Online ISSN: 3104-9338
Print ISSN: 3104-932X

Dilemmas and Improvement Pathways of Digital Application in Secondary School Student Activity Management from the Perspective of Organizational Learning

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Received: Oct 21, 2026

Revised: Oct 27, 2026

Accepted: Oct 29, 2026

Published online: November 4, 2026

To appear in: *International Journal of Advanced AI Applications,* Vol.2, No.12 (December 2026)

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Abstract. As educational digitalization advances, digital tools are now routine in secondary school student activity management. Their use, however, is still concentrated in notification delivery, material collection, and process recording, and has not yet been turned into a body of school experience that can support continuous activity improvement. Compared with school digital governance, classroom teaching applications, and teacher professional development, student activity management—a context that is highly collaborative, changes rapidly, and relies heavily on experience—has received little attention. Drawing on organizational learning, this paper takes two combined junior-senior secondary schools as cases: Songshan Lake School of Dongguan High School, a Guangdong Provincial First-Class School, and Diyin Public School of Zhongshan City, a Guangdong Provincial Standardized School. In addition to public text analysis and semi-structured interviews, the author uses field observations and work records from his own tenure at the two schools. The materials analysed include school websites, official WeChat accounts, activity plans, notifications, activity reviews and related news reports; interviewees include moral education administrators, mental health activity coordinators, art activity coordinators, visual design teachers, and student leaders. The study finds that digital application in this area is dominated by a transactional orientation: tools mainly transmit information, collect tasks, and archive materials, while their part in organising process experience, reviewing activity problems, and retaining school experience remains limited. The core problem is that digital application has not yet entered the organizational learning process of the schools; the task is to move digital tools beyond transaction processing and into improvement support.

Keywords: *student activity management; digital application; organizational learning; experience accumulation*

1. Problem Statement

Student activities are an important vehicle through which secondary schools fulfil the fundamental task of fostering virtue through education, promote the integrated development of the five aspects of education—morality, intelligence, physical health, aesthetics, and labour—and shape school culture. They are also work that demands strong internal coordination, changes rapidly, and depends heavily on experience. Existing research shows that school activities serve not only moral education and student development, but also reveal a school's organisational capacity in task division, cross-department collaboration, risk prevention and control, and resource allocation. Compared with general administrative affairs, student activity management commonly involves moral education, teaching, logistics, safety, and home-school communication. It has many participants, a long organisational chain, concentrated time nodes, and a high degree of on-site uncertainty. Whether an anniversary celebration, a campus culture festival, a charity bazaar, a study tour, or a labour education activity runs smoothly depends not only on how thoroughly a single arrangement is made, but also on whether the school has stable process support, a basis for problem adjustment, and the means to transfer experience.

In recent years, educational digitalization has continued to advance, and tools such as work-group chats, shared documents, online forms, cloud drives, and campus platforms have entered schools' daily operations. Activity registration, notification delivery, venue application, programme compilation, and material archiving have increasingly moved online. Research on educational digitalization has concentrated on three areas. Studies of school digital governance focus on platform construction, process optimisation, data support, and governance efficiency; studies of digital technology application discuss classroom teaching, resource construction, and teacher development; and studies of school organisational learning stress the role of experience articulation, cooperative exchange, reflective revision, and institutional sedimentation in school improvement. Together, these studies provide a foundation for understanding school digitalization and school improvement [1][4][5].

School digital governance research concentrates on institutional operation and platform construction as a whole, and has little to say about the work process of activity organisation, which is at once educational, transactional, and on-site. Studies of school organisational learning focus mainly on classroom improvement, teacher cooperation, and school change, and give limited attention to the practical scenario of student activities. Research on activities themselves is more often framed from the perspectives of moral education value, curriculum significance, and campus culture construction, with less discussion of experience flow, on-site

scheduling, and material handover during activity organisation. At the level of school practice, some provincial first-class demonstration schools have digitalised activity notifications, task collection, and achievement display, yet activity advancement still relies on a small number of teachers and student leaders who know the process. When personnel change, the same problems recur, and newcomers have to follow proceedings on site and rely on verbal reminders; the experience generated by activities has not entered the institutional level of school management, nor has it become school experience that can be used later [2][3].

If educational digitalization stays at the level of technology deployment and process migration, it cannot promote knowledge sharing, experience accumulation, or institutional improvement. For student activity management, three questions therefore arise. First, now that digital tools have entered the activity organisation process, why does school activity management still depend so heavily on a few familiar individuals? Second, why are problems that recur in activities not more readily incorporated into the next round of rule adjustment? Third, why does a growing volume of materials still leave later successors struggling to get started? Taking two combined junior-senior secondary schools as examples, this paper analyses the practical dilemmas of digital application in secondary school student activity management and its improvement directions, from the perspective of organisational learning.

2. Analytical Framework and Case Description

Organizational learning centres on the articulation, sharing, revision, and retention of experience within an organization. Combined with the characteristics of student activity management, this paper works with three dimensions: experience sharing, rule revision, and experience accumulation. Experience sharing asks whether the key knowledge produced in an activity—task sequence, position interfaces, key nodes, risk tips, and on-site scheduling—is recorded and can be understood and used by others later. Rule revision asks whether the school can identify problems in activity organisation from activity records and turn them into a basis for adjustment in subsequent work. Experience accumulation asks whether the effective practices, common problems, and adjustment results generated by activities can be organised into materials that are searchable, transferable, and reusable. These three dimensions are interrelated, and together they form the framework used in this paper, as shown in Figure 1.

This paper uses a case study design and selects two combined junior-senior secondary schools. The range of student activities in the two schools is relatively broad, covering moral education, mental health, arts, campus culture, and comprehensive practice, which makes it possible to show different forms of student activity management in secondary schools. Both

schools make frequent use of digital tools in activity organisation, including work-group chats, shared documents, online forms, cloud drives, and campus platforms, so that the specific performance of digital application after it enters school activity management can be observed.

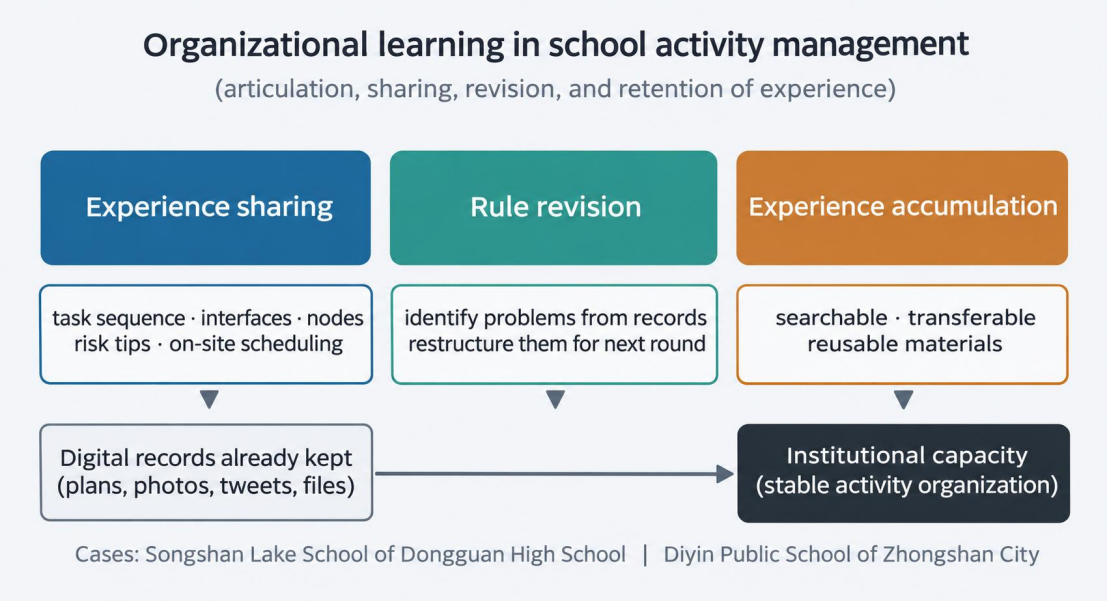


Figure 1. Analytical framework of the study.

Note: Author's own elaboration, based on the three dimensions of organizational learning and the two case schools.

The research materials fall into two groups: public texts and interview materials. Public texts include school websites, official WeChat accounts, activity plans, activity notifications, activity reviews, and related news reports, and are used to establish what is stably recorded in school activities and what process, handover, and review information is largely absent. Interviewees are those directly involved in activity planning and organisation: moral education administrators, mental health activity coordinators, art activity coordinators, visual design teachers, and student leaders. The interviews centre on the use of digital tools, the channels through which activity experience is transmitted, what is done after an activity, and how subsequent adjustment is made. In addition to the public texts and interview materials, the author's own field observations and work records, formed during his internship and employment at the two schools, are included. Inductive analysis and mutual verification are then used to identify the specific problems of digital application in secondary school student activity management.

3. Practical Dilemmas

3.1. Insufficient Sharing of Process Knowledge

The activity practices of the two case schools show that digital tools have entered notification delivery, task assignment, information collection, and material preservation, but the process knowledge that matters most for activity advancement remains poorly organised. Whether the activities are in moral education, the arts, or comprehensive campus culture, schools usually preserve activity plans, programme lists, registration information, on-site photographs, video material, and promotional tweets relatively completely. By contrast, the preparation sequence, position interfaces, time checkpoints, on-site scheduling, risk tips, and temporary disposal measures are clearly under-recorded. The materials that are kept can show what was done and what was presented, but do not readily help a later successor understand how the activity was organised.

In the activity organisation processes of the two schools, the links that affect activity efficiency include whether tasks proceed on schedule, whether different positions have clear intervention points, what matters need to be arranged in advance, and which nodes require repeated confirmation. In a large-scale art activity, for example, the stages from programme solicitation, selection, rehearsal, and joint rehearsal to formal performance are tightly connected; a small disconnection in backstage scheduling, programme transitions, equipment coordination, or personnel movement can quickly affect the overall order. In these processes, digital tools mainly serve to deliver notifications, collect forms, and transmit files; the parts that depend on experienced judgment remain largely with teachers who have long been responsible for activities and a small number of core students.

The same pattern appears in design, publicity, and material production. The visual system of an activity often retains a large volume of electronic material: poster files, display board versions, revision comments, and supplier communication records. These are mostly stored as files and chat records, however, without clear version rules, review order, or docking procedures. Even when a newcomer can open the cloud drive and read the group messages, it is difficult to tell quickly which file version was finally adopted, which revisions were temporary adjustments, and which docking steps had to be completed in advance. More material does not by itself improve the capacity to share experience; it can instead raise the cost of screening and judging information. In the two schools, much of the key information used in carrying out activities is still conveyed through teacher reminders, oral handover from the previous student leaders, and following proceedings on site. After student leaders change,

newcomers can find the previous planning documents, tweets, and some chat records, but often fail to grasp the execution details of task allocation, material deployment, on-site response, and cross-position collaboration. Schools do not lack traces of activity; what they lack is process knowledge that has been organised and can be shared steadily.

3.2. Inadequate Transformation of Review Results

The operation of activities in the two case schools does include summaries and some adjustment after activities end; the problem is that these reviews mainly serve to close out the current activity, and are rarely sedimented into rule revisions that can be drawn on directly in the next round.

Student activities are fitted into a compact semester schedule. Once an activity ends, the responsible teachers soon move on to the next task. Moral education arrangements, teaching tasks, home-school communication, and temporary work are interwoven, leaving little time that is set aside specifically for review. Even when problems such as inconsistent notification wording, poor position connection, an unreasonable movement-line arrangement, or insufficient material preparation have appeared on site, the people concerned can often do no more than communicate briefly before moving into a new working situation. Many activities produce news reports, achievement displays, and brief summaries afterwards, and a few activities generate a limited exchange of the problems encountered on site. But these exchanges remain at the level of individual experience, and little enters formal documents, process updates, or position prompts.

The weak points in review also differ by type of activity. Mental health activities place weight on student participation, interaction quality, and follow-up support, which are not fully captured by registration data, numbers of works, and activity photographs alone. If digital tools are used mainly for information collection and achievement display, the key situations in the educational process of the activity are not easily captured in a systematic way. Problems in large-scale art activities cluster around rehearsal rhythm, programme switching, personnel waiting, equipment coordination, and the transmission of instructions on site. These can be coordinated and resolved at the time by people familiar with the process, but if they are not organised after the activity into clear tips for the next round, the same problems reappear in the same links. Visual design and publicity production present the same difficulty: WeChat groups, cloud drives, and shared documents retain many revision records, but without a review order, version naming rules, and external docking procedures, those records do not readily support process improvement in later work.

The central weakness is that the mechanism for turning problems into rules is not yet stable. Who organises the review, around what content, what written result is produced, and which adjustments enter the next round of plans—when these links lack a relatively fixed arrangement, activity experience easily remains personal judgment on the part of the responsible persons. The school can then preserve a general impression of the activity once it is over, but finds it hard to build continuous improvement around the activity organisation process itself. Taken together, these three dilemmas form a self-reinforcing loop, as illustrated in Figure 2.

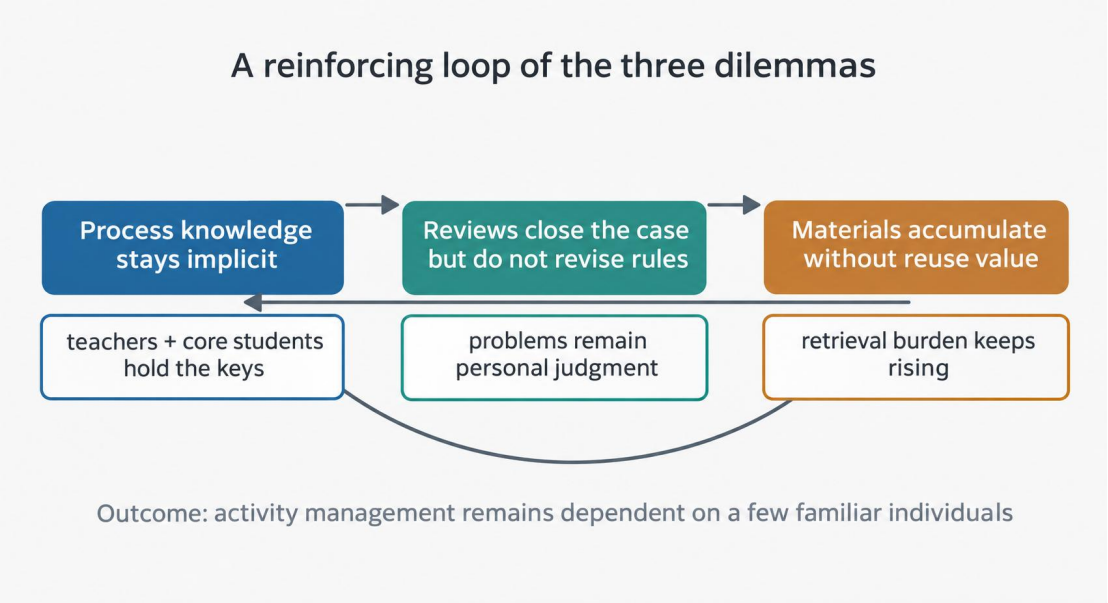


Figure 2. The three dilemmas as a self-reinforcing loop.

Note: Author's own elaboration, derived from the case materials of the two schools.

3.3. Superficial Accumulation of Experience Materials

The two case schools already have a reasonable foundation in activity material preservation, but the experience materials that are genuinely oriented towards later use remain insufficient. Whether in moral education, art, or campus culture activities, schools usually retain large numbers of plan texts, notification documents, programme lists, registration forms, photographs and videos, promotional tweets, and stage summaries. These materials serve activity archiving, achievement display, and external publicity, but the materials that could directly help later successors enter the working state quickly are still relatively few: position descriptions, flowcharts, time checklists, risk node tips, material verification forms, and handover points have not grown in step with the accumulation of materials [6][9].

The two schools both sustain some relatively stable brand activities from year to year. The Volunteer Charity Sale, the Campus Culture Festival, and the "Passionate Songhu Night" Gala

are held repeatedly, and their forms and content are adjusted each time, which indicates that the schools already possess a foundation for activity organisation. For a later successor, however, the important information concerns how to grasp the activity rhythm, how to control key nodes, where common problems usually arise, which resources need to be contacted in advance, and which positions are most liable to omissions at the interfaces. If these contents are not extracted separately, a continuing increase in historical material is hard to convert into experience support for later work.

The actual needs of teachers and student leaders also show that experience materials cannot be supplied by unified archiving alone. Moral education administrators are concerned with approval procedures, safety responsibilities, home-school communication, and cross-department coordination; mental health activity teachers are more concerned with student feedback, the activity experience, and follow-up support; art activity coordinators are more concerned with rehearsal arrangements, stage scheduling, and on-site emergency response; and visual design teachers are more concerned with version management, material review, and external production docking. The task priorities of the different positions do not coincide. If material organisation stays at the level of unified storage, it cannot meet the specific needs of different positions when they take over, execute, and hand over work. Figure 3 summarizes the differing material priorities of these positions.

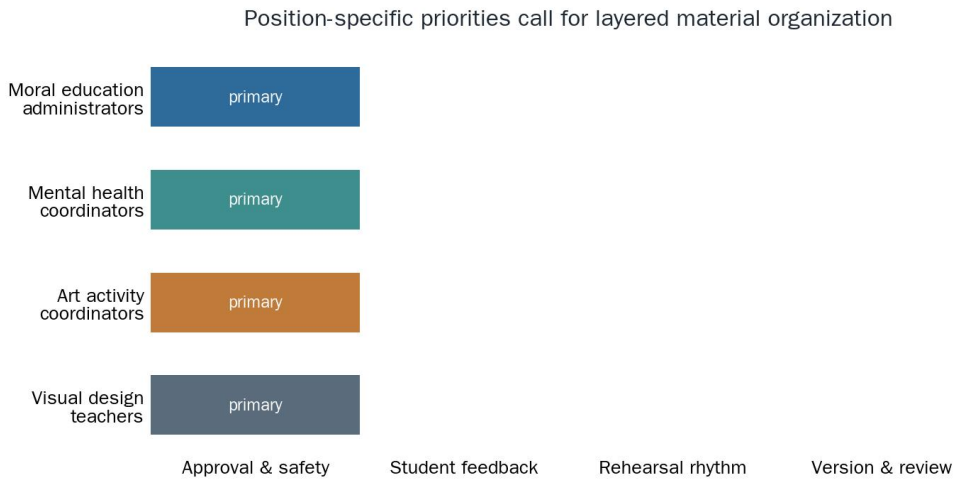


Figure 3. Material priorities differ by position.

Note: Author's own elaboration, based on interview statements and the author's field observations at the two schools.

Students are an important executive force in activity organisation, but their tenure is short and turnover is high; experience is therefore highly vulnerable to interruption when student leaders change. The present handover relies mainly on verbal explanation, group-file

forwarding, and the transfer of individual planning documents, and there are still few materials that can help a new student leader understand the activity logic, position relationships, and execution priorities. Newcomers often know what was done in previous years, but do not understand why the arrangements were made in that way, nor can they anticipate which links need preparation in advance and which resources need to be coordinated early. As a result, the school activity tradition continues, but the key experience at the execution level is continually lost.

4. Improvement Pathways

4.1. Promoting the Externalization of Activity Processes Based on Task-Chain Sorting

To reduce the excessive dependence of school activity management on a few familiar individuals, the implicit process knowledge in activity organisation must first be drawn out of individual experience. Process externalisation is not a matter of adding forms or extending the scope of trace retention. It means turning the knowledge that now depends on verbal reminders and on-site guidance—start times, node connections, position intervention, collaboration sequence, and risk tips—into process materials that can be consulted, understood, and continued, organised around the key task chains in activity advancement. Its focus should not remain on static information such as activity name, time and place, and personnel division, but should move to the activity organisation process itself. In school activities, subsequent takeover and execution efficiency depend more on when the activity starts, which tasks need to proceed in parallel, which positions must intervene in advance, which nodes are most likely to cause delay, and which matters will affect the overall arrangement if they are omitted.

If these contents remain in the personal experience of responsible teachers and core students over a long period, later comers will find them difficult to grasp from the general plan text alone. Schools can therefore sort out a basic task chain for different types of activities around the three stages of preparation, execution, and closing; clarify the key nodes, responsible positions, collaborative relationships, time sequence, and common risks; and embed these in shared documents, task lists, and online templates. Because the goal structure, collaboration methods, and risk points differ substantially between activities, process externalisation cannot use a single template and should instead be sorted by activity type. Moral education activities should focus on sorting out project approval, the implementation of safety responsibilities, home-school communication nodes, department coordination methods, and emergency reporting routes; mental health activities should add the identification of student needs, process

observation records, on-site feedback collection, and follow-up support referral arrangements; large-scale art activities should present programme selection, rehearsal rhythm, joint rehearsal arrangements, stage transitions, backstage scheduling, and emergency response; and visual design and material production should clarify version naming, review order, revision feedback, supplier docking, and final acceptance nodes. Typed sorting allows schools to externalise first the parts of activity organisation that break most easily and depend most on experience, so that process materials correspond to actual work needs.

Process externalisation also has to cover three levels: management, professional positions, and the execution level. School management can provide a unified basic framework covering the matters that an activity must address—time nodes, division of responsibilities, risk tips, and material requirements. The specific responsible persons then add the key steps and operating instructions connected with the professional character of the activity. Student leaders who are deeply involved in execution can add detailed tips on position connections, on-site reminders, and common mistakes. In a digital environment, such materials should be kept in a form that can be updated continuously, rather than generated fragmentarily after each activity. The school should also make clear who is responsible for maintaining templates, updating nodes, and revising operating instructions, so that process materials do not revert to static, unused documents once they have been organised. Process externalisation should give priority to key nodes and keep the documentation light, so as to avoid turning every detail into a template and adding a filling burden that discourages use.

4.2. Improving the Activity Review and Result-Transformation Mechanism with the Problem Inventory as a Link

Whether a post-activity summary can be transformed depends on whether the next activity can draw on problems of the same kind. Deviations that appear in current school activity management can be handled on site at the time, but are often difficult to turn subsequently into process adjustments and rule revisions. The review therefore needs to be moved from an occasional exchange of experience into a fixed link in activity management, with the problem inventory serving as the link between digital records, discussion results, and subsequent revisions.

A review mechanism first has to answer three basic questions: when the review takes place, who organises it, and what it covers. For activities with extensive cross-department collaboration, a long organisational chain, or a regular holding cycle, the school can require a small-scale review within a fixed period after the activity ends. The review is convened by the

lead department and includes the activity responsible persons, relevant teachers, the necessary support-position personnel, and a suitable number of student leader representatives. Its content should be organised around specific links: notification delivery, task connection, time arrangement, resource preparation, on-site scheduling, risk disposal, and position collaboration. Only when review enters a fixed period and follows a fixed procedure can the problems in an activity move from fragmented impressions to the basis for organisational improvement.

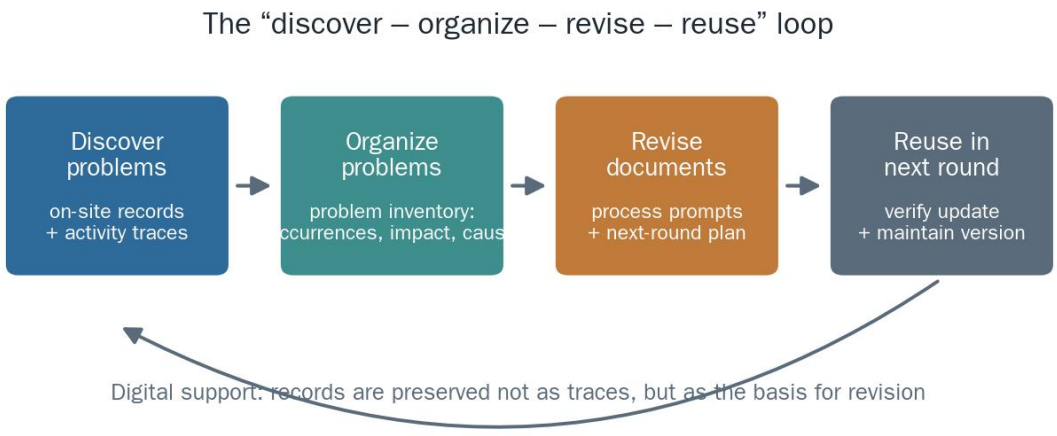


Figure 4. The discover–organise–revise–reuse loop.

Note: Author's own elaboration, based on the problem-inventory mechanism proposed in Section 4.2.

The problem inventory is the key instrument for transforming review results. Unlike a general summary, a problem inventory records problems in a structured form: what the problem was, at which link it occurred, what impact it had, whether it was an isolated deviation or a recurring problem, and how it should be adjusted in the next round of activities. Schools can organise review results around three levels—problems that have occurred, frequently recurring problems, and problems that must be avoided in advance next time—and link them respectively to process revision, position prompts, and risk early warning, so that activity problems enter the subsequent plans in a structured form and allow advance preparation. Besides participant numbers and achievement presentation, mental health activities should also record student engagement, interaction quality, feedback effectiveness, and follow-up support needs, so that review does not remain at surface data. Large-scale art activities should separately organise high-risk links such as rehearsal rhythm, programme switching, backstage collaboration, equipment support, and the order of waiting. Visual design and publicity production should turn recurring problems in review order, version management, material output, and external communication into concrete revision suggestions. Review should attend to both results and the organisation process itself, so that the present situation—where indicators are recorded but

problems have no destination—does not persist. Schools can make three items fixed checkpoints after an activity: whether the problem inventory has been transformed, whether the relevant documents have been updated, and whether the updated version has been used in the next round of activities. This takes digital records beyond preservation and towards process revision and rule updating, and forms the basic loop of discovering problems, organising problems, revising documents, and reusing them, as illustrated in Figure 4.

4.3. Optimizing the Activity Experience Material System Oriented Toward Reuse

Whether activity experience can accumulate into organisational capacity at the school level depends on whether existing materials enter the use phase of later activities. In current school activity management there is no shortage of accumulated material: plans, notifications, photographs, tweets, group files, and form records are all commonplace. The weakness appears in the organisation and use of materials after they have been preserved. Although many materials are kept, they are often hard to retrieve, scattered in content, and carry a high threshold of understanding, so that they do not directly support the next round of activity organisation. Later successors can see the traces of activities in previous years, but may not be able to use them to grasp the activity boundaries and common risks quickly. Reorganising existing materials around the actual needs of subsequent takeover, cross-position collaboration, and the sustained running of activities is therefore a necessary step if experience accumulation is to go further. Material organisation should be close to the actual work needs of successors and should be arranged around the information required to carry out an activity. Compared with achievement-display materials, later use relies more on a few types of material with relatively clear content: activity boundary materials, covering activity goals, basic requirements, approval matters, and the scope of responsibilities; implementation materials, covering the time advancement table, position division, key contacts, material lists, and venue requirements; and risk-revision materials, covering error-prone nodes, common problems, records of previous adjustments, and improvement suggestions. Once classified in this way, school activity materials can move from scattered accumulation to a form that is structured, easy to find, and easy to use.

The material system can be laid out as shown in Table 1, which groups materials by purpose and indicates what each group should contain.

For brand activities that are held year after year, a cross-year material package can be developed gradually. The package can retain universal basic templates, supplemented by annual

update instructions and problem-revision records, and can show the adjustments made in the current year against previous years with a clear version label. This preserves the basic framework that the activity has built up over time, while also making visible the specific changes in organisational arrangements, problem handling, and experience retention from one year to the next. Related materials are no longer scattered across different years and folders, but form a material unit that accumulates continuously, is easy to compare, and is updated gradually around the same activity.

Table 1. Structure of the activity experience material system.

Material group	Main contents	Primary users
Activity boundary materials	Activity goals, basic requirements, approval matters, scope of responsibility	Management positions
Implementation materials	Time advancement table, position division, key contacts, material lists, venue requirements	Execution positions
Risk-revision materials	Error-prone nodes, common problems, records of previous adjustments, improvement suggestions	Execution and support positions
Support materials	Publicity design, material production, equipment support, external supplier docking	Support positions

The material system should also be organised in relation to position differences. School activities involve management, execution, and support positions, and their material needs are not the same. A workable arrangement is to distinguish three levels within the activity material package: management materials, execution materials, and support materials. Management materials cover project approval, safety requirements, cross-department coordination, and the implementation of responsibilities. Execution materials cover task advancement tables, position connection instructions, on-site flowcharts, and operating reminders. Support materials cover publicity design, material production, equipment support, and external supplier docking. Organising materials according to position characteristics fits the actual running of school activities and reduces the burden on successors of repeatedly screening large quantities of material.

Whether materials can play a part also depends on whether they enter the launch phase of a new round of activities. The school can make consulting the existing material package a routine step before an activity is launched, before the preparation meeting is held, and before the plan is reviewed, requiring the activity responsible person to state which existing practices were drawn on, which original arrangements were retained, and which old problems were adjusted.

For activities in which student organisations carry a larger share of execution, a relatively clear leadership-change handover list should also be formed, specifying the materials that must be transferred, the position experience that needs to be highlighted, and the resources that need to be contacted continuously. In this way, material organisation can be connected with subsequent preparation and can gradually become the basic basis for the next round of activity organisation.

The construction of the experience material system should be measured by whether materials can be found, whether they can be understood quickly, and whether they can directly support takeover. An increase in the volume of materials does not by itself guarantee that experience accumulation has deepened; material organisation must continue to revolve around use efficiency, so that the expansion of archiving does not produce a continuing increase in low-value accumulation [7][8].

4.4. Implementing in Stages and Forming a Continuous Update Mechanism

The improvements proposed here need to be advanced gradually, in step with the school's working rhythm, and are better introduced in stages, as shown in Figure 5. A school can begin with activity types that are held frequently, involve extensive cross-department collaboration, and are strongly affected by personnel turnover, and can then develop basic templates, problem inventories, and rolling-updated material packages on the basis of pilot practice. This makes it easier to observe the actual effects of process organisation, review implementation, and material use within a short cycle, and helps to control the initial cost of introduction and reduce the pressure on the execution level that a full-scale rollout would create. During the introduction, the division of responsibilities and the arrangements for updating materials also need to be clarified at the same time: the lead department coordinates the basic templates, material requirements, and review arrangements; the specific responsible persons supplement the activity process content and organise the problems encountered; the relevant support positions complete the material updates and classified archiving; and student leaders take part in the handover supplement at the execution level. Only by assigning template maintenance, problem organisation, material classification, and version updates to specific positions can existing materials avoid reverting to static preservation once they have been set up.

The significance of digital application in school activity management is ultimately reflected in the continuing support it provides for experience organisation, problem revision, and material use. When the activity process can be set out clearly, when the problems in activities can enter subsequent adjustments, and when the accumulated materials can be used continuously in the

next round of activities, digital tools can genuinely enter the school's organisational learning process and can gradually support a relatively stable activity organisation capacity.

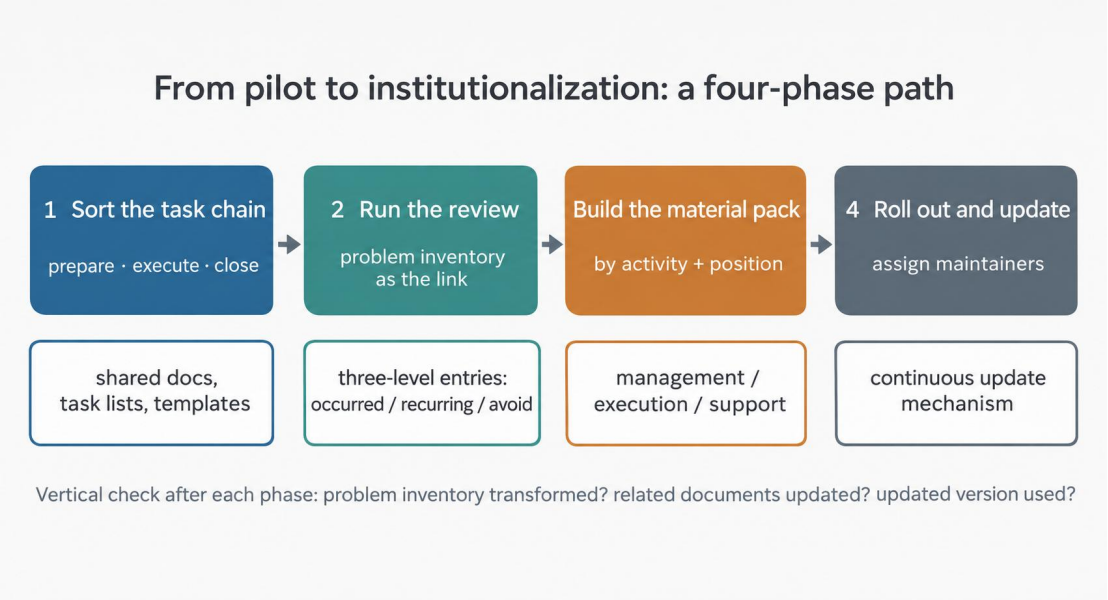


Figure 5. Four-phase implementation path.

Note: Author's own elaboration, corresponding to the staged introduction proposed in Section 4.4.

5. Conclusion

Drawing on public texts and interview materials from two combined junior-senior secondary schools, this paper has examined how digital application currently works in secondary school student activity management, from the perspective of organisational learning. The research shows that although digital tools have been widely embedded in notification delivery, material summarisation, and process recording, their deeper application in experience sharing, rule revision, and knowledge sedimentation remains limited. Digitalisation in activity management therefore remains largely a one-dimensional improvement in transaction-processing efficiency, and has not yet become a capacity for continuous organisational improvement.

Schools need to move digital application from shallow archiving towards deeper improvement. Only by externalising key task processes, turning occasional problems into stable rules, and reorganising surplus materials into an experience system oriented towards later use can digital platforms become a carrier of organisational memory that supports the iterative upgrading of school activity management.

This paper also has limitations. The number of cases is small, and the findings rest mainly on an exploratory analysis of two typical schools. Differences between schools in their conditions, management traditions, activity culture, and digitalisation foundations will inevitably affect the

interaction between technology and organisational learning. Later research can combine internal documents, meeting tracking, and cross-school comparisons to examine more closely how experience is formed, transmitted, and sedimented in different contexts, and can study the longer-term effects of differentiated digital management models on school improvement capacity.

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