

The Value Implications and Model Construction of Educational Researcher Leadership in the Context of Digital Transformation in Education

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Educational research serves as a vital pillar for the high-quality development of basic education. It plays a crucial role in supporting teaching and learning, advancing curriculum reform, guiding teaching practices, promoting teachers' professional growth and students' all-round development, and informing educational management decisions. Educational digital transformation drives educational reform through digital technologies. It has facilitated the transformation of educational research and teaching work by revolutionizing the mindset, innovating formats, and enhancing efficiency, thereby elevating the scientific rigor of such work. Against the backdrop of educational digital transformation, the leadership of educational researchers involves, in terms of value logic, the reshaping of the mindset; in terms of conceptual logic, the integration of comprehensive capabilities; and in terms of practical logic, the construction of new models for educational research and teaching. In the context of digital transformation in education, educational researchers should possess multifaceted leadership capabilities, including research, guidance, and decision-making competencies in digital teaching and research. Research on the leadership of educational researchers under digital transformation is an inevitable requirement and choice for both educational theory and practice, embodying the humanistic significance of deeply understanding the value and functions of teaching and research.

Keywords: digital transformation in education, educational researchers, leadership

Introduction

The digital transformation of education has become a major issue of common concern in today's international community. The 2022 United Nations Summit on Transforming Education issued a call for the international community to focus on digital learning and transformation, and to jointly advance the development of digital learning platforms to make education more inclusive, equitable, effective, and sustainable. With the advancement of digital technologies and the continuous evolution of digital resources, information platforms, and applications, China must accelerate its digital transformation and build a Digital

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China. The digitalization of education has emerged alongside the advent and application of digital technologies such as artificial intelligence, big data, cloud computing, blockchain, and 5G. The digital transformation of education involves leveraging digital technologies to achieve a comprehensive transformation of the education sector, encompassing the entire educational process—including teaching methods, the development and application of educational resources, assessment methods, and management models. This transformation fundamentally reshapes the entire educational ecosystem (Organization for Economic Cooperation and Development, 2023). China must advance the development of “Education + Internet,” accelerate the construction of digital campuses, and actively explore Internet-based teaching methods¹. As a vital component of China’s educational system, the teaching and research system serves as a crucial pillar for the high-quality development of basic education. Since the 19th National Congress, China has placed great emphasis on teaching and research activities, issuing numerous policy documents that highlight the critical role these efforts play in accelerating the development of China as an education powerhouse and promoting the high-quality development of basic education. Concurrently, there is a strong emphasis on promoting the sharing of teaching and research resources and fostering innovation in these areas, accelerating the digitization of teaching and research to drive the high-quality development of basic education and facilitate the integration of information technology with teaching and learning². How to use the digital transformation of education as a driving force to transform educational production and governance models has become a major challenge before us. To this end, we must cultivate and expand emerging digital industries such as artificial intelligence, big data, blockchain, cloud computing, and learning analytics, with a particular focus on the field of educational research. We should use digital technology as a lever to drive educational research, further deepen educational research reforms, improve institutional mechanisms, strengthen the educational research workforce, refine support mechanisms, and innovate working methods. As the main force within the educational research system, the educational research team must first leverage the leadership of educational researchers in advancing curriculum and teaching reforms and practices in basic education. The exercise of this leadership influences the direction of basic education reform in China.

Currently, most academic research on the leadership of educational researchers is based on their job content and functions, focusing on the connotations, strategies, and pathways of their instructional and curriculum leadership. Research on the leadership of educational researchers in the context of digital transformation is relatively scarce. How to explore the leadership of educational researchers in the context of digital transformation from both theoretical and practical perspectives requires greater attention and consideration from educational research departments and educational administrative bodies. Digital transformation in education offers new perspectives and approaches for research on the leadership of educational researchers; such leadership must enhance the breadth and depth of digital technology applications in educational research to be developed and realized.

¹ Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening Educational and Teaching Reforms and Comprehensively Improving the Quality of Compulsory Education [EB/OL] (June 23, 2019) [2026-5-12]. http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/201907/t20190708_389416.html.

² The National Committee of the Chinese People’s Political Consultative Conference Holds a Biweekly Consultative Symposium to Discuss the “Construction of a Primary and Secondary School Teaching and Research System.” [EB/OL] (September 22, 2023) [May 12, 2026]. http://www.moe.gov.cn/jyb_xwfb/s6052/moe_838/202309/t20230925_1082512.html.

The Value Implications of Educational Researchers' Leadership in the Context of Digital Transformation

China's educational informatization has progressed through Stages 1.0 and 2.0, while educational digital technology has evolved through four phases: inception, application, integration, and innovation. Currently, the sector is in a phase where integration and innovation coexist. Educational digital transformation represents a distinct phase of educational informatization, requiring a transition from the initial application and integration of digital technology to the establishment of digital awareness and thinking, the cultivation of digital capabilities and methodologies, the construction of a smart education development ecosystem, and the formation of digital governance systems and mechanisms. China attaches great importance to the development of digital education, integrating digitalization with the reform and development of basic education, and actively addressing the transformative impact of digital technologies on teaching methods, educational philosophies, and educational objectives in basic education. As the country with the world's largest basic education system, empowering high-quality development of basic education through digitalization is a strategic choice and an inevitable path for the new era. China will resolutely advance the digitalization of basic education, placing greater emphasis on "integration, intelligence, and internationalization," and striving to provide strong support for primary and secondary school students to enjoy more equitable and higher-quality education. Currently, China's educational digitalization has entered a new phase of rapid development, with initiatives such as the "Three Connections and Two Platforms" and "Three Comprehensives, Two Highs, and One Large" continuing to advance, and the quality of digital resource provision significantly improving. The upgrading of educational digitization is progressing steadily, empowering education through ubiquitous connectivity, data resources, and cloud-based platforms. Digital transformation is gradually becoming the focal point of educational digitization reform, driving the deepening of digital awareness and digital thinking across all domains, elements, processes, and operations through smart environmental connectivity, digital twins, and the reshaping of educational forms. The use of digital technologies to reconstruct the basic education ecosystem—forming new systems, models, methods, and content—is an approach equally applicable to educational digital transformation. Educational digitization should be built and applied around teaching and management scenarios. The development of educational researchers' leadership under digital transformation must be based on new explorations of the content and models of educational research within the context of digital technology application.

The concept of educational researchers' leadership in the context of digital transformation should be interpreted from three perspectives: in terms of value logic, it involves reshaping the mindset toward educational research; in terms of content logic, it involves the interweaving of leadership forces; and in terms of practical logic, it involves the construction of educational research models.

In Terms of Value Logic: Reshaping the Mindset Toward Educational Research

Traditionally, the functions of educational researchers have primarily focused on the research and guidance of subject-specific teaching. With the advancement of basic education curriculum reform, the functions of educational researchers have gradually expanded to include teacher training, curriculum development, and teaching quality assessment, among other areas. For educational researchers to effectively exercise their leadership roles in the context of digital transformation, they must first reshape their digital awareness—a critical issue in the rapidly evolving digital age. As professionals engaged in educational research and teaching, they need to continuously update their digital awareness and enhance their digital application capabilities to adapt to

the opportunities and challenges brought by digitalization. The reshaping of educational researchers' professional mindset in the context of digital transformation involves not only cultivating digital awareness but also transforming and challenging traditional models of educational research and teaching. Education is a data-intensive field (encompassing various academic performance and administrative data). How to leverage this data to enhance teachers' instructional proficiency and students' academic capabilities, while providing effective decision-making support for educational administrative bodies, has become a key issue that educational research must address during digital transformation. To this end, educational researchers must reshape three key mindsets in the context of digital transformation. First, a clear sense of direction. Educational researchers must take the relevant policies of the Party and the state as their foundation and focus on the key tasks of curriculum reform and implementation. They should actively explore reforms in educational research work within the context of information technology, accelerate the advancement of digital educational research, improve online educational research systems, embrace the digital age, unlock digital potential, promote the development of online educational research, and expedite the construction of a digital educational research system. Closely centered on the political nature of educational research work, they must enhance their sense of direction regarding leadership. Second, a problem-oriented mindset. Educational researchers must identify and study problems primarily through educational and teaching practices, using the problem-solving process as a pathway to enhance their leadership. They should intensify research into key aspects of education, such as curriculum, teaching, homework, and assessment. Focus on building an educational system that integrates moral, intellectual, physical, aesthetic, and labor education. Improve the implementation mechanisms for fostering virtue through education. Address key issues such as enhancing the effectiveness of moral education, raising the level of intellectual education, strengthening physical exercise, deepening aesthetic education, and reinforcing labor education. Strengthen the holistic educational functions of academic disciplines and conduct in-depth research on the content, strategies, methods, and mechanisms of teaching and research work. Third, enhance a focus on effectiveness. We must fully leverage digital technologies, utilizing the internet and big data to shift traditional, experience-based teaching and research toward evidence-based approaches. Based on the actual circumstances of different disciplines, educational stages, and teachers, we should adopt a variety of methods—such as regional, online, comprehensive, and thematic teaching and research, as well as teaching demonstrations, on-site guidance, and project-based research—tailored to local conditions. This will enhance the relevance, effectiveness, and guidance of teaching and research work, while strengthening its practical outcomes and creativity.

The Logical Essence Lies in the Interplay of Research and Teaching Forces

The leadership of educational researchers constitutes a composite force; it is not merely a single-dimensional capability, but rather the combined effect of research capacity, guidance capacity, and decision-making capacity. In the process of this interplay, the role and function of educational researchers are particularly crucial. Leadership is the key factor through which instructional researchers exert their influence. It extends beyond the school's internal sphere, requiring effective communication and coordination with teachers and students, as well as maintaining close ties and collaboration with educational administrative departments. In this process, instructional researchers must demonstrate exceptional teamwork, decision-making skills, and interpersonal abilities. They should embrace diverse opinions and suggestions with an open mindset, seek consensus, and drive the team toward shared goals. The exercise of leadership by educational researchers can be structured within the framework of distributed leadership theory. This theory emphasizes that leadership functions should be delegated

to those possessing the specialized knowledge and capabilities to undertake corresponding tasks, ensuring that everyone's talents are fully utilized. The distribution of leadership functions among organizational members should be a process of holistic planning and coordinated alignment, rather than one that is chaotic or arbitrary. Educational organizations should transform into flat-structured entities and grant subordinates the authority to lead, rather than merely delegating tasks (Northouse, 2002). Therefore, efforts must be made to strengthen the development of the educational research team, establish a professional training system, and promote the integrated training and utilization of primary and secondary school teachers and educational researchers. We must accelerate the formulation of national standards for digital educational research, expedite the construction of a national digital educational research platform, launch national digital educational research training programs, and drive forward digital educational research reforms to better leverage digital technology to empower educational research³. Against the backdrop of digital transformation, educational philosophies, methods, and technologies are evolving rapidly. As pioneers in educational research, educational researchers play a crucial role in providing leadership and setting examples. They must not only stay abreast of cutting-edge developments in domestic and international educational research but also conduct targeted research tailored to practical circumstances. Through methods such as empirical research and case studies, they should integrate the latest research findings with teaching practices to provide teachers with sound theoretical foundations and practical guidance. In their work, educational researchers must continuously inspire teachers' enthusiasm for learning and spirit of innovation to promote the sustained improvement of educational quality. They must also possess a forward-looking vision to formulate long-term plans for the educational development of schools and regions, thereby guiding the direction of regional educational reform. In summary, the leadership of educational researchers is an organic integration of research capability, guidance capability, and decision-making capability. Armed with a solid professional foundation, insights gained from in-depth research, and exceptional leadership skills, educational researchers provide strong support and guidance for the development of the teaching workforce and the reform of basic education. Through the interplay of these comprehensive strengths, educational researchers not only enhance their own overall competence but also unlock the potential of the teaching workforce, thereby driving the development and progress of regional education.

The Practical Logic of Constructing a Digital Teaching and Research Model

The digital transformation of education has become an inevitable trend, and digital teaching and research is a crucial component of this transformation. The practical logic of digital teaching and research lies in the construction of a digital teaching and research model; it is not merely a matter of technological application but a revolution in educational philosophy. This model fully leverages advanced technologies such as artificial intelligence and big data to provide comprehensive digital support for teaching and research activities, aiming to enhance their efficiency and effectiveness. To construct a digital teaching and research model, it is first necessary to conduct a detailed analysis of multiple aspects—including the teaching process, teacher needs, and student feedback—to clarify the direction and objectives of digital technology application. For example, by analyzing student learning profiles and teaching conditions, we can determine what digital teaching resources teachers require and how to provide personalized learning guidance to students. To address these issues, we leverage the

³ The National Committee of the Chinese People's Political Consultative Conference convened a biweekly consultative symposium to discuss "Building a Research and Teaching System for Primary and Secondary Schools." [EB/OL] (September 22, 2023) [May 12, 2026]. Politics. http://www.moe.gov.cn/jyb_xwfb/s6052/moe_838/202309/t20230925_1082512.html.

advantages of digital technology in data mining and intelligent analysis to provide teachers with precise recommendations for teaching resources and offer students customized learning pathways. Based on clearly defined goals and directions for intelligent technology application, specific implementation plans should be designed. This includes selecting technical architectures, establishing algorithmic models, and designing data workflows. For instance, cloud computing technology can be adopted to handle large-scale data analysis, machine learning algorithms can be utilized to intelligently analyze student learning behaviors, and data workflows can be designed to ensure data accuracy and security. Once the plan is finalized, implement and test the intelligent teaching and research system in actual classroom settings. Based on real-world scenarios and feedback, continuously optimize and refine the system's functionality and performance to ensure stability and security. Objectively evaluate the system's effectiveness by collecting and analyzing data and user feedback during its implementation. For instance, compare changes in teachers' lesson preparation efficiency and students' academic performance before and after the system's adoption to fully understand how digital technology enhances teaching and research activities. Continuously optimize and improve the smart technology implementation plan based on evaluation results to enhance the efficiency and effectiveness of teaching and research activities. The goal of leveraging the leadership of teaching and research specialists is to construct a teaching and research model. This must be grounded in reality, follow the principles and steps of practical logic, and fully utilize digital technology to enhance the effectiveness of teaching and research activities. The model should be continuously optimized and iterated to adapt to the ever-changing educational environment and evolving needs. Through the construction and application of a digital teaching and research model, the aim is to achieve intelligent and efficient teaching and research operations.

Constructing a Model of Leadership for Educational Research and Development Specialists in the Context of Digital Transformation in Education

The 2019 “Opinions of the Ministry of Education on Strengthening and Improving Educational Research and Development Work in Basic Education in the New Era” clearly outlined the primary tasks of educational research and development work:

To serve school education and teaching, lead curriculum and teaching reforms, and improve the quality of education and teaching; to serve teachers' professional growth, guide teachers in improving their teaching methods, and enhance their ability to teach and nurture students; to serve the all-round development of students, conduct in-depth research on the patterns of student learning and growth, and enhance students' comprehensive qualities; and to serve educational management and decision-making, strengthen research on basic education theory, policy, and practice, and improve the scientific level of educational decision-making.⁴

This paper reviews research on the leadership of educational researchers from theoretical, competency, and practical dimensions, and constructs a model of their leadership in the context of digital transformation in education based on their professional functions. The digital transformation of education aims to promote the deep integration of digital technology with real-world teaching. Through scientific instructional design, intelligent content delivery, and precise teaching evaluation, it seeks to achieve diverse interactions and organic integration among students, teachers, the environment, and resources, thereby driving innovation and transformation in

⁴ Opinions of the Ministry of Education on Strengthening and Improving Teaching and Research Work in Basic Education in the New Era [EB/OL] (November 25, 2019) [May 12, 2026].
http://www.moe.gov.cn/srcsite/A06/s3321/201911/t20191128_409950.html.

education and teaching. The leadership of educational researchers in the context of digital transformation primarily encompasses research capacity, guidance capacity, and service capacity. This paper seeks to construct a leadership model for educational researchers in the context of digital transformation based on the specific content, implementation pathways, and application scenarios of their leadership.

Research Capabilities of Educational Research and Teaching Specialists in the Context of Digital Transformation

Research capabilities form the foundation of leadership for educational research and teaching specialists, who must strengthen their research into educational theory, policy, and practice. At the theoretical level, they should conduct in-depth research into the laws of teaching and the patterns of student learning and growth; at the policy level, they should enhance research on basic education theory and policy; and at the practical level, they should focus on the professional development needs of teachers and the growth needs of students. First, educational researchers must intensify their study of the laws of teaching and learning and the patterns of student development. The laws of teaching and learning refer to the inherent connections and interactions among various elements within the educational process. These include the relationship between instructional objectives and content, the relationship between teaching methods and students' cognitive levels, and the relationship between instructional assessment and educational quality. The patterns of student development refer to the characteristics and regularities of students' physical and mental development during their growth, encompassing cognitive, emotional, and social development. Educational researchers must serve as intermediaries and bridges, deepening their research into the laws of education and teaching as well as the patterns of student growth. They should thoroughly examine the challenges and impacts of digital transformation on education and teaching, and explore how to leverage digital technologies to help teachers better understand the educational process, master effective teaching strategies and techniques, and improve teaching outcomes. Additionally, they must systematically strengthen research on student learning styles, understand the patterns of student growth, grasp students' needs and characteristics, provide personalized educational services, and promote students' all-round development. Second, educational researchers must strengthen their research on basic education theory and educational policy. Such research facilitates a deeper understanding of the development trends and reform directions in basic education, providing theoretical support for advancing its reform and development. Basic education theory constitutes a systematic body of knowledge regarding the nature, characteristics, and developmental patterns of basic education, serving as a vital intellectual tool for guiding educational practice. Research on educational policies involves the in-depth study and analysis of policy content, formulation processes, and implementation outcomes. Through such research, educational researchers can better understand the nature and characteristics of basic education, grasp its developmental patterns and trends, and provide a theoretical foundation for formulating scientifically sound educational policies and teaching plans. With the advancement of digitalization, educational researchers must further strengthen their study of digital education theory and policies, as well as deepen their understanding and internalization of educational informatization and relevant policy documents. Finally, educational researchers must strengthen their research into educational practice. Theoretical research and policy formulation must ultimately be put into practice; through practical testing and refinement, they can be continuously improved and optimized. In the context of educational digital transformation, educational researchers must enhance their research and application of digital technologies, develop smart teaching and research models, and achieve the digital transformation and upgrading of learning environments, teaching

methods, and educational management. By developing immersive teaching and research environments, a comprehensive teaching and research ecosystem can be established. Digital teaching and research should focus on analyzing student and teaching contexts, prioritizing real-world instructional scenarios. This involves constructing a multimodal teaching and assessment system, developing core modules for smart teaching and smart research, and creating a teaching and research framework that encompasses all teachers and students. By leveraging the comprehensive, practical, and flexible nature of instruction, this approach meets the diverse teaching and developmental needs of teachers and students, enabling big data-driven scenarios, and intelligent teaching and management services, laying the foundation for the exploration and practice of multimodal data integration.

The Guidance Capacity of Educational Research and Development Specialists in the Context of Digital Transformation

Guidance capacity is the core of an educational research and development specialist's leadership. China's basic education reform emphasizes a student-centered approach, with teaching methods gradually shifting from lecture-based instruction to research-based learning focused on deep understanding, thereby highlighting the learner's agency. In the context of educational digital transformation, instructional researchers must enhance their guidance capabilities. They should guide teachers in improving teaching methods and enhancing their ability to educate and nurture students. To improve teachers' educational capabilities, instructional researchers must explore ways to refine teaching methods. Based on precise student performance data and leveraging smart mobile devices, they should investigate practical models and application scenarios from a pedagogical perspective to develop a smart classroom model: before class, teachers distribute resources and students take online self-assessments; during class, teachers monitor in real time while students engage in deep learning; after class, teachers conduct differentiated assessments and students complete consolidation exercises. By mapping subject knowledge based on student data, intelligent and efficient "learning profiles" are generated to assist teachers in implementing personalized, AI-recommended assignments in daily instruction. A teacher development and evaluation mechanism should be established that features district-school collaboration, school-based approaches, classroom-rooted practices, application-focused strategies, and dynamic assessment, thereby cultivating a more skilled and intelligent teaching workforce. Enable students to engage in immersive learning within real-time, interactive, and imaginative virtual learning spaces, optimizing learning time and maximizing learning outcomes. Educational researchers should continuously refine the smart education platform, guide teachers in actively developing school-based and teacher-created digital resources, and establish immersive teaching experience centers, allowing students to achieve immersive learning in real-time, interactive, and imaginative virtual learning spaces.

Whether knowledge-based, tool-based, virtual interactive, or intelligent virtual digital educational resources—including hybrid digital textbooks—must prioritize knowledge transmission as their primary function during development. They should focus on the needs of resource users and provide personalized learning services. At the same time, educational researchers must guide teachers in improving their teaching methods and enhancing their ability to educate and nurture students. They should help students master knowledge and cultivate their thinking, practical, and hands-on skills, enabling them to become more confident, independent, and creative in their future lives and careers. By strengthening teachers' educational capabilities, they can better fulfill their duties and make greater contributions to the development of the education sector.

The Service Capacity of Educational Research and Teaching Specialists in the Context of Digital Transformation in Education

Educational research and teaching specialists must enhance their service capacity and consistently focus their efforts on the “Four Services.” They should serve school education and teaching by leading curriculum and instructional reforms; serve teachers’ professional growth by guiding them in improving teaching methods; and serve student development by promoting their all-round development. Support educational management and decision-making to enhance the scientific rigor of educational policy. First, educational researchers must fully leverage digital technology to empower basic education, promoting its widespread application in expanding the scope and time-space of teaching, sharing high-quality resources, optimizing curriculum content and instructional processes, and conducting precise teaching evaluations. This will help teaching better adapt to new requirements such as knowledge innovation and the development of competencies, construct new teaching models in the digital context, and contribute to improving teaching efficiency and quality. In particular, they should make full use of the National Smart Education Platform for Primary and Secondary Schools to build a repository of high-quality educational resources for basic education and guide teachers in effectively and routinely applying these resources in their daily teaching. They should actively cultivate a number of exemplary cases of digital application. Second, they should support teachers’ professional growth. Educational researchers must ensure the high-quality implementation of compulsory education curriculum reform requirements, deepen the advancement of educational digitization, and promote the deep integration of information technology with teaching and learning. They should conduct training on curriculum implementation capabilities that is oriented toward teachers’ needs. In teacher training programs at all levels, conduct specialized training in areas such as teacher evaluation skills, digital literacy, and science education to effectively enhance teachers’ instructional capabilities. Rely on the National Smart Education Platform for Primary and Secondary Schools to organize demonstration training sessions, ensuring full coverage of frontline teachers. Actively promote the integration of new technologies—such as artificial intelligence, big data, and fifth-generation mobile communication technology (5G)—with teacher development, accelerating the formation of new pathways and models for leveraging digital technology to advance the development of the teaching workforce. Third, support the comprehensive development of students. Educational researchers should focus on students’ learning processes, utilizing digital technologies to provide effective learning strategies and methods that help students improve learning efficiency and cultivate independent learning skills. Finally, serve educational decision-making. Educational researchers, equipped with extensive professional knowledge and practical experience, can provide scientific evidence and recommendations for educational decision-making. This enhances the scientific rigor and professionalism of educational decision-making. At the same time, academic exchange and cooperation should be strengthened to absorb advanced international educational concepts and methods, providing valuable references for China’s educational decision-making. Educational research and teaching work should be incorporated into the scope of local governments’ educational responsibilities, and through supervision and evaluation, local governments should be encouraged to prioritize and invest in this work, thereby ensuring its effective implementation. The level of scientific rigor in educational decision-making holds significant strategic importance for the healthy development of China’s education.

The leadership of educational researchers in the era of digital technology is not only reflected in their mastery and application of digital technologies, but also in their ability to integrate these technologies into their

leadership roles, as well as their capacity to guide and drive teachers toward technological innovation and curriculum reform. Against the backdrop of educational digital transformation, educational research and teaching work must keep pace with the times. It must advance from a “teaching”-centered approach to a “learning”-centered one; shift from experience-based to evidence- and data-driven research; transition from standardized teaching requirements to personalized services; move from mere research on textbooks and teaching methods to improving the quality of education and teaching; and evolve from traditional research models to digital ones. Only then can it make new and greater contributions to promoting the high-quality development of basic education.

In the context of educational digital transformation, we must organically integrate digital technology with basic education and teaching, actively addressing the transformative impact of digital technology on educational methods, philosophies, and objectives. Empowering the high-quality development of basic education through digitalization, the leadership of educational researchers plays a crucial role in driving the reform and development of basic education during the digital transformation process. “Internet Plus Educational Research” must innovate in teaching, assessment, research and training, and management to promote the deep integration of digital technology with educational research work and deepen the application of digital technology in this field. Only then can we better address the challenges brought by educational and technological innovations and drive the innovation and development of educational research work.

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