

Research and Practice on Teaching Strategies for AI-enabled Writing and Communication Courses

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Abstract: *This paper focuses on the teaching reform of writing and communication courses under the background of AI empowerment, and deeply analyzes the teaching strategy of “one core, three synergies and five linkages”. By building a collaborative integration mechanism of “context creation-task drive-curriculum ideological and political education”, the traditional teaching model is broken; relying on the five-link linkage closed-loop teaching process of “examination-evaluation-learning-practice-thinking”, the teaching quality is spirally improved; leveraging AI technology to reconstruct courses and create an industry-university-research-education community, it provides innovative ideas and replicable practical solutions for the teaching reform of liberal arts courses, effectively improving college students’ writing and communication skills and helping them develop in an all-round way.*

Keywords: AI technology, Writing and communication course group, Teaching strategy, Course reconstruction.

1. Introduction

At a time when information technology is developing rapidly, artificial intelligence (AI) is profoundly changing the educational ecology. As the core literacy required by college students, the training model of writing and communication skills urgently needs innovation and reform to adapt to the needs of the times. In the traditional teaching of writing and communication courses, the one-way indoctrination model has led to increasingly prominent problems such as lack of student learning enthusiasm, weak practical ability, and rigid integration of ideological and political education. In order to effectively solve these problems, this paper proposes the “one core, three synergies, and five linkages” teaching strategy for AI-enabled writing and communication courses, aiming to improve the quality of course teaching and students’ comprehensive literacy through innovative teaching mechanisms and models, and explore new paths for the reform of liberal arts course teaching.

2. “One core and three synergies”: Building an Innovative Teaching Mechanism

2.1 The Connotation of the Collaborative Integration Mechanism of “context creation – task-driven – ideological and political education in courses”

The core mechanism of “One Core and Three Synergies” is the synergistic integration of “situation creation - task drive - course ideological and political education”. This mechanism breaks through the limitations of one-way indoctrination in traditional classrooms, stimulates students’ learning motivation with real situations, guides students to carry out in-depth learning through task drive, and realizes value guidance with the help of course ideological and political education. It organically combines knowledge imparting, ability cultivation and value shaping to form a three-in-one teaching model, providing students with an immersive and experiential learning environment and promoting their all-round development.

2.2 Create Diversified Situations to Stimulate Learning Motivation

Aiming at the teaching objectives of different courses in the writing and communication course group, the course closely combines the actual scenes of party and government agencies, enterprises and institutions, and uses virtual simulation technology to integrate the situation into all the teaching content of the course. The “Broadcast and Television Writing” course simulates the scene of a news live broadcast room, and students complete the task of writing and broadcasting news releases in a virtual news environment; the “Government Affairs and Business Writing” course simulates the release of government documents, large-scale events or business negotiations. Students need to write official document reports, speeches, meeting minutes, etc.; the “Public Relations” course simulates the scene of corporate crisis public relations. Students need to design a comprehensive crisis response plan based on the set crisis events, including crisis warning, crisis handling strategies, media communication and other links; the “Creative Thinking and Speech Eloquence” course simulates speech scenes under different cultural backgrounds, such as international cultural exchange activities, academic seminars, etc. Students write speeches according to the scene requirements and practice speeches; the “Advertising Creativity” course combines the real needs of enterprises to carry out brand promotion projects. Students participate in advertising creativity practice from advertising research, advertising plan writing to advertising work design.

2.3 Task-driven Projectization Promotes Deep Learning

On the basis of creating diversified situations, challenging and practical teaching tasks are set for each course to stimulate students’ learning initiative and creativity in a project-based form [1]. The “Radio and Television Writing” course designs the “News Special Report” task. Students form a news reporting group to complete the whole process of news selection, interview, writing and broadcasting; the “Government Affairs and Business Writing” course designs the “Anti-epidemic Prevention and Control Notice” task, requiring students to write a standardized anti-epidemic prevention and control notice based on the epidemic prevention and control policy and actual situation, and optimize the content of the notice; the “Public Relations” course designs the “Rural Revitalization Brand Communication” task. Students formulate brand

communication and public relations plans for rural characteristic products or culture; the “Creative Thinking and Speech Eloquence” course designs the “Impromptu Speech Competition” task. Students give impromptu speeches around hot topics; the “Advertising Creativity” course designs the “Domestic Brand Promotion” task. Students combine the characteristics of domestic brands with market demand to complete advertising planning and design projects.

2.4 Ideological and Political Education Runs Throughout the Curriculum to Achieve Value Guidance

The “Writing and Communication” course group has always integrated ideological and political education throughout the teaching process. By teaching the “Tao” of writing and the “profession” of communication, ideological and political education and writing and communication practice are deeply integrated. In the “Writing” course, students are guided to pay attention to social reality, promote traditional culture, and convey positive energy through literary creation; the “Radio and Television Writing” course cultivates students’ journalistic professional ethics and social responsibility, so that they can adhere to the principles of objectivity, fairness, and truthfulness in news reporting; the “Government Affairs and Business Writing” course strengthens students’ awareness of the rule of law, service awareness, and professional ethics; the “Public Relations” course cultivates students’ sense of integrity, teamwork spirit, and social responsibility; the “Creative Thinking and Eloquence” course guides students to establish correct cultural views and values, and show cultural confidence in cross-cultural exchanges; the “Advertising Creativity” course emphasizes the social responsibility of advertising and advocates positive and healthy consumption concepts and value orientations. Through the full integration of ideological and political education in the course, students can improve their writing and communication skills while achieving a simultaneous improvement in their ideological and moral qualities [2].

3. “Five Linkages”: Building a Closed-Loop Teaching Process

3.1 The Connotation and Logic of the Linkage of the Five Links of “examination - evaluation - learning - practice - thinking”

The “five linkages” are to build a closed-loop teaching process with five linkages: “check - evaluation - learning - practice - thinking”. This process is supported by AI technology, and each link is closely connected and mutually promoted, forming a spiral improvement model of “diagnosis - learning - training - reflection”. “Checking” is the starting point of teaching, and the students’ knowledge base is understood by checking the pre-class tasks; “evaluation” evaluates the achievement of teaching objectives based on the test results, providing a basis for subsequent teaching; “learning” conducts new knowledge teaching based on evaluation feedback; “practice” helps students realize knowledge internalization and transfer; “thinking” summarizes and reflects on the entire teaching process, providing direction for the next round of teaching improvement, thereby continuously improving the teaching quality and student learning effects.

3.2 Five-link Linkage Practice Using the Course “Government Affairs and Business Writing” as an Example

3.2.1 “Check”: Check the pre-class tasks

Teachers use AI tools to publish problematic official document writing cases and require students to complete error correction tasks before class. Students carefully read the cases and mark the format errors, inappropriate content expressions, and other problems. AI tools can not only push tasks conveniently, but also conduct preliminary analysis of students’ completion status, such as statistics on the accuracy and time spent on students’ marking errors, to help teachers quickly understand students’ mastery of official document writing knowledge and provide data support for classroom teaching.

3.2.2 “Evaluation”: Evaluate the achievement of teaching objectives

Five minutes before the class started, the teacher selected some students to modify and mark problematic official documents and conducted a standard comparison. By comparing the modification results of different students, the teacher summarized common errors, such as irregular official document formats, imprecise language expressions, and chaotic logical structures. The teacher made comments in real time, deeply analyzed the causes of the problems, and pointed out the key difficulties in official document writing, such as the correct writing of official document titles, the logic of the text, and the standard requirements for signatures, so that students can clearly understand their own shortcomings and point out the direction for subsequent learning.

3.2.3 “Learn”: Learn new knowledge

Entering the new knowledge learning phase, teachers conduct scenario simulations of teaching tasks. With the help of AI tools, excellent official document cases since the 18th National Congress of the Communist Party of China are matched, and stylistic case teaching is carried out through detailed analysis of these cases. Official document writing theory is closely combined with actual cases to explain the norms, skills and methods of official document writing. For example, when explaining the writing of notice-type official documents, different types of notice cases are selected to analyze their applicable scenarios, content structure, language characteristics, etc., so that students can understand and master the knowledge of official document writing in specific cases and improve learning effects.

3.2.4 “Practice”: timely classroom training

In order to promote students’ internalization and transfer of new knowledge, teachers design classroom training tasks based on teaching situations. For example, set up exercises for drafting notice documents within a limited time, use AI timers to strictly control time, and use collaborative documents to achieve real-time collaboration and cross-examination between students. After students complete the drafting of the notice within the specified time, they review each other’s work, put forward modification suggestions, and jointly

improve the content of the official document. Through this process, students not only consolidate the knowledge they have learned, but also learn from the advantages of their peers' works, discover their own shortcomings, and improve their practical ability in official document writing and teamwork ability.

3.2.5 "Thinking": Reflect on learning outcomes in a timely manner

After completing the classroom teaching tasks, teachers guide students to reflect on the content standardization, the integration of ideological and political education in the course, and peer evaluation. Students review the problems they have in the process of writing official documents and think about how to improve; analyze whether the ideological and political elements of the course are reflected naturally and appropriately in the writing; and summarize the inspiration and gains from peer evaluation. Teachers also reflect on the teaching process, evaluate the achievement of teaching objectives, analyze the effectiveness of teaching methods, and provide a basis for subsequent teaching improvements. Through collaborative reflection between teachers and students, problems can be discovered and deficiencies can be made up in a timely manner, promoting the continuous improvement of teaching quality.

3.3 Practical Effect of the Five-link Linkage Teaching Strategy

Through teaching practice in the writing and communication course group, AI assistance has effectively expanded the classroom training time of writing courses. Traditional classrooms are limited by time and students have limited practice opportunities. The application of AI technology makes task release, correction, feedback and other links more efficient and convenient, which gives students more training time. The "five-link" linkage teaching strategy significantly improves the efficiency of writing classroom teaching. Students can quickly enter the learning state in a clear teaching process, master the key points of knowledge, and improve learning efficiency.

In terms of students' learning behavior, this teaching strategy has led to a gradual improvement in students' learning behavior. The setting of pre-class tasks has stimulated students' awareness of independent learning. Students actively consult materials and think about problems; they actively participate in discussions and training in class, and interact frequently with teachers and classmates; the habit of active learning after class is gradually formed. In order to better complete the tasks, students will independently expand their reading and practice writing, and constantly improve their abilities. At the same time, students' written expression ability has gradually improved through systematic training and feedback. Official document writing has become more standardized, literary creation has become more profound, and business copywriting has become more professional, effectively breaking the bottleneck of college students' writing and communication ability.

4. The Implementation of Curriculum Reconstruction and the Construction of

Industry - university - research - education Community

4.1 The Necessity and Significance of AI Technology in Promoting Curriculum Reconstruction

There are deficiencies in integrating modern information technology into liberal arts course teaching. The traditional liberal arts course teaching model cannot fully utilize the advantages of information technology, resulting in limited teaching effects. It has become an inevitable trend to leverage AI technology to implement curriculum reconstruction [3]. AI technology has powerful data analysis, intelligent processing, personalized learning support and other functions, which can bring new changes to liberal arts course teaching. Through curriculum reconstruction, we can optimize teaching content, innovate teaching methods, and improve teaching evaluation, so that liberal arts course teaching can better meet the needs of the times and students' learning characteristics, improve teaching quality and students' learning experience, and cultivate high-quality liberal arts talents who can adapt to social development [4].

4.2 Course Reconstruction Path under AI Empowerment

4.2.1 Reconstruction of teaching content

Use AI technology to analyze and mine massive amounts of literature and cases, and select teaching content that is closely related to the course teaching objectives and is contemporary and representative. Integrate knowledge resources from different disciplines, break down disciplinary barriers, and achieve cross-integration of knowledge. For example, in writing courses, combine popular literary works and social hot topics analyzed by AI to enrich writing materials and topics; in public relations courses, introduce successful corporate public relations cases and failure lessons analyzed by AI, update the teaching case library, and make the teaching content more practical and attractive.

4.2.2 Innovation in teaching methods

With the help of AI technology, we develop intelligent teaching tools and platforms, such as intelligent writing assistance systems and virtual speech training platforms. The intelligent writing assistance system can perform grammar checking, logic analysis, and writing suggestion push on students' writing content in real time to help students improve their writing quality [5]; the virtual speech training platform simulates different speech scenarios and uses AI speech recognition and analysis technology to provide real-time feedback and evaluation on students' speech performance, thereby improving students' speaking ability. At the same time, we carry out personalized learning based on AI, push personalized learning resources and learning tasks to students according to their learning progress, ability level, interests and hobbies, etc., to meet students' diverse learning needs.

4.2.3 Teaching evaluation reform

Construct a diversified teaching evaluation system based on AI, combining process evaluation with final evaluation. Use AI intelligent grading system to automatically grade and

analyze students' homework and works, and quickly provide feedback on students' learning situation; through AI learning analysis technology, track students' learning process, record students' learning behavior data, such as online learning time, task completion, interactive participation, etc., and conduct a comprehensive evaluation of students' learning attitude and learning ability. At the same time, introduce a combination of student self-evaluation, mutual evaluation and teacher evaluation to comprehensively and objectively evaluate students' learning outcomes, and provide accurate basis for teaching improvement and student development.

4.3 Building an Industry-university-research-education Community

Based on AI-enabled curriculum reconstruction, we actively build an industry-university-research-education community. We strengthen the cooperation between the school and party and government agencies, enterprises and institutions, and establish internship training bases, industry - university - research cooperation projects, etc. In the teaching of writing and communication courses, we invite industry experts to participate in course design, teaching guidance and practical evaluation, so that course teaching is closely connected with industry needs. For example, we invite government document writing experts to teach students in the "Government Affairs and Business Writing" course and share their experience and skills in document writing; we cooperate with advertising companies to carry out actual advertising projects, so that students can exercise their advertising creativity and planning capabilities in real projects.

At the same time, AI technology is used to build a collaborative innovation platform for industry, academia, research and education to achieve resource sharing and collaborative innovation among schools, enterprises and research institutions. Through the platform, students can obtain the actual project needs of enterprises and conduct practical research; enterprises can use the scientific research strength and talent resources of the school to solve practical problems; research institutions can transform scientific research results into teaching resources to promote teaching reform. The creation of an industry - university - research - education community has effectively solved the problem of insufficient integration of modern information technology into liberal arts courses, provided strong support for liberal arts course teaching reform, and promoted the precise connection between talent training and social needs.

5. Conclusion

The "one core, three synergies, and five linkages" teaching strategy of AI-enabled writing and communication courses has achieved innovative changes in teaching models by building a collaborative integration mechanism of "context creation-task drive-curricular ideological and political education"; relying on the "examination - evaluation - learning - practice - thinking" five-link closed-loop teaching process, it has improved the teaching quality and student learning effects; leveraging AI technology to implement curriculum reconstruction, create an industry - university - research - education community, and effectively solve the problems existing in the teaching of liberal arts courses. The

research and practice of this teaching strategy provides new ideas and reference solutions for the reform of liberal arts course teaching, which is of great significance for improving college students' writing and communication skills and cultivating high-quality talents that meet the needs of the times.

Acknowledgements

This paper is the research result of the general project of Sichuan University Students' Ideological and Political Research Center, a key research base of Sichuan Province Social Sciences, "Research on integrating Xi Jinping's important discourse on telling China's story well into the education of radio and television majors" (CSZ23112).

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