

Internal Logic, Practical Dilemmas, and Countermeasures of Digital-Intelligent Technology-Empowered Teaching Reform in the Public Administration Course: Based on the OBE Theoretical Framework

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Abstract: The digital-intelligent transformation of education is driving university course teaching from tool-based renewal toward the reconstruction of the educational system. The Public Administration course therefore faces the problem of how to effectively connect knowledge transmission with the cultivation of governance competence. Based on the OBE theoretical framework, this paper analyzes the internal logic, practical dilemmas, and countermeasures of digital-intelligent technology-empowered teaching reform in the Public Administration course. The study finds that digital-intelligent empowerment promotes shifts in course teaching in terms of value orientation, knowledge organization, teaching process, and evaluation methods, thereby facilitating the transition of course objectives from knowledge mastery to competency attainment. However, in actual teaching practice, problems such as generalized objectives, textbook-dependent content, superficial teaching processes, outcome-oriented evaluation, and insufficient technology governance remain evident. Accordingly, course reform should be guided by the attainment of governance competence, reshape the objective system, reconstruct course content, optimize the problem-oriented teaching process, improve the evaluation loop based on multiple forms of evidence, and, through institutional norms and teacher development, ensure that digital-intelligent empowerment returns to the educational essence of the course.

Keywords: Digital-intelligent Technology; Public Administration; Teaching Reform; OBE Theory.

1. Introduction

The report to the 20th National Congress of the Communist Party of China, for the first time, made an integrated arrangement of education, science and technology, and talent, and explicitly proposed to “promote the digitalization of education.” For university classroom teaching, digital-intelligent technology is not merely a simple renewal of teaching tools; it is reshaping the ways in which course knowledge is presented, teacher-student interaction is organized, and learning outcomes are evaluated. Technology empowerment does not mean mechanically embedding technological elements into course teaching. Rather, it refers to comprehensive innovation and transformation through the deep coupling of education and digital-intelligent technology[1]. This transformation is by no means a simple optimization of teaching content, but an overall reconstruction of the educational and teaching system[2]. The Public Administration course takes state affairs, social public affairs, and the internal management of government agencies as its objects of study. It teaches basic theories such as administrative organization, administrative decision-making, administrative execution, and administrative supervision, and undertakes the task of cultivating students’ capacity for public affairs analysis and governance practice. If the traditional teaching model centered on chapter-based lecturing, case assistance, and final written examinations continues to be adopted, students are likely to remain at the level of conceptual memorization and textual understanding. They will lack embodied experience and comprehension of interest coordination, procedural operation, and policy implementation in public administration contexts, and their

learning initiative and problem-solving abilities will be difficult to develop.

When digital-intelligent technology enters course teaching, it enables teaching activities to better fit students’ cognitive foundations and competency differences through such means as learning data collection, learning process tracking, intelligent resource recommendation, virtual scenario creation, and intelligent assessment. For the Public Administration course, the value of digital-intelligent technology empowerment lies neither in simply transferring traditional classrooms onto digital-intelligent platforms nor in using technology to create superficial interaction. Instead, it lies in reorganizing public administration knowledge, administrative cases, and governance tasks through a digital-intelligent environment. Teachers can design problem scenarios around public crisis response, grassroots governance operation, administrative supervision, and accountability, guiding students to understand the complexity of administrative processes through data judgment, role negotiation, and scheme design. Students shift from passive recipients to participants, while teachers shift from one-way lecturers to learning diagnosticians and process facilitators. The teaching structure thus moves from knowledge transmission toward competency formation.

Nevertheless, deviations still exist in the digital-intelligent technology-empowered teaching reform of the Public Administration course. Some classrooms equate shallow interactions such as questioning, quick responses, attendance check-ins, and online discussions with teaching innovation. Although the classroom appears active, it does not touch upon the institutional logic, organizational behavior, and governance competence cultivation behind public

administration problems. In other practices, attention is given to the display of platform functions, while the in-depth development of administrative cases and the accumulation of evidence for learning outcomes are neglected, resulting in a disconnection between technology application and course objectives. The introduction of the OBE concept is intended precisely to correct this generalized tendency. Course teaching reform should take the administrative analysis ability, decision-making judgment ability, execution coordination ability, and supervision and evaluation ability that students are expected to ultimately develop as its basis, and should reversely design teaching content, learning tasks, and evaluation methods so that digital-intelligent technology serves the realization of course objectives rather than replacing the educational logic of the course itself.

2. The OBE Theoretical Framework for the Digital-Intelligent Teaching Reform of the Public Administration Course

Outcome-Based Education (OBE), first proposed by Spady

and other scholars in the United States, is an educational paradigm that reversely designs the curriculum system according to the learning outcomes students are expected to achieve[3]. Integrating the OBE concept into the digital-intelligent teaching reform of the Public Administration course should not remain at the level of general statements of training objectives. Instead, it should transform the administrative analysis, decision-making judgment, execution coordination, and supervision and evaluation abilities required of public administration talent into observable and assessable learning outcomes. Course content, case discussion, scenario simulation, and online-offline resource allocation should all be organized around these core competencies. With the support of digital-intelligent technology, students do not merely learn public administration knowledge. Rather, they construct a knowledge system through problem inquiry and continuous feedback, and gradually develop practical competence oriented toward public affairs governance.

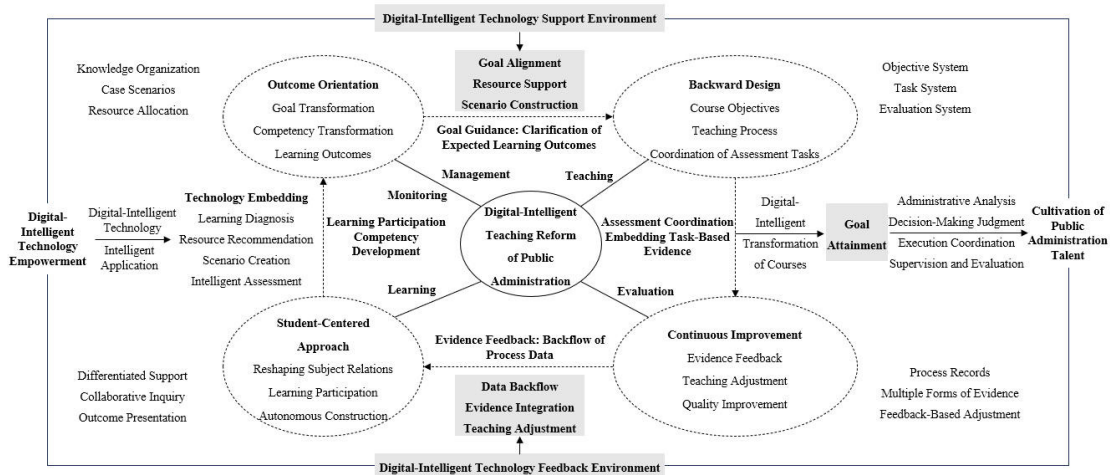


Figure 1. Analytical Framework for the Digital-Intelligent Teaching Reform of the Public Administration Course Based on OBE Theory

2.1. Outcome Orientation: Transforming the Training Objectives of Public Administration Talent into Competencies

The teaching objectives of the Public Administration course should not remain at the level of simply teaching administrative concepts, institutional provisions, and management principles. The public administration major was initially affiliated with political science, and its teaching content was strongly influenced by a theoretical interpretation orientation[4]. After it was adjusted as a secondary discipline under public management in 1998, the applied attributes of management gradually became more prominent[5]. The construction of the Public Administration course must therefore respond to competency requirements in public affairs handling, administrative decision-making, organizational coordination, and administrative supervision. The public administration major aims to cultivate innovative and application-oriented high-quality talent suited to administrative work. Accordingly, practical teaching becomes a key link in the realization of course objectives. If teaching relies solely on the existing theoretical teaching system, students may acquire knowledge memory but find it difficult

to conduct problem analysis and make scheme decisions in real administrative scenarios. Outcome-Based Education provides a clearer design basis for reforming the Public Administration course. The OBE concept takes students' learning outcomes as the criterion and focuses on what students are capable of doing upon graduation. In other words, it refines relatively macro-level talent training objectives into observable and assessable core competencies. Course objectives, teaching activities, case training, and resource allocation should all be organized around these competencies, so that students' learning processes, competency development, and outcome attainment can be continuously recorded, fed back, and improved.

2.2. Student-Centered Approach: Restructuring Subject Relations in Course Teaching

The learning object of the Public Administration course is not abstract knowledge itself, but whether students can develop analytical and action-oriented abilities within administrative organizations, public affairs, and governance contexts. The development of smart education requires the construction of a learner-centered digital-intelligent teaching

support environment [6]. Students should not be regarded as vessels passively receiving administrative concepts, but should become participants in course tasks. Course teaching should respect differences in students' interests, learning progress, and career planning, and should guide students to autonomously construct a public administration knowledge system through case resources, online collaboration, scenario simulation, and learning support systems. Once digital-intelligent technology enters the classroom, teachers can use learning data to understand students' levels of comprehension regarding administrative decision-making, administrative execution, and administrative supervision, and can adjust the teaching pace and task difficulty in a timely manner. The role of teachers also changes accordingly. They are no longer merely transmitters of knowledge, but become problem designers, process facilitators, and learning diagnosticians. Through platforms such as Xuexitong, online collaboration platforms, and formative evaluation tools, classroom interaction no longer remains at the level of simple questions and answers. It extends to data judgment, scheme discussion, and outcome feedback. Students come to understand the complexity of administrative operations through continuous participation, while teachers optimize teaching arrangements with the help of data feedback, thereby improving the practical orientation of the course, the quality of higher-order thinking training, and the realization of learning outcomes.

2.3. Backward Design: Effective Coordination among Course Objectives, Teaching Processes, and Assessment Tasks

If the Public Administration course continues to adopt a mode of chapter-based lecturing and case assistance, it may easily lead to a disconnection between theoretical knowledge and administrative practice. Students' understanding of public affairs analysis, administrative decision-making, administrative execution, and administrative supervision may also remain fragmented. The OBE concept advocates establishing training objectives, competency standards, and training programs with an outcome-oriented approach, and taking them as the basic principles for course construction, teaching implementation, and teaching evaluation[7]. The key to introducing OBE and Project-Based Learning (PBL)[8] lies in reorganizing teaching content and learning tasks from the starting point of achieving course objectives. Under the OBE concept, the Public Administration course clearly identifies the administrative analysis ability, decision-making judgment ability, and execution coordination ability that students should develop. PBL uses real project tasks to carry the learning process, transforming issues such as grassroots governance, public crisis response, and deviations in policy implementation into learning projects that can be explored, collaborated on, and presented. In the process of defining problems, collecting data, designing schemes, and reporting outcomes, students complete knowledge transfer, competency formation, and deepened practical understanding. Digital-intelligent technology is not an external tool in this process, but a bridge connecting teaching objectives, teaching processes, and teaching evaluation. Students need to use digital resources to conduct data retrieval, collaborative discussion, and scheme presentation, while teachers rely on learning data to identify students' weak points in knowledge understanding and problem solving, and adjust teaching strategies in a timely manner. Intelligent platforms covering teaching, learning, management, evaluation, and assessment

can continuously record classroom participation, task completion, process performance, and outcome quality. This enables each module to operate independently while forming a collaborative loop around course objectives, thereby promoting the transformation of Public Administration teaching from experience-based judgment to evidence-based improvement.

2.4. Continuous Improvement: A Feedback Loop Based on Evidence of Learning Outcome Attainment

In the Public Administration course, teaching evaluation cannot remain confined to final examination scores and teachers' impressions. Digital-intelligent technology empowerment connects teaching, learning, management, evaluation, and assessment through digital-intelligent platforms, allowing classroom interaction, practical training, and outcome feedback to corroborate one another and providing students with clearer directions for subsequent improvement. Relying on platforms such as MOOCs and Xuexitong, students' participation records, written assignments, interactive performance, and staged outcomes in case analysis, administrative decision-making simulation, implementation scheme discussion, and supervision and evaluation training can all be incorporated into the evidence base for course objective attainment. By integrating learning behavior data, task completion, and outcome quality, platforms form a more continuous process-oriented evaluation. Teachers can promptly identify students' weak points in public affairs analysis, procedural understanding, and governance scheme design, and adjust classroom pace, case difficulty, and feedback methods accordingly. Compared with a single outcome-based examination model, data-driven evaluation can better reveal the specific trajectory of students' competency development and reduce the problem that administrative practice competence is obscured by written examination results. Evaluation is therefore not merely a judgment made at the end of a course. It should become an important mechanism for continuously improving the teaching process and enhancing students' administrative analysis ability and public governance competence.

3. The Internal Logic of Digital-Intelligent Technology-Empowered Teaching Reform in the Public Administration Course

3.1. Value Logic: From Knowledge Transmission to Governance Competence Cultivation

The Public Administration course is not limited to the transmission of administrative concepts, institutional provisions, and management principles. As a core course of the public administration major, it takes state affairs, social public affairs, and the internal management of government agencies as its objects of study. On the basis of understanding administrative organization, administrative decision-making, administrative execution, and administrative supervision, students are expected to develop practical abilities to analyze public problems, coordinate administrative resources, and assess governance schemes. The public administration major cultivates innovative and application-oriented talent suited to administrative work. Therefore, practical teaching should not

be merely an appendage to theoretical teaching, but should become an important field for competency formation. Digital-intelligent technology empowerment provides an operational pathway for this shift. The essence of such empowerment is to promote the transformation of the Public Administration course from the old paradigm centered on management orientation and teacher dominance, with knowledge transmission as the main line and time accumulation as the yardstick, toward a new paradigm centered on student learning, with governance competence enhancement as the main line and outcome attainment as the yardstick[9]. Through virtual simulation, case databases, online collaboration, and problem-chain tasks, administrative scenarios such as public crisis management, grassroots governance operations, and deviations in policy implementation are reorganized into the classroom. Through role-playing, data judgment, and scheme design, students come to understand the complexity of administrative processes. In this way, knowledge learning, thinking training, and value formation become mutually embedded. Higher-order thinking, decision-making ability, and practical competence no longer remain at the level of objective statements, but gradually emerge through continuous participation and feedback.

3.2. Knowledge Logic: From Textbook Chapters to Public Administration Knowledge Graphs

Knowledge points in the Public Administration course are distributed across chapters such as administrative organization, administrative decision-making, administrative execution, and administrative supervision. If teaching continues to proceed linearly according to textbook order, students often find it difficult to grasp the conceptual connections and problem structures involved in the operation of public affairs. A knowledge graph is not simply an addition of digital resources; rather, it reshapes the organization of Public Administration content through the linkage of problem graphs, competency graphs, and the course knowledge system. The introduction of knowledge graphs can organize contents such as administrative subjects, administrative functions, administrative procedures, policy tools, and supervisory responsibilities into a structured cognitive network. Through semantic associations, it presents the internal relations among different knowledge points and diagnoses students' mastery of key content in combination with learning behavior data. On this basis, the platform generates student profiles and class-wide learning analyses, enabling teachers to identify weak points in students' understanding of administrative cases, analysis of policy processes, and design of governance schemes, and then recommend resources such as textbooks, cases, courseware, and videos. With the help of artificial intelligence, data visualization, and learning process monitoring, course content gains space for updating, integration, and expansion. Classroom teaching can also form a relatively stable feedback loop among objectives, resources, and evaluation, thereby providing a basis for students to construct a complete public administration knowledge system and public governance competence.

3.3. Process Logic: From One-Way Lecturing to Problem-Driven Deep Learning

Problem-based teaching in the Public Administration classroom is often constrained by teachers' experiential

judgment, delayed understanding of learning conditions, and insufficient administrative case resources. Problem design tends to remain at the level of questioning textbook concepts, while administrative contexts are often relatively flat, making it difficult to support students' in-depth understanding of the complexity of public affairs. After the embedding of digital-intelligent technology, problem generation no longer depends entirely on teachers' prior design. Instead, it can identify students' knowledge blind spots and cognitive deviations in administrative organization, policy implementation, and administrative supervision based on students' learning behavior data, classroom interaction records, and phased assignment feedback. Teachers can design continuous questions around tasks such as public crisis response, grassroots governance coordination, and administrative accountability, moving from factual discrimination and procedural judgment to scheme design. This guides students to deepen their understanding through data analysis and discussion-based deduction. The resulting problem chain better fits students' actual learning conditions and makes it easier to connect public administration principles with concrete governance scenarios. Accordingly, the classroom is no longer a process of one-way lecturing and passive listening. It becomes a dynamic inquiry process in which students use public administration knowledge to analyze problems, form decision-making thinking, and enhance public governance competence.

3.4. Evaluation Logic: From Outcome-Based Assessment to Evidence of Learning Outcome Attainment

If evaluation in the Public Administration course continues to rely mainly on final written examinations and teachers' impressions, students' actual performance in administrative case judgment, decision-making scheme design, implementation process analysis, and supervisory responsibility identification will be difficult to present fully. The application of digital-intelligent technology is promoting the transformation of evaluation systems toward data-driven models, realizing a shift from "experience-based judgment" to "data-driven evaluation"[10]. After digital-intelligent technology enters the evaluation process, the course can use platforms such as Xuexitong, online collaboration platforms, and intelligent analysis tools to continuously record classroom interaction, data consultation, task submission, and outcome revision, thereby forming more timely and continuous learning evidence. Teachers can therefore observe changes in students' understanding of administrative organization, policy implementation, and public crisis response, and can adjust case difficulty and feedback methods in a timely manner. Students can also revise their learning strategies based on personalized feedback. The focus of evaluation no longer lies merely in ranking scores, but in the achievement of course objectives and the formation process of administrative analysis ability, decision-making judgment ability, and public governance competence. Viewpoint expression in classroom discussions, role performance in simulated administrative processes, and evidence use in after-class reports can all serve as bases for competency judgment. The mutual corroboration of multi-source data and multimedia evidence can alleviate the problems of emphasizing outcomes over processes and knowledge memorization over practical competence, enabling evaluation in the Public Administration course to genuinely serve

teaching improvement and student development.

4. Practical Dilemmas in Digital-Intelligent Technology-Empowered Teaching Reform of the Public Administration Course

4.1. Generalized Course Objectives and an Insufficiently Clear Governance Competence Orientation

Although the objectives of the Public Administration course have already highlighted a practical orientation, the competency direction remains relatively general. Governance competence lacks clear stratification, task transformation, and evaluation support, and the connection between objective attainment and the teaching process remains insufficient. As a result, it is difficult for course objectives to provide stable support for subsequent teaching. Questionnaire data show that 58.5% of students believe that practical learning in the Public Administration course has basically achieved the integration of theory and practice, while 40.3% believe that it is difficult to apply what they have learned in class to specific administrative contexts. Only 1.2% of students believe that the practical content cannot support the established objectives. The questionnaire data reveal a relatively prominent practical problem: although the course objectives emphasize administrative analysis, decision-making judgment, and execution coordination abilities, a stable connection has not yet been formed among syllabus implementation, practical task design, and evaluation feedback. The syllabus defines the nature, tasks, content depth, and competency requirements of the course. However, in actual teaching, teachers and students remain influenced to varying degrees by the tendency to emphasize theory and neglect practice. As a result, administrative case discussions, public affairs simulations, administrative supervision training, and related contents are insufficiently implemented. In addition, the practical environment is unstable, and teaching arrangements are easily adjusted as conditions change. Students lack continuous opportunities to enter administrative contexts and test theoretical knowledge. Consequently, problems such as passive listening, one-way knowledge transmission, and weak practical evaluation in traditional Public Administration classrooms directly weaken students' learning initiative. They also make it difficult to obtain sufficient evidence for course objective attainment, thereby affecting the quality of public governance competence cultivation.

4.2. Textbook-Dependent Teaching Content and Insufficient Embedding of Real Administrative Contexts

In terms of content organization, the Public Administration course still shows a clear tendency toward textbook dependence. Classroom instruction mostly follows chapters such as administrative organization, administrative decision-making, administrative execution, and administrative supervision, while the depth with which real administrative contexts enter the classroom remains insufficient. Questionnaire data show that 63.7% of students believe that classroom cases mainly come from textbooks or teachers' handouts, and that authentic case materials involving grassroots governance, public crisis response, and policy implementation processes are insufficiently presented. In

addition, 56.4% of students believe that course training mostly remains at the level of conceptual discrimination and theoretical restatement, with too few practical links such as administrative procedure deduction, role-playing, and scheme argumentation. Moreover, 49.8% of students report that when facing specific public affairs, they find it difficult to transform classroom knowledge into concrete analytical approaches. At the same time, only 28.6% of students believe that the classroom frequently uses digital-intelligent platforms to present real governance data or administrative case processes, while 41.2% indicate that online resources are not closely connected with classroom tasks. This shows that digital-intelligent technology has not yet been truly transformed into a tool for scenario construction and problem analysis, and that the updating of course resources remains delayed, making it difficult to support deep learning. It can thus be seen that textbook-dependent teaching content weakens the practical explanatory power of public administration knowledge. It also makes it difficult for students to understand interactions among administrative actors, deviations in policy implementation, and the boundaries of supervisory responsibility within complex contexts, thereby affecting the realization of governance competence cultivation objectives.

4.3. Superficial Teaching Processes and Formalistic Deviations in the Application of Digital-Intelligent Technology

After digital-intelligent technology is introduced into the Public Administration course, an active classroom does not necessarily mean deepened teaching. The key to a teaching context lies in the internal logic of subjects, ideas, and tasks, rather than in external forms such as time, space, and environment[11]. If forms such as questioning, quick responses, hand-raising, and bullet-screen interaction are merely added to the original lecturing process, students may have more participatory actions, but they may not truly understand the interest trade-offs behind administrative decision-making, organizational coordination in administrative execution, or the boundaries of responsibility involved in administrative supervision. Some classrooms also take virtual scenarios, case images, and platform data as the focus of display. Public crisis management, grassroots governance operation, and other contexts lack problem preparation and process deduction, so technology easily remains at the level of visual presentation. Teaching practice that should have been full of interactive wisdom is simplified into information behavior based on algorithmic logic[12]. The potential of digital-intelligent technology in causal analysis, pattern recognition, and learning diagnosis has also not been sufficiently embedded into course tasks. More importantly, if platform records cannot be transformed into a basis for course improvement, learning outcome evaluation will still remain at the level of surface-level liveliness and will be unable to respond to the attainment of course objectives. The result is that the classroom appears enriched, but students' higher-order thinking, cognitive development, and governance competence cultivation remain insufficiently supported. The problem does not lie in technology itself, but in the fact that a deep coupling has not yet been formed between technology application and the course logic of Public Administration.

4.4. Outcome-Oriented Evaluation Mechanisms and Insufficient Evidence of Course Objective Attainment

Whether practical teaching in the Public Administration course can truly play its role depends to a large extent on the rigor of the evaluation mechanism. At present, both the practical teaching of the Public Administration course itself and its evaluation mechanism remain immature, making it difficult for administrative case discussions, scenario simulations, administrative decision-making training, and supervision analysis to form stable outcome feedback. Questionnaire data show that 53.9% of students believe that the grades of some practical components should be counted toward credits, 30.3% believe that such a requirement need not be imposed, and only 15.8% advocate that all practical grades should be included in credits. At the teacher level, most teachers believe that the assessment weight of practical teaching is too small, while the actual workload is relatively heavy. The effort required and the psychological burden involved are difficult to match with the existing evaluation arrangements. It can be seen that evaluation in the Public Administration course still tends to emphasize theoretical examinations and written test scores, while insufficient attention is paid to students' process performance in public affairs analysis, understanding of administrative execution, and cognition of administrative supervision. Traditional evaluation relies excessively on teachers' experience, is highly subjective, and provides feedback relatively late. Students' comprehensive qualities and practical competence are easily obscured by academic scores. With the entry of digital-intelligent technology into course evaluation, learning process data, classroom interaction records, task outcomes, and competency performance can be continuously collected. Evaluation elements can also be expanded from single scores to multiple dimensions, including course objective attainment, learning process improvement, and public governance competence development.

4.5. Insufficient Technology Governance and Weak Support for Data Ethics and Teacher Competence

Embedding digital-intelligent technology into the Public Administration course does not mean placing platform functions above the teaching process. Since the Public Administration course is oriented toward public affairs analysis, administrative decision-making training, and administrative supervision cognition, the application of technology must be constrained by course objectives and educational logic. The explosive development of technology in the digital-intelligent era and its broad embedding in social life have led to the excessive expansion of technological rationality in human cognitive activities, compressing the space for the formation of practical and emancipatory interests[13]. If algorithmic recommendation, intelligent evaluation, and analysis are relied upon excessively, the classroom may easily fall into digital-intelligent dependence or even technological discipline. Value judgment in administrative cases, the identification of public responsibility, and ethical considerations in governance contexts may instead be weakened. In reality, some teachers possess strong theoretical literacy, but lack practical experience in public administration and data application competence. They remain weak in interpreting

students' learning data, transforming administrative contexts, and using intelligent evaluation results. Differences in students' digital literacy also affect the quality of data retrieval, online collaboration, and scheme presentation. From this perspective, the digital-intelligent reform of the Public Administration course should not merely emphasize the entry of intelligent tools into the classroom. It also needs to improve the boundaries of data collection, norms for algorithm use, and rules for learning outcome evaluation, so as to prevent technological bias, value deviation, and formalistic application from interfering with teaching judgment. Only when stable support is formed among teacher development, institutional norms, and course objectives can digital-intelligent technology serve the understanding of public administration knowledge and the cultivation of public governance competence.

5. Countermeasures for Digital-Intelligent Technology-Empowered Teaching Reform in the Public Administration Course under OBE Theory

5.1. Reshaping the Course Objective System with the Attainment of Governance Competence as the Orientation

The teaching of the Public Administration course is oriented toward cultivating innovative and application-oriented public administration talent. Course objectives should not remain at the general statement of a solid theoretical foundation, but should be specifically translated into competency requirements such as administrative analysis, decision-making judgment, execution coordination, and supervision and evaluation. Outcome-Based Education provides a design basis for this reform. It transforms macro-level training objectives into a list of core competencies that students should master after completing the course and that are observable and assessable, and then uses this list to arrange teaching activities and resource allocation. The practical teaching system is an organic whole composed of the interconnections and interactions among various elements in the practical teaching activities of public administration majors. Specifically, it includes the course system, evaluation system, and support system of practical teaching activities[14]. Reforming the practical teaching system requires integrating course content, practical tasks, supporting conditions, and evaluation methods, so that earlier and later teaching links can be connected with one another and changes in students' competencies can be identified in a timely manner. Digital-intelligent empowered teaching has evolved from an early technical model based on behaviorist fluency into an intelligent teaching form based on intelligent data statistics and analytical technologies, with data support, student-centeredness, and teaching effectiveness as its core implementation principles[15]. The role of digital-intelligent technology is mainly reflected in its ability to introduce public crisis management, administrative decision-making and execution, and other public administration contexts into the classroom, enabling students to understand the complexity of administrative operations through virtual roles, data judgment, and scheme deduction. In this way, course objectives are no longer merely requirements written into the syllabus. They can be implemented in the process through which students

develop higher-order thinking and practical competence in solving complex administrative problems.

5.2. Reconstructing the Digital-Intelligent Course Content System with Public Administration Practice Problems as the Main Line

The key to the practical teaching system of the Public Administration course does not lie in simply increasing practical training components, but in reorganizing course content around the competencies required for public administration positions. Compared with classroom theoretical teaching, practical teaching in public administration remains in a process of continuous improvement. If systematic design is lacking, basic skills, professional skills, comprehensive skills, and innovative abilities can easily be dispersed across scattered cases and temporary tasks, making it difficult to form a progressive relationship. Therefore, course construction should be based on competency requirements in public affairs handling, administrative decision-making, administrative execution, and administrative supervision. It should build a four-in-one practical teaching system consisting of basic skills, professional skills, comprehensive skills, and innovative abilities, so that each module unfolds progressively in the order of knowledge understanding, method application, contextual analysis, and scheme innovation. Digital-intelligent technology reconstructs the traditional linear, static, and discipline-divided model of knowledge organization in education, and constructs a nonlinear, dynamic, and composite new knowledge structure[16]. The introduction of digital-intelligent platforms can embed knowledge graphs, digital teaching plans, digital-intelligent workbenches, and task engines into the entire process of pre-class preparation, in-class discussion, and post-class feedback, thereby promoting the coordinated operation of teaching, learning, practice, and evaluation. Through case databases, scenario simulation, process records, and digital reports, public administration theory no longer remains confined to textbook chapters. Instead, it becomes connected with real or simulated public administration contexts, thereby reshaping the structure of course resources and the pathway of student competency development.

5.3. Reconstructing the Classroom Teaching Process through Problem-Oriented Teaching

The focus of applying problem-oriented teaching in the Public Administration course is not to rewrite textbook knowledge into a series of questions. Rather, it is to form a logically connected, hierarchically progressive, and goal-consistent problem system around core contents such as administrative organization operation, public affairs handling, administrative decision-making and execution, and supervision and accountability. Digital-intelligent contextual resources are used to create an authentic scenario conducive to students' immersion and inquiry, allowing knowledge to be vividly displayed within the scenario rather than being reduced to a simple use of technology[17]. Teachers can transform abstract public administration principles into governance contexts that students can perceive, such as grassroots affairs coordination, public crisis handling, and policy implementation deviations. Through continuous

questioning, students are guided from factual identification to causal analysis, and then toward scheme design and responsibility judgment. The value of digital-intelligent technology lies in providing real-time evidence of learning conditions. Classroom interaction data, response feedback, and task outcomes can help teachers adjust the difficulty of questions and the pace of teaching. For concepts that students have not yet understood, transitional questions can be supplemented. For content that students have already mastered, more comprehensive inquiry tasks can be designed. For disagreements that arise temporarily in class, analytical questions can also be added, enabling students to deepen their judgment through comparison, argumentation, and revision. In this way, preset questions and classroom-generated questions become connected with one another. The problem chain no longer rigidly serves knowledge presentation, but becomes a process mechanism for deepening understanding, training decision-making thinking, and cultivating public governance competence in the Public Administration course.

5.4. Constructing an Evaluation Loop for Course Objective Attainment Based on Multiple Forms of Evidence

To realize the practical teaching objectives of the Public Administration course, course evaluation should not rely solely on final examinations or teachers' subjective evaluation. Instead, a more scientific and pluralistic system should be built around evaluation content, evaluation methods, and evaluation subjects. Evaluation should return to the essence of education, grasp the internal laws and characteristics of educating students, and ensure that digital-intelligent technology serves students' growth and development[18]. Teaching evaluation is ongoing. It takes place in students' life experiences and practical actions, in real situations, thinking inquiry, and problem solving, rather than being detached, terminal, and closed[19]. Students' performance in administrative case analysis, public affairs judgment, administrative decision-making simulation, implementation scheme design, and supervisory responsibility identification should all become part of the evidence for learning outcomes. Compared with traditional evaluation that emphasizes conclusions over processes, data-driven evaluation pays greater attention to the mutual corroboration among operational processes, outcome quality, and competency performance. With the help of digital-intelligent platforms such as Xuexitong, digital traces such as classroom interaction, data retrieval, task submission, scheme revision, and group collaboration can be continuously recorded and used for process-oriented and formative evaluation. After the platform integrates multi-source data, it can reveal the developmental trajectories of students in administrative analysis ability, decision-making judgment ability, and public governance competence. It can also help teachers identify weak links in teaching in a timely manner and adjust case difficulty, task arrangements, and feedback methods accordingly. The combination of multimedia evidence and learning behavior data can not only alleviate the problem of insufficient evidence for evaluating practical competence, but also promote the transformation of evaluation in the Public Administration course from outcome judgment to continuous improvement.

5.5. Preventing the Alienation of Digital-Intelligent Empowerment through Institutional Norms and Teacher Development

The digital-intelligent reform of the Public Administration course cannot rely solely on platform construction and resource accumulation. It also requires the coordinated operation of the curriculum system, evaluation system, and support system. Practical teaching itself consists of case resources, contextual tasks, process evaluation, and supporting conditions. Weakness in any one link will affect students' genuine understanding of administrative decision-making, administrative execution, and administrative supervision. Teachers are the direct organizers of this system. They must not only master the general laws of public administration, but also understand public affairs handling, the operational processes of government agencies, and grassroots governance scenarios, so that theoretical teaching can be transformed into effective practical guidance. The deep penetration of digital-intelligent technology into teaching requires both teachers and students to make effective use of the instrumental efficacy of digital-intelligent technology to empower teaching and learning, while also avoiding the humanistic impacts and ethical risks brought about by the improper use of such technology. This will help foster a healthy teaching ecology characterized by the coordinated development of technology and the humanities[20]. Meanwhile, the boundaries of data collection, the logic of algorithmic recommendation, the use of learning profiles, and the interpretation of evaluation results may all give rise to ethical risks. If reform remains only at the level of discussing necessity and applying technology, it will be difficult to realize the paradigm shift of digital-intelligent technology-empowered course teaching from instrumental use to ecological integration[21]. Therefore, reform of the Public Administration course must be supported by institutional norms and teacher development. Stable support should be formed among digital literacy training, platform use rules, and technological ethics constraints, so that digital-intelligent technology can truly serve the understanding of public administration knowledge, the training of practical competence, and the cultivation of public governance values.

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