

Research on the Reconstruction of Teacher-Student Relationship in Application-Oriented Undergraduate Colleges Based on Curriculum Learning

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Abstract

Currently, the teacher-student relationship in application-oriented undergraduate colleges faces issues such as insufficient emotional connection, power flow imbalance, and organizational structure rigidity, which affect teaching quality and the effectiveness of talent cultivation. Starting from curriculum learning, which differs from traditional one-way knowledge transfer and emphasizes the joint involvement of teachers and students in knowledge construction and application practice, this paper analyzes the connotation of teacher-student relationship reconstruction from three dimensions: emotional interaction, power flow, and structural transformation. It explores the paths and strategies for teacher-student relationship reconstruction in application-oriented undergraduate colleges, effectively promoting the harmonious development of the teacher-student relationship, improving the comprehensive qualities of students and the professional abilities of teachers, and providing theoretical support and practical guidance for teacher-student relationship reconstruction in application-oriented undergraduate colleges.

Keywords

Curriculum Learning, Colleges and Universities, Teacher-Student Relationship

1. Problem Statement

Modern universities undertake the important missions of talent cultivation, scientific research, social service, cultural inheritance and innovation, and interna-

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tional exchange and cooperation. Among these missions, talent cultivation is the fundamental function of universities. With the arrival of the digital intelligence era, the teaching relationship primarily focused on objective knowledge acquisition has faced challenges. There has been an explosive growth in the amount of information, and the channels for information acquisition have also increased geometrically. Students are no longer restricted to the classroom or school when it comes to acquiring objective knowledge. Teachers are no longer the sole authorities of knowledge, and courses that merely concentrate on the dissemination of existing knowledge can no longer satisfy students' learning requirements. Students' awareness of independent learning is continuously growing. Meanwhile, the emergence of the massification of higher education phenomenon has brought about changes in the teacher professional evaluation system. Teachers are also investing less and less energy in students, and the mutual influence relationship between teachers and students is being increasingly weakened, gradually showing the following characteristics:

First, the emotional connection is growing increasingly distant. There is limited teacher-student interaction time. Teachers are occupied with research projects and social activities. Coupled with the separation between campuses, the chances of face-to-face communication between teachers and students have declined. Even in class, due to the generally large class sizes, teacher-student interaction is challenging, and effective and in-depth interactions are even scarcer, making the class increasingly quiet. Teachers assess students based on course grades, and students evaluate teachers through systematic evaluation scores. Teachers and students gauge the teaching effect by grades rather than the effectiveness of interaction. A lack of interaction between them does not prevent them from getting high scores. Therefore, there is a lack of communication between teachers and students, and even less spiritual resonance, intellectual stimulation, and emotional connection.

Secondly, there is authority infusion in classroom teaching. In the traditional teaching model, teachers act as the authorities of knowledge, and their main task is to impart knowledge to students. Students generally engage in passive acceptance of knowledge and lack initiative. The interaction between teachers and students has gradually become mechanical and one-way, and the power in the teacher-student relationship has gradually shown an unequal pattern.

Thirdly, there is rigid teaching organization. The teaching progress strictly follows a fixed process, which makes teaching proceed step-by-step and difficult to adjust flexibly. The teaching evaluation method uses summative assessment, resulting in role solidification, relatively fixed mutual evaluations between teachers and students, and a lack of multiple judgments. The teaching space is limited to a fixed place, separated from external scenarios, which affects the integration of knowledge and practice. Therefore, the rigid structure of the course is not conducive to the joint participation of teachers and students in knowledge production and the shaping of relationships.

Focusing on the core teaching area of curriculum learning, its connotation has transcended the traditional one-way teaching model between teachers and stu-

dents, evolving into a two-way model where teachers and students engage in in-depth interaction, emotional exchange, and collaborative practice centered around the curriculum objectives. This transformation urgently calls for the reconstruction of the teacher-student relationship. Therefore, it is essential to deeply explore the teacher-student relationship reconstruction in application-oriented universities under the digital and intelligent background, explore innovative approaches to education, enrich and optimize educational ideas, and provide relevant theoretical support and practical guidance for educational reform. Student-staff partnerships empower collaboration and shared ownership of learning outcomes (Nichol et al., 2023). Since this paper focuses on the construction of the theoretical framework and the analysis of the connotations, it belongs to the category of conceptual research, aiming to provide a basis for subsequent empirical exploration.

2. Theoretical Foundation

As a conceptual study, the reconstruction of the teacher-student relationship in application-oriented undergraduate colleges in the digital-intelligence context is an interdisciplinary and comprehensive research. Marx's Communication Theory, Symbiosis Theory, Constructivist Theory, and Sociological Community Theory all offer theoretical support for an in-depth exploration of teacher-student relationship reconstruction.

2.1. Marx's Communication Theory

Marx's communication category features the following two prominent characteristics: one is inter-subjectivity, and the other is object mediation (Fu, 2019). The interaction between subjects forms the essential characteristic of communicative behavior, which is fundamentally different from the one-dimensional dominance relationship. In the traditional education model, instrumental rational thinking makes the teacher-student relationship present a dominant-passive binary opposition structure. This theory also points out that teacher-student interaction in the field of education should break through the limitations of one-way knowledge transfer and achieve collaborative knowledge construction based on dialogue. In this process, the role of teachers has shifted from the traditional knowledge authority to an equal participant in learning activities, engaging in cognitive exploration alongside students. The most crucial aspect of this educational concept is to fully respect the learner's status as the subject and recognize and value the creative potential and thinking ability they possess as an independent cognitive entity. Co-creation of course content by students and staff enhances digital engagement and learning depth (Bolz et al., 2024).

Marxist political economic theory posits that the mode of material production serves as the real foundation of social relations. However, the phenomenon of power domination in the educational sphere is often masked by ideological discourses. After deconstructing the traditional role of teachers as knowledge authority, we should fully recognize the dynamic value of the learning subject in the pro-

cess of knowledge construction. In specific teaching practices, we can adopt the Socratic Midwifery Dialogue Method and draw on Freire's Critical Pedagogy to design interactive mechanisms such as classroom discussions and peer evaluations, thereby constructing a democratic teaching decision-making space involving both teachers and students.

2.2. Symbiosis Theory

The theoretical connotation of the teacher-student community concept in the new era can be defined as follows: In the process of educational practice, teachers and students, as the core entities, establish a new type of educational relationship based on shared value orientations and through development mechanisms such as multi-dimensional interaction and collaborative symbiosis. Its operational mechanism is specifically manifested as a dual-circulation development paradigm where the micro-cycle of "teacher-to-teacher and student-to-student" and the macro-cycle of "teacher-student" are nested within each other.

When constructing the new teacher-student community, integrating the three dimensions of knowledge transfer, ability development, and value guidance can effectively enhance teachers' professional sense of accomplishment and subjective well-being, as well as improve students' sense of fulfillment in learning and sense of responsibility. This model emphasizes the two-way interaction and collaborative development between teachers and students, and ultimately builds a two-way feedback ecosystem centered around teachers' professional development and students' all-round growth. Pedagogical partnerships foster reciprocal dialogue and more inclusive educational practices (Smith & Lee, 2023).

2.3. Constructivist Theory

Constructivism posits that knowledge is not acquired through one-way transmission from teachers but is the outcome of active construction by learners in specific contexts. Its core tenets encompass the following aspects: First, active learning. Students internalize knowledge through analysis, collaboration, and practice. Second, situational embedding. Real or simulated professional scenarios are essential for learning to take place. Third, there is a shift in the teacher's role. Teachers transition from "authoritative lecturers" to "learning facilitators" and "resource coordinators".

The principle of "learning by doing" emphasized by constructivism is highly compatible with the practice-oriented approach of application-oriented undergraduate programs. For example, in the courses of the intelligent manufacturing major, teachers design real enterprise projects, such as production line optimization cases, to guide student teams to collaborate in solving problems. As a result, the teacher's role evolves from a knowledge dispenser to a project advisor. Meanwhile, varying the learning scenarios helps students understand and master knowledge. Collaborative curriculum design incorporates diverse perspectives and supports learner agency (Payne et al., 2023).

2.4. Sociological Community Theory

“Community” is a concept in the field of human sociology (Gong, 2016). The German philosopher Karl Jaspers posited that the essence of a university is an academic community made up of teachers and scholars. The core mission of a university is to constantly explore the truth. This process has two aspects. On the one hand, students engage in systematic work of knowledge acquisition and academic analysis under the guidance of teachers. On the other hand, teachers and students jointly carry out activities to pursue the truth and innovate knowledge. In his theoretical framework, the essential attributes of the university community are manifested in two ways. One is to strive for scientific research and improve the spiritual realm. The other is to emphasize professional dialogue within the discipline and ideological exchange among individuals.

The challenges currently faced in the education field actually suggest that the traditional teacher-student community concept can no longer meet the inherent requirements of educational development in the new era. Based on the Educational Subjectivity Theory, it's necessary to reconstruct an educational paradigm with teachers and students as the dual cores. To achieve educational goals, the evaluation system should not only focus on students' all-round development but also value teachers' professional growth during this process. This concept is highly consistent with the Educational Dual-Subject Theory in nature.

3. Analysis of the Connotation of Teacher-Student Relationship Reconstruction

Based on Marx's Communication Theory, Ecological Symbiosis Theory, Constructivist Theory, and Sociological Community Theory, this paper establishes a theoretical framework for teacher-student relationship reconstruction. Marx's Communication Theory clarifies the interaction mode of teacher-student mutual subjectivity, laying a philosophical foundation for breaking the traditional authoritarian teacher-student relationship. Ecological Symbiosis Theory constructs a teacher-teacher, student-student, teacher-student dual-cycle symbiosis model, offering a new perspective for understanding the collaborative development of the teacher-student relationship. Constructivist Theory emphasizes the situationality and subjectivity of knowledge construction, providing methodological guidance for teacher-student interaction in the process of applied talent cultivation. Sociological Community Theory emphasizes the collaborative relationship between teachers and students as social members in cultural inheritance and innovation, laying a theoretical foundation for reconstructing a new type of educational community centered around dual subjectivity of teachers and students. These theories jointly support the connotation of teacher-student relationship reconstruction: a transformation model that changes from unidirectional authority to equal dialogue, from mechanical transmission to collaborative symbiosis, from passive acceptance to active construction, and from single subject to teacher-student community. This offers theoretical support for application-oriented undergraduate

colleges to establish a new type of teacher-student relationship.

The teacher-student relationship in higher education institutions has profound implications. A harmonious and positive teacher-student relationship has a profound influence on students' development (Kang, 2015). However, in the traditional teacher-student relationship, there exist issues such as inadequate teacher-student emotional connection, power flow imbalance, and organizational structure rigidity, which affect the teaching quality and the results of talent cultivation. Therefore, reconstructing the teacher-student relationship in application-oriented undergraduate colleges is of great significance for improving teaching quality and talent cultivation. The teacher-student relationship reconstruction in application-oriented undergraduate colleges based on curriculum learning should be explored and analyzed from three dimensions: emotional connection, power flow, and organizational structure to understand its connotation.

3.1. Establish a High Emotional Connection Mechanism between Teachers and Students Centered around Empathetic Interaction

In traditional classroom teaching practice, teachers act as one-way disseminators of knowledge authority, and students can only passively accept the established knowledge system. The emotional needs of both parties are systematically neglected. This emotional alienation phenomenon is specifically manifested as follows: Teachers have difficulty accurately grasping students' learning status and psychological changes, and students lack the emotional security required to express their personal opinions. Eventually, a mechanized cycle of teaching interaction is formed. As a crucial type of higher education, application-oriented undergraduate education has a practice-oriented cultivation goal, which further highlights the limitations of the traditional teacher-student relationship model. In the practical teaching section that requires a high degree of collaboration, the lack of emotional connection directly impacts the team collaboration effect and the teacher-student interaction model for cultivating innovative thinking.

Based on curriculum learning, the teacher-student relationship reconstruction emphasizes building an emotional bond between teachers and students, deepening mutual understanding, and achieving emotional resonance. Teachers should use the curriculum content as a vehicle, focus on students' emotional needs, and guide students to actively participate in the classroom, thereby stimulating students' learning interest and enhancing the emotional interaction between teachers and students.

application-oriented undergraduate colleges take integration of industry and education and practice-oriented as the goals of talent cultivation. Students need to not only master professional knowledge and skills but also possess core competencies such as innovative thinking and team collaboration. Teachers' attention to students' emotional experiences and psychological changes during the learning process is the key basis for adjusting teaching strategies. A strong emotional connection not only helps teachers thoroughly understand the individual differences

among students to implement teaching according to students' aptitude, but also motivates students to learn more through communication and interaction with teachers. The talent cultivation objective of application-oriented undergraduate colleges encourages teachers to balance students' emotional needs and the cultivation of innovative thinking while enhancing practical ability development. Teachers and students can jointly tackle course challenges with the aid of a strong emotional connection, cultivate teamwork abilities, and improve their comprehensive qualities. For example, in the "Marketing Planning" course, the teacher organizes students to design promotion plans for local small and medium-sized enterprises through online simulation. The teacher participates in group discussions throughout the process and has in-depth interactions with students, pays attention to the difficulties students face when meeting enterprise requirements, and promptly provides psychological support and professional guidance. This kind of emotional collaboration in practical courses significantly boosts students' enthusiasm for participation and the quality of learning. Meanwhile, a multi-level dialogue mechanism is established, including forms such as immediate in-class feedback, in-depth after-class communication, and continuous online interaction, creating a multi-dimensional emotional communication network. It focuses on the changes in students' emotional experiences during the curriculum learning process. This model of joint collaboration and in-depth communication helps foster a positive campus culture.

The teacher-student relationship based on mutual respect and trust provides the necessary conditions for building a harmonious campus environment. Teachers should continuously update their educational concepts, integrate emotional care with teaching abilities, and ultimately achieve the goal of teaching and learning promoting each other. The connotation embedded in the teacher-student relationship in colleges and universities has a relatively profound impact on students' development. Relying on the strong emotional connection established through curriculum learning, we can effectively address the issues of emotional alienation and the lack of emotional interaction in the traditional teacher-student relationship, enhance the level of emotional care and nourishment between teachers and students, and promote the construction of a harmonious campus culture. This holds theoretical value and practical guiding significance for the education and teaching reform of application-oriented undergraduate colleges in China.

3.2. Establish a Teacher-Student Dynamic Balance Mechanism of Power Based on Democratic Co-Construction

In the traditional teaching process at higher education institutions, it is often teacher-centered, and students passive acceptance knowledge under the guidance of teachers. They tend to be obedient and reliant on teachers and often lack problem awareness, independent thinking ability, critical thinking, and the courage to challenge teachers' authority (Lu & Hu, 2022). This teaching structure, which is rooted in the absolute authority of teachers, has led to power imbalances in three

aspects over the long-term practice: The teaching decision-making power is completely concentrated in individual teachers. Key teaching elements, such as the selection of course content, the arrangement of teaching progress, and assessment and evaluation criteria, are all unilaterally determined by teachers. The distribution of classroom discourse power is seriously unbalanced. Teachers take up a relatively large proportion of the class time for lectures, while students' opportunities to express themselves are limited to passive responses. The knowledge construction presents a one-way flow state. As knowledge authority, teachers rarely recognize students' innovative ideas. Such a situation has resulted in a power imbalance between the teacher's authoritative dominance and the students' passive acceptance, reducing the cultivation of students' autonomous learning ability and innovative spirit.

In the teacher-student relationship reconstruction in application-oriented undergraduate colleges based on curriculum learning, it is necessary to focus on optimizing power flow to promote the democratic mutual construction between teachers and students in knowledge production, problem negotiation, and the establishment of dialogical relationship. Reconstructing a teacher-student relationship with a balanced power flow has become one of the key processes in the current educational reform of application-oriented undergraduate colleges.

Teachers' attention to students and stimulation of their learning interest should go beyond one-way knowledge indoctrination and shift to guiding students to explore independently. By creating open-ended questions with a certain thinking space through the universality of cognitive questions (such as comprehension, analysis, inference, judgment, and appreciation questions), teachers can guide students to analyze problems from multiple perspectives, gradually develop the learning habit of integration of learning and thinking, and form strong logical thinking ability (Jiang, 2018). In this process, the role of teachers has shifted from authoritative controllers to collaborators for common growth. Teachers should encourage students to question boldly and express themselves actively, while avoiding mechanical interaction patterns. In decision-making processes such as curriculum design, teachers and students rely on democratic consultation to bring about a fluid change in the educational power structure. Taking the formulation of course assignment rules as an example, teachers and students can jointly negotiate to determine the form of assignments and the submission date according to learning difficulties and practical needs. During the implementation of the rules, dynamic adjustment can enhance the interactivity of power flow. This model breaks the traditional monopoly of teachers' power and shifts to a power flow featuring two-way negotiation between teachers and students. It not only enables the reasonable transfer of teachers' management authority but also effectively empowers students' learning autonomy. Ultimately, a more adaptable learning system is established. The dialogic co-construction in the teaching process also presents the characteristics of democratic co-construction. Teachers and students abandon the suppression of objections in traditional teaching and instead engage

in dialogues from multiple perspectives to deepen their understanding. Students come up with innovative insights, while teachers use professional theories for supplementary analysis. In this model, the boundaries of traditional teacher-student power gradually fade away, and the ideological interaction becomes a process of mutual empowerment. Eventually, an open and diversified teaching model is established.

Taking the “Financial Management” course as an example, when formulating the scoring guidelines for the investment analysis report, the teacher provides a framework for core competence dimensions. Students, taking into account the difficulties and areas of interest in their understanding of the industry, have group discussions and propose suggestions on the weights of specific evaluation indicators. After class-wide discussions and teacher guidance, a consensus-based rule is finally reached. During the implementation process, if students find that a particular evaluation item is overly strict, after providing collective feedback along with case descriptions, the teacher will agree to dynamically adjust the requirements for this indicator in subsequent reports.

From the power flow dimension, equal interaction and collaborative development between teachers and students are crucial. Optimizing power flow and achieving democratic mutual construction between teachers and students can cultivate students’ innovative spirit and practical abilities, supply society with more high-quality applied talents, and promote the high-quality development of higher education.

3.3. Form a Flexible Transformation of Teaching Organization Mechanism Oriented towards Optimization and Innovation

In the context of education in the new era, the traditional teaching model with teachers at the center is gradually shifting to the student-centered teaching organization structural transformation. In the traditional teaching organizational structure, the teaching progress strictly follows a fixed process to ensure the completion of teaching arrangements, while the new teaching organizational structure focuses on making dynamic adjustments according to the actual learning needs of students.

In the context of practice-oriented application-oriented undergraduate colleges, the core key to this transformation is to break the rigid curriculum implementation model that’s merely formed to keep up with the teaching schedule. By integrating all the advantages of online and offline teaching resources, the teaching pace can be dynamically adjusted according to students’ knowledge acceptance levels and the requirements of their professional ability development, allowing students to deepen their practical application skills of professional knowledge during the personalized learning process.

In the traditional teaching organizational structure, the teaching schedule strictly adheres to a fixed process to ensure the completion of teaching arrangements. In contrast, the new teaching organizational structure doesn’t rigidify the

curriculum teaching model just for the sake of meeting the teaching schedule. New teaching models like small class teaching and blended innovative teaching can be implemented, and the teaching schedule can be adjusted as required to enhance students' mastery and understanding of knowledge (Tao, 2025). Break the curriculum implementation model that has been solidified by the need to complete the teaching progress. Leverage the advantages of online and offline teaching resources through innovative teaching models. Dynamically adjust the teaching pace based on students' knowledge acceptance and cognitive development, enabling students to gain an in-depth understanding of the overall knowledge system and accurately comprehend its internal logic during personalized learning. This transformation is also reflected in the reconstruction of teaching space utilization. It is no longer confined to a fixed location and separated from external scenarios, but expands to diverse scenarios, including virtual learning community and practical operation workshop, which helps integrate knowledge with practice. This enables students to actively construct the meaning of knowledge when switching between different learning scenarios. Under the guidance rather than dominance of teachers, students can stimulate their intrinsic motivation for autonomous learning. The traditional summative assessment centered on exam scores seriously overlooks students' comprehensive qualities such as innovative thinking and practical abilities, leading to fixed roles and relatively static mutual evaluations between teachers and students, lacking diverse perspectives. The reconstructed evaluation system breaks through this single-dimensional assessment method by organically combining formative assessment and summative assessment. It establishes an assessment mechanism that covers the entire learning chain, including pre-class preview, in-class participation, and post-class expansion. This mechanism continuously tracks changes in students' learning status, records the progress of knowledge acquisition, and analyzes the weak links in ability development. It provides targeted feedback for cultivating students' innovative thinking and enhancing their practical abilities, allowing them to fully unleash their potential in a more open learning environment. During the process of curriculum learning and space utilization, it is recommended that teachers enhance the use of technologies like online teaching platform and online classroom. This can expand the channels for teacher-student interaction, enabling teachers to accurately track the learning progress and offer targeted guidance. It also provides students with opportunities to express their opinions and share knowledge on digital and intelligent platforms. Meanwhile, immersive technologies such as VR/AR should be introduced to transform abstract knowledge into tangible experiences by creating highly realistic teaching scenarios. In the process of scenario-based teaching, the interaction efficacy between teachers and students can be strengthened, allowing students to better understand and apply complex knowledge in a learning environment where virtual and real elements are blended. Deepen the school-enterprise collaboration mechanism to expand the multi-scenario integrated practical teaching paths. In the teaching process, real corporate project cases should be introduced, and school-

enterprise joint practice base should be established. This provides a real-world context that is highly consistent with the requirements of professional positions for applied talent cultivation and strengthens the connection between theoretical learning and practical operations. For example, in the “Supply Chain Management” course, students first learn basic theories via an online platform and complete virtual supply chain optimization tasks. Then, they conduct simulated drills in the logistics simulation laboratory to better handle emergencies. Finally, they are divided into groups and enter partner logistics enterprises to participate in small real-world projects of inventory optimization or transportation route planning under the teachers’ guidance. The course progress is dynamically adjusted according to the completion of online tasks and the results of offline practice.

This transformation of the teacher-student relationship from a rigid structure to an elastic one is essentially a systematic change integrating the optimization of teaching organization, evaluation system innovation and technological scenarios. It involves the coordinated advancement of multiple aspects, including the renewal of educational concepts, the reconstruction of teaching systems, and the adjustment of resource allocation. The ultimate goal is to build an educational community featuring dynamic adaptability, innovative vitality, and harmonious interaction, providing structural support for high-quality applied talent cultivation.

4. Summary and Outlook

This article delves into application-oriented undergraduate colleges and teacher-student relationship reconstruction, presenting three core dimensions: emotional connection, dynamic balance of power, and the optimization of the teaching organizational structure. Through an in-depth analysis of the connotation of the new teacher-student relationship reconstruction, strengthening emotional connection can effectively address the issues of emotional alienation and the lack of emotional interaction in the traditional teacher-student relationship. It can enhance the emotional care and psychological support between teachers and students in curriculum teaching and establish a teaching model featuring emotional nourishment and emotional collaboration. The establishment of a dynamic balance in the power structure breaks the authoritative structure of one-way indoctrination, power monopoly, and dissent suppression in the traditional teacher-student relationship. The mode of interaction has shifted from mechanical and one-way interaction to joint participation in knowledge production and relationship shaping. The teaching approach has changed from being teacher-led to teacher-student negotiation and the co-determination of rules. The teaching process has evolved from suppressing dissent to tolerance of dissent and dialogic co-construction. The teacher-student relationship is gradually evolving into a more democratic interactive model. The formation of a flexible organizational structure remedies the drawbacks of traditional rigid structures, including fixed processes, inflexible roles, and environmental isolation. It provides institutional guarantees

for teachers and students to participate jointly in curriculum design and teaching evaluation, truly making teaching activities a co-constructed practice by teachers and students. Meanwhile, the introduction of digital and intelligent technologies presents a new technological paradigm for teacher-student relationship reconstruction. The integration of multiple scenarios not only changes traditional teaching interaction modes but also reshapes the spatial and temporal dimensions of teacher-student interaction through means like virtual simulation and intelligent analysis. This transformation process demands that teachers shift from being knowledge transmitters to learning guides. Meanwhile, educational institutions need to build a supportive institutional environment to form an educational innovation ecosystem with multi-party collaboration.

Meanwhile, digital and intelligent technologies are deeply integrated into application-oriented undergraduate education, providing the technological foundation and innovative impetus necessary for its reconstruction. This is an inevitable outcome of the deep integration of technology and education, and also a key starting point for application-oriented undergraduate colleges to meet the challenges of the era and enhance the quality of talent cultivation. In this process, teachers not only need to optimize their teaching abilities, but schools are also required to actively construct learning community, and the government should accelerate the implementation of the “Internet+” teacher education action plan. Joint efforts should be made to promote the reconstruction of teachers’ roles, optimize students’ in-depth learning efficiency, and enhance teachers’ deep teaching capabilities (Jin, 2022). Its theoretical value and practical significance will be deepened through continuous exploration.

Currently, the reconstruction of the learning community for teachers and students in application-oriented undergraduate colleges still faces real challenges in actual implementation. There is a lack of in-depth technology application. There is a “technology suspension” phenomenon in the integration of intelligent tools and teaching scenarios. The functions of some platforms are complex to use and cannot effectively support core teaching interactions. Therefore, it is particularly crucial to preferentially select digital-intelligent tools that are highly compatible with professional teaching, strengthen teachers’ training in tool application, and encourage teachers and students to jointly participate in the evaluation and offer optimization suggestions for teaching tools.

Looking towards the future, the research and practice of digital-intelligent learning community urgently needs to make breakthroughs from multiple dimensions. Not only should we promote the integrated innovation of cutting-edge technologies such as AI and educational scenarios in terms of technology, and the linkage of internal and external resources and information with the virtual open platform as the carrier (Huang, 2024), but we also need to strengthen the optimization of teaching organizational structure and establish a dynamic resource allocation and evaluation feedback mechanism. Finally, foster a digital and intelligent education culture featuring openness and sharing, and enhance the digital literacy of teach-

ers and students through hierarchical training. Meanwhile, it is necessary to strengthen the construction of data governance system, explore localized implementation paths by drawing on international experience, and provide theoretical support and practical guidance for the sustainable development of the learning community of teachers and students.

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Conflicts of Interest

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