Teaching strategies, assessment practices, and performance of Chinese broadcasting professors

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Abstract

The study aimed to examine the relationship among teaching strategies, assessment practices, and performance of Chinese Broadcasting Professors; test the important relationship between teaching strategies, assessment practices, and performance; and propose a comprehensive plan for instructional optimization and performance assessment. This study utilized the descriptive research methods to do this research. The respondents for this study were 3000 teachers from three schools in the Sichuan region of China, from which the target samples of 425 were determined by the use of Raosoft formula. Results of the study show that majority of respondents were satisfied with the Instructional Activity Design and Technology Support in the Instructional Strategies Matrix. It was found that Assessment Practices were mostly influenced by Evaluation and feedback. The majority of respondents cited Employee's Future Growth and Improvement as having the greatest impact on Performance Evaluation. There are significant relationships among the three variables of instructional strategies, assessment practices, and performance. Having the age group as significant among the key variables. It is recommended that a comprehensive plan for instructional optimization and performance assessment be implemented.

Keywords: teaching strategies, assessment practices, performance, professors

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1. Introduction

In China, radio education has gradually emerged and demonstrated its unique influence over the decades as an important means of popularizing education. The teaching strategies, assessment practices and performance of broadcast professors have received increasing attention as the core elements to improve the quality and effectiveness of teaching. However, the current systematic research on broadcast professors' teaching strategies, assessment practices and performance in China is still insufficient and lacks comprehensive and in-depth investigation and analysis.

Teaching strategies refer to a series of teaching methods, tools and techniques adopted by teachers in broadcast teaching, aiming at effectively conveying knowledge and enhancing students' learning. However, Wang (2020) showed that at present, the application of teaching strategies in broadcasting teaching often lacks pertinence and innovation, resulting in unsatisfactory teaching results. These are not only related to the characteristics of broadcasting teaching itself, but also to the low level of teachers' mastery and application of teaching strategies. Assessment practice is an important means to test the effectiveness of teaching and promote the improvement of teaching quality. However, in the field of broadcasting teaching, assessment practices are often neglected or dealt with in a simplistic manner, lacking in scientific and systematic nature. According to Wu (2019), this not only affects the accurate evaluation of teaching effectiveness, but also restricts the continuous improvement of broadcasting teaching. Therefore, it is particularly important to strengthen the research on assessment practice in broadcasting teaching and build a scientific assessment system. Performance, an important indicator of the teaching effectiveness of broadcast professors, directly reflects the quality of teaching and students' learning outcomes. However, the current evaluation system of the teaching performance of broadcast professors is not perfect, the evaluation standard is not clear, and the evaluation method is not scientific, which leads to performance evaluation results that are difficult to objectively reflect the actual situation of teaching.

Liu (2019) argued that this not only affects the enthusiasm of teachers and the improvement of teaching quality, but also restricts the healthy development of broadcast education. There are also certain gaps and problems in the teaching strategies, assessment practices and performance of broadcasting professors in our university. First, in terms of teaching strategies, some of the professors of broadcasters lacked innovation and relevance, and their teaching methods were single, which made it difficult to stimulate students' interest and motivation in learning. Secondly, in terms of assessment practice, our university has not yet established a perfect assessment system, the assessment method is not scientific enough, and the assessment results can hardly reflect the teaching effect accurately.

This study is not only important but also urgently needed because it addresses some of the most central aspects of broadcasting education-teaching strategies, assessment practices, and instructional performance. By analyzing these aspects in depth, researchers can clarify which teaching methods are most effective, which assessment techniques most truly reflect student learning outcomes, and the exact link between teacher performance and student achievement. These findings will have a direct impact on the optimization of teaching strategies, the innovation of assessment methods, and the refinement of the entire educational process. Further, the results of this study will help broadcasting and hosting programs in Chinese schools to stay ahead of the curve in a highly competitive educational environment. By providing targeted recommendations and strategies for improvement, it will enable teachers to more effectively support the individual needs of each student, while improving overall teaching standards and student satisfaction. Ultimately, this research will push education policymakers and educational institutions to recognize the importance of continued investment in teacher

development and educational innovation. This is not only a strategy for upgrading individual educational institutions, but also a key tool for improving the competitiveness of the nation's education. As such, the impact of this study goes far beyond academia and may have far-reaching implications for educational policy, career planning, and the future direction of the broadcasting industry.

Objectives of the Study - The purpose of this study was to examine the relationship between teaching strategies, assessment practices, and performance of Chinese Broadcasting Professors. Specifically, this study aimed to identify teaching strategies in terms of understanding and mastery of teaching strategies, implementation and optimization of teaching strategies, design and technical support of teaching activities, and paths to enhancement of teaching strategies; determine assessment practices in terms of the teaching objectives and content, teaching methods and processes, and evaluation and feedback; assess from overall performance, employee strengths, employee's current role, improvement and employee's future growth to performance evaluation; test the important relationship among teaching strategies, assessment practices, and performance; and finally. propose a comprehensive plan for instructional optimization and performance assessment.

2. Methods

Research Design - This study employed a descriptive research method to outline the demographics of the participants, teaching strategies, assessment practices, and performance. Descriptive research aimed to collect quantifiable information to perform statistical analysis on a population sample (Creswell, 2014). It comprehensively reflected the characteristics, behaviors, and attributes of specific groups or phenomena, aiding in informing future research and policy decisions (Bickman et. al.,2009). It was a popular research tool that researchers used to collect and describe data (Groves et al., 2009). By gathering data through questionnaires or interviews, researchers could obtain detailed information about specific populations, which could then be used for trend analysis or to build statistical models. Liu et al. (2020) pointed out that another advantage of this method was its flexibility and broad applicability, making it suitable for exploring a variety of phenomena, from consumer behavior to public health issues.

Participants of the Study - The respondents for this study were 3000 teachers from three schools in the Sichuan region of China, and the results of the study can be used to inform the improvement of schools in the Sichuan region of China. 341 samples were calculated by Raosoft, which was modified and agreed upon by the professor to determine the total number of respondents for this study to be 425. Respondents were randomly selected from the school teachers using SPSS statistical software to ensure that the respondents were participants in the school management operations.

Instrument of the Study - This research instrument is divided into four parts, the first part is Profile of the Respondents, which contains age, gender, highest education, and years of working experience. The second part is Teaching Strategies, which contains Teaching Strategies Understanding and Mastery, Teaching Strategies Implementation and Optimization, Instructional Activities Design and Technical Support, and Teaching Strategies Enhancement Pathway, adapted from: Zhang (2023). A Study of Pre-service Chemistry Teachers' Perceptions of Teaching Strategies from a PCK Perspective, with a total of 32 items. The third part is evaluation practice, which contains teaching objectives and content, teaching methods and processes, evaluation and feedback, adapted from: Zhang (2011). The Construction of Classroom Teaching Evaluation Scale for English Teachers (Master's thesis, Inner Mongolia Normal University, with a total of 30 items. The fourth part is performance evaluation, which contains overall performance, employee strengths, employee's current role, improvement, employee's future development, adapted from: 30 smart performance evaluation questions for employee development, containing 25 items.

The reliability tests for the different instructional strategies and staff-related factors listed showed satisfactory results according to the Cronbach's Alpha metrics. Among them, the tests for understanding and mastery of instructional strategies, implementation and optimization, activity design and technical support, and

enhancement pathways showed very good or even excellent levels of reliability, which suggests that the measurement tools for these areas have a high degree of consistency and stability in assessing instructional strategies. Additionally, the results of the tests on employee-related factors, including employee strengths, current roles, improvement, and future growth, also showed good to excellent levels of reliability. These results indicate that the measurement instruments used have high levels of reliability and validity in assessing employees and instructional strategies, providing an important reference point for organizations to develop more effective training and development programs.

Reliability Test Result

Indicators	Cronbach Alpha	Remarks
Teaching Strategies Understanding and Mastery	0.841	Good
Teaching Strategy Implementation and Optimization	0.864	Good
Teaching activity design and technical support	0.874	Good
Teaching Strategy Enhancement Pathway	0.922	Excellent
Teaching objectives and content	0.922	Excellent
Teaching methods and processes	0.846	Good
Evaluation and feedback	0.911	Excellent
Overall Performance	0.880	Good
Employee Strengths	0.903	Excellent
employee's current role	0.850	Good
Improvement	0.935	Excellent
Employee's Future Growth	0.884	Good

George and Mallery (2003) provide the following rules of thumb:"_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable"

Data Gathering Procedure - In a study of teaching strategies, assessment practices and performance of radio and television professors in China. The researcher carefully designed questionnaires and interview guides and established contact with the target respondents through the official channels of each radio and television institution. After obtaining explicit consent from the respondents, the researchers distributed the questionnaires to them in paper or electronic format and arranged face-to-face or online interviews. Throughout the data collection phase, the researchers effectively utilized the convenience and efficiency of the electronic platform to ensure a smooth data collection process.

Data Analysis - After data collection was completed, this study used statistical methods such as frequency distribution, percentage distribution, weighted average, multiple regression and analysis of covariance to deeply analyze the interrelationships among teaching strategies, assessment practices and performance and their intrinsic attributes of Chinese broadcast professors. Meanwhile, analysis of variance (ANOVA) was utilized to explore the specific relationships among instructional strategies, assessment practices, and instructional performance, thus revealing the dynamic interactions among different variables. In addition, regression analysis methods were applied to further validate the causal relationships among the variables as well as to predict the effects of instructional strategies on assessment practices and teaching performance. All these data were processed for detailed statistical analysis through the Statistical Package for the Social Sciences (SPSS) version 23. Through these highly sophisticated statistical techniques, this study aims to provide a comprehensive and in-depth analytical framework for the teaching strategies, assessment practices and performance of Chinese broadcast professors, with the aim of revealing the mechanisms of teaching effectiveness and teaching quality improvement in broadcast education, and providing theoretical and data support for future educational practices and research.

Ethical Considerations - In order to give a high degree of confidentiality to the respondents, the names and personal information of the respondents were not mentioned in this study. They had the right to choose to participate or withdraw from the survey. This was explained and made clear to them when the questionnaire was distributed. All their responses were kept confidential for research purposes only. The study was also approved by the Ethical Review Board.

3. Results and discussion

Table 1 presents the respondents assessment on Summary Table on Teaching Strategies . The composite mean of 3.17 indicates that the respondents agreed in general. Among the items cited, " Teaching activity design and technical support" (3.19), This refers to teachers' careful planning and design of various aspects in preparing and implementing teaching activities, as well as the effective use of technological tools to support the smooth running of teaching activities. The design of teaching activities usually includes a number of aspects such as goal setting, content selection, method utilization, evaluation and feedback, etc., while the technical support refers to the use of modern teaching technologies, such as multimedia and the Internet, etc., to support the implementation of teaching activities and to improve the effectiveness of teaching and learning.

Table 1

Summary Table on Teaching Strategies

Indicators	WM	VI	Rank
1. Teaching Strategies Understanding and Mastery	3.16	Agree	4
2. Teaching Strategy Implementation and Optimization	3.17	Agree	3
3. Teaching activity design and technical support	3.19	Agree	1
4. Teaching Strategy Enhancement Pathway	3.18	Agree	2
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Followed by "Teaching Strategy Enhancement Pathway and Teaching Strategy Implementation and Optimization", This passage fully demonstrates the holistic and forward-looking nature of teachers on the path of professional growth. Teachers are not only committed to the practice of various teaching activities in their daily teaching, but also pay special attention to the enhancement path of teaching strategies, and find the most suitable teaching strategies for themselves and their students through continuous learning, exploration and practice. This attitude of constantly pursuing teaching progress and enhancement not only helps teachers' personal growth, but also provides students with teaching experiences that are of better quality and better adapted to their needs, thus jointly promoting the enhancement of teaching quality.

Meanwhile, "Teaching Strategies Understanding and Mastery" (3.16) rated the least. This reflects that teachers may have deficiencies in their theoretical understanding, practical application ability or mastery of teaching strategies. Possible reasons for this include that teachers do not have a deep enough grasp of the theoretical knowledge of teaching strategies or fail to apply these strategies effectively in actual teaching, resulting in teaching results that fail to meet expectations. Liu (2020) claimed that in order to improve the quality of teaching, teachers need to strengthen their learning and understanding of teaching strategies, as well as focus on the combination of theoretical knowledge and teaching practice, in order to improve the degree of mastery and the ability to apply teaching strategies .

Table 2

Summary Table on Assessment Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching objectives and content	3.16	Agree	2.5
2. Teaching methods and processes	3.16	Agree	2.5
3. Evaluation and feedback	3.20	Agree	1
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents the respondents assessment on Summary Table on Assessment Practices . The composite mean of 3.17 indicates that the respondents agreed in general. Among the items cited, "Evaluation and feedback" (3.20) This rating may reflect aspects of the quality, accuracy, and timeliness of assessment and feedback. In a teaching and learning environment, assessment is usually used to measure students' progress, understanding and skill acquisition, while feedback is specific information and advice given by teachers or assessors to students

about their learning performance to help them understand their learning, identify directions for improvement, and facilitate further learning and development. Therefore, this rating may indicate that the assessment and feedback components are better implemented and recognized in the teaching or learning process.

This was followed by "Teaching methods and processes" and "Teaching objectives and content", When discussing the quality of teaching, course design or evaluation of teaching, we should not only focus on the accuracy and validity of assessment and feedback, as they are important indicators of student learning outcomes and teacher performance. Equally important, however, are the two core aspects of teaching methods and processes and teaching objectives and content. Teaching methods and processes determine how teachers convey knowledge, motivate students and facilitate their learning. A flexible and varied teaching methodology that emphasizes student participation can greatly enhance the effectiveness of teaching and help students to better understand and master knowledge. Meanwhile, clear teaching objectives and content are the foundation of teaching and learning, which provide a clear direction and pathway for students' learning. Therefore, in assessing the quality of teaching, we need to take into account various aspects such as assessment and feedback, teaching methods and processes, as well as teaching objectives and contents, so as to ensure the comprehensiveness and effectiveness of teaching.

Table 3

Summary Table on Performance Evaluation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Overall Performance	3.23	Agree	4
2. Employee Strengths	3.21	Agree	5
3. employee's current role	3.39	Agree	3
4. Improvement	3.41	Agree	1.5
5. Employee's Future Growth	3.41	Agree	1.5
Composite Mean	3.33	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents the respondents assessment on Summary Table on Performance Evaluation. The composite mean of 3.33 indicates that the respondents agreed in general. Among the items cited, "Improvement and Employee's Future Growth" (3.41) , According to Liu (2019), employees are encouraged to continuously learn and upgrade their skills and abilities to cope with the ever-changing market environment and challenges that may arise in the future. At the same time, this emphasis on employee growth also reflects the company's or team's deep understanding of the value of talent. They understand that employee growth and progress is an integral part of the organization's overall success, and therefore will actively provide training, development opportunities and other resources to support employees to achieve self-improvement and career development.

Followed by "employee's current role", This usually involves aspects of the employee's performance, responsibilities, challenges, and "opportunities in their current job role." Liu (2019) stated that while a company or team focuses on the future growth of an employee, they also pay attention to the employee's performance in their current role to make sure that they are capable of performing their current job and contributing to the development of the company or team. Therefore, discussing an employee's current role can help provide a more complete picture of the employee's career status and development potential. Meanwhile, "Employee Strengths" (3.21) and "Overall Performance" (3.23) rated the least. This may mean that while the employee is doing well in some areas, he or she is not rated very highly in his or her areas of strength or overall job performance. Lower ratings may reflect that the employee has room for improvement in certain skills, competencies, or performance areas, or that the evaluator has high expectations in these areas. It may also be a basis for making recommendations for improvement or providing further training and development opportunities for the employee.

Table 4 shows the association between Teaching Strategies and Assessment Practices. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. Results

shows that there was significant relationship exists and implies that the better the teaching strategies, the better the assessment practices. This result suggests that there is a significant relationship between instructional strategies and assessment practices that is not merely a one-way facilitation, but a mutually reinforcing cycle. Further analyses showed that when instructional strategies were more excellent, teachers were able to guide student learning more effectively and design assessment practices that were more accurate and responsive to students' developmental needs. Similarly, high-quality assessment practices in turn provide teachers with valuable feedback that helps them to continuously optimize their instructional strategies to better meet students' learning needs. This finding underscores the importance of the close connection and complementarity between optimizing teaching strategies and improving assessment practices in the teaching and learning environment, which has far-reaching implications for enhancing teaching quality.

Table 4
Relationship Between Teaching Strategies and Assessment Practices

Teaching Strategies Understanding and Mastery	r-value	p-value	Interpretation
Teaching objectives and content	.862**	0.000	Highly Significant
Teaching methods and processes	.833**	0.000	Highly Significant
Evaluation and feedback	.819**	0.000	Highly Significant
Teaching Strategy Implementation and Optimization			
Teaching objectives and content	.867**	0.000	Highly Significant
Teaching methods and processes	.844**	0.000	Highly Significant
Evaluation and feedback	.849**	0.000	Highly Significant
Teaching activity design and technical support			
Teaching objectives and content	.901**	0.000	Highly Significant
Teaching methods and processes	.855**	0.000	Highly Significant
Evaluation and feedback	.860**	0.000	Highly Significant
Teaching Strategy Enhancement Pathway			
Teaching objectives and content	.936**	0.000	Highly Significant
Teaching methods and processes	.886**	0.000	Highly Significant
Evaluation and feedback	.855**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5
Relationship Between Teaching Strategies and Performance Evaluation

Teaching Strategies Understanding and Mastery	r-value	p-value	Interpretation
Overall Performance	.827**	0.000	Highly Significant
Employee Strengths	.577**	0.000	Highly Significant
employee's current role	.434**	0.000	Highly Significant
Improvement	0.072	0.000	Highly Significant
Employee's Future Growth	.305**	0.000	Highly Significant
Teaching Strategy Implementation and Optimization			
Overall Performance	.842**	0.000	Highly Significant
Employee Strengths	.581**	0.000	Highly Significant
employee's current role	.414**	0.000	Highly Significant
Improvement	.105*	0.031	Significant
Employee's Future Growth	.317**	0.000	Highly Significant
Teaching activity design and technical support			
Overall Performance	.904**	0.000	Highly Significant
Employee Strengths	.595**	0.000	Highly Significant
employee's current role	.474**	0.000	Highly Significant
Improvement	0.09	0.064	Not Significant
Employee's Future Growth	.359**	0.000	Highly Significant
Teaching Strategy Enhancement Pathway			
Overall Performance	.831**	0.000	Highly Significant
Employee Strengths	.626**	0.000	Highly Significant
employee's current role	.335**	0.000	Highly Significant
Improvement	0.061	0.212	Not Significant
Employee's Future Growth	.236**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the association between Teaching Strategies and Performance Evaluation. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level except on

Teaching activity design and technical support and Teaching Strategy Enhancement Pathway vs. improvement. Results shows that there is significant relationship that exists and it implies that the better the teaching strategies, the better the performance evaluation. The passage emphasizes the importance of instructional strategies for performance assessment and points out that improving instructional strategies may help improve performance assessment results. It also points out the limited impact that may exist in particular areas. This is a valuable reference for educators and policy makers, suggesting that they need to pay attention to what factors may have a greater impact on performance assessment when optimizing instructional strategies.

Table 6

Relationship Between Assessment Practices and Performance Evaluation

Teaching objectives and content	r-value	p-value	Interpretation
Overall Performance	.883**	0.000	Highly Significant
Employee Strengths	.640**	0.000	Highly Significant
employee's current role	.411**	0.000	Highly Significant
Improvement	0.071	0.142	Not Significant
Employee's Future Growth	.299**	0.000	Highly Significant
Teaching methods and processes			
Overall Performance	.831**	0.000	Highly Significant
Employee Strengths	.603**	0.000	Highly Significant
employee's current role	.365**	0.000	Highly Significant
Improvement	0.078	0.110	Not Significant
Employee's Future Growth	.260**	0.000	Highly Significant
Evaluation and feedback			
Overall Performance	.854**	0.000	Highly Significant
Employee Strengths	.577**	0.000	Highly Significant
employee's current role	.429**	0.000	Highly Significant
Improvement	.291**	0.000	Highly Significant
Employee's Future Growth	.322**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates the association between Assessment Practices and Performance Evaluation. The computed r-values indicates a strong direct correlation and the resulted p-values are less than the alpha level except on Teaching objectives and content and Teaching methods and processes vs. improvement. Results shows that there is a significant relationship that exists and this implies that the better the assessment practices, the better the performance evaluation. Overall, the passage emphasizes the strong link between assessment practices and performance evaluations. It suggests that when assessment practices are of higher quality, student performance evaluation results are more likely to improve. At the same time, it also points out the limited impact that may exist in particular areas. This is an important reference for educators and policy makers, suggesting that they need to pay attention to what factors may have a greater impact on performance assessment when designing and implementing assessment practices.

Table 7

Proposed Facility Development Plan for Instructional Optimization and Performance Assessment

Key Result Area	Plan Objective	Strategies/ Activities	Success Indicators	Persons Involved
Summary Table on Teaching Strategies 1.1 Teaching Strategy Implementation and Optimization	This programme aims to optimize the implementation of teaching strategies through a systematic approach so as to enhance student learning outcomes in general. We will focus on enhancing teachers' pedagogy, improving curriculum design, and building an effective performance assessment framework to ensure continuous improvement in teaching quality and student learning outcomes.	Regularly organizing seminars and training courses on teaching methods for teachers. Innovative teaching techniques and tools, such as online learning platforms and interactive teaching software, are introduced. Encourage teachers to share successful teaching cases and experiences.	The percentage of teachers participating in the training is over 90%. Evaluation results show that more than 80% of the courses have significantly improved in terms of content, structure and teaching methods. The timeliness and accuracy of performance assessment data collection and analysis reached over 95%.	Professor/ Student

Summary Table on Assessment Practices Overall Performance	In response to the overall teaching and learning performance enhancement, this plan aims to optimize the teaching and learning process, enhance the teaching skills of teachers, and strengthen the learning experience of students through a series of strategies and activities, so as to improve the overall quality of teaching and learning outcomes of students.	Setting up a Teaching Quality Monitoring Group to conduct regular teaching assessments and quality checks. Introducing a third-party assessment organization to conduct objective assessment of teaching quality and effectiveness. Establishing feedback channels for students, parents and teachers to collect and handle teaching-related opinions and suggestions in a timely manner.	The results of the assessment of the quality of teaching and learning show that the quality of teaching and learning has continued to improve, with student satisfaction reaching over 90%. The results of teaching quality assessment given by third-party assessment organizations are "excellent" or "good". Teaching feedback channels are smooth, and the opinions and suggestions collected can be dealt with and improved in a timely manner.	Professor/ Student
Employee Strengths	The purpose of this program is to enhance the quality and efficiency of teaching and learning by utilizing the individual strengths of the staff (teachers), while promoting the professional development and satisfaction of the staff.	Identify each employee's unique strengths through assessments, questionnaires or one-on-one interviews. Design individualized training programs to help employees further develop and strengthen their areas of strength. Encourage employees to proactively utilize their strengths in teaching and daily work, and share success stories and examples.	90% of employees are able to clearly recognize their areas of strength and consciously develop and apply them. 85% of employees participate in at least one individualized training program and make significant progress in their areas of strength. 90% of employees actively use their strengths in the workplace and are recognized by students and colleagues.	Professor/ Student

4. Conclusions and recommendations

The majority of respondents were mostly satisfied with the Instructional Activity Design and Technology Support in the Instructional Strategies Matrix. The majority of respondents on Assessment Practices were mostly influenced by Evaluation and feedback. The majority of respondents cited Employee's Future Growth and Improvement as having the greatest impact on Performance Evaluation. There are important relationships among the three variables of instructional strategies, assessment practices, and performance. A comprehensive plan for instructional optimization and performance assessment has been developed and proposed.

Schools may formulate a clear policy to emphasize the practical and innovative nature of teaching and learning in radio and television. The policy may encourage teachers to adopt diversified teaching methods, such as project learning and case studies, to enhance students' practical skills and innovative thinking. The policy may also support teachers' participation in industry exchanges and continuing education to update their teaching contents and methods. Schools may also strengthen cooperation with enterprises and industries to establish internship and training bases to provide students with more practical opportunities. In addition, schools may invite industry experts to give lectures or seminars in schools, so as to enable students to understand the latest industry news and development trends, and better adapt to the needs of future career development. Managers may focus on teaching strategies that combine theory and practice, and introduce cutting-edge industry technologies and cases to make the teaching content more cutting-edge and practical.

In assessment practice, administrators may adopt diversified assessment methods, such as work display and group discussion, to comprehensively assess students' learning outcomes. In addition, administrators may pay attention to students' individual differences and provide personalized teaching support and guidance. Teachers may emphasize teaching strategies that combine theory and practice, and introduce cutting-edge industry technologies and cases to make the teaching content more cutting-edge and practical. In assessment practice, teachers may adopt diverse assessment methods, such as work presentation and group discussion, to comprehensively assess students' learning outcomes. In addition, teachers may pay attention to students' individual differences and provide personalized teaching support and guidance and may actively participate in the teaching and learning process and take the initiative to think and explore issues. In assessment, teachers may take various assessment methods seriously and demonstrate student learning outcomes through practical work

and discussion. Future researchers may pay attention to the development trend of the radio and television industry and the new progress of teaching reform, and conduct in-depth research on teaching strategies, assessment methods and performance management systems for radio and television majors. Through empirical research and case studies, they may provide theoretical support and practical guidance for teaching reform, and promote the continuous development and innovation of broadcasting and television professional education.

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