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Research on the Transformation Path of Teachers' Roles in Private Universities in the Era of Artificial Intelligence

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Abstract: *The deep penetration of artificial intelligence technology has reshaped the higher education ecosystem and posed disruptive challenges to the role of teachers in private universities. This article is based on the positioning of application-oriented talent cultivation and the characteristics of faculty development in private universities. Using theoretical analysis methods such as literature research, it systematically explores the practical motivations, core challenges, transformation directions, and implementation paths of the role transformation of private university teachers in the era of artificial intelligence. Research has found that the transformation of the role of teachers in private universities is the result of multiple drivers, including technological changes, policy guidance, institutional development, and talent cultivation needs. The core obstacles are manifested as cognitive biases in roles, lack of digital literacy, rigid teaching models, and insufficient institutional support; The transformation requires a four-dimensional transition from "knowledge disseminator" to "learning guide", "curriculum implementer" to "resource integration and developer", "single educator" to "industry education integration collaborator", and "performance evaluator" to "comprehensive literacy enabler"; Building a four-dimensional collaborative implementation path of "updating concepts, enhancing capabilities, empowering practices, and ensuring support" can effectively solve the transformation problem. This study enriches the theoretical system of the integration of artificial intelligence and higher education, as well as the construction of faculty in private universities. It provides practical guidance for optimizing the faculty training system and clarifying the transformation direction of teachers in private universities, helping them enhance their core competitiveness and better serve the strategy of cultivating applied talents.*

Keywords: *artificial intelligence; private university; teacher role; digitalization of education*

1. Introduction

Artificial intelligence technologies represented by ChatGPT, big data analysis, and intelligent teaching platforms are reshaping the education ecosystem with disruptive power, promoting the deep transformation of higher education from "knowledge imparting" to "ability cultivation" and "value shaping"[1]. The Development Plan for the New Generation of Artificial Intelligence clearly proposes to "promote the deep integration of artificial intelligence and education, build intelligent campuses, and develop smart education", which points out the direction for the reform of higher education in the new era. In this wave of the times, private universities, as an important component of the higher education system, have become an important battlefield for cultivating applied and skilled talents with their flexible educational mechanisms and advantages of being close to market demand. However, compared to public universities, private universities have long faced practical challenges in the construction of their teaching staff, such as difficulties in attracting high-quality teachers, high pressure to balance teaching and research, and incomplete support systems for teacher professional development. The popularization of artificial intelligence technology not only provides new opportunities to solve these challenges, but also poses unprecedented challenges to the role positioning and ability structure of private university teachers.

The roles of traditional university teachers as "knowledge authorities" and "one-way transmitters" are no longer suitable for the needs of intelligent teaching scenarios, and the shift towards "learning guides," "resource integrators," and "innovation enablers" has become an inevitable trend. For private universities, the successful transformation of the role of teachers is not only a key lever to improve teaching quality and enhance core competitiveness, but also a core guarantee for achieving differentiated development and cultivating high-quality applied talents that meet market demand. At present, the integration of

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artificial intelligence and private university education and teaching is still in the exploratory stage. Teachers generally face pain points such as insufficient technological application ability, unclear transformation direction, and lack of institutional support mechanism in the process of role transformation. There are still many gaps in relevant theoretical research and practical exploration.

Based on this, this article is based on the macro background of educational reform in the era of artificial intelligence, focusing on the uniqueness of the group of teachers in private universities, and systematically exploring the core connotations, practical obstacles, and implementation paths of teacher role transformation. By sorting out relevant theories and practical experience, exploring the internal logic and key influencing factors of the transformation of the role of teachers in private universities, the aim is to construct a teacher role transformation framework that is suitable for the development positioning of private universities, providing theoretical guidance and practical references for optimizing the teacher training system and improving teachers' core competencies, ultimately helping private universities achieve a leapfrog improvement in education quality in the era of artificial intelligence, and better serving the national strategy of building a strong higher education country and cultivating applied talents.

2. The realistic reasons and difficulties for the transformation of the role of teachers in private universities in the era of artificial intelligence

2.1 Real reasons for transformation

The real driving force for the transformation of the role of teachers in private universities in the era of artificial intelligence comes from multiple drivers such as technological changes, policy guidance, educational development, and talent cultivation, forming an irreversible transformation trend [2]. One is the inevitable requirement of technological change. The deep penetration of artificial intelligence technology in the field of education has reshaped the supply mode of teaching resources, teaching interaction methods, and teaching evaluation system. Intelligent teaching platforms can achieve personalized learning push, and big data analysis can accurately capture students' learning pain points. This gradually diverts the traditional knowledge imparting function of teachers and requires them to undertake more creative teaching design, learning guidance, and thinking cultivation work. Role transformation has become an inevitable choice to adapt to technological changes. Secondly, clear guidance on policy orientation. The country has successively issued policy documents such as the "Development Plan for the New Generation of Artificial Intelligence" and the "Opinions on Accelerating the Construction of High level Undergraduate Education and Improving Talent Training Capability", which clearly require universities to promote the deep integration of artificial intelligence with education and teaching, and strengthen the cultivation of teachers' digital literacy and technical application ability. As an important component of the higher education system, private universities must respond to policy calls and promote the transformation of teachers' roles to align with the direction of education reform and development in the new era. Thirdly, there is an inherent need for the development of private universities themselves. Compared to public universities, private universities face multiple pressures such as student competition, brand building, and resource constraints. Cultivating core competitiveness has become the key to survival and development. As the core carrier of education and teaching, the adaptability of teachers' roles directly affects the quality of teaching and talent cultivation. Enhancing the comprehensive competence of teachers through role transformation and building a distinctive faculty team is an important path for private universities to overcome development bottlenecks and achieve differentiated competition. Fourthly, the core demand for cultivating applied talents. The positioning of private universities is mostly focused on the cultivation of applied and skilled talents, and needs to closely connect with the development needs of industries. In the era of artificial intelligence, the industry has put forward higher requirements for talent's innovation ability, cross-border integration ability, and lifelong learning ability. This requires private university teachers to break through the limitations of traditional teaching roles, transform into composite guides with industry vision, technical ability, and teaching level, in order to ensure accurate matching between talent cultivation and market demand.

2.2 The core dilemma of the current role of teachers in private universities

Although role transformation is an inevitable trend, there are still many core challenges in the current role of teachers in private universities, which restrict the progress of the transformation process and the realization of the transformation effect. Firstly, there is a bias in role cognition and insufficient motivation for transformation. Some teachers in private universities have a lagging understanding of the educational reform trend in the era of artificial intelligence, and still adhere to the traditional role of "knowledge

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transmitters", lacking a profound understanding of the necessity and urgency of role transformation. At the same time, teachers in private universities generally face problems such as heavy teaching tasks, high pressure on scientific research assessment, limited salary and career development space, which leads to a lack of sufficient time, energy, and motivation to invest in the ability improvement related to role transformation, forming a passive situation of "unwilling to transform". Secondly, there is a lack of digital literacy and technological application capabilities. This is the most direct dilemma faced by teachers in private universities in their role transformation. On the one hand, some middle-aged and elderly teachers are limited by their knowledge structure and learning ability, and their mastery of new teaching methods such as artificial intelligence teaching tools and big data analysis technology is low, making it difficult to effectively integrate them into the teaching process; On the other hand, private universities have problems with incomplete systems, inaccurate content, and single forms of teacher digital literacy training, which fail to provide systematic technical support for teachers to improve their abilities, making it difficult for teachers to adapt to the needs of intelligent teaching scenarios. Again, the ability to solidify teaching models and restructure courses is insufficient. The traditional "cramming" teaching mode still dominates in some courses of private universities, and teachers lack innovative awareness and ability in teaching modes based on artificial intelligence technology. At the same time, facing the impact of artificial intelligence technology on course content, most teachers find it difficult to reconstruct course content, optimize teaching objectives, and reform evaluation systems in accordance with industry needs and technological development trends, resulting in teaching content and methods lagging behind the development of the times and unable to meet the needs of cultivating applied talents. Finally, there is a lack of institutional support system and insufficient transformation guarantee. The top-level design of private universities in promoting the transformation of teachers' roles is incomplete, lacking clear transformation plans, incentive mechanisms, and guarantee policies. In terms of resource investment, there is insufficient funding for teacher technical training, the purchase of intelligent teaching equipment, and research on teaching reform; In terms of team building, there has been a failure to build interdisciplinary and cross disciplinary teaching innovation teams, and teachers' transformation is often in a "solo" state; In terms of evaluation mechanism, traditional teaching workload and scientific research achievements are still the core assessment indicators, and the transformation related achievements such as teaching mode innovation and technological application effectiveness have not been included in the assessment system, making it difficult to form effective transformation incentive guidance.

Based on the above practical reasons and core challenges, this article will focus on the macro background of educational reform in the era of artificial intelligence, and explore the uniqueness of the teacher group in private universities, systematically exploring the core connotation and implementation path of teacher role transformation. By sorting out relevant theories and practical experience, exploring the internal logic and key influencing factors of the transformation of the role of teachers in private universities, the aim is to construct a teacher role transformation framework that is suitable for the development positioning of private universities, providing theoretical guidance and practical references for optimizing the teacher training system, improving the transformation support mechanism, and enhancing teachers' core competencies. Ultimately, this will help private universities achieve a leapfrog improvement in education quality in the era of artificial intelligence, and better serve the national strategy of building a strong higher education country and cultivating applied talents.

3. The core direction of the transformation of the role of teachers in private universities in the era of artificial intelligence

The deep empowerment of artificial intelligence technology has reconstructed the core logic of education and teaching in private universities, promoting the transformation of teachers' roles from traditional single teaching dimensions to diverse and composite development dimensions [3]. Based on the positioning of applied talent cultivation and the characteristics of faculty development in private universities, the core direction of their role transformation can be summarized into four dimensions, achieving a systematic transition from traditional teaching paradigms to intelligent and compound teaching paradigms.

3.1 From "knowledge transmitter" to "learning guide"

The popularization of artificial intelligence technology has made knowledge acquisition channels more diversified and convenient. The core advantage of traditional teachers as "knowledge authorities" is gradually weakening, and the transformation into "learning guides" has become inevitable. In this transformation process, teachers in private universities need to break through the one-way indoctrination

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teaching logic and focus on cultivating students' learning abilities and thinking qualities. On the one hand, with the help of the big data analysis function of intelligent teaching platforms, students' learning pain points, interest preferences, and cognitive patterns can be accurately captured, and personalized learning plans can be customized for students to achieve "teaching according to their aptitude"; On the other hand, by setting up exploratory questions, organizing collaborative learning, and other methods, students are guided to actively use artificial intelligence tools for self-directed learning, deep thinking, and problem-solving, cultivating their ability for self-directed learning and critical thinking, which is in line with the core demands of cultivating applied talents in private universities.

3.2 From "course implementer" to "resource integration and developer"

Under the traditional teaching mode, teachers in private universities often use textbooks as the core of teaching and play the role of "curriculum implementers", which is difficult to adapt to the needs of curriculum reform in the era of artificial intelligence. Transforming into "resource integration and development" requires teachers to break through the limitations of textbooks and build a diversified and intelligent curriculum resource system. Firstly, teachers need to have the ability to accurately screen and integrate high-quality digital educational resources, extract content that matches teaching objectives and student needs from a massive amount of online courses and intelligent teaching materials, and enrich teaching carriers; Secondly, combining the advantages of private universities being close to industries, we will collaborate with industry enterprises to develop characteristic course resources that integrate artificial intelligence technology, such as virtual simulation teaching cases, industry practical simulation systems, etc., to achieve precise alignment between course content and industry needs; Thirdly, relying on intelligent teaching tools, we independently develop personalized teaching resources such as micro courses and virtual experiments, optimize course presentation forms, and enhance the fun and effectiveness of teaching.

3.3 From "single teacher" to "industry education integration collaborator"

The positioning of private universities determines that their talent cultivation must closely align with the development needs of the industry, and the demand for composite talents in the era of artificial intelligence has further strengthened the importance of industry education integration. This requires teachers in private universities to transform from "single educators" to "industry education integration collaborators" and break down the barriers between teaching and industry. On the one hand, teachers need to actively go deep into the forefront of the industry, investigate the current application status and development trends of artificial intelligence technology in the industry, integrate cutting-edge technology and actual project needs into the teaching process, and enhance the practicality of teaching; On the other hand, we actively cooperate with industry enterprises to jointly carry out scientific research and development, technology research and development, and talent cultivation projects. Through collaborative cooperation, we aim to enhance our practical and technical application abilities in the industry. At the same time, we provide practical training platforms for students to help them accumulate industry experience and improve their employment competitiveness.

3.4 From "performance evaluator" to "comprehensive literacy empowerer"

Traditional teaching evaluation often focuses on exam scores as the core, which cannot fully reflect students' comprehensive literacy and is disconnected from the requirements of talent cultivation in the era of artificial intelligence. Private university teachers need to transform from "performance evaluators" to "comprehensive literacy enablers" and build a diversified and process based teaching evaluation system. With the help of artificial intelligence evaluation tools, teachers can achieve precise collection and analysis of multidimensional data such as students' learning process, practical ability, and innovative achievements, breaking the limitations of traditional evaluation; At the same time, we focus on cultivating and evaluating students' core competencies such as professional ethics, teamwork ability, and innovation ability. Through various evaluation methods such as practical assessment, project defense, and achievement display, we comprehensively evaluate students' comprehensive abilities, guide them to achieve comprehensive development, and cultivate high-quality applied talents that meet industry needs.

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4. Implementation path for the transformation of the role of teachers in private universities in the era of artificial intelligence

Based on the core direction and practical difficulties of the transformation of the role of teachers in private universities, it is necessary to construct a collaborative implementation path from four dimensions: concept, ability, practice, and guarantee, to break through the obstacles of transformation, promote the systematic and sustainable transformation of the role of teachers, and adapt to the needs of cultivating applied talents in the era of artificial intelligence.

4.1 Path of conceptual renewal: building a solid foundation for transformational thinking

Conceptual renewal is a prerequisite project for the transformation of the role of teachers in private universities. It is necessary to break through the traditional cognitive constraints of teaching and establish educational concepts that are in line with the era of artificial intelligence [4]. On the one hand, to strengthen the guidance of top-level concepts, private universities should systematically promote the transformative impact of artificial intelligence technology on higher education, as well as the necessity, core direction, and value significance of teacher role transformation, through special lectures, expert forums, policy interpretation meetings, and other forms, to help teachers accurately grasp educational development trends and correct cognitive biases such as "technology replacing teachers" and "transformation is irrelevant". On the other hand, building a peer exchange platform, organizing teachers to hold interdisciplinary and cross institutional transformation experience sharing sessions, inviting outstanding teachers in the field of artificial intelligence education applications to share practical cases, stimulating teachers' intrinsic motivation for transformation through immersive experiences, interactive discussions, and other methods, guiding them to actively establish the core concepts of "student-centered" and "technology empowered teaching", and laying a solid ideological foundation for role transformation.

4.2 Path to capability enhancement: building a layered training system

In response to the core dilemma of the lack of digital literacy and technological application ability among teachers in private universities, it is necessary to construct a differentiated and hierarchical ability training system to accurately match the transformation needs of different groups of teachers [5]. Firstly, classify and set training objectives, targeting young teachers, focusing on the application of artificial intelligence teaching tools, digital curriculum development, and other practical skills training, to create a backbone of technology empowered teaching; Focusing on improving basic digital skills and providing guidance on the integration of traditional teaching and intelligent technology for middle-aged and elderly teachers, to help them gradually adapt to intelligent teaching scenarios; For academic leaders, we will strengthen the cultivation of high-level abilities such as interdisciplinary integration and industry education integration and collaboration, and play a leading and exemplary role. Secondly, we will innovate the implementation mode of training, adopting a combination of "online+offline" and "theoretical+practical" training methods. We will rely on intelligent training platforms to provide fragmented and personalized learning resources online, and conduct immersive teaching such as centralized training and workshops offline. At the same time, we will introduce industry experts to participate in teaching, enhancing the practicality and pertinence of the training content. In addition, we establish an incentive mechanism for capacity enhancement, linking training participation, capacity enhancement effectiveness with professional title evaluation and performance assessment, and stimulating teachers' initiative to learn.

4.3 Practical empowerment path: promoting innovation in teaching models

Practical empowerment is the key path to test the effectiveness of transformation and solidify the results of transformation. It requires innovative teaching models as the starting point to promote teachers to complete role transformation in practice. On the one hand, pilot reforms in intelligent teaching can be carried out, and private universities can select advantageous disciplines and characteristic majors to set up pilot courses. Teachers are encouraged to rely on intelligent teaching platforms to carry out new teaching models such as project-based learning, inquiry based learning, and collaborative learning, and practice new role positioning in teaching design, resource development, interactive guidance, evaluation and feedback. On the other hand, building a teaching innovation practice platform, constructing virtual simulation teaching centers, interdisciplinary innovation laboratories, etc., to provide teachers with intelligent teaching practice carriers; At the same time, we organize teaching innovation competitions,

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digital teaching achievement evaluations, and other activities to promote learning and improvement through competitions, guiding teachers to deeply integrate artificial intelligence technology with curriculum teaching, and enhance core abilities such as resource integration, learning guidance, and comprehensive literacy empowerment in practice [6].

4.4 Support path: improve collaborative support mechanism

A sound collaborative guarantee mechanism is an important support for the transformation of the role of teachers in private universities, which requires the construction of a comprehensive guarantee system from the aspects of resource investment, team building, evaluation and incentives. In terms of resource investment, private universities should increase their funding efforts, purchase intelligent teaching equipment, build school level intelligent teaching platforms, integrate high-quality digital education resources, and provide hardware and resource support for teachers' transformation; At the same time, a special fund for transformation will be established to support teachers in conducting research on intelligent teaching reform and developing characteristic curriculum resources. In terms of team building, we establish interdisciplinary and cross disciplinary teaching innovation teams, promote teacher division of labor and collaboration to carry out intelligent teaching reform, and break the transformation dilemma of "going it alone"; We establish a school local and school enterprise cooperation mechanism to provide guarantees for teachers to participate in practical activities and jointly develop teaching resources in the industry. In terms of evaluation and motivation, we will reconstruct the teacher assessment and evaluation system, incorporating transformation related indicators such as teaching mode innovation, technological application effectiveness, contribution of industry education integration, and improvement of students' comprehensive literacy into the core content of the assessment. We will weaken the weight of traditional indicators such as teaching workload and scientific research achievements, and establish a transformation achievement reward system to provide both material and spiritual rewards to teachers who have achieved significant transformation results, forming a positive incentive orientation.

5. Conclusion

The arrival of the era of artificial intelligence has profoundly reshaped the ecology of higher education, and the transformation of the role of teachers in private universities has become an inevitable choice to adapt to educational changes, solve teacher difficulties, and improve the quality of talent cultivation. This article is based on the positioning of application-oriented talent cultivation and the characteristics of teacher development in private universities. It systematically explores the practical reasons, core challenges, transformation directions, and implementation paths of the role transformation of private university teachers in the era of artificial intelligence. The following core conclusions are drawn: firstly, the role transformation of private university teachers is the result of multiple drivers such as technological changes, policy guidance, institutional development, and talent cultivation needs. However, role cognitive biases, lack of digital literacy, rigid teaching models, and insufficient institutional support constitute the core obstacles to the transformation; Secondly, the transformation requires a leap in four core directions, namely from "knowledge disseminator" to "learning guide", from "curriculum implementer" to "resource integration and developer", from "single teacher" to "industry education integration collaborator", and from "performance evaluator" to "comprehensive literacy enabler", to construct a diversified and composite new teacher role system; Thirdly, it is necessary to establish a four-dimensional collaborative implementation path of "updating concepts, enhancing capabilities, empowering practices, and ensuring support". By building a solid ideological foundation, establishing a hierarchical training system, promoting innovative teaching models, and improving collaborative support mechanisms, we can solve the difficulties of transformation and promote the effectiveness of transformation on the ground.

The theoretical value of this study lies in clarifying the internal logic and core dimensions of the role transformation of private university teachers in the era of artificial intelligence, enriching the theoretical research results in the integration of artificial intelligence and higher education, and the construction of private university faculty, providing a new analytical perspective for related research. The practical value lies in the fact that the proposed transformation direction and implementation path are in line with the actual development of private universities, which can provide direct practical guidance for optimizing the teacher training system and improving the transformation guarantee mechanism of private universities. At the same time, it also provides a reference for private university teachers to clarify the transformation direction and enhance core literacy, helping private universities enhance their core competitiveness in the era of artificial intelligence and better serve the strategy of cultivating applied

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talents.

It should be objectively recognized that there are still certain limitations to this study. In terms of research scope, no targeted analysis has been conducted on the transformation differences of teachers in private universities with different disciplines and teaching experience; In terms of research methods, the focus is on theoretical construction and path design, lacking empirical data to verify the effectiveness of the transformation path. Future research can further expand the research dimensions and focus on differentiated research on the transformation needs of different groups of teachers; At the same time, empirical research methods such as questionnaire surveys and case tracking are used to test the practical effectiveness of the transformation path, and combined with the development trends of artificial intelligence technology, the transformation strategy is continuously optimized to promote the deepening and implementation of research results.

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