

AI-Empowered Assessment Reform of the Excellent Traditional Chinese Culture Learning in Foreign Language Education

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Abstract: In the AI era, it has become a new mission for foreign language education in China to actively inherit the excellent traditional Chinese culture. This new educational mission necessitates a reform of cultural learning assessment in foreign language education. The purpose of the research is to establish a new AI-empowered mode for assessing the learning of the excellent traditional Chinese culture, thereby boosting foreign language learners' overall literacy in this culture and enhancing the teaching effectiveness of the culture. Based on a literature review, this study analyzes the major problems in the assessment within the field of foreign language education and underscores the significance of the reform. It then delves into the construction of a new AI-empowered cultural learning assessment mode by reforming assessment objectives, content, assessors, and methods, emphasizing the positivity orientation and personalized learning, and following the vital principles for using this mode.

Keywords: Foreign Language Education; AI; Excellent Traditional Chinese Culture; Learning Assessment; Assessment Reform

1. Introduction

The excellent traditional Chinese culture is a precious component of Chinese culture and constitutes a vital part of Chinese civilization, embodying the profound cultural heritage of the Chinese nation. In the era of artificial intelligence (AI), it has become a new mission for foreign language education in China to actively inherit this rich cultural heritage [1].

Learning assessment stands as a crucial aspect in the education of the excellent traditional Chinese culture within the realm of foreign language education. Nevertheless, the traditional assessments currently employed in this field fall

short of meeting the educational assessment requirements of the new era. Consequently, there is a pressing need to reform these outdated traditional assessments and delve into how AI can be leveraged to facilitate the reform of the learning assessment for the excellent traditional Chinese culture in order to enhance efficient learning of this cultural heritage and improve the effectiveness of cultural instruction.

2. Literature Review

Foreign language education needs to inherit the excellent traditional Chinese culture [2]. This culture serves as the root and soul of the Chinese nation, representing the ideological fountainhead and spiritual lifeblood of the nation. It constitutes a vital source for nurturing social values. Furthermore, it stands as a unique component of Chinese cultural soft power and a cultural wellspring which contributes Chinese wisdom and solutions to the world development [3].

It is imperative to undertake research on the assessment of the excellent traditional Chinese culture in foreign language education. An obvious issue in this field is the prevalent "Chinese cultural aphasia" phenomenon, which stems not only from teachers' lack of cultural literacy, irrational curriculum design, and the absence of textbooks containing cultural content, but also significantly from the absence of cultural assessment criteria [4]. However, existing research on the excellent traditional Chinese culture in foreign language education primarily focuses on its significance [3] and pathways to integrate it into traditional foreign language teaching [3, 5]. To effectively integrate the excellent traditional Chinese culture into higher foreign language education, a student-centered approach is essential, examining their mastery and emotional attachment to the Chinese culture through their words and actions, as well as fostering their

ability to articulate and interpret the Chinese culture in foreign languages [3]. However, research in this field has yet to delve specifically into the assessment about the excellent traditional Chinese cultural learning within foreign language education and have an in-depth exploration in it, with only cursory mentions in discussions on cultural integration into language learning.

China has now entered the era of educational intelligentization, where the rapid integration of AI and foreign language education has provided great conveniences for teaching and assessment. In this new era of AI, the field of foreign language education must actively advance reforms by embracing AI technologies and aligning with the prevailing trends [6]. The deep integration of AI technology and education is transforming the paradigms of foreign language education assessment, genuinely promoting personalized and lifelong learning for students [7-8]. The intelligentization of foreign language education requires teachers to prioritize human-machine collaboration, enhance AI literacy [9], and focus on student-centered education and innovation-driven approaches [7]. It is essential to actively cultivate students' intercultural communication skills and critical thinking [10]. Intelligent assessment in foreign language education demands the improvement of digital literacy among both teachers and students. By leveraging AI for multi-perspective and multidimensional assessments of student competencies, it shifts from singular to comprehensive assessments, and from outcome-based to process-oriented assessments [11]. Additionally, AI enables intelligent analysis of big data from teaching assessments using advanced technologies and methods [12]. However, AI-empowered educational assessment reforms have notable risks, such as threats to data ethics [13] and constraints posed by assessors' technical proficiency [14]. These issues necessitate heightened attention to big data security and privacy protection in assessment reforms [15]. While AI facilitates the teaching, learning, and dissemination of the excellent traditional Chinese culture in the new era [1, 16], it also raises demands for the culture assessment in foreign language education. Although AI can empower the assessment of the culture learning in this field, no relevant research has yet been identified.

3. Major problems in Traditional Learning Assessment within Chinese Foreign Language Education

Currently, there exist five major problems in the traditional learning assessment of Chinese foreign language education that do not align with the development requirements of the AI era, detailed as follows:

Firstly, the assessment content is limited. The traditional learning assessment overly focuses on foreign language knowledge while neglecting the study of the excellent traditional Chinese culture. Additionally, it usually emphasizes a single foreign language skill while overlooking the cultivation of comprehensive qualities, such as virtues, cultural confidence, AI literacy, critical thinking skills, innovation abilities, cooperation skills, and so forth.

Secondly, the teachers are the single assessors. Teachers predominantly evaluate students' course performance, leaving little opportunity for students to participate in the assessment process.

Thirdly, the assessment methods are far from being diversified. It places undue emphasis on summative assessments while neglecting formative assessments. It also emphasizes a standardized, one-size-fits-all approach to assessment, disregarding personalized learning.

Fourthly, there is little attention to using AI-empowered learning assessment. Foreign language learning assessment lacks technological intelligence, primarily relying on traditional methods such as paper-based exams, and has yet to integrate AI into the assessment of foreign language courses.

Lastly, the assessment results often contain no specific guidance. The assessment results of foreign language courses are overly quantitative, often presented solely as scores or grades without providing detailed analysis reports that include existing problems, potential causes, and proactive suggestions for future personalized learning.

4. Significance of AI in Empowering the Reform of Assessing the Excellent Traditional Chinese Culture Learning

4.1 Aligning with the Demands for Talent Cultivation in the New Era

The assessment of foreign language education must cater to demands of the national strategic development for talent cultivation in the new era.

The “Belt and Road” Initiative and the pursuit of building a community with a shared future for mankind constitute significant development strategies for China. The excellent traditional Chinese culture forms a key part of world civilization, and its international dissemination serves as a crucial cultural resource for China’s strategic development. This requires foreign language education in the new era to nurture the talents who can inherit and promote the excellent traditional Chinese culture, capable of undertaking the vital task of its international dissemination. Empowering the assessment of the excellent traditional Chinese culture learning with AI can encourage the field of foreign language education to prioritize the study, inheritance, and international dissemination of this culture. AI can be leveraged to better facilitate cultural export, improve communications among civilizations worldwide, enhance the international dissemination and influence of the excellent traditional Chinese culture, shape a positive image of China, and ultimately better support the country’s development.

4.2 Beneficial for Reforming the Traditional Paradigm of Foreign Language Curriculum Assessment

The current foreign language curriculum assessment has many problems in terms of assessment objectives, assessors, methods, and content, which are not conducive to the learning and assessment of the excellent traditional Chinese culture in the era of AI. AI can empower the assessment of the excellent traditional Chinese culture learning, which can help reform the traditional paradigm of foreign language curriculum assessment. It can change the obvious limitations of the traditional assessment system which focuses on language over culture and input over output. In addition, advanced intelligent technologies and methods can enable new assessment modes to break through the traditional assessments in the form of paper-and-pen testing, promote the deep integration of AI and foreign language learning assessment, accelerate the collection of relevant data and data analysis, improve the effectiveness of intelligent assessment, and help foreign language learners truly achieve personalized cultural learning.

4.3 Conducive to the Inheritance of the

Excellent Traditional Chinese Culture

The excellent traditional Chinese culture represents a significantly important treasure and the spiritual lifeblood of the Chinese nation. It encompasses a vast array of content and diverse forms and has a profound cultural and historical depth. The AI-empowered reform of learning and assessment for the culture can encourage foreign language teachers to focus on the teaching of this culture. This reform can address the persistent issue of “cultural aphasia” among Chinese foreign language learners within the field of foreign language education and enhances their literacy in the excellent traditional Chinese culture. By utilizing AI in this reform, it can foster a learning environment where assessment drives learning. It can also prompt foreign language learners to value the study and assessment of the excellent traditional Chinese culture, thereby deepening their appreciation of the culture and enhancing their sense of mission and capacity to inherit this culture.

5. Build up a New Mode of AI-Empowered Assessment for the Excellent Traditional Chinese Culture Learning

5.1 Reshape the Assessment Objective of Foreign Language Education

The integration of the excellent traditional Chinese culture into foreign language teaching is a major trend and one of the main characteristics of the current and future development of foreign language education in China. In the AI era, in order to better inherit and spread this culture and meet the needs of national development, foreign language education must reshape the assessment objective and create new assessment objectives suitable for the new era.

The new assessment objective for foreign language education should break away from traditional modes which tend to prioritize language over culture, and emphasize the Western culture at the expense of the Chinese culture. The new objective must integrate the excellent traditional Chinese culture and AI into the assessment framework of foreign language learning in the new era, highlighting the significant roles of both. In the age of AI, by assessing learners’ comprehensive literacy, the objective of foreign language learning assessment is to cultivate qualified inheritors of the excellent traditional Chinese culture [1], the new type of talents who are proficient in foreign

language, excellent traditional Chinese culture, and AI required by the new era.

5.2 Reform the Assessment Content

The new assessment content should move beyond the previous emphasis on foreign language knowledge and skills, as well as foreign culture, in the field of foreign language education. Instead, it should integrate the excellent traditional Chinese cultural literacy into foreign language learning assessment, thereby achieving diversified content and embodying national cultural characteristics in the new assessment. The new assessment mode examines foreign language learners' comprehensive literacy in the excellent traditional Chinese culture which encompasses virtues, emotions, knowledge, and abilities. In terms of virtues, it includes both the excellent traditional Chinese virtues [17], modern social virtues, and global citizenship virtues. For emotions, it specifically involves holding a positive and affirmative attitude towards the excellent traditional Chinese culture indicated by love, respect, active learning, and willingness to inherit and disseminate the culture, possessing a firm cultural awareness and confidence in it, and consistently adhering to the right cultural standpoint while correctly perceiving the differences between Chinese and Western cultures. Concerning knowledge, it specifically includes knowledge of the excellent traditional Chinese culture, bilingual knowledge of Chinese and foreign languages, AI knowledge, and interdisciplinary knowledge. In terms of abilities, it includes understanding and appreciating the excellent traditional Chinese culture, utilizing AI and foreign language to learn, disseminate, and innovate this culture, and having other essential abilities in autonomous learning, cross-cultural communication, critical thinking, interpersonal communication, and human-machine collaboration.

5.3 Change the Assessors

The assessor constitutes a pivotal component of the assessment mode. As the implementer of assessments, it undoubtedly influences the methods and procedures employed in the assessment process, as well as the outcome of the assessment. The new assessment mode needs to change the assessor by integrating AI into it, thereby fostering diversification and intelligence within the assessor of the new mode.

Additionally, to motivate cultural learning, cultural learners are encouraged to participate in the assessment process and become part of the assessors group. In the new assessment mode, the new assessor is actually a composite one augmented by AI, which manifests as three primary types: teacher+AI assessor, student+AI assessor, and teacher+student+AI assessor. Furthermore, in practical assessment scenarios, based on the roles of teachers, students, and AI in the assessment process, these three types have given rise to many specific operational variations, each possessing its unique characteristics and advantages for cultural learning.

To ensure the effective functions of the assessors in the AI-empowered assessment of the excellent traditional Chinese culture learning, the responsibilities and status of each should be delineated clearly. Firstly, all assessors have collaborative participation in the assessment process. Teachers, students, and AI collectively engage in all facets of AI-enhanced assessment of learning in the excellent traditional Chinese culture, including the formulation of assessment objectives, selection of assessment methods, creation of assessment content, establishment of assessment criteria, collection and analysis of cultural learning data, and presentation of assessment results. Secondly, all assessors involved have a clear division of labor. AI undertakes data collection and analysis, such as analyzing the accuracy of understanding classical texts and the recognition rate of cultural symbols. Teachers focus on assessing values, virtues, and spiritual aspects by rating the depth of interpreting cultural connotations, judging the strength of holding on to virtues, and analyzing the extent of spiritual internalization. Students are tasked with providing authentic feedback on the assessment effectiveness. Thirdly, all assessors have a clear status. Although all teachers, students, and AI jointly participate in the assessment of learning in the excellent traditional Chinese culture, a human-centered approach should always be upheld in human-machine collaborative assessments. Specifically, teachers should remain at the core and in a dominant position, guiding the direction and purpose of the cultural learning assessment. Students play an active role as participants and co-creators in the assessment process. AI serves merely as a crucial assistant and should not dominate the cultural learning assessment process at any time in any way.

5.4 Reform Assessment Methods

In the AI era, traditional assessment methods should be reformed because the traditional methods often demand considerable time and effort in terms of specific implementations like data collection and analysis, and lack efficiency, personalization, and targeted precision. To address these problems, intelligent and efficient assessment methods ought to be utilized.

To fully exploit the potential of AI in new assessment methods, foreign language teachers should integrate AI with traditional assessment methods in order to create diversified methods for examining the cultural literacy. These methods include AI-empowered self-assessment, AI-empowered peer assessment, AI-empowered group assessment, and AI-empowered introspection, and the like. Furthermore, the efficient big data algorithms of AI can offer immense possibilities and convenience for using multiple methods in cultural learning assessment. The adoption of multiple methods gives a comprehensive understanding of each aspect of cultural learners' overall literacy from diverse perspectives and dimensions.

A novel intelligent assessment method can be created and employed in the cultural learning assessment. Emerging technologies pave the way for innovative assessment methods, and the advent of AI offers technical feasibility for multimodal assessment of cultural learning among foreign language learners. Consequently, AI-based multimodal assessment can be incorporated into new assessment modes. AI-based multimodal assessment, when applied to assessing foreign language learners' engagement with the excellent traditional Chinese culture, entails using AI technology alongside diverse data sources such as text, images, videos, and audio to conduct a thorough, comprehensive, and in-depth assessment of the cultural learning achievements. This new assessment method transcends traditional single-mode methods because it utilizes speech recognition, natural language processing, image and video analysis technologies to gather information from learners' cultural learning paths, thereby assessing their overall cultural literacy across multiple dimensions, including virtues, emotions, knowledge, and abilities.

5.5 Emphasize the Orientation of Positivity in the Entire Assessment Process

The positivity of learning assessment reflects human nature and guides students towards a positive and fulfilling path of development. When AI empowers foreign language learners in their pursuit of mastering the excellent traditional Chinese culture, it should place a strong emphasis on fostering a positive orientation throughout the entire assessment process. This ensures that cultural learning assessments are personalized, comprehensive, and holistic, ultimately guiding and motivating learners to realize their full potential and make continuous progress. To achieve the positivity in AI-empowered assessments of the excellent traditional Chinese culture, morality must be prioritized above all else. Moral education constitutes the fundamental mission of foreign language education, which aims to cultivate well-rounded talents who excel both academically and morally, with morality taking precedence. Virtue serves as a powerful force and a crucial quality that foreign language learners ought to possess. When leveraging AI to assess foreign language learners' proficiency in the culture, the new assessment mode should consistently prioritize traditional Chinese virtues, modern social virtues, and global citizenship virtues as the primary and most critical areas of focus to ensure the assessment positivity.

When using AI to construct a question bank pertaining to the excellent traditional Chinese culture by human-machine negotiation, virtue-related content is subtly integrated through specific instructions to design diversified forms of questions focused on moral character. The utilization of AI-generated cultural test questions serves multiple purposes. It assesses foreign language learners' linguistic proficiency, comprehension, expression, and dissemination capabilities concerning the excellent traditional Chinese culture. More importantly, it scrutinizes their moral standing through the manifestation of these abilities and related behaviors. By devising questions centered around cultural phenomena, cultural elements, and cultural controversies, it uncovers learners' past moral conditions, analyzes their current moral states, particularly the specific progression of morality, and anticipates future moral development trends and potential trajectories of learners.

When devising assessment criteria, it is imperative to achieve localization and reflect the unique cultural identity of the Chinese nation.

Regardless of the cultural assessment format, morality should always take precedence, with possessing noble virtues serving as the paramount criterion for assessment. Within the criteria, noble virtues must be defined in detail and rated based on the learners' cognition, perception, admiration, practice, and perseverance towards noble virtues such as traditional Chinese virtues, modern social virtues, and global citizenship virtues. When assessing the study of the excellent traditional Chinese culture, it is crucial to incorporate local values such as patriotism, democracy, harmony, diligence, bravery, innovation, and collectivism.

5.6 Encourage Personalized Cultural Learning Assessment

Personalized learning necessitates personalized assessment. The advent and swift integration of AI with foreign language education have opened up technological avenues and immense convenience for genuine personalized learning and assessment among foreign language learners. Likewise, cultural learning in the AI era requires a novel mode of cultural learning assessment empowered by AI. Personalized cultural learning assessment exhibits the following prominent characteristics.

Firstly, each of the learners is actively involved throughout the entire assessment process. In the AI-empowered personalized assessment of the excellent traditional Chinese cultural learning, students play an important role in assessing their own comprehensive cultural literacy. Leveraging AI tools, from the formulation of test questions to the collection and analysis of assessment data, and throughout the specific implementation process, all students participate in cultural assessment practices, which help them foster a sense of ownership in cultural learning assessment.

Secondly, intelligent and prompt feedback is provided. When using AI to conduct personalized assessment of culture learning, dynamic feedback is essential. By employing technologies such as AI speech recognition, facial expression analysis, and emotion assessment, problems such as pronunciation errors, gaps in cultural knowledge, and emotional attitudes that arise during the learning process can be pinpointed in real time. Based on the outcomes of assessments, learning content can be dynamically adjusted and specifically provided to enhance each learner's adaptive

cultural study.

Thirdly, personalized cultural learning assessment aims to achieve comprehensive tracking throughout the dynamic assessment of cultural learning. Learning Analytics (LA) technology can map out the growth trajectory of each learner's literacy in the excellent traditional Chinese culture, pinpoint crucial turning points in their cultural literacy development, and assist them in recognizing their strengths and potential in cultural learning. This enables them to plan subsequent learning endeavors, achieve more profound assessments, and foster learning through assessment by sustained AI-supported tracking of cultural learning over time.

Fourthly, personalized cultural learning assessment demonstrates a high degree of sensitivity in cultural assessment. The AI-empowered assessment of the excellent traditional Chinese culture learning, supported by blockchain technology, establishes AI-driven learning portfolios that comprehensively document the entire learning path from the acquisition of cultural knowledge to its internalization as personal values and virtues. This system can intelligently, swiftly, and systematically capture a range of explicit and, notably, implicit cultural literacy indicators, such as cultural identity reflected in the frequency of idiom usage and participation in discussions about traditional festivals. Consequently, this personalized cultural learning assessment surpasses traditional assessments in terms of sensitivity and the speed of extracting pertinent information.

5.7 Vital Principles for AI-empowered Assessment of the Excellent Traditional Chinese Cultural Learning

To effectively harness AI in assessing the learning of the excellent traditional Chinese culture, assessors ought to bear in mind the following crucial principles:

First, the instrumentality principle of AI. In the context of cultural learning assessment, AI serves as an auxiliary means rather than a mere substitute for teachers or standardized tests. The assessors of the excellent traditional Chinese culture learning should refrain from solely relying on AI just for convenience's sake. Instead, they should adopt a balanced approach by incorporating one or more non-AI assessments in accordance with the assessment objectives and requirements, thereby employing

a diversified “AI+non-AI” combined approach. This is particularly essential during the nascent stage of AI and educational assessment integration.

Second, the developmental principle of cultural assessment. The design for the AI-empowered assessment of culture learning is to examine students’ comprehensive cultural literacy development in the long run. In addition, the outcomes of cultural assessments are intended to foster personalized growth among students, rather than to label them or perpetuate bias and discrimination against them.

Third, the principle of ethics. The new cultural learning assessment mode should possess a certain level of transparency, that is, demonstrating the AI assessment logic to the culture learners and assessors to avoid black-box operations. During the assessment process, only necessary and targeted data should be collected and all the assessment results should be encrypted for storage to prevent personal data from being stolen or misused. Additionally, the right of manual review should be retained. The assessing teacher makes the final decision when students raise the objections to AI-empowered assessments of cultural learning.

Last, the principle of interdisciplinary collaboration. The development of the AI-empowered assessment mode for the learning of the excellent traditional Chinese culture cannot solely depend on the efforts of foreign language teachers. Rather, it needs the collaborative efforts of multiple stakeholders, including educators, AI engineers, cultural researchers, and foreign language learners, to collectively design a fully intelligent platform that can effectively cultivate learners’ cultural literacy.

6. Conclusion

Foreign language education in China needs to promote the inheritance of the excellent traditional Chinese culture. It should harness the advantages of AI to establish an AI-empowered assessment mode for the cultural learning by reforming assessment objectives, content, assessors, methods, orientations, and fostering personalized learning. This mode can address the issues inherent in traditional foreign language educational assessment. Furthermore, it can comprehensively improve foreign language learners’ overall literacy in the excellent traditional Chinese culture, bolster

their cultural confidence and identity, and strengthen their sense of mission and responsibility in cultural inheritance.

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