

Exploration of Strategies for Digital Intelligence Empowering National Security Education Curriculum Reform for College Students

Lina Jing^{1,a}

¹Baize Institute for Strategic Studies, Southwest University of Political Science and Law, Chongqing, China

^a435339249@qq.com

Abstract: The digital intelligence revolution driven by emerging technologies such as big data and artificial intelligence, has established digital empowerment as a key driver of curriculum reform in higher education. Strengthening national security education for college students is essential for firmly establishing and comprehensively implementing a holistic approach to national security, and for contributing to the construction of a national security education system with distinct Chinese characteristics. This paper examines the imperative of reforming national security education curricula for university students in the digital intelligence era. Through an in-depth analysis of the challenges encountered in this reform process, we propose targeted strategies that leverage digital intelligence empowerment. The ultimate goal is to seize the strategic opportunities presented by this educational transformation, enhance college students' national security literacy, and reinforce the people-centered defence mechanism for national security.

Keywords: Digital Intelligence Empowerment, National Security Education, Curriculum and Teaching Reform, National Security Awareness

1. Introduction

Digital and intelligent empowerment is crucial for higher education to achieve intelligent, personalized, and lifelong transformation, and its role in reforming university curricula and teaching methods is widely recognized. The development and application of a new generation of digital and intelligent technologies, including those represented by generative artificial intelligence, present new opportunities for the orderly advancement of curriculum and teaching reform. These include innovations in teaching models, sharing educational resources, optimizing teaching evaluations, and enhancing learning outcomes. As an emerging educational concept and practical model, digital and intelligent empowerment has injected fresh vitality into university curriculum reform.

In the context of reforming the national security education curriculum for University students, digital and intelligent empowerment refers to breaking through traditional teaching models by deeply integrating new-generation information technologies, such as big data, artificial intelligence, deep learning, and large language models, into national security education. The aim of this integration is to improve the quality and efficiency of teaching, guide students in firmly establishing the principle of prioritizing national interests, and enhance their awareness of, and ability to, consciously safeguard national security. The aim of this paper is to outline the background to the reform of the national security education curriculum for university students in the digital and intelligent era, to conduct an in-depth analysis of the issues and challenges faced by digital and intelligent empowerment in this curriculum reform, on this basis, to propose pathways and strategies for advancing the reform of the curriculum and teaching. The hope is that this will provide valuable references for enhancing university students' national security literacy and strengthening their ability to safeguard national security.

2. Background to the Curriculum and Teaching Reform for National Security Education among University Students in the Digital and Intelligent Era

In the report to the 20th National Congress of the Communist Party of China (CPC), the Chinese President emphasized that we must regard science and technology as our primary productive force, talent

as our primary resource, and innovation as our primary driver of growth. He explicitly called for conducting extensive public communications about the importance of national security and improving the ability of leading officials at all levels to ensure security in the pursuit of development. This will raise the people's awareness and readiness regarding national security and strengthen the public line of defense. In the current era of the Fourth Industrial Revolution, higher education reform must keep pace with the times and embrace Education 4.0. Responding actively to the profound transformations brought about by the rapid development of digital and intelligent technologies is a critical task for curriculum and teaching reform, as well as a rational choice to proactively meet national strategic planning and deployment for high-calibre talent. As a key institution for cultivating talent, universities should not merely expand the number of national security education courses for students, but also seize the opportunities presented by the digital and intelligent era to improve quality and efficiency. This approach aims to guide university students in developing an appropriate perspective on national security and enhancing their awareness of, and ability to contribute to, safeguarding national security.

2.1 Reforming the national security education curriculum for university students is essential for cultivating high-caliber talent that aligns with national strategic demands

In February 2019, the Central Committee of the Communist Party of China and the State Council issued China's Education Modernization 2035 plan, setting the goal of achieving the overall modernization of education and becoming an education power by 2035. The plan emphasizes key tasks to speed up education reform in the information era, such as the integrated and intelligent development of teaching, management, and service platforms, and leveraging modern technologies to accelerate reforms to talent cultivation models. The rapid advancement and widespread application of technological innovations, particularly significant breakthroughs in fields such as artificial intelligence, big data and quantum communication, have created an urgent need for cross-disciplinary integration in university curricula and teaching methods. Young university students are the backbone of realizing the great rejuvenation of the Chinese nation and play an irreplaceable role in safeguarding national security. Strengthening national security education for university students is a strategic task imbued with a profound sense of mission for the times.

The State Security Law of the People's Republic of China was promulgated and implemented on 1 July, 2015. Article 76 stipulates that the state shall strengthen the dissemination of national security news and guidance of public opinion, carry out national security publicity and educational activities in various forms, incorporate national security education into the national education system and the training system for civil servants, and enhance the national security awareness of all citizens. Cultivating national security awareness among university students involves raising their awareness of confidentiality, foresight, and responsibility, and encouraging them to care about the nation's survival and take the initiative in safeguarding national security^[1]. Adopting a student-centred approach to advancing the reform of the national security education curriculum is crucial for cultivating national security awareness and capabilities among university students. To ensure that high-calibre talent serves national strategies while also upholding the bottom lines of national security, it is essential to keep pace with the times by shaping university students' perceptions, sense of responsibility, and actionable capabilities regarding national security.

2.2 Reforming the national security education curriculum for university students is essential for advancing strategic initiatives that aim to deepen the reform of the basic education curriculum and teaching

In May 2023, the Ministry issued *the Action Plan for Deepening the Reform of the Basic Education Curriculum and Teaching*. This plan proposed strengthening curriculum and teaching reforms, innovating mechanisms, and guiding and mobilizing regions and schools to reform key educational areas and domains. It also aimed to update educational philosophies and transform approaches to education. The plan sought to reverse the tendency towards exam-oriented education, improve educational quality, and promote students' all-round development in terms of morality, intelligence, physical fitness, aesthetics, and labour skills.

The transformation of educational philosophies provides guidance for advancing curriculum and teaching reforms. Interdisciplinary collaborative education cultivates versatile talent for national development, enhancing students' interdisciplinary knowledge, innovative thinking, social responsibility, practical skills, global perspectives and national identity^[2]. The reform of the national security education curriculum for university students in the digital and intelligent era involves transitioning from the

infusion of knowledge to the cultivation of competencies, and from fragmented disciplinary approaches to interdisciplinary integration.

In October 2020, the Ministry of Education unveiled the *Guidelines on National Security Education in universities, middle schools, and primary schools*, which mandate that higher education institutions offer public foundational courses on national security education. The courses are designed to help students “systematically grasp the connotations and essence of a holistic approach to national security, understand the national security system with Chinese characteristics, develop a mindset focused on the bottom lines of national security, translate national security awareness into conscious actions, and strengthen their sense of responsibility”. In the era of Education 4.0, harnessing the power of emerging technologies to innovate curricula and teaching methods is essential for advancing the digitalisation of education. Reforming the national security education curriculum for university students must prioritise empowering digital and intelligent technologies to achieve higher-quality, more equitable, and open education, which should be the value orientation for curriculum and teaching reforms. This will, in turn, drive the high-quality development of the curriculum and teaching by reconstructing the teaching and learning ecosystem.

2.3 The reform of the national security education curriculum for university students is in response to their practical demands to explore interdisciplinary knowledge domains

Against the backdrop of a new round of technological revolution and industrial transformation, and with universities emphasizing interdisciplinary integration and the cultivation of composite talent, university students have demonstrated an increasingly keen interest in exploring interdisciplinary knowledge domains related to national security education. This reflects the preliminary formation of a profound understanding of the interconnectedness of interdisciplinary knowledge among contemporary university students, as well as their urgent need to develop their skills. To a certain extent, it also reveals how the youth of the new era think, breaking down disciplinary barriers and understanding the world through systems thinking.

The first meeting of the National Security Commission under the 20th Central Committee of the CPC in May 2023 has emphasized the need to strengthen national security education and approved *the Opinions on Comprehensively Strengthening National Security Education*, which provides a systematic and specialized plan for enhancing national security education comprehensively. The reform of the national security education curriculum for university students, advanced through digital and intelligent empowerment, actively responds to students’ learning needs in interdisciplinary knowledge domains and serves as a key measure to promote the quality and efficiency of national security education for this group.

The primary objectives of establishing and implementing national security education courses for university students are to enable them to develop a deep understanding of the holistic approach to national security and enhance their awareness of the importance of safeguarding it. The courses should also equip students with the capabilities to do so. Seizing the strategic opportunities presented by technological empowerment enables the creation of intelligent, immersive, and collaborative learning spaces for students, as well as the exploration of modular, hybrid, and technology-driven teaching methods. This approach enhances students’ digital literacy and provides personalized learning experiences, guiding them towards in-depth cognitive learning and active participation^[3]. In the digital and intelligent era, advancing the reform and high-quality development of national security education curricula for university students is crucial to effectively guarding against various risks and challenges, and to strengthening the defense of national security.

3. Problems in the Teaching Reform of National Security Education Courses for University Students Empowered by Digital and Intelligent Technologies

Currently, national security education for university students is hindered by slow progress in curriculum development, a limited scope of content, over-reliance on didactic teaching methods, scarce high-quality teaching resources and a weak faculty team^[4]. Against a backdrop of digital and intelligent technologies becoming the core driving force behind reforms to curricula and teaching in higher education institutions, reforming national security education courses for university students through digital and intelligent empowerment still needs to address problems and challenges in areas such as teacher competencies, support mechanisms and curriculum systems. This will enhance university students’ awareness of, and ability to, safeguard national security.

3.1 Instructors teaching national security education courses for university students have deficiencies in their digital and intelligent knowledge literacy and application skills

Instructors of national security education courses for university students have limited knowledge of digital and intelligent literacy. Technological transformation and upgrading generate internal and external driving forces that serve as the fundamental conditions for leveraging digital and intelligent changes to empower the curriculum. Meanwhile, shifts in the values of relevant stakeholder groups, including the general public, teaching staff and students, act as direct driving forces for curriculum reform and innovation [5]. In the context of digital and intelligent empowerment in the reform of national security education teaching for university students, the level of digital and intelligent literacy among instructors directly influences the direction and quality of curriculum reform.

However, as most instructors teaching national security education courses to university students have an academic background in subjects such as political science and law, but they have limited knowledge of emerging fields such as artificial intelligence security and data security. In their teaching and research, they tend to focus on their own areas of expertise, lacking a systematic approach to learning about digital and intelligent technologies. This makes it challenging for instructors to break down disciplinary barriers and integrate digital and intelligent technologies into the curriculum, hindering their ability to innovate teaching methods and promote interdisciplinary integration.

The application of digital and intelligent technologies among instructors teaching national security education courses for university students is limited. In the context of the digital and intelligent empowerment of teaching reforms for these courses, teachers are the driving force behind the reforms, and their proficiency in applying digital and intelligent technologies is crucial for shaping teaching models and the teaching ecosystem. Currently, however, most instructors still rely on basic digital tools, such as PowerPoint presentations combined with online platforms, for preparing teaching content and conducting classroom instruction. They are not making full use of advanced digital technologies, such as AI-assisted teaching tools like intelligent lesson preparation systems and personalized learning analysis tools, as well as virtual simulation experiments and blended teaching platforms.

Data-driven precision teaching enables teachers to adjust their strategies promptly and enhances the quality of curriculum instruction. It also plays a role in collaborative diagnostic evaluation and promotes the construction of a curriculum evaluation system. However, some experienced teachers are reluctant to embrace technology-assisted instruction due to their reliance on experience-based teaching methods. This entrenched mindset hinders the effective application of digital and intelligent technologies in curriculum reform to a certain extent.

3.2 Safeguard mechanisms for integrating digital and intelligent technologies into national security education courses for university students require improvement

Supporting policies for digital and intelligent empowerment in teaching reforms for national security education courses at the university level are not yet well-established. Integrating digital and intelligent technologies into university curricula requires more than just the simple integration of technologies; it requires the support of a comprehensive safeguard mechanism. However, most universities have not included the integration of digital and intelligent technologies in national security education course teaching reforms in their medium and long-term development plans. Instead, administrative departments have only sporadically promoted it through online MOOCs and other forms.

Moreover, when it comes to potential issues that may arise from the use of digital and intelligent technologies in teaching, such as errors in AI tools and data security vulnerabilities, universities have been relatively slow to establish policy mechanisms that tolerate errors in curriculum teaching reform. This makes it difficult to alleviate instructors' concerns about being held accountable for mistakes made when applying technology. Furthermore, university evaluation mechanisms primarily focus on research papers and teaching hours, with no established policies for the application of digital and intelligent technologies in curriculum reform.

The development of resource safeguard mechanisms for the digital and intelligent empowerment-driven reform of national security education courses for university students is lagging behind. Such reform requires substantial and long-term investment by universities in digital teaching tools, such as AI-powered lesson preparation assistants, learning analytics platforms, and discipline-specific databases. However, universities often allocate funds for database and big data platform construction on a project-by-project basis, which leads to stagnation in development once the projects conclude. Even when some

universities invest heavily in smart classrooms, virtual simulation laboratories, and emergency response simulation platforms, updates to equipment remain relatively delayed due to factors such as funding and management. Furthermore, a collaborative mechanism for optimising course content with the relevant departments has yet to be established.

Additionally, there is a notable lack of connection between national security education courses for university students and relevant practical departments. While some universities have collaborated with national and public security departments, these collaborations mostly take the form of lectures and do not sufficiently explore mechanisms to ensure regular resource sharing.

3.3 There is an inadequate alignment between the knowledge and evaluation systems of national security education courses for university students and real-world demands

There is a disconnect between the content taught in national security education courses for university students and the practical knowledge they need. Currently, issues with national security education courses at university include an irrational knowledge structure, insufficient depth of content, monotonous teaching methods, and weak practical components^[6]. In the current era, which is characterized by digital and intelligent technologies, university curricula are highly integrated, personalized, and data-driven. The rapid development of digital and intelligent technologies introduces new technological elements and concepts continuously, which significantly increases the likelihood of national security education course content for university students becoming outdated. During teaching, instructors frequently use traditional case studies while inadequately explaining threats and challenges in emerging security domains.

In national security education courses for university students, a disconnect emerges between the content taught by instructors and national security practices, as well as between the knowledge students learn and its practical application. In particular, most instructors overlook differences in students' sensory perception needs and knowledge comprehension abilities. They adopt traditional, interactive, and practical teaching methods, which reduces students' enthusiasm for participating in the learning process.

A gap exists between the evaluation system for national security education courses for university students and comprehensive, multidimensional standards. In the context of digitization and intelligence, notable characteristics have emerged in classroom teaching, including a shift in teaching values from emphasizing authority to fostering harmonious coexistence; a transformation of teaching content from static structures to networked generation; a transition in teaching models from focusing on scale to prioritizing personalized experiences; and an evolution of the teaching environment from being closed and rigid to open and integrated^[7]. Based on these trends, optimizing the course evaluation system requires comprehensive consideration of performance across multiple dimensions, including in-class and out-of-class activities, and online and offline interactions, as well as conceptual understanding and behavioral manifestations.

However, the current evaluation system for national security education courses for university students are relatively rigid, with evaluation criteria tending towards vagueness. For example, most universities rely primarily on final exam scores, which to some extent fail to reflect changes in students' learning attitudes, abilities and practical skills throughout the course. This approach also overlooks the evaluation of students, higher-order thinking abilities and competencies when acquiring interdisciplinary knowledge. In the context of curriculum reform, therefore, teachers need to take advantage of digital and intelligent empowerment by incorporating process-oriented learning tasks, such as classroom participation, thematic research, and practical reports, into the evaluation system. They should consider establishing an evaluation system that combines process-based evaluation with practical assessment.

4. Pathways and strategies for digitally and intelligently empowering the teaching reform of national security education courses for university students

Reforming the way national security education courses are taught to university students are a crucial measure to strengthen the defense of national security. During the 19th collective study session of the Political Bureau of the CPC Central Committee, the Chinese President emphasized that a holistic approach to national security is fundamental to building a safer China and must be implemented without wavering. In the digital and intelligent era, the reform of national security education courses should adhere to this approach as its guiding principle, developing teacher teams, course content, and resource methodology frameworks. This will enable the reform of national security education courses for university students to respond actively to the demand for high-caliber talent in the construction of a safer

China.

4.1 Promoting the all-round enhancement of digital and intelligent literacy and application capabilities among instructors

A tiered and categorized training system for digital and intelligent literacy should be established for instructors. Colleges and universities should strengthen training in foundational digital and intelligent literacy knowledge for instructors teaching national security education courses to university students. Specific content should include: Firstly, Teacher Development Center in colleges and universities provide training on the concepts and knowledge relating to digitalization trends in education, the principles of digital and intelligent technologies, and the ethics of digital and intelligent technologies, in order to consolidate instructors' foundational knowledge in this field. Secondly, in response to the needs of curriculum reform and professional development, colleges and universities should provide targeted, modular training on data analysis tools and the application of virtual simulation laboratories. Thirdly, college offers courses should integrate theoretical practice with case-based teaching to help instructors accelerate the construction of digital maps of course content, making key and challenging material more intuitive to present. Fourthly, colleges and universities should enhance instructors' critical awareness and literacy regarding digital and intelligent technologies to ensure that they can make correct judgments and decisions in teaching activities and practices as authorities in content generation and technological application.

A collaborative university-enterprise system should be established to cultivate instructors' digital and intelligent capabilities. The modernization of national security education for university students, empowered by digital and intelligent technologies, encompasses three key areas: digital and intelligent technologies; data intelligence in national security education; and the digitalization of national security education. Only through digital empowerment can precision, intelligence, collaboration, and dynamism be achieved in national security education^[8]. Universities should seize the strategic opportunities presented by digital and intelligent technologies to reform the way national security education courses are taught to university students. They should actively provide instructors with specialized training on the application of digital and intelligent technologies, thereby enhancing their awareness of and capabilities in utilising big data, artificial intelligence and other technologies for course instruction.

For example, universities could collaborate with technology companies such as DeepSeek, Huawei, Alibaba, and ByteDance to set up centers that enhance instructors' digital and intelligent capabilities, tailored to their specific needs. While integrating university and enterprise resources, these centres should introduce digital and intelligent tools such as large-scale model APIs and data analysis platforms, alongside specific case studies. Furthermore, instructors should be encouraged to proactively use virtual simulation platforms, data visualization tools, mind mapping tools, and other teaching aids in their courses. This will enable them to improve their digital and intelligent application capabilities through practical experience and trial and error.

4.2 Set up a long-term support mechanism for teaching reforms to national security education courses for university students

Regulatory authorities of higher education should refine the policy framework for leveraging digital and intelligent technologies to drive teaching reforms in national security education courses for university students. The system's primary objective is to utilize digital and intelligent technologies to provide clear and effective policy guidance for teaching reforms in national security education courses at the university level, thereby raising students' awareness of national security and enhancing their ability to protect it.

In terms of specific content, this policy framework should explicitly emphasize the strategic importance of integrating digital and intelligent technologies into national security education courses for university students. It should offer fundamental direction to universities through explicit government support. The policy framework should emphasize the integration and application of digital and intelligent technologies in the reform of these courses, encouraging teachers to adopt advanced technologies such as big data and artificial intelligence in their teaching practices to enhance students' learning efficacy and innovative capabilities. Furthermore, it should advocate increased investment in educational informatics, the establishment of robust data security management systems, and the effective implementation of digital and intelligent technologies in national security education courses for university students.

Colleges and universities should prioritize the sharing of high-quality digital and intelligent teaching

resources in national security education courses for university students. As part of the reform of national security education courses, universities should leverage digital and intelligent technologies to develop comprehensive online course platforms with rich content and diverse teaching teams that are stable and reliable. These platforms should provide digital teaching resources, such as instructional videos and exercise case libraries, for students, facilitating the digital transformation of teaching resource development and enabling national security education anytime, anywhere for university students.

To optimize teaching spaces, universities should establish additional teaching spaces, such as intelligent teaching and research platforms, interdisciplinary virtual teaching and research rooms, and intelligent laboratories. These spaces will provide teachers with platforms on which to conduct practical teaching and reflective improvement during course instruction. At the same time, by creating additional learning spaces such as smart classrooms, virtual laboratories and intelligent learning platforms, universities can provide students with interactive learning experiences. Given the practical nature of the objectives of the national security education course for university students, teachers should extend their teaching to diverse environments, including school campuses, communities and educational bases. Furthermore, teachers should actively integrate resources from the school curriculum, the community and thematic educational bases to create a comprehensive educational ecosystem.

4.3 Promoting the collaborative optimization of knowledge and evaluation systems in national security education courses for university students

The Ministry of Education should provide guidance on establishing a dynamic, digital, intelligence-driven knowledge system for university students on national security education courses at a national level. The rapid integration of digital and intelligent technologies provides endless opportunities to optimize and upgrade the teaching content of these courses. Leveraging big data technology enables the real-time collection and analysis of the latest domestic and international developments, cases and research findings in the field of national security, such as changes in international security policies, resolutions to regional conflicts, advancements in cyber and information warfare, and intelligent weapon system applications. This allows teaching content to be updated in a timely manner, attracting students' interest with novel instructional materials while ensuring they gain an understanding of cutting-edge knowledge and technologies.

Secondly, educators can use digital and intelligent technologies to collect and process real-time data on students' learning progress at different stages. This allows them to dynamically identify areas where students have a weak grasp of national security knowledge, enabling them to adjust course content accordingly and enhance the relevance and effectiveness of teaching. Furthermore, new teaching models, such as smart classrooms, can be used to create student-centred micro-courses and micro-practices.

Thirdly, a comprehensive database of national security education resources for university students should be established, encompassing knowledge in various domains such as politics, economics, culture, science and technology, and cyberspace. This database should be updated in response to evolving circumstances. For example, data mining techniques could be used to track the latest cybersecurity incident developments and incorporate typical cases into teaching content, enabling students to understand new cybersecurity threats and challenges. In-depth exploration and real-time tracking of core issues can also help to reduce students' reliance on the classroom as their main source of knowledge.

Teachers of national security education courses for university students should design a teaching evaluation system for these courses that incorporates digital and intelligent thinking. *The Outline for the Construction of an Education Powerhouse (2024-2035)* suggests developing and refining digital literacy standards for teachers and students, and increasing the role of artificial intelligence in teacher development. In the context of teaching reform for national security education courses, teachers should integrate digital and intelligent thinking to optimize the evaluation system for teaching processes. A competency-oriented approach should be adopted when constructing the course evaluation system, focusing on assessing students' mastery of the knowledge system, as well as their awareness of, and ability to solve, practical problems in contextualized teaching scenarios.

During the evaluation process, a combination of formative, performance and summative evaluation methods should be employed to conduct a comprehensive assessment of students based on multidimensional data from their coursework, thereby ensuring the accuracy and scientific rigour of the evaluation. This involves using digital and intelligent technology tools to create a holistic evaluation system that combines offline and online evaluations, integrates on-campus and off-campus assessments, and links horizontal and vertical evaluations throughout the entire process. Additionally, questionnaires

and post-class discussions can be used to gather regular or ad hoc feedback from students on course content, teaching methods and assessment approaches, thus establishing an effective, long-term course feedback mechanism.

Furthermore, a human-computer interaction approach can be adopted to conduct full-process tracking and intelligent evaluation of national security education courses. This approach focuses on constructing a comprehensive chain from three dimensions: Cognitive level diagnosis-learning needs prediction-learning support services, in order to evaluate knowledge mastery, explore educational resources and set up simulated scenarios^[9].

5. Conclusions

In the new era, national security education for university students is forward-looking and innovative. It should adopt a holistic approach to national security as its core content, cultivating students' awareness of, and ability to safeguard, national security. This is not only an urgent necessity for maintaining national security, but also an inherent requirement of patriotism education among university students in the new era. Undoubtedly, implementing national security education courses for university students is also crucial for enhancing their national security outlook, awareness, knowledge and competencies.

In the era of digital and intelligent technologies, higher education must advance curriculum reform vigorously, fostering development through innovation and opening up new horizons to achieve progress in building a strong educational nation. It is essential to promote the integrated and mutually empowering development of intelligent technologies and education in curriculum reform, thereby driving high-quality educational development. From a national security perspective, seizing the strategic opportunities presented by digital and intelligent empowerment in curriculum reform will make national security awareness an essential quality for university students. It will enhance their awareness of potential threats to national security and their sense of responsibility, encouraging them to actively safeguard national security. This will help meet the demand for strategic talent in the new era, providing individuals who are both professionally competent and reliable in terms of security.

Acknowledgements

The research for this article was supported by grants from "Key Project of Higher Education Teaching Reform in Chongqing in 2025", No.252041: Research on the Training Mechanism of Top-notch Innovative Talents in Overseas Interests Security Major Guided by National Strategic Needs and "Regular Project of Guangdong Provincial Social Science Planning Projects in 2025", No.GD25THQ02: Research on the New Trends in U.S. Strategic Competition with China and China's Countermeasures.

References

- [1] Cao, X.F. *Exploration of National Security Awareness Education for College Students in Network Era*[J]. *Educational Review*, 2012(05):69.
- [2] Yin, Y.R. *Interdisciplinary Collaborative Education under the Perspective of New Quality Productivity: Connotation Characteristics, Logical Evolution and Path Selection*[J]. *Journal of Yangzhou University(Higher Education Study Edition)*, 2024(05):101-102.
- [3] Wang, Y.W., Zhou, T. *Artificial Intelligence Disrupts the Future of Teaching and Learning-Interpretation and Implications of the EDUCAUSE Horizon Report 2025 (Teaching and Learning Edition)*[J]. *Chinese Journal of ICT in Education*, 2025(06):91.
- [4] Li, K. *Construction and Practice of "Four-dimensional Orientation and Five-in-one" National Security Education System for College Students in the New Era*[J]. *Journal of Jiangnan Social University*, 2024 (02):19-24.
- [5] Yang, B., Ge, R.Y., Wang, Y.F. *The Value Implications, Basic Orientation and Implementation Path of Curriculum Reform Empowered by Numerical Intelligence Technology*[J]. *China University Teaching*, 2024 (06):56.
- [6] Chang, Y.H. *Exploration of National Security Education Curriculum Reform under the Perspective of New Liberal Arts. Theory and Practice of Education*[J]. 2024(30):52-56.
- [7] Li, H.X., Li, X.Y. *The Transformation and Realization of Classroom Teaching in Schools under the Background of Mathematical Intelligence*[J]. *Theory and Practice of Education*, 2024(34):11-18.
- [8] Wang, B., Zhao, A. *The Concept, Connotation and Mechanism of Modernization of National Security*

Education Empowered by Digital Intelligence[J]. Modern Educational Technology, 2024(05):45-52.
[9] Liang, J., Yang, L., Jiao, Y. *A Practical Approach to Promote National Security Literacy of College Students by Digital Technology[J]. Educational Review, 2024(07):85.*