

# Stepping Out of the Technology Box: Comprehensive Digital Transformation of Cadre Education and Training

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**Abstract:** Along with the rapid development of digital technology, digitalization, as a new technology, a new power and a new mode, has influenced and promoted cadre education and training into a new field. The digital transformation of cadre education and training not only includes the transformation of digital technology, but also includes the ability to form a comprehensive transformation based on digital action, digital value, digital culture and digital norms, and to realize the precise management of demand, high-quality supply of service and high-efficiency promotion of management of cadre education and training by the transformation. To this end, the digital transformation of cadre education needs to optimize the existing management system at the institutional and organizational levels, face up to the management risks and ethical challenges brought by digital technology, and realize the construction of digital cadre education and training system through the adherence to values, institutional optimization and technological integration.

**Keywords:** Cadre Education and Training, Digitalization, Digital Transformation.

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## 1. Introduction

With the development of emerging digital technologies such as artificial intelligence, big data, blockchain and cloud computing, the use of digital technologies to drive a new round of economic and industrial revolution has become a hot topic worldwide[1]. Nowadays, digital technology has permeated the factors of production in all walks of life, and its generation of real productivity also poses new challenges to people's traditional ways of working, thinking and interacting. This wave of digital revolution sweeping across the globe not only requires human beings to achieve more technological updates in a rapidly changing world, but more importantly, to adapt to and face the multifaceted changes it brings to the infrastructure, behaviors, and cultural characteristics of human society. At present, data-based digital technology not only creates new kinetic energy for the economy and society, but also shapes a new national competitive advantage. In order to seize this development opportunity, China has introduced a series of digital development strategies to guide the digital transformation of the economy, education and other fields. The report of the 20th Party Congress clearly states that digital transformation should be led by building a digital China. Digital transformation cannot be supported by digital talents, and even more so by a cadre with modern digital leadership skills. Therefore, the new "Overall Layout Plan for the Construction of Digital China" in 2023 mentions the need to cultivate leading cadres and civil servants with digital thinking, digital cognition, and digital skills[2]. The Cadre Education and Training Plan (2023-2027) issued by the Central Committee of the Communist Party of China (CPC) also points out that the digitalization of management and teaching of cadre education and training should be upgraded through the construction of a network training system[3].

The digital transformation of cadre education and training is not only the application of digital technology in the process of cadre education and training, but also refers to the

reshaping of the management system of cadre education and training with digitalization, aiming at the improvement of digital leadership, promoting the systematic change of cadre education and training by means of digital thinking, digital theories and digital technology, and promoting the construction of cadre education and training system which is more up-to-date, systematic, targeted and effective.

## 2. Formulation of the Problem

### 2.1. Digital Technologization of Cadre Education and Training

The transformation of cadre education and training in the digital era has gradually unfolded along with the application of digital technology, and has initially formed a digital education and training system featuring educational assistive technologies, digital resource libraries, and online lecture platforms, which has promoted the new development of cadre education and training. However, it can also be seen that at present, the cognition of digitalization in the process of digitalization of cadre education and training is mostly confined to technical ontology, and it is believed that digital transformation is the integration of digital technology in the original education process. Undeniably, digital transformation needs to help improve the educational environment through digital technologies such as artificial intelligence, algorithmic systems, cloud computing, etc[4]. However, for the education system, digitalization is not just an iterative upgrade of technology, but also involves multiple levels of change in values, actions, culture, norms, and so on. Specifically in the field of cadre education and training, the core goal of its digital transformation should be to promote the entire education ecosystem around the lifelong development of human change and optimization, and digital technology is more as a tool to achieve the concept of participation.

## 2.2. Digital Dilemmatization of Cadre Education and Training

A single technical perception of digitization can easily cause the transformation of existing cadre education and training to fall into the predicament of focusing on technical construction but not on systemic change. In recent years, various online teaching platforms have sprung up in response to digitalization, and advocates highly value their connectivity value and resource-absorbing potential, but the high dropout rate after real-life application has largely affected the teaching effect[5]. Moreover, the pursuit of pure technology often neglects essential aspects of education, such as teacher engagement, online course design and assessment, and the cultivation of digital mindsets[6]. Technological empowerment is not equal to technological omnipotence[7]. This kind of purely offline teaching online is not a real digitalization, but only a facsimile of the surface of digitalization. Therefore, for cadre education and training, jumping out of the shackles of platform construction and focusing on all-round systematic changes in education concept, teaching paradigm, management structure and learning ecology is the key to successful digital transformation.

## 3. Conceptual Discernment of Digital Transformation in Cadre Education

Although the term "digitization" has been frequently mentioned and used, there is currently no conceptual consensus in the academic community. For digitalization, some scholars will focus on the technical level of change, that digitalization is the physical world of various analog signals into digital signals[8], so that the computer recognition, processing, storage, transmission, the essence of the process of data conversion to obtain. However, after the development of real-life applications, more scholars have begun to pay attention to the disruptive changes of digitalization in various fields, and believe that digitalization is the actual "process" of using advanced technology to trigger changes in the industry, which has given rise to new phenomena such as the Internet of Things (IoT), industrial Internet, big data, blockchain, cryptocurrency, etc. Some scholars have also pointed out that digital transformation is not the same as digitalization, but rather the same as digitalization[9]. Some scholars have also pointed out that digital transformation and digitization are not the same[10]. Compared with digitization, digital transformation places more emphasis on the realization process of digitization and the series of impacts it triggers[11]. The five digital views proposed by Liu Yuting, including technology, action, value, culture and norms in five aspects of digitalization[12], more systematically elaborates the comprehensive impact of digitalization on the entire management system. In conclusion, for digitalization, the current research can be divided into two categories, one is based on technological innovation triggered by technological change and the change of management style brought about by it; the second is the comprehensive mode change triggered by technology, including value, goal, management and other systematic changes. At the same time, most of the literature defines digitalization and digital transformation with digital technology as the development premise. It can be said that the kernel of digitalization is always driven by the development of digital technology, which connects the virtual and the real with the help of data carriers and gradually realizes the

transformation of all elements, all fields and all processes of individuals, organizations, industries and human society.

Digital transformation has also brought about a profound impact on cadre education and training. Cadre education and training has gradually shifted from knowledge dissemination teaching under traditional information asymmetry to ability shaping teaching with the goal of influencing learning habits, thinking habits and practicing habits, from passive acquisition of traditional single-point mining of resources to active selection of resource linkage screening, and from traditional "limited" learning subject to time and space constraints to "flexible" learning which is online, sustainable and independent choice-oriented, and from traditional intermittent education and training path to continuous learning based on digital records. From the traditional time and space constraints of "limited" learning to online, sustainable, independent choice-oriented "flexible" learning, from the traditional intermittent education and training path to the continuous "cadre learning map" new path based on digital records. The impact of digitalization on cadre education and training is a profound systematic change, which requires us to re-examine the connotation and extension of digital cadre education and training.

To sum up, the digital transformation of cadre education and training is a systematic reform to serve the goal of cadre education and training, which means that in accordance with the goal of "building a high-quality cadre force capable of taking up the important task of national rejuvenation"[13] in the report of the Twentieth National Congress, we will use digitalization to push forward the comprehensive transformation of cadre education and training, and promote the comprehensive transformation of cadre education and training from the issue of system, organizational system, resource system, management system, methodology system, technology system, supervision system and evaluation system, and establish an education and training system that meets the needs of modernized governance and is open, sustainable, economical, effective and resilient, taking into account personal growth and organizational enhancement, response to current problems and forward-looking layout for future development, and short-term training and lifelong education. It also takes into account short-term training and lifelong education, and realizes the simultaneous promotion and integration and enhancement of cadres' theoretical education, ideological education, education on their ability to perform their duties, and knowledge education.

## 4. Analysis of the Elements of the Digital Transformation of Cadre Education and Training

Digital transformation is to use digital technology as a traction and platform, but is not limited to the scope of digital technology, but includes five aspects: technical digital, value digital, action digital, cultural digital and normative digital[12]. The digital transformation of cadre education and training should also realize the digital-based scene building from the technology, the effective implementation based on the action, the utility transformation based on the value, the integration and development based on the culture, and the efficient management based on the norms. Specifically as follows:

**Table 1.** Digital transformation framework for cadre education and training

major dimension	Transformation content	Traditional Cadre Education and Training	Digital Cadre Education and Training
skill	teaching facilities	informatization	virtualization
	teaching resource	top-down mono-supply	Strong interaction, multiple sources
	Forms of instruction	Offline/Online	hybrid
act	Training quality management	Empirical management	Intelligent monitoring
	Training Needs Analysis	Single-organization demand orientation	Balancing individual and organizational needs
	Training cycle	short-term	full life cycle
values	Training Philosophy	teacher-driven	Learner-centered
	teacher-student relationship	teacher-led	mutually beneficial symbiosis
cultures	personal positioning	knowledge receiver	knowledge producer
	learning field	stationary situation	digital community
standardize	management style	Standardization of training management	Digitalization of training management
	Elements of evaluation	job satisfaction	Digital competence and digital literacy
	Evaluation criteria	perceptual evaluation	Digital evaluation indicator system
	Evaluation methods	Subjective self-assessment and partial quantification	Cadre Growth Map

#### 4.1. Technological Digital Transformation

Digital technology as the new infrastructure of the digital era will provide solid material support for the digital transformation of cadre education and training. The first is the shaping of teaching context. The theory of situational cognition holds that meaningful learning is possible when learning is embedded in the social and natural context in which the knowledge is utilized[14]. The iterative upgrading of technology will lead to the presentation of new learning situations. In the face of the problem-oriented learning characteristics of cadre groups, digitalization will provide cadre education and training with more immersive simulation experiences by virtue of the innovation of teaching facilities such as virtual reality[15], and promote cadres to enhance their abilities in simulated situations. Secondly, teaching resources are expanded. Based on actor network theory and constructivist theory, various education and learning resources will be jointly constructed and shaped by different action subjects, and after quality audit, trainees can also construct personalized learning resources in the exchange and cooperation of massive information[16]. The open and interactive design of digitalization makes a wide range of educators and learners become the supply side of educational resources, the sources and forms of educational resources are more diversified and rich, and new resources with strong interaction and small granularity will be widely absorbed and transformed into new learning resources. Third, the integration of teaching forms. In the past, cadre education and training also emphasized the combination of online training and offline training in order to complement each other's strengths and weaknesses, but the lack of articulation and

linkage between the two in the actual implementation of the process, the development of digitalization has made the connection between online and offline learning more smooth, and truly realized blended learning. Blended learning is not only a mixture of face-to-face teaching and online teaching, but also a long-lasting mixture of teaching mode and learning support under the teaching concept of "student-centered"[17]. The development of digital technology provides the possibility of recording and linking online and offline learning data, and also creates a continuous participation and personalized learning experience for cadres, which promotes the formation of cadres' learning map.

#### 4.2. Digital Transformation of Operations

The theory of social action argues that digital technology not only enables traditional social action situations to shift to new networked digital scenarios that are socially constructed, but also realizes that the subject of action has shifted from human action to a mixture of human and non-human actors, as well as the action of non-human actors[18]. It can be said that the transmutation of technology is subconsciously changing the scope of the subject of action and its mode of behavior, as well as the management rules and management methods based on people. Firstly, in the process of cadre education and training, digitalization can realize the whole-process management based on stable and continuous monitoring, that is to say, through the integrated intelligent monitoring of the whole cycle of training to realize immediate, continuous and consistent monitoring, feedback and improvement, and in the process of agile judgment and intelligent decision-making, to maximize the operational

efficiency and stability of the training program. Secondly, in terms of demand, it has shifted from focusing on a single organization's needs to balancing the needs of the organization and individuals, and has promoted the integration of individual learning and organizational learning through data analysis and integration. Various types of online learning communities built up by digital technology provide the possibility of promoting mutual expression among the main actors and providing personalized learning programs. Finally, in the training cycle to realize the stage of short training to the whole life cycle training change. In reality, various types of training are separated from each other, and different training topics are repeated and crossed, resulting in a lack of coherence and inefficiency in cadres' learning behavior. After the digital transformation, the network training platform is no longer only as a tool for trainees to listen to and watch classes, but a communication carrier, through which a learning community with common values and interests is formed, prompting the traditional intermittent offline classroom to realize the cycle of decentralized training to regularized self-study, habitual lifelong learning, and truly break through the limitations of space and time to realize the dual-space integration of training scenarios.

### 4.3. Digital Transformation of Value

The social change in the digital era is fundamental because digital technology not only changes people's behavior, but also shapes new value perceptions in the process of human-computer interaction. Digitalization promotes the utility management transformation of cadre education and training, i.e., it advances the conceptual and value transformation of cadre education and training from the mining, analysis and use of digital value. The Delors Report argues that "people are both the first protagonist and the ultimate goal of development"[19]. Technological dependence in practice can easily make human subjective initiative be neglected. Therefore, digital transformation needs to make it clearer that "learner-centeredness" is the first concept in the implementation of high-quality education[20]. In particular, the study of learners' learning behaviors and growth patterns with the help of learning data will return the value of education and learning to the lifelong development of human beings, and realize the comprehensive concern for human beings. In addition, digitalization further strengthens the concept of teaching and learning and returns to the essence of education. In the traditional teaching scenario, the teacher is the main body of teaching and the learner is the main body of learning, and there is an obvious asymmetry between the two in terms of positioning, information and resources. In addition, students as knowledge receivers, teachers as knowledge transfer, the role of the two fixed single and did not form a learning community in the true sense of the word. Digitalization has lowered the threshold of information acquisition and subverted the traditional "human irrigation", "machine irrigation" and other mechanical learning modes, realizing the paradigm shift from passive reception of students to independent inquiry, and the role of the teacher from the dominant to the learner's role in the exploration of the process of supporters and facilitators, the two roles in the process of learning. The teacher's role has changed from a dominant role to a supporter and facilitator in the exploration process of the students, and the roles of the two roles are interchangeable under certain conditions. The relationship between teachers and students also changes from non-

reciprocity to cooperation and symbiosis, accompaniment and mutual assistance, thus promoting the construction of a benign teaching ecosystem of equality, openness, mobility, reciprocity and sustainability.

### 4.4. Cultural Digital Transformation

Cultural figures consist of different cultural forms and emotional forms, with a certain degree of mobility, and digital technology has accelerated the speed of the flow of cultural situations to a certain extent, giving them a broader sense of emotional connection[12]. For the education and training of cadres, digitalization has transformed the field in which cadres receive culture and the positioning of individuals in cultural contexts. In the past, cadres usually received culture in specific contexts, such as teaching in the field or receiving knowledge in the classroom, while digitization enables cadres to access digitized knowledge and information at any time and any place through a variety of smart devices. At the same time, the virtual reality space constructed by various online seminars and online learning communities allows for more forms of cultural exchanges between like-minded people, forming community learning, a form of team learning that transcends traditional social relationships. In addition, the self-positioning and identity construction of cadres have also changed in digital practice. The digital era has given multiple subjects the opportunity for self knowledge production, knowledge dissemination and knowledge innovation, so cadres can break through the identity of a single receiver to go to the offline or online podium to become creators and shapers of knowledge and culture, and disseminate excellent cultural products in digital format to realize self-worth and social benefit enhancement.

### 4.5. Regulating Digital Transformation

People's behavior is always permeated by certain norms, which are formed on the basis of a certain culture[21]. For example, people's understanding and mastery of social norms is based on social and cultural influences and gradually realized in the way of social learning. For cadre education and training, its norms are mainly understood from a narrow perspective, that is, the rules and standards of behavior common to members of the group. In view of the popularization and subversive influence of digital technology, cadre education and training has also seen a new transformation at the level of normative management, specifically including four aspects: management style, evaluation elements, evaluation indicators and evaluation methods. First of all, at the level of management style, the Regulations on Cadre Education and Training clearly point out that it is necessary to improve the digitalization level of teaching and management of cadre education and training, and make good use of big data, artificial intelligence and other technological means[22], that is, it is necessary to assist and promote the management of cadres by means of digital thinking and to realize the comprehensive digitization of the management scope of the business process, human resources, and the collection and analysis of information. In terms of evaluation elements, traditional education and training mainly focuses on the satisfaction evaluation of explicit elements such as teaching content and teaching methods, and after the digital transformation, it will focus on exploring the evaluation of various implicit elements with the level of ability to perform duties as the measurement object. In terms of evaluation standards, the traditional perceptual evaluation

will be transformed into a scientific record, comparative analysis and comprehensive evaluation of cadres' learning through whole-process monitoring and competence assessment, realizing "senseless" evaluation. At the level of evaluation methods, the traditional subjective self-assessment and shallow quantification will be shifted to a combination of partial self-assessment and comprehensive quantification. The "comprehensive" here includes the quantification of the whole process as well as the quantification of external behaviors and internal characteristics, which means that the quality of training, which used to be difficult to visualize in the past, can in the future be expressed in visual figures and form a growth map of the cadres, so as to better achieve the goal of promoting reform and construction through evaluation.

## 5. Summary

The key to digital transformation lies in the disruptive changes in cognitive behaviour, organization, politics and culture triggered by digital technology. Therefore, exploring the digital path of cadre education and training is a gradual process that involves not only systematic top-level planning, but also consideration of the practical path of organizational implementation and the potential risks in the process of digital transformation.

### 5.1. Promoting the Optimization of the Digital-based Cadre Education and Training System

North defines institutions as human-designed constraints that govern people's behavior towards each other. They are divided into "formal constraints" (e.g., laws and regulations), "informal constraints" (e.g., customs, codes of conduct, ethical norms), and the "enforcement characteristics" of these constraints (enforcement mechanisms)[23]. The digital transformation of cadre education and training goes beyond the application of digital technology and involves the creation of changes at all levels of the entire training system. Therefore, it is necessary to gradually improve the system of digital transformation to ensure and guide the concrete practice of transformation. For example, the formal constraints level can be around the use of digital technology and data processing methods and other content to improve the relevant laws and regulations, to create a good digital environment. Informal constraints can be established as soon as possible to determine the level of digitization standards, access rules for digital platforms, digital performance evaluation index system, etc., to improve the standardization of digital results. In addition, it is also necessary to integrate and optimize the mechanisms of resource allocation and learning recognition at the level of specific implementation, so as to effectively improve the feasibility and recognition of students' learning from various channels. Through the additions and modifications to the existing system, a systematic system to guarantee the smooth promotion of digital transformation is gradually formed, which ultimately promotes the formation of conscious behaviors in the cadre education and training system that match the requirements of digital transformation.

### 5.2. Promoting the Optimization of Digitally based Cadre Education and Training Organizations

The development of new equipment and methods based on digital technology is seen as the primary stage of

organizational digital transformation, while the complexity of the digital environment is met through the creation of organizational systems is a deeper level of digital change. It includes organizational strategy, organizational culture, organizational structure, organizational personnel and other aspects of systematic change. First of all, organizational strategy determines the future development direction of the organization. Therefore, the digital cognition and strategy design of the organization's senior leaders is the prerequisite for the success of digital transformation. It must answer whether the organization has a clear vision of digital transformation, quantifiable and operable transformation goals, specific and implementable implementation plans, sufficient resources and talents to support the transformation, and professional personnel or departments responsible for the promotion and evaluation of the transformation work. Secondly, organizational culture is the condensation of the common consciousness of organizational members. If you want to successfully implement digital transformation, a digital culture that accepts change and takes the initiative to innovate must be formed within the organization. For example, knowledge sharing, teamwork, data disclosure, the courage to innovate and other specific culture advocacy. Again, the application of digital technology makes the collection, recording and transmission of information beyond the limitations of time and space to realize automation and instantaneous, which greatly eliminates the barriers of information transmission and communication. Therefore, the organizational structure should take the initiative to develop towards the trend of flattening and standardize routine processes with digital technology. Finally, digital transformation cannot be achieved without digitally aware and digitally competent organizational members. Therefore, organizations must accelerate the cultivation of digital talents, improve the digital level of organizational personnel through the reshaping of digital awareness and digital competence training, and motivate them to take the initiative to learn by improving the digital competence certification mechanism.

### 5.3. Promoting Ethical Concerns in Digitization-based Cadre Education and Training

Currently, digital transformation has become a worldwide trend, and it is driving human society towards a new intelligent civilization. But in fact, the essence of transformation is change, and change cannot avoid risk. The digital transformation supported by big data contains various digital risks that we need to pay attention to and face. First of all, there are certain algorithms behind various intelligent assessment and data analysis technologies, and we should avoid the underlying logical bias caused by the personalized tendency of algorithms. In addition, data ethics should be emphasized by all. Relevant departments should determine the norms of data use through laws or policies. If data sets are destroyed, leaked, sold without consent, or otherwise mishandled, it will result in a crisis of group trust, damaging individual privacy and public sector credibility. Finally, it is important to return to the humanist perspective of education to think about the digital transformation of cadre education and training. Although the change has a strong driving force, but for the party to educate people, for the country to educate talent is the cadre education and training unchanged "gene". Therefore, after putting on the coat of digitalization, we can't ignore the psychological and emotional characteristics of

people and the law of learning and cognition to carry out educational activities. Always bear in mind that the ultimate goal of digital transformation to achieve human-computer interaction is to strengthen the communication between people, people-oriented education is the core of never fade.

In view of the experience of digital transformation in other fields, the digital transformation of cadre education and training cannot be realized overnight. From informatization to digitalization, the systematic change brought by technological upgrading is the vitality of digital transformation, and it is also the opportunity for traditional cadre education and training to improve quality and efficiency. Therefore, looking to the future, cadre education and training need to actively welcome the arrival of the digital era with a positive and open mind. On the one hand, we should abide by the origin, keep the kernel of people-oriented education and firmly establish the primary goal of educating people for the Party. On the other hand, we should be brave to innovate and create changes from the system, organization and ethical levels from the perspective of education, so as to ensure the steady progress of the deeper digital transformation.

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