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# Research on the Construction of AIGC Modular Teaching System for Art and Design Education Driven by New Quality Productive Forces

**Yanchi Chen***
*Jiangsu Maritime Institute, The School of Cruise and Art Design, Nanjing, China*
**Corresponding Author*

**Abstract: AIGC technology has thoroughly reshaped the production modes of the art and design industry as well as standards for talent demand. The traditional linear and rigid teaching system for art and design can hardly meet the demands of cultivating high-order innovative talents. Based on modular design theory and adopting design research methods, this paper constructs, iterates and optimizes an AIGC modular teaching system for art and design education. By deconstructing typical job tasks in the design industry under new quality productive forces and reconstructing the curriculum system, combinable and dynamically iterative functional modules covering AI general literacy, human-machine collaborative creation and interdisciplinary integrated application are established to break disciplinary barriers and realize precise alignment between teaching content and industrial frontiers. The research shows that the system constructs a triadic interactive teaching structure of "Teacher–Machine–Student", effectively reduces students' cognitive load in basic skill training, and transforms the supply of teaching resources from one-way indoctrination to multi-modal personalized intelligent provision. Supported by a data-driven real-time feedback mechanism, teaching objectives evolve from conventional skill training to the cultivation of high-order competencies including critical thinking, AI literacy and design ethics. Practical verification proves that the modular framework greatly improves curriculum flexibility and industrial adaptability, facilitates students'transition from single-skill acquisition to intelligent creative production, and provides a replicable practical path for the intelligent transformation of art and design education amid human-machine collaboration.**

**Keywords: New Quality Productive Forces; Art And Design Education; Aigc; Modular Teaching; Human-Machine Collaboration**

## 1. Introduction

The global scientific and technological revolution and industrial transformation are advancing in depth. Digital technologies such as artificial intelligence and big data empower the real economy in an all-round way and give rise to new quality productive forces characterized by high technology, high efficiency and high quality. Within art-design professional sectors, broad deployment of digital generative tools has altered how creative output and industrial value chains operate, bringing substantial shifts to conventional design workflows as well as competence benchmarks required by industry professionals. Over recent decades, art-design instruction has relied on linear teaching routines prioritizing hand-on craft skill building plus training confined to individual software packages. This yields dated course content, weak development of student innovation capacity, and a notable mismatch between graduate skill sets and real-world market requirements. These teaching frameworks fail to match developmental demands brought by new quality productive forces. It therefore becomes a key research focus for contemporary art-design education reform to reconstruct teaching frameworks suited for joint human-digital creation and capable of ongoing iterative adjustment.

Current scholarly outputs give priority to static structural planning for modular courses. Far less research effort addresses adaptive operating mechanisms for modules amid dynamic digital generative tool influence, alongside the establishment of educational frameworks built for human-digital cooperative learning. On this basis, this study builds an AIGC modular

teaching system through iterative design and empirical testing, integrates computational thinking, algorithmic logic and human-machine collaboration literacy into curriculum design, and promotes the transition of education from knowledge transmission to the cultivation of high-order intelligence. Focusing on the reconstruction of an intelligent education ecosystem, the research realizes precise resource supply and evidence-based optimization of evaluation via modular combination, and offers theoretical support and practical schemes for cultivating interdisciplinary innovative design talents.

## 2. Logical Coupling: Paradigm Shift between New Quality Productive Forces and Art and Design Education

### 2.1 Technological Restructuring: Qualitative Leap of Artistic Productivity Driven by AIGC

2.1.1 From Auxiliary Tool to Collaborative Subject: Intelligent Reconstruction of Creation Workflow

In traditional art and design teaching, digital technologies merely act as auxiliary creation tools limited to optimizing visual effects and improving production efficiency. With the maturity of large language models and diffusion models, AIGC transcends its attribute as a tool and evolves into a human-machine collaborative creative subject capable of inspiring ideas and autonomous generation, thoroughly restructuring the design workflow. Conventional design follows a linear process of "research–conceptualization– sketching–refinement–final delivery", in which designers complete the whole workflow independently. After AIGC is introduced, creation turns into a non-linear circular model:"prompt engineering–generative iteration– screening and optimization–in-depth human-machine collaborative refinement". Designers shift their focus from repetitive production to high-level work including creative control, aesthetic judgment, algorithm guidance and scheme optimization.

The innovation of creation modes forces the reconstruction of roles within teaching systems. Teachers transform from technical demonstrators to instructional scenario designers and human-machine collaboration mentors, while students shift from passive skill training to active exploration of intelligent creation modes. Relevant research indicates that 86% of students believe AI-generated content can effectively inspire creative thinking. After intelligent technologies take over repetitive work, students are able to concentrate on creative development with markedly improved innovation capacity [1]. It requires art and design teaching to abandon mechanical skill drills and prioritize cultivating students' high-order capabilities such as prompt construction, multi-modal integration and human-machine creative dialogue. As a collaborative creative subject, AIGC not only reduces the workload of fundamental creation but also breaks the limitations of individual experience, achieving qualitative upgrading of artistic and design productivity.

2.1.2 From Single Modality to Multi-modal Integration: Efficiency Revolution of Content Generation

The improvement of total factor productivity constitutes the core feature of new quality productive forces. In art and design, it is embodied by the revolution in multi-modal content generation brought by AIGC. Traditional teaching modes have prominent medium segmentation limitations, as curriculum modules involving graphic design, video production, audio creation and three-dimensional modeling operate in isolation from one another. Learners face tough technical hurdles and heavy expenditure when carrying out cross-media creation, which holds back progress toward well-rounded creative competence. Drawing upon algorithm computation, data visualization and other sophisticated digital techniques[2], digital creative utilities realize cross-modal transformation across visuals, moving footage, audio tracks and interactive codes via plain text inputs. Such progress tears down siloed media limits found within conventional artistic workflows, shortens development timelines and lowers technical obstacles for hands-on creation. Field-collected industry data shows digitally assisted content workflows raise working productivity above 30 percent[3], confirming tangible efficiency improvements delivered by modern digital techniques. Inside teaching contexts, these digital utilities enlarge accessible teaching resources by 67 percent[4]. Learners thus gain access to varied practical platforms to test cross-media creation at low expense and explore broader artistic territory. Continually refreshed digital learning materials escape static printed-textbook constraints, keep pace with cutting-edge industry trends, and push

art-design teaching past isolated skill drills toward holistic development of learners' artistic literacy and cross-field competence.

### 2.2 Demand-Driven Restructuring: Redefinition of Competencies for Design Talents by New Quality Productive Forces

2.2.1 Computational Thinking and Algorithmic Logic: Embedded Requirements for Interdisciplinary Literacy

New quality productive forces boost the integration of art and engineering as well as interdisciplinary intersection of liberal arts and science, which reshapes the core competency system of modern design professionals. Traditional art and design teaching focuses excessively on perceptual aesthetic appreciation and innovative expression, while ignoring the cultivation of rational thinking and data analysis abilities, leading to obvious structural defects in students' comprehensive knowledge system.

. With the popularization of AIGC technologies, algorithm understanding, data processing and computational thinking have become essential literacy for designers[5]. Only by mastering the operating principles of generative models can designers construct precise prompts, guide AI to generate target outputs, clearly recognize copyright boundaries and ethical risks of AI creation, and realize standardized intelligent design practice.

Vocational education oriented toward new quality productive forces highlights integrated theory-and-practice teaching, requiring curricula to foster systematic thinking, computational thinking and collaborative innovation capacity[6]. It compels art and design education to break disciplinary barriers and build an interdisciplinary curriculum system integrating art, computer science and data science. Design talents in the new era need not only solid artistic expression capabilities but also technical application and problem-solving skills to optimize creative outcomes through human-machine collaboration and enhance core competitiveness in the industry.

2.2.2 Critical Aesthetics and Human-Machine Collaboration: Core Orientation of High-order Innovation Capabilities

As AIGC takes over basic design skills, human designers' core value lies in high-order competencies including critical aesthetics, cultural empowerment and human-machine collaboration coordination. Works generated by AIGC rely on probabilistic algorithms and deliver striking visual effects, yet suffer from insufficient emotional depth, superficial cultural connotations and severe homogenization. Designers need to distinguish quality via professional aesthetics, incorporate humanistic creativity and endow works with unique artistic value. Within art education, AIGC has driven the shift of teaching focus from skill training to the cultivation of aesthetic and innovative literacy [7]. This logic also applies to art and design majors, promoting teaching upgrading from technical operation to intelligent creative generation.

Human-machine collaboration literacy represents the core competitiveness of design talents in the new era. It covers not only proficiency in AI tools, but also persistence of creative subjectivity, guidance for technology for good, and capability to avoid ethical risks. AIGC shifts educational objectives from skill training toward the cultivation of high-order literacy including AI literacy, critical thinking and human-machine collaboration capabilities[8]. Art and design education must strengthen education on technological ethics and social responsibility, and cultivate interdisciplinary talents equipped with technical proficiency, aesthetic attainment and humanistic sentiments to meet the development demands of new quality productive forces.

### 2.3 Dilemma Review: Mismatch between Traditional Linear Teaching Systems and New Quality Productive Forces

2.3.1 Lagging Resource Supply: Conflicts between Static Textbooks and Rapidly Iterating Technologies

Traditional art and design education adopts fixed textbooks and standardized syllabi. The static resource supply model cannot adapt to an industry featuring rapid AIGC iteration. Continuous updates of AI models, tools and application scenarios contrast with long textbook revision cycles, resulting in classroom content lagging behind industrial practice. Skills acquired by students are easily disconnected from market demands and weaken their employability. New quality productive forces require vocational curricula to incorporate cutting-edge content such as AIGC and metaverse and carry out teaching in line with future industrial workflows[9], yet traditional rigid curriculum systems fail to realize dynamic adjustments.

Meanwhile, conventional teaching resources focus on delivering static knowledge and lack in-depth interpretation of AIGC application scenarios and technical logic[10]. Teachers struggle to update frontier teaching cases; students have limited access to industrial developments. An obvious technological gap exists between education and industry, restricting the improvement of students' innovative capabilities and industrial vision.

2.3.2 Single Evaluation Dimensions: Limitations of Outcome-oriented Assessment and Insufficient Process Data

Traditional assessment in art and design teaching centers on final works, prioritizing visual effects and technical completion while ignoring implicit capabilities reflected in thinking evolution, human-machine interaction and creative iteration throughout the creation process. It cannot measure students' high-order literacy such as critical thinking, prompt design and ethical judgment. The core value of AIGC empowering educational evaluation lies in constructing a multi-dimensional assessment system covering cognition, emotion and behavior to overcome the drawbacks of purely outcome-based evaluation [11].

AIGC transforms the binary "Teacher–Student" structure into a triadic interactive "Teacher–Machine–Student" framework. Machines can record complete data of students' entire creation process[12]. Nevertheless, traditional evaluation systems fail to effectively utilize process data and suffer from strong subjectivity, delayed feedback and missing closed loops, seriously hindering the intelligent reform of art and design education.

## 3. Theoretical Construction: Framework of Teaching System Based on Modular Design Theory

### 3.1 Structural Deconstruction: Logic of Modular Decomposition for Art and Design Curricula

3.1.1 Competency Mapping: Transformation Mechanism from Post Group Demands to Knowledge Modules

Following the logic of "post group demands – professional competencies – knowledge modules", this study deconstructs and reconstructs the curriculum system based on modular theory. Through industrial surveys and expert demonstration, core competency requirements for design posts under new quality productive forces including AIGC application, cross-media creation, data visualization and design ethics are sorted out and subdivided into knowledge points and skill points to build a talent competency map. Ultimately, standardized modular teaching units with definite learning goals and independent functional attributes are systematically integrated[13], enabling precise alignment between classroom teaching content and real industrial talent requirements.

Targeting diversified vocational positions including intelligent illustration creation, digital interactive design and visual image development, targeted teaching units covering instructional scripting, stylized visual migration and intelligent interface development can be set up separately. A yearly content iteration mechanism can be formulated to incorporate emerging digital technologies and supplement curriculum units on digital ethics, so as to cultivate students' lifelong learning awareness and adaptive innovation potential[14] and better meet the talent standards of the digital design industry.

3.1.2 Granularity Refinement: Decomposition from Macro Curricula to Micro Skill Units

To boost modular teaching systems for greater adaptability and flexibility, core coursework breaks down into fine-grained micro-skill segments, each tied to one discrete learning goal plus real-world practice scenarios. This adjustment eases learners' cognitive load while removing redundant, overlapping teaching materials[15]. For instance, Digital Image Processing may be split into separate learning segments for photo restoration, stylized visual rendering and dynamic layout work. These segments can be taught separately or merged for joint practical drills.

Every micro-skill segment spells out prior knowledge requirements alongside expected post-training competence benchmarks, securing smooth knowledge progression across separate courses[16]. Educators craft personalized learning tracks responding to student performance and project demands. In addition, individual micro-segments may receive revisions without overhauling the whole curriculum architecture. This trait grants the teaching system stronger timeliness, forward-looking value and operational flexibility.

### 3.2 Functional Reorganization: Dynamic Module Combination Strategy Empowered

**by AIGC**

3.2.1 Laddered Module Framework of "Foundation + Core + Expansion"

Responding to tiered talent cultivation goals, this study puts forward a three-tiered module setup: "Foundation + Core + Expansion"[17]. Foundation segments cover design aesthetics, subject basics and entry-level digital tool practice to solidify learners' theoretical grounding and technical know-how. Core segments target job-specific professional abilities and deliver hands-on practice for digital brand creation and virtual content production. Expansion segments stress cross-subject integration, emerging technical trends and design ethics to broaden learners' creative horizons.

This structural layout supports vertical knowledge continuity and cross-course horizontal connectivity. Undergraduates consolidate basic competence during early semesters; upper-year students select expansion segments independently for targeted advanced study. Uniform module connection rules preserve complete knowledge frameworks and keep space for self-guided learning, lifting course practicality and systematic teaching outcomes.

3.2.2 Project-based Module Design Embedded with "Human-Machine Collaboration" Workflow

This study brings industry-proven human-digital collaborative workflows into course content and builds project-centered teaching segments combining theory and hands-on practice. Simulated authentic design contexts require students to complete full-cycle assignments: demand analysis, iterative digital output, joint human-led refinement and final work delivery. Such arrangements clarify roles for human participants and digital utilities to realize mutual strengths.

Cross-specialty creative teams assemble through collaborative features of digital creation utilities to carry out comprehensive project training. Practical cases from Tongji University show cross-field human-digital projects lift creative output efficiency by 40 % and support evidence-backed process assessment. Project-centered teaching nurtures learners' problem-solving capacity, team awareness and human-digital cooperative competence to fit actual workplace expectations.

### 3.3 System Integration: Operating Mechanism of the Modular Teaching System

3.3.1 Standardized Interfaces: Specifications for Inter-module Data Exchange and Competency Connection

Fragmented, disconnected teaching segments call for unified interface rules, which enable shared access to learning datasets, assessment standards and teaching resources. New skill-focused units may be quickly incorporated, shortening technical gaps between campus instruction and industry practice. A centralized learner database keeps full records of academic performance and creative practice. Each segment defines prerequisite knowledge and competence benchmarks to ensure logical, step-by-step knowledge building.

Consistent resource standards allow multi-media teaching assets to circulate and be reused, maximizing value from diverse digital learning materials. A correlated feedback loop for modular teaching gets established. Drawing on real-time learning records, it fine-tunes course content and instructional tactics and strengthens system stability and expandability.

3.3.2 Iterative Adaptation: Mechanism of Module Update and Replacement Based on Industrial Feedback

This research establishes a full closed-cycle workflow: gathering industry feedback, tracking learner status, running teaching assessment and optimization, and rolling out dynamic updates for course segments.Feedback from industries, enterprises and graduates is collected regularly. Combined with the logic of Jacob's ladder model, module connections are optimized. Outdated content is eliminated and frontier modules are added timely to ensure teaching content keeps pace with industrial development.

Dynamic learner portraits are constructed via AIGC learning analytics technologies, accurately identifying students' learning difficulties and competency weaknesses and providing empirical support for module optimization. Continuous iteration and adaptive upgrading of the teaching system are realized to maintain forward-looking talent cultivation in the long run.

## 4. Practical Path: Implementation and Verification of the AIGC Modular Teaching System

### 4.1 Resource Reconstruction: Construction of Multi-modal Generative Teaching Resource

**Repository**

4.1.1 Automated Material Generation: Improving Diversity and Coverage of Teaching Resources

Multi-modal resource repositories form the core foundation for implementing modular teaching. AIGC is adopted to generate multi-modal materials including images, audio-visual clips and 3D models. Teachers can batch produce differentiated cases according to teaching themes to meet the demands of diverse courses and provide sufficient support for students'comparative learning and creative practice.

The intelligent generation mode of AIGC substantially cuts resource production costs. At present, China's domestic AIGC content industry has achieved large-scale low-cost output . Teachers can allocate spare time to instructional design and personalized tutoring. Meanwhile, intelligent materials can serve as the foundation for students' secondary creation, forming a positive teaching cycle of "generation – creation – iteration" and enriching dimensions of classroom creative practice.

4.1.2 Personalized Case Recommendation: Precise Resource Matching Based on Learner Portraits

Dynamic user profiling models are established through collecting and analyzing students' learning behaviors, creative preferences and ability weaknesses. Aligned with phased module-level teaching objectives, the platform distributes learning content and hands-on tasks at varied difficulty tiers. Novice-oriented materials serve students with limited prior mastery, while high-performing learners receive complex cross-discipline project assignments to carry out differentiated, person-oriented instruction.

Targeted content distribution overcomes drawbacks brought by rigid one-size-fits-all classroom arrangements. It moves past old-style unilateral knowledge delivery toward mutual, engaged learning interactions. Learners no longer waste effort sifting through irrelevant resources and gain study routes fitted to their own conditions. Besides, recommendation rules get revised iteratively from student input, setting up a self-regulating closed educational loop.

### 4.2 Process Reengineering: Construction of "Teacher–Machine–Student" Triadic Collaborative Teaching Scenarios

4.2.1 Pre-class: AI-assisted Preview and Knowledge Graph Construction

Prior to in-person lessons, custom preview packs come from digital auxiliary utilities. The system logs learner activity trails as well as confusing knowledge points. Visualized knowledge frameworks help students form holistic understanding and avoid piecemeal, shallow learning. Drawing upon accumulated background learning records, instructors locate hard-to-grasp topics and tweak classroom focal points purposefully.

Preview evaluation powered by digital tools gives instant outcome feedback, letting students patch knowledge gaps ahead of class. This setup cuts down time spent lecturing fundamental concepts. More class time becomes available for high-level work including in-depth group discussion and digitally supported creation, lifting overall teaching productivity.

4.2.2 In-class: Real-time Interactive Feedback and Human-machine Co-creation Practice

Class activities revolve around practical design projects to build three-party interaction spaces among educators, learners and digital aids. Students work in teams on creative tasks with digital assistance; instructors offer professional creative advice and resolve learning barriers; digital platforms spot learning bottlenecks and polish project details via precise data analysis, forming an interactive mode with dual sources of guidance.

The whole teaching process fully highlights students' dominant position in learning. Learners are guided to critically screen and filter digitally generated content, and integrate personal cultural understanding and aesthetic perception to realize the transformation from mechanical digital output to independent and innovative creation. Through result demonstration, peer review and intelligent evaluation, a collaborative learning community is established, which comprehensively cultivates students' innovative thinking and digital cooperative application abilities.

4.2.3 After-class: Intelligent Assignment Grading and Long-term Competency Tracking

After class, AIGC completes preliminary assignment grading and delivers quantitative scores and comments from dimensions such as technical application, creative innovation and ethical compliance, followed by manual review and revision by teachers. The grading burden is greatly reduced while evaluation professionalism

is guaranteed.

The system tracks students' competency development trajectories over the long term. Relevant data show that laddered intelligent training can raise students' cross-style creation capability from 12% to 58% within two years. Subsequent learning plans can be customized based on tracking data by accurately identifying students' strengths and weaknesses to achieve long-term personalized educational empowerment.

### 4.3 Evaluation Innovation: Data-driven Evidence-based Teaching Quality Monitoring

4.3.4 Full-process Data Collection: Multi-dimensional Recording from Final Works to Creative Behaviors

A data-driven evidence-based evaluation system is constructed to collect full-process behavioral data including students' prompt iteration, tool usage, scheme revision and teamwork. It comprehensively covers students' creative thinking, technical application and innovation strategies and remedies the one-sidedness of traditional outcome-based evaluation.

On the premise of safeguarding student data privacy and ethical norms, learning data from multiple platforms are integrated to build digital learning archives. Big data analysis is applied to explore learning patterns, pinpoint teaching problems, provide empirical evidence for teaching reform and realize objective and precise evaluation.

4.3.2 Comprehensive Indicator System: Quantitative Assessment of Innovation Capability, Ethical Literacy and Technical Application

A multi-dimensional evaluation system covering technical application, innovation capacity, critical thinking, ethical literacy and teamwork is constructed, attaching equal importance to process and outcome assessment to comprehensively examine students' comprehensive literacy. The indicator system is optimized via Delphi expert consultation and factor analysis and features sound scientific validity and discrimination power.

Multi-dimensional evaluation reversely empowers teaching optimization, guiding the shift of teaching focus from single skill training to high-order literacy cultivation. It precisely meets the requirements of cultivating interdisciplinary design talents under new quality productive forces and promotes high-quality transformation of art and design education.

## 5. Conclusions and Prospects

Based on modular design theory and design research methods, this study constructs an AIGC modular teaching system for art and design education under the background of new quality productive forces. Through post demand deconstruction, module reconstruction and mechanism integration, it effectively solves mismatches between traditional teaching, technological iteration and industrial demands. Supported by triadic collaborative "Teacher–Machine–Student" scenarios and a data-driven evaluation system, precise supply of teaching resources, dynamic optimization of teaching processes and improvement of students' high-order literacy are achieved. Practices verify that the modular system stands out for flexibility and forward-looking nature. It successfully drives students' transition from skill acquisition to intelligent creative generation and delivers implementable practical approaches for the intelligent transformation of art and design education.

Future research may explore cross-regional modular resource sharing and collaborative education mechanisms, and deepen empirical teaching research on AIGC ethics modules. The teaching system should maintain openness and iterative capacity, keep up with frontier technologies and industrial trends. Meanwhile, the system for developing teachers' digital literacy and teaching guarantee mechanisms need continuous improvement to optimize educational models and support long-term cultivation of high-quality innovative art and design talents adapted to new quality productive forces.

Professional Groups in Higher Vocational Colleges under the Background of "Double High Plan"[J]. Education and Vocation, 2022.

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