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Program design, teaching strategies and assessment practices in broadcasting and hosting arts education program in China

Cao, Gang ✉
Graduate School, Lyceum of the Philippines University – Batangas, Philippines

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Abstract

The purpose of this study was to explore the program design, teaching strategies, and assessment practices in the Broadcasting and Hosting Arts education program in China. Specifically, this study described the sex, grade level, and place of origin of broadcasting and hosting arts teachers in Chinese colleges and universities; determined the Education Program Design in terms of curriculum content and depth, instructional methods and resources, and student support and development; identified instructional strategies in terms of real-world learning experiences, critical and creative thinking, relevance to industry needs, and integration of emerging technologies; determined the assessment practices in terms of inclusion of new trends and impact on the quality of education; tested the differences in responses when grouped according to profile; tested the significant relationships among the three variables; and proposed a curriculum enhancement plan for Broadcasting and Hosting Arts Education Programs in selected Chinese universities. A Total of 425 respondents for this study were drawn from three selected universities in China using the SPSS software. Results revealed that majority of the respondents' are female, belonging to the junior grade level, and from rural place of origin. The majority of respondents felt that teaching methods and resources had the greatest impact on Education Program Design and considered critical and creative thinking to be the most important factor on Teaching Strategies. Also, the majority of respondents felt that the impact on the quality of education on Assessment Practices deserved the most attention. Significant differences in instructional methods and resources and student support and development were found when grouped by grade level, while significant relationships among curriculum design, instructional strategies, and assessment practices were also identified; and finally proposed a program for the improvement of broadcasting and hosting arts education in Chinese universities.

Keywords: program design, teaching strategies, assessment practices

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1. Introduction

Broadcasting and hosting arts education is critical to the development of a new generation of professionals capable of navigating the ever-changing media and entertainment landscape. Like the rest of the world, Chinese universities are faced with the challenge of constantly adapting their pedagogical approaches, curriculum development, and technological innovations to respond to the dynamic changes in the media and entertainment industry. The purpose of this study was to examine and assess the current state of broadcasting and hosting arts education programs in Chinese universities, with a particular focus on teaching strategies, curriculum design, and innovation. According to Costa et al. (2022), technological innovations, changes in target audience tastes, and the introduction of new distribution channels have contributed to a dynamic and evolving media and entertainment environment. Future professionals in this field will not only need to be proficient in broadcasting and presenting skills, but will also need to adapt to new ideas, methods and technologies. Chinese universities are increasingly recognizing the importance of adapting their curricula to meet the needs of students and industry. The significance of this study is to provide a comprehensive understanding of all aspects of broadcasting and presenting arts programs. It departs from traditional teaching methods and prepares students for a rapidly evolving field of broadcasting and presenting by exploring how technology can be utilized to stimulate originality and promote practical application, and to build a curriculum foundation that is not only adapted to current needs but also future-oriented.

As the field of broadcasting and presenting arts undergoes digital transformation and diversification, educational institutions need to be innovative in their educational programs. As Gould (2019) pointed out, new forms of media such as live streaming, podcasting, web series, and interactive media have greatly expanded the boundaries of traditional television and radio. To cope with this change, modern broadcasters and presenters need to be proficient not only in digital media technologies, but also in a variety of skills such as content creation, audience interaction, and social networking applications. Therefore, this study aims to explore how higher education institutions can effectively utilize technological innovations to provide students with the development of these critical skills. Dai et. al.,(2019) stated that teaching strategies should focus on practicality and interdisciplinarity. Simple classroom lectures and textbook readings can no longer meet the needs of modern broadcasting and hosting arts education. Students need to transform theoretical knowledge into practical ability through hands-on practice, performance and teamwork. In addition, interdisciplinary teaching strategies can help students broaden their horizons and improve their problem-solving skills, so that they can better adapt to diverse work environments. According to Hu et. al.,(2023), traditional examination and assignment assessment methods are difficult to fully reflect students' practical abilities in the field of broadcasting and hosting arts. Therefore, there is a need to introduce more diverse assessment methods, such as practical project assessment, portfolio assessment, peer evaluation and audience feedback. These assessment methods can reflect students' skill level and comprehensive quality more realistically and provide a strong basis for teaching improvement.

Curriculum design, teaching strategy and assessment practice of broadcasting and hosting art education majors in China are closely related and interact with each other. Effective teaching strategies can concretize the objectives of course design and improve students' practical ability and innovative thinking through diversified teaching methods such as project learning, case study teaching, etc. Assessment practice is not only a test of teaching effectiveness, but also a feedback of the strengths and weaknesses of the course design and teaching strategies, which can optimize the teaching process through the analysis of the students' performance and the feedback data. Assessment practice is not only a test of teaching effectiveness, but also a feedback on the strengths and weaknesses of course design and teaching strategies. Through the analysis of students' performance

and feedback data, the teaching process can be continuously optimized, and the goal of improving teaching quality and students' overall development can be achieved in the end.

By investigating and analyzing the current situation and challenges faced by higher education institutions in broadcasting and presenting arts education, this study will explore how technological innovations can be used to improve educational curriculum design, teaching strategies, and assessment practices. At the same time, this study will also focus on students' learning readiness and engagement and their impact on teaching effectiveness. It is hoped that this study will provide useful references and suggestions for higher education institutions to promote the modernization of broadcasting and hosting arts education.

Objectives of the Study - The purpose of this study was to explore the program design, teaching strategies, and assessment practices in the Broadcasting and Hosting Arts education program in China. Specifically, this study determined the education program design in terms of curriculum content and depth, instructional methods and resources, and student support and development; identified instructional strategies in terms of real-world learning experiences, critical and creative thinking, relevance to industry needs, and integration of emerging technologies; assessed the assessment practices in terms of inclusion of new trends and impact on quality of education; tested the significant relationship among the three variables; and finally proposed a finally proposed a program for the improvement of broadcasting and hosting arts education in Chinese universities.

2. Methods

Research Design - This study utilized a descriptive methodology. This descriptive study explored the teaching strategies and assessment practices of a broadcasting and hosting arts education program at a university in China, and collected opinions and feedback from faculty and students through a questionnaire. The questionnaires were rated on a Likert scale from completely disagree to completely agree. The researcher analyzed the data through SPSS.

Participants of the Study - The respondents for this study were selected from three universities in China, totaling to 15,000 people. These universities were chosen because of their prominence in the field of education and their ability to represent different educational models in the region. These criteria ensured that the interviewees were not only representative but also had real-world experience in the design, implementation, and improvement of cloud computing systems. To obtain the sample, respondents were randomly selected from the student body of the universities. Calculations yielded 425 participants. The selection process was carried out using SPSS statistical software to ensure that the respondents included those involved in the administration of the university. This methodology provided a representative and diverse sample for assessing the effectiveness of cloud computing systems in educational environments.

Data Gathering Instrument - The instrument of this study was divided into four parts, the first part is Personal Data Information, which contains the sex, Grade level, and place of origin of the respondents. The second section is: Program Design, adapted from: Multidimensional Questionnaire for Program Design in Broadcasting and Hosting, which contains: course content and depth, teaching methods and resources, student support and development. Questionnaire adapted from: Zhang (2021). Challenges, opportunities and innovations facing the broadcasting and hosting industry in the era of converged media. Advances in Journalism and Communication. The third section is: Teaching Strategies, adapted from: Nderu-Boddington (2019). Art Education and Student Perceptions. Online submission: Practical learning experiences, critical and creative thinking, and relevance to industry needs. The fourth section is: Assessment Practices, adapted from: Tsimboukidou (2010). Students' and Teachers' Perceptions of Visual Arts Education: A Case Study Based on a New Secondary Art School in Greece. Zhang (2021). Challenges, opportunities and innovations facing broadcasting and hosting programs in the era of converged media. A multidimensional questionnaire: The incorporation of new trends and the impact on the quality of education.

Reliability Testing

Indicators	Cronbach Alpha	Remarks
Course content and depth	0.884	Good
Teaching methods and resources	0.862	Good
Student Support and Development	0.927	Excellent
Practical learning experiences	0.867	Good
Critical and creative thinking	0.872	Good
Relevance to industry needs	0.888	Good
Integration of emerging technologies	0.852	Good
Incorporation of emerging trends	0.890	Good
Impact on the quality of education	0.926	Excellent

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

The indicators assessed different aspects of the program, including course content and depth, instructional methods and resources, student support and development, hands-on learning experiences, critical and creative thinking, relevance to industry needs, integration of emerging technologies, and incorporation of emerging trends. The results, as assessed by the Cronbach's Alpha coefficient, showed excellent agreement between the effects of student support and development and quality of education, while the level of agreement in all other areas was rated as good. This means that there is a high level of internal consistency between most of the indicators, demonstrating the overall stability and reliability of the program in all aspects, while also highlighting possible room for improvement in the areas of pedagogical methods and resources, hands-on learning experiences, and the integration of emerging technologies in order to further enhance the quality of the program and the effectiveness of the teaching and learning.

Data Gathering Procedure - The survey data were collected through an online survey tool, and the link was sent to selected teachers via the school's email system. Respondents were asked to complete the survey within a specified time frame, and all data were kept anonymous to ensure privacy and data integrity. To enhance this paragraph, you could add descriptions of the survey's purpose and importance, as well as the expected analysis and use of the data collected. The survey aimed to collect feedback from teachers on the school's teaching methods and resources to help improve teaching quality and student learning experiences. The collected data were analyzed and used to develop future teaching plans and allocate resources.

Data Analysis - All data collected were processed through the Statistical Package for the Social Sciences (SPSS)23 statistical analysis tool. Once data collection was complete, the data were analyzed using frequency distributions, percentage distributions, weighted averages, multiple regressions, and co-variances. Once data collection were completed, the following analytical methods were used: calculation of weighted means for comprehensive assessment, multiple regression analysis to determine the relationship between variables, and analysis of co-variance to assess the interactions between variables. These methods helped the researchers to fully understand and interpret the data to ensure the reliability and validity of the findings.

Ethical Considerations - Moral and ethical considerations in the design of broadcasting and hosting arts education curricula, teaching strategies and assessment practices mainly included ensuring the authenticity and objectivity of curriculum content and promoting the holistic development of students and the development of professional ethical literacy. Educators need to focus on the accurate delivery of information and avoid one-sided or misleading pedagogical content, while emphasizing the development of students' professional ethics and sense of social responsibility. Assessment practices were made fair and equitable, based on objective criteria and avoiding subjective bias.

3. Results and discussion

Table 1 presents the respondents assessment on Summary Table on Education Program Design. The composite mean of 3.05 indicates that the respondents agreed in general. Among the items cited, " Teaching methods and resources " the highest mean score of 3.05, This rating indicates that respondents generally felt that teaching methods were varied and effective, and that resources were sufficient and of high quality to positively

impact their learning. These teaching methods and resources may include interactive classroom discussions, case studies, hands-on projects, as well as rich learning materials and online resources, etc., which together create a favorable learning environment and help to enhance students' learning effectiveness and satisfaction.

Table 1

Summary Table on Education Program Design

Indicators	Weighted Mean	Verbal Interpretation	Rank
Course content and depth	3.04	Agree	3
Teaching methods and resources	3.06	Agree	1
Student Support and Development	3.05	Agree	2
Composite Mean	3.05	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 "Student Support and Development". This was closely followed by student support and development services. This result indicates that respondents not only recognized the quality of teaching methods and resources, but also attached great importance to the student support and development services provided by the school. Liu (2020) stated that these services may cover a wide range of aspects such as academic counseling, career planning, psychological counseling, and so on, which are aimed at providing all-around support to students to help them better cope with learning challenges and achieve personal growth and development. The sophistication and efficiency of student support and development services play an equally important role in enhancing students' learning experience and satisfaction.

Meanwhile, items such as " Course content and depth" (3.04) rated the least. This rating suggests that although other aspects such as teaching methods and student support and development services received high ratings, the course content and depth may not fully meet students' expectations in some aspects. This may involve issues related to the breadth and depth of the course content, its relevance to real-world applications, etc., and therefore educators need to pay attention to, and rethink, the content of the course to ensure that it can be both academically valuable and meet the practical needs of students, thereby enhancing overall teaching quality and student satisfaction.

Table 2

Summary Table on Teaching Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. PRACTICAL LEARNING EXPERIENCES	3.04	Agree	4
2. CRITICAL AND CREATIVE THINKING	3.06	Agree	1
3. RELEVANCE TO INDUSTRY NEEDS	3.05	Agree	2.5
4. INTEGRATION OF EMERGING TECHNOLOGIES	3.05	Agree	2.5
Composite Mean	3.05	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 Teaching Strategies. The composite mean of 3.05 indicates that the respondents agreed in general. Among the items cited, " critical and creative thinking" the highest mean score of 3.06 , This indicates that students generally felt that the course did a good job of developing critical and creative thinking, which is essential for learning and development in the field of broadcast presenting arts. Students were able to learn through the course not only to acquire knowledge, but also to learn how to think independently, analyze problems and creatively solve challenges, which is an indispensable competency for their future careers.

This is followed by " relevance to industry needs and integration of emerging technologies", This suggests that students felt that the program not only closely aligned with the actual needs of the broadcast hosting arts industry and provided them with knowledge and skills that are closely related to their future careers, but also effectively incorporated emerging technologies, making the course content more modern and cutting-edge. Liu (2020) argued that this curriculum design, which is closely aligned with the industry and up-to-date with the

times, will help students to better adapt to and cope with future changes and challenges in the industry. Meanwhile, items such as “practical learning experiences” (3.04) rated the least. This suggests that students may have felt that the course could have been strengthened in terms of practical learning. Although the course may have provided theoretical knowledge, students preferred more practical and hands-on opportunities to better understand and apply what they had learned. Therefore, educators may consider adding practical components, such as labs, projects, or internships, to enhance students' practical skills and experiences.

Table 3

Summary Table on Assessment Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
INCORPORATION OF EMERGING TRENDS	3.05	Agree	2
IMPACT ON THE QUALITY OF EDUCATION	3.07	Agree	1
Composite Mean	3.06	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 Assessment Practices. The composite mean of 3.06 indicates that the respondents agreed in general. Among the items cited,” impact on the quality of education” the highest mean score of 3.07, This shows that students generally recognize and appreciate the efforts and contributions made by the educational program or course in improving the quality of education. Whether in terms of teaching methods, curriculum or investment in teaching resources, these initiatives have provided students with a better and more efficient learning experience, helping them to better acquire knowledge, develop their abilities and lay a solid foundation for their future academic and professional development.

Meanwhile, “ incorporation of emerging trends” (3.07) rated the least. This may mean that although educational programs or curricula have attempted to keep up with the times and introduce emerging educational trends and technologies, they may have encountered challenges or constraints in their implementation that have resulted in these emerging trends not being fully integrated or as effective as they could have been. This may require educators to further reflect and adjust their teaching strategies to ensure that emerging trends are effective in enhancing the quality of education.

Table 4

Relationship Between Education Program Design and Teaching Strategies

Course content and depth	r-value	p-value	Interpretation
PRACTICAL LEARNING EXPERIENCES	.947**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.924**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.927**	0.000	Highly Significant
INTEGRATION OF EMERGING TECHNOLOGIES	.933**	0.000	Highly Significant
Teaching methods and resources			
PRACTICAL LEARNING EXPERIENCES	.896**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.897**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.903**	0.000	Highly Significant
INTEGRATION OF EMERGING TECHNOLOGIES	.921**	0.000	Highly Significant
Student Support and Development			
Teaching objectives and content	.869**	0.000	Highly Significant
PRACTICAL LEARNING EXPERIENCES	.892**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.893**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.911**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 shows the association between Education Program Design and Teaching Strategies. 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 education program design, the better is the teaching strategies. This implies that there is a significant relationship between educational program design and instructional strategies and suggests that when educational programs are better designed, instructional strategies are correspondingly better. This finding emphasizes the importance of educational program design in

shaping and enhancing instructional strategies.

Table 5

Relationship Between Education Program Design and Assessment Practices

Course content and depth	r-value	p-value	Interpretation
PRACTICAL LEARNING EXPERIENCES	.902**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.891**	0.000	Highly Significant
Teaching methods and resources			
PRACTICAL LEARNING EXPERIENCES	.891**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.889**	0.000	Highly Significant
Student Support and Development			
CRITICAL AND CREATIVE THINKING	.901**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.889**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the association between Education Program Design 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 education program design, the better is the assessment practices. This important finding not only reveals the strong link between the design of educational procedures and assessment practices, but also further emphasizes the central role of educational procedure design in enhancing the overall quality of education and promoting effective assessment practices. A well-designed educational program can provide clear guidelines and frameworks for assessment practices to ensure accuracy and validity, thereby furthering students' learning progress and overall development.

Table 6

Relationship Between Teaching Practices and Assessment Practices

Course content and depth	r-value	p-value	Interpretation
PRACTICAL LEARNING EXPERIENCES	.887**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.892**	0.000	Highly Significant
Teaching methods and resources			
PRACTICAL LEARNING EXPERIENCES	.894**	0.000	Highly Significant
CRITICAL AND CREATIVE THINKING	.908**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS			
CRITICAL AND CREATIVE THINKING	.895**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.895**	0.000	Highly Significant
INTEGRATION OF EMERGING TECHNOLOGIES			
CRITICAL AND CREATIVE THINKING	.913**	0.000	Highly Significant
RELEVANCE TO INDUSTRY NEEDS	.927**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates 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 is the assessment practices. This finding suggests a significant relationship between instructional strategies and assessment practices and implies that when instructional strategies are utilized more competently, assessment practices are correspondingly more competent. This finding underscores the critical role of instructional strategies in driving the quality of assessment practices and emphasizes the importance of the complementary relationship between the two.

Table 7

Education Project Improvement Plan

Key Result Area	Objectives	Strategies	Success Indicator	Persons Involved
Course content and depth	For the Cloud Computing Educational Technology course, our goal is to ensure that the course	Maintain close cooperation with industry experts and enterprises to understand the latest developments and trends in cloud computing technology and ensure the cutting-edge of course content.	80% of instructors regularly assess the updating of course content to ensure timely incorporation of new knowledge and technology into the curriculum. 90% of faculty members use student evaluations and feedback to see whether	Students Teachers

	content is cutting-edge, practical and in-depth in order to develop students' professional competence and innovative thinking.	Organize regular training and seminars for teachers to enhance their professionalism and teaching ability and ensure the quality of course content.	the depth and breadth of the curriculum meets the needs of students and contributes to their professional competence. 80% of faculty assess whether students' ability to apply and solve problems in practice is enhanced through practice assessments and course evaluations.	
Practical learning experiences	Our goal is to provide students with a rich real-world learning experience through hands-on projects, case studies, and corporate internships so that they can combine theoretical knowledge with practical applications to better understand and master cloud computing education technologies and enhance their practical and problem-solving skills.	Embedding practical projects in the curriculum allows students to deepen their understanding of theoretical knowledge by experiencing first-hand the applications and challenges of cloud computing technology in the process of completing the projects. By analyzing real-world cloud computing cases, students are able to understand the practical application scenarios and solutions of cloud computing technology and improve their problem-solving skills.	80% of the faculty measured whether students effectively applied theoretical knowledge to practice by assessing the completion of their practical projects, including the quality, progress, and innovativeness of the projects. 80% of the faculty members assess whether students have the ability to think and solve problems independently and learn practical lessons from the cases by evaluating their analysis and reports on the cases. 80% of the faculty members collect evaluations and feedback from the companies on the students' performance in the internships to find out what the students did and gained during the internships and how satisfied the companies were with the students' internship experience.	Students Teachers
Incorporation of emerging trends	Our goal is to incorporate new technologies, concepts and trends in cloud computing into the course content in a timely manner to ensure that students are equipped with cutting-edge cloud computing knowledge and skills, preparing them to excel in the rapidly changing technological environment in the future.	By regularly attending industry conferences, following technology news and professional journals, and keeping in touch with industry experts, we ensure that we are always aware of the latest developments and trends in cloud computing. Based on the new trends tracked, we adjust the course syllabus in a timely manner to incorporate new technologies and concepts into the course to ensure the timeliness of the teaching content. We add practical projects related to emerging technologies in the course, so that students can learn and experience the new technologies in practice for better understanding and mastery.	80% of faculty members measure our uptake of new trends by assessing the number of new trends covered in the course and their proportion of the overall course content. 90% of faculty judge the effectiveness of their teaching by examining students' mastery of new techniques and concepts through assessment methods such as exams, assignments, and projects.	Students Teachers

4. Conclusions and recommendations

The majority of respondents agreed that Teaching methods and resources had the greatest impact on Education Program Design. The majority of the respondents agreed Critical and creative thinking to be the most important on Teaching Strategies. The majority of respondents agreed that Impact on the quality of education on Assessment Practices deserved the most attention. There are significant relationships between curriculum design, instructional strategies, and assessment practices. To develop a programme improvement plan for broadcasting and hosting arts education programs in Chinese universities in order to address the identified gaps and improve the overall quality of education.

The Government may make clear educational policies to support and encourage colleges and universities to offer relevant courses for broadcasting and hosting arts education majors, and provide the necessary financial and resource support. The school administration may provide teachers regular teaching training to improve their professional skills and teaching level, while rich teaching resources, such as case studies and practical exercises, may be provided to help teachers carry out their teaching work better. Administration may establish school-enterprise cooperation programs so that students can gain an in-depth understanding of the industry

development trend and actual work demands in practice. By cooperating with enterprises, students can be exposed to real working environments and cases, which will better prepare them for future employment. Faculty may design diversified course contents according to students' interests and needs to meet the learning needs of different students; help provide sufficient practice opportunities, such as internship, practical training, project production, etc., so that students can master the skills of broadcasting and hosting art in practice. Future researchers may focus on the cutting-edge issues and challenges in the field of broadcasting and hosting arts, and to conduct innovative and forward-looking research. Adequate research resources and support are provided to cultivate professionals with an international outlook and innovative ability, contributing to the development of broadcasting and hosting arts education in China. The proposed improvement plan maybe tabled for discussion, implementation and evaluation thereafter.

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