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Evaluating Digital Intelligence Literacy Cultivation through a 'Live' Case Industry-Education Integration Model: Evidence from Cultural Tourism Education in China

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Abstract: With the rapid development of digital and intelligent technology, the cultural tourism industry is facing an important stage of upgrading. As the core driving factor for its upgrading, digital-intelligent talents are becoming the direction for universities and enterprises to jointly promote development.Therefore, based on the "live" case industry-education integration (IEI) model of the College of Hotel Management at Zhejiang Yuexiu University in China, this study explores the effectiveness of cultivating students' digital intelligence (DI) literacy through questionnaire surveys and statistical analysis. The research finds that most students can cultivate basic DI ethical literacy and DI thinking under this model, but their mastery of DI knowledge and competency is relatively weak, especially in data governance ability, which is the worst among them.Therefore, in the future establishment of the "live" case IEI model, attention should be paid to the design of digital and intelligent technology training and data governance ability cultivation.

Keywords: Industry-Education Integration,"Live" Case ,Digital Intelligence Literacy,Cultural and Tourism Talents

1. Introduction

Digital transformation still faces numerous challenges, particularly the scarcity of digital talents, which severely restricts industry development. For instance, there is a surge in demand for capabilities such as "data mining and analysis" and "application of artificial intelligence technology" among cultural and tourism enterprises, which traditional education systems struggle to meet. As the core driving force for industrial upgrading, the cultivation of digital intelligence (DI) literacy among digital-intelligent cultural and tourism talents is a crucial aspect of implementing digital education strategies and enhancing the new productive forces of the cultural and tourism industry. Therefore, an increasing number of universities are exploring ways to integrate industry and education to promote the cultivation of digital-intelligent cultural and tourism talents, thereby addressing important theoretical and practical issues. However, what are the specific cultivation effects? In the future, what aspects can we deepen the reform of digital intelligence talent training? This is the key problem to be solved at present, and also the problem to be solved in this study.

2. *Literature Review*

2.1 Exploration of industry-education integration training model

The exploration of industry-education integration (IEI) models primarily focuses on higher vocational colleges.Dehui C (2019) explored how "curriculum-based ideological and political education" can be systematically integrated into teaching pathways, and believed that vocational education characteristics such as value guidance, craftsmanship spirit cultivation, and corporate culture integration should be highlighted. Zhixiang G (2019) pointed out the importance and existing problems of the construction of "double-qualified" teacher teams in higher vocational colleges, and proposed measures such as expanding talent introduction channels,deepening school-enterprise cooperation, improving evaluation and incentive mechanisms, and perfecting the training and cultivation system.Yun W et al. (2024) conducted research on relevant vocational colleges in Henan Province and pointed out that these colleges can promote the alignment of digital talent cultivation with industry needs by collaboratively building practical training bases with enterprises and optimizing the curriculum system.However, there are still issues such as loose cooperation mechanisms and insufficient resource integration. A few scholars have also conducted research on the integration of industry and education in application-oriented undergraduate colleges.Saipeng X et al. (2014) believe that it is necessary to promote three types of school-enterprise cooperation models: government-led, market-led, and industry organization-led. They advocate for the organic integration of the industrial chain and the educational chain, the establishment of a school-enterprise cooperation community of interests, and the construction of six platforms including curriculum teaching and research, on-campus experimentation, enterprise practice, applied technology research, social services, and international cooperation and exchange. These efforts aim to strengthen the construction of an applied faculty system in general undergraduate universities.Some scholars have also studied the development path of IEI in local application-oriented undergraduate colleges from the perspective of symbiosis theory. Through the analysis of symbiotic units, symbiotic models, and symbiotic environments, they have constructed a symbiotic system analysis of application-oriented undergraduate colleges, governments, and enterprises (Caisheng M, 2019). Liang, S. Z. et al.(2025) examine multi-dimensional factors affecting IEI such as professional competence, employability, practical skills, motivation, participation modes, school satisfaction, and self-efficacy,and it has been found that professional competence and employability mutually reinforce each other, significantly enhancing students' self-efficacy. Jinghua X et al. (2024) proposed an IEI model based on "live"

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cases to cultivate the digital-intelligent literacy of economic and management talents. This provides a reference for the IEI model related to the cultivation of DI literacy of cultural tourism talents in this study.

2.2 Research on the connotation of digital intelligence literacy

There has been some research on digital literacy, but it mostly focuses on the digital literacy of university teachers and citizens.Yafeng X et al. (2020) believe that teachers' DI literacy encompasses three aspects: basic DI knowledge and skills, advanced DI thinking abilities, as well as DI beliefs and ethics. Yingchun C et al. (2024) introduced the KSAVE model to construct an AI literacy framework, suggesting that it should cover five key areas: knowledge, skills, attitudes, values, and ethics. A few scholars have studied the cultivation of students' DI literacy. Yunxia N et al. (2023) took Nanchang University as an example, summarized and analyzed the current status of AI literacy among humanities and social science students through questionnaires, deeply explored the causes of the problems, and then proposed a universally applicable cultivation path for AI literacy among humanities and social science students from the dimensions of top-level design, discipline adjustment, and student participation.Yafeng X et al.(2020) classify teachers' DI literacy into three aspects: basic DI knowledge and skills, advanced DI thinking abilities, and DI beliefs and ethics. They believe that the development of teachers' DI literacy is phased, and these three aspects gradually evolve.Yuchen Z et al. (2025) studied the construction of an evaluation index system for DI literacy of information resource management majors in the context of new quality productivity, and divided DI literacy into four parts: DI ethics, DI thinking, DI knowledge, and DI competency. The EU's "Digital Education Action Plan 2021-2027" proposes embedding digital skills into all-subject education and advocates enhancing students' technical application abilities through virtual simulation and AI-assisted teaching.Regarding the research on the DI literacy of cultural tourism talents, few studies have analyzed it from the perspective of DI literacy.Zijiao S et al. (2024) took Tianjin Business Vocational College as an example and proposed six core competencies for the DI literacy of cultural tourism talents, including data mining, digital media planning, user-oriented thinking, etc., emphasizing the importance of interdisciplinary integration training. However, they have not yet explored the mode of cultivating the DI literacyof cultural tourism talents from the perspective of industry-education integration.

Overall, current research primarily focuses on vocational colleges and the overall system construction of ideological and political education in courses and industry-education integration. There is relatively little systematic research on the cultivation of digital-intelligent cultural tourism talents from the perspective of IEI at the undergraduate level. Meanwhile, the current curriculum design related to undergraduate IEI tends to emphasize theory and lacks practical modules that are dynamically integrated with the industry. A unified standard for the IEI system for students has not yet been established, which is also a future research trend.

3. *Research Design*

This study takes the "live" case IEI model from the College of Hotel Management at Zhejiang Yuexiu University as the research case, and focuses on students from the College of Hotel Management as the research subjects, exploring the effectiveness of cultivating their DI literacy.The study employs questionnaire surveys and statistical analysis methods, utilizing the Likert five-point scale to evaluate the effectiveness of cultivating students' DI literacy. Since the cultivation of students' DI literacy is still in its early stages, the evaluation indicators for students' DI literacy primarily adopt and adapt from the evaluation dimensions related to students' DI literacy proposed by Yuchen Z et al. (2025), encompassing four dimensions: DI ethics, DI thinking, DI knowledge, and DI competency (See Table1).

First-level indicators	Second-level indicators
Digital Intelligence Ethics	Digital intelligence security ethics Digital intelligence reasonable ethics Digital intelligence rational ethics
Digital Intelligence Thinking	Digital intelligence critical thinking Digital intelligence innovative thinking Cross-domain integrated thinking Human-machine collaborative thinking
Digital Intelligence Knowledge	Basic knowledge of data Knowledge of using digital and intelligent tools Digital and intelligent knowledge organization system
Digital Intelligence Competency	Data governance capability Digital intelligence service capability Digital intelligence creativity

Table1：Connotation and Evaluation Index System of Digital Intelligence Literacy for Cultural Tourism Talents

4. *Industry-education integration and digital intelligence literacy cultivation model for cultural tourism talents based on "live" cases*

The advent of the DI era has raised new demands for the goals and implementation of industry-education integration. "Live" case teaching, which selects real-world cases as the foundation for industry-education integration, represents a small-scale reform for implementing deep integration between industry and education. It not only facilitates the implementation and flexible adjustment of industry-education integration, but also better addresses the disconnect between education and teaching and industrial practice. Furthermore, it holds significant importance and value for tourism

disciplines in universities to meet the new requirements of industry-education integration in the digital-intelligent era and cultivate new talents in cultural tourism.

Specifically, this model aims to cultivate students' DI literacy in four dimensions. Based on real-world DI cases from enterprises, it involves collaboration among enterprises, students, and teachers to explore and analyze these cases, and jointly create solutions (See Figure 1).Among them, enterprises mainly involve case analysis, program evaluation, problem posing, and job offering. Teachers primarily engage in classroom teaching, program guidance, thinking guidance, and on-site guidance. Students, on the other hand, mainly focus on theoretical learning, problem-solving, field research, and program planning. At different stages, students encounter varying problems and adopt distinct practical approaches. Depending on their grade level, students' practical methods related to DI cases encompass field visits, program planning, internships, and other methods.For example, during the first year, students mainly conduct on-site inspections at enterprises to observe how digital and intelligent technologies are applied in real-world projects, and receive on-site explanations from enterprises, which stimulates students' thinking and interest in how digital and intelligent technologies can be applied to industry problems. Teachers guide students to conduct in-depth thinking, focusing on real cases, promoting students to draw inferences about other cases from one instance, and expanding and cultivating students' DI ethics, knowledge, and thinking skills. During the second and third years, real projects are used as practical exercises to cultivate students' DI competencies. For example, during the third year, students engage in internships to deeply practice real-world digital and intelligent projects in enterprises, honing their ability to apply digital and intelligent technologies in the process.

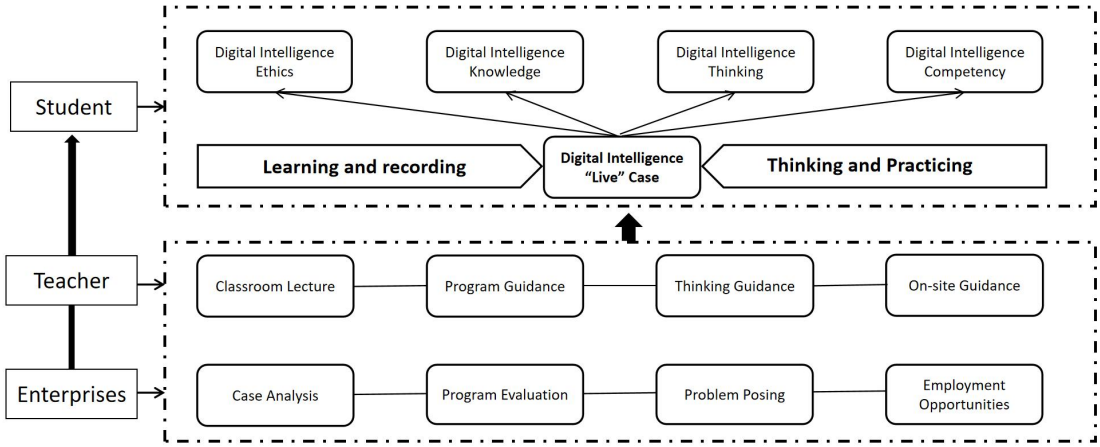

Figure 1:Industry-education integration and digital intelligence literacy cultivation model for cultural tourism talents based on "live" cases

5. *Data Analysis*

The study primarily focuses on students from the College of Hotel Management at Zhejiang Yuexiu University. A total of 351 questionnaires were distributed in this study. After excluding invalid responses due to missing answers, careless responding, and outliers, 338 valid questionnaires were retained, yielding an effective response rate of 96.30%. Based on 338 valid responses, the 20-item scale demonstrates excellent reliability, with a Cronbach's α coefficient of 0.984,which may also suggest a high level of item redundancy.The results of exploratory factor analysis indicated that the KMO value was 0.975 and Bartlett's test was significant ($p < 0.001$). The total variance explained reached 76.56%, and all factor loadings exceeded 0.80, indicating good construct validity.

Sample Size (N)	Number of Items	Cronbach's α
338	20	0.984

Table2: Reliability Statistics

Indicator	Value
Eigenvalue	15.31
Variance Explained (%)	76.56%
KMO	0.975
Bartlett's Test χ^2	9028.100
df	190
p-value	< 0.001

Table3:Model Fit and Validity Statistics

As indicated by the descriptive statistics, 26.5% are male and 76.5% are female. The proportion of students majoring in Hotel Management is 55.83%, while those majoring in Event Management account for 44.16%. Freshmen make up 23.65%, sophomores 11.68%, juniors 49%, and seniors 15.67%. Specifically, 84.86% of the students have practical experience (including internships, course training, and participation in competitions) related to cultural tourism majors such as hotel or convention and exhibition. Furthermore, 78.06% of the students have received at least one training session related to digital intelligence (including hotel reservation systems, exhibition management software, data analysis tools, and AI applications). Overall, most students have gained a certain foundation in digital intelligence technology practice and training, possessing basic DI literacy. The specific training effects in terms of DI ethics, DI knowledge, DI thinking, and DI competency are presented in Table4 below.

First-level indicators	Satisfaction score	Second-level indicators	Satisfaction score
Digital Intelligence Ethics	3.83	Digital intelligence security ethics	3.84
		Digital intelligence reasonable ethics	3.79
		Digital intelligence rational ethics	3.88
Digital Intelligence Thinking	3.78	Digital intelligence critical thinking	3.84
		Digital intelligence innovative thinking	3.73
		Cross-field integrated thinking	3.79
		Human-machine collaborative thinking	3.79
Digital Intelligence Knowledge	3.74	Basic knowledge of data	3.745
		Knowledge of using digital and intelligent tools	3.77
		Digital and intelligent knowledge organization system	3.715
Digital Intelligence Competency	3.72	Data governance capability	3.67
		Digital intelligence service capability	3.72
		Digital intelligence creativity	3.79

Table4: Survey Results on the Effectiveness of Digital and Smart Literacy Training for Cultural and Tourism Professionals

5.1 Digital Intelligence Ethics

The "live" case production and education integration mode aims to cultivate high-quality cultural and tourism talents with solid DI security ethics, DI reasonable ethics and DI rational ethics through the integration of DI ethics related cases and stories in the process of enterprise case analysis and teachers' classroom teaching. Among them, DI security ethics primarily cultivates students' ability to identify potential risk issues in cultural and tourism work; while DI rational ethics trains students to maintain their core judgment ability, and to reasonably choose digital intelligence tools to handle

professional-related tasks, rather than relying solely on digital and intelligent technology; The cultivation of students' DI rational ethics involves developing their ability to judge whether the professional content generated by intelligence conforms to public and industry ethical norms. At the same time, students should be able to understand and agree that digital intelligence-related work in the cultural tourism industry should comply with data security regulations and industry standards.

The survey results indicate that the overall score for DI Ethics assessment is 3.83, which is the highest among the four dimensions. Specifically, the scores for DI Security Ethics, DI Reasonable Ethics, and DI Rational Ethics are 3.84, 3.79, and 3.88, respectively. Overall, students possess basic DI ethics literacy, with DI Rational Ethics being the highest-scoring dimension among all. However, DI reasonable literacy is relatively lower, and students still need to further enhance their ability to reasonably select and use digital intelligence tools for professional-related tasks, without relying on intelligence to replace core judgment.

5.2 Digital Intelligence Thinking

The "live" case IEI model primarily involves students engaging in continuous reflection and exploring and collecting data with the help of relevant digital and intelligent technologies during their practical and investigative projects in digital intelligence. This approach is facilitated by enterprises continuously posing questions and teachers providing thoughtful guidance. Through this process, students are cultivated to possess certain DI critical thinking, DI innovative thinking, cross-field integrated thinking, and human-machine collaborative thinking. Here,DI critical thinking primarily cultivates students' ability to use critical thinking to evaluate the applicability of relevant digital and intelligent technologies and solutions in professional scenarios within cultural tourism work; DI innovative thinking focuses on fostering students' ability to utilize innovative ways of thinking to consider how digital and intelligent technologies can be applied to task scenarios related to the cultural tourism industry; cross-field integrated thinking aims to cultivate students' ability to use cross-field thinking to consider how digital and intelligent technologies, cultural tourism expertise, and knowledge from other industries can be integrated to solve core issues in the cultural tourism industry; human-machine collaborative thinking primarily cultivates students' ability to work collaboratively with digital and intelligent technologies, promoting proficiency in utilizing these technologies to complete relevant industry practices and professional learning tasks, and leveraging them to refine relevant solutions.

The survey results indicate that the overall score for DI thinking assessment is 3.78, ranking second among the four dimensions. Specifically, DI critical thinking scores the highest at 3.84, followed by cross-field integrated thinking and Human-machine collaborative thinking, both at 3.79, while DI innovative thinking scores the lowest at 3.73. Overall, students possess basic DI thinking literacy, with the best performance in DI critical thinking, and basic cross-field and human-machine collaborative thinking. However, their grasp of DI innovative thinking is relatively weak. In terms of how to combine cultural tourism professional scenarios and consider innovative application methods of digital intelligence technology, further training is needed in the IEI model.

5.3 Digital Intelligence Knowledge

The "live" case IEI model primarily involves providing theoretical and practical guidance during students' project practice and investigation in digital intelligence. This guidance encompasses industry knowledge lectures and scheme evaluations from enterprises, classroom knowledge lectures and scheme guidance from teachers, and is aimed at cultivating students' mastery of basic data knowledge, knowledge of using digital intelligence tools, and aDI knowledge organization system.The basic data knowledge primarily assists students in grasping the relevant concepts and core types of data and technology involved in cultural and tourism work; knowledge of using digital intelligence tools helps students understand the functions and application scenarios of commonly used digital and intelligent technologies in cultural and tourism work; and the DI knowledge organization system helps students in comprehending the relevant policies and standards for the application of digital and intelligent technology in the cultural and tourism industry, as well as knowledge on systematically combining digital and intelligent technology with professional needs or scenario services in cultural and tourism.

The survey results indicate that the overall score for DI knowledge assessment is 3.74, ranking third among the four dimensions. Specifically, Basic knowledge of data scores 3.745, Knowledge of using digital and intelligent tools scores 3.77, while DI knowledge organization system scores the lowest at 3.715. Overall, students possess basic digital and intelligent knowledge literacy, with a good grasp of digital and intelligent tool usage knowledge, but their understanding of data-related concepts and the digital and intelligent knowledge organization system still needs improvement.

5.4 Digital Intelligence Competency

The "live" case IEI model primarily involves enterprises providing real projects and positions for students to practice and intern on-site. Both enterprises and teachers conduct on-site guidance, providing students with direction and assistance in solving problems during practice, thereby fostering students' abilities in data governance, DI service capability, and DI creativity. It is worth noting that data governance capability primarily cultivates students' ability to master basic collection and calculation methods for cultural and tourism-related data, as well as their capacity to address cultural and tourism issues by combining relevant data reports. DI service capability focuses on training students to proficiently utilize digital and intelligent technologies in designing personalized content for cultural and tourism scenarios, promoting cultural and tourism-related products, and other tasks. DI creativity aims to train students to proactively update their technical application abilities to adapt to new digital and intelligent technologies and application scenarios in the cultural and tourism field.

The survey results show that the overall score for DI competency assessment is 3.72, which is the lowest among the four dimensions. Specifically, the score for data governance capability is only 3.67, the lowest among all dimensions. This

indicates that students are the weakest in data processing, possibly because this part of content is the core of the enterprise and difficult to access. The scores for DI service capability and DI creativity are 3.72 and 3.79 respectively. Overall, students' DI competency needs improvement, especially in data governance capability, which should be a key area for reform in the future "live" case IEI training model.

6. *Conclusion*

This study evaluated the effectiveness of the "live" case IEI model in the cultivation of DI literacy of students majoring in cultural tourism in Zhejiang Yuexiu University.The results show obvious hierarchical distribution characteristics: the scores of DI Ethics (3.84 points) and DI thinking (3.78 points) are relatively high, while the performance of DI knowledge (3.74 points) and DI competency (3.72 points) is poor, and the data governance capability (3.67 points) is the weakest dimension.The open-ended questionnaire feedback further shows that students generally believe that the lack of practical operation experience of specific digital intelligence technology is the main challenge.

From a theoretical perspective, this study has three major contributions. First, expand the four-dimensional digital intelligent literacy framework initially developed by Yuchen Z et al. (2025) for the field of information resource management to the field of cultural tourism.This not only verifies its interdisciplinary applicability, but also reveals the domain specific characteristics, especially the key role of data governance in tourism scenes.Secondly, the empirical data show that the effect of IEI model on different literacy dimensions is different, indicating that the attitude cognitive dimension (ethics and thinking) is easier to cultivate through "live" case IEI model, while the application skills dimension (knowledge and ability) needs more in-depth and continuous enterprise practice to effectively improve.Third, this study responds to the call of Jinghua x et al. (2024) to empirically verify the “live” case IEI model, and provides one of the first quantitative evaluation cases in the field of cultural tourism education.

The research results also have the following practical significance. First of all, the future version of "live" case IEI model should integrate the structured digital intelligent technology training module For example, carry out data analysis seminars, AI tool practical training and simulated data governance exercises. Based on this, strengthen students' weak ability dimension and knowledge reserve;Secondly, it is necessary to deepen the cooperation between schools and enterprises, so that students can be exposed to real data processes and proprietary systems, so as to solve the data governance weaknesses found in this study;Third, curriculum designers should integrate innovation oriented activities, such as digital intelligence empowering cultural tourism project planning, to improve students' DI thinking ability. Because this dimension has the lowest score in the thinking sub dimension.

This study has some limitations. All the data are from a single institution, which limits the universality of the research results; The cross-sectional design cannot infer the causal relationship of the longitudinal impact of the model on the development of DI literacy.Future research should use multi agency samples, longitudinal tracking and comparative design to verify and expand the research conclusions. In addition, the development of standardized DI literacy assessment tools for cultural tourism education will help promote cross research comparison and contribute to the establishment of a unified assessment benchmark in this field.

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