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ARTICLE

A Review on Physical, Online and Hybrid Teaching and Learning Pedagogy for Fashion Design Courses in China

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ABSTRACT

In undergraduate fashion design education, the main focus is on clothing design, fashion brand garments, and design trends, especially on how to create and market these designs. Higher vocational education emphasizes developing design skills and methods, transforming design processes, and managing clothing production. In China, the first undergraduate major in fashion design started in 1983 at Suzhou Silk Institute of Technology, which used to be linked to the Ministry of Textile Industry. The mode of teaching and learning delivery of fashion design courses just like other courses, started with face-to-face teaching in physical classroom and practical training classes. However, due to fast development in educational technology and movement restriction during COVID-19 pandemic, the fashion design education is adapting the innovative learning management system and revolutionized into online and hybrid delivery of teaching and learning content. In this review, fashion design courses in China education system will be elaborated and comparison of physical, online, and hybrid delivery of fashion design course will be discussed.

1. Introduction to Fashion Design in China

Fashion in clothing shows people's desire for a better life. The first undergraduate major in fashion design started in 1983 at Suzhou Silk Institute of Technology, which used to be linked to the Ministry of Textile Industry. This was about 37 years ago, even though fashion design courses had been offered in art colleges since the 1980s. Over the past 37 years, fashion design majors have grown a lot, becoming one of the most popular design majors (Chhabra, 2019).

In undergraduate fashion design education, the main focus is on clothing design, fashion brand garments, and design trends, especially on how to create and market these designs. Higher vocational education emphasizes

developing design skills and methods, transforming design processes, and managing clothing production. Secondary vocational education concentrates on teaching specific job skills and production processes. Continuing education focuses on vocational training to improve job performance. All these educational approaches together make up the landscape of Chinese fashion design education (Entwistle, 2015).

The fashion design major faces many issues and confusions. In the past, colleges often combined basic art and garment-making classes, teaching future designers like artists. This led to unclear goals and similar teaching standards. Traditional art colleges have criticized craft education and the practical mindset of craftsmen, focusing

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too much on two-dimensional visual representation and creativity while ignoring three-dimensional modeling. As a result, many designers who frequent luxury fashion stores and create visual designs have been sent to clothing companies. Fashion design students often still can't create patterns well even after four years of study. They don't fully understand the entire design process, including sketches, prototypes, finished products, brand marketing, and achieving design goals. Some colleges and institutions might also lack the necessary textile material disciplines (Grose & Fletcher, 2012).

A significant number of fashion design students still lack fundamental knowledge about the composition, design, and functionality of clothing fabrics, as well as an understanding of the physical characteristics of textile fabrics. This deficiency leaves many designers ill-equipped to navigate the intricate market and hinders their ability to comprehend and explore the field of ergonomics. Many schools and organizations neglect to include the concept of the "false seam" relationship and the design connection of white cloth modelling in their craft education curriculum. Many designers may have a blind spot in this area. The distortion of artistic assessments and public perception about innovative and functional clothing has led to a continuous production of artworks that do not align with market demands, all under the pretext of showcasing uniqueness. (Li et al, 2023). For fashion design majors who want to meet market demand, it is important to effectively comprehend scientific and logical instructional content without losing their individuality.

The fashion design major typically imparts core concepts, processes, and problem-solving techniques to students as a foundational level of talent development. The essential information and skills of fashion designers can be acquired through school and training. However, the development of non-intellectual qualities requires a gradual accumulation over time, as well as experience in real-life situations and the market (Lim, 2021). The college studies stage only provides the structure for this process of becoming less rigid. Fashion design is a category of design that integrates engineering technology and aesthetics. It primarily addresses the relationship between objects. On the other hand, general design, while also addressing the relationship between objects, places particular emphasis on the relationship between objects and people. It focuses on visual modelling, shape layout, surface decoration, and colour matching of the product, while also considering the psychological and physiological effects of the product on people. (Li et al, 2023). There is a longstanding tradition of fashion designers and tailors passing down their skills and knowledge across generations. While modern industri-

al designers differ from them, they still have certain common requirements, which can potentially cause confusion. At the advanced stages of personalization and proofing, fashion designers usually build ensembles manually. Consequently, fashion designers consistently collaborate with the basic garment structure design and are responsible for the entire product, encompassing not only the artistic and aesthetic elements of clothes. Nevertheless, in the context of large-scale production, contemporary design standards surpass those of conventional craftsmanship. It is inconceivable to employ a designer who lacks understanding of contemporary clothes manufacturing technology. The designer's personal brilliance and style can only be freely represented in mass-produced products if they are not bound by technical processes and have a deep understanding of manufacturing technological procedures (Ma et al., 2022).

The field of fashion design, which combines elements of engineering technology and art, has gained significant attention due to its emphasis on practical, hands-on skills, setting it apart from other design disciplines. The primary objective of technical design is to resolve the interconnection between various components. Once the connection between things has been resolved, it is crucial to examine the correlation between objects and individuals, focusing on aspects such as style design, colour coordination, design trends, consumer psychology, and other factors that influence the creation of clothing products. Due to the inherent connection between fashion designers and tailors, fashion designers often have to carry out sophisticated alterations and quality assurance on their own. Consequently, the design of clothes includes both style and structure, and it is responsible for the creation of product pieces rather than only the aesthetic features of fashion art. In order to align with the unique requirements of clothing companies and society, each college should incorporate its own distinctive features and expansions into its educational process. This will enable the college to identify its own teaching positioning, build its own teaching status, and effectively respond to the dynamic and evolving market demands (Murzyn-Kupisz & Hołuj, 2021).

2. Fashion Design Course in Vocational Colleges in China

The pedagogical framework and instructional approaches employed in vocational institutions throughout China for fashion design education demonstrate distinct attributes that encompass a fusion of theoretical acumen, artistic ingenuity, and technical proficiencies. The duration of a fashion design program in vocational colleges in China typically ranges from two to three years, contingent

upon the level of degree pursued (Qian et al., 2022). The curriculum encompasses a combination of theoretical components, such as the historical aspects of fashion, fashion trends, textile science, color theory, and design principles, alongside practical components like pattern drafting, garment construction, fashion illustration, and the development of a design portfolio (Lim, 2021).

The teaching approaches conventionally utilized in vocational colleges place significant emphasis on in-person instruction, as it is crucial for the acquisition of practical skills. According to Murzyn-Kupisz and Holuj (2021), the pragmatic aspects of fashion design necessitate direct supervision from instructors and prompt feedback, both of which are efficiently facilitated in traditional classroom settings. Students participate in a variety of educational activities, including studio-based learning, workshops, and live demonstrations, which afford them the opportunity to observe, practice, and refine their technical proficiencies.

Furthermore, the inclusion of industry visits, internships, and partnerships with fashion brands are essential elements of the educational experience inside these academic institutions. According to Qian et al. (2022), these opportunities enable students to acquire firsthand knowledge of the fashion business, apply their theoretical knowledge in practical settings, and cultivate their professional connections.

Nevertheless, the emergence of digital technologies has prompted several vocational colleges to include online elements into their instructional practices. For example, the utilization of Learning Management Systems (LMS) enables the dissemination of course materials, administration of online exams, and facilitation of interactions between students, teachers, and peers. However, there is considerable variation in the degree and efficacy of technology integration among different educational institutions, and it is predominantly ancillary to the primary instructional approaches (Haleem, et al., 2022).

The combination of hands-on learning in traditional classroom settings alongside exposure to the industry significantly contributes to the development of a comprehensive skill set in aspiring fashion designers. Moreover, understanding digital technologies as complementary aids rather than substitutes underscores the value of maintaining a balanced instructional approach, ensuring students benefit from a diverse range of learning methods and resources.

3. Online Teaching and Learning Approaches

3.1 Overview of Online Teaching and Learning

Online education, or e-learning, is becoming a vital

part of educational institutions worldwide. It utilizes internet-based technology to provide instructional content and support learning processes, presenting a feasible alternative to conventional classroom education. The inception of online education may be attributed to the development of computer-assisted learning programs in the 1960s. However, it gained significant momentum with the advent of the internet in the 1990s and the following proliferation of digital technology (Allen & Seaman, 2017).

The discipline of online teaching and learning, often known as e-learning, entails the utilization of digital platforms to promote education, typically with the aid of internet access (Moore, Dickson-Deane, & Galyen, 2011). The advent of e-learning has brought about a significant transformation in the realm of education, offering considerable advantages but also posing distinctive obstacles.

The proliferation of colleges providing online courses and degree programs has experienced a significant surge, suggesting a rapid expansion of online education. Enrolment in distant education courses at degree-granting postsecondary institutions has continually increased over the past decade, according to the National Centre for Education Statistics (NCES). Millions of students have been utilizing online learning. The flexibility and accessibility of online education have made it a popular option for various student demographics, such as working professionals, parents, and international students.

Online education can be categorized into various kinds, each possessing distinct characteristics and uses. Firstly, online learning can take place in the form of 'Fully Online Courses'. These courses are exclusively conducted through online platforms, without any face-to-face elements. Students can utilize digital media to retrieve lectures, assignments, and engage in discussions. Massive Open Online Courses (MOOCs), such as those provided by Coursera and edX, facilitate global access to courses offered by prestigious universities (Hollands & Tirthali, 2014).

'Blended or Hybrid Courses' combine online and in-person instruction to optimize the advantages of both methods. Students have the option to physically attend certain classes while completing other parts of their coursework through online means. This approach aims to establish a well-rounded educational experience by enhancing adaptability while still preserving the advantages of direct interaction (Garrison & Vaughan, 2012).

'Synchronous Learning' is an additional form of online learning. Synchronous online learning entails real-time interaction between students and instructors through video conferencing platforms such as Zoom, Microsoft Teams, or Google Meet. This framework replicates the real-time nature of a traditional classroom, facilitating interactive

discussions, collaborative assignments, and prompt evaluation (Hrastinski, 2008).

Alternatively, there is the concept of ‘asynchronous learning’. Asynchronous online learning allows students to independently access course materials, participate in discussions, and fulfil assignments at their preferred speed. This format provides added versatility, enabling a range of timetables and learning preferences. Asynchronous courses are commonly administered through learning management systems (LMS) such as Blackboard, Canvas, and Moodle (Means et al., 2014).

Online education encompasses a diverse range of teaching methods and strategies that are tailored to certain learning contexts and objectives. The constructivist approach, integration of multimedia, evaluation and feedback, and learning analytics are widely employed strategies in online learning. Online education often employs constructivist methods that emphasize active learning, where students develop knowledge through interactions with content, peers, and instructors. Constructivist learning is commonly supported through online platforms such as discussion forums, collaborative projects, and problem-based learning activities (Anderson, 2008). In addition, the integration of multimedia elements such as films, animations, podcasts, and interactive simulations enhances the learning process by catering to different learning preferences and simplifying complex subjects. Mayer (2009) found that the use of multimedia elements can enhance both the level of interest and the level of efficacy in learning. Online education employs diverse evaluation techniques, including quizzes, assignments, peer assessments, and automated feedback systems. These technologies provide prompt feedback, enabling students to monitor their progress and pinpoint areas for improvement (Gikandi et al., 2011). By using learning analytics, educators are able to actively track and assess student involvement and achievement in real-time. Utilizing data-driven insights can assist in the development of instructional design, identification of students at risk, and customization of learning experiences to enhance results (Siemens, 2013).

The efficacy of online education is greatly dependent on the supporting technological infrastructure. In order to achieve effectiveness, the utilization of a learning management system (LMS), communication tools, and, notably, content generation and delivery systems is important. Learning Management Systems (LMS) like as Blackboard, Canvas, and Moodle serve as centralized platforms for managing courses, distributing information, facilitating communication, and conducting evaluations. The teachers and students can discuss and participate with course subjects in a well-structured environment (Wat-

son and Watson, 2007). Email, discussion boards, video conferencing, and instant messaging are communication methods that facilitate interaction between students and teachers. Efficient communication is crucial for maintaining involvement and aiding in digital learning settings (Hrastinski, 2008). Regarding the creation and dissemination of content, software solutions such as video recording tools, screen capture software, and interactive whiteboards are employed to enhance the calibre and availability of online course materials. These tools enable instructors to create interactive and captivating learning experiences (Mayer, 2009).

There are numerous advantages associated with online learning. First and foremost, it offers considerable freedom in the process of acquiring knowledge. Online learning provides students with the flexibility to study at their own preferred pace and convenience, hence enhancing accessibility to education for individuals who are managing personal or professional obligations (Kebritchi, Lipschuetz, & Santiago, 2017). In addition, the internet’s extensive reach surpasses geographical boundaries, allowing students from any area to access a wide range of information (Ally, 2004). One notable aspect of online learning is its capacity to facilitate individualized learning trajectories. According to Johnson et al. (2016), online platforms present a unique chance to cater to the individual learner’s preferred style and pace, a challenge that is often encountered in traditional classroom settings.

Nevertheless, the implementation of e-learning is not devoid of obstacles. The importance of self-discipline in the context of online learning cannot be overstated. According to Artino (2007), the lack of a well-organized setting and direct supervision, which are typical of conventional classrooms, necessitates that students effectively regulate their time and refrain from engaging in procrastination or being distracted. Moreover, the substantial reliance on technology gives rise to a distinct set of challenges. According to Bacow et al. (2012), the seamless progression of learning can be impeded by various challenges, including software incompatibility, internet connectivity issues, and hardware failures. In conclusion, the lack of in-person connection within the virtual learning setting has the potential to impact the depth of the educational experience and may result in learners experiencing feelings of isolation (Abrami, Bernard, Bures, Borokhovski, & Tamim, 2011).

Hence, the advent of online teaching and learning has significantly revolutionized the educational landscape, offering the advantages of enhanced flexibility, accessibility, and individualization. However, it is crucial to acknowledge the accompanying obstacles, like the requirement for

self-regulation, technical complexities, and limited social engagement, which should not be disregarded.

Online learning's capacity to offer flexibility corresponds well with the requirements of contemporary, fluid lifestyles. Nevertheless, the recognition of the importance of self-discipline and the acknowledgment of obstacles such as technological difficulties reflect an understanding of the practical challenges encountered within online learning environments.

3.2 Online Teaching and Learning in Fashion Design Education

The integration of online pedagogy and e-learning in fashion design curricula has gained considerable importance, particularly in light of the rapid progress in digital technology. According to Santiago et al. (2021), this platform provides students with opportunity to expand their learning outside the confines of the conventional classroom. It enables them to delve into and establish connections with global fashion trends and resources.

The essential components for achieving success in online instruction and education within the realm of fashion design encompass interactive and captivating educational materials, well-defined and organized learning routes, and unwavering assistance and evaluation systems. Digital platforms have the capability to facilitate the dissemination of interactive resources, including video courses, design templates, and digital libraries. According to Alamy, Sheard, and Carbone (2014), virtual classrooms offer organized channels for educational progression, while discussion forums and online gatherings serve as effective means for fostering assistance and receiving input.

The optimal approaches for facilitating online instruction and learning in fashion design courses encompass the seamless amalgamation of theoretical concepts and practical applications, facilitated by the utilization of digital resources. Instructors have the option to utilize video demonstrations as a means of instructing students on diverse design processes, while students can employ digital portfolios to effectively record and exhibit their work. Furthermore, it is possible to organize real-time webinars or workshops to facilitate conversations, critiques, and group projects, so fostering collaborative learning and community development (Clark & Mayer, 2016).

Online platforms serve as a conduit to access global trends and resources. It corresponds well with the modern characteristics of the fashion industry, which are notably shaped by international influences. Moreover, the focus on interactive resources and collaborative learning facilitated by digital platforms underscores the evolution of education, rendering it more immersive and pertinent to the dig-

ital era.

The integration of online teaching and learning in fashion design education has revolutionized conventional pedagogical methods, opening up fresh avenues for creativity, cooperation, and skills enhancement. The education of fashion design mainly depends on technical tools and platforms that provide online learning.

Virtual design software, such as Adobe Illustrator and CorelDRAW, enables students to create and modify digital drawings, patterns, and prototypes. These technologies simulate real-world design processes, enabling students to explore new ideas and enhance their technical skills (Kazlacheva et al., 2018). Software for 3D modelling, such as CLO 3D and Marvelous Designer, simplifies the process of creating virtual prototypes of apparel. According to Wang and Hu (2023), students can enhance their understanding of garment structure and aesthetics by examining designs in three dimensions, adjusting fit and proportions, and exploring material attributes. VR and AR technology offer immersive learning experiences by simulating design environments and allowing students to interact with virtual garments in a lifelike context. These technologies facilitate experiential learning by enabling students to visually perceive spatial connections and investigate design concepts in a dynamic manner (Shaby, N. & Vedder-Weiss, D. 2021). Google Workspace (formerly known as G Suite), Microsoft Teams, and Slack offer both real-time and delayed collaboration options for students and teachers. These platforms provide instantaneous communication, sharing of documents, and collaborative administration of projects in virtual settings, fostering teamwork and collective invention (Hrastinski, 2008).

LMS platforms like Moodle, Canvas, and Blackboard function as centralized hubs for delivering course information, managing assignments, and facilitating discussions. Learning administration Systems (LMSs) encompass the integration of multimedia, assessment tools, and grade administration. These features enable a range of instructional approaches in online fashion design courses (Watson & Watson, 2007). Virtual classroom technologies such as Zoom, Adobe Connect, and BigBlueButton enable professors to conduct live, interactive sessions where they can provide lectures, demonstrations, and critiques. In China, platforms vary. China's main digital platforms for teaching and learning are Superstar (Chaoxing), Tencent Meeting, and Wechat. They provide comparable functionalities to Moodle or Zoom, fulfilling all the prerequisites for online instruction and education. These platforms incorporate video conferencing, screen sharing, and chat features, thus replicating the classroom environment in an online context (Hrastinski, 2008).

3.3 Case Study in Online Fashion Design Education

A case study is discussed here to gain a deeper understanding of the effective tactics employed in fashion design, specifically in the context of online learning. The referenced case is “Online Teaching Practices for the ‘Fundamentals of Colour’ Course at the School of Textiles and Fashion” by Yang (2022).

The “Fundamentals of Colour” course, which is a mandatory elective in the Fashion Design and Engineering curriculum as part of the “Excellent Engineer Education Training Plan,” faced significant challenges amid the COVID-19 pandemic. The objective of the course is to provide students with a strong basis in colour theory, colour design thinking, and creativity, in order to enhance their understanding of aesthetics and develop their practical abilities. Due to the shift to online education, the course had to modify itself to comply with educational requirements while still guaranteeing student interest and learning outcomes.

In order to optimize the delivery of the course online, three platforms were utilized: WeChat Course Groups, Learning Pass, and Tencent Meetings. The course encompassed a diverse range of instructional techniques, such as online check-ins, assignment reports, individual critiques, theoretical education, and practical demonstrations. The purpose of this multimodal approach was to replicate the interactive and tactile nature of traditional face-to-face sessions (Yen et al., 2018).

The educators recommended utilizing a diverse range of educational resources across several platforms to enhance students’ creative capabilities. They utilized Tencent Meeting and WeChat to share high-calibre MOOC courses from Chinese institutions, Vogue trend reports, and other pertinent stuff. This strategy aims to provide students with a wide range of reference resources to enhance their work. In order to enhance the appeal of online classes, lecturers recorded fashion shows such as the Gaia Legend Brand Fashion Show and Victoria’s Secret Fashion Show. The recordings were analysed in class, focusing on aspects such as colour composition, thematic aesthetics, fabric choices, and garment characteristics. This approach effectively alleviated the tedium of conventional online lectures by integrating visual and auditory interactions, enabling students to actively engage in discussions and analyses. Several students encountered scarcity of resources, such as watercolour paints and paper, as a result of pandemic-related limitations. The lecturers supported and facilitated these students in utilizing digital software such as Adobe Photoshop and Procreate to creation their artworks. This technique not only resolved the pressing material

constraints, but also enhanced students’ competence with digital design tools, fostering a spirit of self-discovery and flexibility.

The online pedagogical strategies employed for the “Fundamentals of Colour” course yielded some favourable outcomes. Students demonstrated substantial improvement in their abilities to assess beauty and their capacity for originality. The diverse range of instructional methods and the integration of technological resources led to a holistic educational encounter that closely resembled conventional face-to-face instruction (Smith & Basham, 2014).

In order to enhance the quality of teaching, the instructors distributed questionnaires to evaluate the students’ comprehension of the course material. These comments will contribute to the development and refinement of future course updates and adjustments. Nevertheless, certain limitations of online training were recognized. Students expressed a predilection for face-to-face interaction, particularly for hands-on activities like drawing and blending colours, which are challenging to replicate effectively in an online setting.

This case study exemplifies the capacity of online teaching approaches to deliver efficient and captivating education in the field of fashion design. Teachers can overcome the constraints of remote education by utilizing several platforms, enhancing sensory engagement, and implementing flexible strategies.

4. Face-to-Face Teaching and Learning Approaches

Face-to-face teaching and learning pertain to the conventional pedagogical methodology in which educators and learners occupy a common physical environment for the dissemination and assimilation of educational material (Bates, 2015). This approach facilitates real-time and immediate interactions between educators and learners, as well as among the learners themselves.

In the realm of fashion design education inside vocational colleges, the significance of in-person instruction and knowledge acquisition is particularly pronounced. According to Saghafi et al. (2019), the acquisition of practical skills like pattern drawing, fabric cutting, sewing, and draping is often more effectively supported in a physical classroom or studio setting due to the need for hands-on teaching and fast feedback. In addition, conventional educational settings facilitate a heightened level of engagement, as students are afforded the opportunity to engage directly with textiles, equipment, and mannequins, so fostering a more comprehensive comprehension of tactile attributes, dimensions, and garment suitability (Woo,

et al., 2022).

Practical skills and experiential learning are stressed in fashion design school, making hands-on learning a crucial component. Fashion design is a sensory and visual field that necessitates students to possess a profound comprehension of fabric textures, colours, and garment production techniques. Engaging in practical tasks like sewing, draping, and pattern creation equips students with essential skills that cannot be fully replicated by theoretical instruction alone.

Students in a traditional classroom setting are provided with necessary equipment and materials that are crucial for their education. Well-equipped fashion design studios typically contain sewing machines, cutting tables, mannequins, and a variety of materials (Smith, 2013). The physical presence of these materials enables students to engage in experimentation, make errors, and learn via the process of trial and error, leading to a more comprehensive comprehension of the art.

In addition, practical training in fashion design cultivates creativity and ingenuity. Students who engage directly with materials are more likely to experiment with new techniques and challenge conventional design practices (Kolb, 1984). The effectiveness of this immersive learning approach is enhanced by the prompt feedback and guidance provided by teachers, which helps students navigate complex design difficulties and fosters creative thinking.

Although hands-on learning offers advantages, it also presents specific challenges. It requires a significant amount of resources, which means that substantial investments in equipment and supplies are necessary. Moreover, the effectiveness of experiential learning greatly depends on the instructor's ability to offer personalized attention and assistance to every student, a task that can be difficult in high class sizes (Darling-Hammond et al., 2009). Moreover, during times of crisis, such as the COVID-19 pandemic, the feasibility of hands-on learning is put at risk, highlighting the importance of hybrid methodologies that integrate the benefits of in-person and virtual learning.

Face-to-face learning has numerous advantages, particularly in practical school contexts like fashion design. An important benefit is the immediate and direct engagement between educators and learners. This connection facilitates instantaneous feedback and customized guidance, both of which are crucial for cultivating practical expertise and fostering ingenuity (Horn & Staker, 2014). Within the confines of a classroom setting, students have the ability to easily seek clarification on complex concepts and promptly obtain aid, so enhancing their understanding and retention of the course content.

In addition, in-person instruction cultivates a cooperative educational setting where students can engage in collective assignments, dialogues, and evaluations by their peers. Collaborative experiences are crucial for fashion design students as they mirror the collaborative nature of the fashion industry, which necessitates teamwork and effective communication (Auster & Wylie, 2006). In addition, the structured setting of a traditional classroom can help maintain order and concentration by minimizing potential distractions that may arise in an online learning setting.

The benefits of in-person instruction and education encompass prompt and direct feedback, interpersonal communication, and heightened levels of involvement. According to Mandinach (2005), students have the ability to promptly address uncertainties and receive individualized feedback, perhaps resulting in enhanced comprehension and accelerated acquisition of skills. According to Dillenbourg (1999), engaging in social interactions such as group work, talks, and debates not only enhances one's communication abilities but also fosters a more profound comprehension of the subject matter. Furthermore, the presence of both the teacher and students in a physical setting frequently results in increased levels of engagement and motivation (Grey & DiLoreto, 2016).

Nevertheless, conventional in-person instruction does have its drawbacks. The necessity of in-person attendance in classrooms can provide logistical difficulties for certain students, thereby constraining the adaptability of the educational experience (Bates, 2015). In addition, it is worth noting that conventional educational settings frequently employ a uniform instructional methodology that may not adequately accommodate the diverse learning speeds and preferences of individual students (Johnson, et al., 2015). Traditional classroom learning can also be less adaptable than online learning, posing challenges for students with additional commitments, such as part-time employment or family duties. In addition, in situations such as the COVID-19 pandemic, it may not always be feasible to conduct face-to-face training due to the need for social distancing and the requirement for remote learning solutions (Ferdig et al., 2020). Geographical and resource limitations might also restrict the availability of physical classrooms, thereby impeding educational opportunities for students in rural or poor areas.

Face-to-face and hands-on learning approaches are essential elements of fashion design education, offering clear benefits for the development of practical skills and the fostering of creativity. Although these methods have certain limits, particularly in terms of adaptability and availability, they are nonetheless crucial elements of a

comprehensive educational strategy in fashion design. In-person instruction in cultivating practical skills within fashion design is important. The tactile experiences offered by a physical classroom hold unique value, particularly in handling fabrics and design elements. Moreover, the emphasis on direct feedback, interpersonal communication, and heightened engagement mirrors the observations made in traditional learning environments.

5. Hybrid Teaching and Learning Approaches

5.1 Overview of Hybrid Teaching and Learning Approaches

Hybrid teaching and learning, which is sometimes referred to as blended learning, is an instructional approach that integrates conventional in-person teaching with online learning activities. The objective is to leverage the advantages offered by both teaching modalities (Bonk & Graham, 2012). According to Means et al. (2014), the learning environment offered by this system is characterized by its adaptability to accommodate the unique learning preferences and needs of individual students. Additionally, it manages to retain certain advantages associated with face-to-face interaction.

Hybrid learning encompasses several educational approaches that blend traditional classroom instruction with digital tools and online resources. Hybrid learning incorporates face-to-face lectures, online coursework, digital tests, and interactive multimedia technologies as crucial elements. This method allows students to engage with course material through a combination of organized in-person classes and independent online activities (Garrison & Vaughan, 2012).

Face-to-face meetings are commonly employed in a hybrid model to facilitate tasks that necessitate direct involvement, such as presentations, practical exercises, and real-time guidance from instructors. The online components of the course may consist of video lectures, discussion forums, tests, and assignments that students have the flexibility to complete at their preferred speed. This flexibility is particularly advantageous for accommodating diverse learning preferences and timetables (Picciano, 2009).

The integration of hybrid teaching and learning has proven to yield numerous advantages. Hybrid learning presents prospects for the development of skills in a flexible manner. For example, students have the opportunity to review online lessons or demos at their own preferred speed, thereby enhancing their comprehension of intricate fashion design procedures. The aforementioned attribute proves to be advantageous in the acquisition of complex proficiencies, such as pattern drafting or garment manu-

facturing, which frequently necessitate iterative exercises and examination (Woo et al., 2022).

Furthermore, hybrid learning has the potential to cultivate a learning environment that is both individualized and inclusive. According to Woo et al. (2022), online platforms provide a wide range of resources that facilitate student learning by accommodating their unique learning styles. One possible benefit for visual learners is the utilization of video demonstrations, whilst auditory learners may derive advantages from audio descriptions or debates. In addition, hybrid learning has the capacity to accommodate students with diverse skill levels and knowledge, thereby facilitating differentiated education, a characteristic that is frequently difficult to execute inside conventional classroom settings (Watson, 2008).

Finally, hybrid learning has the potential to enhance student involvement and foster cooperation. According to Garrison and Kanuka (2004), online platforms have the potential to enhance peer-to-peer interactions and promote collaborative projects, hence cultivating a feeling of community among learners. Simultaneously, the in-person aspect of hybrid learning facilitates direct contacts and feedback, hence augmenting student motivation and engagement (Dziuban, Hartman, & Moskal, 2004).

Although hybrid learning offers advantages, it also presents certain challenges. A major worry is the digital divide, which refers to the unequal access to necessary technology and internet connectivity among students. This disparity has the potential to restrict the effectiveness of online elements for certain pupils (Picciano, 2009). Moreover, the efficacy of hybrid learning relies heavily on the successful incorporation of both online and in-person elements. In order to establish a seamless and cohesive learning environment, educators must possess expertise in both instructional design and educational administration. This requires ongoing professional development and assistance for educators (Garrison & Vaughan 2012). Another challenge lies in the increasing demand for pupils to possess strong self-regulation and time management skills. Given increased autonomy in managing their learning schedules, students are required to exhibit discipline and initiative in arranging their assignments, a task that may prove difficult for certain individuals (Means et al., 2013).

Hybrid teaching and learning approaches effectively combine the advantages of face-to-face and online training, making them a practical foundation for contemporary education. Despite the challenges that need to be addressed, hybrid learning offers significant advantages in terms of adaptability, student involvement, and optimized classroom utilization, making it an appealing approach for diverse educational settings.

5.2 Hybrid Teaching and Learning in Fashion Design Courses

Within the realm of Fashion design education, the implementation of a hybrid learning strategy presents an opportunity for students to delve into the theoretical dimensions of fashion design. This entails the exploration of several facets, like color theory, fashion history, and fabric kinds, through the utilization of online multimedia information. According to Al-Qahtani and Higgins (2013), individuals have the ability to acquire knowledge at their own preferred speed and revisit the material whenever necessary, hence facilitating a customized learning encounter.

The potential of hybrid learning in fashion design education is highly compelling. The opportunity to delve into theoretical aspects through online multimedia resources resonates with the demand for personalized learning experiences. This flexibility allows students to revisit materials at their own pace, contributing significantly to comprehension and the retention of knowledge.

The tactile and applied elements of Fashion design, encompassing activities such as sewing and pattern making, can effectively be imparted through in-person instruction, enabling students to receive prompt guidance from their professors and facilitating dynamic and cooperative learning encounters. This method not only enhances the academic achievement and overall contentment of students but also equips them with the necessary skills to navigate the digital components of the contemporary fashion industry (Cleveland-Innes & Wilton, 2018).

Extensive empirical data exists that substantiates the advantages of hybrid learning across diverse domains, as it effectively accommodates diverse learning styles, fosters heightened student engagement, and improves overall learning results (Lim, Morris, & Kupritz, 2007). Furthermore, this particular technique offers students the chance to cultivate their digital literacy, which is an essential competency in contemporary society, particularly within the Fashion design sector, where technology assumes an increasingly significant position (Lantz-Andersson, Lundin, & Selwyn, 2018).

The in-person aspect of hybrid learning enables teachers and students to engage in direct communication, which plays a crucial role in elucidating intricate ideas, resolving specific inquiries, and fostering active participation through dynamic debates (Boelens et al., 2017). In the context of a Fashion Design course, in-person instruction may be employed to elucidate the various methodologies involved in pattern drafting or draping. According to Horn and Staker (2015), in-person communication facilitates

prompt feedback, hence augmenting students' comprehension and proficiency growth.

In contrast, the online component of hybrid learning provides students with the advantage of flexibility and convenience, enabling them to engage in self-paced learning. Online tools, such as video tutorials, digital libraries, and interactive quizzes, have the potential to enhance the learning experience by accommodating diverse learning styles. Within the realm of Fashion Design, digital resources have the capacity to present visual representations of various methodologies, furnish sources of inspiration for design concepts, and enable virtual collaborations on design endeavors (Bucăta & Baboş, 2023).

The efficacy of hybrid learning is contingent upon a meticulous equilibrium and amalgamation of the two instructional modalities. Hybrid learning environments that achieve success are characterized by the provision of explicit rules for online activities, the alignment of online and face-to-face components with corresponding learning objectives, and the establishment of consistent communication channels between educators and students.

An additional crucial element of hybrid learning is to the utilization of technological tools and resources. Learning Management Systems (LMS), such as Moodle and Blackboard, provide the capability to effectively manage and structure online educational materials, monitor students' academic advancement, and foster interactive online discourse (Alammery, Sheard, & Carbone, 2014). Additionally, Learning Management Systems (LMS) offer platforms that facilitate the dissemination of video tutorials, photos, and articles, which serve to enhance the acquisition of diverse fashion design skills. For example, video demonstrations have the capacity to offer sequential instructions on the process of creating patterns or assembling clothes, enabling students to review and emulate the procedures at their preferred speed. As a benefit towards students, the availability of diverse resources through LMS would enhance skill development in fashion design.

The utilization of emerging technologies, like as virtual reality and augmented reality, presents promising prospects for the replication of real-life encounters. This has the potential to yield significant advantages, particularly within vocational education domains like Fashion Design (Xing et al., 2023). In the realm of fashion design, the utilization of virtual reality (VR) technology offers students the opportunity to virtually immerse themselves in fashion studios or observe production procedures. This immersive experience serves to augment their comprehension of industry methods. Augmented reality (AR), in contrast, has the capability to superimpose digital information onto the physical environment, enabling students

to engage with digital content in real-time. The utilization of this technique might prove to be really advantageous in showcasing the manner in which materials are draped or in facilitating the visualization of design alterations (Bacca et al., 2018).

Furthermore, the Chinese government has enacted various policies aimed at fostering the utilization of information and communication technologies (ICT) within the realm of education. One notable example is the “Ten Year Development Plan for ICT in Education 2011-2020”. The implementation of these programs has led to a notable improvement in the digital literacy skills of both students and educators. This enhanced digital literacy can effectively support the integration and utilization of sophisticated technologies in hybrid learning environments.

When formulating a hybrid teaching and learning module for Fashion design courses in vocational institutions in Guangdong, it is imperative to carefully consider the following issues. Hence, the primary objective of this study is to investigate and analyze the aforementioned elements, thereby making a valuable contribution to the existing body of knowledge in the field of hybrid learning within vocational education, with a specific focus on the domain of Fashion design education.

5.3 Case Study in Hybrid Fashion Design Education

One of the practices of hybrid teaching and learning in design course is the course “Men’s Clothing Pattern Making and Techniques” in Wuxi Institute of Arts and Technology. Wuxi Institute of Arts and Technology implemented a hybrid teaching model for its course on Men’s Clothing Pattern Making and Techniques. This approach combined online and face-to-face methods to maximize student engagement and learning outcomes.

a. Pre-Class Online Preparation:

Tasks and resources were made available on the internet before the class sessions. This allowed students to effectively utilize these resources for independent study, ensuring they were ready for in-person activities. Providing students with early access to learning materials enabled them to get a deeper understanding of the content, leading to increased engagement and effectiveness in face-to-face sessions.

b. In-Class Hybrid Activities:

Throughout the course, a technology-driven instructional platform was utilized to facilitate interactive activities including attendance verification, rapid response sessions, voting, and conversations. These exercises significantly enhanced student involvement and excitement. The instructors responded to the students’ questions before class and emphasized the key concepts and challenging

aspects of the course.

In addition, software technologies such as CAD and 3D virtual simulation were employed to illustrate the procedure of transforming 2D designs into 3D garments. The inclusion of this practical component was essential for students to comprehend the intricacies involved in the process of garment production. Students engaged in practical exercises and actively contributed to group discussions in order to fulfill classroom tasks. The participation of industry professionals, whether through online platforms or in face-to-face interactions, provided crucial guidance that aligned with established corporate standards. As students modified and enhanced their designs, educators offered ongoing support in refining their work.

c. Post-Class Online Enhancement:

Following the conclusion of the class, students expanded and altered their assignments prior to publishing them onto the course site. The post-class step was crucial in solidifying their comprehension and addressing any lingering inquiries. The course design included several accumulation approaches, such as homework assessments, online conversations, and project exercises. These exercises enhanced the students’ fundamental knowledge, provided prompt feedback on issues, and facilitated the development of their professional abilities.

The hybrid technique, encompassing both online and offline education before, during, and after class, afforded students enhanced learning flexibility. This comprehensive approach not only enhanced their practical and theoretical understanding, but also fostered a more captivating and dynamic teaching setting.

The hybrid model, which blended online and offline teaching before, during, and after class, offered students greater flexibility in their learning. This comprehensive approach not only bolstered their practical and theoretical understanding but also fostered a more engaging and dynamic educational experience.

d. Outcomes

The implementation of a hybrid teaching style at Wuxi Institute of Arts and Technology for the Men’s Clothing Pattern Making and Techniques course yielded significant outcomes. The use of interactive tools and diverse instructional styles greatly enhanced student engagement. Utilizing online platforms for pre-class preparation and post-class tasks, along with in-class interactive activities, effectively maintained student engagement throughout the learning process. Furthermore, the improvement in learning outcomes was directly correlated with the students’ exceptional mastery of both theoretical understanding and practical implementation. The systematic and multifaceted approach facilitated students’ comprehension of intricate

topics and their successful application in practical situations. Ultimately, the graduates exhibited a higher level of readiness for the fashion industry. The course's focus on practical skills, together with the utilization of CAD and 3D virtual simulation tools, as well as real-world insights from industry professionals, equipped students with technical expertise and the ability to think creatively in their future careers. This hybrid technique, comprising both online and offline components, not only enhanced

the educational experience but also ensured that students were adequately equipped for the demands of the fashion industry.

6. Comparative Analysis of Online, Face-to-Face, and Hybrid Approaches

Based on the literature review above, a comparison of online, face-to-face, and hybrid teaching and learning approaches is shown in the table below.

Table 1. Comparative Analysis of Online, Face-to-Face, and Hybrid Approaches

Aspect	Online Learning	Face-to-Face Learning	Hybrid Learning
Flexibility	High	Low	Medium
Access to Resources	Vast, multimedia	Limited to physical resources	Balanced
Interaction	Limited, virtual	Immediate, personal	Balanced
Self-Discipline Requirement	High	Medium	High
Hands-On Practice	Limited	Extensive	Balanced
Engagement	Variable	High	Medium
Inclusivity	High	Variable	High
Technical Dependence	High	Low	Medium

Online learning utilizes digital technologies to remotely provide instructional content. This approach offers students unparalleled flexibility, enabling them to conveniently access resources and complete work at their own preferred speed. The asynchronous structure of many online courses enables them to accommodate a wide range of schedules, hence increasing accessibility to education for non-traditional students such as working professionals and individuals with family responsibilities (Allen & Seaman, 2013).

An important benefit of online learning is the vast array of resources and multimedia technologies that are accessible. Means et al. (2014) found that including interactive content, such as video lectures, simulations, and discussion forums, can enhance student engagement and cater to diverse learning preferences. In addition, online learning can foster a more inclusive atmosphere by allowing for anonymity, which in turn promotes participation from students who may feel less self-assured in traditional classroom settings (Picciano, 2009).

Nevertheless, online learning has notable constraints. Several students may experience a sense of isolation and diminished motivation as a result of insufficient in-person communication. Moreover, the effectiveness of online learning is heavily reliant on students' self-discipline and time management skills, which can pose challenges for individuals who face difficulties in these aspects (Hrastinski, 2008). Moreover, the presence of technical challenges and the unequal availability of digital devices and internet

connectivity could potentially exacerbate educational inequalities (Van Dijk, 2006).

Face-to-face learning, characterized by direct interaction between instructors and students in a physical classroom, remains a vital element of traditional education. This approach is advantageous because to its prompt feedback and customized instruction, both of which are crucial for cultivating practical abilities and fostering analytical reasoning (Auster & Wylie, 2006). An organized educational setting, such as a classroom, can enhance concentration and scholastic performance.

Practical learning is essential in vocational education, particularly in fields like fashion design. Traditional in-person education allows for hands-on tasks such as sewing, draping, and pattern development, which are challenging to replicate through online methods. The haptic and optical aspects of these skills are most effectively imparted through hands-on engagement and immediate guidance (Smith, 2013).

While face-to-face learning has certain benefits, it is mostly constrained by its lack of flexibility. Students having additional commitments or residing in remote areas may encounter challenges due to inflexible schedule and geographical constraints. Moreover, in situations like the COVID-19 pandemic, traditional in-person education is not feasible, requiring the implementation of other methods (Ferdig et al., 2020).

Hybrid learning, sometimes referred to as blended learning, merges the advantages of online and face-to-face

learning. This strategy integrates digital tools and online resources with traditional classroom education to create a learning environment that is more flexible and captivating (Horn & Staker, 2014).

The main advantage of hybrid learning is its capacity for adaptation. It merges the ease of online learning with the benefits of in-person interaction. This approach enables educators to optimize classroom time by prioritizing interactive and practical exercises, while routine lectures and evaluations can be conducted online (Garrison & Vaughan, 2008). Hybrid learning caters to various learning styles by providing alternate methods for students to engage with the content.

Nevertheless, hybrid learning presents its own unique challenges. Successful implementation requires careful planning and organization to ensure that online and in-person elements are mixed properly. This approach requires a strong proficiency in digital skills from both students and instructors, and disparities in technology availability can still pose challenges (Picciano, 2009). In addition, it may be challenging to keep students engaged and motivated in a mixed learning model, which may need the use of innovative teaching strategies (Means et al., 2013).

Every educational approach, be it online, in-person, or hybrid, possesses distinct advantages and constraints. Online learning offers flexibility and a wide range of materials, but it lacks face-to-face interaction and demands significant self-discipline. Traditional classroom instruction offers immediate feedback and practical involvement, both of which are crucial for specialized subjects like fashion design. However, it may be limited in terms of adaptability. Hybrid learning combines the benefits of many teaching methods, creating a well-rounded and flexible approach to education. However, it requires proper integration and access to technology. Gaining a comprehensive understanding of these distinctions can aid educators in formulating efficient pedagogical methods that leverage the advantages of each approach to fulfill the diverse needs of pupils.

Conclusion

In summary, the integration of online learning and hybrid teaching models has significantly transformed the landscape of education, particularly in specialized fields such as fashion design. Online learning offers unparalleled flexibility and access to a vast array of resources, making education more accessible to diverse populations. However, it also presents challenges such as the need for strong self-discipline, potential feelings of isolation, and technical issues. Face-to-face learning remains essential for its immediate feedback and hands-on practice, especially

crucial in vocational education. Yet, it lacks the flexibility required by many modern learners. The hybrid approach, combining online and face-to-face methods, appears to offer a balanced solution, leveraging the strengths of both to enhance learning outcomes. Ultimately, the choice of educational approach should consider the specific needs and contexts of learners and the subject matter. As education continues to evolve with technological advancements, the insights gained from hybrid models can inform the development of more effective and inclusive teaching strategies, catering to the diverse requirements of contemporary education.

Author Contributions

Conflict of Interest

The authors declare no conflict of interest.

Data Availability Statement

Data sharing not applicable as this is a review article.

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ARTICLE

Teaching Practice Research on *Space English* under BOPPPS Model from the Perspective of Higher-order Thinking Skills Training

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ABSTRACT

It is the core mission of educational reform in the new era to cultivate students' higher order thinking skills. On the basis of clarifying the connotation of higher-order thinking skills, this paper analyzes the internal connection between BOPPPS teaching model and the cultivation of higher-order thinking skills. Then, in line with the 6 teaching steps under BOPPPS, the implementation strategy and specific path of the cultivation of high order thinking skills in *Space English* teaching practice are elaborated, serving as reference for developing high order thinking skills in other ESP courses.

1. Introduction

Under the context of the digital era, the rapid development of emerging information technologies such as artificial intelligence, machine learning and big data analysis is reshaping the education ecology at an unprecedented speed, posing new challenges to talent cultivation. Facing such a change, countries all over the world regard it as the core mission of education reform to help students develop the higher-order thinking skills to adapt to the needs of future social development.

The *Guide to College English Teaching* (2020 edition, hereinafter referred to as the "Guide") clearly includes the cultivation of students' critical thinking ability into the teaching goal of college English, reflecting the impor-

tance of cultivating students' higher-order thinking skills, especially critical thinking and logical analysis ability. In addition, the *Guide* clearly points out that English for Specific Purposes (ESP) courses are an important part of college English courses. These courses combine specific subject content with language teaching objectives, and the teaching activities focus on solving the language problems encountered by students in the process of learning subject knowledge. As a specially-tailored ESP course of our university, *Space English* aims to cultivate students' comprehensive English application ability and higher-order thinking skills in the field of aerospace, so as to meet the needs of career development.

The teaching design under the BOPPPS teaching model

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features clear-cut structure, emphasizing student-centered, heuristic and participatory teaching, thus promoting the effectiveness of classroom instruction. Under the BOPPPS model, students are encouraged to solve real problems through independent inquiry and cooperative learning, so as to consolidate language knowledge and skills, deepen understanding of subject content and develop higher-order thinking skills. Based on this, this paper aims to explore the practical strategies of *Space English* under BOPPPS model focusing on the cultivation of higher-order thinking skills, offering references for the cultivation of college students' higher-order thinking skills in other ESP courses.

2. Concept interpretation

2.1 Higher order thinking skills

American cognitive psychologist Bloom (1956) first divided human cognitive thinking process into six levels in his classification of educational goals: knowledge, understanding, application, analysis, synthesis and evaluation, which became an important inspiration for subsequent higher-order thinking study. Anderson (2001) revised Bloom's classification of cognitive goals into memory, understanding, application, analysis, evaluation and creation, and pointed out that analysis, evaluation and creation belong to higher-order thinking, that is, they need to mobilize high-level cognitive comprehensive abilities, which are manifested in problem-solving, critical questioning, in-depth exploration and creation.

Wen Qiufang (1999), a Chinese scholar, explained higher-order thinking by describing it as a high-level comprehensive ability that goes beyond simple memory and information retrieval. Zhong Zhixian proposed in 2004 that higher-order thinking is a mental activity and cognitive ability occurring at a higher cognitive level, which is embodied in problem solving, decision making, critical thinking and creative thinking, etc. At the same time, he also proposed that in specific teaching practice, teachers should design real, complex, challenging and attractive learning tasks, re-organize the course content through the form of questions, and promote learners to deeply process information, so as to cultivate higher-order thinking skills. Subsequently, Zhang Hao et al. (2014) further pointed out that higher-order thinking includes key abilities such as problem solving, critical thinking, creative thinking and metacognition. According to Zhang Yanyuan (2018), based on the characteristics of English subjects, higher-order thinking includes logical, critical and creative thinking generated in English language situations. Ma Shufeng and Yang Xiangdong (2021) pointed out that the connotation of higher-order thinking skills is extremely complex, so it is difficult to ac-

quire it through simple knowledge teaching, and it can only be built by teachers guiding students to complete complex tasks in real situations. Moreover, they believe that it will be the reform trend of future classroom teaching to create a learning mode that is suitable for the synergistic interaction of different cognitive components of higher-order thinking to promote its development.

2.2 BOPPPS teaching model

The BOPPPS teaching model is an efficient and structured instructional design framework that originated in the Instructional Skills Workshop (ISW) in Canada in the 1970s. Based on constructivism and communicative approach, BOPPPS emphasizes student-centered teaching through six closely linked teaching steps. Namely Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary.

2.3 Intrinsic connection

The detailed and structured teaching steps in BOPPPS teaching model are convenient for the cultivation of higher-order thinking skills.

Bridge-in: To stimulate students' curiosity and desire for inquiry by creating problem situations or displaying contradictory phenomena, and to lay a foundation for cultivating critical thinking and problem solving ability.

Objective: Clear learning goals help students focus on the core problems, guide them to actively think and find answers in the learning process, and promote the occurrence of deep learning.

Pre-assessment: To understand students' prior knowledge and misunderstanding, provide basis for teachers to adjust teaching strategies, and urge students to self-reflect, recognize the limitations of their own knowledge, and stimulate the motivation for further exploration.

Participatory Learning is the key to cultivating higher-order thinking. Through group cooperation, case analysis, debate and other forms, students not only learn knowledge, but more importantly, learn how to analyze problems, evaluate information, and propose solutions, so as to exercise critical thinking, innovative thinking and teamwork skills.

Post-assessment: Through a variety of assessment methods, such as project presentations, oral reports, etc., it not only examines students' learning outcomes, but also prompts them to reflect on their learning process and further improve their metacognitive ability.

Summary: Students are encouraged to independently summarize what they have learned and build a knowledge framework. At the same time, they are guided to reflect on

the learning process. This process is helpful to cultivate students' systematic thinking and self-management ability.

3. Implementation strategy

3.1 Course Introduction

Entering the new era, China is stepping up from an emerging player in space to a space power. In this great historical process, Chinese spacefarers need not only to bridge the gap and learn from other space powers, but also to “go global”, strengthen international exchanges and cooperation in the space field, and enhance China's global competitiveness in space. This requires Chinese aerospace personnel to have a solid mastery of space English. Combining professional knowledge of aerospace science and technology with English language skills, *Space English* requires students not only to master language skills, but also to have the ability to analyze aerospace literature and participate in international exchanges. BOPPPS teaching model, with its student-centered and participative learning characteristics, provides a new way to train students' higher-order thinking skills.

3.2 Specific steps

Under BOPPPS model, students' higher-order thinking skills cultivation is highly integrated with language practice, subject learning and values nurturing. Higher-order thinking skills, including critical thinking, innovative ability, problem solving ability and cross-cultural communication ability, are developed step by step in a solid way.

3.2.1 Bridge-in

At the beginning of each session in *Space English*, teachers skillfully use the latest developments, historical events or technological challenges in the space field as the introduction, aiming to quickly capture students' attention and stimulate their interest in learning. For example, by showing the latest space launch videos, introducing major space achievements in history or exploring the current difficulties facing space technology, teachers are able to guide students to think deeply about the value of space English in solving practical problems. This way of introduction not only creates a learning situation closely related to the space field for students, but also lays a solid foundation for the subsequent cultivation of higher-order thinking skills.

3.2.2 Objective

Clear learning objective is an important link in BOPPPS teaching mode. In the course of *Space English*,

teachers carefully set learning objectives for each lesson according to the course content and students' needs. These goals include not only mastering specific aerospace terms and English expressions, but also an understanding of the principles of space technology and the ability to analyze space project reports. With clear learning goals, students can participate in learning activities in a more targeted way, thus improving learning efficiency. At the same time, it also promotes students' active learning, so that they can clearly identify and manage their learning progress and results.

3.2.3 Pre-assessment

Pre-assessment is a key link in BOPPPS teaching mode used to assess students' prior knowledge and understanding. In *Space English*, the teacher assesses students' basic space knowledge and English vocabulary by means of quick questions and answers, quizzes and other forms. This not only provides an important basis for teachers to adjust their teaching strategies, but also encourages students to develop self-reflection, so as to be more mindful about their learning needs. Through the pre-test, students can more actively participate in the follow-up learning activities, and try to make up for their own shortcomings.

3.2.4 Participatory Learning

Participatory learning is a core part of BOPPPS teaching mode and an important way to cultivate higher-order thinking skills. In *Space English*, teachers have designed a variety of participatory learning activities to train students' critical thinking, teamwork and innovative thinking.

Case analysis: Teachers choose typical space projects as cases, and guide students to discuss and analyze them in groups. By exploring solutions in depth, students can exercise their critical thinking and learn to look at problems from multiple perspectives. At the same time, group work also promotes communication and collaboration among students and cultivates their teamwork skills.

Simulated international conference: In order to improve students' oral English expression ability and cross-cultural communication ability, teachers organize students to simulate international conferences in the field of aerospace. In groups, students acted as representatives of different countries and made English speeches and Q&A sessions. This kind of activity not only exercises the students' oral expression ability, but also makes them more familiar with the procedures and rules of international conferences, laying a solid foundation for future international exchanges.

Academic paper writing: In addition, teachers also guide students to write academic papers in the field of aerospace.

By developing a writing style with clear logic and sufficient arguments, students are able to develop their innovative thinking and problem-solving skills. At the same time, writing academic papers also exercises students' English writing ability, enabling them to better combine their aerospace expertise with their English language skills.

3.2.5 Post-assessment

Post-assessment is an important part of BOPPPS teaching mode used to evaluate students' learning effectiveness. In *Space English*, teachers design comprehensive post-test tasks, such as writing space technology comments, conducting English debates and so on. These tasks not only examine students' mastery of the course content, but also focus on assessing their improvement in higher-order thinking skills. Through the post-test, teachers can have a comprehensive understanding of students' learning results, and provide a strong basis for subsequent instructions.

3.2.6 Summary

At the end of each lesson, the teacher guides the students to summarize the key points of the lesson and encourages them to share their learning experience and gains. By summarizing, students are able to review what they have learned more clearly and facilitate the internalization and transfer of knowledge. At the same time, sharing learning gains can also enhance students' self-confidence and sense of accomplishment, and lay a positive psychological foundation for their subsequent learning. In addition, the summary also emphasizes the practical application value of space English, so that students can more deeply understand the importance and significance of learning space English.

To sum up, under the BOPPPS teaching mode, students can not only master aerospace professional knowledge and English language skills, but also cultivate higher-order thinking skills, laying a solid foundation for future study and career development through carefully designed various links.

3.3 Actual feedback

Through the implementation of BOPPPS teaching mode, students' learning enthusiasm and participation in *Space English* have been significantly improved, especially in critical thinking, innovative thinking and problem solving ability. Students' feedback shows that the participatory learning activities have enhanced their interest in learning, deepened their understanding of space expertise, and also improved their English application ability. The teaching effect evaluation shows that the model helps to

achieve the curriculum objectives and improve the students' comprehensive quality.

4. Conclusion

To sum up, this paper discusses the teaching practice of *Space English* under BOPPPS model for the cultivation of higher order thinking skills of college students. The BOPPPS teaching model, with bridge-in, objective, pre-test, participatory learning, post-test and summary as specific steps, systematically promotes students' higher-order thinking skills such as critical thinking, innovative thinking and problem-solving ability. Under such a model, students are no longer passive receivers, but active explorers and creators. By participating in a variety of learning activities, they not only deepen their understanding of space expertise, but also learn how to apply what they have learned to solve practical problems, showing significant improvement in higher-order thinking skills. This transformation not only proves the effectiveness of BOPPPS teaching model in cultivating students' higher-order thinking skills, but also provides valuable reference for future teaching reform in ESP courses.

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ARTICLE

A Study of The Role of Language Teaching in Improving the Quality of Early Childhood Education

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ABSTRACT

The early childhood stage is the key period of learning for young children, for this reason, in early childhood teaching, we should be able to recognise the necessity of language teaching, and adopt effective ways and means to help young children to learn language knowledge, so that young children can master how to express their own ideas, and be able to communicate fluently with other children and teachers, and then improve the expression of young children at the same time, but also be able to lay a solid foundation for the subsequent learning and development. This article focuses on the relevant aspects of language teaching in early childhood. This paper focuses on the relevant measures of language teaching in early childhood, so as to better promote the enhancement of children's language skills.

1. Introduction

Children in early childhood are active, inquisitive and gradually thinking, kindergarten is the first place to cultivate children's comprehensive ability to improve, and also to form the early childhood stage is the key period of language development, and early childhood teachers are the supporters, co-operators, and guides of young children's learning. Under the pilot implementation of the Guidance Programme for Kindergarten Education, to improve the quality of teaching and learning in early childhood education, early childhood teachers should actively implement the teaching objectives and complete the teaching content according to the Guidance Programme. In early childhood teaching, in addition to paying attention to the daily life of

young children, they should also pay attention to the development of young children's language, pay attention to the use of diversified ways and means, encourage young children to boldly express their own ideas, provide them with a relaxing and enjoyable learning atmosphere, carry out the learning of language knowledge in the game, and help young children accumulate more vocabulary to express themselves, so as to enhance the language ability of young children in the process of imperceptible influence.

2. The necessity of language education in kindergarten

After the age of three, the development of various organs of young children began to gradually mature, all

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aspects of the ability to develop very quickly, this stage of the kindergarten has a strong desire for language expression. For this reason, this requires a good demonstration in early childhood education, if the children do not master good pronunciation at this stage, there will be great difficulties in correcting it later. In addition, good language expression is also the basis for the improvement of written language. At the early childhood stage, teachers should focus on guiding children to express their complete meaning and cultivate the habit of thinking before speaking. Only when children have good language expression skills at the early childhood stage can they lay a solid foundation for their subsequent learning and development. Through the implementation of systematic language teaching activities, we can better promote the holistic development of children, not only enable children to learn relevant knowledge, but also recognise the tool for learning knowledge - language, so as to better promote the holistic development of children's morality, intellectuality, physicality and aesthetics.

The role of language is to communicate, and the prerequisite for communication is that both parties can understand, and only through accurate expression can communication be carried out correctly. For this reason, it is important to guide children's development in this area in early childhood education, to guide children to be able to accurately listen to and recognise sounds, and to correctly distinguish similar sounds that exist, which is the basis for language expression. The amount of vocabulary acquired by children will, to a certain extent, affect their ability to express themselves orally, as well as the development of their sense of thinking and cognitive ability. For this reason, in kindergarten education, it is necessary to guide students to learn new vocabulary, to master the correct pronunciation, and to apply it accurately and skilfully in educational and teaching activities as well as in daily life. The ultimate goal of kindergarten language education is to improve children's oral expression, guide children to use vocabulary correctly and communicate according to the rules of the language, which requires children to develop correct listening and speaking habits, so that children can have a strong dialogue and narrative skills.

3. Kindergarten language education measures

3.1 Build a relaxed and harmonious learning atmosphere, and guide children to dare to express themselves in the situation.

In kindergarten teaching, the teacher as a guide to young children's learning, can not just be a bystander, but to really enter the young children, closer to the distance

between the children, to participate in the learning and life of young children, to build a harmonious relationship between teachers and children, to build a pleasant learning atmosphere for young children to be able to easily express their own ideas, and to enhance the kindergarten expression of confidence. In language teaching, teachers should not only focus on their own explanations, but should create a relaxed and pleasant atmosphere, guide children to speak together, guide each child to express their own ideas, and encourage children to enhance their self-confidence. While guiding the children to obtain psychological satisfaction, let the children like to answer the teacher's questions, and then cultivate the children's language expression ability.

In addition, the application of contextual teaching in early childhood language teaching can greatly stimulate the interest of young children to participate in knowledge learning, can give young children a variety of sensory stimulation, give young children a sense of immersion, to meet the curiosity of young children at the same time, but also can effectively reduce their pressure and burden, so that they can be in a relaxed and pleasant atmosphere in the acquisition of relevant language knowledge, to stimulate their potential. It can also be carried out through a variety of games, children's songs and other activities, guiding children to be more actively involved in the learning of games, stimulating children's curiosity, and guiding children to improve their language expression skills by repeating children's songs over and over again.

3.2 Incorporating games into practical activities to stimulate interest in language expression

Children in the early childhood stage are relatively young and have a natural interest in games. Therefore, in the development of language teaching activities, this can be used as a carrier, combined with the teaching content to carry out diversified game activities, guide children into the game activities, to get fun at the same time, but also to improve the children's language expression ability, and to learn the relevant content of language knowledge. In this way, we can not only improve children's ability to express themselves, but also stimulate children's interest in learning language knowledge. All knowledge learning is linked to practical activities and will be used in real life. Therefore, in kindergarten teaching, we should pay attention to the integration of language teaching into various practical activities, so as to improve the children's language ability, and let the children recognise their own deficiencies in language expression, and make clear the direction of their efforts. By improving the enthusiasm of children to participate in activities, it can also improve and expression abil-

ity, and other children will learn from them, actively and more actively into the language training, and promote the enhancement of each child's language expression ability.

3.3 Constructing a communication atmosphere to stimulate the desire for language expression

Language is a tool for people to communicate and exchange, and language can only play its role in a specific situation. In kindergarten, some children do not adapt to the kindergarten environment at the beginning, and they are often reluctant to communicate with others and express their own ideas. As a matter of fact, the fundamental reason why young children are unwilling to express themselves and do not want to speak is that they do not know how to speak. For this reason, it is necessary to create a communication environment for young children in early childhood education and teaching, and guide them to integrate into it, so as to avoid the situation of young children having nothing to say. By creating a positive language learning environment, it is possible to improve children's language skills. The creation of a language learning environment also enhances the children's ability to perceive language, guides them to actively listen and identify, and strengthens their ability to output and transform language. In this regard, it is necessary for teachers to set up a fixed language environment, such as guiding children to explain picture books to their peers and read with them. Through the development of various language activities, language teaching can be more targeted, and interaction and communication between children and teachers can be greatly strengthened. The training of kindergarten activities is not only limited to specific environments, but also to create a variety of language expression situations for children, and to be able to cultivate language skills throughout the education and teaching and daily life of every link. In language teaching, it is also important to pay attention to the use of scientific methods, only through the application of reasonable and targeted methods can we better improve the language expression ability of each child. In the process of language education activities, we should be able to observe the specific performance of children. For example, for children who don't like to talk, there may be negative emotions, then the teacher should be able to pay attention to the children's emotional changes, so as to enhance the children's participation in the activities of the positive initiative. In addition, it is also necessary to pay more attention to children from the emotional level, and guide children to gain in language activities. In a happy emotional atmosphere, there is a stronger desire to express themselves, such as in the construction of relevant language activities for children, to stimulate children's inter-

est in the main, guiding children to be able to express their own ideas, and optimise the effect of language education and teaching.

3.4 Cohesion of home and family to provide assistance for language education

Young children spend most of their time in kindergarten, but it is also important to recognise the role of home education in improving children's language skills. In early childhood education, teachers should focus on communication with parents, share language learning experiences, and create a good language learning environment for children. Guiding children to participate in language learning, through the formation of synergy between home and family, to achieve the extension and expansion of language education. For example, kindergarten teachers can forward and share with parents what children learn in kindergarten every day and the basic language content they have learnt. Parents can learn about the actual life of their children in kindergarten, and they can set aside some time every day to guide their children in reading. The reading content can be shared in the form of photos or videos, with the adjective of parent-child reading together, so as to help children develop good reading habits, provide positive guidance to children, and improve children's reading and comprehension skills.

4. Optimise and innovate teaching methods to stimulate young children's interest in learning

Interest is the source of motivation for young children to learn, imitate and explore. As an important stage in the cultivation of students' interest in early childhood, early childhood teachers must not take it lightly, and must make good use of various methods to cultivate students' interest in learning, so that young children can discover the joy of learning, the beauty of life, and grow up healthily. Early childhood teachers need to actively take advantage of the ample curiosity of young children during the early childhood period, combined with the lively and active nature of young children, to optimise and innovate the teaching methods, to design a colourful teaching situation. Organise various forms of games and construct various teaching situations. For example, in the role-experience game, the teacher prepares the necessary teaching aids and builds a working situation such as doctor, policeman, fireman, etc., so that the children can choose to participate according to their own interest and hobbies. In the game to experience, experience, understanding, cultivate children's awareness of physical, cognitive, moral, emotional and other aspects. Teachers should also take the initiative to participate in

the game when the children are playing, become the children's playmates, and establish a good teacher-student relationship. It is important to note that children's thinking should not be interfered with during the game, yet they should be able to provide timely help and guidance when they need it. After the game should also be comprehensive, scientific evaluation of children, focusing on the diversity of evaluation, targeted guidance, encouragement, praise. Change the traditional way of teaching such as recognising words, learning children's songs, doing arithmetic problems and other dull teaching methods, innovate teaching methods in line with the development of the times and current education concepts, stimulate young children's interest in learning, and lay the cornerstone for the development of young children's future students.

5. Conclusion

In conclusion, early childhood education should recognise the necessity of language education, improve children's language ability through language education, and meet the needs of children in their learning and growth. For this reason, teachers, as the guide of young children's learning, should not just be a bystander, but should really enter into the young children, close the distance between them, participate in their learning and life, build a harmonious teacher-child relationship, and build a democratic and pleasant learning atmosphere for the young children to be able to express themselves easily and improve their confidence in expression in kindergarten. Guiding children into the game activities, get fun at the same time, but also improve the children's language expression ability, acquisition of relevant language knowledge content. This not only improves children's ability to express themselves, but also stimulates their interest in participating in language learning. Training for kindergarten activities is not only limited to specific environments, but also creates a variety of language expression situations for children, and the cultivation of language skills should be carried out in every aspect of education and teaching as well as in

daily life. In language teaching, we should also pay attention to the use of scientific methods and methods, only the application of reasonable and targeted methods and methods can better improve the language expression ability of each child. In early childhood teaching, we should continue to explore the measures of language teaching, so as to achieve the purpose of optimising the effect of education and teaching.

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ARTICLE

Innovation and Practice of the Concept of “Post-Course-Competition-Certificate” in Nursing Professional Experimental Teaching from the Perspective of Multidimensional Education Theory

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ABSTRACT

[Objective] From the perspective of multi - dimensional education theory, explore the situation of the concept of “Post-Course-Competition-Certificate” in nursing professional experimental teaching. **[Methods]** Through investigation and research, collect relevant data on the concept of “Post-Course-Competition-Certificate” in nursing major, including the understanding degree of the concept, the cognition of the role in nursing major learning, the cognition of the importance of each part, the participation degree, practical operation problems and overall satisfaction, etc. **[Results]** The survey found that the proportion of those who have a deep understanding of the concept of “Post-Course-Competition-Certificate” is low (very understanding 12.45%, relatively understanding 14.16%), and most are at the general level or below; most respondents recognize that this concept has a positive effect on nursing major learning, especially in improving practical ability (80.13% agree); post practice is considered the most important (accounting for 57.02%), but the participation degree in course learning is the highest (65.94%); insufficient practical opportunities (61.81%) and the disconnection between courses and practice (52.39%) are prominent problems in practical operations; on the whole, most respondents have a positive attitude towards this concept (very satisfied 28.82%, relatively satisfied 36.87%), but there are still a small number of dissatisfied people. **[Conclusion]** The concept of “Post-Course-Competition-Certificate” has important value in nursing major learning, but its popularization degree needs to be improved, and there are many problems in practical operations. When promoting this concept in nursing professional experimental teaching, existing problems should be solved and the needs of a small number of people should be paid attention to so as to improve the overall effect.

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1. Introduction

Experimental teaching in the nursing major plays a crucial role in the process of cultivating high - quality nursing talents. However, at present, the experimental teaching of the nursing major is facing multiple difficulties. The traditional experimental teaching mode tends to verify theoretical knowledge, resulting in a disconnection between teaching content and the actual needs of clinical posts. This phenomenon is particularly evident in basic nursing experimental courses. Students often just follow the established steps for operations and lack the ability to deal with complex clinical situations. Meanwhile, the lack of experimental teaching resources, such as the shortage of advanced medical equipment simulation devices, greatly limits students' practical opportunities. In addition, the single teaching evaluation system, which mainly relies on experimental reports and operational examinations, is difficult to comprehensively assess students' comprehensive abilities.

The emergence of the concept of "Post-Course-Competition-Certificate" has opened up new ways to solve these problems. Among them, 'Post' focuses on the connection between teaching and post tasks, 'Curriculum' is committed to constructing curriculum content that is compatible with post capabilities, 'Competition' helps to improve students' skills and innovation capabilities, and 'Certificate' can enhance students' employment competitiveness. Applying this concept to nursing professional experimental teaching is helpful to break through the constraints of the traditional teaching model, and then improve students' comprehensive qualities and professional adaptability.

This study, from the perspective of multi - dimensional education theory, deeply explores the innovation and practice of the "Post-Course-Competition-Certificate" concept in nursing professional experimental teaching. Specifically, based on theories such as cognitivism and constructivism, this study will analyze the methods of constructing new teaching models and explore how to integrate post tasks, course content, skill competitions and vocational qualification certificate requirements, so as to improve students' various abilities.

From the perspective of nursing education reform, at the theoretical level, the integration of multi-dimensional education theory and the concept of "Post-Course-Competition-Certificate" provides a brand - new theoretical framework for nursing education reform. Take the constructivist theory as an example. In the experimental teaching environment based on the concept of "Post-Course-Competition-Certificate", students can construct their own knowledge systems by actively partic-

ipating in post - task simulations, competition activities, etc., which opens up a new direction for the development of nursing education theory. At the practical level, this study can provide valuable experience for the experimental teaching reform of the nursing major and serve as an example for the teaching reform of the nursing major in other colleges and universities, thus promoting the development of nursing education in the direction of adapting to social needs and career development.

For students, in terms of improving practical ability, the experimental teaching under the concept of "Post-Course-Competition-Certificate" enables students to be exposed to more realistic clinical task situations. For example, tasks are set according to post standards in the simulated ward, and students can exercise their nursing operation skills in the process of completing the tasks. Moreover, skill competitions can stimulate students' sense of competition and prompt them to continuously improve their skill levels. In terms of improving professional quality, the emphasis of the "Post-Course-Competition-Certificate" concept on obtaining professional qualification certificates and connecting with post requirements is helpful to cultivate students' professional ethics and sense of responsibility, making students more clear about their career development directions and further enhancing their professional quality.

2. Overview of Multi-dimensional Education Theory

2.1 Constructivist Theory

The constructivist theory holds that knowledge is not acquired through teaching by teachers, but is obtained by learners in certain situations, with the help of others and by using necessary learning materials through the way of meaning construction. In the practice teaching of "Post-Course-Competition-Certificate" in the nursing major, the constructivist theory has important guidance and influence^[1]. It emphasizes that students actively construct knowledge in the processes of post practice, course learning, competition, and obtaining professional qualification certificates. For example, during post practice, students do not passively accept the operation procedures, but actively think and adjust nursing measures according to the actual situation, and construct their own nursing knowledge systems in the situations of interacting with patients and dealing with practical problems. Course learning is no longer simply memorizing knowledge, but is carried out by connecting knowledge with actual nursing situations through case analysis, group discussion and other methods. In competitions, students continuously improve their

knowledge and skill structures by dealing with various challenging situations. The acquisition of professional qualification certificates also becomes the goal-driven force for students' self-knowledge construction and ability improvement. This theory promotes teaching to pay more attention to students' active participation and the situational construction of knowledge, and improves students' practical ability and comprehensive quality.

2.2 Situated Learning Theory

Situated learning theory emphasizes that learning should be carried out in real or simulated situations. Knowledge is situated and closely related to the activities, situations, and cultures in which it is applied^[2]. In the practice teaching of "Post-Course-Competition-Certificate" in the nursing major, the situated learning theory has important guiding significance and influence. In terms of post practice, the working environments of nurses, such as wards and operating rooms, are natural learning situations. Students can directly observe and participate in nursing operations in these real - life situations, and deeply understand the connotations of nursing work. In course learning, by creating simulated clinical situations, such as conducting teaching in a simulated first-aid scene, students can combine theoretical knowledge with practical operations. For skill competitions, the competition scenes simulate high-pressure and high-requirement nursing situations, which prompt students to improve their skill levels in such situations. In terms of vocational qualification certification, the assessment contents are often based on actual nursing work situations, which prompt students to prepare knowledge and skills in corresponding situations. This theory is helpful to improve the practical ability and professional adaptability of nursing students.

2.3 Social Cognitive Theory

Social cognitive theory emphasizes elements such as observational learning, imitation, and self-efficacy. In the practice teaching of "Post-Course-Competition-Certificate" in the nursing major, this theory has a great deal of guidance and influence^[3]. In post practice, novice nurses can learn and imitate by observing the operations and patient - communication methods of experienced nurses. For example, they can observe how to correctly perform venipuncture on patients, thereby improving their own skill levels. In terms of course learning, teachers serve as role models to demonstrate standard nursing operations and provide professional knowledge explanations, and students learn through observational imitation. In skill competitions, seeing the performances of other excellent

contestants can inspire students to imitate and learn their strategies and techniques. Meanwhile, when students achieve success in each stage, such as successfully completing a complex nursing task, their self-efficacy will be enhanced, prompting them to participate more actively in various activities of "Post-Course-Competition-Certificate". This helps to improve the learning motivation and practical ability of nursing students.

2.4 Cognitive Load Theory

Cognitive load theory focuses on information processing and cognitive load management during the learning process. In the practice teaching of "Post-Course-Competition-Certificate" in the nursing major, this theory has important guiding significance and influence^[4]. The knowledge and skills in the nursing major are numerous and complex, such as the nursing points of various diseases and the procedures of different nursing operations. In post practice, nursing staff need to process a large amount of information quickly. If the cognitive load is too heavy, it may lead to operational errors. During course learning, teachers arrange teaching content reasonably according to cognitive load theory. For example, they break down complex nursing operations into multiple steps for step-by-step teaching, avoiding giving students too much information at once. For skill competitions, reasonable planning of competition content and processes and control of contestants' cognitive load are helpful for contestants to perform better. In terms of vocational qualification certification, the design of relevant examinations should also consider the cognitive load of candidates to ensure that their abilities can be accurately examined. This helps to improve the learning efficiency of nursing students and the accuracy of practical operations.

2.5 Theory of Multiple Intelligences

The Theory of Multiple Intelligences emphasizes the diversity of individual intelligences, including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence, etc.^[5]. In the practice teaching of "Post-Course-Competition-Certificate" in the nursing major, the Theory of Multiple Intelligences has unique guidance and influence. In post practice, interpersonal intelligence is helpful for nurses to communicate and cooperate effectively with patients, doctors, and other medical staff; bodily - kinesthetic intelligence is crucial for performing nursing operations such as injection and turning over patients. In course learning, logical-mathe-

mathematical intelligence can help students analyze patient data, and linguistic intelligence is beneficial for understanding and expounding nursing knowledge. In skill competitions, bodily-kinesthetic intelligence and spatial intelligence can play a role in the precision of operations and the arrangement of procedures. In terms of vocational qualification certification, multiple intelligences are comprehensively utilized to demonstrate comprehensive nursing abilities. This theory promotes teaching to focus on students' different intelligence advantages, realize personalized teaching, and improve teaching effectiveness.

3. Overview of the Concept of “Post-Course-Competition-Certificate”

3.1 Post Practice

Post practice is an important component of the concept of “Post-Course-Competition-Certificate”. It emphasizes placing students in the actual working environment, enabling students to experience all aspects of nursing work personally in real-life nursing scenarios, such as hospital wards, operating rooms, and emergency rooms. During this process, students can directly face various needs of patients, including physiological nursing needs (such as wound care, drug administration, etc.) and psychological nursing needs (such as soothing patients' anxiety, etc.). Through practical operations and cooperation with the medical care team, students can develop solid practical abilities. For example, in the ward, students need to learn how to formulate personalized nursing plans according to patients' conditions and accurately carry out nursing operations. This kind of learning in the actual working environment can enable students to deeply understand the complexity and importance of nursing work and also improve their ability to solve practical problems.

3.2 Course Learning

Course learning plays a role of connecting the preceding and the following in the concept of “Post-Course-Competition-Certificate”. It is not only the imparting of theoretical knowledge, but also a process of closely combining theoretical knowledge with practical operations. In the course learning of the nursing major, on the one hand, students need to study basic theoretical knowledge such as anatomy, physiology, and pathology, which provides a scientific basis for nursing practice. For example, understanding the physiological structure of the human body helps students to correctly perform injection operations and avoid damaging important tissues and organs. On the other hand, the curriculum includes a large number of practical courses, such as basic nursing experimental courses and clinical

nursing internships. In practical courses, students apply the theoretical knowledge they have learned to practical operations. For example, in basic nursing experimental courses, students practice various nursing operation skills, including making beds, catheterization, and nasal feeding. Through this course-learning method that combines theory and practice, students' comprehensive qualities are comprehensively improved, including professional knowledge level, practical operation ability, critical-thinking ability, and the ability to solve complex problems.

3.3 Skill Competitions

Skill competitions are an important part of the “Post-Course-Competition-Certificate” concept. They provide a platform for students to display their skill levels and are also an effective way to enhance students' skill levels and self-confidence. In nursing-major skill competitions, the competition items usually cover key skills in nursing work, such as cardiopulmonary resuscitation (CPR), intravenous infusion, and nursing assessment. These competition items require students to complete various operation tasks within the specified time according to strict operation specifications. By participating in skill competitions, students can thoroughly study the operation key points of the competition items and continuously improve their operation speed and accuracy. For example, in a CPR competition, students need to be proficient in the depth and frequency of compressions and the correct method of artificial respiration, and be able to remain calm and operate accurately in the intense competition atmosphere. When students achieve good results in the competition or see their progress in the competition, their self-confidence will be greatly enhanced. This self-confidence will further motivate them to pursue higher goals in nursing study and practice.

3.4 Vocational Qualification Certification

Vocational qualification certification is an important means to ensure that nursing students possess the necessary professional qualities. In the field of nursing, the vocational qualification certification examination usually consists of two parts: a theoretical examination and a practical operation examination. The theoretical examination covers knowledge in all aspects of the nursing major, such as basic nursing knowledge, clinical nursing knowledge, and nursing ethics, aiming to test students' mastery of the nursing knowledge system. The practical operation examination focuses on examining students' abilities in actual nursing operations, such as the standardization, safety of various nursing operations, and humanistic care

for patients. Through the vocational qualification certification examination, nursing talents with solid professional knowledge, proficient operation skills, and good professional qualities can be selected. This not only guarantees the professional standard of the nursing industry but also provides necessary qualification certificates for students to enter the nursing industry.

3. Research Methods

3.1 Research Design

This research designs a questionnaire based on the constructivist theory, situated learning theory, social cognitive theory, cognitive load theory, and theory of multiple intelligences as the theoretical framework. These theories are of great significance in the field of educational research and can provide multiple perspectives for exploring issues related to nursing teaching.

The subjects of this study are sophomore, junior, and senior students majoring in nursing. The content of the questionnaire is designed from different theoretical perspectives: from the perspective of constructivist theory, it focuses on how students combine nursing theoretical knowledge with practice to construct a knowledge system; from the perspective of situated learning theory, it involves the role of practical scenario settings in nursing courses in knowledge acquisition and the influence of dif-

ferent internship environments on learning outcomes, etc.

The questionnaire covers all aspects of “Post-Course-Competition-Certificate”. In terms of ‘Post’, it investigates students’ understanding of the knowledge and skills required for nursing posts and the match between the curriculum and post requirements. In terms of ‘Curriculum’, it involves the rationality of curriculum design, such as the difficulty level and sequence arrangement of the content. In terms of ‘Competition’, it focuses on students’ participation in nursing competitions and the impact on the improvement of their knowledge and skills. In terms of ‘Certificate’, it investigates students’ attitudes towards obtaining nursing-related certificates, their preparation situations, and the influence of certificates on employment and career development.

This study aims to gain an in - depth understanding of the current situation and problems of the “Post-Course-Competition-Certificate” concept in nursing teaching from a multi-dimensional theoretical perspective through questionnaires, so as to provide a basis for subsequent research. A total of 800 questionnaires were distributed, and 775 were returned. The effective recovery rate is 96.875%. The relatively high effective recovery rate indicates that the questionnaire has high reliability and validity and can, to a certain extent, reflect the real situation of nursing students.

3.2 Questionnaire and Related Theories (Table 1)

Table 1. Questionnaire and theoretical support

Serial Number	Questions and Options	Related Theories
1	How well do you understand the concept of “Post-Course-Competition-Certificate”? <input type="checkbox"/> Fully understand <input type="checkbox"/> Relatively understand <input type="checkbox"/> Generally understand <input type="checkbox"/> Not quite understand <input type="checkbox"/> Totally don't understand	① Cognitive Load Theory: Explore students' initial cognition of the “Post-Course-Competition-Certificate” concept. Little cognition may indicate that the information has not been fully processed and has not entered long-term memory. ② Theory of Multiple Intelligences: Students with different intelligence advantages have different ways and degrees of understanding the “Post-Course-Competition-Certificate” concept. For example, students with strong logical-mathematical intelligence are more likely to understand quantitative logical relationships, while students with strong interpersonal intelligence acquire knowledge through communication.
2	What do you think are the benefits of the “Post-Course-Competition-Certificate” concept for your nursing major study? (Multiple choices are allowed) <input type="checkbox"/> Improve practical ability <input type="checkbox"/> Enhance professional quality <input type="checkbox"/> Increase learning interest <input type="checkbox"/> Aid in career planning	① Constructivist theory: It emphasizes the active construction of knowledge. Students' choices reflect different gains in constructing a nursing knowledge system based on “Post-Course-Competition-Certificate”. For example, those who choose to improve practical ability may construct an operational cognitive structure in practical situations. ② Situated learning theory: “Post-Course-Competition-Certificate” provides a variety of learning situations, and students' choices reflect their perception of learning outcomes in these situations, such as improving practical ability through post-practice.

Serial Number	Questions and Options	Related Theories
3	Which part do you think is the most important in the “Post-Course-Competition-Certificate” concept? <input type="checkbox"/> Post - practice <input type="checkbox"/> Curriculum study <input type="checkbox"/> Skills competition <input type="checkbox"/> Vocational qualification certification	① Social cognitive theory: Students’ judgment on the importance of each part of “Post-Course-Competition-Certificate” is influenced by observational learning and self-efficacy. For example, role models in post-practice or their own experiences may lead students to consider post-practice important. ② Constructivist theory: Students construct their understanding of the importance of each part of “Post-Course-Competition-Certificate” according to their own learning experiences and goals. For example, some students attach more importance to curriculum study, while others focus more on vocational qualification certification.
4	What activities related to the “Post-Course-Competition-Certificate” concept have you participated in? (Multiple choices are allowed) <input type="checkbox"/> Post - practice <input type="checkbox"/> Curriculum study <input type="checkbox"/> Skills competition <input type="checkbox"/> Vocational qualification certification	① Situated learning theory: It emphasizes learning in specific situations. The question inquires about the participation in different situations of “Post-Course-Competition-Certificate”, which reflects the learning experience. ② Constructivist theory: Learning constructs knowledge based on one’s own experience. Students’ activity choices reflect the differences in the paths of constructing a nursing knowledge and skills system.
5	What problems do you think exist in the actual implementation of the “Post-Course-Competition-Certificate” concept? (Multiple choices are allowed) <input type="checkbox"/> Insufficient practical opportunities <input type="checkbox"/> Disconnection between course content and practice <input type="checkbox"/> Imperfect competition organization <input type="checkbox"/> High difficulty in vocational qualification certification	① Constructivist theory: Students’ feedback on the practical operation problems of “Post-Course-Competition-Certificate” reflects their understanding of the limitations of the constructed concept, such as finding the constructive contradiction between the curriculum and practice. ② Situated learning theory: Problems occur in different situations of “Post-Course-Competition-Certificate”, reflecting the influence of situational factors on learning, such as imperfect competition organization affecting the learning experience.
6	What is your overall satisfaction with the “Post-Course-Competition-Certificate” concept? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Relatively satisfied <input type="checkbox"/> Generally satisfied. <input type="checkbox"/> Not very satisfied <input type="checkbox"/> Very dissatisfied	① Social cognitive theory: Self-efficacy and outcome expectations influence students’ evaluation of their satisfaction with “Post-Course-Competition-Certificate” learning. A positive experience generally leads to higher satisfaction. ② Constructivist theory: Students judge their satisfaction based on their own constructed learning experiences and gains from “Post-Course-Competition-Certificate”.

4. Research Results

4.1 Analysis of the Cognition of the “Post-Course-Competition-Certificate” Concept in Nursing Specialty

4.1 Degree of Understanding of the “Post-Course-Competition-Certificate” Concept

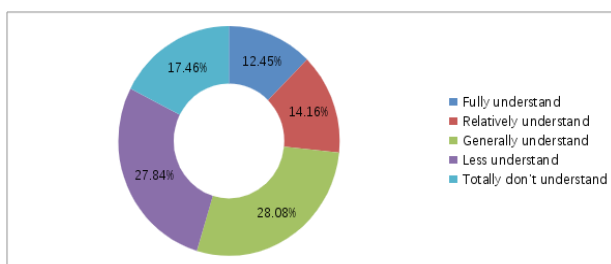


Figure 1. Degree of understanding of the concept of “Post-Course-Competition-Certificate”

Figure 1 shows the survey results regarding the under-

standing level of the “Post-Course-Competition-Certificate” concept. Only 12.45% of the respondents indicated that they knew the concept very well, 14.16% said they knew it relatively well, 28.08% had a general understanding, while the proportion of those who knew it less well reached 27.84%, and those who had no understanding at all accounted for 17.46%. This result indicates that among the surveyed group, the proportion of people with in - depth understanding (very well and relatively well) of the “Post-Course-Competition-Certificate” concept is relatively low, and most people’s understanding of this concept is at the general level or below, reflecting that the popularity of this concept in this group still needs to be improved.

4.2 The help of the “Post-Course-Competition-Certificate” concept to nursing professional learning

Figure 2 shows that most of the respondents recognize that this concept has multiple positive effects on nurs-

ing professional learning. Among them, 80.13% of the respondents think that it is helpful to improve practical ability, 74.97% believe that it can enhance professional quality, 69.68% feel that it can increase learning interest, and 69.94% indicate that it is helpful for career planning. This indicates that the “Post-Course-Competition-Certificate” concept is widely regarded as having important value in nursing professional learning, especially in terms of improving practical ability, which has been recognized by a higher proportion of respondents.

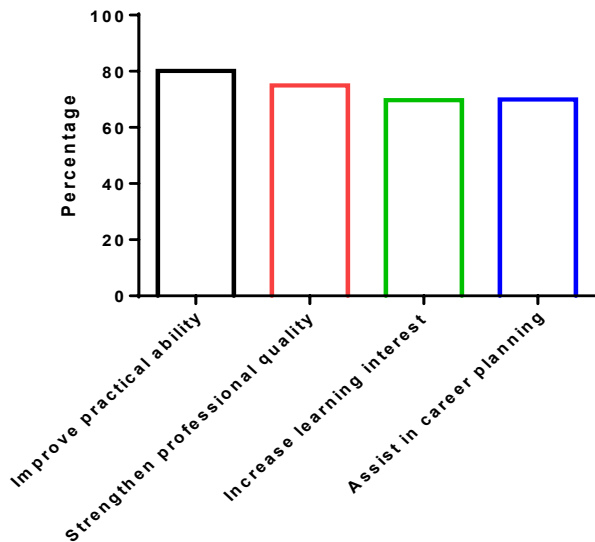


Figure 2. The help of the concept of “Post-Course-Competition-Certificate” to nursing major study

4.3 The Most Important Part of the “Post-Course-Competition-Certificate” Concept

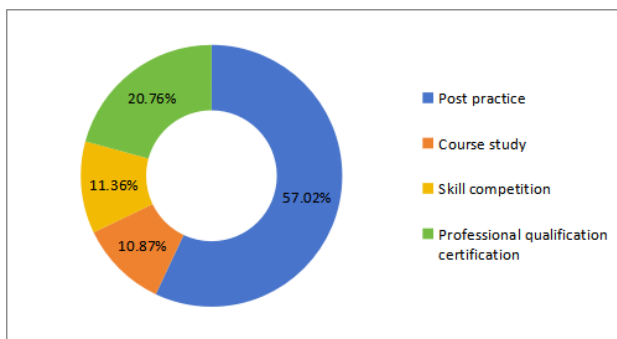


Figure 3. The most important part in the concept of “Post-Course-Competition-Certificate”

Figure 3 shows that post practice is considered the most important part, accounting for 57.02%, while the

proportions of curriculum learning, skill competition and vocational qualification certification are 10.87%, 11.36% and 20.76% respectively. This indicates that in the respondents’ perception, post practice occupies a dominant position in the “Post-Course-Competition-Certificate” concept, while curriculum learning is relatively considered to be of lower importance, and the importance of skill competition and vocational qualification certification lies between post practice and curriculum learning.

4.4 The Importance of Each Part of the “Post-Course-Competition-Certificate” Concept

Figure 4 shows that the participation rate of curriculum learning is the highest, reaching 65.94%; the participation rate of post practice is 58.45%; and the participation rates of skill competition and vocational qualification certification are 46.58% and 46.32% respectively. This result indicates that among the respondents, curriculum learning is the related activity with the highest participation rate, while the participation rates of skill competition and vocational qualification certification are relatively low and relatively close, and the participation rate of post practice is at an intermediate level.

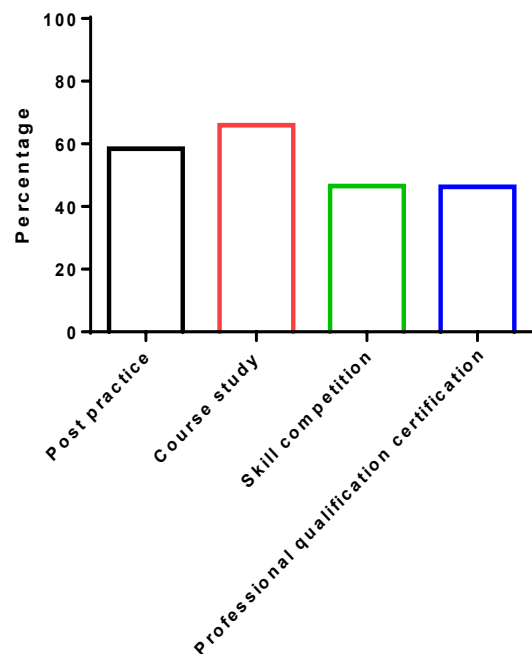


Figure 4. Activities related to the concept of “Post-Course-Competition-Certificate” that have been participated in

4.5 Problems Existing in the Practical Operation of the “Post-Course-Competition-Certificate” Concept

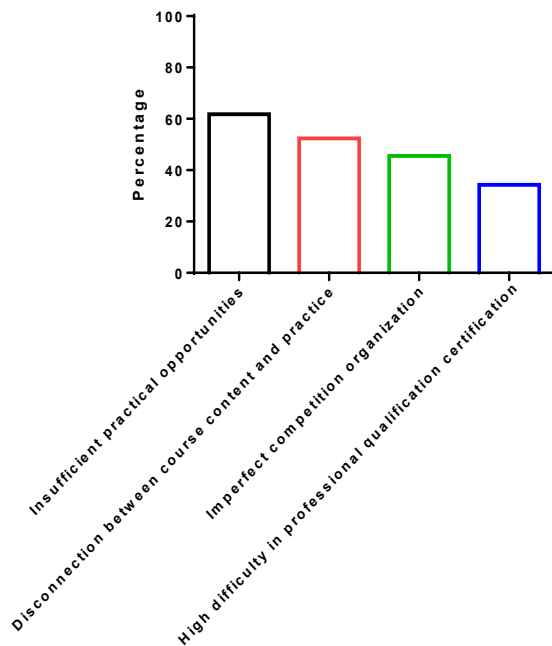


Figure 5. Problems existing in the practical implementation of the “Post-Course-Competition-Certificate” concept

Figure 4 shows that the participation rate of curriculum learning is the highest, reaching 65.94%; the participation rate of post practice is 58.45%; and the participation rates of skill competition and vocational qualification certification are 46.58% and 46.32% respectively. This result indicates that among the respondents, curriculum learning is the related activity with the highest participation rate, while the participation rates of skill competition and vocational qualification certification are relatively low and relatively close, and the participation rate of post practice is at an intermediate level.

4.5 Problems Existing in the Practical Operation of the “Post-Course-Competition-Certificate” Concept

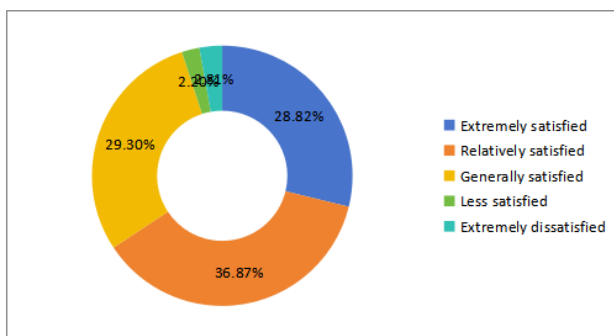


Figure 6. Overall satisfaction with the “Post-Course-Competition-Certificate” concept

Figure 6 shows that the proportion of those who are very satisfied is 28.82%, and the proportion of those who are relatively satisfied is 36.87%. The sum of the two reaches 65.69%. The proportion of those who are generally satisfied is 29.30%. However, the proportions of those who are less satisfied and very dissatisfied are relatively low, accounting for 2.20% and 2.81% respectively. This result indicates that, on the whole, most of the respondents hold a positive attitude towards the “Post-Course-Competition-Certificate” concept, but there are still a small number of respondents who are somewhat dissatisfied.

5. Discussion

After analyzing a number of survey results related to the “Post-Course-Competition-Certificate” concept in this study, some points worthy of in - depth discussion were found. In terms of the understanding level of this concept, most of the respondents are at the general level or below. This means that the promotion efforts of this concept need to be strengthened. After all, only when more people understand it in-depth can its implementation be comprehensively promoted. In terms of nursing professional learning, this concept is widely recognized as having multiple positive meanings, among which the improvement of practical ability is more recognized, which echoes the important position of post practice in the concept and highlights the crucial value of practice in the nursing specialty. However, although post practice is regarded as the most important part, its participation rate is lower than that of curriculum learning, which may imply that there are limiting factors in the actual education or work arrangements, thus affecting the development of post practice. From the perspective of practical operation, the insufficient practical opportunities and the disconnection between the course content and practice are relatively significant problems. These not only hinder the effective implementation of this concept but may also be the reasons for some people’s insufficient understanding of it. Meanwhile, the imperfect competition organization and the high difficulty of vocational qualification certification also pose certain obstacles to the promotion of this concept. Finally, from the perspective of overall satisfaction, although most respondents hold a positive attitude, there are still a small number of people who are dissatisfied. This requires us to pay attention to the needs of this part of people. By taking measures such as increasing practical opportunities, improving the connection between the curriculum and practice, perfecting the competition organization, and reasonably adjusting the difficulty of vocational qualification certification, we can further optimize the implementation of the “Post-Course-Competition-Certificate” concept in

all aspects, thereby improving the overall satisfaction and better realizing the value of this concept in the nursing specialty.

6. Conclusion

The survey results of the “Post-Course-Competition-Certificate” concept in this study show that: the overall understanding level of this concept among the surveyed group is relatively low, and the proportion of those with in-depth understanding is limited, which means that the popularization work still needs to be strengthened. Most of the respondents recognize that this concept has multiple positive significance for nursing professional learning, especially in terms of improving practical ability, which is in line with the dominant position of post practice in the concept. However, in actual participation, the participation rate of curriculum learning is the highest, post practice is at an intermediate level, and the participation rates of skill competition and vocational qualification certification are relatively low and similar. At the practical operation level, the insufficient practical opportunities and the disconnection between the curriculum and practice are relatively serious problems, and there are also certain obstacles in competition organization and vocational qualification certification. In terms of overall satisfaction, most respondents hold a positive attitude, but there are still a small number of dissatisfied ones. Therefore, when further promoting this concept, it is necessary to strengthen publicity to improve the popularity, solve the problems in practical operation, and pay attention to the needs of a small number of people, so as to optimize the implementation effect of the “Post-Course-Competition-Certificate” concept.

Funding Projects

1. Qingdao Binhai University Key Teaching Reform Research Project, “Innovative Strategies for Applied Nursing Specialty Experimental Teaching Driven by the Concept of “Post-Course-Competition-Certificate” (2024JZ10)”

2. Shandong Province Undergraduate Teaching Reform Research Project, “Innovative Research and Practice of

Diversified Nursing Talent Training System for Specialized Upgrade Based on “Medical-Educational Collaboration and School-Hospital Cooperation” (M2022049)

3. Key Project of the China Higher Education Society, “Research on the Career Development Paths and Influencing Factors of Teachers in Private Applied Undergraduate Institutions” (23PXZ0203)

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ARTICLE

Discussion of Community Authenticity in the Process of Urban regeneration—Based on Book Review of *Naked City: The Death and Life of Authentic Urban Places*

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ABSTRACT

In the process of urban regeneration, the maintenance of community authenticity has been a classic topic. Based on the evaluation and reflection of Sharon Zukin's book *Naked City*, this paper explores the significance of authenticity and the relationship between authenticity and social equity in the current context of urban regeneration.

1. Content Description of “*Naked City*”

1.1 Introduction

In her book, “*Naked City: The Death and Life of Authentic Urban Places*”, Sharon Zukin meticulously delineates the evolution of New York's urban landscapes from the 1960s until the present day. She delves into the potential for addressing social issues from a cultural perspective by presenting narratives from various authentic case study areas.

The relationship between Zukin's book and Jane

Jacobs's “*The Death and Life of Great American Cities*” transcends the mere similarity of their titles. Jacobs, an advocate for everyday urbanism, firmly positioned herself as a female layperson in opposition to the prevalent modernist urban planning of her time. She expressed unrestrained admiration for idyllic neighborhoods, community activities embodying traditional beauty, and the humanistic community landscape. In contrast, Zukin's intention was to recount an aspect that Jacobs did not address: the destiny of these neighborhoods as they forfeited their origins and uniqueness amidst urban transformation.

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1.2 Research Methods in “*Naked City*”

Through conducting fieldwork in six distinct areas of New York City, Zukin thoroughly examined the ramifications of gentrification and economic transformation on these areas by means of personal observation and interviews with local residents. She gathered firsthand information on the issues discussed in the book. Furthermore, she acquired data from real estate blogs and performed archival research on the histories of the areas to analyze the role of new media and the alterations in community spatial formations and patterns during the process of transformation. The amalgamation of personal experience, documentary research, and historical context significantly bolstered the credibility and comprehensiveness of her argumentation.

1.3 Advocacy of “*Naked City*”

Zukin delineated the process through which neighborhoods undergo decline. Initially, distinctive living environments draw artists and creative professionals, thereby altering the local cultural landscape. Subsequently, escalating rental prices displace the original, lower-income residents. An influx of capital introduces middle-class consumer goods and luxury housing, further augmenting rental prices. Ultimately, the original creative community is supplanted by more affluent individuals. Consequently, the neighborhood transforms into a consumer-oriented area, forfeiting its original character, landscapes, and the essence of its indigenous populace.

By presenting these narratives, Sharon Zukin introduced a fresh perspective for comprehending the transformational process of urban spaces in New York City and numerous other major global cities: the assertions of diverse authenticity by various social groups, as well as the interactions and substitutions among these authenticity claims and the groups that uphold them, constitute the pivotal forces influencing and propelling urban transformation. She advocates for the reinstatement and emphasis on authenticity to safeguard the city from losing its distinctive, identifiable, and recognizable attributes, which she terms as its soul, during the course of urban regeneration. In the context of contemporary urban regeneration practices, Zukin’s book has theorized the rights and legitimacy of different groups to engage in urban regeneration from a cultural perspective, furnishing a theoretical tool for planners who prioritize authenticity to persuade the government to elevate the significance of authenticity. Additionally, it offers a pathway for marginalized groups to advocate for their rights to participation and urban space during the process of urban regeneration.

2. Comparative Analysis of Different Urban Theories

Sharon Zukin’s urban theory exhibits notable distinctions when compared to the exploration of the city’s nature conducted by Allen Scott, Michael Storper, Richard Walker, David Harvey, and James Scott.

Allen Scott and Michael Storper concentrated on the economic and geographic facets of urban areas, asserting: “The comprehension of all cities can be facilitated through a theoretical framework that integrates two primary processes: the dynamics of agglomeration/polarization, and the subsequent emergence of a related network of locations, land usages, and human interactions.” (Scott & Storper, 2014). They emphasized elements such as agglomeration and innovation. Meanwhile, David Harvey and Richard Walker investigated the political economy dimensions that mold the global urban landscape, viewing urbanization as a “spatial concentration of economic surplus” (Walker, 2016). James Scott, on the other hand, focused on the political aspects of cities, even perceiving urban planning as an instrument of governmental administration.

Zukin may critique their broad, comprehensive, and overarching perspective, akin to observing the city from a helicopter. Unlike their emphasis on elucidating the city’s essence through its origins, Zukin ventured into the city’s neighborhoods and opted to discuss the identity embedded in urban regeneration and development from a more humanitarian standpoint. She initiated her analysis from specific, relatively modestly-sized urban locations, emphasizing the authenticity, diversity, and vitality of these urban spaces. Through the exploration of authenticity, she underscored the importance of social participation in urban regeneration and highlighted the significance of such participation. This approach formed her distinctive perspective on urban studies.

In terms of the core concept of authenticity, the authenticity of a city can be thought of as a combination of feeling of cultural identity, consisting of the unique characteristics and temperament of the city, and the objective features that trigger this feeling. Something that is authentic will make different people, whether locals or first-time tourists, immediately and clearly recognize which city they are staying. Zukin argued that there are two sources of authenticity, features that every generation views as “original” because they have been there throughout their lifetimes, and features that each new generation creates on their own (Zukin, 2010), and she argued that with the occurrence of widespread gentrification, the new middle-class colonist and their tastes disrupt the city’s original lifestyles and social networks, it led to the loss of the city’s soul, namely, its authenticity.

3. Authenticity and Social Participation Equity

3.1 Loss of Authenticity and Social Inequality

Zukin articulated her apprehension regarding the potential loss of a city's essence as follows: an aversion to excessive development, a yearning to slow down rapid transformations, and a dislike for the aesthetic of standardization—a disdain for cities and neighborhoods that resemble any other (Zukin, 2010). Ostensibly, her opposition is directed towards the upscale homogenization of neighborhoods. However, upon a deeper examination of the nature and core of these phenomena, it becomes evident that her concern is rooted in the original social group's preferences being overlooked, marginalized, suppressed, and supplanted by another group's tastes. The urban spaces where these original social groups engage in their distinctive living activities are encroached upon by others, leading to the disruption of established lifestyles and social networks. Consequently, neighborhoods lose their inherent character, all amidst an ongoing urban transformation process. Instances such as Starbucks replacing a locally-owned store, and iron and glass structures supplanting red bricks and cobblestones, are merely superficial and apparent manifestations. The true victims, who remain naked and defenseless, are the people themselves. The process of cities losing their souls is also indicative of unequal social participation in the transformation process.

The perception that the loss of urban authenticity is tied to unequal social participation underscores the importance of discussing authenticity in the context of urban regeneration. In the sphere of modern urban regeneration, the significance of authenticity resides in its linkage to social engagement and social equity, as well as the cultural entitlements of the various groups it represents. Authenticity, irrespective of whether it stems from historical origins or new developments, essentially embodies the sentiments and perspectives of diverse social classes and groups towards the city. The discourse on urban authenticity is concurrently a discourse on the emotions of various social classes and groups, and a discourse on the right of different groups to engage in societal participation. When the opinions and interests of diverse groups are taken into consideration during the process of urban transformation, it inherently fosters social engagement and social fairness.

3.2 Possibilities for Promoting Social Participation by Authenticity

Zukin's most significant contribution in this book is the theorization of the cultural identity and sense of belonging that individuals seek in their residences as "authenticity,"

and her proposal that authenticity can be leveraged to enhance group participation and foster social equity in the context of urban regeneration by "steering this lever towards democracy" (Zukin, 2010). She elucidates the essence of what individuals aspire to feel in their homeland and what connects them to their place of residence. She translates this sentiment, specific to an urban area, into a theoretical framework. People desire their community to embody their existing knowledge or their envisioned ideal, and when this aspiration is sufficiently strong, it can serve as a unifying force. An illustrative example is the redevelopment of Xi'an's central city, where the municipal government intended to convert a dilapidated Muslim neighborhood into a historical commercial street. However, the Muslims were reluctant to relocate from their neighborhood, and in the conflict between the two visions of authenticity, despite their weaker political position, they leveraged their strong cohesion based on ethnic culture and religious beliefs to organize protests and ultimately compelled the government to revise the original transformation plan. They utilized the power of authenticity inherent in their spatial formations to unite and defend their right to occupy urban spaces, which is particularly crucial for groups lacking political and economic power.

Residents of China's urban villages and older neighborhoods appear to be particularly powerless. Their communities do not receive special consideration from the government. The land they inhabit is owned by the government, which ultimately determines its commercialization, land use type, and desired visual appearance. Often, the transformation of this land is entrusted to developers who prioritize solely financial gain. The Chinese government seemingly has the discretion to dictate the city's new beginnings, which may explain the rapid pace of urbanization in China over the past forty years. Especially amidst the current economic downturn in China, this exacerbates researchers' concerns that the government may be overly eager to stimulate the economy at the expense of authenticity, promoting upscale consumerization of urban spaces, ultimately resulting in cities losing their identity and soul during the regeneration process. The concern is not merely about the loss of unique neighborhood memories, such as vistas and distinctive social activities, but also about the injustice and inequality stemming from the marginalization of disadvantaged groups. However, if residents can recognize the unique value of their neighborhoods, which holds significance in their lives, and uncover their own authenticity, this authenticity can unite them, fostering a synergy that compensates for their vulnerabilities and advocates for their rights to participate in the urban transformation process, thereby achieving a more equitable

distribution of urban space from the grassroots level up.

4. Issues and Reflections to “*Naked City*”

Certain sections of the book necessitate careful consideration. Zukin perceives herself as a member of New York’s middle class, acknowledging, consciously or unconsciously, that this class contributes to the erosion of New York’s cultural essence. With a sense of guilt, she elevates the authenticity of working-class origins to a position of great importance. The ultimate objective planners aspire to attain is the recognition and equal consideration of authenticity of all the groups they represent, alongside an equal respect for their rights to participate in urban regeneration. It should not be implied that one group possesses greater authenticity than another, thereby granting them a superior right to occupy urban space. The displacement of lower-income, socially disadvantaged groups by those with higher consumption levels and greater political and economic power should be avoided. However, the aspiration of the middle class, or any other group, to establish a presence in urban space should not be lightly rejected.

Furthermore, in the introduction, Zukin noted the transformations occurring in numerous major cities globally, such as Beijing, Shanghai, and other Chinese cities that are eliminating the narrow... Liverpool and Bilbao... as well as London and Paris... (Zukin, 2010). Her statements seem to suggest that other regions of the world are undergoing a process akin to that of New York. However, it is important to acknowledge that different cities possess varied backgrounds in terms of history, culture, and political systems. Therefore, we must thoughtfully consider the applicability of Zukin’s findings concerning New York to our own urban regeneration initiatives.

5. Conclusion

In summary, Zukin’s book has successfully attempted

to delve into the interpretation and resolution of economic and social issues from a cultural standpoint. She underscores the importance of the participation rights of diverse groups in the process of urban transformation and revitalization through an exploration of authenticity. The genuine essence of urban spaces stems from the activities of numerous individuals belonging to varied socioeconomic classes. Furthermore, the true vibrancy of a city can only be fully realized when the value of comprehensive social group participation is genuinely recognized.

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ARTICLE

Research on Drama-based Methods to Enhance Motivation and Participation in English Classes

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ABSTRACT

This essay explores the integration of drama-based methods in English language teaching to enhance student motivation and participation. By employing techniques such as role-playing, improvisation, and storytelling, teachers can create an engaging and dynamic classroom environment that fosters active learning. The essay discusses the theoretical foundations of drama in education, highlighting its ability to promote intrinsic motivation and collaborative participation among students. Additionally, it examines how these methods contribute to the development of language skills, including vocabulary, pronunciation, and fluency.

1. Introduction

In today's diverse educational landscape, English teachers need to constantly seek innovative methods to enhance students' motivation and participation in learning activities, particularly in language acquisition. One promising approach that has gained traction is the integration of drama-based methods in English language teaching. By incorporating dramatic techniques such as role-playing, improvisation, and storytelling, teachers can create a dynamic and engaging classroom environment that fosters active participation and boosts students' motivation to learn. This essay explores the benefits of drama-based methods in English classes and their impact on students' engagement, language skills, and overall learning experiences.

2. Literature Review

In recent years, the application of Drama in Education in English teaching has garnered increasing attention. Numerous studies have conducted in-depth research and practice in this teaching method, yielding significant results that demonstrate the effective integration of Drama-based teaching method in English teaching which has gained recognition in educational contexts for its ability to enhance language acquisition and foster engagement among students.

Kao & O'Neill (1998), in *Words into Worlds*, argue that drama provides an effective means for second language learners to practice speaking and comprehension skills. Their research emphasizes the connection between drama

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activities and increased student confidence in language use. K. Cohen (2010) provides a comprehensive overview of how drama techniques can be effectively incorporated into language teaching, focusing on both theoretical foundations and practical application. Wright, (2015) in his *The Impact of Drama Techniques on Language Learning: A Review of the Literature* explores the effectiveness of various drama techniques in enhancing language learning outcomes, emphasizing the role of engagement and creativity. W. Duffy (2007) in his study highlights the positive effects of drama-based activities on vocabulary learning and retention among language learners.

In China, studies on drama-based teaching method gradually became widely concerned by Chinese academic circles. Xiaoling Yin (2016)'s *A Study on the Impact of Drama Education on Improving Students' English Speaking Skills* explores how drama education can effectively enhance students' English-speaking skills in the classroom through methods such as role-playing and improvisation, thereby boosting students' language expression abilities and self-confidence. Besides, Han Qing (2018) also advocates specific strategies for incorporating drama into English teaching, emphasizing the importance of drama activities in promoting student participation and interaction.

As the educational landscape continues to evolve, integrating drama with traditional teaching methods, particularly in subjects like language arts, presents a promising avenue for enhancing student learning experiences. Future research should continue to explore this integration, aiming to refine and expand the evidence base for drama in education.

3. Theoretical Basis

The integration of drama in education, particularly in English language teaching (ELT), has garnered significant attention in both pedagogical theory and practice. Numerous studies have highlighted the positive effects of drama-based methods on student engagement, motivation, and language development.

3.1 Theoretical Foundations of Drama in Education

Drama-based methods are grounded in constructivist learning theories that emphasize active participation and experiential learning. Vygotsky (1978) emphasized the importance of social interaction in language development, arguing that learning occurs through dialogue and collaboration. Similarly, Piaget's (1952) constructivism posits that knowledge is constructed through active engagement with the environment. Constructivism learning theory holds that the transformation, processing and processing

of individuals are the focus of knowledge learning and impartation, rather than the input or infusion of knowledge, which is a process of objective and subjective unity (Wang Yingying, 2017:118-119).

3.2 Enhancing Motivation and Engagement

McCaslin (2006) argues that drama creates a lively and interactive environment, fostering a sense of ownership in learning. By encouraging students to assume roles and participate in authentic scenarios, they are more likely to be invested in their language acquisition process. Evidence from studies, such as those conducted by Wright (2015), indicates that students exposed to drama techniques demonstrate higher levels of enjoyment in learning activities and increased motivation to use English in real-life situations.

3.3 Promoting Participation and Collaboration

Several studies have highlighted the role of drama in promoting participation and collaboration among students. A study by Cohen (2010) revealed that students involved in drama activities exhibited improved confidence and willingness to speak in English, as they felt supported by their peers. The collaborative nature of drama fosters teamwork and enhances communication skills, as students must negotiate and plan together to successfully perform their roles.

3.4 Developing Language Skills

Research consistently indicates that drama-based methods contribute to the development of various language skills. According to a meta-analysis by Duffy (2007), students participating in drama activities showed improvements in vocabulary acquisition, pronunciation, and fluency. This is corroborated by findings from research conducted by Krekels (2018), which demonstrated that engaging in role-playing scenarios helps students practice contextual language use and develop their conversational skills. Furthermore, dramatic storytelling enhances listening comprehension and critical thinking skills, as students learn to interpret and respond to narrative cues effectively.

3.5 Challenges of Implementing Drama in ELT

Despite the numerous benefits, implementing drama-based methods in ELT is not without challenges. Teachers may encounter student reluctance to participate due to shyness or fear of judgment (Hwang, 2012). Additionally, some educators may lack adequate training in drama techniques, leading to a lack of confidence in facilitating such activities (Davis, 2020). Effective management

of classroom dynamics and ensuring inclusivity is also crucial, as not all students may feel comfortable in performance settings (Kao & O'Neill, 1998). Addressing these challenges requires deliberate planning and a supportive classroom environment that encourages risk-taking and expression.

4. Effects of Drama-based Teaching Method

Drama in education can significantly contribute to the development of language skills—vocabulary, pronunciation, and fluency—through various engaging activities and techniques. Students can develop themselves through play and drama. Through the process of drama games, children show different personalities and guide their own growth.

4.1 Vocabulary Enhancement

Through drama activities, students encounter new vocabulary in meaningful contexts. For instance, when they perform scenes that require specific vocabulary, they learn words related to emotions, actions, and social situations. Besides, acting out lines and interactions allows students to practice vocabulary multiple times in different contexts, which aids retention. In addition, encouraging students to create their own dialogues or scripts allows them to experiment with synonyms and varying word choices, enhancing their lexical diversity.

4.2 Pronunciation Improvement

By modeling and Imitation, through drama activities which often involve listening to scripts or performances, students can hear correct pronunciation and intonation. They can then imitate these sounds in their own performances.

Besides, since acting requires physicality, students often pay attention to how pronunciation connects with body language and facial expressions. This holistic approach helps them understand prosody and emotional tone.

Furthermore, in drama-based activities, students can receive instant peer and teacher feedback on their pronunciation, adjusting more effectively than in traditional settings.

4.3 Fluency Development

Firstly, drama encourages spontaneous use of language, as students must think on their feet during improvisation or role-playing. This helps them become more comfortable with speaking without hesitation.

Secondly, the playful and often collaborative nature of drama activities creates a supportive environment, reducing the fear of making mistakes. This can lead to increased

willingness to speak and practice fluency.

Thirdly, by engaging in dialogue through scripts or improvisational scenes, students participate in conversational skills, learn to manage turn-taking and develop a natural rhythm in their speech.

4.4 Integration of Skills

Firstly, drama activities require active listening, as students must pay attention to their peers to respond appropriately. This enhances their overall comprehension and ability to follow conversations.

Secondly, interpreting texts for performance helps students develop deeper comprehension skills, allowing them to grasp nuance and context, which is crucial for advanced language use.

4.5 Emotional and Social Skills

By stepping into characters' shoes, students learn to express and understand different perspectives and emotions, which adds depth to their language use. Moreover, many drama activities are group-based, fostering teamwork and communication skills that contribute positively to language development.

5. Application of Drama-based methods in English Teaching

5.1 Role-Playing

Students take on different characters to enact specific scenarios or dialogues. This activity encourages students to step out of their comfort zones, fosters creativity, and enhances speaking skills. It also allows for the exploration of various social contexts and characters.

5.2 Improvisation

Teachers encourage students to spontaneously create scenes or dialogues based on given prompts or themes. This Improvisation enhances students' quick thinking, creativity, and spontaneity in using the language. It fosters a non-judgmental environment where students feel safe to express themselves.

5.3 Scripted Performances

Students are required to prepare and perform scenes from plays or create their own scripts based on a specific theme or vocabulary. This activity may help with language fluency, pronunciation, and comprehension, while also developing teamwork skills. The performance aspect adds excitement and a sense of accomplishment.

5.4 Storytelling

Students create or recount stories, incorporating elements of drama (such as facial expressions, gestures, and voice modulation). This enhances listening and speaking skills, encourages narrative skills, and engages students emotionally with the content.

5.5 Hot-Seating

One student takes on the role of a character and answers questions posed by their classmates. This method encourages deeper understanding of the character and context while promoting curiosity and inquiry among students.

5.6 Movement and Physical Theatre

Incorporating physical actions and movements into drama activities to convey emotions and ideas. This ap-

proach fosters kinesthetic learning, helping students connect physically with the language learning process. It can enhance engagement and retention of vocabulary.

5.7 Forum Theatre

Students perform a scene followed by discussion and active participation from the audience to explore different outcomes. It encourages critical thinking and problem-solving, as students can discuss and explore various perspectives and solutions to issues presented in the scenes.

5.8 Collaborative Projects

Students work in groups to create and present a drama piece that incorporates language elements they are learning. Collaboration fosters teamwork, communication, and peer learning, increasing motivation as students share ownership of their work.

6. Teaching Sample

Activity: Meet the character

Objective: Students will practice speaking, listening, and vocabulary skills by introducing a character and describing their actions and feelings.

Materials: Image of the character; Whiteboard and markers; Vocabulary cards (e.g., happy, running, playing, etc.)

Step 1: Introduction (5 minutes)	<ul style="list-style-type: none"> - Show the image of the character to the class. - Ask students to describe what they see. Prompt them with questions like: <ul style="list-style-type: none"> - "What is the character wearing?" - "How do you think the character feels?"
Step 2: Vocabulary Building (10 minutes)	<ul style="list-style-type: none"> - Introduce vocabulary related to the character's actions (e.g., run, jump, play). - Write the words on the whiteboard and discuss their meanings. - Use vocabulary cards to reinforce learning.
Step3: Character Description (10 minutes)	<ul style="list-style-type: none"> - Have students work in pairs to create a short description of the character using the vocabulary learned. - Encourage them to include details about the character's personality and activities.
Step 4: Role-Playing (15 minutes)	<ul style="list-style-type: none"> - Ask students to role-play a scene with the character. For example, they can act out a day in the life of the character, using the vocabulary words. - Each pair can present their scene to the class.
Step 5: Reflection (5 minutes)	<ul style="list-style-type: none"> - Conclude the activity by discussing what they learned about the character and the vocabulary. - Ask students how they felt during the activity and what they enjoyed the most. <p>Assessment:</p> <ul style="list-style-type: none"> - Observe students during the role-playing for their use of vocabulary and creativity. - Provide feedback on their descriptions and presentations.

7. Conclusion

Utilizing drama-based methods which create a dynamic and engaging learning environment for students can significantly boost student motivation and participation in English classes. These approaches help create an engaging, dynamic learning environment where students feel empowered to practice their language skills in creative

and meaningful ways. By engaging students in interactive and creative ways, drama not only makes language learning enjoyable but also effectively develops their overall communicative competence.

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ARTICLE

Harnessing University Resources to Enhance Aesthetic Education in Primary Schools

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ABSTRACT

This paper pinpoints the deficiencies in aesthetic education within Beijing's primary schools and delineates the strategy of the UPPE Project—short for “Universities’ Participation in Primary Education”—for capitalizing on university resources to bolster this pivotal educational component. The project adopts a multi-pronged approach, including conducting needs assessments, integrating international expertise, and conducting systematic research to address pivotal issues. It introduces initiatives such as strategic planning, tiered educational goals, a closed-loop curriculum development, comprehensive course implementation, and the enhancement of cultural infrastructure in both software and hardware, along with the cultivation of diverse community groups. The project also prioritizes teacher professional development and collaborative pedagogical research, establishing a robust framework for cooperative and mutually beneficial outcomes. The conclusion highlights the project's role in fostering sustainable development in aesthetic education, which is essential for the comprehensive enhancement of students' qualities.

1. Introduction

Aesthetic education is instrumental in developing students' aesthetic sensibilities, creativity, and humanistic literacy. It enhances their overall qualities, promotes holistic development, enriches their spiritual lives, and lays the foundation for lifelong learning. Currently, aesthetic education in Beijing's primary schools lags within the educational framework, primarily characterized by exam-oriented cultivation rather than literacy enhancement, focusing on the few rather than the many, and prioritizing competitions over widespread dissemination. Teaching

activities in aesthetic education are monotonous, primarily focused on imparting basic skills and aimed at nurturing a select group of talented students. Aesthetic courses often face arbitrary adjustments or are even replaced by core subjects, leading to insufficient offerings, limited student engagement, and an uneven distribution of course resources, which demand immediate attention.

From 2014 to 2020, the Beijing Municipal Education Commission initiated the first round of the Project for Supporting the Characteristic Development of Sports and Aesthetic Education in Primary and Secondary Schools through Social Forces from Higher Education Institutions

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(hereinafter referred to as the UPPE Project, standing for “Universities’ Participation in Primary Education”). This project leverages university resources to strengthen primary education, addresses the scarcity of teachers and curriculum resources, and aids in significant advancements in primary school sports and aesthetic education. It cultivates well-rounded talents, thus holding profound societal and educational significance.

2. Application Pathways of University Resources in Aesthetic Education for Primary Schools

The application of university resources in aesthetic education for primary schools is multifaceted. Firstly, needs assessments and analysis of societal expectations are conducted. By visiting primary schools, the current status of aesthetic education in basic education can be understood. Through media and parental feedback, public expectations for aesthetic education are gauged, providing insights into the actual needs for aesthetic education development among primary school students.

Secondly, international experiences are integrated with local practices. By drawing fully on the experiences of countries with high-quality basic education, such as Germany and Finland, and combining them with local realities, innovative solutions can be explored from new perspectives.

Thirdly, systematic design and research on key issues are carried out. Based on the current status and development trends of aesthetic education in basic education in Beijing, a combination of theoretical and empirical research methods is adopted for systematic design. Key issues in aesthetic education in primary schools are studied, leveraging universities’ professional advantages in aesthetic education and integrating high-quality resources from societal forces. This approach aims to build school culture designs, expanded curriculum systems, and distinctive club activities that meet the needs of primary schools. By combining borrowing and innovation, a comprehensive, hierarchical, and diversified new model for aesthetic education is established that nurtures individuals.

3. UPPE Project Strategy and Implementation

3.1 Top-level Design and Phased Training Objectives

Top-tier training objectives of “universal coverage, tiered, and diversified” are established, integrating disciplinary and research strengths to develop phased curriculum goals tailored to student characteristics across different grades.

Taking the implementation of the UPPE Project at Bei-

jing Union University as an example, the university has amalgamated professional resources and research-practice strengths in arts, sports, psychology, and other areas to devise curriculum objectives spanning three major phases, aligning with the traits of primary school students in varying grades. The first phase targets the lower grades (grades 1-2), accommodating the transition from preschool education to primary school and laying a solid foundation. Aesthetic interest is fostered as an entry point, promoting the consciousness of holistic development through aesthetic education and executing a range of aesthetic activities. The second phase encompasses the middle grades (grades 3-4), building on the potential development of lower-grade students to ensure each student is aware of their personal development aspirations. A systematic and individualized training program is devised, nurturing each student in a targeted and personalized manner to propel growth. The third phase addresses the higher grades (grades 5-6), where through personalized training, students’ artistic and humanistic literacy is enhanced, their individuality blossoms, they develop a broad range of interests and hobbies, and they fundamentally master one to two artistic skills..

3.2 Development of a Closed-loop Extended Curriculum System

With the support of universities and societal forces, the teaching channels and content of aesthetic subjects in primary schools are broadened. Aesthetic courses are integrated with school-based curricula and comprehensive practical activities, ensuring distinctive development and forming a closed-loop extended curriculum system. This system originates from training objectives and progresses to the enhancement of core literacy.

The cultivation of aesthetic literacy is taken as the central theme of this system, addressing the genuine needs of fostering children’s personality development and unique talents. Aesthetic school-based extended courses with Beijing characteristics and primary school distinctiveness are actively developed and implemented. These aesthetic extended courses are categorized into nine major domains: music, sports, art, technology, dance, psychology, Chinese studies, drama, and recitation. Together, they constitute a distinctive “course menu” and a structured “9 Major Extended Courses + Community Activity Courses” curriculum system tailored for primary school students across six years. Curriculum objectives and methodologies are established in a step-by-step manner, laying a solid foundation for students’ lifelong spiritual pursuit and artistic nurturing.

3.3 Achieving Full Course Coverage

Universities establish a curriculum teaching team that

collaboratively discusses and designs a series of interdisciplinary courses and distinctive activities. Through collective lesson preparation, sports and aesthetic courses are integrated with school-based curricula and comprehensive practical activities. Instruction is conducted on a class-by-class basis to implement the courses selected from the “course menu” by primary schools, thereby achieving full course coverage.

3.4 Software and Hardware Cultural Construction and Distinctive Development

For each primary school, the school’s philosophy and educational characteristics are discerned based on its historical evolution, culminating in a sustainable development plan. Comprehensive planning and systematic design of the primary school campus culture are carried out, crafting a profound and multi-dimensional aesthetic model for cultural construction in both software and hardware aspects. This fosters an educational ambiance that is authentic, virtuous, beautiful, and aspirational.

In terms of hardware construction, a new campus culture of quality and taste is established, materializing, situationalizing, and artisticizing the educational philosophy. This ensures that each primary school possesses a unique campus culture, characterized by contemporary and regional traits, thereby creating a conducive atmosphere for aesthetic education.

Regarding software construction, emphasis is placed on enhancing the quality of campus culture and activities in primary schools. This leads to the formation of various distinctive activities in each primary school, such as calligraphy, folk music, drama, art, football, and recitation. Ultimately, these activities are integrated with comprehensive achievement exhibition events, blending with primary school cultural festivals and science and technology festivals.

3.5 Diversified Community Construction

Guided by the principle of enriching student community development and specializing in student community activities, our focus lies in establishing a diversified community system. This encompasses dance communities, aerobics communities, table tennis communities, drama communities, hosting communities, and scientific and technological innovation communities. We actively support our cooperative primary schools in hosting art festivals, science and technology festivals, as well as various aesthetic activities such as traditional culture and paper-cutting. Through these endeavors, we strive to foster a truly diversified and specialized community construction landscape.

4. Teacher Development and Cooperation Mechanism

4.1 Teacher Professional Growth

Teacher training is tailored to the specific needs of each primary school, providing primary school teachers with multifaceted professional development opportunities, including advanced studies, visits, and learning experiences in the arts. We dispatch professional teachers to collaborate with primary school educators, enhancing teaching proficiency through various forms of teaching and research activities. By increasing specialized training, pairing with renowned teachers, artists, and athletes for teaching practices, we continuously update teaching philosophies. This collaboration guides and co-develops school-based curricula and textbooks, further promoting the evolution of primary school aesthetic education teaching philosophies, models, content, methods, and the overall proficiency of the teaching staff. In this way, the assistance provided by universities in aiding primary school aesthetic education transforms into an internal impetus for the sustainable development of primary schools themselves.

4.2 Teaching Research and Teacher Joint Development

University teachers delve deeply into primary school education theory, integrating it seamlessly with the teaching requirements of primary school educators. They adhere to the aesthetic psychology and cognitive traits of children across lower, middle, and upper grades. Collaboratively, they study the characteristics of primary school aesthetic education teaching, assisting primary schools in refining curriculum construction concepts and fostering distinctive traits. Furthermore, they jointly compile and publish 55 volumes of primary school extended curriculum textbooks in art and music education, thereby accumulating and preserving primary school teaching content.

5. Construction of a Cooperative Win-Win and Systematic Guarantee Mechanism

5.1 Establishing a “Four-Party Collaborative” Teaching Team

By fully integrating resources, we establish an alliance comprising universities, governments, primary schools, and social forces. This alliance, consisting of disciplinary professional teachers, education committee teaching researchers, primary school veteran educators, and social force executives, forms a primary school aesthetic

education teacher training collaboration. Together, they participate in the design of future primary school aesthetic education talent cultivation models, ensuring the comprehensiveness and practicality of aesthetic education course expansion.

5.2 Establishing a High-Quality “Cross-Boundary Interconnection” Resource Platform

Leveraging the advantages of modern information technology, we establish a novel “educational resource concept” within talent cultivation paradigms. This involves cross-boundary interconnection of high-quality human and information resources. Relying on dynamic information, topic discussions, problem presentations, on-line courses, school-based curriculum development, and project declarations, we foster a joint educational impact, promoting mutual benefits among multiple stakeholders.

5.3 Establishing a Daily Management and Service Mechanism

We establish a curriculum team, engage in collective lesson preparation, adopt the “3+3+10” teaching methodology, implement teacher admission evaluations, establish a supervision system, and solicit feedback from students and parents. Students exhibit a high level of engagement in quality expansion courses, fostering an active classroom atmosphere. This, in turn, drives and complements the development of primary school aesthetic education.

6. Conclusion

In conclusion, aesthetic education in Beijing’s primary

schools is essential for nurturing students’ creative and humanistic qualities. The “High Participation in Primary” project, supported by university resources, aims to transform aesthetic education by addressing its current limitations. Through systematic design, phased training objectives, and a comprehensive curriculum system, the project fosters a diverse and inclusive educational environment. Collaboration between universities and primary schools ensures the sustainable development of aesthetic education, ultimately promoting holistic student growth.

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ARTICLE

Exploration of Innovative Practical Teaching Model for English Education Majors under New Education Policies

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Immersion

ABSTRACT

The “Double Reduction” policy has been implemented for more than three years, and the 5+2 Model has also been fully implemented for one year. Changes in education policies inevitably affect undergraduate majors related to primary school education in normal universities because the new education policies have put forward higher requirements for prospective English teachers on how to integrate into primary school teaching, research, management and other work more quickly. This paper, based on the Theory of Constructivism, explores innovative practical teaching model for English education majors from two dimensions: integration and immersion. By integrating professional skills courses, knowledge courses, and comprehensive training courses, this practical teaching model aims to achieve integrated development of English education majors by linking in-class and after-class, on-line and off-line, on-campus and off-campus resources. Project-based management and circular progression measures are adopted to cultivate students' practical and innovative abilities.

1. Introduction

In 2021, the “Opinions on Further Reducing Homework and Extracurricular Training of Students in Compulsory Education Stage” was issued, which clearly states that “schools should make full use of their resources, effectively carry out various after-school educational activities to meet the diverse learning needs of students... After-class services are generally undertaken by teachers in our schools.” In addition, the 5+2 Model for Compulsory Education has been officially implemented after March 1, 2023. The 5+2 Model means that educational time needs to be extended for at least two hours five days a week. During the 2-hour after-school service time from Monday to Friday, schools are expected to offer various

activities such as reading, cultural corner, and sports to enrich students' extracurricular life. It can be seen that both the “Double Reduction” policy and the 5+2 Model have further enhanced the quality requirements for primary school teachers. Primary school teachers should have not only high -level literacy and teaching abilities, but also the ability to organize and carry out rich and colorful after-school services. For English education majors, in particular, they should not only be good at English listening, speaking, reading, and writing, master a wide range of linguistic, literary, and cultural knowledge, familiarize themselves with teaching theories and methods, but also be capable of organizing and implementing after-school activities.

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Reciting and acting out English classical works is an answer to the requirements of the new education policies. Before reciting, students need to choose their favorite novels or plays to read carefully, form interest groups, and achieve mutual learning by solving problems encountered in the process of reading novels or plays with joint efforts. They need to observe carefully how to use language, actions, and expressions to reflect the original content with the help of relevant movies and TV shows. They need to share and discuss their understanding of the characters and themes in the works, and may need to re-create scripts for performance based on the original works. Memorizing classic lines, imitating movie clips, and rehearsal not only enhance students' reading and listening proficiency, but also cultivate their ability to interpret and appreciate English works. It can also exercise their skills, such as script creation and adaptation, use of body language & eye contact & facial expressions, and improve their understanding of cultures of different eras and countries embedded in English works, as well as their ability to evaluate and judge the values and concepts in the classical works. More importantly, after students have personally experienced the whole processes, from reading the original work, listening to audio resources, watching movies, imitating phonetics, to script creation, character development, body movements and oral expressions, they surely can improve their proficiency in English language, text interpretation, critical thinking, organizational capabilities and teamwork spirit. At the same time, after obtaining teaching positions in primary schools, they can quickly transplant their reciting and acting experience to after-school services, providing pupils with rich and lively English activities.

2. Integrated Education Model

This model, linking on-campus and off-campus platforms, integrates skill-based courses, knowledge-based courses, and comprehensive training courses, so as to achieve a four-year continuous practice and innovation. In skill-based and knowledge-based courses, corresponding learning tasks are mainly completed in the form of extended assignments, which are consolidated and improved in comprehensive training courses, and finally solidified on both on-campus and off-campus platforms.

2.1 Integration of Course Modules

All the courses for English education majors are classified into three modules: skilled-based course module, knowledge-based course module and comprehensive training course module. Skill-based courses, such as "English Listening", "English Reading", "English Writ-

ing" and "English Pronunciation", are designed to develop individual English skills. In these courses, reading classic English works and watching movies and TV shows adapted from classic English works are assigned as extended homework for students to finish after class; groups are formed to rewrite classic works. In knowledge-based courses, like "Selected Readings of English Literature", "Selected Readings of American Literature", and "Selected Readings of English Drama", reciting and acting out of the classic works are assigned to students. Under the guidance of course teachers, students further improve their scripts, dialogues and performance. In comprehensive training courses, such as "English Language Ability Training", "Education Probation" and "Education Internship", students are supposed to revise and rewrite classic works, and complete reciting and acting tasks. Then, students are invited to present recitation and acting out the classic works during Culture Week or on other performance opportunities like celebration parties.

2.2 Integration of in-class and after-class Platforms

Teachers are advised to make full use of existing technological means to extend limited training time and venues in reciting and acting practice. By utilizing online platforms such as Tencent Meeting, WeChat, Baidu Cloud, MOOC, NetEase Open Class, and Bilibili, students are mobilized to learn language and cultural knowledge related to reciting and performing works, and carry out online rehearsals to improve their learning efficiency. At the same time, teachers can organize students to conduct online and offline discussions to check their understanding of necessary knowledge, strengthen communication among various members of the team. For example, when students choose Shakespeare's work *Romeo and Juliet*, the supervising teacher will suggest that the project group study "Appreciation of Shakespeare's Plays", a course lectured by Professor Liu Hongtao from Beijing Normal University on the Chinese MOOC platform, watch the movie and TV show of this play, and watch the documentary "Revealing Shakespeare's *Romeo and Juliet*" on NetEase Open Class and the latest version of "Romeo and Juliet" from Shakespeare's Globe Theatre in 2019, which is broadcasted on Bilibili. After all the above-mentioned resources are consulted, students will engage in group discussions to analyze and interpret the theme, characters, historical background, etc. of the work, and then adapt and create their own script under the guidance of the teacher.

A. Integration of on-campus and off-campus Programs

At present, there are two courses in our undergraduate program that are completed in primary schools, namely "Education Internship" and "Education Probation". "Edu-

cation Internship” lasts for 16 weeks, and “Education Probation” lasts for one week. During the internship and probation, students can organize English recitation and acting activities based on what they have practiced on campus in after-school service. After education internship is over, some students choose to stay in primary schools to help organize the after-school activities. Some students took charge of English dubbing, recitation, and performance in after-school English activities and guided pupils to participate in district level competitions, and helped pupils win some prizes.

3. Immersive Education Model

Constructivist Learning Theory holds that knowledge is not acquired through teachers’ lectures, but rather through the construction of meaning by learners in contexts, and with the help of others, learners can make full use of various learning resources. In this acquisition process, context, collaboration, conversation, and meaning construction are four indispensable elements. Immersive education model is adopted to help students better experience the learning process, stimulate their thirst for knowledge and curiosity, make them willing to participate and immerse themselves, and enhance their ability to discover and collaborate on exploration.

3.1 Project-based Management

From the beginning of enrollment, freshmen voluntarily form project groups by selecting classic English works. And each group is expected to finish reading the classic works, doing the precis-writing, using the audio-visual resources, dubbing, reciting and acting. Each project is task-oriented and tasks are set for each stage by the course teacher. In this way, a task-driven learning mechanism is established, which changes the passive learning of students into active learning. In the whole process, students have a clear understanding of the division of labor & cooperation, the expected goals & achievement methods, and the assessment methods of each stage; they gain a sense of achievement in exploring and completing tasks, thereby generating a stronger desire for knowledge. By means of clear division of specific tasks around each stage, this project-based management can maximize students’ creativity and imagination, and guide them to complete all the tasks through teamwork. In the course of completing the tasks, students need to go through the learning process and form an in-depth understanding of classic works, so that their abilities can be improved in all aspects.

3.2 Circular Progression Arrangement

In the first semester, students choose literary works and start to read the work, listen to its audio material, and seeing the movies adapted from the work. Students who choose the same work voluntarily form a project group, and the specific division of labor among members is determined within the project group. Pronunciation, listening, reading and writing teachers are involved in offering guidance to project groups. In the second semester, students start writing summaries and reflections of their selected works, and on the basis of their understanding of the selected work, each project group start to rewrite the work to form the basic script for acting out the work. Writing course teachers are supposed to give guidance and supervision to the writings. And pronunciation teachers and spoken English teachers are expected to give suggestions to the recitation. The first recitation should be completed in “English Language Training” class. In the third semester, under the guidance of the writing teacher, the final draft of the script is completed. All project group members are to memorize their lines and prepare for their roles based on the script. In the English language training class, all project groups are invited to act out their chosen literary works. The supervising teacher provide suggestions for the students’ script, lines, pronunciation, recitation, acting, etc.

In the fourth semester, students will choose to read, listen to, and watch literary works again. Students who choose the same work will voluntarily form a project group again, and the specific division of labor for each member will be determined within the project group (the division of labor for each student should be different from that in the first project). They will start writing scripts based on the content of the selected works and complete preliminary writing work in the English language training class. In the fifth semester, all project groups are to complete the final draft of the writing, and all members are expected to memorize their lines and prepare for their roles based on the script. During the educational probation, students can observe extracurricular English activities in primary schools and complete their first recitation in literature class. Based on the students’ script, lines, pronunciation, recitation, etc., literature teachers are to evaluate their performance again and provide suggestions for students to improve again. In the sixth semester, under the guidance of the literature teachers, all project groups continue to improve their scripts, recite new lines for each character, and prepare for the role. Recitation and performance can be given during the Cultural Week in this

semester. In the seventh semester, during the educational internship, students are encouraged to organize pupils to carry out English reciting and acting activities during the after-school service period.

In terms of educational philosophy, this practical innovative model is based on constructivist theory, allowing students to learn through meaning construction by utilizing various learning resources with the help of group members and teachers in the real context created by classic works. In this learning process, students are the center of all learning activities, while teachers play a supportive role. By participating in the practice of reciting and acting out the classic English works, students are surely able to develop their English proficiency, literary literacy, critical thinking, cross-cultural communication competence and teamwork spirit. In addition, teachers endow students with the decision-making right, allowing them to achieve practical learning goals through independent exploration and blended learning methods.

4. Conclusion

This model is characterized by integration and immersion, combining professional skill-based courses, knowledge-based courses, with comprehensive training courses to achieve the integration of in-class and after-class platforms, online and offline resources, and on-campus and off-campus programs, aiming at cultivating students' practical and innovative abilities. This model covers most of the courses in the teaching programs for English education majors, realizing an organic unity of knowledge, skills, and core literacy. All English teachers participate in guiding students in reading and discussing classic English works, rewriting and role-playing, reciting and acting rehearsals, etc., thus achieving an organic extension of the in-class time to after-class time. Moreover, online platforms are fully utilized to provide language and cultural knowledge related to classic works, through which adapted movies and TV shows are watched, online rehearsals are conducted; therefore, on-line and off-line resources are both employed. Finally, all project groups present their learning outcomes through multiple rehearsals and live recitations, the outcome-oriented assessment is conducted and the quality of education is further ensured.

Another major feature of this model is the whole process, immersive approach, which adopts project-based management and circular progressive methods, exploring innovative cultivation models to realize the development of humanistic literacy, English proficiency, and professional skills. Each classic work is a group project, with detailed task assignments within the project team, such

as director, screenwriter, character roles, stage setting, poster design, etc. The work of all project team members revolves around maximizing their creativity and imagination through reciting and acting of the classic works on the basis of cooperation and collaboration. In terms of exemplification and demonstration, the whole process and immersive education approach enables students to participate in all the stages of reading, writing, listening, watching, reciting and acting, facilitating students' mastery of the entire organizational process and key tasks, and after they obtain teaching positions in primary schools, they can quickly apply what they have learned from the innovative model at college to the after-school English reciting and acting activities.

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ARTICLE

Nursing Interdisciplinary Research and Cooperation, Interconnection to Promote the Development of Nursing Discipline

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ABSTRACT

This paper deeply discusses the significance of interdisciplinary research and cooperation in nursing, and discusses the integration strategies of different disciplines and nursing fields, so as to promote the development of nursing disciplines in the direction of more specialization, diversification and innovation. To realize the interdisciplinary cooperation from nursing and informatics, nursing and economics respectively, this paper puts forward the guarantee mechanism of establishing the interdisciplinary cooperation management organization, strengthening the interdisciplinary team construction and promoting the interdisciplinary cultural integration, so as to realize the continuous progress and high-quality development of nursing.

1. Introduction

With the rapid development of modern medicine and science and technology, the knowledge and skills of a single discipline have been difficult to meet the complex needs of medical care. Nursing interdisciplinary research and cooperation came into being. This kind of interdisciplinary integration breaks the boundaries of traditional disciplines, injects new vitality into nursing disciplines, and opens up a broader space for development^[1]. It enables nursing to examine problems from different disciplinary perspectives, seek solutions, improve nursing quality and effect, and has a profound impact on the development of the whole nursing discipline. Therefore, this paper will

deeply explore the interdisciplinary research and cooperation between nursing and informatics, economics, psychology and other disciplines, and explain its important significance and concrete practice in promoting the development of nursing.

2. Significance of interdisciplinary nursing research cooperation

2.1 Broaden the nursing knowledge system

The intersection of nursing and medical disciplines, such as cooperation with internal medicine, surgery, pathology, etc., enables nurses to have a deep understanding

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of the occurrence and development mechanism of diseases^[2]. Nursing staff can make more targeted care plans based on more accurate medical diagnosis and pathophysiological knowledge. For example, in oncology care, working with oncologists to understand the biology of different types of tumors enables better implementation of chemotherapy care, radiation care, and psychological support for patients.

2.2 Innovative teaching methods

The application of information technology in nursing is becoming more and more extensive. The development of nursing information systems, the use of electronic medical records, and the development of telemedicine nursing technologies all depend on cooperation with computer science and information management disciplines^[3]. Through this cooperation, nursing staff can realize the information management of nursing process and improve the efficiency and quality of nursing work. For example, the remote monitoring system is used to conduct real-time monitoring and nursing guidance for home rehabilitation patients.

2.3 Improve the quality of nursing teaching

Interdisciplinary research and collaboration enable a comprehensive assessment of patients. Multidisciplinary team members assess patients from their own professional perspectives and are able to identify patients' problems more accurately. For example, in geriatric care, a team composed of doctors, nurses, rehabilitation therapists, dietitians, etc., can conduct a comprehensive assessment of the physical function, disease status, nutritional level, psychological state of the elderly, and develop a more comprehensive care plan. The combination of knowledge and skills from different disciplines allows the care program to be tailored to the individual differences of the patient.

3. Nursing interdisciplinary research cooperation strategy

3.1 Nursing Informatics cooperation strategy

3.1.1 Establish new standards and data sharing mechanism

First of all, informatics experts and nursing staff should work together to develop nursing information standards. This includes the classification of patient information, coding, input format and other aspects of the specification. For example, for information such as patient symptom descriptions and records of nursing measures, terminology and expression should be unified to ensure data compatibility and interoperability between different information

systems. Secondly, it is necessary to establish a safe and reliable data sharing platform. Under the premise of protecting patient privacy, nursing institutions work with information technology departments to develop platforms that enable the integration and sharing of multi-source data. This platform can connect each nursing unit of the hospital, different levels of medical institutions and community care centers, so that nursing staff can timely obtain and update the information of patients in different medical links.

3.1.2 Strengthen research and development training of nursing information system

A dedicated nursing information system development team can be formed, including nursing experts, informatics engineers, and clinical front-line nursing staff. The team will have a deep understanding of nursing workflows and needs, and develop information systems that meet the realities of nursing. For example, the development of a nursing scheduling system with intelligent reminder function can automatically adjust the scheduling plan according to factors such as changes in patient conditions in the ward, nursing staff skills and working hours, and push important nursing task reminders to nursing staff^[4]. Systematic training in the application of nursing information systems can also be carried out on a regular basis. Develop personalized training programs for nursing staff at different levels and positions. The training includes the basic operation of the information system, data entry and query methods, and how to use the system to analyze nursing quality indicators. The training method combining online and offline can be adopted to improve nursing staff's application ability of information system through simulation operation and case analysis.

3.1.3 Integration of information and communication technology in nursing education

Nursing informatics has been described as an integration of basic computer skills, information literacy, and information management which are indispensable components of modern nursing practice^[5]. The current healthcare environment is a dynamic nature and rapid evolution changing in line with modern technological breakthroughs. The nursing profession must respond and integrate adequate technologies, peculiarly in educational settings. Or add information-related courses to the curriculum of nursing schools. For example, courses such as "Basis of Nursing Informatics" and "Application of Medical Information Technology" are offered to teach nursing students the basic knowledge of information technology

and application cases in the field of nursing. These courses can be taught jointly by informatics teachers and nursing teachers with extensive experience in the application of information systems. For example, Nwozichi CU et al^[6]. concerned ICT has been viewed as an essential facilitator of nursing education in the Southeast Asian nations. ICT has been manifested to be a very effective tool in the enhancement of nursing education. Positive attitude was also observed among faculty and nursing students. The research demonstrates that virtual reality (VR) simulations have the potential to be integrated across all facets of nursing education, advocating for a revamp of current educational practices to incorporate this technology. It is imperative to develop and implement tailored scenarios that span a variety of subjects within the nursing curriculum. It is crucial to allocate ample time for students to master the necessary VR skills prior to training, provide expert guidance from educators, and offer support to those who may encounter challenges within the simulation program^[7]. VR technology is used to simulate complex nursing scenes, such as first aid sites, intensive care units, etc., so that students can practice nursing operations in a virtual environment, and at the same time, information systems are used to record and analyze the operation process of students, providing a basis for teaching improvement.

3.2 Nursing Economics cooperation strategy

3.2.1 Analysis of nursing cost effectiveness and resource optimization

Through the establishment of nursing cost accounting model. Work with economists and nursing managers to conduct cost analysis of all aspects of nursing services, including human costs (nursing staff salaries, training costs, etc.), material costs (nursing equipment acquisition and maintenance, medical consumables, etc.) and indirect costs (hospital management cost sharing, etc.). Through this model, the costs of different care items and services are accurately calculated and compared with the corresponding benefits (such as patient rehabilitation, improved satisfaction, etc.). Then, according to the results of cost-benefit analysis, the allocation of nursing resources is optimized. For example, resources can be appropriately increased for cost-effective nursing services, such as pressure ulcer prevention care and self-management education for diabetic patients. For some projects whose benefits are not obvious or costs are too high, process optimization or resource adjustment are carried out. At the same time, between different departments in the hospital, according to the severity of the patient's condition and nursing needs,

reasonable allocation of nursing staff and equipment resources.

3.2.2 Formulate a reasonable nursing service price system

Combined with the value theory of economics, this paper analyzes the value contribution of nursing service to the health recovery of patients and the improvement of life quality. For example, the value weight of nursing services was determined by investigating patients' willingness to pay for different nursing services and evaluating the effect of nursing services on reducing patient complications and readmission rates. On this basis, we will cooperate with the price department and medical insurance institutions to formulate a scientific and reasonable nursing service price system. This price system should fully consider the cost of nursing, market demand, social affordability and other factors, not only to ensure the quality and sustainable development of nursing services, but also to allow patients to obtain reasonable price services. At the same time, explore diversified nursing service payment model, such as pay by nursing project, pay by disease combined with the quality of nursing service payment.

3.2.3 Training nursing economic management professionals

Add nursing economics related courses and professional directions in nursing education. For example, courses such as "Introduction to Nursing Economics", "Nursing Financial Management" and "Nursing service marketing" are offered to cultivate interdisciplinary talents who understand both nursing and economic management. These courses can be taught by teachers in the field of economics and experts with practical experience in nursing economic management, focusing on the integration of theory and practice. The study indicated that the functions and responsibilities of Nurse Managers have evolved significantly, now encompassing a robust financial role. This study aims to highlight the critical involvement of nurses in the financial management of healthcare organizations. It is essential for Nurse Managers to grasp financial management concepts and principles prior to imparting this knowledge to other nursing staff. By mastering the organization's financial management, Nurse Managers can effectively disseminate this information to all nurses and exemplify best practices. The developed framework will aid Nurse Managers in acquiring the necessary competencies to fulfill their financial management responsibilities^[8].

3.3 Guarantee mechanism for nursing interdisciplinary research cooperation

3.3.1 Establish an interdisciplinary cooperation management organization

The establishment of an interdisciplinary cooperation management committee composed of representatives of nursing, informatics, economics and other related disciplines. This committee is responsible for formulating the master plan, objectives and strategies for interdisciplinary cooperation, coordinating the interests of all parties, and monitoring the progress of cooperative projects. The members of the committee shall include senior experts in each discipline, discipline leaders and heads of relevant management departments. Set up a project management office under the Management Committee, responsible for the day-to-day management of specific cooperation projects. Including project organization and implementation, resource allocation, progress tracking, quality control, etc. The project management office shall establish a sound project management system and process to ensure the smooth progress of cooperative projects as planned.

3.3.2 Strengthen interdisciplinary team building

Select and develop core team members with interdisciplinary backgrounds and competencies. These members should have good communication skills, teamwork spirit and the ability to learn interdisciplinary knowledge. For example, nursing professionals who have a strong interest in informatics or economics can be selected for targeted training and training, so that they can become the backbone of interdisciplinary teams. Establish an incentive mechanism for interdisciplinary teams. The team members who perform well in interdisciplinary cooperation will be rewarded both materially and spiritually, it provides a good working environment and development space for team members, and encourages them to actively participate in interdisciplinary research cooperation.

3.3.3 Promoting interdisciplinary cultural integration

We will vigorously carry out cross-disciplinary cultural exchange activities, and promote mutual understanding and trust between personnel of different disciplines through the organization of academic lectures, cultural salons, team building activities and other forms. In these activities, the development process, research methods and values of various disciplines are shared to enhance each other's cultural identity. As for the disciplinary cultural conflicts arising in the process of cooperation, they should

be resolved through communication and negotiation, and a cooperative culture of mutual learning and mutual promotion should be formed.

Conclusion

Nursing interdisciplinary research collaboration is a challenging but significant undertaking. Through the implementation of the above-mentioned cooperation strategies for nursing informatics and nursing economics, as well as the strategy of strengthening interdisciplinary coordination and management, the integration of nursing and other disciplines can be effectively promoted, resources can be shared, advantages can be complementary, and new vitality will be injected into the development of nursing. In practice, we need to constantly adjust and improve these strategies to adapt to the changing medical environment and patient needs, and promote the development of nursing discipline towards a more scientific, efficient and sustainable direction.

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ARTICLE

An Analysis and Research on the Factors Affecting Online Teaching in Colleges and Universities

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ABSTRACT

Online teaching in colleges and universities has developed rapidly in recent years. This paper explores the online teaching implementation effect and online teaching influencing factors of college students by using cross-analysis method, and the study shows that; college students are more satisfied with the online teaching effect as a whole, and the main influencing factors of undergraduate online teaching are the class status and external environment, while the main influencing factors of graduate students' online teaching are the teacher's academic level and the class status. In addition, undergraduate students and graduate students have big differences in evaluation indexes such as equipment, platform, interaction frequency and course mode. Based on the research results, this paper puts forward corresponding countermeasure suggestions in four aspects: students, teachers, teaching platforms, and online course mechanism.

1. Introduction

In recent years, colleges and universities have carried out online teaching through multiple online platforms to break the constraints of face-to-face teaching and communication that cannot be carried out due to geography, and the online teaching mode has gradually taken shape. However, after years of development, there are still many problems in online teaching, and the whole teaching process also has many deficiencies. Therefore, research on the influence factors of online teaching and how to improve the teaching effect is still a top priority.

Many scholars have conducted more research on the influence factors of online teaching, and at the same time,

scholars at home and abroad have made some achievements in analysing the influence factors of online teaching. Influenced by cultural differences, domestic scholars tend to do more research on qualitative analysis, and the objects of research are mostly undergraduates or postgraduates as a single group. This paper investigates the situation and implementation effect of online teaching in colleges and universities, and analyses and compares the implementation effect of online teaching and online teaching influencing factors of college and university students using cross-analysis methods, so as to provide decision-making and suggestions for improving the effect of online teaching.

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2. Data results and analyses

The questionnaire is made by the domestic mainstream questionnaire platform ‘Questionnaire Star’, involving different disciplines and grades, and the questionnaire is designed to be carried out before, during and after the class, and the research is mainly carried out in the aspects of students’ basic information, classroom equipments, software and hardware problems, online teaching mode and platform, classroom interactions between teachers and students, teachers’ appearance, students’ status, students’ completion of homework after class, etc. to understand students’ overall evaluation of online teaching. The research was conducted in terms of students’ basic information, class equipment, hardware and software problems, classroom interaction between teachers and students, teacher’s style, students’ status, and students’ completion of homework after class to understand students’ overall evaluation of online teaching. The questionnaire concluded that 92.23% of undergraduates and 7.77% of postgraduates were online students. The devices used for online classes among undergraduate students were 88.15% mobile phones and 74.22% computers, as the majority of the survey respondents were first-year students, there was a situation in which some of the students were not equipped with computers, and 95.83% of postgraduate students used computers to receive online teaching. According to the analysis of the data, it was found that the effective learning time of the students who studied online through computers was slightly higher than that of the students who studied online through mobile phones, indicating that the students who studied online through computers had a better class experience and their effective learning time was longer. Regarding the frequency of classroom interaction, the interaction frequency of undergraduates is significantly higher than that of postgraduates; with regard to the evaluation indexes of equipment, platform and interaction frequency, there are some differences between undergraduates and postgraduates, while with regard to the status of completing the homework after the class, the difference between undergraduates and postgraduates is not obvious.

3. Analysis of Influencing Factors

The types of problems encountered by undergraduates and postgraduates during online classes are more or less the same, but the percentage of the number of people who chose each type of problem can be concluded: the main problem encountered by undergraduates is that they are not self-conscious enough, and they can easily be distracted or go to do something else, while the main problem

encountered by postgraduates is that they are ‘too long to look at the screen, too long to look at the eyes, too long to look at the screen. The most important problem encountered by postgraduates is ‘prolonged exposure to the screen, which affects the eyesight’. The results of this survey reflect that undergraduates and postgraduates do not have the same major concerns during online classes. In terms of the attitudes of undergraduates and postgraduates towards the factors affecting the effectiveness of online teaching, the proportions of ‘personal class status/motivation’ and ‘platform functions/equipment problems’ are close to each other, which indicates that these two factors are the factors affecting the quality of online learning as agreed upon by the vast majority of undergraduates and postgraduates. This indicates that these two factors are the factors that most undergraduates and postgraduates agree affect the quality of online learning. Among the factors affecting online teaching and learning among undergraduates, the degree of students’ influence on the quality of online learning varies significantly. Among them, course interest, instructor’s academic level, students’ own class status, pre-course preparation and external environment have some influence on students’ online learning quality, with positive residuals; the residuals of platform equipment and pre-course preparation are negative, so these two factors have no influence on students’ online learning. The motivation factors indicate that there is no significant difference between the five factors of personal development goals, learning interest, self-discipline, course content, and external pressure or inducement on the motivation of postgraduate students during online classes. Undergraduate class modes, there were significant differences in students’ preferences for the four different class modes. Undergraduates preferred the two class modes of webcasting and recorded video with positive residuals, and for the two class modes of online microclasses and independent learning by providing only course PPTs and other materials, the results of this analysis are of some practical significance for teachers to arrange for which class modes. The calculation results of graduate students’ class modes indicate that there is no significant difference between the four class modes of live online classes, recorded videos, microclasses for independent learning, provision of learning materials, and Q&A and discussion in the WeChat group on the quality of learning during the graduate students’ online classes. Increasing the frequency of teacher-student interactions in the classroom will result in a stronger mastery of the content and a better learning effect, which indicates that the graduate students have a neutral attitude towards the ‘effective learning time in the classroom’ and the ‘mastery of the content’.such as insuf-

ficient preparation of online teaching conditions, unstable teaching platform, imperfect functions, monotonous design of functions within the platform, and lack of personalised functions for teaching practice.

4. Countermeasure Suggestions

Analysing the obtained online teaching influencing factors and conclusions, targeted countermeasures and suggestions are put forward, with a view to enhancing the online learning effect of college students.

First, students. Students are the object of online teaching, which is the ultimate reflection of the quality of online teaching. Therefore, for the situation of ‘lack of self-consciousness, easily distracted or doing other things’, students should understand what level and state they need to achieve in order to achieve better learning results, in the case of a clear and definite purpose, the motivation and initiative to learn will be greatly improved, thus reducing the distraction behaviour due to the influence of external factors and environmental factors in the learning process. This will reduce the distraction caused by external factors in the learning process and improve the effective time of students’ listening in class. In terms of ‘learning motivation’, the most important factor affecting undergraduates is ‘personal development goals’, undergraduates should do a good job in the following areas, first cultivate a good emotional state and a healthy personality, and then set up a positive self-concept, clear personal development goals in the future. The most important factor affecting postgraduates is that they have a good emotional state and a healthy personality. The most important factor affecting postgraduates is ‘interest in learning’, postgraduates should cultivate their interest in learning, exert their subjective initiative, improve their self-consciousness and motivation in learning, make full use of the advantages of the freedom and convenience of online learning, and formulate a learning plan that suits their own characteristics on the basis of which they can learn more knowledge. On the whole, it is necessary to ensure the quality and effectiveness of learning. Online teaching is a greater test of students’ own self-discipline and ability to learn independently. They should carry out efficient pre-study and post-study, complete the assigned homework, develop good study habits, and strengthen self-control in a teacher-less learning atmosphere to overcome blindness and enhance self-control.

Secondly, teachers. The terminal of online teaching is the teacher, so the teacher is the guarantee of online teaching quality. Online teaching is different from traditional classroom teaching, and teachers must undergo systematic training to adapt to the needs of online teaching. The

survey shows that some teachers are not familiar with the online teaching mode and the platform functions are not used smoothly. Colleges and universities should target to strengthen the training of teachers in using the online teaching platform. On the one hand, to help teachers master to solve the problems in online teaching, so that they can make timely adjustments in case of emergencies; on the other hand, to help teachers learn to use the various functions on the platform, in order to improve the efficiency of online teaching. It is found that the teaching platforms used for undergraduate and postgraduate teaching are not exactly the same. Teachers can choose the appropriate teaching platforms according to the courses, explore and improve the design, use and optimisation of the teaching platforms, and further promote the reform and construction of the relevant courses. In addition, undergraduates and postgraduates think that the interest of the content and the frequency of teacher-student interactions have an impact on online teaching. Teachers should make full use of the platform’s functions (e.g., quiz and practice) to increase the frequency of interactions with students, to enhance the interest of the content and to show the teacher’s style, which will help to build up a good classroom atmosphere and to improve the quality of teaching. Survey results show that undergraduates and postgraduates have different preferences for different types of courses. Teachers can communicate with students before class about the mode of class, fully understand the advantages and disadvantages of various platforms, use multiple platforms to carry out blended teaching, and use ‘live broadcasting + video broadcasting’ and other forms to design teaching programmes. In addition, 74.04% of the postgraduates think that ‘teachers’ academic level/classroom performance’ affects the quality of online teaching. Teachers should do a good job of designing the teaching process before class, including the online teaching process of “before, during and after class”, so that they can improve their performance and get better results in the live broadcasting of classes. Teachers should do a good job of teaching design before class, including the online teaching process of ‘before, during and after class’, so that they can improve their classroom performance and get better teaching results during the live class.

Third, teaching platform. Online teaching platform is a third-party platform connecting students and teachers, and the experience of the platform has a direct impact on the effect of online teaching. The results of the questionnaire show that undergraduates accounted for 29.47% and postgraduates accounted for 29.17% in terms of the platform function and equipment problems affecting the online teaching effect, so the online teaching platform is an im-

portant physical factor in guaranteeing the online teaching effect. According to the questionnaire survey, the following problems are summarised: live lag, poor video fluency, screen sharing content can not be loaded, live interaction in a single way, the education platform function is simple and so on. In view of the problems in the platform combined with the feedback of the questionnaire, the online teaching platform must continue to optimise the network smoothness to prevent network lag; enrich the ways of communication with students, improve the frequency of interaction, enhance the sense of participation of students; multi-platform functionality is integrated with each other, continue to optimise and improve, to create an integrated platform; optimise the learning platform in many ways, the system interface is set up to be simple, beautiful and easy to use, set up such as Q&A zone, The system interface is set up to be simple, beautiful and easy to use, with special modules such as Q&A zone, download zone and exchange zone; and eye protection reminder function is provided. In addition, the survey results show that 33.1% of undergraduates and 12.8% of postgraduates will use the playback learning function, therefore, the online teaching platform can increase the conference live playback function to ensure that students have not understood the knowledge of the class repeatedly watch and learn. Various teaching platforms should also provide basic tutorials on the use of the platform, so that the potential functions of the design can be fully utilised, which in turn improves the satisfaction of teachers and students and enhances the effect of online teaching.

Fourth, the mechanism of online classes. Today's education should integrate the development of online and offline teaching, build a complementary hybrid teaching model, the 'Internet + education' reform and innovation into practice. On the one hand, offline teaching for online teaching provides the basis and guarantee, integration and optimisation of offline traditional teaching course content, drawing on the methods and means of offline teaching. For experimental operations and sports activities that are difficult to teach online, offline teaching is supplemented and improved. Based on the Internet platform, the use of big data, artificial intelligence and other emerging technologies, the transplantation of knowledge resources and teaching methods on the network platform is real-

ised, breaking the time and space limitations and making it more convenient for students to acquire knowledge. Through the optimisation of classroom content, fragmented knowledge is organised and managed to enrich the teaching content and cultivate students' interest in learning. Colleges and universities should conduct in-depth research on the integration and development of online and offline hybrid education based on big data, think about the future development form of schools in the Internet era, establish a long-term mechanism for online and offline hybrid teaching, reform the environmental management and supervision mechanism and the 'Internet+' evaluation mechanism, and explore new modes of teaching in order to better enhance the learning effect of students.

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