiences and rules.

For example, if students are inattentive during digital intelligence-based learning, teachers can conduct relevant research, analyze underlying causes and put forward targeted teaching strategies, such as optimizing content presentation and adding more interactive links. Teachers apply research results to daily teaching practice, constantly optimize teaching methods and strategies, and improve overall teaching quality. In this way, they form a virtuous cycle of teaching reflection, teaching research and teaching practice improvement, thus steadily boosting their own teaching competence.

(3) Multi-Party Collaborative Advancement

Multi-party collaborative cooperation is a powerful driving force for implementing the long-term mechanism for enhancing university faculty teaching competence in the digital intelligence era, capable of integrating resources from all sides to form a synergistic force. Strengthening university-industry cooperation is a vital component. The school establishes close university-enterprise partnerships to realize resource sharing and complementary advantages. Enterprises possess unique strengths in the practical application of digital intelligence technologies and industry development trends. Universities can invite enterprise technical experts to conduct lectures and training sessions, imparting the latest digital intelligence technology application cases and practical experiences to faculty. For example, the school invites experts from AI enterprises to elaborate on the application scenarios and development trends of AI in education, and share insights into applying AI to personalized teaching and intelligent tutoring. University faculty can engage in practical training within enterprises, participating in project R&D and production operations, understanding actual industry demands and workflows, and introducing real enterprise cases and projects into teaching, making course content more relevant to practice and enhancing students' employment competitiveness. Both parties can also collaborate on research projects, jointly tackling challenges in applying digital intelligence technology in education and teaching, promoting in-depth reform of education and teaching, such as collaboratively developing digital intelligence teaching courses and resources based on actual enterprise needs.

Establishing inter-university alliances can promote communication and cooperation among universities, enabling sharing of high-quality resources and mutual faculty development. Universities can jointly organize faculty training activities, integrating advantageous resources from each institution, inviting more influential experts and scholars for lectures, and offering more diverse training courses. For example, multiple universities could jointly host an advanced seminar on teaching competence enhancement in the digital intelligence era, bringing together outstanding faculty from various institutions for collective learning and exchange. The school conducts teaching observation and exchange activities. It arranges teachers to attend demonstration classes given by outstanding teachers from other universities to learn advanced teaching concepts and methods. Meanwhile, it showcases local teachers' teaching strengths to facilitate mutual learning and progress among teachers from different institutions.

It shall build a teaching resource sharing platform for universities to upload high-quality courses, teaching cases, courseware and other materials. This enables resource sharing and circulation, allows teachers to obtain richer teaching resources, enriches teaching content and broadens teaching ideas.

Education administrative departments and industry associations also play indispensable roles in enhancing faculty teaching competence. Education administrative departments should formulate relevant policies and regulations to guide and support universities in carrying out faculty teaching competence enhancement work. The school increases financial investment in faculty training and teaching reform, and provides relevant policy support and guarantees. For example, it sets up special education funds to support projects aimed at improving teachers' teaching competence in the digital intelligence era, and issues policies to encourage universities to cooperate with enterprises and educational research institutions so as to boost industry-university-research collaborative education. Industry associations, as professional organizations in the field, can timely understand industry development trends and talent demands, providing professional guidance and services to universities. The school holds faculty teaching competency contests and teaching achievement selection activities to build platforms for teachers to display their teaching capabilities and achievements, thus inspiring their enthusiasm and creativity. For example, hosting a National University Faculty Digital Intelligence Teaching Competence Competition could attract participation from numerous university faculty, promoting competition and exchange among faculty and driving widespread application and innovative development of digital intelligence technology in teaching.

5. Conclusions

The digital and intelligent technologies centered on artificial intelligence and big data are accelerating their iteration and deeply integrating into the entire process of higher education, driving higher education into the Critical period of digital transformation, and also posing rigid requirements for the modernization upgrade of university teachers' teaching capabilities. The improvement of university teachers' teaching capabilities in the digital era is not merely the cultivation of digital technology application skills, but a comprehensive and systematic integration and innovation of educational concepts, teaching models, professional qualities, and technology application. Building a scientific and feasible improvement mechanism that is adapted to the demands of the times is not only the key to solving current practical problems such as the imbalance of digital literacy among university teachers, insufficient teaching innovation motivation, and fragmented improvement of teaching capabilities, but also an inevitable requirement for implementing the fundamental task of fostering virtue and cultivating talents, promoting the connotative development of higher education, and cultivating high-quality and specialized teacher teams. It is also an important guarantee for supporting the construction of an education power and aligning with the talent cultivation goals of the new era.

Looking ahead, the deep integration of digital and intelligent technologies with higher education will become the norm, and the continuous improvement of university teachers' teaching capabilities will also become a long-term and systematic project. Universities need to adhere to the fundamental position of fostering virtue and cultivating talents, actively adapt to the development trends of the digital era, continuously improve the mechanism for enhancing teachers' teaching capabilities, strengthen implementation, guide teachers to actively adapt to the digital teaching ecosystem, achieve continuous leaps in professional qualities and teaching capabilities, fully release the educational empowerment value of digital technologies, help higher education achieve high-quality development, and lay a solid foundation for cultivating new era individuals who are responsible for national rejuvenation.

Acknowledgement

This paper is a phased research outcome of the Hubei Provincial Education Science Planning Key Project "Research on the Long-Term Mechanism for Enhancing University Faculty Teaching Competence in the Mobile Internet Era" (Project No. 2021GA026).

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