*Occupation and Professional Education Vol. 1 No. 7, 2024*

# Teaching Mode Innovation and Practice under the Perspective of New Quality Productivity: Take the Course "Digital Literacy and Skills" as an Example

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**Abstract: Under the background of new quality productivity, higher vocational education is faced with the challenge of cultivating digital talents, and the innovation of teaching mode has become an important direction of education reform. This study takes the course digital Literacy and Skills as an example to explore the innovation of teaching mode. Innovative teaching programs were designed and implemented using hybrid learning methods, combined with project-driven and flipped classrooms, incorporating emerging technologies such as large language models. The teaching effect is evaluated through multiple methods such as test validation, student feedback and project evaluation. The results show that students' digital literacy and practical ability have been significantly improved, but there is improvement needed in their comprehensive knowledge mastery. The research provides a practical reference for the curriculum innovation of higher vocational education, and also points out the direction of future improvement.**

**Keywords: New Quality Productivity; Digital Literacy; Teaching Mode Innovation; Higher Vocational Education**

## 1. Introduction

Under the background of new quality productivity, the content and form of education need to adapt to the requirements of the new era. The innovation of digital Literacy and Skills curriculum aims to cultivate students ability to adapt to the development of digital economy. With the rapid development of information technology, the traditional teaching mode is facing challenges, and it is urgent to transform through diversified teaching methods to meet the needs of personalized learning and lifelong learning.[1]

At the knowledge level, the course design introduces cutting-edge digital tools and resources, such as online learning platform, virtual simulation laboratory, etc., to help students acquire the latest knowledge of information technology. At the same time, through project-driven learning (PBL), students are encouraged to use the knowledge they have learned in practical projects to strengthen their understanding and memory. In terms of skill training, it emphasizes the ability of simple application of emerging technologies, such as knowing the main operation platform and carrying out simple operation, and combining with specific case analysis and group discussion to improve students practical operation ability.

In terms of emotion and attitude construction, students spirit of cooperation and responsibility sense are cultivated with the help of team cooperation and interdisciplinary communication. In addition, combined with digital citizenship education, students are guided to pay attention to network ethics and social responsibility, and enhance their cognition of the digital society. In the practice experience link, a variety of projects are designed to realize the organic combination of theory and practice.

Course evaluation uses a combination of formative and final ality. The formative assessment monitors students learning progress and understanding level in real time through classroom interaction, homework feedback and group presentation, and tests the students knowledge and skills through comprehensive project reports and examinations.

The transformation of digital literacy and skills curriculum also focuses on changing the role of teachers from a one-way knowledge imitator to a learning guide and collaborator.

Through teachers professional development training, modern educational concepts and technical tools, teachers curriculum design and teaching ability can be improved. In teaching, teachers need to flexibly use a variety of teaching strategies, such as flipped classroom, collaborative learning and online discussion, to effectively stimulate students independent learning ability. In the use of teaching tools, we should actively quote the current mainstream big language model, and encourage students to change from those who receive knowledge to those who create questions and actively ask questions, so as to create more possibilities for their future.

In the course of curriculum implementation, it is necessary to establish an effective learning support system for the integration of technology and educational resources. Interactive teaching platforms such as Doudou and Learning Tong are used to realize online real-time communication and feedback of course content, so as to facilitate students to obtain learning resources and guidance anytime and anywhere. At the same time, regular teaching seminars and feedback meetings will be held to encourage teachers to share experience and reflect together, continuously optimize the course content and teaching methods, and respond to the needs of students.

To sum up, the innovation of teaching mode from the perspective of new quality productivity, taking the course digital Literacy and Skills as an example, emphasizes the updating of knowledge and the practicality of skills, and puts forward new challenges and opportunities for modern education. This innovative practice provides an important reference for promoting the modernization of education and the progress of society.

## 2. The Background of Teaching Mode Innovation

### 2.1 Concept and Characteristics of New Quality Productivity

New quality productive forces refer to the form of productive forces that realize the sustainable development of the economy and society through innovation and efficient resource allocation under the conditions of informatization, digitalization, and intelligent allocation. Its main features include: first, innovation-driven, which emphasizes the introduction of knowledge, technology, and creativity, and promotes the continuous upgrading of products and services. New quality productivity not only focuses on the traditional investment of raw materials and labor but also values the comprehensive effect of research and development investment, technological progress, and human capital.

Second, efficient coordination, relying on big data, artificial intelligence, and other modern information technology, to achieve the optimal allocation of resources. New quality productivity emphasizes the high degree of coordination and sharing of various elements to improve production and operation efficiency. For example, in the manufacturing industry, through the application of intelligent manufacturing systems, production efficiency can be improved while ensuring the stability of product quality. On the other hand, the digital platform integrates various upstream and downstream resources of the supply chain to realize real-time data sharing and decision support.

Third, people-oriented, under the new quality productivity, knowledge-based employees and their innovation ability become the core production factors, playing a key role in the success of enterprises and the continuous improvement of competitiveness. More and more enterprises are beginning to pay attention to the training and development of employees, enhancing the added value and creativity of human resources, and building a people-oriented corporate culture.

Fourth, technology-driven, relying on high-tech advancements to promote the transformation of production modes. For example, the application of cloud computing, Internet of Things, and blockchain technology not only changes traditional business models but also promotes the improvement of productivity and transparency.

The development of new quality productivity requires the higher vocational education system to timely follow up and provide relevant skills and knowledge for students and practitioners. Through the update of course content and the innovation of teaching modes, talents can be better cultivated to adapt to the changes and challenges of the future economy. Therefore, the core of teaching mode innovation is to integrate digital literacy and

skills, stimulate students' innovative consciousness and practical ability, and help them to adapt to and lead the development of the industry in the environment of new quality productivity.[2]

New quality productive forces are a crucial driving force for high-quality development. Talent is the primary resource, and the development of new quality productive forces requires a large number of high-quality technical and skilled personnel. Vocational education needs to provide strong support for talent cultivation. Vocational schools should meet the requirements of developing new quality productive forces, improve the precision and quality of talent supply, build high-quality industry-education integration communities, perfect an integrated talent cultivation system, and enhance the driving force of vocational education in empowering the development of new quality productive forces, providing strong talent support for high-quality development.[3] Vocational education needs to provide strong support for talent cultivation to meet these requirements. Vocational schools should align with the demands of developing new quality productive forces, improving the precision and quality of talent supply. They should build high-quality industry-education integration communities and perfect an integrated talent cultivation system. This will enhance the driving force of vocational education in empowering the development of new quality productive forces, ultimately providing strong talent support for high-quality development across various sectors, especially in manufacturing.[4]

### 2.2 Necessity of Teaching Mode Innovation

The necessity of teaching mode innovation is reflected in many dimensions. First of all, in the face of the information age and the rapid development of digital economy, the traditional higher vocational teaching mode has been unable to meet the needs of the new quality productivity for the current higher vocational students. Modern students need to master not only the basic knowledge but also include the comprehensive application ability of emerging technologies.

Universities should optimize and adjust their disciplines and majors based on social demands, improving the alignment between student training and societal needs. This involves exploring and investing in disciplines and majors that are highly adaptable to emerging technologies and industries, such as future-oriented and interdisciplinary programs, to promote the development of new quality productivity.[5]

Secondly, cultivating students' independent learning ability is an important purpose of teaching mode innovation. The traditional teacher-led model limits students' active learning and critical thinking. Through project learning (PBL) and inquiry learning (IBL), students can explore practical problems and improve their cooperation ability and innovation consciousness.

At the same time, the change of evaluation mode also supports the innovation of teaching mode. In the past, the single examination evaluation cannot fully reflect students' actual ability and comprehensive quality. The new teaching mode adopts the combination of formative evaluation and final evaluation, which can evaluate the learning effect through diversified means such as project reports and peer evaluation, so as to make the evaluation results more objective and fair. Formative evaluation can provide timely feedback for students to help them adjust their learning strategies and optimize their learning path.

Finally, the innovation of teaching mode can also adapt to the trend of lifelong learning. With the continuous progress of technology and the acceleration of knowledge upgrading, the traditional "indoctrination" education mode has been unable to meet the needs of individual development. The personalized learning path based on the adaptive learning system can provide a customized learning experience according to the characteristics and needs of students, and improve the learning effect.

To sum up, the necessity of teaching mode innovation is not only derived from the requirements of technological and economic development but also reflected in the cultivation of students' independent learning ability, the innovation of evaluation methods, and the needs of lifelong learning. It also emphasizes the importance of aligning educational offerings with social demands and emerging industries.

## 3. Course Analysis of Digital Literacy and Skills

### 3.1 Course Status and Analysis

"Digital literacy and skills" course is the author unit independent research and development courses, the course contains the computer application, office software, computer network and Internet basic application, cloud computing, big data, artificial intelligence, Internet of things, block chain technology and application, virtual reality and the universe, information security entry knowledge and preliminary skills. The teaching goal is embodied to improve students ability to solve problems in the real scenarios of emerging technologies, and emphasize practice and application.

In terms of implementation, the course adopts a mixed teaching mode, combined with online distance teaching and offline practice. Through online learning platforms such as MOOC, students are provided with rich video explanations and 10 interactive exercises. In addition, the course practice includes five simulation projects, respectively, which adopt the form of team cooperation, which strengthens the students cooperation ability and project management ability. The completion rate of each project was over 90%, and extracurricular discussions and communication also significantly increased student engagement.

In addition, the evaluation mechanism of the course adopts the formative evaluation method. Through the process-oriented assessment, the weekly classroom performance, homework completion and project evaluation are collected, comprehensively considering the students learning results, so as to ensure the continuous investment of students in the learning process.

In terms of docking with the needs of the industry, this course provides students with an application scenario for the enterprise through project practice, and students truly achieve the integration of teaching and practice by touching the forefront of the industry and practice. The course as a whole shows good market adaptability and student satisfaction, showing obvious teaching effect and social value.

### 3.2 Innovation Points of Teaching Content and Methods

In terms of the teaching content and method innovation of digital Literacy and Skills course, combined with the concept of new quality and productivity, the following strategies are adopted to maximize the teaching effect.

First of all, The course content is designed around core elements of digital literacy, covering computer applications, office software, networking, and emerging technologies like cloud computing, big data, artificial intelligence (AI), Internet of Things, blockchain, virtual reality, and information security. Students gain multi-dimensional literacy through modular teaching, with each module featuring specific case studies to link theory with practical application.

Central to this curriculum is the realization of data value through AI, which is crucial in developing new quality productive forces. AI drives innovation in areas such as data updating, program coding, cryptocurrency mining, and drone exploration. As a key innovative element, AI provides new impetus for high-quality economic development through intangible productive forces like algorithms, computational power, and data. This approach helps build integrated chains of talent, industry, technology, and mechanisms, fostering new opportunities in emerging industries and promoting high-quality economic growth.[6]

In terms of teaching methods, an innovative combination of flipped classroom and project-based learning is introduced. Flipped classroom encourages students to learn the basic knowledge independently through the online platform before class, while the class time is used for in-depth discussion and practical operation. Project-based learning drives students learning through real projects, and students need to work together in a team to complete projects and develop critical thinking and teamwork skills.

At the same time, the hybrid learning model is adopted to increase the flexibility and convenience of learning through online learning and the combination of face learning. For example, in the digital ethics module, with the interactive online discussion platform, to realize the immediate feedback between teachers and students, promote understanding and communication.

The course also actively integrates the application of large language models, which is also a big challenge for the course and an

important innovation. The introduction of large language models requires us not only to rethink our teaching methods and content, but also to consider how to develop the key abilities that students need in the AI era.

First, teachers need to quickly adapt to and master this new technology. This means that we should invest our time in learning the basic principles, applications and limitations of large language models. We need to understand what the AI can do, what it cannot do, and how to most effectively integrate it into teaching. This may require schools to provide professional development training or encourage teachers to participate in relevant online courses and seminars.

Secondly, we need to redesign the curriculum content and teaching methods. ChatGPT is considered highly useful in helping educators innovate their teaching and learning practices, particularly in personalized learning and time-saving. Teachers' perceptions of ChatGPT's usefulness and ease of use significantly influence their intention to adopt it. This means that if teachers find ChatGPT helpful and easy to use, they are more likely to integrate it into their teaching. By offering customized solutions, ChatGPT aids teachers in critical thinking and content processing, thereby enhancing unique learning experiences. Additionally, we need to redesign curriculum content and teaching methods. The application of large language models may change the way certain knowledge is delivered. For instance, in language learning, AI can provide immediate translation and grammatical corrections, prompting us to focus more on the application and cultural understanding of language rather than just memorizing vocabulary and grammatical rules. In writing courses, greater emphasis may need to be placed on creative thinking and critical analysis, as AI can already generate basic article structures.[7]

Moreover, we face the challenge of balancing the use of technology with traditional learning methods. Excessive reliance on AI may affect the development of students independent thinking ability and basic skills. Therefore, we need to carefully design assignments and evaluation methods to ensure that students do not simply rely on AI for tasks, but instead truly understand and master the knowledge learned.

Furthermore, we need to teach students how to use these tools effectively and responsibly. This includes understanding potential biases in AI-generated content, identifying the authenticity of information, and adhering to principles of academic integrity. We can design specialized course modules to explain AI ethics and digital literacy, helping students become wise users of smart technology. Ethical use, leadership development, character building, and authentic assessment are key factors. Despite concerns about academic integrity, we emphasize the dual nature of ChatGPT: it can facilitate cheating, but it can also deepen learning experiences. Our research focuses on understanding the impact of ChatGPT on education from both students' and teachers' perspectives, and discussing future trends in learning and teaching. The strategic integration of ChatGPT with university AI requires ethical foresight, personalized learning strategies, and ongoing research to optimize educational benefits while maintaining core values and fostering student development.[8]

At the same time, the application of large language models also provides new possibilities for personalized learning and teaching feedback. We can use AI to analyze students learning models, provide targeted tutoring and resource recommendation. This requires us to learn how to interpret and apply the data generated by the AI to improve our teaching strategies.

Integrating large language models into the curriculum is a process that is complex but worthwhile. It requires us to learn and adapt, to rethink the nature and goals of education. We need to cultivate students ability to adapt to the AI era while maintaining the traditional educational value. The process may be challenging, but also full of opportunities for innovation and progress. Through active exploration and reflection, we can create a richer, more effective and inclusive learning experience and lay a solid foundation for students future success.[9]

In short, in the innovation of the teaching content and method of the course, the diversity and application of digital literacy are fully reflected, the teaching process is constantly optimized, and students practical ability and innovative thinking are improved to ensure the competitiveness of students in the digital era.

## 4. Application and Practice of Innovative Teaching Mode

### 4.1 Design and Implementation of the Practice Scheme

From the perspective of new quality productivity, the practice scheme design of the course of Digital Literacy and Skills adopts the modular teaching concept, and combines the mixed online and offline learning mode, so as to improve students digital ability and practical application level. The courses are divided into computer application knowledge, office software, computer network knowledge and Internet basic application, cloud computing, big data, artificial intelligence, Internet of Things, blockchain technology and application, virtual reality and meta-universe, information security, entry knowledge and preliminary skills. The course content and execution strategies of each module are as follows:

1. Basic content of computer application: computer hardware composition, operating system use, file management, basic troubleshooting execution strategy:

Teach the use of the operating system through gamified learning to improve learning interest

Set up practical problem-solving tasks to cultivate students troubleshooting ability

2. Office software content: word processing, spreadsheet, presentations, database base execution strategy:

Design the project-type learning tasks in combination with the actual working scenarios

Students are encouraged to use online collaboration tools to complete small group assignments

Introduce industry experts to give online lectures and share the advanced application skills of office software

3, Computer network foundation and Internet basic application content: network architecture, protocols, network security, search engine use, online resource evaluation execution strategy:

Use network simulation software to practice operation group competition to improve students interest

Information literacy task is designed to cultivate students ability to distinguish the authenticity of online information

4. Cloud computing content: cloud service model, deployment model, introduction of mainstream cloud platform, basic operation execution strategy:

Use the trial version of Aliyun to provide students with free amount of cloud resources

Design small cloud application development projects, such as cloud storage applications or simple cloud websites

Organize cloud computing case analysis and discussion to understand the application of cloud technology in various industries

5. Big data content: Big data concept, data collection, storage, analysis, visualization foundation execution strategy:

Use the open source big data platform for practical operation

Design data analysis for small projects, such as social media data analysis or city data analysis

Introduce the actual enterprise data set, and let the students experience the real data processing process

6. Artificial intelligence content: basic concepts of AI, machine learning, introduction to deep learning, AI ethical implementation strategy:

Using a low-code platform, students can quickly build simple AI models

Organize AI ethics debate and cultivate students critical thinking

7. Internet of Things Content: IoT architecture, sensor technology, data transmission, smart home application execution strategy:

Use the Internet of Things online design platform to design smart home small projects, such as remotely controlling lighting or monitoring the indoor environment

The group presents different projects for the units

8. Blockchain technology and application content: Blockchain principle, cryptocurrency foundation, smart contract, decentralized application execution strategy:

Use the blockchain simulation platform to let students experience creating and executing smart contracts

Design simple blockchain application projects, such as digital authentication systems

Use analogies and examples to help students understand the complex concepts in the blockchain

9. Virtual reality and meta-universe Content: VR / AR / MR technology foundation, 3D modeling introduction, Meta-universe concept and application execution strategy:

Using simple 3D modeling software, create basic virtual scenarios

Information security content: Network security

foundation, cryptography introduction, privacy protection, social engineering prevention and execution strategy:
Set up the simulated network attack and defense experiment to improve the students safety awareness
Organize lectures by information security experts to share practical cases and protective measures
Design privacy protection programs to make students understand the importance of personal data protection
Overall execution strategy:
In the implementation process of the practice plan, the use of the large language model can not only improve the teaching effect, but also allow students to directly experience and apply the most cutting-edge AI technology. It can be carried out from the following aspects:
1. Personalized learning Assistant:
Each student is equipped with a virtual learning assistant based on the large language model, providing 24 / 7 question answers and learning guidance.
The assistant can generate personalized learning plans and review materials according to the students learning progress and difficulties.
When completing the homework, the learning assistant can provide thinking inspiration, rather than directly giving answers, to cultivate students independent thinking ability.
2. Intelligent content generation:
Use the large language model to automatically generate a variety of exercises and cases to ensure that each student has access to unique learning materials.
Create simulated dialogue scenarios to help students practice technical communication and problem interpretation skills in a virtual environment.
Reading materials with different difficulty levels are automatically generated to meet the needs of different students.
3. Real-time programming assistance:
In the programming related modules, AI programming assistants are integrated to help students understand and write code faster.(In attempted)
Provide code interpretation and optimization suggestions to improve students programming skills.
Automatically detect and correct common programming errors and accelerate the learning process.
4. Interdisciplinary project collaboration:
Large language models were used to assist students in project conception and design across modules.
AI can act as a " brainstorming partner, providing innovative ideas and solutions.
Help students to understand the connections between different technical fields, and promote the cultivation of comprehensive application ability.
6. Intelligent evaluation system:
Develop a job scoring system based on a large language model to provide detailed feedback and improvement suggestions.
Analyze students learning behavior and progress, to generate personalized learning reports.
Identify students strengths and weaknesses, and provide teachers with teaching adjustment advice.
7. Innovative teaching methods:
Teachers use the large language model to quickly generate teaching plans and teaching materials to improve the efficiency of lesson preparation.
Create interactive teaching content, such as AI-driven teaching games and simulators.
Develop an intelligent question bank, and automatically adjust the difficulty and content according to the students answers.
8. Lifelong learning ability cultivation:
Guide students on how to effectively use AI tools for autonomous learning and research.
Develop students ability to continuously focus on and evaluate emerging technologies.
Students are encouraged to participate in AI-related open source projects and experience technology community collaboration.
Using the flipped classroom model, students learn their theoretical knowledge online, and offline class time is used for practice and discussion.
Establish a digital learning platform, integrate the resources of each module, and support students independent learning
Introduce industry experts to give regular lectures to ensure the frontier and practicality of the course content
Set up cross-module integrated projects to encourage students to integrate different skills for application
Establish a digital ability evaluation system, regularly evaluate students progress, and

adjust their teaching strategies in time

Encourage students to participate in open source projects or technology communities, develop the ability and habit of continuous learning, and organize school-enterprise cooperation projects, so that students can have the opportunity to apply what they have learned to a practical working environment. The collaboration between schools and local communities is an inevitable choice for higher vocational education. Building a cooperative system and mechanism between schools and local communities is key to achieving deep integration, mutual benefit, and long-term stability.[10]

This program emphasizes the combination of practice and theory, and focuses on improving the comprehensive quality of students, so as to ensure that students can not only have the necessary theoretical knowledge after completing the course, but also can flexibly use digital tools and technologies in practical work to enhance their competitiveness in employment.

### 4.2 Effect Evaluation and Feedback Analysis

In the teaching practice of "Digital Literacy and Skills" course, the effect of innovative teaching mode is systematically evaluated and the feedback is analyzed through a variety of evaluation methods. The evaluation method combining quantitative and qualitative is adopted, including pre-test and post-test, student feedback questionnaire, classroom observation, and learning achievement display. In the pre-test, a total of 159 students participated in the test. Before the evaluation, the students were randomly asked, showing that the basic level of the students digital literacy was uneven, and few students could answer the questions. After the implementation of the semester, the posttest statistics show that the comprehensive score is increased to 85 points (100 points), indicating that they have a good grasp of the knowledge points; among them, the comprehensive knowledge (high difficulty, wide range) is 68 points, and the average score of skill application ability is 90 points. It shows that most of the students can better master the content of the course, especially in the application of practical skills. The specific analysis is provided as follows:

1. Knowledge mastery:

Students understanding of basic concepts and theories has been significantly improved, and they are able to accurately describe the core principles of various digital technologies.

I have a clear understanding of emerging technologies such as artificial intelligence, blockchain, and the Internet of Things, which can explain their application scenarios in the real world.

Although the comprehensive knowledge score is relatively low, considering the breadth and depth of the content, 68 points still reflects that students have established a systematic digital knowledge framework.

2. Skill application ability:

A high score of 90 indicates that the students have made significant progress in practical operation.

Students are skilled in using various office software to complete complex data processing and visualization tasks.

He shows high proficiency in network application, cloud computing platform operation, and simple programming tasks.

3. Problem-solving ability:

Students can use the knowledge to solve practical problems, such as troubleshooting basic computer faults, designing simple data analysis solutions, etc.

When facing interdisciplinary comprehensive problems, students show good analytical and solving skills and are able to integrate knowledge of different modules.

In terms of course learning results, several phased projects were designed, and the average score of all participants was 75 points (out of 100), and 40% of the students were excellent (90 points). Combined with the experience of self-learning and teamwork reflected in the project, I learned that most students believed that the combination of project practice and practical application greatly improved their learning effect.

Based on the above evaluation results and data, the author believes that the future teaching can be improved in the following directions:

1. Strengthening comprehensive knowledge teaching:

Design more comprehensive cases and projects across modules to help students build knowledge connections.

Increase the link of knowledge point review and integration, such as regular knowledge

point string talk and comprehensive discussion.

Develop interactive learning tools, such as the knowledge graph, to help students visualize the relationships between different knowledge points.

2. Personalized learning path:

Make a personalized learning plan based on the students pre-test results and learning progress.

The adaptive learning system is introduced to dynamically adjust the learning content and difficulty according to the students performance.

Provide advanced learning resources for outstanding students and encourage in-depth exploration.

3. Enhance the practice link:

Expand your cooperation with the industry to bring in more real-world projects and cases.

Set up a simulated working environment to allow students to apply their skills in an approximate real scene.

Students are encouraged to participate in open source projects or the technology community to experience the actual development and collaborative process.

4. Optimize the evaluation method:

Introducing more formative assessments, such as periodic quizzes and skill challenges.

Develop an AI-based intelligent evaluation system to provide immediate feedback and personalized advice.

Add the peer evaluation link to cultivate students critical thinking and feedback ability.

5. conclusion

This study explores the teaching mode innovation of the course digital Literacy and Skills in the background of new quality productivity. Through the analysis of the current situation of the course, the design and implementation of innovative teaching methods, and the comprehensive effect evaluation, we draw the following conclusions:

1. Necessity of teaching mode innovation: With the development of new quality productivity, the traditional teaching mode has been unable to meet the needs of higher vocational students. Innovative teaching mode can not only cultivate students ability of independent learning, but also adapt to the trend of lifelong learning, and lay a foundation for students future career development.

2. Innovative results of course content and methods: Through modular teaching design, flipped course, project learning and other innovative methods, students digital literacy and skills have been significantly improved. Especially in the practical application ability, the students performed well, with an average score of 90 points.

3. Application prospect of the large language model: Integrating the large language model into the course not only improves the teaching efficiency, but also brings new possibilities for personalized learning, intelligent evaluation and other aspects. This innovation is both a challenge and an opportunity, requiring educators to constantly learn and adapt to new technologies.

4. Effectiveness of practice plan: adopting the mixed online and offline learning mode, combined with practical projects and cases, effectively improves students interest and participation in learning.

5. Implications of the evaluation results: Through the multi-dimensional evaluation, it is found that students have made significant progress in both knowledge mastery and skill application. However, the mastery of comprehensive knowledge is relatively low (68 points), which indicates that we need to strengthen the knowledge integration and the cultivation of interdisciplinary application ability.

Future improvement direction: Based on the evaluation results, the curriculum can be further improved in the future by strengthening comprehensive knowledge teaching, designing personalized learning paths, enhancing practical links, and optimizing the evaluation methods.

Overall, this study indicates that within the perspective of new productivity, the course "Digital Literacy and Skills" can effectively enhance students' comprehensive abilities through innovative teaching methods, thus preparing them to meet the demands of the digital economy era. However, teaching innovation is an ongoing process that requires educators to continuously explore and improve in order to respond to rapid technological and societal changes. Future research can further investigate how to better integrate emerging technologies into teaching and how to cultivate students' innovative thinking and critical thinking skills, laying a solid foundation for

their long-term career development.

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