

Research on the Construction and Practice of AI-Empowered Dance Therapy Courses for Adolescents

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Abstract: The advancement of artificial intelligence has opened new possibilities for school curriculum development and provided fresh supportive conditions for the application of dance therapy courses in school education. A key issue worthy of attention in current arts education is how to optimize curriculum construction with artificial intelligence, rather than merely adding technological tools. Rooted in the school education context, this study targets adolescents aged 12 to 17. Guided by social cognitive theory, self-determination theory and the TPACK framework, it adopts integrated research methods including literature review, action research, case study and interview to construct an AI-empowered dance therapy curriculum system for adolescents. Classroom practices are carried out across four dimensions: curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation. Findings reveal that artificial intelligence primarily functions in organizing curriculum resources, delivering learning support and conducting formative assessment, offering effective backing for continuous curriculum optimization. Nevertheless, teachers must retain the leading role in classroom organization and educational decision-making. This research delivers novel practical references for developing dance therapy courses amid the integration of school arts education and mental health education.

1. Introduction

1.1 Research Background

The digital transformation of education is continuously reshaping the organizational logic of school curricula. Artificial intelligence has evolved from a supplementary teaching tool to a core component covering curriculum design, classroom delivery and learning evaluation. The *Outline for Building a Powerful Country through Education (2024–2035)* mandates deep integration of artificial intelligence and education to elevate the standard of educational digitalization and the quality of talent cultivation[1]. Meanwhile, two policy documents—the *Special Action Plan for Comprehensively Strengthening and Improving Students’ Mental Health Work in the New Era (2023–2025)* and the *Compulsory Education Arts Curriculum Standards (2022 Edition)*—stipulate that schools should fully leverage the educational value of curricula to prioritize students’ physical

and mental well-being and all-round development[2-3]. Against this backdrop, exploring effective approaches to embed artificial intelligence into curriculum construction so that technology genuinely serves arts education and mental health education has become a prominent research topic. Dance therapy courses, which integrate physical experience, artistic expression and positive psychological development, serve as a unique practical field for AI-driven curriculum innovation.

1.2 Domestic and International Research Status

Artificial Intelligence in Education (AIED) has emerged as a major research stream in global education academia. In the *Guidance for Generative AI in Education and Research*, UNESCO emphasizes that artificial intelligence must center on learner development, serving teaching innovation, learning support and educational equity instead of simply replacing classroom instructors[4]. Domestic scholarship on educational digitalization similarly argues that the value of artificial intelligence extends far beyond boosting teaching efficiency; more crucially, it drives optimization in curriculum design, classroom management and evaluation mechanisms[5].

Research on dance therapy centers on the correlation between bodily experience and psychological growth. Foreign scholarship has established a mature theoretical foundation, widely acknowledging that dance therapy enhances bodily awareness, emotion regulation, self-perception and social interaction, with its scope gradually expanding into school education and mental health promotion. In recent years, domestic studies have focused more on curriculum construction and localized practice of dance therapy, exploring feasible pathways to integrate arts education and mental health education and offering new references for school curriculum reform[6-7]. Overall, while abundant outcomes exist separately for AI education and dance therapy research, studies integrating the two remain underexplored. Existing literature mostly discusses the application value of artificial intelligence in education or the educational functions of dance therapy, yet a complete research framework explaining how artificial intelligence participates in constructing adolescent dance therapy curricula and verifying its effects through classroom practice is lacking. This gap constitutes the core research question addressed in this paper.

1.3 Research Ideas and Methodology

Based on the above analysis, this research prioritizes curriculum construction rather than artificial intelligence technology itself. Situated within formal school education, it targets adolescents aged 12 to 17, drawing theoretical support from social cognitive theory, self-determination theory and the TPACK framework. An AI-empowered dance therapy curriculum system for adolescents is structured around four dimensions: curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation. An 8-week curriculum practice is conducted across two junior high schools and two senior high schools in Guangxin District, Shangrao City, Jiangxi Province, to test the implementability of the constructed curriculum.

Multiple complementary research methods are adopted:

Literature review: to sort out research progress in AI education and dance therapy;

Action research: applied throughout the full cycle of curriculum design, delivery and iterative optimization;

Case study: to analyze representative classroom practice cases;

Interview method: combined with classroom observation, student learning journals and teacher reflective notes to comprehensively assess curriculum outcomes. Rooted in authentic educational contexts, this paper explores actionable pathways to construct AI-empowered dance therapy curricula for adolescents.

2. Theoretical Foundations for Constructing AI-Empowered Dance Therapy Curricula for Adolescents

2.1 Definition of Core Concepts

2.1.1 AI Empowerment

The application of artificial intelligence in education is no longer limited to isolated teaching tools; it participates in the full process of curriculum design, learning support and teaching evaluation[8]. Accordingly, the term "AI empowerment" in this paper does not refer to technology replacing teachers, but the utilization of generative artificial intelligence, learning analytics and other digital technologies to deliver sustained support for curriculum construction. Its core functions include developing curriculum resources, optimizing teaching activities, documenting learning processes and generating evaluative feedback. By streamlining information processing, AI furnishes teachers with richer evidence for curriculum design[10-11].

For dance therapy curricula, artificial intelligence assumes a purely supportive role. Teachers retain full authority over defining curriculum objectives, organizing classroom activities and making educational judgments, while AI undertakes tasks such as resource generation, learning analytics and feedback compilation. This model realizes collaborative synergy between teachers' professional expertise and digital technology without altering the fundamental educational mission of the curriculum.

2.1.2 Dance Therapy Curricula for Adolescents

This study focuses on junior and senior high school students aged 12 to 17, a critical developmental stage marked by rapid physical maturation, psychological evolution and the formation of social adaptability—an ideal window for schools to deliver integrated arts and mental health education.

The dance therapy curriculum discussed herein is a developmental school course, distinct from clinical dance therapy administered in medical settings. Centered on physical movement, dance expression and artistic experiential learning, it prioritizes active student participation and authentic in-class experience to foster bodily awareness, emotion regulation, self-perception and interpersonal communication competencies[6]. The introduction of artificial intelligence enables more flexible organization of curriculum resources, personalized learning support and real-time classroom feedback, creating new avenues for iterative curriculum improvement. Even with technological integration, the curriculum retains its core educational and developmental orientation.

2.1.3 Curriculum Construction

Curriculum construction frames curricula not as static sets of teaching materials, but as dynamic systems that evolve continuously through iterative refinement guided by predefined objectives, covering content design, classroom delivery and evaluative feedback. This paper defines the construction of AI-empowered dance therapy curricula for adolescents as a teacher-led, student-centered iterative process that embeds artificial intelligence across curriculum design, delivery and assessment to advance adolescents' coordinated physical and mental growth, forming a self-improving curriculum operation mechanism. Beyond investigating curriculum delivery approaches, curriculum construction emphasizes how curricula adjust and upgrade continuously based on real classroom feedback[9].

2.2 Theoretical Foundations

2.2.1 Social Cognitive Theory

Social cognitive theory posits that learning behaviors evolve through reciprocal interactions among individuals, environments and behaviors, with self-efficacy serving as a pivotal determinant of learning engagement and long-term persistence[11]. Dance therapy curricula prioritize bodily experience and positive reinforcement; students accumulate successful experiential feedback through sustained participation to gradually build learning confidence. Under AI empowerment, teachers leverage systematic learning records to monitor student classroom performance and adjust instructional activities accordingly, tailoring learning experiences to match individual developmental needs. This aligns with social cognitive theory's emphasis on cultivating positive learning experiences and robust self-efficacy.

2.2.2 Self-Determination Theory

Self-determination theory identifies autonomy, competence and relatedness as three core psychological needs that drive intrinsic learning motivation[12]. Dance therapy curricula cultivate open, secure learning environments that value independent expression, collaborative experiential learning and positive peer interaction. Artificial intelligence supports differentiated curriculum design by generating diversified learning resources and targeted feedback for students. This enables adolescents to gain positive experiential rewards through autonomous participation, strengthening their internal drive to sustain learning engagement.

2.2.3 TPACK Framework

The Technological Pedagogical Content Knowledge (TPACK) framework argues that technology can only generate genuine educational value when technological knowledge, pedagogical knowledge and disciplinary content knowledge are organically integrated[13]. For dance therapy curricula, artificial intelligence neither constitutes standalone instructional content nor dominates classroom delivery—it functions as a critical auxiliary resource for curriculum construction. Teachers select appropriate AI tools aligned with curriculum objectives to interconnect curriculum resource development, classroom management and formative assessment, ensuring technological applications consistently advance core educational goals.

2.2.4 Integrated Theoretical Analysis

Social cognitive theory, self-determination theory and the TPACK framework collectively provide multi-layered theoretical support for constructing AI-empowered adolescent dance therapy curricula, addressing distinct research dimensions:

Social cognitive theory and self-determination theory explain the mechanisms of adolescent psychological and behavioral development;

The TPACK framework guides teachers to integrate digital technology with instructional practice rationally.

All three theories converge on the four core curriculum components (objectives, content, implementation, evaluation), complementing one another to lay a solid theoretical foundation for subsequent curriculum model construction and practical research.

3. Construction of AI-Empowered Dance Therapy Curricula for Adolescents

Traditional curriculum design relies predominantly on teachers' personal experience, resulting in

fragmented connections among curriculum resources, classroom delivery and assessment. The integration of artificial intelligence enables teachers to adjust curriculum content and instructional activities dynamically based on real-time learning feedback, shifting curriculum construction from experience-driven design toward a hybrid model supported by learning data and professional pedagogical judgment. Tailored to the physical and psychological developmental characteristics of adolescents, this study constructs an AI-empowered dance therapy curriculum system across four interlinked dimensions: curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation, forming a dynamically optimizing curriculum operation framework (Figure 1). The framework adheres to the core guiding principles: teachers as leaders, students as core participants, technology as supportive infrastructure.

3.1 Construction of Curriculum Objectives

The primary starting point of curriculum construction is defining expected student developmental outcomes. Without clear, student-centric objectives, cutting-edge technology cannot enhance the intrinsic educational value of a curriculum. Accordingly, this study de-emphasizes technical dance proficiency as a core curriculum priority and centers the curriculum on holistic adolescent development. Drawing on adolescent growth patterns, four tiered, mutually reinforcing curriculum objectives are established: bodily awareness, emotion regulation, self-efficacy and social connection.

The four objectives follow a progressive developmental logic:

Bodily awareness serves as the foundational prerequisite, helping students recognize and regulate their physical states;

Emotion regulation builds upon bodily experiential learning to guide students in identifying, expressing and managing internal emotions;

Consistent positive experiential feedback fosters self-efficacy and sustained learning confidence;

Social connection is cultivated through collaborative learning and group choreography, enabling students to develop a sense of belonging and interpersonal responsibility through peer interaction.

AI empowerment does not alter core curriculum objectives. Instead, artificial intelligence equips teachers with precise, data-backed insights into student learning trajectories. Through structured classroom observation records, standardized learning data collation and systematic feedback analysis, teachers adjust learning content and activity schedules promptly to align curricula with diverse student developmental requirements.

3.2 Construction of Curriculum Content

Dance therapy curricula prioritize experiential continuity, so content cannot be organized merely by progressive technical dance skills; sequencing must comply with adolescents' physical and psychological developmental rhythms. Accordingly, the curriculum is divided into four sequential learning stages: safety establishment, bodily awareness, emotional expression and integrated advancement, guiding students through a progressive learning journey from physical experiential engagement to holistic psychological growth.

Safety establishment stage: Prioritizes cultivating an inclusive classroom atmosphere through breathing relaxation and low-intensity bodily interaction activities to eliminate student unfamiliarity and establish a secure learning foundation for subsequent sessions;

Bodily awareness stage: Focuses on basic movement exploration and rhythmic training to enhance students' perceptual sensitivity toward physical sensations and bodily shifts;

Emotional expression stage: Integrates music, impromptu movement and scenario-based activities as core instructional materials, guiding students to translate physical sensations into

explicit emotional expression;

Integrated advancement stage: Incorporates collaborative choreography, group performance and reflective sharing to extend in-class experiential learning into daily life, realizing holistic curriculum knowledge integration.

Artificial intelligence participates primarily in pre-class curriculum resource preparation and in-session learning support. For instance, it rapidly compiles thematic music, visual materials, movement demonstration clips and situational activity prompts to supply teachers with diversified instructional references. However, teachers retain full authority to organize content sequences and select materials suitable for real-time student classroom conditions based on on-site observations.

3.3 Construction of Curriculum Implementation

Classroom delivery revolves around authentic student experiential engagement. The introduction of artificial intelligence does not transform core classroom organizational formats; instead, it undertakes differentiated auxiliary tasks across distinct instructional phases:

Pre-class preparation: Teachers utilize intelligent tools to aggregate instructional materials and refine lesson plans;

In-class delivery: Core learning activities remain centered on physical experiential practice, collaborative peer interaction and artistic self-expression;

Post-class reflection: Teachers analyze classroom performance records and student feedback to adjust instructional design for subsequent sessions.

Throughout the full curriculum cycle, artificial intelligence maintains a purely supportive role. Teachers exclusively manage classroom organization, emotional guidance and critical educational decision-making. A curriculum's fitness for student development depends not on technological sophistication, but on teachers' capacity to adjust instructional strategies responsively to dynamic classroom conditions. The core value of AI-empowered dance therapy curricula lies not in adding technological tools, but in strengthening the curriculum's capacity for continuous iterative optimization.

3.4 Construction of Curriculum Evaluation

Curriculum evaluation is not a discrete concluding phase; it must be embedded throughout the entire curriculum delivery cycle. For dance therapy curricula, student developmental progress manifests through continuous shifts in bodily engagement, emotional states and peer interaction—single-session performance or summative assessment cannot accurately reflect genuine curriculum outcomes. This study therefore adopts a formative assessment framework that integrates evaluation into routine classroom practice. Multiple data sources, including classroom observation, structured learning portfolios, teacher reflective logs and semi-structured student interviews, track sustained student developmental changes, rather than overemphasizing final summative results.

AI empowerment streamlines the collation and systematic analysis of multi-source evaluative data. Massive volumes of classroom performance records, student feedback and periodic assessment materials are categorized, aggregated and visualized via intelligent analytical tools to furnish teachers with holistic insights into student developmental trajectories. Nevertheless, quantitative data generated by AI cannot independently constitute conclusive evaluation judgments; teachers synthesize digital analytics with direct classroom observation and authentic student experiential feedback to deliver comprehensive, qualitative assessment outcomes. Evaluative insights are fed back cyclically into curriculum objective adjustment, content redesign and instructional delivery optimization, sustaining the curriculum's self-improving dynamic mechanism.

3.5 Model of AI-Empowered Dance Therapy Curriculum Construction for Adolescents

Synthesizing the above analysis, this paper proposes a structured model for AI-empowered dance therapy curriculum construction. Supported by artificial intelligence and grounded in teachers' professional pedagogical judgment, the model targets comprehensive student development and establishes a closed-loop dynamic operation mechanism spanning four core modules: curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation. Evaluative outcomes continuously feed back into curriculum construction processes to enable cyclic curriculum optimization, delivering a replicable practical paradigm for school-based dance therapy curriculum development.

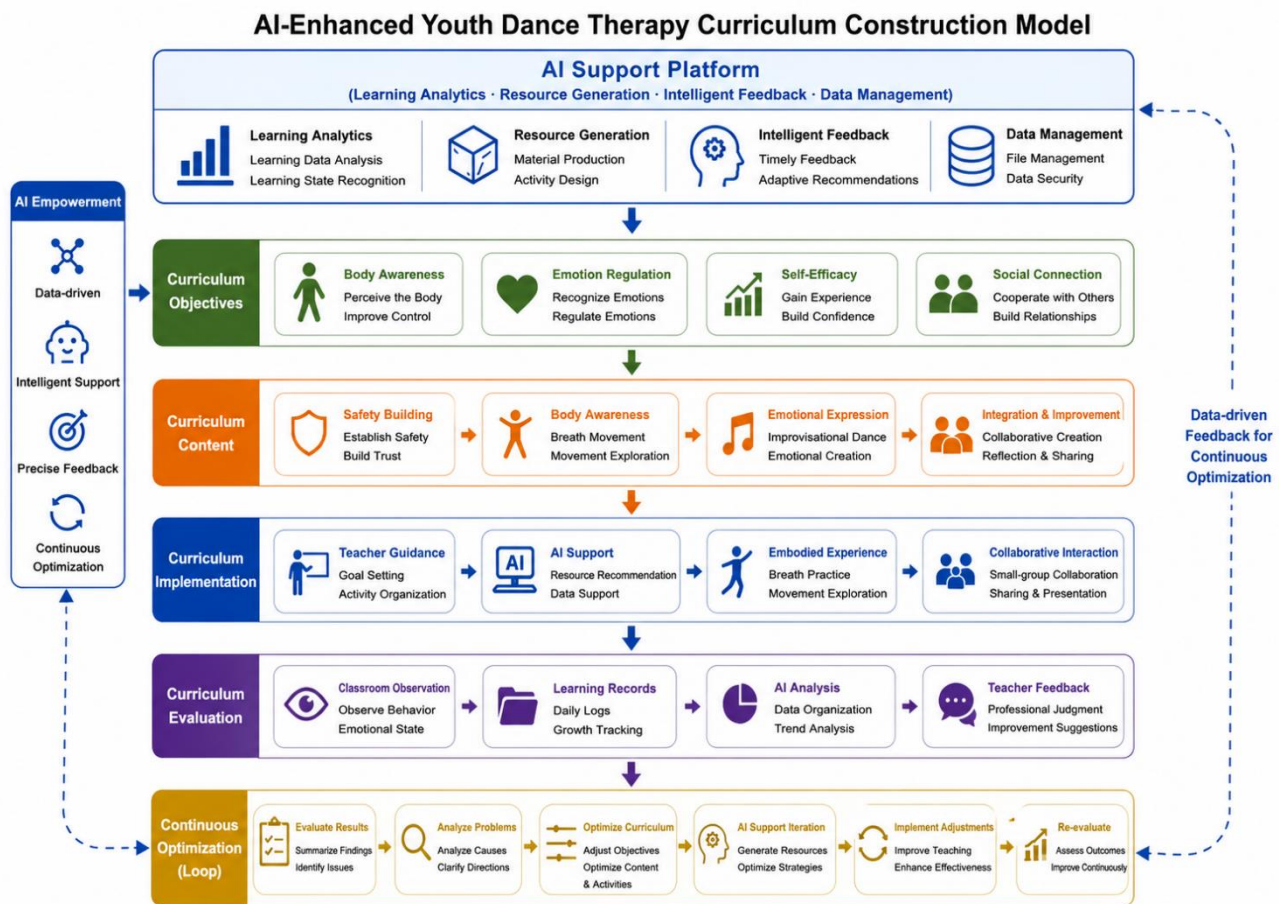


Figure 1: Model of AI-Empowered Dance Therapy Curriculum Construction for Adolescents

Source: Compiled and illustrated by the author based on research data

4. Practical Research on AI-Empowered Dance Therapy Curricula for Adolescents

4.1 Practical Research Design

The practical value of constructed curricula must be validated through authentic classroom trials. Drawing on the curriculum framework outlined in Chapter 3, this study adopts action research methodology to conduct curriculum practice within formal school educational contexts, iteratively adjusting curriculum design based on real classroom feedback to verify the implementability of the AI-empowered dance therapy curriculum system.

Field practice is carried out across two junior high schools and two senior high schools in

Guangxin District, Shangrao City, Jiangxi Province, with a total sample of 122 adolescents aged 12–17 (60 junior high students, 62 senior high students). The curriculum spans 8 weeks, with one 40-minute session per week (8 total class hours). Instructional content follows the four-stage sequence: safety establishment → bodily awareness → emotional expression → integrated advancement. Artificial intelligence is deployed to support lesson plan refinement, curriculum resource generation and standardized learning record collation, while teachers retain full responsibility for classroom organization, emotional guidance and educational decision-making. This forms a balanced classroom operation model defined by teacher leadership, student centrality and technological support, as shown in Table 1.

Table 1 Basic Overview of Practical Research

No.	Item	Specific Content
1	Practice Region	Guangxin District, Shangrao City, Jiangxi Province
2	Participating Schools	2 junior high schools, 2 senior high schools
3	Research Subjects	Adolescents aged 12–17
4	Sample Size	122 students
5	Practice Cycle	8 weeks
6	Curriculum Schedule	One session weekly, 8 total class hours
7	AI Application Scenarios	Lesson plan optimization, curriculum resource generation, learning record sorting
8	Research Methods	Action research, classroom observation, semi-structured interview, case analysis

Source: Self-designed by the author

4.2 Validation of Curriculum Implementation

Curriculum delivery strictly follows the theoretical model proposed in Chapter 3:

- 1) Pre-class: Teachers integrate multi-modal curriculum resources and refine instructional design via artificial intelligence;
- 2) In-class: Core instructional activities focus on physical experiential practice, expressive movement and collaborative peer interaction to guide students through themed learning modules;
- 3) Post-class: Multi-source data including classroom observation logs, student learning journals, teacher reflective notes and AI-synthesized learning analytics are systematically analyzed, and subsequent curriculum content is adjusted responsively to student in-class performance.

Classroom observation data indicate that the vast majority of students rapidly adapt to curriculum rhythms, with consistent growth in classroom participation throughout the 8-week cycle. Artificial intelligence primarily delivers auxiliary functions of resource provision and real-time feedback collation, significantly improving teachers' lesson preparation efficiency and enabling timely, targeted classroom feedback. However, core instructional tasks including student emotional guidance, peer interaction facilitation and educational decision-making remain dependent on teachers' specialized professional judgment, highlighting human-technology collaboration as a defining feature of curriculum delivery.

4.3 Analysis of Curriculum Implementation Outcomes

Post-curriculum comprehensive evaluation is conducted across the four core developmental dimensions: bodily awareness, emotion regulation, self-efficacy and social connection. Aggregated classroom observation data demonstrate measurable improvements in student physical engagement

awareness, with the composite total score across all four dimensions rising from 49.94 (pre-test) to 57.40 (post-test). Analysis of student learning journals reveals that 109 participants (89.3%) report the curriculum effectively alleviates academic pressure, while 89 participants (73.0%) acknowledge enhanced capacity to articulate internal emotions through in-class activities. Post-practice teacher interviews further confirm consistent improvements in student proactive classroom participation and collaborative communication awareness compared with pre-curriculum baselines, as shown in Table 2.

Table 2: Pre-test and Post-test Statistical Results of Student Curriculum Outcomes

No.	Evaluation Indicator	Pre-test Score	Post-test Score	Growth Rate
1	Bodily Awareness	12.29	13.92	13.26%
2	Emotion Regulation	12.29	14.36	16.84%
3	Self-Efficacy	13.15	14.39	9.43%
4	Social Connection	12.21	14.73	20.64%

Source: Statistical data compiled by the author

Aggregate outcome data confirm that curriculum delivery results align consistently with predefined curriculum objectives, verifying the practical feasibility of AI-supported curriculum design. Critical nuance is emphasized: artificial intelligence optimizes auxiliary curriculum workflows including resource organization, learning data documentation and formative assessment, yet it never replaces teachers' core classroom instructional responsibilities. Its primary value lies in enhancing overall curriculum operational efficiency and furnishing data-backed evidence to support teachers' educational decision-making[14].

4.4 Outcome Discussion and Practical Reflections

The empirical outcomes of this research align with prior scholarship confirming dance therapy's capacity to foster adolescent bodily awareness and emotion regulation. This study further extends existing literature by demonstrating that artificial intelligence does not reshape the core educational objectives of dance therapy curricula. Instead, it delivers targeted support across curriculum construction workflows through resource provision, continuous learning analytics and iterative evaluative feedback, strengthening curriculum relevance and instructional continuity by enabling dynamic adjustments responsive to real-time student learning data.

This research bears several inherent limitations: the practical sample is confined to four schools within Guangxin District, Shangrao City; the curriculum implementation cycle spans only 8 weeks; artificial intelligence applications are limited to curriculum resource development and basic learning support, without integrating advanced functions such as individualized student learning portraits and personalized curriculum recommendation systems. Future research may expand sample coverage, extend practice cycles and incorporate sophisticated intelligent learning analytics technologies to continuously refine the AI-empowered dance therapy curriculum construction model.

5. Conclusion

Artificial intelligence unlocks new developmental prospects for school curriculum construction and creates innovative pathways for dance therapy curriculum reform. Rooted in authentic school educational practice, this study targets adolescent learners, constructs an AI-empowered dance therapy curriculum system across four interlinked dimensions (curriculum objectives, curriculum content, curriculum implementation, curriculum evaluation), and conducts preliminary validation of the curriculum framework through systematic classroom practice. Research findings confirm that

artificial intelligence functions optimally as an auxiliary infrastructure for curriculum construction, supporting integrated resource collation, longitudinal learning process analysis and formative assessment delivery. Core tasks including curriculum design, classroom organization and educational decision-making must remain under teacher leadership. Constrained by limited sample coverage and a short practice cycle, the conclusions presented in this paper remain open to further refinement. Subsequent research may expand large-scale classroom trials to continuously optimize the integrated curriculum system, exploring actionable pathways for individualized curriculum construction, learning analytics and evaluative feedback supported by artificial intelligence. This cumulative practical evidence will enrich the body of empirical research advancing the digital transformation of school arts education.

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