JAARS

Journal of Advanced Academic Research and Studies

Vol. 2, No.4, 2025

Netherlands Business Academy
University of Applied Science

한국유라시아연구원 EAI
Eurasian INSTITUTE 欧亚研究院

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Journal of Advanced Academic Research and Studies (JAARS)

Aims

The Journal of Advanced Academic Research and Studies aims to Continuously promote meaningful and valuable outstanding academic achievements to serve the society, increase advanced academic knowledge for the world civilisation, and serve the progress of science and technology combined with human society.

Journal Title

The official title of the journal is "Journal of Advanced Academic Research and Studies (JAARS)" and the abbreviated title is "J. adv. acad. res. stud."

Year of Launching

Journal of Advanced Academic Research and Studies was launched in 2023.

Availability of the Full-Text in the Web

Full text is freely available from: www.nlbaeai.org

Fund Support

This journal was supported by the NLBA Eurasian Institute Limited.

Index in Database

The articles published in this journal are may index and/or abstracted in EBSCO.
ProQuest, Ex Libris, and Google Scholar.

Subscription Information

All correspondences regarding membership, subscriptions and changes of address should be sent to the society addressed as below: NLBA Eurasian Institute Limited (E-Mail: edubscon@outlook.com , Homepage: www.nlbaeai.org). The annual subscription fees are free of charge.

Submission

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Journal of Advanced Academic Research and Studies

The Unspoken Curriculum: How Holistic Student Experience Defines Quality in Cross-Border Education

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Abstract

Purpose – This study explores the factors contributing to the higher quality of students in Sino–foreign cooperative universities (SFCUs) compared to traditional Chinese universities. It examines how curriculum design, teaching methods, international exposure, and institutional support influence students' academic, personal, and professional development, while advancing a student-centered perspective on the quality of transnational education (TNE).

Design/Methodology/Approach – A mixed-methods strategy was employed, combining surveys with semi-structured interviews and focus groups involving students, alumni, and faculty from four Sino–UK collaborative institutions. Document analysis of curricula, English for Academic Purposes (EAP) programs, and institutional reports provided contextual depth. Qualitative data were thematically analysed and triangulated with quantitative findings to enhance validity.

Findings – The study shows that SFCU students benefit greatly from international curricula, diverse faculty, and English-medium instruction, which strengthen critical thinking, language proficiency, and cross-cultural competence. Graduates exhibit strong employability, with many pursuing postgraduate study abroad or employment in multinational firms. Nonetheless, challenges persist in language and academic support, curriculum localization, and administrative coordination, which limit the full realization of program potential.

Research Implications – Findings highlight the value of adopting a constructivist lens to evaluate TNE, focusing on students' lived experiences rather than purely academic indicators. For policymakers and practitioners, results suggest that sustainable collaborations demand more than curriculum transfer does; they require integrated support systems, contextualized teaching practices, and efficient administration. Future research should pursue longitudinal and comparative studies to assess the long-term impact of SFCUs and strengthen international higher education models.

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I. Introduction and literature review

1.1 Introduction

Over the past four decades, globalization has significantly accelerated the expansion of international higher education (Maringe et al., 2012), facilitating the worldwide circulation of educational resources (Rumbley & de Wit, 2011). The conventional model of students traveling abroad for study is gradually being replaced by a new paradigm in which universities extend their programs directly to students' home countries through cross-border campuses and institutional partnerships (Cai et al., 2013).

The establishment of Sino–foreign cooperative universities serves multiple purposes within the context of China's higher education internationalization. Firstly, these institutions expand access to international education by enabling Chinese students to obtain globally recognized degrees without the need to study abroad, thereby reducing financial and cultural barriers. Secondly, they enhance the quality of higher education in China by introducing advanced curricula, innovative teaching methods, and modern management models from leading global universities. Thirdly, a central objective is the cultivation of globally competent graduates who possess strong bilingual proficiency, cross-cultural communication skills, and the ability to adapt to the demands of the international labor market(Zhao, 2021). Fourthly, these universities promote joint research collaboration and innovation, strengthening China's role in global knowledge production. Fifthly, they align with national strategies on education opening-up and talent development, while also supporting initiatives such as the Belt and Road by fostering cultural exchange and mutual understanding. Finally, on a regional level, Sino–foreign cooperative universities act as hubs of internationalization, contributing to local economic development and elevating the global visibility of the cities in which they are based. Collectively, these purposes highlight the dual role of such institutions in advancing China's domestic educational reform while deepening its engagement with the global higher education landscape.

China's government has encouraged international collaborations between Chinese universities and universities in western countries to set up Sino-foreign cooperative universities and degree programmes in China since 2004. In 2025, 10 to 12 Sino-foreign cooperative universities have been established and delivered degree programmes in the English-Medium instruction (EMI) mode, such as Xi'an Jiaotong-Liverpool University (XJTLU), Duke Kunshan University (DKU), University of Nottingham Ningbo China is UNNC, Shanghai New York University (NYU Shanghai), etc. These Sino-foreign cooperative universities are established to provide students with a different learning experience including EMI context, international curriculum design, teaching and assessment standardizations from cooperative foreign universities, and more foreign staff members than Chinese staff members, compared with other traditional universities in China.

The quality of students emerging from Sino–foreign joint universities reflects their distinctive educational experiences, which set them apart from peers in traditional domestic institutions. Firstly, students demonstrate stronger academic competence, particularly in critical thinking, analytical reasoning, and independent learning, owing to the adoption of Western pedagogical approaches such as student-centered learning and inquiry-

based teaching (Huang, 2017; Mok & Han, 2016). Secondly, the use of English as the medium of instruction enhances students' language proficiency, equipping them with advanced academic writing, oral communication, and presentation skills that strengthen their competitiveness in both local and international contexts (Yang, 2018). Thirdly, these students develop significant cross-cultural competence through exposure to international faculty and diverse peer groups, which fosters adaptability, intercultural communication, and openness to global perspectives (Cai, 2013; Wang, 2020). Fourthly, in terms of career readiness, graduates are widely recognized for their employability skills, including teamwork, problem-solving, and digital literacy, attributes that align with the demands of multinational employers and global labor markets (Li & Morgan, 2011; Hou et al., 2014). Finally, participation in such programs contributes to personal development, with students often reporting greater confidence, independence, and leadership potential compared with those in traditional Chinese universities (Maringe et al., 2012). Collectively, these attributes highlight that students from Sino–foreign joint universities represent a cohort of high-quality graduates equipped for success in both domestic and intecrnational arenas.

The first benchmark for measuring student quality is the employment rate. According to Wu (2020), graduates of Sino–foreign cooperative universities (SFCUs) demonstrate clear advantages over their peers in both further study and direct employment outcomes. The overall employment rate reached 95.84%, a figure that exceeds the national average for Chinese university graduates. Of these graduates, more than half pursued postgraduate studies abroad at world-class universities, close to one-third continued further education in prestigious domestic institutions, and approximately one-sixth secured employment in transnational corporations or leading local enterprises. These patterns highlight the strong academic competitiveness and professional readiness of SFCU graduates within both international and domestic contexts.

The benchmark for evaluating the quality of students studying abroad is the smoothness and success of their overseas academic pursuits. Zou B. (2022) conducted a comparative study of XJTLU graduates (XPS) and traditional Double First-Class university graduates (CPS) in China. Although CPS students scored higher on the College Entrance Examination, XPS reported higher learning satisfaction due to XJTLU's educational system, curriculum design, and teaching styles, which closely resemble those in the UK and US. XPS develop skills such as creative thinking, English academic proficiency, critical thinking, and adaptability, enabling them to progress smoothly in postgraduate studies abroad. Compulsory English for Academic Purposes (EAP) courses in the first two years further prepare XPS for international academic challenges. Overall, XJTLU graduates demonstrate strong competitiveness, reflecting the university's philosophy of fostering students' full potential.

To fully understand why students in Sino–foreign cooperative universities (SFCUs) exhibit higher quality, we plan to conduct a comprehensive research study. This study will explore multiple dimensions of student development, including academic performance, learning satisfaction, skill acquisition, and career outcomes. We aim to investigate how factors such as curriculum design, teaching methods, international exposure, and support services contribute to students' competitiveness. By analysing these elements, we hope to identify the key mechanisms that enhance student quality in SFCUs and provide evidence-based insights for improving higher education both domestically and internationally.

1.2 Literature Review

1.2.1 Relevant research summary

In Zheng's research (2023), factors influencing quality of transnational education are investigated. Firstly, this paper meticulously constructs a framework for evaluating the quality of transnational education (TNE) by adopting established service quality models. It begins by grounding its analysis in the foundational Service Quality Model (SERVQUAL), which outlines five core dimensions—reliability, assurance, tangibles, empathy, and responsiveness—and then applies them to the unique context of higher education. This paper highlights prior research that has successfully utilized these dimensions to measure student satisfaction and their perceptions of educational quality. Secondly, beyond this theoretical foundation, this paper synthesizes a comprehensive body of existing literature that pinpoints the specific variables impacting TNE quality. These include the nuanced design and effective delivery of the curriculum, the qualifications of the teaching staff, the accessibility of learning resources, and the efficacy of student support services. It also gives significant attention to the pivotal roles of institutional and academic factors, emphasizing the importance of a robust host institution infrastructure and clear communication between the home and partner universities to ensure a seamless and high-quality student experience. Thirdly, this paper focuses on the student-centric perspective, integrating studies that demonstrate how a student's perception of value and their overall satisfaction directly influences their engagement and academic success. This viewpoint argues that quality should be assessed not solely through academic metrics, but also through the lens of a student's holistic experience, sense of belonging, and perceived return on investment. Although this paper have explored TNE quality broadly, there is a scarcity of in-depth case studies that analyse programs from a student's viewpoint.

Ke (2024) adopts a qualitative research design grounded in the 3P model and prospective approach to explore the quality of transnational higher education (TNHE) from the student perspective. Semi-structured interviews with 31 students enrolled in 2+2 articulation programmes at Xi'an Jiaotong Liverpool University (XJTLU) and the University of Nottingham Ningbo China (UNNC) provided rich insights into how learners navigated both Chinese and UK higher education contexts. The purposive sampling strategy ensured representation across disciplines and genders, while the selection of 2+2 students allowed examination of cross-system transitions and their implications for quality assurance.

The findings reveal a nuanced picture of student experiences. While students consistently praised the physical infrastructure, library systems, and e-learning platforms, concerns emerged around teaching quality, particularly under pressures of enrolment expansion and high faculty turnover. Seamless curriculum integration and flexible teaching in the UK enhanced deep learning experiences, yet inconsistencies across instructors reduced satisfaction. Importantly, disruptions such as staff strikes in UK universities were perceived as detrimental to academic continuity.

Chen (2023) adopts a qualitative case study design to explore the benefits and challenges of transnational education (TNE) within a Sino-British joint venture university, using semi-structured interviews with students

and staff alongside documentary analysis of institutional policies and reports. This approach effectively captures varied stakeholder perspectives, though its single-site scope limits wider generalizability. The findings indicate that TNE delivers notable advantages: access to international curricula, exposure to Western pedagogical practices that promote autonomy and critical thinking, and enhanced employability supported by intercultural competencies. However, several challenges emerge, including curriculum misalignment between partner universities, administrative complexity, cultural adjustment issues, and English language barriers. Staff also highlighted workload pressures, concerns over institutional identity, and academic freedom. In discussion, Chen situates these findings within global debates on higher education internationalization, emphasizing that TNE contributes not only to academic achievement but also to personal and professional development, preparing students for global citizenship. Yet, structural tensions remain, particularly in reconciling domestic regulatory frameworks with foreign standards, which may foster innovation but also risk fragmentation. The study concludes that the sustainability of TNE depends on student-centered practices and closer institutional collaboration to strengthen curriculum integration, cultural adaptation, and resource allocation.

1.2.2. Constructivism Learning Theory

Constructivism learning theory, originally proposed by Jean Piaget in 1970, emphasizes active learner engagement and the construction of knowledge through personal experience, interaction, and reflection. Widely recognized as an effective foundation for Continuing Professional Development (CPD), constructivism shifts the focus from teacher-centered instruction to student-centered learning, empowering learners to take ownership of their educational journey (Kay & Kibble, 2016). In traditional didactic models, teachers serve as the primary source of knowledge and authority. In contrast, constructivism pedagogy positions students as co-creators of understanding, encouraging active engagement, critical thinking, and meaning-making processes, as shown in Figure 1.

Within this framework, teachers assume the role of facilitators rather than mere knowledge transmitters. They provide scaffolding, tools, and resources to support students in navigating their own learning paths, fostering inquiry, experimentation, and collaborative learning (Kay & Kibble, 2016). Constructivist approaches not only promote deeper engagement with content but also develop transferable skills essential for academic and professional success, including problem solving, metacognition, adaptability, and effective communication. By centering learning on the individual, students gain motivation, autonomy, and a sense of agency, all of which are critical for lifelong learning and CPD.
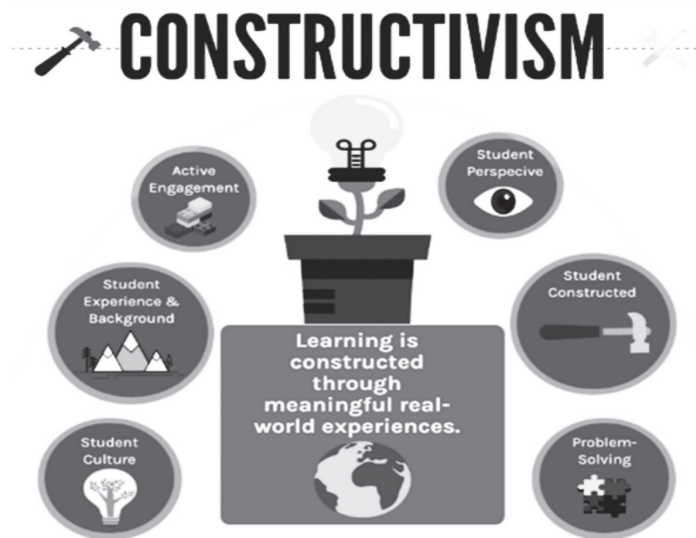
Figure 1. Constructivism learning model

Prosser and Trigwell (2014) distinguish between two types of student-focused learning approaches: one reinforces students' existing knowledge, while the other promotes a transformative shift in understanding. The latter aligns closely with constructivist principles, as learners actively reconstruct their knowledge frameworks through reflection and interaction. Constructivist learning encourages deep rather than surface engagement, enabling students not only to retain knowledge but also to apply it in meaningful, contextually relevant ways. This approach aligns with Edwards' (2001) observation that empowering learners to pursue personally meaningful knowledge increases engagement, reduces redundancy, and maximizes the effective use of educational resources.

The growing emphasis on student-centered learning reflects broader societal and educational changes, including the increasing diversity of higher education and the influence of consumer-oriented approaches (O'Neill & McMahon, 2015). Students now expect autonomy and input into their learning, necessitating pedagogical models that prioritize engagement, inclusivity, and adaptability—core tenets of constructivist teaching. However, challenges exist in implementing constructivist approaches, particularly in non-Western or developing country contexts where traditional teacher-centered models emphasizing authority and rote learning are culturally ingrained. Without careful adaptation, constructivist methods may encounter resistance or fail to achieve intended learning outcomes (O'Sullivan, 2014; O'Neill & McMahon, 2015).

To address these challenges, educators must adopt culturally responsive strategies, including scaffolding for gradual autonomy, collaborative learning activities, and dialogic teaching that balances guidance with student agency (Bodycott & Walker, 2016). By acknowledging diverse learning styles, prior experiences, and cultural expectations, instructors can create inclusive and effective learning environments that retain the benefits of constructivist principles while respecting contextual realities. Such adaptations ensure that students can actively

engage, construct knowledge, and develop competencies essential for academic and professional success.

In summary, constructivist-learning theory provides a robust framework for promoting student-centered education and lifelong learning. By prioritizing engagement, autonomy, and personalized knowledge construction, it equips learners with the skills and confidence necessary to navigate complex academic and professional environments. When thoughtfully applied with sensitivity to cultural and contextual diversity, constructivist pedagogy can transform classrooms into dynamic spaces where students are empowered to become active participants and co-creators in their learning.

The constructivism framework in this paper is used to explain the theoretical basis for understanding how students perceive and experience the quality of their transnational education. Instead of viewing students as passive recipients of knowledge, this framework posits that students actively construct their own understanding of a program's quality. This construction is not limited to academic content, but also includes their subjective experiences, such as interactions with faculty, a sense of belonging, and the perceived value of their degree. By applying a constructivist lens, the paper aims to move beyond a simple checklist of academic metrics (like curriculum and grades) to a more holistic view that accounts for a student's lived experience. The paper will focus on "student-centric" analysis, "holistic experience," and "innovative teaching methods" directly aligns with this framework, as these elements all contribute to the student's active construction of their educational reality and the ultimate value they place on their degree.

II. Research Objective

To investigate the factors contributing to the higher quality of students in Sino–foreign cooperative universities (SFCUs) compared to traditional domestic universities, focusing on academic, personal, and professional development. And mainly to answer following questions:

What aspects of SFCU curricula and teaching methods contribute most to student learning outcomes?

How does international exposure affect students' academic skills, critical thinking, and adaptability?

In what ways do support services and campus resources enhance students' professional readiness?

III. Methodology

This study aims to understand the factors contributing to the high quality of students from SFCU. Data collection will involve distributing surveys to students and graduates to measure academic satisfaction, skills, and career readiness using standardized scales. Simultaneously, semi-structured interviews and focus groups will be conducted with a diverse, purposively selected group of students, alumni, and faculty to explore their perceptions of the curriculum's effectiveness, teaching styles, and international exposure. Furthermore, a document analysis of curriculum structures, syllabi, EAP programs, and university reports will be undertaken to provide context. The data analysis will use a thematic approach for the qualitative data to identify key

patterns and perceptions, while all findings will be triangulated to create a comprehensive model explaining the mechanisms behind the higher student quality. Ultimately, the study seeks to offer insights for enhancing educational strategies and student support in higher education, both locally and globally.

Table 1. Provides demographic information for 10 student respondents who participated in the research study on Sino–UK collaborative higher education programs. It outlines key variables such as gender, academic qualifications, marital status, age, university affiliation, and student satisfaction with international collaboration at their respective institutions.

Table 1. Demographic Information of Student's Respondents

Category	Frequency	Percent
Female	4	40
Male	6	60
Bachler's	3	30
Master	3	30
P.H.D	4	40
Single	4	40
Married	6	60
20-25	5	50
26-30	3	30
Above 30	2	30
XJTU	3	30
Central South University	2	20
China Medical University	3	30
Wuhan Textile University	2	20
Yes	7	70
No	3	30

The sample consists of 60% male and 40% female students. The male students slightly outnumber females, indicating a somewhat gender-balanced group with a modest male majority. This gender distribution may reflect student enrollment patterns in certain disciplines or programs under study.

In context of qualification level, students from all three academic levels including bachelors, masters, and Ph.D. are represented in the sample. The largest group (40%) comprises Ph.D. students, suggesting that the

majority of respondents are involved in advanced research or coursework and can offer mature insights on international collaboration. Equal representation (30% each) is seen at the Bachelor's and Master's levels, allowing for a range of perspectives based on academic experience.

A majority of respondents (60%) are married, while 40% are single. This distribution may suggest that a number of postgraduate or Ph.D. students are married, consistent with their age and education level. Including both married and single students' helps to understand how personal and family contexts may influence experiences of international programs.

Subsequently, age distribution indicates that half the student respondents (50%) fall into the 20–25 age group, typically corresponding with undergraduate or early postgraduate students. 30% are aged 26–30, and 20% are above 30, likely reflecting students at the postgraduate or doctoral level. The age range provides insights from both younger and more experienced learners, enhancing the depth of analysis.

In the perspective of institute level, students are evenly distributed across the four participating Sino–UK collaborative institutions. XJTU and China Medical University each account for 30% of the student sample, while Central South University and Wuhan Textile University each represent 20%. This institutional diversity strengthens the research findings by capturing experiences from multiple geographic and academic contexts within China.

IV. Findings

A strong majority of students (70%) reported being satisfied with their university's international collaboration, suggesting that the joint programs are largely meeting student expectations. However, 30% expressed dissatisfaction, pointing to existing challenges or areas for improvement, such as communication, curriculum alignment, or support services for internationalization.

The demographic profile of the student respondents reveals a diverse and academically advanced group, with balanced gender representation and a mix of educational backgrounds. The inclusion of students from all four collaborative institutions and multiple age groups provides a holistic view of student experiences within Sino–UK joint programs. The majority of students are satisfied with the collaboration efforts, which supports the relevance and value of international partnerships in higher education. However, the 30% dissatisfaction rate highlights the need for ongoing policy evaluation, feedback mechanisms, and institutional responsiveness to student needs. This demographic data underpins the qualitative findings of the study by ensuring varied and representative perspectives are included in the analysis.

V. Interview results analysis

5.1 Theme 1: Enriching Learning Experience through International Exposure

The majority of student respondents described their experience in the Sino–UK cooperative education program as transformative, highlighting the enriching impact of its international setting. Students valued the diverse faculty, who brought different academic perspectives and teaching styles from globally distinguished universities. As Yang (2023) notes, this exposure broadened students' understanding of subjects beyond a single cultural viewpoint. Many students also emphasized the benefits of learning in a cross-cultural environment, which allowed them to develop intercultural competence, improve English communication skills, and engage with peers from various cultural backgrounds. Collaborative group work and classroom discussions encouraged students to navigate differences in thinking, academic expectations, and, in some cases, time zones, fostering adaptability and personal growth.

Students also appreciated the contrast between traditional Chinese teaching methods and the more interactive, student-centered approaches commonly adopted by UK instructors. The shift from rote memorization to participatory learning was initially unfamiliar but ultimately empowering, as students were encouraged to explore real-world case studies, engage in critical debates, and take initiative in shaping their own learning. The use of English as the primary language of instruction further supported this pedagogical transformation, preparing students for global academic and professional environments. Many reported significant improvements in academic writing, presentations, and teamwork, recognizing the value of English proficiency for future careers or postgraduate studies abroad.

Exposure to global perspectives was another prominent benefit of the program. Students valued engagement with internationally relevant course materials and case studies, which allowed them to analyze and compare practices between China and Western countries. This dual lens strengthened their critical thinking, analytical skills, and ability to address cross-border challenges. Overall, participants overwhelmingly described the program as eye-opening and intellectually enriching, with its integration of cross-cultural experiences, diverse teaching methods, and a globalized curriculum equipping them with the skills, mindset, and confidence necessary for success in international careers and further studies abroad (Yang, 2023).

5.2 Theme 2: Challenges in Adapting to Teaching Methods and Curriculum

Students in the Sino–UK cooperative education program generally valued the international learning environment and global exposure, but they also faced notable adaptation challenges. A primary difficulty was the language barrier. Although English served as the medium of instruction and students had prior exposure to it, many struggled with advanced academic contexts. Listening to lectures and participating in discussions was manageable, yet articulating ideas clearly in spoken or written form proved demanding. Technical vocabulary, discipline-specific terms, and academic jargon required additional time for translation, clarification, and

revision. Some students reported reduced participation in class due to fear of making mistakes. As one noted, "Listening is okay, but academic writing in English takes a lot of effort. I had to take extra time to proofread everything." These linguistic challenges increased cognitive load and occasionally hindered confidence and engagement in learning.

Adjusting to different academic expectations was another key challenge. The UK curriculum emphasizes critical thinking, active participation, and independent research, contrasting sharply with the lecture-centered, exam-focused model common in China. Students found it difficult to transition from passive learners to active participants, particularly when faced with unfamiliar assessment formats such as reflective essays, research projects, and oral presentations. These tasks required skills like independent inquiry, proper referencing, and academic integrity, which were not emphasized in prior education. One participant reflected, "At first, I found it difficult to keep up because we had to speak in class and participate actively. That's not something we were used to." Guidance and time were necessary for students to fully understand and meet these expectations, highlighting the importance of orientation programs and academic support.

Time management and workload added another layer of challenge. The fast-paced curriculum, frequent deadlines, and need for self-directed study placed considerable pressure on students, especially during overlapping assignments or exams. Coordinating group projects with peers from diverse backgrounds required additional effort to align schedules and expectations. As one student commented, "Sometimes it feels like there's no time to rest. You have to plan every week very carefully, or you fall behind." These experiences underscore the need for targeted support, including English language assistance, guidance on Western academic practices, and time management workshops. While the program provides valuable international learning opportunities, addressing linguistic, cultural, and organizational challenges is essential to help students adapt successfully and fully benefit from the Sino–UK cooperative education experience.

5.3 Theme 3: Perceived Impact on Academic and Professional Development

One of the most notable outcomes reported by students in the Sino–UK cooperative education program was its transformative impact on academic development. Participants consistently highlighted the enhancement of key academic skills, including critical thinking, analytical reasoning, academic writing, and research methodology. These improvements were largely attributed to the program's focus on independent learning, inquiry-based assignments, and exposure to international teaching methodologies. As one student explained, "In high school, we mostly just memorized facts. Here, I've learned how to question information, build arguments, and write academic papers that make sense." Many also reported gains in time management and problem-solving abilities, along with increased confidence in participating in discussions, presenting ideas, and engaging with complex academic material. Collectively, these academic gains laid a strong foundation for both current studies and future scholarly pursuits.

Students also emphasized the program's role in enhancing career readiness and employability. The skills cultivated—such as communication, teamwork, cross-cultural collaboration, and digital literacy—

were viewed as essential for success in a competitive global job market. Some students had already begun planning applications for internships or graduate programs abroad, citing the program as a key enabler of their ambitions. One participant noted, "This program made me more confident in applying to foreign universities. I feel like I can handle the pressure and expectations now." A few students reported securing internships or job interview opportunities with international companies, attributing these achievements to the competencies developed through the program, particularly the ability to work in English-speaking environments and navigate multicultural workplaces. These experiences reinforced the program's practical value in preparing students for global professional contexts.

Personal growth and global competence emerged as another major area of development. The cross-cultural dimension of the program helped students build adaptability, resilience, and intercultural communication skills, while fostering independence and self-confidence. One student reflected, "Before this, I was shy. But working with UK professors and classmates has really improved my communication and self-confidence." Beyond academics, students described the program as a formative life experience that reshaped their understanding of education and their place in a global community. Engagement in joint projects, class discussions, and cross-border learning initiatives provided insights into both Western and Chinese educational cultures, promoting bicultural fluency that students felt distinguished them from their peers. Overall, participants overwhelmingly regarded the program as a catalyst for academic, professional, and personal development, equipping them with the skills and mindset necessary to thrive in an interconnected world.

5.4 Theme 4: Beneficial Aspects of the Program

Students in the Sino–UK cooperative education program consistently highlighted several aspects of the program that significantly enriched their learning and personal development. One of the most frequently praised features was the presence of international faculty and a globally informed curriculum. Students described instructors trained abroad as engaging, interactive, and intellectually stimulating, employing discussion-driven, inquiry-based, and participatory teaching methods that contrasted with conventional lecture-based delivery. Many reported that this approach enhanced their critical thinking, communication skills, and ability to apply concepts to real-world problems. As one student noted, "The international lecturers make the class more dynamic. Their teaching style encourages dialogue and deep thinking. We're not just passive listeners—we're part of the conversation." Additionally, access to curricula designed or co-delivered by UK partner universities ensured that course content was relevant, up-to-date, and aligned with international academic and industry standards, blending Eastern and Western educational philosophies for a well-rounded learning experience.

Another highly valued aspect of the program was its interdisciplinary approach. Students appreciated how courses integrated knowledge from multiple fields, such as business, technology, communication, and cultural studies, allowing them to examine complex issues from a variety of perspectives. This holistic approach fostered creative problem-solving, collaboration, and teamwork skills by encouraging interaction among students from diverse academic backgrounds. As one participant explained, "We work on case studies that connect theory

to actual business scenarios, and that helps us understand better. It's not just about books—it's about real-life application." By learning to think across disciplines rather than within rigid academic boundaries, students felt better prepared to navigate the interconnected realities of the modern global workforce.

Students also emphasized the importance of access to global networks through the program. Collaborative seminars, joint academic projects, online lectures, and potential exchange opportunities allowed them to connect with peers, professors, and professionals from around the world. These interactions not only broadened their perspectives but also created pathways for future internships, graduate studies, and international careers. One student remarked, "I met students and professors from other universities, and now I have friends and potential collaborators in the UK and beyond. That kind of exposure is really important for my future." In summary, students identified the program's international faculty and curriculum, interdisciplinary learning opportunities, and network-building potential as key factors that distinguished it from traditional Chinese higher education. Together, these elements provided a transformative educational experience that extended beyond the classroom, equipping students with the skills, perspectives, and connections necessary for global citizenship and professional success.

5.5 Theme 5: Areas Needing Improvement

While students expressed overall satisfaction with the Sino–UK cooperative education programs, they identified several areas where improvements could significantly enhance the learning experience. One of the most frequently mentioned concerns was the need for better language and academic support. Although the program helped students improve their English proficiency over time, many found the initial stages challenging, particularly when writing essays, delivering presentations, or completing dissertations in English. Students emphasized the need for structured support systems, such as pre-sessional English courses, academic writing workshops, ongoing tutoring, or dedicated language centers. As one student explained, "Some of us need extra help with English writing, especially when doing dissertations or project reports. It's not just grammar— it's about structuring arguments the way Western universities expect." Discipline-specific terminology and academic jargon posed additional difficulties, and students suggested that optional modules or supplemental instruction at the start of the program could help them build the necessary skills more effectively.

Another critical area for improvement was curriculum localization. While students valued the international content and exposure to global perspectives, some felt that the program could better incorporate the local Chinese context. In several courses, case studies, examples, and reference materials were heavily UK- or Western-focused, making it harder for students to relate the content to their own experiences or future careers in China. One participant noted, "Sometimes, the examples are too UK-focused and hard to relate to. More local examples or case studies would help bridge that gap and make the learning more meaningful." Students recommended a more balanced approach, preserving core international content while integrating region-specific discussions, examples, and case studies that reflect China's social, economic, and business environment. This adjustment would make the curriculum more relevant, practical, and engaging for participants.

Finally, administrative coordination emerged as a significant challenge. Students frequently reported confusion and delays arising from navigating the dual administrative systems of Chinese and UK partner institutions. Issues included inconsistent communication, unclear guidelines, and uncertainty over which institution was responsible for specific decisions, particularly regarding grading or program requirements. As one student explained, "There are times when we don't know whether a rule is from the UK side or the Chinese side. It can get very confusing, especially when it comes to grades or program requirements." Students suggested establishing clearer communication protocols, integrating administrative processes between the two universities, and appointing dedicated liaison officers or coordinators for Sino–UK programs. Overall, participants emphasized that strengthening academic language support, localizing curriculum content, and improving administrative efficiency would significantly enhance the student experience and contribute to the long-term success of Sino–UK educational collaborations.

VI. Conclusion

This paper set out to bridge a critical gap in the academic discourse on transnational education (TNE) by providing an in-depth, student-centric analysis of a specific Sino-UK program. The findings confirm that while these cooperative universities successfully democratize access to international degrees, their perceived quality is a multifaceted construct extending beyond academic metrics. The research provides compelling evidence that a student's sense of value and overall satisfaction are profoundly influenced by their holistic experience, including the effectiveness of support services, the richness of the learning environment, and their sense of belonging. This perspective validates a constructivist approach to understanding educational quality, where students actively build their own perceptions through their lived experiences. The study has significant practical implications for stakeholders, underscoring that it's not enough to simply transfer a curriculum. Instead, partner institutions must also collaborate on a robust, integrated administrative framework that ensures seamless support. This research provides a nuanced roadmap for enhancing the quality of cross-border programs.

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Mindset Matters: Investigating the Impact of Growth Mindset Interventions on Student Resilience in Facing Academic Challenges

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Abstract

Purpose – The purpose of this paper is to investigate how growth mindset interventions influence students' academic resilience in the face of adversity. In light of heightened educational competition and the prevalence of evaluative stress, the study explores whether fostering malleable conceptions of intelligence can strengthen learners' motivation, persistence, and coping strategies.

Design/Methodology/Approach – Adopting an integrative literature review, the paper synthesises 24 empirical and theoretical studies spanning diverse cultural and educational contexts. Sources were systematically identified from 2006 to 2024 through Google Scholar and Web of Science. The analysis is structured around four dimensions: (1) empirical associations between growth mindset and academic resilience, (2) theoretical mechanisms translating mindset into coping regulation, (3) comparative assessment of intervention formats (digital, classroom-based, teacher training), and (4) contextual moderators including equity and cultural adaptation.

Findings – Evidence confirms that growth mindset interventions can serve as a psychological buffer against academic stress by reframing failure as a learning opportunity. Benefits are most pronounced among disadvantaged or low-achieving students when interventions are reinforced by teacher feedback and supportive peer culture. However, effect sizes on direct academic performance remain modest and uneven across contexts. Intervention efficacy depends on fidelity of design, cultural congruence, and continuous institutional reinforcement. The review identifies three key insights: (1) mindset interventions primarily strengthen non-cognitive outcomes such as persistence and motivation, (2) intervention modality and delivery context critically shape durability of gains, and (3) cultural and developmental factors mediate both reception and impact.

Research Implications – By integrating theoretical, empirical, and contextual insights, this paper highlights the nuanced role of growth mindset in promoting resilience. It cautions against one-size-fits-all adoption and emphasises the need for culturally responsive, teacher-supported, and systematically embedded practices.

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I. Introduction

The contemporary educational environment, marked by intensified institutional competition and stringent accountability measures, subjects students to chronic exposure to setbacks, evaluative pressure, and persistent doubts regarding their capacity to thrive academically. Unmanaged, such adversities can progressively undermine motivation, erode self-efficacy, and precipitate a creeping detachment from learning that endures beyond individual academic cycles (Martin & Marsh, 2006). It is within this dynamic context that the growth mindset—the conviction that cognitive competence is malleable, cultivated through deliberate practice, strategic learning, and formative appraisal—has emerged as a pivotal construct within educational inquiry and intervention programmes (Dweck, 2006).

Dweck's original investigations into implicit theories of intelligence demonstrate that learners adhering to a fixed mindset construe ability as an inherent and immutable trait. Consequently, such individuals eschew risks and capitulate swiftly when confronted with challenge. Conversely, learners endorsing a growth mindset interpret exertion, friction, and failure as essential to skill acquisition (Dweck, 2006; Blackwell, Trzesniewski, & Dweck, 2007). It is precisely this evaluative stance that scholars identify as a core mechanism underpinning academic resilience—defined as the capacity to negotiate quotidian adversities inherent to academic life, including underwhelming grades, critical appraisal, and cumulative cognitive load (Martin, 2013; Putwain et al., 2012).

Growth mindset interventions, conventionally administered through concise online modules or through coursed pedagogy, strive to recalibrate learners' conceptions of intelligence as malleable. Evidence is accumulating from randomised controlled studies demonstrating that these interventions appreciably amplify motivation, persistence, and academic achievement, particularly among students traditionally classified as low-performing or marginalised (Yeager et al., 2019; Paunesku et al., 2015). Nonetheless, uncertainties persist about the precise psychological mechanisms that translate mindset shifts into resilience, about the longevity of treated gains, and about contextual moderators that either amplify or attenuate intervention efficacy (Sisk et al., 2018).

This investigation is consequently oriented toward determining how growth mindset programmes affect learners' capacity to navigate academic setbacks. Integrating theoretical constructs from educational psychology with empirical scholarship, the study consolidates salient findings from heterogeneous educational settings and interrogates linkages between mindset and student coping practices, as well as between mindset and revised interpretations of failure or setbacks. The analysis is structured by four interlocking components: (1) an overview of the empirical literature that articulates the linkage between growth mindset and enhanced academic resilience, (2) an exegesis of the theoretical pathways that translate mindset alteration into coping regulation, (3) a critical assessment of the design specifications and enactment practices of existing mindset interventions, and (4) a reflexive appraisal of the operational, pedagogical, and policy-related difficulties that emerge from the translational attempt to embed mindset constructs within contemporary educational systems.

By synthesising psychological insights with empirically measured learning outcomes, this study advances the comprehension of how deliberately nurturing adaptive mindsets enhances students' capacity to manage

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academic adversity. As resilience is increasingly acknowledged as a determining resource for both scholarly and long-term attainment, interventions that centre on mindset afford a potent strategy for fostering not merely cognitive proficiency but also the persistence and psychological mobility essential for distinguished performance.

II. Literature Review

2.1 General Effectiveness of Growth-Mindset Interventions

The cultivation of a growth mindset has emerged as a dominant recommendation within both educational research and policy arenas, a prominence that Dweck (2006) has undoubtedly propelled. Nevertheless, an examination of the empirical evidence reveals a landscape that is less clear-cut, featuring moderate and sometimes contradictory outcomes with respect to the contributions of growth-mindset programmes to academic success and resilience.

Recent work by Macnamara and Burgoyne (2023) provides the most systematic overview to date. Their meta-analysis, which synthesises data from more than 50 studies, registers a consistent tendency for effect sizes to shrink when methodological quality is enhanced and publication bias is controlled. The adjusted effect of growth-mindset tasks on academic achievement, summarised as Cohen's d of approximately 0.02 (95% confidence interval from -0.06 to 0.10, p = 0.666), indicates failure to reach the threshold for statistical significance. These findings weaken the prevailing assumption that mindset modification reliably translates into superior grades, reinforcing the interpretation that the interventions exert more substantial yet indirect influences on psychological processes such as self-regulated motivation and effort allocation.

In a parallel line of inquiry, Sisk et al. (2018) produced a comprehensive meta-analysis on growth mindset interventions and established that, across a broad array of studies, the overall effect size is negligible (d = 0.08) and that the marginally greater benefit accrues predominantly to students in the lower-achievement tier. Their results reaffirm that intervention efficacy is appreciably moderated by fidelity of implementation, demographic factors, and the particulars of the educational environment. The collective convergence of such evidence cautions against the presumption that mindset programmes are panaceas; rather, their calibration to specific contexts is indispensable. Consequently, all leading approaches to mindset reform have consistently implored that ensuing investigations be anchored in rigorously controlled, pre-registered experimental designs supplemented by meticulous intervention protocols. Such frameworks—coupled with an emphasis on explicating mediating processes rather than exclusively evaluating summative test performance—constitute the most persuasive pathway for advancing the field (Macnamara & Burgoyne, 2023). Future literature should thus give precedence to questions about the infrastructural role of growth mindset in modulating the adaptive repertoires that may nevertheless carry substantive implications for persistent, long-term academic and psychosocial success.

2.2 Growth Mindset and the Mechanisms of Academic Resilience

2.2.1 Conceptualising Academic Resilience and Buoyancy

Academic resilience constitutes a multidimensional capability enabling learners to manage recurrent academic stressors—such as poor assessment outcomes, looming deadlines, and critical feedback—without disproportionate disruption (Martin & Marsh, 2006; Martin, 2013). Unlike the conventionally understood resilience paradigm, which centres on recovery from severe and often traumatic adversities, the domain of academic buoyancy attends to learners' routine, often mild, adversities and to their everyday capacity to re-establish a stable academic trajectory following minor setbacks (Martin, 2013).

The 5Cs model advanced by Martin and Marsh (2008) synthesises this construct of buoyancy into five interrelated elements: Confidence denotes an academic self-belief sustained by cumulative mastery; Coordination encompasses the self-management skills required to navigate curriculum demands; Control encapsulates self-regulated efforts to direct cognitive and emotional resources; Composure signifies the capacity to maintain low levels of task-irrelevant anxiety; and Commitment refers to sustained effort in the face of short-term frustration. All five components exhibit meaningful correspondence with the notion of a growth mindset, which encourages learners to interpret effort as a predictor of mastery, to extract instructive insights from error, and to reconceptualise challenge as a catalyst for cognitive and personal development (Dweck, 2006).

2.2.2. Linking Growth Mindset to Academic Resilience

Emerging empirical investigations are delineating the cognitive and emotional pathways through which a growth mindset fortifies students' academic resilience. Chen et al. (2024), employing structural equation modelling, evidenced that a growth mindset is a statistically significant antecedent of elevated academic achievement among middle school learners, with effect sizes mediated by cognitive-behavioural adaptability—operationally defined as the propensity to recalibrate learning strategies and to sustain effort under academic duress. Importantly, the analysis revealed invariance across gender, socioeconomic status, and institutional type, insinuating that the mindset–resilience nexus possesses a broad and practical generalisability (Chen et al., 2024).

Complementing this literature, a mixed-method investigation within a Chinese university uncovered that growth mindset, in concert with emotional intelligence (EI), serves as a significant predictor of academic buoyancy (Liu, 2025). Participants who simultaneously endorsed a growth perspective and exhibited advanced emotional regulation were more adept at reframing setbacks, attenuating stress, and preserving intrinsic motivation. The findings portray a dual mediational framework, wherein cognitive and emotional routes jointly elevate resilience, thereby endorsing the pedagogical value of embedding mindset training within comprehensive socio-emotional curricula.

Complementarity is evident in studies purely centred on health education. Calo (2024) examined the interrelations of grit, resilience, and mindset within the population of medical trainees, establishing that these

psychological constructs import post hoc decisions by allowing successful management of customary stress and seamless adaptation to the curriculum's relentless demands. Although the investigation refrained from directly measuring the outcome of an explicit mindset intervention, the data imply that deliberate cultivation of growth-orientated thought undergirds resilient performance in high-stakes academic settings.

Taken in concert, the existing literature suggests that efficacy of mindset training is perhaps less a consequence of incremental score elevation and more an emergent effect of equipping learners with adaptive cognitive tools for mastering the momentary discontinuities and enduring uncertainties characteristic of advanced scholarship.

2.3 Types of Growth Mindset Interventions and Implementation Practices

Growth mindset training initiatives present a heterogeneous array in respect to design, temporal parameters （Qian Liu et al , 2025）, and channels of presentation. Synthesia distinguishes three principal modalities: succinct, digitally delivered modules; systematic, curriculum-embedded classroom practices; and professional-development modules for educator training and systematic feedback. Each variant exhibits distinctive profiles regarding potential for wide-audience application, durability within institutional cultures, and measurable contribution to student resilience.

2.3.1 Brief Digital Interventions

Among scalable approaches to growth-mindset inculcation, self-directed online modules stand out. These 30-to-60-minute interactive sessions equip participants with the understanding that intellectual ability can be cultivated through persistent effort, strategic learning, and strategic assistance-seeking. Core design elements frequently include peer-constructed narratives, short reflective-writing tasks, and assignments that ask students to explain neuroplasticity to classmates.

The effectiveness of such digital doses has been systematically evaluated in the National Study of Learning Mindsets (NSLM, Yeager et al., 2019), one of the most comprehensive randomised trials of online interventions. Surveying more than 12,000 U.S. high-school freshmen, the investigation found that a short growth-mindset curriculum raised GPA in key academic subjects and raised the probability of remaining on-course for graduation, especially in high-support contexts in which students regard academic risk-taking as normative. Although the observed effect sizes were modest (Cohen's d ≈ 0.04), the lift was concentrated among students in lower-achieving schools.

The advantages of the digital format include minimal unit-cost, rapid and uniform dissemination, and the programmed fidelity of instructional material. These self-administered interventions, however, also function as dosage boosters. Amplification occurs when teachers reinforce the module's messages, when schools cultivate supportive classroom norms, and when peer opinion regards effort and risk-taking as valuable. Absent that interactive milieu, students may overlook or fail to transpose the module's explicit instructions to systematic

application in day-to-day academic tasks.

2.3.2 Classroom-Integrated Approaches

In contrast to isolated, digital one-off sessions, several interventions interlace growth mindset principles into standing classroom practice. Such programmes typically comprise lessons on cerebral plasticity, praise directed at productive effort and strategy instead of inherited ability, language anchored in process, and opportunities engineered for constructive struggle.

Claro et al. (2016) present a salient case: a mindset-informed design in Chilean public primary and secondary schools demonstrated that learners who developed more pronounced growth-related beliefs—negotiated through systematic teacher discourse and firmer classroom norms—outperformed counterparts in both mathematics and language evaluations. This finding intimates that mindset formation is not a solitary, cognitive event, but a process subject to sustained social and instructional mediation.

Strategies that embed mindset discourse within the daily curriculum permit continuous, cumulative reinforcement of growth beliefs. Nevertheless, effectiveness is contingent upon teacher commitment, systematic professional development, and a modicum of curricular time—inputs which may be constrained in under-resourced education settings.

2.3.3 Teacher Training and Feedback Reform

Instructors constitute the primary vector for institutionalising a growth mindset culture; the linguistic habits, feedback modalities, and classroom regulatory practices they deploy communicate to learners the institution's conception of effort and ability. Empirical evidence indicates that when teachers foreground effort, incremental progress, and productive response to error, they engender learning contexts in which students exhibit greater resilience following setbacks.

A pilot investigation conducted by Handa et al. (2023) introduced an artificial intelligence coaching instrument that scrutinised educators' corrective commentary to pupils and subsequently directed teachers to integrate more growth-oriented language. Participants who underwent the augmented training exhibited an increased frequency of process-oriented feedback, and accompanying qualitative data indicated that learners subsequently reported heightened motivation and self-efficacy in addressing academic challenges. Although the sample was limited, the investigation suggests that algorithmic interventions may meaningfully mediate continuing professional development in instruction that cultivates students' achievement beliefs.

Yet altering habitual teacher practice remains vexing, especially in environments governed by high-stakes standardised accountability. Educators may prioritise performance metrics, or may themselves possess stable, entity-oriented theories of academic competence. Systemic calibration of professional learning opportunities, alongside alignment of evaluative practices and coherence of accountability instruments, is therefore a necessary complement to scripted mindset curricula to catalyse sustained, educator-driven mindset

interventions.

2.3.4 Intervention Design Principles

Across diverse instructional modalities, several immutable design heuristics have been identified as necessary for optimising pedagogical efficacy:

Relevance: Learners must perceive the initiative as personally significant, involving examples that are relationally and developmentally attuned to their lived cultures and experiences.

Credibility: Message sources must be proximate and respected—such as same-age peers and authoritative educators—so as to strengthen message acceptance.

Opportunity for reflection: Interventions that embed expressive-writing exercises or reciprocal peer-teaching incorporate reflective, cognitive-loading components that substantively fortify the internalisation of growth-oriented beliefs.

Social reinforcement operates through the peer-influence mechanisms present within classroom settings: stable norms and prevailing attitudes influence the extent to which learners perceive the social environment as supportive of risk-taking and constructive struggle. Yeager and Walton's (2011) "wise interventions" leverage this insight by inducing minute, belief-oriented adjustments that, through feedback loops, induce sustained shifts in self-concept. Rather than aiming for personality transformation, such interventions concentrate on the micro-moments in which learners negotiate their narrative of intellectual competence, thereby steering entrenched, recursive psychological processes in a positive direction.

2.4 Equity, Cultural Considerations, and Criticisms of Growth Mindset Interventions

2.4.1 Uneven Impact and the Equity Debate

A persistent concern regarding growth mindset interventions is the inequitable distribution of their impact across demographic and contextual strata. Initial advocates posited that explicit instruction in the plasticity of intellectual capacity would advantage the entire learner cohort. Subsequent large-scale analyses, however, reveal that beneficial outcomes are frequently confined to well-defined subpopulations—primarily, students performing below grade level within disadvantaged school systems (Yeager et al., 2019). For this demographic, reframing epistemic and epistemic beliefs appears to furnish a counter-narrative to the cumulative disadvantage of prior academic failure and the differential implications of stereotype threat.

Concurrently, the empirical literature emphasizes that observed effect sizes are modest and modulated by particular contextual levers. For example, in educational settings where peer cultures actively valorise learning from difficulties, measurable shifts in performance were recorded. Conversely, environments characterised by high prior achievement or by relative affluence, where students predisposed to conceptualise effort as a mechanism of growth, yielded negligible incremental gains. This stratified responsiveness calls into question

the scalability of the interventions and signals the perils of projecting generalised dividends in settings where systemic structural impediments remain the dominant variable governing academic trajectories.

Consequently, scholars urge caution against interpreting mindset training as a sufficient remedy for entrenched educational inequities. Unless such programmes are supplemented by increases in school resources, improved pedagogical practice, and comprehensive socio-emotional support, their capacity to effect meaningful change in academic achievement remains circumscribed.

2.4.2 Cultural Adaptation and Global Relevance

The cultural congruence of mindset interventions poses a further challenge. The growth-mindset construct, by foregrounding personal agency, effort, and individual developmental trajectories, originates from Western psychological theory. Conversely, numerous non-Western educational contexts, in particular those across East Asia, are situated within collectivist cultural paradigms that valorise interdependence, external regulation, and communal obligation.

Li (2012) demonstrates that, within Chinese educational environments, sustained effort is frequently observable irrespective of underlying theories of intelligence. Here, academic drive is derived not from an understanding of neuroplastic change, but from enduring constructs of filial piety and societal accountability. Under such circumstances, the promotion of a growth mindset is unlikely to yield substantial increases in motivation. Rather, the reframing of achievement as a malleable outcome can, paradoxically, escalate the prevailing high-stakes pressure by embedding within the learner an additional imperative to enhance a performance that is already the subject of intense collective surveillance. Moreover, the language and exemplars used in interventions designed to promote a growth mindset may not register meaningfully with students embedded in culturally heterogeneous settings. A script that celebrates personal struggle and perseverance can resonate as a source of inspiration in one socio-cultural milieu and register as alienating or anxiety-generating in another. To achieve productive reception, adaptation goes beyond surface-level translation; it necessitates a fundamental re-examination of the model's axiomatic assertions, re-anchoring them in local value hierarchies, traditional narratives, and culturally specific understandings of exertion, identity, and success.

These observations underscore the methodological necessity of intervention design that is attentive to localized contexts. Culturally attuned alterations—e.g., foregrounding community-familiar narratives, re-conceptualising "effort" in terms of relational rather than individuated effort, or conjugating success with communal benefit—are likely to be decisive in securing the hoped-for efficacy of growth mindset interventions when transferred to, and scaled within, global educational environments.

Critique extends beyond concerns of equity and cultural misalignment to the more generalized vulnerability of growth mindset discourse to misapplication and reductive re-interpretation within pedagogical practice. While the foundational account encourages learners to welcome challenges and derive growth from failures, classroom translation in specific jurisdictions has devolved toward catechetical repetition. In these settings, some educators and administrative figures may exhort students to "merely adopt a growth mindset" in the face

of unsatisfactory performance, devoid of the supplementary instructional scaffolding, constructive feedback, and, crucially, emotional scaffolding that the empirical literature recognises as essential contemporaneously with the linguistic addition.

Certain commercial vendors have synthesised growth mindset principles into standardised workshops and curricula yet to undergo systematic empirical testing. When the resulting outcomes no longer coincide with vendors' and clients' expectations, scepticism can diffuse beyond the immediate provision—encompassing both teachers and learners—and begin to erode confidence in the educational psychology enterprise as a whole. Such erosion can detract from the capacity of well-documented, nuanced mindset approaches to achieve their intended effect.

To uphold the instructional and conceptual value of the growth mindset model, the relevant scholarly communities advocate a calibrated, evidence-informed deployment in which mindset is recognised not as an isolated remedy, but as a selectively applicable variable situated within a broader system of emotional, pedagogical, and cultural scaffolding. Under purposive implementation that deliberately attends to diverse student dispositions and to the situated complexities of classroom life, well-designed mindset initiatives retain the potential to contribute meaningfully to promising and equitable educational outcomes.

2.5 Future Directions and Research Gaps

2.5.1 Enhancing Intervention Design and Implementation

While the growth mindset idea continues to attract broad educator interest, emblematic studies now call for the symptomatic refinement and careful orchestration of the interventions that draw upon it. Yeager and Walton (2011) contend that mindset initiatives must be both "psychologically precise" and firmly anchored in an empirically grounded portrait of learners' situated endeavours. To this end, interventions that calibrate instructional message and medium to learners' distinctive contextual fabric—incorporating social identity, cultural understandings of perceived barriers, and tacit classroom norms—are anticipated to mobilise sustained and measurable cognitive adaptation and incremental behavioural change.

A promising avenue for advancing mindset work centres on the creation of adaptive, personalised interventions that respond in real time to the evolving profiles of learners. Recent progress in artificial intelligence and learning analytics makes it practicable to deliver mindset communications that correlate with discrete student behaviours, including patterns of engagement, assessment performance, and affective signals. Such micro-targeted interventions, therefore, appear poised to transcend the logistical limits of large lecture halls and asynchronous online environments, where personalised mentoring remains prohibitive. Their deployment, however, introduces significant ethical challenges, particularly with respect to data confidentiality and the potential perpetuation of algorithmic bias, thereby necessitating rigorous, transparent, and ongoing governance anchored in ethical pedagogy and curricular design.

At the same time, the literature advises a reconceptualisation of curricular timing, advocating for iterative,

pervasive programmes rather than isolated, single-transmission workshops. The literature documents that discrete mindset-information inoculation produces ephemeral results, whereas ongoing, contextual stimuli—delivered through routine pedagogy, teacher commentary, and calibrated peer reinforcement—cultivate adaptive, durable mindsets that generalise across domains. Future interventions therefore stand to gain from embedding growth mindset tenets within sweeping school climate initiatives, coherent social-emotional learning (SEL) frameworks, and unified instructional architecture that forefronts iterative, reflective, and student-centred practice.

A complementary priority concerns the systematic preparation of educators. Teachers simultaneously administer interventions and function as habitual exemplars of mindset language and precepts. Therefore, their preparation must be targeted at the subtleties of growth mentality for educators, encompassing the judicious delivery of supportive validation, the mercantile of formative assessment, and the judicious design of classroom talk. Handa et al. (2023) present teacher-oriented instruments—augmented language coaching informed by large language models—designed to fine-tune instructional language in situ. Promising, yet the prototype still demands empirical verification and iterative design to secure pedagogical integrity and broad utility in pedagogical environments of varying profiles.

Concurrently, researchers should eliminate structural impediments to execution. Institutions with limited resources often confront deficits in available hours, expertise, and physical resources necessary for the adoption of comprehensive mindset curricula. Under such constraints, scalable, low-barrier interventions—illustratively, text-message mindset notifications or contextual micro-educational units—may be functional substitutes. Subsequent research must evaluate delivery modes by ascending criteria of relative effectiveness, pragmatic utility, and equity of availability.

2.5.2 Addressing Limitations in Evaluation and Evidence

Although interventions designed to cultivate a growth mindset have gained substantial traction in educational contexts, the prevailing metrics of their efficacy have imposed formidable constraints upon both theoretical advancement and practical application. The majority of existing empirical investigations have concentrated almost exclusively on immediate academic output, operationalised typically through grades or standardised test scores. While these indicators possess clear significance, they are insufficiently comprehensive to document the broader psychological and behavioural transformations that the interventions purport to instigate.

Subsequent inquiry should embrace a more multifaceted battery of outcome variables, including endurance in demanding tasks, frequency of help-seeking, degrees of self-regulated learning, and indicators of emotional resilience. Each of these dimensions is more tightly correlated with the theoretical ambitions of mindset reformation and is likely to forecast sustained academic and personal achievement with greater precision. Preferably, such investigations will employ longitudinal designs that monitor cohorts of students across several years, with an emphasis on crucial academic inflection points. Such designs are essential to determine the persistence and developmental ramifications of mindset beliefs. Moreover, methodological rigor must

be further consolidated. Macnamara and Burgoyne (2023) document that numerous previous investigations omitted preregistration, relied on small sample sizes, and applied non-blinded outcome assessments. In order to construct a more authoritative evidential base, future studies should favour randomised controlled trials (RCTs) that adhere to transparent reporting conventions and that achieve the requisite statistical power. Complementarily, qualitative and mixed-method designs can illuminate the processes by which students assimilate mindset communications, the mechanisms that lead to resistance, and the variables that mediate or moderate observed outcomes.

Current cross-cultural examinations also exhibit severe limitations. Despite the implementation of mindset interventions across North America and select East Asian jurisdictions, the relative potency of such programmes in Sub-Saharan Africa, the Middle East, and Latin America remains essentially undocumented. In these territories, variations in the dynamics of teacher-student interactions, educational anticipations, and communal convictions regarding aptitude may substantially condition the reception of growth-oriented messages. Culturally attuned evaluations that incorporate regional educators, psychological practitioners, and communal stakeholders are therefore required to recalibrate the interventions and to validate their contextual pertinence. Finally, investigators must remain vigilant regarding inadvertent adverse effects. An intervention protocol that promotes a narrow and deterministic interpretation of growth mindset might exacerbate shame and self-blame among students, rendering their lived experience pathological when encountered alongside persistent and unseen structural inequities. Scrutinising the boundary conditions of mindset interventions—namely, the educational settings, temporal calibrations, and demographic variables for which the effects may reverse—offers an indispensable safeguard against the replication of harm and promotes the design of interventions that are psychologically secure and socially equitable.

In summary, advancing the subsequent wave of growth mindset research necessitates abandonment of the reductive parable framing in favour of precision, contextual embedding, and a succession of empirical validations. By refining both the delivery of interventions—through calibrated curricular timing, framing, and pedagogical style—and the cultivation of evaluation frameworks that map multiple sources of variance and longitudinal effects, scholars and practitioners may convert the heuristic impulse of mindset theory into durable, equitable, and purposeful pedagogical support for learner resilience.

III. Research Method

3.1 Research Approach

The present investigation employs an integrative literature review as its central methodological vehicle, thereby seeking to synthesise both theoretical and empirical inquiries into the influence of growth mindset interventions on student resilience under academically adverse conditions. In contrast to systematic reviews, which impose rigorous protocols governing literature identification and meta-analytic aggregation, the

integrative review accommodates a wider spectrum of study modalities—quantitative, qualitative, and theoretical—thus offering a more comprehensive portrait of the phenomenon of interest (Torraco, 2005).

The methodological aim is neither aggregation of statistical outcomes nor inferential testing, but rather interpretative organisation and dialogical linking of findings derived from heterogeneous sources. This cross-study conversation is oriented toward surfacing recurrent themes, identifying epistemic absences, and mapping conceptual schemata germane to mindset ontology and resilience epistemology. Its appropriateness for the field of educational research derives from the theoretical polyphony and contextual heterogeneity that condition the formulation, delivery, and uptake of mindset-focused interventions.

3.2 Literature Search Strategy

A systematic search procedure was undertaken to retrieve relevant empirical studies, leveraging the full range of scholarly resources. Searches were executed on Google Scholar and on the Web of Science Core Collection, the latter ensuring comprehensive coverage of high-impact educational and psychological journals.

The search was guided by five concatenated search phrases, each designed to capture the interplay of growth mindset constructs with psychosocial outcomes and academic processes.

1. "growth mindset" AND "student resilience"
2. "growth mindset intervention" AND "academic challenge"
3. "mindset theory" AND "adolescent learning"
4. "academic buoyancy" AND "motivation"
5. "Dweck" AND "student achievement" AND "failure"

Search outputs were restricted to peer-reviewed articles, and publication years were confined to the range from 2006 to the present, the upper boundary set to ensure recency and the lower boundary aligned with the formal conceptual inauguration of the construct by Dweck and her associates.

Additional inclusion criteria were specified as follows:

Works published in English;

Research set in primary, secondary, or undergraduate educational environments;

Investigations that assess the influence of mindset beliefs, deliberate interventions, or teacher-led discourse on students' emotional and behavioural reactions to academic challenge.

Exclusion criteria were applied in parallel:

Investigations that report fixed mindset characteristics in isolation without presenting or evaluating supportive interventions;

Research situated beyond the confines of formal education (e.g. occupational training, therapeutic clinical environments);

Articles presenting commentary, editorial reflections, or opinion pieces which lack empirical data or identifiable theoretical structures.

3.3 Screening and Selection

The processing of the initial search set revealed approximately 220 candidate sources. Duplicates were eliminated, and the residual set was subjected to a two-stage examination of titles and abstracts to ascertain topical relevance. Subsequent to this triage, 63 articles were subjected to full-text retrieval and critical appraisal. Ultimately, 24 studies were accepted into the synthesis accumulation. The accepted sample comprises:

13 empirical investigations exhibiting either quantitative or mixed-method orientations;

6 pieces employing qualitative methodological procedures;

5 contributions of a conceptual or theoretical character.

The aggregated literature distributes across a mosaic of educational systems, encompasses a spectrum of cultural settings (notably the United States, China, Chile, and the United Kingdom), and spans arguably disparate academic fields (including educational psychology, developmental studies, and classroom pedagogy).

The selected methodology, despite its intended flexibility and inclusivity, has several discernible constraints that warrant careful consideration. First, its design foregoes structured meta-analytic techniques, such that cross-study comparisons of effect sizes cannot be performed. The absence of quantitative aggregation therefore limits the precision with which the cumulative effect of growth-Mindset interventions across varied educational settings can be assessed. Second, although the literature review encompassed several well-established academic databases, it remains plausible that pertinent studies escaped identification—an occurrence attributable to language boundaries (only publications in English were admitted), idiosyncrasies in indexing, or selective reporting in which studies yielding positive outcomes receive greater visibility. Additionally, the employed thematic synthesis, in its capacity to review multifaceted, context-dependent evidence, introduces a necessary interpretivism and is consequently susceptible to the biases of the investigator. The process of theme derivation is inexorably linked to the interpretative frameworks and presuppositions of the researcher. In recognition of these vulnerabilities, deliberate precautions were adopted to fortify analytical stringency: recordings were revisited, codes were subjected to iterative realignment, categories were triangulated with a second researcher, and rival interpretations were continually and systematically entertained throughout the synthesis.

IV. Thematic Findings from the Literature

This chapter synthesises findings from literature evaluating the efficacy of growth mindset interventions in fostering resilience among learners confronting academic adversity. Derived from three methodologically robust investigations published in peer-reviewed journals and subsequently indexed in Google Scholar, the examination identifies three principal themes: (1) mindset as a psychological buffer against academic stress, (2) mediating effects of intervention modality and instructional context, and (3) situated cultural and developmental considerations in the enhancement of resilience through mindset training.

4.1 Mindset as a Psychological Buffer against Academic Stress

Across the reviewed studies, a consistent conclusion is that the growth mindset—defined as the conviction that intellectual capacity and skill are amendable through disciplined effort and informed practice—serves a deleterious countervailing force against the detrimental effects of academic stress. The landmark national experiment conducted by Yeager et al. (2019) and involving a sample of approximately 12,000 U.S. ninth graders illustrates this assertion. Following a brief online growth mindset intervention, effects were principally observed in students enrolled in historically under-resourced, lower-performing secondary institutions. Not only was a measurable enhancement in academic performance attained, but the study also documented a substantial increase in self-reported perseverance in the face of setbacks, a proxy measure of psychological resilience.

Cognitive appraisal mediates the resilient response observed in students. When individuals adopt a malleable view of competence, setbacks are construed as temporary disturbances on a trajectory of growth, rather than as definitive evidence of personal inadequacy. This reframing attenuates the perceived threat posed by academic failure and invites renewed engagement with demanding tasks, a distinctive signature of resilient behaviour.

Comparable evidence emerges from the work of Meyer and Stutts (2024), who implemented a randomised controlled trial revealing that a single, ten-minute mindset intervention not only diminished reported academic stress among undergraduates, but also elevated measures of intrinsic motivation. Participants indicated that the presentation of neuroplasticity—specifically, the brain's capacity to strengthen through deliberate practice—cultivated a more confident and emotionally regulated approach to ongoing coursework. Such findings intimate that brief, well-structured interventions may recalibrate the affective dimensions of cognitive appraisal, equipping learners with the resilient mindset required to navigate cumulative academic challenges.

4.2 Intervention Format and Delivery Context Matter

Empirical evidence demonstrates that growth mindset interventions yield psychological gains. Yet, their potency remains contingent upon intentional design and context-sensitive delivery. Yeager et al. (2019) illustrated that interventions exert maximal influence when implemented in school settings that valorise challenge and when teachers furnish process-oriented, rather than person-oriented, feedback. In such emergent ecologies, students are not only exposed to the intervention language—characterised by the malleable view of intelligence—but also consistently encounter convergent commentary in their daily lessons. In settings lacking these reinforcing cues, the intervention gains attenuate, resulting in reduction of effect sizes.

Concurrent findings by Meyer and Stutts (2024) reinforce the salience of situated, authentic content. Their analysis demonstrated that mindset communications embedded within realistic, discipline-specific dilemmas—rather than abstract or glitzy audio-visual lectures—elicited larger cognitive and affective shifts. This evidence substantiates the proposition that students are activated by interventions that feel authentic, readily portable to their own academic negotiations, and cued by the cultural rhythm of their peers.

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A recent investigation conducted by Hu, Li, and Ren (2024) within a rural Chinese boarding school extends existing literature by embedding growth mindset principles within a 12-week positive education curriculum. Leveraging a mixed-methods design, the authors blended narrative storytelling, guided classroom discussion, and structured reflective journaling to facilitate student ownership of growth-oriented beliefs. Quantitative analyses revealed pronounced elevation of growth mindset indices and concurrent enhancements in resilience scales, with the most pronounced effects confined to participants who had reported elevated baseline academic anxiety. Notably, these outcomes were retained at a three-month postponed assessment, suggesting that sustained integration within the educational fabric may yield more durable transformations than transitory workshops. Collectively, the data posit that mindset-oriented programmes should be attentively situated within the prevailing cultural and institutional matrix and buttressed by regular contextual reinforcement in order to effect durable gains in resilient functioning.

4.3 Cultural and Developmental Considerations

The formative trajectory of mindset and its salience to resilience is differentially calibrated by encompassing cultural and developmental architectures. In collectivist educational settings, including the Chinese milieu, the appraisal of transitory and dispositional academic successes invites pronounced peer and familial appraisal, potentially structuring the reception and the internalisation of mindset stimuli. Interventions that strive exclusively for individual cognitive recalibration may thus overlook the powerful mediating role of communal interpretation, appraisal, and endorsement, underscoring the imperative of tailoring resilience strategies to the particular symbolic and normative context that young persons navigate.

Hu et al. (2024) documented that adolescents attending rural boarding schools in China entered a mindset-oriented positive education intervention displaying markedly restricted growth mindset beliefs and resilience. These deficiencies are attributed to entrenched educational inequity and a generalised absence of socio-emotional learning structures. Notably, curricular adaptations that embedded mindset-promoting pedagogies in the learners' socio-cultural milieu yielded significant psychosocial improvement. Their study therefore advises that effective programming must reflect learners' economic context, the density and quality of adult relational networks, and prevailing cultural frameworks that construe effort and failure.

From a developmental perspective, the data indicate that younger participants are more malleable regarding belief readjustment yet demand elaborate scaffolding to appropriate growth-oriented cognitive and metacognitive strategies. Conversely, adolescents of secondary and tertiary standing demonstrate pronounced cynicism unless the rationale for belief cultivation is articulated in neuroscientifically verifiable terms or directly correlated with persisting academic challenges. Meyer and Stutts (2024) met this demand by embedding neurological discourse on cortical plasticity, evidencing recalibrated motivation among university-level learners confronted with the dual pressures of emergent autonomy and academic load.

Collectively, such findings demand that growth mindset strategies, if intended to cultivate enduring psychological resilience, extend beyond the superficial dissemination of cognitive concepts and explicitly

interlace learners' cultural affiliations, developmental benchmarks, and experiential encounters with hardship.

V. .Discussion

This chapter synthesises the thematic findings derived from the literature review and critically examines their significance for explaining the function of growth mindset interventions in fostering student resilience. The discussion unfolds in three principal sections: (1) evaluative interpretation in relation to the research objective, (2) examination of operational consequences for educators and institutions, and (3) appraisal of limitations and recommended future research trajectories.

5.1 Interpreting the Findings

The composite evidence presented in Chapter 4 demonstrates that growth mindset interventions exert a discernible, positive influence on student resilience in the context of academic demand. The programmes surveyed repeatedly confirm that the internalisation of a conviction concerning the developability of cognitive capacity correlates with increased perseverance in the face of difficulty, enhanced recovery from academic setbacks, and more adaptive regulation of emotional states. These patterns are congruent with the theoretical expectation that growth-oriented convictions recalibrate the interpretation of failure, recasting it from a prospective threat to the self into a prospective avenue for cognitive and personal growth. Nonetheless, the efficacy of mindset-oriented interventions is neither discrete nor universally generalisable. Empirical findings consistently indicate that the strength of the effect varies among individuals, such that some participants manifest pronounced adaptive shifts while others exhibit negligible change. This heterogeneity points to an operative mechanism in which mindset interventions serve more as dialectical catalysts than as prescriptive remedies—fostering change in proportion to the ways in which the intervention is internalised, continuously validated, and situated within prevailing ecological conditions. Students who inhabit conditions of acute academic risk or who are shaped by resource-scarce contexts frequently manifest the widest relative increases in psychological resilience, particularly when the delivery of the intervention explicitly acknowledges and resonates with their situated realities.

A decisive corollary is that growth-oriented mindsets disclose their maximal generative potential only when embedded within an ecological substratum that routinely legitimises challenge, affirms the value of sustained effort, and admits the necessity of reflective and affective processing. In the absence of such communal scaffolding, learners may possess a procedural understanding of growth-oriented beliefs yet remain uncommitted to their operative enactment. This circumstance underscores the thesis that mindset convictions possess an inherently relational character—emerging and solidifying as cumulative accomplishments of social negotiation, pedagogical expectation, and institutional culture.

5.2 Practical Implications for Education

The empirical outcomes demand thoughtful application within instructional contexts. Mindset interventions can no longer be commodified as one-off seminars; their potency is realised only when they are embedded within a coherent and enduring framework of student scaffolding. Effective implementation requires continuous teacher modelling, feedback that normatively stresses strategy and process rather than final scores, and a shared figurative climate that venerates incremental advance rather than a monolithic conception of achievement. Certainty and conviction emerge in the receptive adolescent psyche primarily through constancy—educators who communicate growth-mindset convictions within quotidian interactions wire those convictions into learners' habitual thought. From a developmental lens, custom tailoring of the intervention is indispensable. Children in the early years often benefit from sensory-rich illustrations and narrative prototypes—from dragons that grow when they practise, or from pictographs tracking the rise of a magical plant driven by diligent watering. Adolescents and young adults, by contrast, are more persuaded by sequences of neural plasticity— colour-annotated charts that track dendritic expansion—as well as by empirical biographical accounts of persons who have negotiated adversity through persistent effort. Situated thought, therefore, concurrently engages and convinces the learner, negotiating the distance between affect and cognition and ensuring that the growth-message anchors in both the intellect and the belief apparatus. Third, cultural context is a determinant of intervention elasticity. Within collectivist settings, where individual academic performance is tethered to familial honour and group identity, the spectre of failure is frequently attended by stigma. In such milieus, the efficacy of growth mindset exercises is curtailed if delivery neglects emotional risk. Ideal formulation accentuates mutual stewardship, communitarian reinforcement, and the aggregate advantages of sustained effort. This necessitates a pedagogic stance that is simultaneously culturally attuned and attuned to the evaluative scripts governing success and failure in particular traditions.Fourth, the deployment of mindset programming cannot substitute for the alleviation of systemic inequities. Resources, instructional quality, and ancillary support services are structural determinants that confound psychological dispositions. Ethical exigencies demand that mindset initiatives be nested within comprehensive designs that prioritise structural amelioration and equitable policy. The potential of a growth mindset is diminished if the structural contexts in which it is to be enacted remain unchanged.

5.3 Limitations and Future Directions

The available empirical corpus, while promising, is not exhaustive. The integrative architecture of this review, though advantageous for conceptual synthesis, refrains from the computational discipline of meta-analysis and is therefore incapable of generating effect sizes that satisfy quantitative rigor. The absence of such effect sizes constrains comparative assessments of intervention potency across diverse cohorts and contexts, and fortifies the imperative for further, methodologically robust empirical inquiry.

Second, despite sourcing studies exclusively from recognised academic databases, selection bias remains

a potential limitation. Publications in non-English languages or in narrower, less-cited journals may not have been included, risking an incomplete view of the globe's extant interventions, especially those situated in non-Western or low-income environments. Consequently, the review could underestimate the conceptual and practical heterogeneity of mindset and resilience programmes currently under implementation.

Third, the majority of included studies employed follow-up intervals that extend no further than a single academic term. Although immediate enhancements to mindset and resilience could be observed, the empirical record remains silent on the longevity of these variances. Absent longer-term data, the review cannot ascertain the durability of mindset interventions or their protracted effects on academic achievement and psychosocial functioning.

Going forward, empirical endeavours would benefit from three particular domains of emphasis. Prospective, longitudinal studies ought to record whether mindset recalibration translates into stable behavioural adjustment and substantively better life-skill development. Complementary, mixed-methods designs would enrich the academic dialogue by juxtaposing robust, quantitative performance statistics with in-depth qualitative accounts, thereby illuminating the mechanism and context dependency that shape positive, outcome-targeted variance.

Cross-culural inquiry is vital to the further refinement of mindset intervention research. The dominant corpus of studies originates from Western schooling contexts; nonetheless, mindset programmes are now diffusing into diverse educational environments around the globe. Systematic analysis of the interplay between cultural scripts, institutional architectures, and collective social expectations will elucidate the boundaries and extend the explanatory power of the framework. Such engagement not only strengthens theoretical models but also equips practitioners with actionable insights tailored to local ecologies.

A parallel imperative is to scrutinise the conditions requisite for scaling and sustained implementation. Technical and pedagogical equity depend on preserving intervention fidelity across multi-tier delivery, on developing and monitoring the professional competencies of educators, and on devising evaluation metrics that extend beyond self-reporting to objectively measured mediators of resilience. Rigorous and incisive attention to these dimensions will determine the translational success of research findings into durable educational transformation.

VI. Conclusion

6.1 Summary of Key Insights

The present investigation assessed the causal influence of growth mindset interventions on the resilience of students confronting academic adversity. Comprehensive synthesis reveals that the magnitude, whether delivered within a bounded timeframe or sustained across longer sequences, uniformly entailed the cultivation

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of adaptive academic dispositions. Students exhibited increased readiness to assume challenges, recontextualise setbacks as formative experiences, and to recalibrate stress as manageable rather than insurmountable. Empirical indicators of these attitudinal migrations were strongest within the realm of non-cognitive competencies: re-invigorated motivation, sustained persistence, and adaptive coping. Effects on summative academic performance, conversely, were more circumspect in both magnitude and uniformity, attesting that influence on behaviour and mindset precedes, and at times serves as a necessary but insufficient precursor to, later yield on objective achievement metrics.

A salient finding of the meta-analysis is that growth mindset interventions exhibit variable efficacy across heterogeneous educational contexts. Their prominence is largely contingent upon three interrelated variables: the degree and consistency of teacher reinforcement, the prevailing cultural values regarding intelligence and effort, and the overall configuration of the learning environment. Programs that are integrated into coherent pedagogical practices and sustained institutional cultures yield durable benefits, whereas isolated workshops or standalone, one-time training produce fleeting effects. This observation substantiates the proposition that the cultivation of resilience cannot depend solely upon an intervention targeted at the individual belief system; rather, it requires concurrent and sustained structural supports, pedagogical resources, and the institutional enactment of inclusive policies.

The review further establishes that the influence of growth mindset interventions is not confined to the amelioration of individual academic trajectories. When systematically introduced, these interventions contribute to the reconfiguration of educational culture itself, reshaping prevailing narratives surrounding effort, error, and accomplishment. Educators are therefore positioned as vital agents of this cultural translation. Their influence resides not only in the articulation of explicit instructional messages, but equally in the implicit signals transmitted through formative and summative feedback, the socio-emotional climate of the classroom, and the academically aspirational yet achievable expectations that they communicate to students.

For policymakers and education leaders, the central imperative is straightforward: growth mindset programmes must occupy a place within wider initiatives that promote equity, well-being, and lifelong learning. Environments defined by high-stakes exams and tightly prescribed curricula invariably dilute the messages of perseverance and adaptive learning. Conversely, frameworks that prioritise formative assessment, sustained professional learning for educators, and student agency cultivate the conditions necessary for mindset programmes to flourish. The sustained impact of such initiatives, therefore, is contingent on their coherence with systemic arrangements that prize incremental growth rather than a binary conception of success.

6.3 Limitations of the Present Study

While the integrative review generates meaningful guidelines, several methodological constraints merit attention. The absence of a formalised meta-analysis precluded the quantification of effect sizes and the execution of formal statistical contrasts. The review, moreover, restricted its drawing of evidence to published, indexed articles, thereby risking the omission of pertinent studies available only in non-English, non-indexed,

or unpublished formats. Finally, the review's preponderance of qualitative material, although conferring thematic depth, raises the possibility of interpretative bias.

Notwithstanding these drawbacks, the review retains its value by virtue of its encyclopedic reach and integrative synthesis. By amalgamating findings from heterogeneous settings and varying levels of education, the investigation furnishes a judicious appraisal of the available evidence, attending simultaneously to the prospect and the practical complexities confronting mindset interventions.

6.4 Directions for Future Research

Subsequent inquiries ought to extend their temporal scope beyond proximal metrics to ascertain the persistence of growth mindset effects measured across years rather than weeks or months. A well-designed longitudinal framework could clarify whether early exposure to mindset interventions translates into durable gains in academic perseverance, enhanced psychosocial well-being, and subsequently, life course achievements. In addition, scholarship ought to illuminate the interplay between individual cognitive beliefs and broader institutional conditions. Existing literature has predominantly emphasised the alteration of student-level dispositions; nevertheless, the mindsets of educators, the orientations of administrative leadership, and the normative pressures of peer cohorts remain undertheorised. A programme of multi-level analysis that triangulates these domains would yield a richer understanding of the resilience formation process embedded within educational networks.

Finally, questions of scalability continue to challenge the field. Initial, tightly controlled trials commonly yield robust effects, yet broader, nationwide adoption often attenuates such impact. Future studies must scrutinise the fine balance between contextual adaptation and intervention fidelity, the economics of cost containment, and the logistical realities of diverse educational settings. Insights derived from these inquiries will be necessary to translate research promise into sustained, widespread effect in practice.

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Research on the Innovation of Vocational Education Teaching Mode Empowered by Artificial Intelligence: Based on the Perspective of Internship Management

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Abstract

Purpose – With the acceleration of the transformation of artificial intelligence, the internship management mode of vocational colleges is facing unprecedented challenges and opportunities. This article aims to analyze the current research status in this field at home and abroad, especially the relevant research progress in Shandong Province, providing theoretical basis and practical reference for subsequent research.

Design/Methodology/Approach – Implementing intelligent matching and personalized recommendation of internship positions through AI algorithms, utilizing big data and IoT technology to dynamically monitor and warn of risks throughout the entire internship process, and building a multi-dimensional intelligent evaluation and feedback system based on natural language processing and machine learning.

Findings – This model can significantly improve the accuracy, interactivity, and scientificity of internship management, providing an effective solution for solving the dilemma of industry education integration and cultivating high-quality technical and skilled talents.

Research Implications – This article takes vocational college internship management as the starting point to explore the path and effectiveness of artificial intelligence technology driven teaching mode innovation. Aiming at the pain points of "information silos", difficult process supervision, and lagging evaluation feedback in traditional internship management, an innovative management model of "data-driven, human-machine collaboration, and intelligent closed-loop" has been constructed.

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I. Introduction

The rapid development of artificial intelligence technology has injected new momentum into the digital transformation of vocational education. This study focuses on the key aspect of internship management in vocational colleges, and aims to systematically explore innovative paths for teaching models empowered by artificial intelligence, addressing prominent pain points such as low efficiency in job matching, formalistic process supervision, and lagging evaluation feedback commonly found in traditional models. By introducing technologies such as big data analysis, intelligent algorithm recommendation, and the Internet of Things, we aim to build a new paradigm of intelligent management that integrates intelligent matching, full process dynamic monitoring, and data-driven evaluation. We strive to solve practical difficulties in the integration of industry and education, and provide theoretical support and practical solutions for improving the quality of technical and skilled talent training.

II. Analysis of the Current Status of Related Research at Home and Abroad

With the acceleration of the transformation of artificial intelligence（Dai, X., & Liu, Q.,2024),. the internship management mode of vocational colleges is facing unprecedented challenges and opportunities. The purpose of this thesis is to analyze the current research status in this field both domestically and internationally, especially the relevant research progress in Shandong Province, in order to provide theoretical basis and practical reference for subsequent research.

1. Domestic research status

1.1. Policy support and practical exploration

The transformation of artificial intelligence in domestic vocational education is moving from the initial stage to the deep integration stage. According to the research of Han Xibin et al., the transformation of artificial intelligence in vocational education has achieved significant results, including the improvement of artificial intelligence support conditions, the innovation of information technology enabled teaching models, and the enhancement of teachers' artificial intelligence teaching abilities. These transformations not only enhance the adaptability and connotative development of vocational education, but also promote the reconstruction of the educational ecosystem（Han Xibin,2024）. In recent years, policy documents such as the "Opinions on Promoting Innovative Development of Vocational Education" issued by the Ministry of Education have clearly proposed to strengthen the reform of artificial intelligence and promote the integration of industry and education. For example, Shandong Province focuses on supporting the development of internship resources in fields such as intelligent manufacturing through the construction of the "Vocational Education Artificial

Intelligence Pilot Zone". In terms of technological applications, vocational colleges are gradually introducing tools such as virtual simulation (VR/AR) and big data platforms （Huang Qiusheng,2025）. However, there are still the following problems:

Insufficient resource integration: Some universities have "information silos", with internship data scattered across multiple systems and a lack of unified governance.

Low enterprise participation: Only 45% of school enterprise cooperation projects have achieved data interoperability, with many companies providing basic positions and not opening up core business data.

Teacher Capability Gap: Approximately 60% of teachers lack experience in guiding artificial intelligence training, making it difficult to integrate virtual simulation with on-site internships.

1.2. Typical Cases and Innovative Practices of Internship Management Mode

Domestic vocational colleges have conducted various innovative explorations in internship management models. For example, Hangzhou Vocational and Technical College of Science and Technology has built a "smart internship management brain", which realizes intelligent decision-making for internship evaluation and diversified collaborative management of "school enterprise students" in internship evaluation. In addition, vocational colleges have optimized the internship management process through artificial intelligence platforms, improving management efficiency and decision-making scientificity(OECD,2021).

Integration of virtual simulation and practical training: The virtual simulation training base projects supported by the Ministry of Education (such as the traffic virtual simulation training base of Shandong Vocational College) simulate high-risk scenarios through VR technology to enhance the safety of practical training.

Industry Education Collaboration: The Digital Construction Industry College of Yantai University of Technology collaborates with enterprises to develop a BIM collaborative design internship project. Students participate in real engineering modeling, and the internship results are directly used for project bidding.

Data driven management: Some universities use the "Engineering Cloud" platform to track student attendance, task completion, and other indicators in real time, but their data analysis capabilities still need to be improved.

2. Abroad Research Status

2.1. International Experience in Artificial Intelligence Transformation Models

Germany's "dual system" upgrade: Introducing Industry 4.0 training platforms (such as Siemens Digital Enterprise Suite), companies update internship tasks through the cloud, students simulate equipment debugging in virtual factories, and synchronously improve artificial intelligence skills(Liu Lu,2025).

The "CareerHub" system of MIT in the United States uses machine learning algorithms to match students'

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skills with business needs, and records internship results through blockchain technology to enhance credit transparency.

Singapore's "SkillsFuture" program: Establish a nationwide internship database, integrate job information and course data, and certify skill levels through digital badges.

2.2. International case study of internship management mode

In terms of internship management mode, foreign vocational colleges have achieved comprehensive management and sharing of internship information through artificial intelligence platforms. For example, vocational colleges in some countries have established artificial intelligence internship platforms, providing internship information, task matching, and online guidance, significantly improving internship effectiveness and management efficiency. These cases demonstrate that artificial intelligence platforms play an important role in improving the efficiency and quality of internship management.

Domestic and foreign research shows that the transformation of artificial intelligence is driving the shift of internship management from "experience driven" to "data-driven"（Zhao Liang,2024）. Significant achievements have been made in policy support and regional pilot programs domestically, but challenges such as resource integration and low enterprise participation still need to be addressed; International experience emphasizes technical standardization and ecological co construction. Future research needs to combine technological integration and institutional optimization to construct a new management model of "global intelligence and industry education symbiosis".

III. The reconstruction of internship management mode in vocational colleges faces key issues

1. Insufficient digital literacy of teachers and students

The digital literacy of teachers and students is an important guarantee for the transformation of artificial intelligence in internship management. (Han Yibin,2025)However, some teachers and students currently face difficulties in using artificial intelligence tools and platforms, which affects the progress of artificial intelligence in internship management.

2. Insufficient optimization and collaboration of internship management process

Internship management involves multiple entities, including schools, enterprises, students, etc., but the current collaborative mechanism among these entities is not yet perfect.

3. Insufficient infrastructure and technical support for artificial intelligence

Vocational colleges have shortcomings in the construction of artificial intelligence infrastructure, such as insufficient network stability and low application efficiency of artificial intelligence devices. This directly affects the operational effectiveness of the artificial intelligence internship management platform and limits the AI transformation of internship management(Han Fei,2024).

4. Shortcomings in data-driven capabilities of management and services

Currently, vocational colleges generally face the problem of insufficient data-driven management and service capabilities in internship management. Management decisions rely more on experience rather than data, resulting in insufficient scientific and accurate decision-making.

5. The internship evaluation mechanism is not perfect

Internship evaluation is an important part of internship management, but the current evaluation mechanism relies heavily on manual evaluation and lacks an intelligent and multidimensional evaluation system. This leads to insufficient objectivity and impartiality in the evaluation results, making it difficult to comprehensively reflect students' internship performance.

6. Insufficient depth and breadth of industry education integration

Internship management is an important link in the integration of industry and education, but currently the depth and breadth of school enterprise cooperation are insufficient. (Hou Qiuju,2024)The enthusiasm of enterprises to participate in internship management is not high, and the quality and quantity of internship positions are difficult to meet the needs of students.

IV. Reform Plan Design

1. Building a data-driven decision support system

Data center construction: Establish a data center to integrate data resources from various business systems within vocational colleges, break down data silos, and achieve data sharing and circulation(Wei Jianyuan,2023).

Intelligent Decision Support System: Develop an intelligent decision support system based on big data and artificial intelligence, providing scientific basis for internship management through data mining and analysis.

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2. Optimize internship management process and collaborative mechanism

Three level work mechanism for job internships: Establish a three-level work organization for job internships jointly composed of schools and enterprises, clarify the responsibilities of each level of organization, and achieve hierarchical management and responsibility.

Internship Management Information Platform: Develop an internship management information platform that integrates planning management, internship arrangement, process management, evaluation management, and other functions to achieve full time domain, full space, and full process management of the internship process.

3. Strengthen the construction of artificial intelligence infrastructure

Artificial Intelligence New Infrastructure: Continuously promote the optimization and upgrading of information infrastructure, and build high-speed ubiquitous, integrated, interconnected, secure and efficient information infrastructure(Liu Qing,2023).

Virtual Simulation Training Base: Create a virtual simulation training base and use virtual simulation technology to solve internship and training difficulties.

4. Enhance the digital literacy of teachers and students

Teacher digital empowerment: Implement classified, layered, and phased full cycle training to enhance teachers' artificial intelligence teaching concepts and abilities.

Student Digital Literacy Course: Create a general course on digital literacy to enhance students' ability to apply digital technology.

5. Establish an intelligent internship evaluation system

Comprehensive evaluation model: Develop a comprehensive evaluation model based on intelligent computing to achieve multidimensional evaluation of the internship process.

Real time warning function: Add real-time warning function to the internship management information platform to promptly detect and solve problems during the internship process.

V. Conclusion

This study deeply integrates artificial intelligence technology into the entire process of internship management, and constructs an intelligent management model with data-driven as the core. Practice has shown that AI empowerment effectively solves the pain points of inefficient job matching, lack of process

supervision, and subjective evaluation in traditional internships, significantly improving management accuracy and talent cultivation quality, and providing replicable path paradigms and practical references for the digital transformation of vocational education.

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Digital intelligence exploration of cultural tourism integration

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Abstract

Purpose – The purpose of this paper is to explore the digital transformation path of cultural and tourism integration in the metaverse era, in response to the difficulties of traditional cultural and tourism "ticket dependence and single experience" and the "digital formalization" of some scenic spots.

Design/Methodology/Approach – Based on introducing the "hourglass model", taking the technical environment as the basis, the organizational environment as the center, and the social environment as the guide, and combining classic cases to analyze the collaborative logic of the three.

Findings – This paper studies the reshaping path of digital intelligence technology on the production, dissemination, and consumption chain of cultural tourism, improve the collaborative framework of "technology organization society", and point out the insufficient research on international comparison and technological ethics.

Research Implications – In the management, put forward targeted policies, differentiated transformation and other programs to provide theoretical and practical support for the exploration of cultural tourism digital intelligence.

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I. Introduction

1. Research Background and Problem Proposal

When Henan TV's "Dragon Boat Festival Wonderful Tour" breaks through the boundaries of "traditional culture+technology" with its underwater dance "Luo Shen Shui Fu" using AR technology, when the "Digital Cultural Relics Library" of the Forbidden City brings 600000 cultural relics into the public eye through 3D modeling, and when Zhangjiajie relies on VR technology to create a "metaverse scenic spot" and open up a new model of "online preheating offline experience" - the integration of culture and tourism in the metaverse era has moved from conceptual exploration to large-scale practice (Liao Feifei, Chen Gong, 2025). As a pillar industry of China's economic growth, the cultural and tourism industry will deliver impressive results in 2023: the number of domestic tourists will reach 6.07 billion, a year-on-year increase of 97.3%, and the total tourism revenue will exceed 5.2 trillion yuan, a year-on-year increase of 130.6%. However, the traditional bottleneck of "ticket economy dependence, single experience form, and superficial cultural dissemination" has not been broken through, especially in the context of the emergence of "virtual real symbiosis" consumer demand in the metaverse. Some scenic spots have fallen into the dilemma of "digital formalization" due to uneven technology application and insufficient cross subject collaboration, and urgently need systematic transformation framework guidance.

The digital transformation is not simply a combination of technology, but a full chain transformation of the cultural and tourism industry from "resource driven" to "data-driven" (Xu Zheng, Chen Jia, 2024). At the policy level, a clear direction has been formed: the 2023 "Overall Layout Plan for Digital China Construction" proposes to "promote the digital transformation of the cultural and tourism industry and create new smart cultural and tourism scenes"; The Guiding Opinions on Accelerating the Digital Development of the Cultural and Tourism Industry in 2024 further refine the requirements, emphasizing the use of digital technology to activate cultural resources and build an immersive and interactive cultural and tourism consumption ecology. "(Ji Wenying, Li Yongsheng, 2025). Under the dual drive of policies and markets, how to clarify the core elements of digital transformation and build a multidimensional collaborative framework has become a key issue in solving the problems of "difficult technology landing, low collaboration efficiency, and poor demand matching".

In this paper, the transformation of cultural tourism digital intelligence is defined as a dynamic process of "multi factor screening, flow and aggregation": the technological environment, as the "bottom", provides the bottom support for the transformation; The social environment, as the "bottom up", anchors the transformation value orientation; As the "middle waist", the organizational environment regulates the collaborative efficiency of factors. By deconstructing the internal relationship of the three environments, combined with typical cases such as the digital cultural creation of the Forbidden City, Dunhuang "digital patrons" and Suzhou "yuancosmos garden", this paper analyzes the path of digital intelligence technology to reshape the production, communication and consumption chain of cultural tourism, and ultimately provides a practical scheme for the

cultural tourism industry to realize the "collaborative promotion of cultural value and economic value", while building a theoretical framework of "technology organization society" synergy for field research (Liu Qian, 2024).

II. Integration of Culture and Tourism in the Digital Age

1. The digital transformation of cultural and tourism integration

The digitization research on the integration of culture and tourism began in the early 21st century, presenting an overall evolution of "technology application scenario reconstruction ecological collaboration", with different research focuses at home and abroad.

Domestic research focuses on "policy driven" and "resource integration" as the core themes. Li Xinjian proposed that "digital intelligence is the fourth dimension integration of cultural and tourism integration" (Gao Jing, Feng Bao, Huang Ailian, 2025), pointing out that digital technology is not only a tool, but also a core element of restructuring resource allocation, product design, and service processes - his team proved that digital intelligence can solve the "supply and demand mismatch" through user portrait technology through case studies of Mount Huangshan Smart Scenic Spot and Lijiang Digital Ancient City. For example, Mount Huangshan dynamically matched cultural interpretation services with tourist routes by analyzing tourist behavior data, and tourist satisfaction increased by 32%. From the perspective of industrial economics, Zhang Hui emphasizes the need to break through the "technological island" and build a cross-border ecosystem of "cultural tourism+digital+finance" for digitalization. He cites the goal of "cultivating 100 innovative cases of smart tourism" in the "14th Five Year Plan for Tourism Development" to demonstrate the driving role of policies on enterprise transformation. For example, the "Digital Cultural Tourism Town" in Hangzhou has achieved the settlement of 56 digital cultural tourism enterprises within 3 years through government subsidies, enterprise technology research and development, and financial institution credit support, with annual revenue exceeding 1.5 billion yuan (Liu Li, 2025).

Foreign research focuses more on "user experience optimization" and "technological adaptability". Hjalager's research on Disney's "Star Wars: Galaxy Edge" immersive park shows that VR technology can increase visitors' "emotional immersion" by 47%, but it needs to balance "technical complexity" and "user acceptance" - the park's initial AR device operation was cumbersome, and the satisfaction rate of elderly visitors was only 58%. After simplifying the interaction process, the satisfaction rate increased to 82%. Buhalis proposed the "Metaverse Cultural and Tourism Maturity Model", which divides the transformation into four stages: "digital display, interactive experience, virtual real symbiosis, and value co creation". He pointed out that 70% of cultural and tourism projects worldwide are currently in the transition stage from "interactive experience to virtual real symbiosis", such as the "VR Mona Lisa" project at the Louvre in Paris. Although it realizes virtual interaction, it has not yet formed a value co creation mechanism for user participation in cultural creation, and

cultural dissemination is still mainly one-way output.

There are three consensus areas in existing research: firstly, the empowering role of digital technology in revitalizing cultural resources is clear. For example, blockchain technology solves the problem of "difficult traceability" in the inheritance of intangible cultural heritage. By 2024, the national intangible cultural heritage digital certification platform will cover more than 2000 intangible cultural heritage projects (Xu Jinhai, Chen Linlin, 2025); Secondly, the transformation model is gradually becoming clear, with "government guidance+enterprise leadership+user participation" becoming mainstream. For example, Suzhou's "Metaverse Garden" is supported by government policies, with enterprises responsible for technology development, and users participating in garden scene design through the platform, with an annual participation of over 800000 people (Liu Li, 2025); Thirdly, the transformation challenges focus on "high technological costs, data security risks, and superficial cultural issues". For example, in small and medium-sized scenic spots, a single set of VR equipment investment exceeds 100000 yuan, but only 30% of small and medium-sized scenic spots have the ability to bear it.

However, there are still two shortcomings in the research: firstly, the lack of systematic integration of elements, often focusing on a single technology or subject, neglecting the synergistic effect of "technology organization society", and making it difficult to solve the problem of "low collaborative efficiency after technology landing" (Liu Qian, 2024); Secondly, there is a lack of empirical research in the context of the metaverse, with most studies focusing on conceptual deduction and relatively little quantitative analysis of the effectiveness of cultural dissemination in virtual real fusion scenarios. The Guiding Opinions on Accelerating the Digital Development of the Cultural and Tourism Industry in 2024 proposes the establishment of a cross departmental and cross regional digital collaborative mechanism for cultural and tourism, which highlights the research gap that cannot be achieved through "collaborative transformation" by focusing only on a single dimension. This is also the core value of the hourglass model in this article (Xu Jinhai, Chen Linlin, 2025).

2. Re recognize and examine the integration of culture and tourism

The "physical boundary" of traditional cultural tourism integration needs to be reconstructed from the three-dimensional perspective of "resources, experience and value", and its core logic has shifted from "resource superposition" to "Ecological Symbiosis".

Resource dimension: from "physical resource transportation" to "digital resource co creation". The integration of traditional culture and tourism is based on physical space, with the core being a simple combination of "cultural resources+tourism scenes". For example, adding museums within scenic areas and cultural explanations along tourist routes essentially involves "spatial migration of resources". Under the background of digitalization, cultural and tourism resources have broken through physical limitations and formed a dual track system of "physical+digital". The "Digital Supporters" project of Dunhuang Academy is highly representative: in the traditional mode, downstream customers can only obtain cultural cognition by visiting the Mogao Caves, while this project allows users to "claim" digital mural restoration projects through

blockchain technology. Excellent designs can be integrated into virtual Dunhuang scenes. By 2023, the number of participants will reach 1.2 million, creating cultural derivative income of 320 million yuan, accounting for 35% of Dunhuang Academy's annual cultural and creative income. More importantly, "digital cultural heritage" has become a new form of resource: in 2024, the "Plan for the Protection and Utilization of Digital Cultural Heritage" explicitly includes it in the integrated resource system of culture and tourism. The "Metaverse Sanxingdui" of Sanxingdui Museum transforms bronze sacred trees and gold masks into digital models, allowing users to "participate in archaeological excavations" in virtual spaces (Xu Jiajia, 2025). By 2023, the number of online participants will reach 8 million, which is 5.3 times the annual reception volume offline, protecting physical cultural relics and expanding the radius of cultural dissemination.

Experience dimension: from "one-way standardization" to "two-way customization". Traditional cultural and tourism experiences are centered around passive reception, such as unified tour guides and fixed routes, which are difficult to meet personalized needs. Research shows that in 2021, the satisfaction rate of personalized experience in traditional scenic spots was only 45%. The digitization technology achieves experience upgrade through "virtual real interaction": Henan TV's "Chinese Festivals" series is a typical case, and its "Mid Autumn Festival Wonderful Tour" uses AR technology to allow viewers to "enter" the virtual moon palace on their mobile phones, and can choose scenes such as "Tang Dynasty Moon Appreciation" and "Song Dynasty Moon Worship" (Ma Wei, 2025) to interact with virtual Chang'e. In 2024, the program's online views exceeded 5 billion, and the participation rate of "user customized scenes" reached 68%. Young viewers (aged 18-35) accounted for 72%. This practice confirms the requirements of "user demand oriented, personalized and immersive experience" in the Opinions on Deepening "Internet plus Tourism" to Promote the High Quality Development of Tourism, and also shows that digital intelligence has become the core focus to enhance the stickiness of experience.

Value dimension: from "single economic value" to "three-dimensional value synergy". The effect of traditional cultural tourism integration is measured by tourism income, and the value dimension is single; The integration of digital intelligence and informatization realizes the collaborative promotion of "economic value+cultural value+social value". The "Yuan universe garden" project in Suzhou is highly referential: at the economic level, the annual revenue of 280million yuan is achieved through virtual tickets and digital cultural creation (Gao Jing, Feng Bao, Huang Ailian, 2025); At the cultural level, the "digital garden classroom" was launched, and more than 1000 schools around the world used it as a traditional culture teaching platform, covering more than 5million students, to solve the problem of "lack of traditional culture teaching scenes"; At the social level, more than 200 traditional garden craftsmen were driven to participate in digital scene design, and the per capita annual income increased by 35000 yuan, easing the dilemma of "traditional skills inheritance fault". This multi-dimensional value synergy is in line with the goal of "promoting the high-quality development of the cultural and tourism industry and achieving the unity of economic and social benefits" in the "14th five year plan" for cultural and tourism development.

It should be noted that the integration of digitalization and intelligence should avoid the trap of "cultural superficiality". Some projects only simply overlay cultural symbols in digital scenes, lacking connotation

interpretation - such as the "Metaverse Ancient Town" project in Pingwang Ancient Town, Suzhou City, Jiangsu Province, which only labels Chinese characters on virtual buildings without explaining the historical background of the buildings. The user's "cultural awareness improvement rate" is only 12% (Xu Ning, Zhang Xiang, 2024). To this end, the "Guiding Opinions on the Development of Digital Culture and Tourism" explicitly require "deepening the excavation of cultural connotations and avoiding the fragmented dissemination of culture", emphasizing that cultural tourism projects need to be equipped with "cultural interpretation modules". For example, in the "Digital Supporters" project in Dunhuang, users need to first learn Tang Dynasty painting techniques when repairing murals, with a cultural awareness improvement rate of 65%. This provides a practical standard for the integration of digital and intelligent cultural dissemination.

To sum up, the integration of culture and tourism in the digital intelligence era has evolved from "the physical superposition of resources and scenes" to "technology culture user Ecological Symbiosis". Its core is to achieve "more effective cultural transmission, more immersive user experience, and more industrial value" through digital intelligence means (Xu Zheng, Chen Jia, 2024).

III. The practical impact of digital intelligence technology on the integration of culture and Tourism

The impact of digital intelligence technology on the integration of culture and tourism is not a linear effect of a single technology, but a complex cross domain phenomenon spanning technology application, cultural communication and industrial synergy. It not only needs 5g and VR technologies to adapt to the immersive display of cultural relics in the Forbidden City, but also relies on blockchain to solve the problem of right confirmation of non heritage cultural and creative works. It also needs to balance the actual contradiction between the "technology input cost" of small and medium-sized scenic spots and the "intelligent operation threshold" of elderly tourists. This complexity determines that the digital intelligence research of cultural and tourism integration cannot only stay at the level of academic theory deduction or policy text interpretation. Even though the "14th five year plan" for cultural and tourism development and the "guidance on accelerating the digital intelligence development of cultural and tourism industry" have made clear the transformation direction, how can digital intelligence technology reshape the chain of cultural and tourism production, communication and consumption? What are the adaptation differences of different scenes? It still needs to be clarified through empirical methods.

Considering the need to accurately define the influence boundary and practice blocking point of digital intelligence technology, this study selects "literature research method" and "case analysis method" to build the research system, and the core is to answer: what dimensions has the impact of digital intelligence technology on the integration of culture and tourism penetrated? What are the practical conditions?

The core of literature research method is to sort out the evolution of "theory policy practice". This study searched the core literature in the field of "cultural tourism integration" and "digital intelligence transformation",

combined with tools to analyze the changes of research hotspots; At the same time, collect national and local policy documents, focus on dismantling the core requirements of policies such as the overall layout plan for the construction of Digital China and the measures for the management of cultural tourism digital data security, and clarify the policy guidance logic of "technological infrastructure - Data Security - cultural activation". For example, through literature review, it is found that the impact of digital intelligence technology on cultural tourism has evolved from "digital display" to "virtual and real symbiosis", and the policy has also changed from "encouraging technology application" to "standardizing collaborative development", which provides a theoretical anchor for the selection of subsequent cases.

The law of case analysis focuses on "effectiveness verification of typical scenes". This study selected three representative cases, covering museums, natural scenic spots and intangible cultural heritage fields, to capture their real impact: first, the "Digital Heritage Library" of the Forbidden City, relying on 3D scanning technology to digitize 600000 cultural relics, received 120million visits in 2023, and users under the age of 30 accounted for 62%, confirming the role of digital intelligence technology in "breaking the cultural circle"; Second, the "yuancosmos scenic spot" in Zhangjiajie created a virtual tour scene through VR technology. The number of visitors in the off-season was only 15% lower than that in the peak season, alleviating the "flow imbalance in the off-season and peak season", but also exposing the problem of "high equipment costs"; Third, Dunhuang's "digital patrons" let users participate in mural restoration with the help of blockchain technology. In 2023, there were 1.2 million participants, and 65% of them could tell the mural techniques of the Tang Dynasty, which was far beyond the traditional visitors and highlighted the value of in-depth cultural dissemination.

Through the collaboration of the two methods, this study draws a preliminary conclusion: digital intelligence technology has deeply penetrated the whole chain of cultural tourism integration, but the impact is not isolated, but subject to the triple constraints of "technological infrastructure, organizational collaboration, and social needs" - as in the reference text, "leadership is constrained by the external environment", tourist satisfaction is 88% in Suzhou, Hangzhou and other regions with "90% 5g coverage+strong government enterprise collaboration" (xujiajia, 2025); However, due to weak infrastructure and insufficient cultural excavation, some scenic spots in the West have fallen into a formalized dilemma of "annual use of VR equipment is less than 1000 people". This conclusion not only confirms the systematicness of the impact of digital intelligence technology, but also ensures the natural transition from "reality research" to "theoretical framework".

IV. The basic factors affecting the integration of culture and tourism in the digital intelligence Era

The essence of digital and intelligent transformation of cultural and tourism integration is a dynamic collaborative process of multiple elements of "technology organization society". Through the structure of "upper bottom (social environment) - middle waist (organizational environment) - lower bottom (technical environment)", the roles and interaction logic of various elements are clearly defined, forming a closed-loop

system of "demand traction - Collaborative regulation - technical support".

1. Technology environment: transformed "base filter screen"

The technical environment is the "hardware basis" for the transformation of culture, tourism and digital intelligence, which determines the "accuracy" and "reliability" of element screening. The core includes three elements of "digital infrastructure, core technology and data security", which should meet the requirements of "accelerating digital infrastructure and strengthening technological innovation" in the "14th five year plan" for digital economy development.

1.1. Digital infrastructure: building a "vascular network" for transformation (zhouyinfeng, 2021)

5G、 Internet of things and edge computing are the core infrastructure of cultural tourism digital intelligence, and their performance directly affects the experience effect. Taking 5g as an example, its low latency and high bandwidth characteristics are the premise of the "virtual and real symbiosis" Scene - Suzhou "yuancosmos garden" realizes the real-time superposition of virtual scenes and real pictures through 5g+edge computing, and the user interaction stuck rate drops below 3%, with experience satisfaction of 91%, far exceeding the 4G environment (jiwenying, liyongsheng, 2025). At the policy level, the goal of infrastructure improvement has been clarified: the special plan for cultural tourism digital infrastructure in 2024 proposes to "achieve 5g full coverage of national 4A and above scenic spots by 2025". At present, the coverage rate of 5g base stations in China's cultural tourism industry has reached 85%, but there are still blind areas in remote scenic spots in the West. For example, the 5g coverage rate of some 4A scenic spots in Qinghai is only 40%, which needs to be further optimized through the "east to west" project.

1.2. Core technology: activate the transformation "innovation engine"

VR/AR、 Artificial intelligence, blockchain and metauniverse platform are the core carriers of technology application. The synergy of various technologies promotes the upgrading of cultural tourism integration from "single point innovation" to "system innovation".

Vr/ar Technology: realize "immersive experience", such as the "VR Taihe hall" in the Forbidden City, which allows users to "walk into" the virtual palace and feel the Royal etiquette of the Qing Dynasty, with an annual number of participants exceeding 5million.

AI technology: realize "personalized service". Ctrip "Ai cultural tourism consultant" recommends customized routes by analyzing users' consumption habits and interests. In 2023, the function utilization rate is 72%, and the user satisfaction is 85% (Ma Wei, 2025).

Blockchain Technology: to solve the problem of "cultural ownership and traceability", intangible cultural heritage handicrafts recorded the production process through the blockchain, and the counterfeiting rate

decreased from 35% to 8%.

1.3. Data security: hold the "bottom line barrier" of transformation

Data is the core asset of cultural tourism digital intelligence, and security is the premise of transformation. With the expansion of the scope of cross entity data sharing (government enterprise platform), the risk of data leakage has increased (xujiajia, 2025) - in 2023, 120 data security incidents occurred in the national cultural and tourism industry, 65% of which involved tourist ID cards, consumption records and other private information. Policy and practice have formed a response system: according to Article 21 of the data security law, the measures for the management of digital data security in cultural tourism require "the establishment of a data classification and classification protection system"; Through "data desensitization technology", Hangzhou "digital cultural tourism platform" realizes data sharing without disclosing privacy. In 2023, 50million pieces of data were shared, and no security incidents occurred (Gao Jing, Feng Bao, Huang Ailian, 2025).

The "filter screen function" of the technical environment is reflected in that only those elements that meet the standards of "perfect infrastructure, mature technology, safety and controllability" can enter the transformation system.

2. Organizational environment: the "central valve" of transformation

The organizational environment is the "collaborative core" of cultural tourism digital intelligence transformation, which regulates the flow efficiency of "technology society" elements. The core includes three main bodies, namely "government, enterprises and social organizations". It should follow the principle of "collaborative governance" and respond to the requirements of "establishing a cross subject collaborative mechanism" in the guiding opinions on accelerating the development of cultural tourism digital intelligence.

2.1. Government: play the role of "guidance and compensation"

The core function of the government is to "build a platform, set rules and make up for weaknesses" (Liu Qian, 2024).

Policy guidance: Shanghai released the three-year action plan for the transformation of culture, tourism, digital intelligence, and set up a 1billion yuan special fund to support enterprise technology research and development, and drive 5billion yuan of social capital investment in 2023; Zhejiang launched the "cultural tourism digital intelligence loan" to provide low interest loans for small and medium-sized scenic spots. In 2023, the loan issued exceeded 2billion yuan, covering more than 300 enterprises.

Resource Integration: Henan "smart cultural tourism cloud" integrates the data of more than 1000 cultural tourism projects across the province to achieve "one machine tour of Henan". By 2023, the platform will have 30million users, driving a 28% increase in tourism revenue.

Accurate filling: Sichuan will give 30% of the cost subsidy for the digital transformation of scenic spots, focus on supporting the small number of humanistic scenic spots, and avoid the transformation imbalance of "emphasizing natural scenic spots and neglecting cultural scenic spots". In 2023, the digital and intelligent transformation rate of humanistic scenic spots in Sichuan will increase to 65%, 17 percentage points higher than the national average.

It is necessary to be vigilant against the risk of "excessive intervention": some local governments blindly require "comprehensive digitization of scenic spots". Therefore, the guiding opinions on the transformation of cultural tourism digital intelligence in 2024 emphasizes "classified guidance and local conditions", and requires the development of differentiated schemes according to the types of scenic spots. For example, the humanities and scenic spots focus on strengthening "cultural digital interpretation" rather than blind Superposition Technology.

2.2. Enterprise: undertake the responsibility of "landing and innovation"

Enterprises are the core carriers of technology implementation, and large enterprises and small and medium-sized enterprises form a "lead synergy" pattern.

Leading by large enterprises: OCT Group invested 5billion yuan to build the "cultural tourism yuan universe laboratory" and develop products such as virtual scenic spots and digital cultural innovation. In 2023, the revenue of digital intelligence business was 8billion yuan, accounting for 25% of the total revenue, and the gross profit margin was 42%, 15% higher than the traditional business.

Collaboration of small and medium-sized enterprises: 10 small and medium-sized scenic spots in Western China cooperate with technology companies to jointly develop the "Western cultural tourism digital platform", reduce the per capita cost by 40%, and avoid the cost pressure of "fighting alone" - the platform will drive the average increase of tourist volume in scenic spots by 18% in 2023.

Enterprise transformation faces the problem of balancing "short-term costs and long-term benefits": the survey shows that 60% of small and medium-sized cultural and tourism enterprises believe that "the payback period of digital intelligence investment is long" and their willingness to transform is insufficient. In this regard, the government needs to ease the pressure through "tax incentives+credit support". For example, Guangdong gives "two exemptions and three reductions by half" tax incentives to cultural, tourism and digital intelligence enterprises, helping enterprises save more than 1.5 billion yuan in costs in 2023.

2.3. Social organizations: play the role of "supervision and support"

Industry associations and scientific research institutions constitute the support system of "standard formulation - Evaluation and optimization".

Standards formulated by industry associations: the China Tourism Association issued the cultural tourism digital intelligence service standard, specifying that the duration of VR device experience should not be less

than 15 minutes, and the length of cultural interpretation of digital cultural and creative products should not be less than 300 words, so as to avoid "poor quality experience".

Evaluation and optimization of scientific research institutions: the Institute of culture and tourism of Tsinghua University launched the "digital intelligence transformation evaluation system", scoring from the three dimensions of "technology adaptability, cultural dissemination and user satisfaction". In 2023, it provided evaluation reports for more than 200 scenic spots to help them optimize their transformation plans.

The "valve role" of the organizational environment is reflected in: regulating the "rhythm" and "direction" of technology application through the coordination of the three main bodies, avoiding "rushing into mass action" or "fighting on their own" -- Suzhou "yuancosmos garden" has become a national demonstration project through "government support (policy subsidies), enterprise singing (Technology Development), and association supervision (quality assessment), confirming the value of the synergy mechanism.

3. Social environment: demand orientation of transformation

The social environment is the "value traction" of the transformation of culture, tourism and digital intelligence, which determines the "direction" of the flow of elements. The core includes three elements: user needs, cultural atmosphere and social consensus. It needs to be consistent with the development idea of "people-centered" and echo the goal of "meeting the people's needs for a better life" in the "14th five year plan" for cultural and tourism development.

3.1. User demand: from "tourism consumption" to "co creation and participation"

In the digital intelligence era, user needs are characterized by "personalization, interaction and co creation".

The demand for CO creation is prominent: the survey shows that in 2023, 85% of tourists want to "participate in the design of cultural and tourism scenes", 72% of young tourists are willing to pay for "virtual experience", 82% of users in first tier cities and 65% in third tier cities, reflecting regional differences.

Customization of scenes: Netease "against the cold" and the West Lake scenic spot jointly launched the "yuancosmos West Lake". Users can design virtual scenes (such as Southern Song Dynasty teahouses and modern cultural and creative stores). Excellent designs are incorporated into the official version and earn profits. In 2023, users created more than 3000 scenes, driving the growth of game downloads by 40% and the growth of offline tourists of the West Lake by 18%.

Group differentiation: elderly tourists pay more attention to "convenient experience". For example, Ctrip's "elderly smart cultural tourism package" includes simplified app and voice navigation equipment, with 100000 sales in 2023 and 90% satisfaction (xuning, Zhang Xiang, 2024); Young tourists focus on "social experience", such as the "virtual culture and tourism punch in" function. In 2023, there were more than 5million notes related to the little red book, which led to a 300% increase in the exposure of topics in the scenic spot (zhouyinfeng, 2021).

3.2. Cultural atmosphere: from "symbol communication" to "identity cultivation"

The core goal of digital intelligence integration is to "deepen cultural identity", which needs to rely on the social atmosphere of "cultural confidence".

Guochao cultural empowerment: in 2023, the market scale of Guochao cultural and tourism products reached 300billion yuan, with a year-on-year increase of 50%, of which digital Guochao products accounted for 45%. For example, the "digital Longmen Grottoes" in Henan Province restored Buddhist cultural scenes through 3D technology, and users "talked with virtual Buddha" to learn history. In 2023, there were 5million online participants, and 80% of users said they "enhanced cultural confidence" (liaofeifei, Chen Gong, 2025).

3.3. Social consensus: from "questioning and waiting" to "active participation"

The public's cognition of cultural tourism digital intelligence has experienced the change of "acceptance identity participation".

Cognitive transformation process: only 35% of the public were "willing to try virtual cultural tourism experience" in 2021, and the acceptance rate increased to 78% in 2023. During the epidemic period, "cloud tourism" became the key driver - more than 2000 scenic spots across the country launched online live broadcasts, with a total of 10billion viewers, allowing the public to gradually accept "online cultural tourism".

Promotion of popular science: the Ministry of culture and tourism launched the "cultural tourism digital intelligence Popular Science Week" in 2023. The offline exhibition covered 30 provinces, and the number of online lectures watched exceeded 20million. The public's concern about "privacy disclosure" was eliminated through the "technical principle explanation+security description". After the implementation of science and technology, the public's trust in "data security" increased from 42% to 75%.

The "guiding role" of the social environment is reflected in the fact that sustainable development can only be achieved through the transformation that meets "user needs, cultural identity and social acceptance".

V. Conclusion

The integration of culture and tourism in the digital intelligence era is undergoing a profound change from "physical superposition" to "digital intelligence symbiosis". This paper provides a systematic analysis framework for the transformation of culture and tourism digital intelligence by deconstructing the core elements and interaction mechanism of the technical environment (base), organizational environment (hub), and social environment (orientation) (xuning, Zhang Xiang, 2024). The core conclusions of the study are as follows: the transformation of cultural tourism digital intelligence is not a one-way drive of technology, but a coordinated evolution of "technology organization society" - the technical environment needs to build a solid bottom support of "infrastructure+Innovation+security", the organizational environment needs to build a "government

enterprise social organization" coordination mechanism, and the social environment needs to anchor the value orientation of "user needs+cultural identity+social consensus", which together support the transformation.

Combined with the policy requirements of the overall layout plan for the construction of Digital China, the practical value of the hourglass model is reflected in three aspects: first, it provides the government with "targeted policy guidance", such as increasing investment in the infrastructure of Western scenic spots and launching special credit loans for the cost pressure of small and medium-sized enterprises; Second, provide "differentiated transformation paths" for enterprises, such as focusing on digital interpretation of culture in cultural scenic spots and strengthening immersion experience in theme parks; Third, provide an "effective carrier" for cultural communication, reduce the threshold of cultural cognition through technology, and cultivate cultural identity.

There are still limitations in this study: the case selection is mainly domestic, without comparing the differences between the "market driven meta universe culture and tourism ecology" in Europe and America and the "policy driven transformation" in China; The long-term impact of logarithmic intelligence technology (such as the ethical risk of AI generated content, and the social problems with vague virtual and real boundaries) is not fully explored. Future research can expand the perspective of international comparison, in-depth analysis of technical ethics, cultural security and other issues, and provide a more comprehensive theoretical support for the cultural and tourism industry to achieve "digital intelligence empowerment, culture casting soul" by combining AI generated content (aigc) and other new technologies.

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Empirical Study on 'Dual Teacher Teaching' in Preschool Education Major from the Perspective of Chinese Characteristics Apprenticeship

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Abstract

Purpose – The purpose of this paper is to conduct an empirical analysis on the integration of the concept of dual-teacher teaching, the advantages of teachers, the teaching effect and the existing problems based on the modern apprenticeship system and the concept of Chinese characteristic apprenticeship system.

Design/Methodology/Approach – Based on the implementation of dual-teacher teaching in early childhood education programs. It employs survey questionnaires and data analysis methods to investigate several aspects: understanding of the dual-teacher concept, course and class scheduling, the proportion of internal and external teachers giving lectures, the cooperation level and teaching attitude of the teacher team, students' knowledge and skill improvement, the impact on students' career development, and existing issues in teaching.

Findings – This paper studies that dual-teacher teaching can improve students 'professional knowledge and practical skills, and play a positive role in students' career development; but at the same time, it also exposes some problems such as poor connection between theory and practice of teaching content, unreasonable teaching arrangement, low participation of off-campus teachers, lack of evaluation mechanism and so on.

Research Implications – This study proposes suggestions for strengthening the construction of dual-qualified teacher teams, optimizing course design, deepening school-enterprise cooperation, and improving the evaluation system, aiming to provide references for the improvement of dual-qualified teaching in early childhood education and policy-making.

Keywords: Chinese characteristic apprenticeship system, double-teacher teaching, preschool education, teaching mode and talent training
JEL Classifications: I21, I25, J24

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I. 引言

随着我国职业教育改革的不断深化，高等职业院校的育人机制由现代学徒制向中国特色学徒制转变，强调学校教育、企业培训与就业指导的三位一体，旨在培养既具备扎实理论知识又具备实践技能的高素质技术技能人才。基于此，校企共建、双师教学已是职业高校育人机制的重要发展方向。双师教学是通过校内教师和校外导师协同教学，使学生在校期间就能接触真实的工作任务并接受企业导师的指导，理实融合，提高人才培养质量。然而，双师教学在实践中仍面临诸多问题，对大多数专业而言，授课教师主要由高校毕业生担任，实践经验不足，难以体现学生的"学徒"身份，而企业导师由于受聘时间有限、沟通机制缺乏，也难以充分发挥作用。因此，如何合理安排校内与校外教师的课时比例、如何保障课程内容的连贯性与完整性，以及如何让双师教学真正促进专业知识与实践能力的提升，都是值得关注的问题。本研究以职业本科学前教育专业的双师教学情况为研究对象，借助问卷调查和数据分析，探讨中国特色学徒制视角下双师教学模式的实施现状、效果与优化路径，为今后的改革实践提供参考。

II. 研究的文献综述

（一）现代学徒制到中国特色学徒制的转变

现代学徒制源于德国双元制，受到特殊的国情和企业文化的影响。2014年国务院印发《关于加快发展现代职业教育的决定》首次提出开展现代学徒制试点以来，教育部先后出台多个文件推进现代学徒制育人体制建设，大力培养技术技能人才。樊丽娜，徐峰（2024）指出，现代学徒制通过完善校企双主体共同育人机制，进一步整合学校、企业、行业等主体的优势资源，互相合作、互相支持、互相分享，共同培养学生，不断提升高职院校人才培养的质量和水平。黄景容和廖小磊（2024）研究指出，现代学徒制源于西方职业教育体系，是将学徒制与现代职业教育理念结合的产物。其核心是学校与企业共育人才，通过"招生即招工、入校即入厂"的方式实现学生、学校和企业三方利益的统一。但是，相对于德国"双元制"的"企主校辅"的模式，我国的现代学徒制采用的"校主企辅"模式却不符合人才培养规律，在实施过程中出现了"院校热、企业冷"的局面，同时招生与招工同步的理念也没有能够贯彻实行，学时在企业实践和在学校学习的"三天在企业、两天在学校"的要求也基本没有做到。

2021年，《中华人民共和国国民经济和社会发展第十四个五年规划和2035年远景目标纲要》强调要"深化产教融合、校企合作，鼓励企业举办高质量职业技术教育，探索中国特色学徒制"。自2022年教育部印发的《职业教育与继续教育2022年工作要点》开始，不再提现代学徒制，而改为"中国特色学徒制"。2022年，新修订的《中华人民共和国职业教育法》（以下简称新职教法）进一步提出"国家推行中国特色学徒制"，鼓励职业院校与职业培训机构、产教融合型企业深化合作，联合开展学徒培训。近年来，我国已颁布一系列政策文件，围绕中国特色学徒制进行统筹谋划，为校企共育高技能人才指明方向。这体现出党和国家对创新技能型人才培养模式、破解结构性就业矛盾的重视程度。黄景容和廖小磊（2024）研究指出中国特色学徒制应由以下要素构成：政府支持、企主校辅、双师传授、德技并修、工学结合、训育评用联动。这样的互动和共同演变的方式是需要企业、大学、政府和民间社会的积极

参与（Liu, Q., Zhang, Y., & Sun, X，2025），郑清松和王波（2024）指出中国特色学徒制高质量发展的核心目标是紧扣产业变革、技术变革、组织变革需求，坚持政、校、行、企统筹联动，提高技能型人才供给水平。据此，职业院校的专业建设要紧跟产业发展趋势与市场需求，根据职业教育的核心要求，改革人才培养方案、课程标准和专业体系，重点提升学生的岗位技能。

（二）双师教学的相关研究

首先，本研究中的双师不同于"双师型"教师，而是指高校教师和企业技师（企业兼职教师）。所谓双师教学，是指由校内教师与校外行业专家共同承担教学任务的模式。双师教学的研究最早起源于我国的职业教育，熊华浩（1999）指出，高职院校要安排专职教师与兼职教师进行协同式教学，利用两位老师知识与能力的互补，完成理论知识与实践训练的教学任务。从目前的校企合作趋势来看，双师教学已经不仅限于校内教师负责理论知识的传授和教学管理，校外教师负责实践教学和案例指导，而是要由校企双方共同构成教学团队、双师工作坊等形式开展人才培养工作。构成具备"双师结构"教学团队以突破高职院校师资结构不合理、学生就业水平低等发展瓶颈问题。余凡（2020）指出，实施双师教学首先要发挥企业主体优势，提炼行业企业所需人才核心素养特征，然后由校企双方导师根据教学规律确定专业人才培养目标，构建融入核心素养的课程体系，最后要建立现代学徒制人才培养结构，落实课程建设方案，监控人才培养质量。

已有研究表明，双师教学模式带来了从传统课堂上"一课一师"到"一课多师"的转变，多名教师的参与给学生带来了更丰富的课堂活动、更多元化的知识和学习方法，可以提高学生的学习兴趣；线上线下教师将理论与实践有机结合，设计真实教学情景和进阶式学习进程，可以帮助学生牢固掌握理论知识、有效提高教学技能（邢蓓蓓，刘翠等，2022）。

然而，由于缺乏有效的沟通与评价机制，双师教学容易出现教学内容脱节、权责不明等问题。解决问题的关键要从点切入，积极开展双师教学，加强校企沟通，逐渐深化校企合作，最终实现特色化人才培养目标（张远记等人，2025）。

（三）职业本科的特色与职业要求

《教育部关于"十三五"时期高等学校设置工作的意见》提出，以人才培养定位为基础，我国高等教育总体上可分为研究型、应用型和职业技能型三大类型。"职业性"是本科层次职业教育的个性标识，是区别其他类本科教育的类型特征。本科层次职业教育的人才培养应符合职业教育的规律，定位于技术技能人才，职业导向应深嵌于职业本科人才培养的各要素之中、贯穿于人才培养的全过程（别敦荣，2024）。

相较于普通本科教育，本科层次职业教育人才培养应遵循基于技术应用与职业导向的实践逻辑，以技术理论知识的应用为目的，强调能够灵活运用专业知识解决复杂问题的实践应用能力（崔淑淇，姚聪莉，2023）。学前教育则是一直关注青少年儿童健康成长的关键阶段（Jia Luo，2024)。以学前教育专业为例，相同的专业在职业本科和师范类教育中，虽然都是培养学前教育（3–6 岁幼儿教育）领域人才为核心，但因所属教育体系、培养定位不同，存在显著差异。相对而言，职业教育虽重视专业理论的学习，但更注重实践技能的训练。两者的异同点归纳如表 1 所示。

表 1：职业本科与师范类学前教育专业的异同比较

对比维度	职业本科学前教育专业	师范类学前教育专业	相同点总结
办学定位与培养目标	职业教育范畴，侧重"技能型、应用型"，以满足幼儿园一线实操需求为核心，培养"会做、能做"的技能型教师	普通高等教育师范体系，侧重"理论型、综合型"，兼顾教学与教研、管理能力，培养"懂理、会教、能研"的教师	均聚焦学前教育领域，以培养学前教育人才为核心目标
课程设置	实操技能为主，理论服务于技能应用理论课程；强化岗位刚需技能，实训课时占比 60% 以上；特色课程符合企业要求，校企合作较为深入，职业资格相关课程较多	理论体系为主，技能服务于理论落地理论课程；实训课时占比 40%–50%；特色课程符合师范素养课程、教研类课程等	均包含学前教育学、儿童发展心理学等基础理论课程以及艺术技能课程
实践环节设计	强调岗位适配性，与幼儿园共建实训基地，采用"工学交替"模式，实习聚焦具体岗位任务（如顶岗实习、日常保教）	侧重理论应用与反思，分"见习、试教、实习"三阶段，实习含独立带班、教研反思，部分涉及课题研究	均需安排幼儿园见习、实习等实践环节，以提升实际教学能力
学历性质与社会认知	颁发职业本科毕业证书，国家承认全日制本科学历，社会认知度逐步提升，部分机构对其偏好度较低	颁发普通本科毕业证书，历史悠久，教育系统内认可度高，公办园招聘、职称晋升中更具优势	均为国家承认的本科学历，毕业生从事幼儿园教师工作，均需考取教师资格证
就业方向	核心为幼儿园一线技能型岗位（民办园教师、早教机构主教等），部分进入学前教育相关企业（玩教具研发等）	范围更广，含公办园教师、学前教育教研（教研员）、教育行政部门、师范院校（需高学历）、学前教育类编辑等	均面向学前教育领域就业，涵盖幼儿园教学等核心岗位

内容来源：作者自行整理

III. 研究设计

（一）研究对象与数据来源

本研究使用某高职院校学前教育专业学生和教师为调查对象，利用问卷星平台收集问卷。共回收有效问卷 891 份，其中学生样本 774 份，教师样本 117 份（包括学前教育专业教师 66 份，其中教龄 10 年以上者 30 人，1—3 年 22 人，4—10 年 14 人；幼儿园教师 51 份）。

（二）问卷内容与变量设计

问卷分为两个部分，分为校内双师教学情况调查（17 个题目）和岗位实习双师指导情况调查（共 15 个题目）。分别包括基本信息、双师教学认知与安排、双师建设师资情况、教学效果与影响等四个部分。题目形式包括单选和多选，主要涉及对双师教学概念的了解程度、课程与课时安排情况、校内外教师授课比例、教师团队配合度与教学态度、学生知识与技能提升情况、对学生职业发展影响以及教学中存在的问题等。

（三）数据分析方法

本研究采用描述性统计分析，计算各选项的频数和百分比，重点研究突出的选项在实际教学中的表现及影响；对多选题使用汇总分类的方法呈现主要组合，对高分值选项进行排列组合，分析对问题的主次影响因素；同时通过交叉分析比较学生与教师在认知和评价上的差异。由于样本量较大且为普查性质，本文未进行显著性检验，而将重点放在分布特征和实际问题的发现上。

IV. 数据分析

（一）样本基本情况

图 1 和图 2 分别列出了样本的基本信息，包括身份分布、教师教龄和学生年级。整体来看，学生样本占比 87.0%，教师样本占比 13.0%。教师中 10 年以上教龄者占教学样本的 25.6%，学生中大二年级占比最高，达 47.2%。
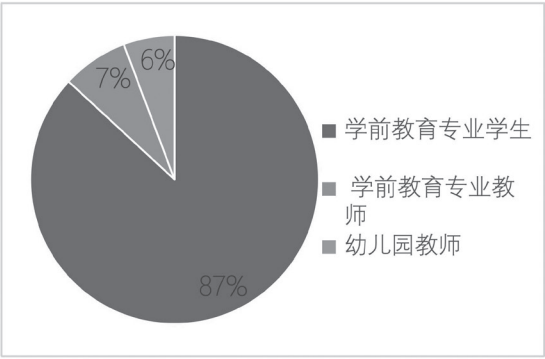
（二）双师教学现状调查

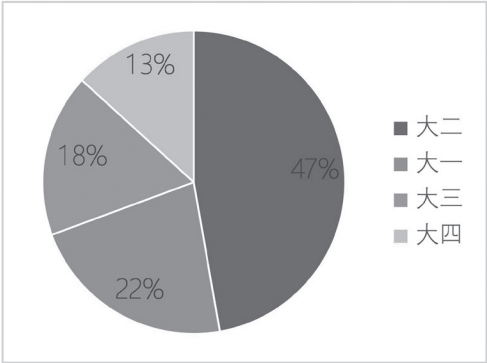图 1：调查对象统计

图 2：学生年级统计

调查结果如图 3 所示，受访者对双师教学概念"比较了解"和"非常了解"的比例合计约 53.4%；课程安排和课时安排被认为合理和充足的受访者分别占 88.8% 和 85.1%。大多数学生对教师配合和教学态度表示满意，学生在知识、能力和兴趣方面都有极大的提升，提升比例分别为 88.11%、88.56% 和 87.66%，学生普遍认为双师教学对提升职业发展能力是极大的帮助，比例为 86.08%。以上数据充分说明双师教学的效果明显，双师教学管理运行良好。
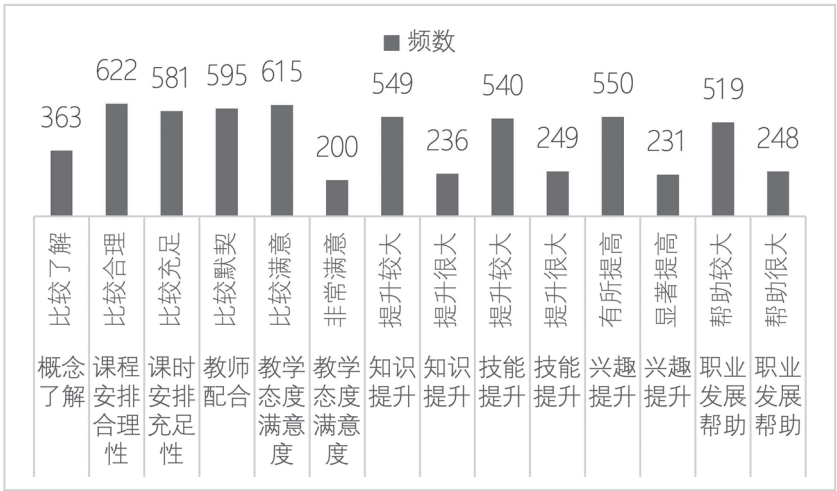
图 3：双师教学情况调查统计

如图 4 所示，从校内教师与幼儿园教师的主要指导重点与方式等方面进行比较，可以看出，校内指导教师关注的重点是在教育理论的落地，关注学生的职业规划与发展；幼儿园指导教师关注学生的职业技能训练，校企双方的教师对学生的关注互为补充。双师指导方式多样化，最常用的方式是面对面指导；校企双方教师进行高频次协作和针对性指导。结合校外集中实践的双师指导情况来说，双师教学对培养学生的工作技能和解决实际问题效果明显。
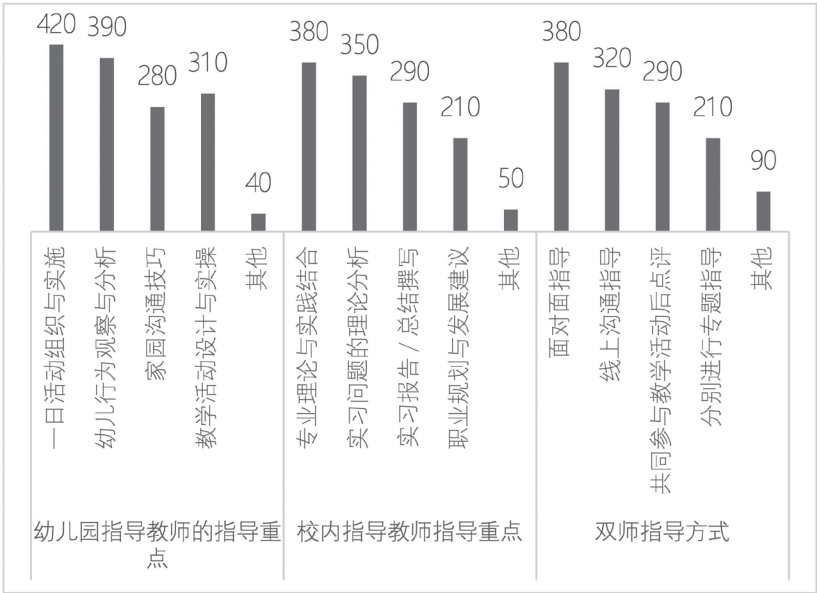

图 4：双师教学情况比较统计

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（三）主要问题分析

表 2 列举了受访者认为双师教学过程中存在的主要问题。结果显示，复合问题"沟通协调不足、内容脱节、时间冲突与评价不明确"被提及最多，其次是"其他"选项所占比例较高，这表明受访者在问卷列出的四种问题之外，还存在其他尚未被充分关注的困扰；单项问题中，时间冲突、内容脱节和缺乏评价机制分别有 70 余人提及，说明这些方面是实习双师指导的痛点。双师教学在课程衔接和校内外教师协同方面仍有改进空间。

表 2：主要问题调查情况统计表

类别	选项	频数	百分比
	A. 两位指导教师沟通协调不足 ⋮ B. 指导内容与实习实际需求脱节 ⋮ C. 指导时间与实习工作时间冲突 ⋮ D. 对双师指导效果的评价不明确	208	27.48%
	E. 其他	171	22.59%
	C. 指导时间与实习工作时间冲突	73	9.64%
	B. 指导内容与实习实际需求脱节	71	9.38%
	D. 对双师指导效果的评价不明确	71	9.38%
存在问题	A. 两位指导教师沟通协调不足	55	7.27%
	A. 两位指导教师沟通协调不足 ⋮ B. 指导内容与实习实际需求脱节 ⋮ C. 指导时间与实习工作时间冲突 ⋮ D. 对双师指导效果的评价不明确 ⋮ E. 其他	37	4.89%
	C. 指导时间与实习工作时间冲突 ⋮ D. 对双师指导效果的评价不明确	33	4.36%
	B. 指导内容与实习实际需求脱节 ⋮ D. 对双师指导效果的评价不明确	21	2.77%
	A. 两位指导教师沟通协调不足 ⋮ D. 对双师指导效果的评价不明确	17	2.25%

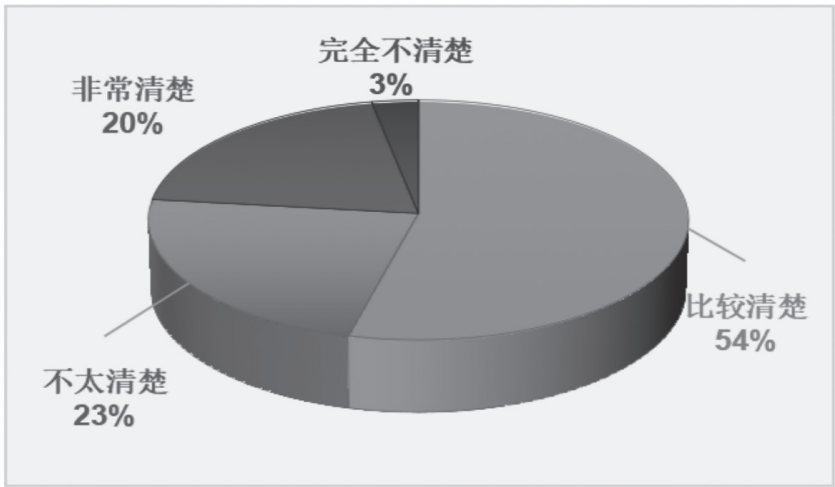结合图 5 的数据分析可知，受访者对实习期间双师教学的具体职责分工还有约 26% 的人不清楚，说明在实习阶段的双师责任不够清晰，实习过程中的双师指导不足，尤其是校内教师对学生的指导严重不足。

图 5：实习阶段双师教学责任调查统计表

（四）研究结果分析

在对双师教学概念的了解程度上，受访者的分布呈现出梯度结构。选"非常了解"的占 12.7%，"比较了解"的占 40.7%。"不太了解"的占 40.5%。这种分布表明，大多数学生对双师教学已有一定认知，但仍有近半数人需要进一步的理论和实践引导。

关于校内与校外教师的授课比例，调查结果显示：选择"校内教师占比 70% 以上，校外教师占比 30% 以下"的占 35.1%；选择"校内教师占比 50%–70%，校外教师占比 30%–50%"的占 19.2%；另有表示不清楚比例的占 36.6%。数据反映出校内教师仍然是教学主力，校外教师的参与度需要进一步提升。

对于课程安排的合理性，大多数受访者选择了"比较合理"，占 69.8%；认为"非常合理"的占 19.0%。总体而言，课程安排得到广泛认可，但仍需在个别课程的设置和顺序上进一步优化。

在课时安排方面，认为"比较充足"的占 65.2%；认为"非常充足"的占 19.9%。结果可见，虽然多数人满意课时设置，但仍有约 15% 的受访者期待进一步增加实践教学时间。

对于教师配合程度，选择"比较默契"的占 66.8%；"非常默契"的占 21.2%。说明教师之间的合作总体良好，但默契度仍有提升空间。

教师教学态度满意度较高，认为"比较满意"的占 69.0%，"非常满意"的占 22.4%。这反映出教师普遍具备良好的教学态度。

专业知识提升方面，选择"提升较大"的占 61.6%；"提升很大"的占 26.5%。表明双师教学在知识传授方面成效显著。

实践技能提升方面，认为"提升较大"的占 60.6%；选择"提升很大"的占 27.9%。可见，多数学生在实践技能上获得明显成长。

关于学习兴趣，认为"有所提高"的占 61.7%；"显著提高"的占 25.9%。双师教学总体上提升了学生的学习兴趣。

针对职业发展的帮助，认为"帮助较大"的占 58.2%；认为"帮助很大"的占 27.8%。反映出双师

教学对学生职业规划具有积极效应。

在教学过程中存在的问题中，选择"其他"的占 20.7%，说明部分问题未被列举。

在更深入的分析中，本研究还对教师群体与学生群体的回答进行了比较。结果发现，教师普遍比学生对双师教学的概念更加了解，他们在课堂与校外实践的融合方面表现出更高的认可度，这一现象与教师丰富的教学经验和行业背景有关。相反，学生由于学习阶段不同，对双师教学的理解深度存在差异，尤其是低年级学生对双师教学的概念仍较陌生。在课程安排与课时设置方面，教师更倾向于认为现行安排合理且充足，而部分学生尤其是高年级学生，则希望有更多的实践环节和案例分析，应该满足不同群体的需求，合理调整理论与实践的比例。教育者需要通过工作坊、互动讨论等方式，让学生深入理解双师教学的意义和优势，激发其参与积极性。此外，研究发现双师教学对学生兴趣和职业发展的促进作用随年级和个人经历而异。高年级学生在实习或见习过程中更能感受到双师教学的优势，他们普遍认为双师教学能够帮助他们建立职业信心并提升就业竞争力。这一发现为学校在不同阶段设置针对性教学内容提供了依据。通过对"其他"选项的开放式回答进行质性分析，受访者提到的问题包括：校内外教师信息沟通不足、实践内容与未来工作岗位不匹配、缺乏个性化指导、评价方式单一等。这些问题与现代学徒制强调的学徒中心、个性培养理念相矛盾，反映出双师教学在落实过程中仍存在机制层面的障碍。未来的改革应从政策支持、资源投入、管理协调等多方面入手，切实提升双师教学的质量和效益。

V. 结论

1. 讨论与建议

（一）双师教学优势与意义

调查显示，多数学生和教师对双师教学持肯定态度，并普遍认可其在促进专业知识和实践技能提升方面的作用。这与中国特色学徒制强调"工学结合"的理念相一致。校内教师在理论知识、教学方法和对学生情况的熟悉度方面具有明显优势，而校外教师则凭借丰富的实践经验和对行业需求的了解，为学生提供真实的案例和技能训练。双师教学有助于打破传统课堂的局限，使学生在校期间就能接触幼儿园工作情境，提高学习兴趣，增强职业认同。

（二）问题成因分析

虽然双师教学取得了积极成效，但仍存在理论与实践内容衔接不畅、校内外实践时间安排不合理、校内外教师参与不协调、评价方式单一等问题。这些问题的根源在于双师教学团队建设不足和校企深度合作不够等。首先，校外教师兼职授课时间有限，难与校内教师进行充分沟通；其次，学校与幼儿园缺乏系统的课程开发体制，导致理实融合困难、教学资源不足、评价机制单一等问题。第三，对双师教学的效果缺乏评价管理平台，既难以反馈学生的学习过程，又难以督促教师教法的改进。

（三）改进建议

首先，构建专兼结合的"双师型"教师团队，建立学校与幼儿园的长期合作关系，通过多样化的教师能力培训提升高校教师和幼儿园教师的教学实践能力，并制定明确的岗位职责和管理规范。其次，优化专业课程体系和教学安排，以职业能力培养为导向，以项目式教学为形式，确定校内外教师的授

课安排。再次，建立教师沟通与协作机制，采用共同备课、教学研讨、一课双师、理实结合等方式确保教学活动中的理论与实践内容的衔接。最后，建立多元评价机制，综合学生评价、课堂观察、学习成果展示、教学专家和幼儿园教师评价等方式，形成教学管理闭环。

（四）研究局限与展望

由于问卷调查主要面向深圳、江西和山西等地区的高职院校和幼儿园，样本代表性有限；问卷主要采用自评方式，难免存在主观偏差。在未来的研究中，可进一步采用访谈、课堂观察、成果展示等多元方法拓宽样本来源，并深入分析双师教学对学生职业发展的长远影响。

2. 结论

根据中国特色学徒制的发展理论，双师教学是实现学前教育专业工学结合和产教融合的重要途径之一，在职业院校采用双师教学的方式可以提升学生的专业知识、实践技能和学习兴趣，对学生职业能力发展具有显著的影响。目前，双师教学存在师资队伍建设不足、课程内容衔接不畅、校企合作责权不规范、教学评价机制不完善等问题。对此，在进一步完善和发展双师教学模式的过程中，校企双方要开展更加深度的合作，构建校企紧密型的双师教学团队，要进一步优化教学内容，加强教学过程中的双师衔接，理顺校企协作的各项细则，进一步完善多元评价体系等。要继续从中国特色学徒制视角下开展学前教育专业人才培养的研究，在校企合作、产教融合理论的基础上继续采用更为灵活的校企协同管理机制，不断优化和创新教学模式，基于工作岗位促进学生职业能力的形成，培养适应未来行业发展需要的高素质幼教人才。

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Ethical Guidelines

Chapter 1. General Rules

Article 1 (Purpose)

The purpose of the following rules is to present the basic ethical principles and direction needed to ensure the research ethics of editorial board members, peer-reviewers. and authors who examine or submit articles to the Journal of Advanced Academic Research and Studies (JAARS). NLBA Eurasian Institute publishes these rules to present the procedure and actions for research misconduct.

Article 2 (Object of the Study and Scope)

The research is subject to sanction, investigation and judgement to determine whether research ethics were followed when any of the following occurs:

    i.The study was submitted to the Journal of Advanced Academic Research and Studies,
    ii.The study was confirmed to be published in the Journal of Advanced Academic Research and Studies,
    iii.The study has already been published in the Journal of Advanced Academic Research and Studies.

Chapter 2. Honesty and Social Responsibility of the Research

Section 1. Honesty in the Research

Article 3 (Honesty of the Research)

a.Researchers must conduct every research behavior (proposing research, researching, reporting and presenting research, investigating and judging) honestly and sincerely.

b.Researchers must describe the content and the importance of the study clearly and objectively, and must not delete or add results arbitrarily.

c.Researchers must carry out every study without any bias or prejudgment.

Article 4 (Ethics for Researchers)

a.Researchers must not commit research misconduct during any part of the research process.

b.A study must not be submitted if it has been published in other journals, and researchers must not request review of the study to different journals at the same time. However, a thesis or a paper presented in a conference as a working paper shall be exceptions.

Article 5 (The Record, Storage, and Report of Research Data and its Disclosure)

a.All research information must be clearly and precisely recorded, processed, and preserved so that it may be accurately analyzed and confirmed.

b.Researchers shall use proper research methods and statistics, and those shall be available to the public if necessary.

Section 2. Fairness in Researchers'Contributions

Article 6 (Collaborative Research)
Researchers must make the roles and contributions of all contributors clear if they conduct a joint study with other researchers, and shall take full responsibility for establishing this. Prior to conducting research, mutual agreement and understanding shall be made with regard to property rights and ownership issues, research director selection, authorship and the standard of order. the data collection method. individual role in the study. and expectations and objectives of the study.

Article 7 (Responsibility and Duty, Order of Authors)
a.Researchers are responsible only for the study that they carry out or are involved in as an author, and are recognized for that achievement.
b.Authors must accept requests for proof of their contributions.
c.The order of authors must accurately reflect the academic contribution by each author to the research contents or results, regardless of the authors'relative positions.

Article 8 (Corresponding Author)
a.Corresponding authors shall take overall responsibility for the results of the study and proofs.
b.Corresponding authors shall have the burden of proof with respect to the order of the author and co- author(s).

Article 9 (Affiliation of Author)
When indicating the affiliation of author(s), the author's current status in principle shall be given. However, it is possible to follow the customs of the author's academic field if their field of affiliation follows a different custom.

Chapter 3. Research Misconduct and Unethical Research Conduct

Section 1. Methods and Principles of Citation

Article 10 (Methods and Principles of Citation)
a.The author may cite a part of other researchers'studies in his/her research paper using their original text, or the translated version by introducing, referring to or making a comment on the original.
b.The author shall take all possible measures to ensure the accuracy in stating sources and making the list of references.The author must confirm all elements of a citation(author's name, number/volume of the journal, page and published year)not depending on the secondary source but solely on the original work. However, when inevitable, the author can include with acknowledgment.
c.The author must cite in a reasonable manner and use the good faith principle, so that uncited works can be clearly distinguished from cited works.
d.The author must cite published works only. However, in the case of citing unpublished academic materials that have been acquired through personal contact, paper review or proposal review, the author must acquire consent from the relevant researcher(S).
e.When the author introduces ideas or theories in his/her work that have been presented in another study, the source must be stated.

f.The author must distinguish his/her own ideas from cited materials when borrowing substantive parts from one source, so readers can clearly recognize the author's work.

g.If a reference has a significant impact on the direction of the research or can help the reader understand the contents, the author must include all such works on the list of references, except in such cases where the relevant research can theoretically and empirically be inferred.

Article 11 (Method of General Knowledge Citation)

a.If the author uses someone else's idea or a fact provided by them, the source should be provided.However. general knowledge or material that general readers will already recognize shall be an exception.

b.If the author is unsure whether any concept or fact qualifies as general knowledge, it is recommended to cite the original text.

Section 2. Research Misconduct

Article 12 (Definition of Research Misconduct)

"Research misconduct" refers to any instances of forgery, falsifcation, plagiarism, failure to give proper credit to co-authors or redundant publications that may emerge during the entire research process (research proposal, conduct of research, report and presentation of research, investigation and judgement).

a."Forgery" refers to the act of presenting non-existent data or research results.

b."Falsification" refers to the acts which artificially manipulate research processes, randomly modify, or delete data resulting in distorted research content or research results. (Here. "deletion" refers to the act of using only favorable data and intentionally excluding the data that might cause unexpected or undesired results.).

c."Fabrication" refers to the act of intentionally creating a document or record that does not exist.

d."Plagiarism" refers to the acts which pirate other's work, ideas or research, using ideas, hypotheses, theories, research contents, or research results without justifiable approvals, citation, or quotations, as if those were his/her own.

    i. "Idea Plagiarism" refers to the act of using someone else's ideas (explanations, theories, conclusions, hypothesis and metaphors)in full, substantial proportions or in a fragmented revised form without giving appropriate credit to the originator of the words and ideas. Authors have moral responsibility to indicate the source of ideas through a footnote or a reference. Authors must furthermore not steal other's ideas which are known through peer review of research proposals and submitted articles.

    ii. "Text plagiarism" refers to the act of copying text from another's work without clarifying the original author.

    iii. "Mosaic plagiarism" refers to the act of combining a part of a text with a few words added, inserted or replaced with synonyms, and others without clarifying the source or the original author.

e."Redundant Publication" refers to the act of publishing a paper that is identical or highly similar text to one that has already been published in the past in another academic journal without alerting the editors or readers of the fact that this work was previously published elsewhere. If the contents of the paper are almost the same as his/her previously published paper, the later paper is regarded as a redundant publication even if the text has a different point of view or perspective, or including a diferent analysis based on the same data that has been previously published. In the case in which the author would like to publish a paper using a previously published paper, he/she must acquire permission from the chairperson after providing the information about the publication and double-checking whether it is a redundant publication or duplication of a publication.

f."Self-plagiarism" refers to the act of using images, graphs or part of one's own research already published without identifying the source, and it is regarded as redundant publication.

g."Failing to give proper credit to co-authors" refers to the act of failing to list those who have contributed academically to the research process or results as a co-author or conversely to the act of listing those who have not made any academic contribution as co-authors.

Article 13 (Research Misconduct and Copyright Infringement)

a.Generally, the copyright of all papers and instances published through NLBA Eurasian Institute is assigned to the author. However, if they are utilized for public objects like education, NLBA Eurasian Institute owns the right of use.

b.The full term of copyright is assigned to the academic journal publisher in all papers published in academic journals.

c.It should be noted that "Redundant Publication" may cause copyright violation.

d.It should be noted that the author should use proper quotation marks when widely citing text from copyrighted sources, and even if the text is properly cited, it could infringe copyright.

Section 3. Inappropriate Writing

Article 14 (Inappropriate Writing)

The following are regarded as inappropriate writing:

     i.Inappropriate citations

     ii.Distorting references

     iii.The act of depending on abstracts when citing the published paper

     iv.Citing papers that the author did not read or understand

     v.The act of partially citing despite intensively borrowing from a single source

     vi.The act of reusing text

Article 15 (Prohibition of Distortion of References)

a.References must only include documents that are directly related to the article content. Unrelated references for the purpose of intentionally manipulating the citation index of the paper or academic journal should not be included.

b.As a moral responsibility, the author should not only cite the references which will be favorable to his/her data or theory, but also cite references which may contrast with his/her point of view.

Article 16 (Reuse of Text)

a."Reuse of Text" refers to the act of re-using a part of the manuscript that he/she has used in a previous paper.

b.Text reuse is an act contradictory to ethical writing, so the author must avoid re-using text already used. In case of unavoidable text re-use, the author should not violate copyright infringement by following standardized reference practices including the use of quotation marks or proper indication.

Chapter 4. Ethical Rule Enforcement

Section 1. Research Ethics Committee

Article 17 (Ethical Rule Pledge)
New members who have enrolled in the research pool of NLBA Eurasian Institute shall acquaint and pledge to abide by these research ethics when submitting to the "Journal of Advanced Academic Research and Studies" and conducting research. Current members shall be regarded as having pledged to abide by these research ethics when initiated.

Article 18 (The Announcement of Violation of Ethical Rule)
If a member learns that another member has violated any ethical rules, he/she should endeavor to correct the mistake by helping make him/her be aware of the rules. However, if he/she does not correct the violation or the ethical violation is obviously unveiled, the member must report to the committee immediately.

Article 19 (Organization of the Research Ethics Committee)
NLBA Eurasian Institute shall establish a Research Ethics Committee (hereinafter referred to as the "Committee") mandated to deliberate on matters falling under each of the following sub-paragraphs:
a.Matters concerning establishment and revision of these rules.
b.Matters concerning acceptance and handling of misconduct.
c.Matters concerning beginning actual investigation and decision, approval, and re-deliberation of investigation results.
d.Matters concerning protection of informant and examinee.
e.Matters concerning investigation of research integrity, handling of investigation results and follow up measures.
f.All the matters concerning operations of other committees.

Article 20 (Organization of Research Ethics Committee)
a.The Committee shall consist of one chairperson and members of no less than five but no more than nine persons.
b.The chairperson and the members shall be appointed by the chairman of NLBA Eurasian Institute.
c.The members of this committee shall hold a one year term and they may be reappointed.
d.The chairperson and the members of this committee shall maintain independence and confidentiality with respect to the details relating to deliberations and decisions.

Article 21 (Organization of Research Ethics Committee)
a.The chairperson of the committee shall convene any meeting and preside over such meetings.
b.The committee's meetings shall open with the attendance of a majority of the total members including the chairperson and resolve with the concurrent vote of a majority of those present.
c.No meeting of the committee shall be open to the public. [The meeting shall not be open to the public in principle, but whenever deemed necessary, the committee can ask the related party and hear their opinions.]
d.Whenever deemed necessary, the committee can ask the related party and hear their opinions.
e.Any member who is involved in the research subiect to an investigation will not be permitted to attend the concerned meeting due to a conflict of interest.

Article 22 (Authorities and Responsibilities of the Committee)

a. The committee can summon for attendance and data submission any informants, examinees, witnesses and testifiers, in the process of an investigation.

b. When the examinee refuses to attend the meeting or data submission without a justifiable reason, it could be presumed as an indication that he/she has acknowledged the allegations.

c. The committee can take substantial measures to prevent any loss, damage, concealment or falsification of research records or evidence.

d. The committee members should comply with confidentiality concerning deliberation-related matters.

Section 2. Research Integrity Investigation

Article 23 (Reporting a Fraudulent Act)

An informant can report a fraudulent act using any means available when reporting using their real name. However, when reporting anonymously, he/she must submit the title of the paper, and the evidence and detail of the misconduct in writing or by e-mail.

Article 24 (Confidentiality and Protection of Rights of Examinee and Informant)

a. The committee should not reveal the personal information of the informant unless it is necessary.

b. The committee must take action to protect the informant if the informant experiences illegitimate pressure or threats due to reporting the fraudulent act.

c. Until the investigation of a fraudulent act is completed, the committee must be careful not to infringe upon the rights or reputation of the examinee. If the person turns out to be innocent, the committee must make efforts to recover the reputation of the person.

d. The identity of the informant, investigators, testifiers, and consultants should not be disclosed.

e. All facts relating to research ethics and authenticity investigations must remain confidential and the people involved in the investigation must not reveal any information obtained during the process. If there is a need to disclose related information. the committee can vote to make such a decision.

Article 25 (Raising an Objection and Protection of Defense Right)

a. The committee must ensure the informant and examinee have equal rights and opportunities to state their opinions and obiections. Such procedures must be informed to them beforehand.

b. An examinee or informant may require the avoidance of deliberation and decision after explanation in case he/she expects an unfair decision.

c. The research ethics commitee must give the examinee a chance to submit their opinion and clarify any fact revealed during the first report or any additional report.

Article 26 (Preliminary Investigation of Research Misconduct)

a. The committee must investigate the presence of misconduct if there is a considerable doubt about legitimate conduct or detailed information about misconduct.

b. The chairperson can officially carry out the investigation (hereinafter referred to as the "preliminary investigation") which is a procedure to decide whether the suspected misconduct should be investigated after consultation with the chairman of NLBA Eurasian Institute.

c. The committee shall form the preliminary investigation committee consisting of no more than five members within 30 days of reporting.

d. The committee shall inform the informant and examinee of the formation of such a committee, and give the examinee a chance to clarify within 30 days.

e. A preliminary investigation is initiated within 30 days of the formation of the preliminary investigation committee and the investigation should be completed within 30 days of the start of the investigation except in unavoidable circumstances.

f. If it has been more than five years since a misconduct was committed, the reporting is not handled in principle even if the reporting is accepted.

g. Through preliminary investigation, the following is reviewed:

   i. Whether the reported instance qualifies as research misconduct

   ii. Whether the reporting is specific and clear enough to lead to an actual investigation

   ii. Whether more than five years has passed since the reported misconduct was committed

Article 27 (Report and Notice of the Preliminary Investigation Result)

a. The result of the preliminary investigation shall be notified to the informant and examinee within ten days of the committee's decision, and reported to the chairman of NLBA Eurasian Institute.

b. The result report of the preliminary investigation must include the following:

   i. Specific information regarding the alleged misconduct

   lii. Facts regarding the alleged misconduct

   iii. Grounding for decision on whether to conduct an actual investigation

Article 28 (Raising an Objection and Protection of Right of Defense)

a. The committee must ensure that the informant and examinee have equal rights and opportunities of opinion statement and objection. Such procedure must be informed beforehand.

b. The informant and examinee can make an objection within ten days from the day of being notified of the preliminary investigation.

Article 29 (Beginning and Duration of an Actual Investigation)

a. The actual investigation begins within 30 days after a positive result from a preliminary investigation. During the period, the actual investigation committee consisting of no more than nine persons (including the preliminary investigation committee) must be formed to conduct an actual investigation.

b. The actual investigation must be completed within 90 days from the beginning date.

c. If the investigation committee decides that it cannot be completed within the specified period, it can explain the reason to the committee and request a 30 day extension (one time only).

Article 30 (Formation of an Actual Investigation Committee)

a. An actual investigation committee is composed of no more than nine members.

b. Formation and duration of an actual investigation committee is determined by the committee. The chairperson of the actual investigation committee is elected among the actual investigation members.

c. The investigation committee shall include at least two members with specialized knowledge and experience in the relevant field.

d. A person who has a stake in the investigated matter must not be included in the actual investigation committee.

Article 31 (Request for Appearance and Document Submission)
a. The actual investigation committee can request the examinee, informant(S), and testifiers to appear for testimony and the examinee must comply.
b. The actual investigation committee can ask the examinee for submission of a document, and retain and store the relative research materials about the person involved in the misconduct after the approval of the head of the research organization in order to preserve evidence relating to the investigation.

Article 32 (Exclusion, Avoidance and Evasion)
a. The examinee or informant(s)can require exclusion by identifying the reason if there are reasons to believe that a committee member is unable to maintain fairness. When such request for exclusion is recognized, the member subiected to the request shall be excluded from the concerned investigation.
b. If the committee member is directly related to the corresponding matter, he/she shall be excluded from all deliberation. decisions and investigation of the matter.
c. The chairperson can suspend the qualification of a member who is related to the corresponding matter in connection with the corresponding investigation.

Article 33 (Investigation Report Submission)
The actual investigation committee must submit the result to the committee within the actual investigation period, and the result must include the following:
    i. Specific details of the alleged misconduct
    ii. Facts regarding the alleged misconduct
    iii. Evidence, witness list and affidavits
    iv. Investigation results
    v. Other data useful for decisions

Article 34 (Decision)
a. The decision must be made within six months from the beginning of the preliminary investigation.
b. The committee shall make the decision confirming that the examinee committed research misconduct after reviewing the result report.

Section 3. Action after Investigation

Article 35 (Action in accordance with Investigation Result)
When a decision is made confirming the research misconduct, the committee can sanction the author with applicable punishment to each of following, or impose corresponding retribution.
    i. The publication is postponed until the final decision of the research ethics committee is made even if the paper has been confimed to the author that it will be published.
    ii. The publication of the paper to which the research misconduct is related is to be canceled and deleted from the article list of the journal even if the volume has already been published.
    iii. The author found to have committed such misconduct is prohibited from submitting papers to the journal for three years, and these facts are made public on the homepage of the journal (http://www.nlbaeai.org).

iv.If there is an author found to have committed plagiarism or redundant publication, the editorial board stores the relevant investigation details for five years.

v.The chairperson of the organization with which the author(s) is affiliated is notified of the final decision.

Article 36 (Investigation Result Notification)

The chairperson of the committee shall immediately notify the related persons such as the informant and examinee of the commitee's decision regarding the investigation result in writing.

Article 37 (Investigation Result Notification)

a.If the informant or the examinee refuses the committee's decision, he/she must submit a re-deliberation request to the committee within 15 days from receipt of the result notice as prescribed in Article 37.

b.The committee must decide whether re-deliberation is necessary within 10 days of the receipt of the re-deliberation request.

c.The committee will decide there-deliberation procedure and method.

Article 38 (Follow-ups such as Recovery of Author's Honor)

If the results of the investigation confirm that no research misconduct has been identified, the committee must take follow-up steps to recover the reputation of the examinee.

Article 39 (Storing the Record and Confidentiality)

a.All records regarding the preliminary and actual investigation are stored for five years from the date of the investigation's conclusion.

b.All facts relating to research ethics and the investigation must remain confidential and the people involved in the investigation must not reveal any information obtained during the process. If there is a need to disclose investigation information, the committee can vote to make such decision.

Article 40 (Etc.)

Matters that are not determined by these rules are to be decided by the editorial board.

Article 41 (Date of Effectiveness)

These regulations shall be effective as of January 1, 2024.

Editorial Regulations

Journal of Advanced Academic Research and Studies (JAARS)

Chapter 1. General Roles

Article 1 (Purpose)
The purpose of the following rules is to prescribe matters regarding the editorial work and standards for the Journal of Advanced Academic Research and Studies (hereinafter referred to as "JAARS") published by NLBA Eurasian Institute.

Chapter 2. Editorial Committee

Article 2 (Editorial Committee)
The editorial committee (hereinafter referred to as "committee") is established in order to accomplish the purpose of Article 1.

Article 3 (Formation of Editorial Committee)
a. The editorial members shall be appointed by the chairman of NLBA Eurasian Institute, and the committee shall consist of no more than 50 members.
b. The chief editor shall be appointed by the chairman of NLBA Eurasian Institute and is in charge of all editing.
c. The editorial committee shall be composed of two chief editors, one editor, and one managing editor. The editors are appointed by the chairman of NLBA Eurasian Institute among editorial members.
d. The term for the chief editor is three years, and the term for the editorial members is two years, and editorial members may be reappointed.
e. This committee makes decisions with a majority attendance of the members and a majority agreement of the members present.

Article 4 (Qualification of Editorial Members)
The editorial members shall meet the following qualifications:
i. Being at least an associate professor in a domestic/international university or a person equally qualified
ii. Someone who studies in an area within the JAARS's specialty and who has published at least 3 articles in a journal (or l article in an SCI, SSCI and/or SCOPUS indexed journal) within the last three years

Article 5 (Responsibilities and Obligations of Editorial Members)
a. Editorial members are fully responsible for the decision to publish JAARS-submitted papers, confirm their integrity during the deliberation process, and observe candidates during the editing process.
b. Editorial members should respect the author's person and independence as a scholar, and make the process of the evaluation of the research paper public if there is a request.
c. Editorial members should handle submitted papers only based on the quality and submission guidelines, not based on the author's gender, age, or affiliation.

d.Editorial members should request a reviewer with specialized knowledge and fair evaluation ability in the relevant field to evaluate submitted papers. However, if evaluations of the same paper are remarkably different, editorial members can acquire advice from an expert in the relevant field.

e.Editorial members should not disclose the matters of the author and the details of the paper until a decision is made pertaining to the publication of the submitted paper.

Chapter 3. Paper Submission and Peer Review Committee

Article 6 (Qualification of Submission and Submission)

a.All the paper submitters must be members registered with JAARS.

b.All papers should be submitted through the JAARS's online submission system (http://www.nlbaeai.org/) and Email:edubscon@outlook.com, and can be submitted at any time. English-language papers from authors outside of the United States of America may also be submitted using e-mail.

Article 7 (Formation of Peer Review Committee)

a.Peer reviewers are appointed by the chief editor, and selected based on the field of the reviewer's expertise. (According to circumstances, a peer reviewer who is not a member of JAARS may be appointed.)

b.Editorial members for each content subject such as international economy, international management, or practice of trade can also serve as peer reviewers.

c.The chief editor represents editorial members, handles all the matters relating to review, and reports the results of peer review to the committee.

d.The managing editor is in charge of the procedure relating to review.

e.The classification and selection of submitted papers is decided by the chief editor and the managing editor, and they report it to the committee.

Article 8 (Qualification of Peer Reviewers)

Peer reviewers shall have the following qualifications:

    i.Being at least an associate professor in a domestic/international university, or a person who is as equally specialized as the person above.

    ii.Someone who studies an area within the JAARS's specialty and has published at least 3 articles in a iournal (or 1 article in an SCI, SSCI and/or SCOPUS indexed journal) within the last three years.

    ii.Someone who presents a paper, chairs a session or serves as a discussant at an academic conference at the same level of the institution, or has served as a reviewer of a study which has been indexed in a domestic or international journal within the last three years.

Article 9 (Responsibility and Duty of Peer Reviewers)

a.Peer reviewers should evaluate papers and report the results of the evaluation to the committee within the time period set by the committee. However, if he/she believes that they are not appropriately qualified to review the paper, they should notify the committee without delay.

b.Peer reviewers should respect the author's person and independence as a scholar. Peer reviewers may request for revision of the paper with detailed explanations if needed in the evaluation of the research paper.

c.Papers are reviewed confidentially using a method in which the name and affiliation of the author is confidential to the public. Showing the paper and/or discussing the contents of the paper with a third party is not desirable unless a consultation is needed for purposes of review.

Article 10 (Unethical Behavior in the Review Process)

a.Peer reviewers must not manipulate either directly or indirectly the related research-specific information contained in the research proposal or review process without the consent of the original author.

b.Peer reviewers must be careful of the following since it could be regarded as unethical research practices in the review process:

　　i.The act of handing over are quested paper to students or a third party

　　ii.The act of discussing the details of a paper with colleagues

　　ii.The act of obtaining a copy of the requested material without shredding it after review

　　iv.The act of disgracing the honor of others or fabricating a personal attack in the review process

　　v.The act of reviewing and evaluating a research paper without reading it

Article 11 (Personal and Intellectual Conflict)

a.Peer reviewers must fairly evaluate using an objective standard regardless of personal academic conviction.

b.Peer reviewers must avoid personal preiudice when reviewing a paper. If there is a conflict of interest including personal confct, it must be notified to the committee.

c.Peer reviewers must not propose rejecting a paper due to a confct in interpretation or with the point of view of the reviewer.

Chapter 4. Principle and Process of Paper Review

Article 12 (Papers for Peer-review)

Review shall proceed based on the writing and submission guidelines. If the submitted paper substantially diverges from the writing and submission guidelines, the paper may not be reviewed.

Article 13 (Request for Review and Review Fee)

a.The chief editor discusses the selection of reviewers with editorial members and selects two reviewers for each paper after submitted papers pass the eligibility test.

b.The chief editor immediately requests the two selected reviewers to review the relevant submitted paper.

c.Papers are reviewed by confidential method in which the name and affiliation of the author is confidential to the reviewer, the name of the reviewer is confidential to the author.

d.The chief editor requests a review after deleting the name and the affiliation of the author from the submitted paper, so that the reviewer cannot obtain the identity of the author.

e.A review fee shall be paid to the reviewer.

Article 14 (Review of Paper and Decision)

a.Reviewers shall submit a decision report via the JAARS's online submission system (http://www.nlbaeai.org/) and Email:edubscon@outlook.com within two weeks after they are asked to review a paper.

b. The reviewer shall decide whether the paper should be published based on the following standard. However, if the paper receives less than 30 points in the suitability and creativity of the topic, it will not be published.

    i. The suitability of the topic(20 points)

    ii. The creativity of the topic (20 points)

    iii. The validity of the research analysis (20 points)

    iv. The organization and logic development of the paper (20 points)

    v. The contribution of the result (10 points)

    vi. The expression of the sentence and the requirement of editing (10 points)

    The reviewer must give one of the following four possible marks within the two week period: A (90~100 points, acceptance), B (80~89 points,acceptance after minor revisions), C (70~79 points,re-review after revision), F (Rejection), and write an overall review comment concerning the revision and supplementation of the paper.

c. In an instance where the reviewer does not finish the review within the two week period, the chief editor can nominate a new reviewer.

Article 15 (Correction of Papers according to the Editing Guideline)

a. Before holding an editorial committee meeting, the chief editor shall request editorial staff correct those papers that receive"acceptance"or "acceptance after minor revisions", using the journal's paper editing guidelines. However, if there is a paper that receives "acceptance" after the editorial committee meeting, the chief editor will request the editorial staff to correct the paper after the meeting.

b. The chief editor shall notify each author of the result of his or her paper review after receiving the corrected version of the paper from the editorial staff. However, papers which receive a "rejection" shall not be notified of their result.

Article 16 (Decision of Paper and Principle of Editing)

a. The chief editor shall call an editorial board meeting and make publication decisions after receiving finished papers from reviewers.

b. The editorial board will make decisions to publish based on the following chart. The editorial board should respect

Results of 2 peer-reviews	Overall evaluation(average)	Decision to publish
AA	A	Acceptance
AB, AC, BB	B	Acceptance after minor revisions
AD, BC, BD, CC	C	Re-evaluation after revision
CD. DD	F	Rejection

reviewers'decisions on relevant papers, but can make decisions based on the editorial policy of the JAARS.

c. The paper that is awarded "acceptance" should receive a "B" or higher from reviewers or the level of overall evaluation (average) should be"B"or higher, and the paper that is awarded "acceptance after minor revisions" should have its satisfactory revisions and/or developments confirmed by the initial reviewer after re-submission.

d. The editorial board shall confirm that papers in consideration for publication are suitable to the writing and submission guideline of JAARS, look through detailed matters, and decide particular issue policies such as the number of papers and the order of them.

e.In the case where a paper was presented or submitted for review previously, it cannot be published in JAARS.

f.In the case where an author submits two or more papers for consideration, only one paper that receives "acceptance"shall be published in the same issue.

Article 17 (Notification of the Result)

a.The chief editor shall notify an author of the review result after the initial evaluation or re-evaluation is finished, but can request the author to revise and develop the paper based on the evaluation report. If the editorial board makes a final decision on publication, the author should be notified.

b.The author must be notified of the review result within one month from the day of receiving the paper or revised paper (or the deadline of submission). If it is impossible to notify the author within one month, the reason and the due date of notification must be notified to the author.

c.Unless there is a specific reason, the author must submit a file including a response to the evaluation report, revision to and/or development of the paper to the chief editor after editing the paper within the period the editorial board suggests when he/she is asked to edit the paper. The changed details must be confirmed by the editorial board as well. In case the author does not submit the revision and development to the editorial board within the period, it shall be automatically postponed until this process is finished.

d.A paper that receives a "C" in the overall evaluation (average) shall be re-evaluated after the chief editor sends the revised article and revision report to the initial reviewer(s).

e.In cases where the evaluations of the same paper are remarkably different among reviewers, the chief editor can nominate a third reviewer and request a re-evaluation. In this case, the chief editor shall send the evaluation report to three different reviewers and have them submit the final evaluation report based on the details of the paper, and the paper can be published after revision only if the final mark awarded the revised paper is higher than a "B" in the overall evaluation.

f.The chief editor will issue an acceptance letter for the papers confirmed to be published.

Article 18 (Proofreading and Editing)

a.The chief editor shall request domestic/international members to proofread and edit papers confirmed to be published.

b.Proofreading and editing members shall be recommended by the chief editor and appointed by the chairman of NLBA Eurasian Institute.

c.The chief editor shall send the results of proofreading and editing to the original author and request the author to edit the paper appropriately.

d.The author, unless there is a specific reason, must submit the revised paper and revision report to the chief editor after editing the paper within the period the editorial board suggests when he/she is asked to edit the paper. The changed details must be confirmed by the editorial board as well.

e.Even if a paper is confirmed to be published, it will be rejected if it has not fulfilled the editing procedure following the result of proofreading and editing, or has been found to have committed research misconduct of any kind.

f.If an editing member finds plagiarism, inadequate form, or low quality in the process of editing a paper that the journal has confirmed to be published, he/she must notify the chief editor. and can suggest proper responses to the findings. g. The chief editor suggests whether to avoid publication of a paper or have the author re-submit the paper after revision and development according to the guidelines stipulated in Article 5. In the case of a paper requested to be revised and developed, publication can be postponed based on the degree of completion and the schedule of revision and development.

Chapter 5. Editing and Publication

Article 19 (Editing and the Date of Publication)

JAARS is published six times a year in principle. However, if there is a reason such as the number of submitted papers, the committee can increase or decrease the number of issues.

Article 20 (Notification of Editing)

a. The chief editor shall acquire publication consent from the authors of the confirmed papers before printing.

b. The chief editor shall report to the chairman of NLBA Eurasian Institute when the editorial process following editorial policy is completed, and shall further follow the outlined process for printing and editing.

Article 21 (Sanction on Plagiarism and Redundant Publication)

If the ethics committee finds that a submitted paper or a published paper contains plagiarism or was published in another journal, the following sanctions will be taken:

a. Distributing after deleting the relevant paper in the journal if the journal has not been distributed yet,

b. Notification of paper deletion on the website if it the related issue has already been distributed,

c. Notification of the plagiarism or redundant publication of the relevant paper on the website,

d. Banning the relevant author from submitting papers to all journals published by JAARS for two years from the date when plagiarism and redundant publication is found and from presenting in conference,

e. Notifying the author's affiliated organization or institution of the fact of the plagiarism or the redundant publication, if necessary.

Article 22 (Transfer of the Rights of Publication, Duplication, Public Transmission, and Distribution)

a. The right of publication of the paper is owned by NLBA Eurasian Institute unless specified.

b. The author(s) shall transfer the right of duplication, public transmission, and publication to NLBA Eurasian Institute. If they do not agree, the relevant paper cannot be published in JAARS.

Article 23 (Notification of Paper on Homepage)

Papers published in JAARS shall be publicly notified on the JAARS homepage (http://www.nlbaeai.org/)

Article 24 (Etc.)

The matters that are not decided in these rules are either subject to the submission guidelines or decided by the editorial board.

Article 25 (Date of Effectiveness)

These regulations shall be effective as of January 1, 2024.

Author's Check List

Journal of Advanced Academic Research and Economics (JAARS)

Title of Manuscript: _____

Manuscript ID: _____

Please check ☑ to confirm fulfllment of instructions below before submitting your manuscript.

1.General guidelines
□ The submission contains an original manuscript, a checklist, and a copyright transfer agreement.
□ The manuscript follows the journal template, using MS Word.
□ The manuscript consists of a title page, abstract, keywords, JEL Classifications, acknowledgement (if any), main text, references, appendix (if any), tables and figures.
□ The pages are numbered consecutively beginning with the title page.

2.Title page
□ The manuscript consists of title, author(s)name(s), and affliation(s).
□ The lower area of the title page includes the name(s)of the author(s)and e-mail of the corresponding author only.

3.Abstract, Keywords and JEL classifications
□ The Abstract is less than 250 words for an original article.
□ Includes no more than six keywords.
□ Includes no more than five JEL classifications.

4.Main text
□ Subtitles are ordered according to the journal template.
□ All figures and tables are cited in numerical order as they are first mentioned in the text.
□ All figures and tables are referenced within the text.

5.Tables and figures
□ The titles of figures and tables are set flush left above them, capitalizing the first letter of each word in these titles except for prepositions and articles.
□ Vertical lines are avoided in tables.
□ Pictures or photos are supplied in high resolution (minimum 300 dpi) .
□ Pictures or photos are supplied at a reasonably legible size for printing if they may be affected by resizing in the printing process.

6.References
□ References follow KITRI style.
□ Each entry in the reference list is cited in the main text.
□ All references are listed in alphabetical order followed by the year published.
□ The title of books and journals is expressed in italics.
□ Complete references are included with the full title of the article and up to six author names. Where there are seven or more authors,they are identified as "et al."
□ Journal articles have been double-checked as to whether the author name, (published year), title, joumal name, volume (issue number) and pages are correct.
□ Books have been double-checked as to whether the author name, (published year), title of book (editions, if any), place of publication, publisher's name, and pages are correct.

Copyright Transfer Agreement

NLBA Eurasian Institute

Title of Manuscript:

All Authors:

All authors of this manuscript must agree to the following:

1. All authors certify that the manuscript does not violate any copyright and confirm its originality.

2. All authors have made an actual and intellectual contribution to this manuscript and hold responsibility for its contents.

3. This manuscript has not been published or will not be submitted to another journal for publication.

4. The "Journal of Advanced Academic Research and Studies" has rights in legal action against the infringement of copyright of this manuscript without authors'permission.

5. All authors of this manuscript confirm the transfer of all copyrights in and relating to the above-named manuscript, in all forms and media, through the world, in all languages, to "Journal of Advanced Academic Research and Studies".

6. If each author's signature does not appear below, the signing author(s)represent that they sign this Agreement as authorized agents for and on behalf of all the manuscript authors, and that this Agreement and authorization is made on behalf of all the authors.

In order for my manuscript to be accepted for publication in the Journal of Advanced Academic Research and Economics (JAARS), I hereby assign and transfer to the NLBA Eurasian Institute all rights, title, and interest in and the copyright in the manuscript, entitled.

Date:

Corresponding Author: Signature:

*Submission:You must submit a scanned file (file type: jpg, gif, or pdf) of this signed confirmation and final manuscript file (file type:MS Word) online after the manuscript has been accepted for publication.

Call for Papers

Journal of Advanced Academic Research and Economics (JAARS)

The Journal of Advanced Academic Research and Economics (JAARS) is the official publication of the NLBA Eurasian Institute publishes manuscripts of significant interest that contribute to the theoretical and practical basis of business, economics, and international trade studies. JAARS's broad scope and editorial polices create accessible, thought-provoking content for the general academic community of business, economics, and international trade.The goal of JAARS is to publish insightful, innovative and impactful research on business, economics, and international trade. JAARS is multidisciplinary in scope and interdisciplinary in content and methodology.

Subject Coverage

JAARS is an interdisciplinary journal that welcomes submissions from scholars in business, economics, and trade disciplines and from other disciplines (e.g,political science) if the manuscripts fall within the JAARS domain statement. Papers are especially welcome which combine and integrate theories and concepts that are taken from or that can be traced to origins in different disciplines.

JAARS is a methodologically pluralistic journal.Quantitative and qualitative research methodologies are both encouraged, as long as the studies are methodologically rigorous.Conceptual and theory-development papers, empirical hypothesis-testing papers, and case-based studies are all welcome. Mathematical modeling papers are welcome if the modeling is appropriate and the intuition explained carefully.

Notes for Prospective Authors

Submitted papers should not have been previously published nor be currently under consideration for publication elsewhere. All papers are referred through a peer review process.

All manuscripts should follow the submission guidelines on the JAARS homepage ((http://www.nlbaeai.org/).

JAARS operates an on-line submission system. Manuscripts should be submitted to the on-line submission system at http://www.nlbaeai.org following all prompts on the screen.
There is no firm submission deadline for papers and the submitted articles will be evaluated on a rolling basis.
Any queries should be sent to the Editor of JAARS at the following address:edubscon@outlook.com

Guidelines for Authors (In Brief)
[Journal of Advanced Academic Research and Studies (JAARS)]

How to submit the paper

The authors submit their manuscripts (in MS Word Format) to the on-line submission system at http://www.nlbaeai.org

Blind Review Policy

The journal follows double blind peer review policy. The paper is sent to two reviewers appropriately qualified experts in the field selected by the editor to review the paper in the light of journal's guidelines and features of a quality research paper. For papers which require changes, the same reviewers will be used to ensure that the quality of the revised paper is acceptable.

Manuscript Preparation Guidelines

The author(s) must follow the Manuscript Preparation Guidelines in preparing the manuscript before submission.

1. Language

The language of the manuscript must be English (American English, e.g. "color" instead of "colour").

2. Length of Paper

The length of the paper should not exceed 30 pages (Times New Roman, 12 Font) excluding tables, figures, references and appendices (if any). Articles should be typed in double-space (including footnotes and references) on one side of the paper only (preferably Letter size) with 1 inch margin. Authors are urged to write as concisely as possible, but not at the expense of clarity.

3. Title Page

The title page should include: (i) A concise and informative title, (ii) The name(s) of the author(s), (iii) The affiliation(s) and address(es) of the author(s), and (iv) The e-mail address, telephone and fax numbers of the corresponding author.

4. Abstract

Please provide an abstract of 200 to 250 words. The abstract should not contain any undefined abbreviations or unspecified references. The content of abstract must include Purpose, Design/Methodology/Approach, Findings, and Research Implications.

5. Keywords and JEL Classification Code

Please provide 4 to 6 keywords which can be used for indexing purposes.

6. Acknowledgement

The author may use acknowledgement section in the title page of the paper (if any).

7. Subdivision of the article

Divide your article into clearly defined and numbered sections. Sections should be numbered in Roman numerals (e.g., I, II). Subsections should be numbered using the decimal system (e.g., 1., 1.1., 1.1.1., 1.1.2., 1.2., …, 2., 2.1.). The abstract is not included in section numbering.

8. Table and Figure

Present tables and figures within the article, not at the end of the article. Please note that the article will be published in black and white (print), although online version will contain the colorful figures (if any). However, the color print will be available in extreme cases as per the request of the author.

9. References

Author(s) should follow the latest edition of KITRI style in referencing. Please visit www.nlbaeai.org to learn more about KITRI style.

■ **Citations in the text**

Please ensure that every reference cited in the text is also present in the reference list (and vice versa).

■ **Reference List**

References should be arranged first alphabetically and then further sorted chronologically if necessary.

Guidelines for Authors (In Brief)
[Journal of Advanced Academic Research and Studies (JAARS)]

■ Examples:

Reference to a journal publication:

Wegener, D. T., J. F. Dollan and Soon-Hwan Jeon (2015), "Current Trends of Marketing Activities in Parallel Imports", Journal of Asia Trade and Business, 11(5), 55-57.

Hyun, Jun-Seog and Won-Joong Kim (2015), "A Study on the Effects of Export-Import Share and Exchange Rate", Journal of International Trade & Commerce, 11(1), 142-145. http://dx.doi.org/10.16980/jitc.11.1.201502.139

NB: For Oriental authors such as Korean, Chinese and Japanese authors, the first names are spelled out. Names shall be romanized according to their own preference. For Korean authors, the first and second syllables of first names shall be hyphenated.

Reference to a book:

Schmithoff, C. M. (2010), Letter of Credit, New York, NY: Pitman Press, 158.
Jeon, Soon-Hwan (2017), International Trade Practices (5th ed.), Seoul: Hanol, 156.

Reference to a chapter in an edited book:

Bomhoff, E. J. (1998), "Introduction". In E. M. Rogers and S. Taylor (Eds.), The Global Leadership Mindset (2nd ed.), Oxford, UK: Oxford University Press, 12-25.

Reference to a web source:

Liu, Chengwei (2005), Price Reduction for Non-conformity: Perspectives from the CISG. Available from http://www.cisg.law.pace.edu/cisg/biblio (accessed January 11, 2016)

Manuscript Review Timeframe

Manuscripts will be initially reviewed by the Editor within two weeks from submission.

The Editor will contact the corresponding author with news of whether or not the submission will be advanced to the first round of blind reviews (or is being rejected as not suitable for publication in the journal).

Typically, the blind review process takes approximately six to eight weeks.

The JAARS does not process any submission that does not comply with complete requirements of submission guidelines.

Contributors of articles accepted for publication will receive a complimentary copy of the issue in which their article appears.

JAARS