

Recalibrating New Coordinates, Seizing New Opportunities, and Embracing New Challenges: New Quality Productive Forces Empowering High-Quality Development of the Information Resource Management Discipline (Postprint)

Authors: Chu Jingli

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Abstract

New quality productive forces represent not only a new concept and theory but also a new mindset and driving force, requiring us to deeply understand its core and essence and to empower high-quality development of the information resource management discipline with new quality productive forces as the new coordinate. “Information Resource Management” inherits from and expands upon “Library, Information, and Archives Management,” currently facing unprecedented competition and challenges. The core...

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Aligning New Coordinates, Seizing New Opportunities, and Embracing New Challenges: Empowering High-Quality Development of the Information Resource Management Discipline with New Quality Productive Forces

In January 2024, President Xi Jinping emphasized during the 11th collective study session of the Political Bureau of the CPC Central Committee that developing new quality productive forces represents an intrinsic requirement and crucial anchor for promoting high-quality development. New quality productive forces emphasize new technologies, new manufacturing, new models, new services, new energy sources, new drivers, and new business forms, with scientific and technological innovation as the core driving force, demonstrating

notable characteristics of innovation, efficiency, integration, and sustainability. New quality productive forces are reshaping economic and social development patterns with unprecedented momentum. As a discipline that stays close to the demands of the times and aims to study the theory and practice of information resource management, information resource management must examine and advance its high-quality development from the perspective of new quality productive forces by aligning new coordinates, seizing new opportunities, embracing new challenges, accelerating discipline construction, and continuously enhancing its quality and competitiveness.

1. Taking New Quality Productive Forces as the New Coordinate for Discipline Construction

New quality productive forces represent not only a new concept and theory but also a new mindset and driving force, requiring us to deeply understand its core and essence and to empower high-quality development of the information resource management discipline with new quality productive forces as the new coordinate. “Information Resource Management” inherits from and expands upon “Library, Information, and Archives Management,” currently facing unprecedented competition and challenges. The core of new quality productive forces is “pursuing novelty to achieve quality,” which is also the fundamental issue confronting the high-quality development of the information resource management discipline. The relationship between pursuing novelty and achieving quality is dialectically unified: without pursuing novelty, quality cannot be achieved, and achieving quality also requires the aid of pursuing novelty.

If the transition from “Library, Information, and Archives Management” to “Information Resource Management” represents an evolution in discipline construction, information resource management now requires an even more thorough and essential transformation, even a faster and more remarkable metamorphosis. This requires courage and, more importantly, strength. The disruptive innovation brought by generative artificial intelligence compels us to re-examine and re-question the value and core competitiveness of information resource management. If we remain complacent, stick to old ways, attempt to respond to change with constancy, or even resist and oppose new quality productive forces, information resource management will merely change superficially while remaining the same underneath, inevitably becoming disconnected from the development of the times and ultimately being abandoned by the era.

2. Taking Hardcore Innovation as the Primary Driving Force for Discipline Construction

The innovation in new quality productive forces is not ordinary innovation but a kind of hardcore innovation—a leap, breakthrough, or disruption driven by technology. Competition between nations is essentially competition in science and technology; similarly, competition between fields is also competition in sci-

ence and technology, driven by hardcore innovation. In a sense, the effectiveness of talent cultivation for major national strategies depends on whether hardcore innovation can be taken as the primary driving force. The status and value of the information resource management discipline also depend on its capacity for hardcore innovation, requiring the reconstruction of the discipline's academic system, theoretical framework, discourse system, as well as its curriculum system, faculty, textbook system, and capability system.

The emergence of DeepSeek, ChatGPT, and other large models has prompted us to reconsider hardcore innovation capabilities. The reconstruction of the information resource management discipline also requires us to recognize that discipline construction needs innovative development empowered by new quality productive forces. Reviewing the domestic and international discipline construction process over the past decades, we have moved from following to running alongside to leading. For example, digital library construction more than 20 years ago basically involved imitation and reference from Western digital libraries, whereas today's smart library construction in China can be said to be comprehensively surpassing Western libraries. Whether in discipline construction or practical development, what information resource management currently lacks most is not technology but hardcore innovation driven by technology.

3. Taking Capacity Building as the First Principle of Talent Cultivation

The concept of first principles, first proposed by Aristotle, refers to the most basic, indivisible truths or assumptions that serve as the starting point for deriving all other propositions. In recent years, numerous scholars at home and abroad have elaborated on and extended the concept of first principles. For talent cultivation, the first principle is capacity building rather than examination scores or passing defenses. Hardcore innovation capability must be established as the most fundamental criterion for evaluating talent cultivation. The ultimate goal of higher education is talent cultivation, and the ultimate goal of talent cultivation is capacity building. However, in reality, regarding information resource management discipline construction, this first principle is often distorted or deviated from, as our training objectives, educational methods, and examination approaches more or less fail to prioritize capacity as the most important consideration.

High-quality development of the information resource management discipline requires emphasizing the construction of basic theories, basic methods, and basic paradigms empowered by new quality productive forces at the first-level discipline architecture level. On this basis, professional knowledge capacity systems should be constructed for each of the 11 sub-disciplines, cultivating interdisciplinary capabilities, technology application capabilities, and research innovation capabilities—fundamentally, technology-driven hardcore innovation capabilities, particularly data management and analysis capabilities. A tiered system from undergraduate to master's to doctoral levels should be constructed,

actively expanding enrollment numbers, emphasizing undergraduate scale, striving to improve student quality, strengthening graduate student scale and quality, reinforcing faculty team construction, and emphasizing management of all training components. The examination and assessment system should be reformed, and social practice should be strengthened. The traditional comfort zone of education and teaching should be broken, connecting with social demands and facing national strategies to cultivate students' abilities to integrate theory with practice, self-directed learning, scientific research innovation, and many other aspects.

4. Taking Teaching Reform as the Breakthrough for Discipline Construction

Information resource management education and teaching are the core of discipline construction. We must strengthen the transformation and innovation of education models empowered by new quality productive forces, breaking through traditional education models of pure teaching and learning, and fully utilizing various teaching methods such as new media, flipped classrooms, Rain Classroom, interactive exchanges, and debates. Teachers should study knowledge in political science, pedagogy, psychology, and other areas, organically integrating ideological and political education into classroom teaching, focusing on cultivating students' professional thinking, professional awareness, and professional commitment, and emphasizing the cultivation and improvement of professional capabilities. The mastery and application of research capabilities, innovation capabilities, and technology tool capabilities should be strengthened, especially the application of big data, large models, and AI tools in the professional field.

Information resource management discipline construction must directly face social demands, maintain sensitivity to new workplace needs and changes, and conduct forward-looking analysis and prediction of workplace development dynamics. Education should be tailored to individual aptitude and demand-based, fully reflecting personalized needs in educational models. Teachers should be guided to strengthen...

Note: Figure translations are in progress. See original paper for figures.

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