

Study Learning Achievement by using Journalism and Broadcasting Courses of Students in Local Colleges

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Abstract

The objectives of this study were: 1) to study and propose a curriculum framework for journalism and broadcasting education in Chongqing that integrates achievements, fostering a hands-on learning environment. 2) to study a model for cross-disciplinary curriculum integration in journalism and broadcasting education, aiming to broaden student skill sets and adaptability to the evolving media landscape. 3) to study the impact of incorporating real-world case studies and establishing industry partnerships on student engagement, learning outcomes, and career readiness in journalism and broadcasting education. The study employs a mixed-methods approach, utilizing both quantitative and qualitative methodologies. A structured questionnaire was distributed to 300 students to gather quantitative data, while in-depth interviews and classroom observations provided qualitative insights.

The research results revealed that 1) Innovative curriculum design, incorporating experiential learning, technology-enhanced learning, and case-based education, significantly enhances student learning achievement. 2) Students expressed high satisfaction with the curriculum, particularly valuing the integration of digital tools and real-world applications. 3) The study also highlights the importance of industry collaborations, noting that partnerships with media companies enrich the learning experience and improve professional readiness.

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Introduction

The landscape of journalism and broadcasting has undergone seismic shifts in the last few decades, propelled by rapid technological advancements and changing societal demands. In Chongqing, a burgeoning megacity within the Chengdu-Chongqing economic circle, these changes prompt a critical reevaluation of the educational frameworks that prepare the next generation of media professionals. This reevaluation is not just timely but essential, as highlighted by Yang and Huang (2023), who emphasize the importance of collaborative development in higher vocational education to meet the emerging needs of the economic circle. The significance of addressing the current challenges within journalism and broadcasting education cannot be overstated, especially in Chongqing's rapidly developing media landscape. The forces of globalization and digitization have changed not only the nature of media itself but also the expectations placed upon those entering the field. Traditional educational models, which often emphasize theoretical knowledge over practical application, are becoming increasingly inadequate in preparing students for the complexities and dynamics of modern media careers. This inadequacy is not a mere academic concern but a pressing issue that threatens the readiness of graduates to meet the demands of a profession at the forefront of societal communication and information.

The media industry has seen exponential growth in Chongqing, a city at the heart of China's economic and technological boom. This growth has been accompanied by a diversification of media channels and platforms, a proliferation of digital content, and an ever-increasing demand for media professionals who are not only content creators but also technologically savvy and adaptable to the fast-paced changes in the industry. The gap between the skills taught in traditional journalism and broadcasting curricula and those required in the workforce is widening,

creating an urgent need for curriculum reform. The call for such reform is supported by a growing body of research that points to the effectiveness of case-based and technology-enhanced learning in bridging this gap. According to Breit (2020), case-based education offers a robust framework for integrating real-world scenarios into the learning process, allowing students to understand the practical challenges and ethical considerations inherent in journalism and broadcasting work. This instruction method enhances the curriculum's relevance. It engages students more meaningfully and positively, fostering critical thinking and problem-solving abilities essential for success in the media industry.

Furthermore, integrating digital literacy and technological proficiency into the curriculum is not simply a matter of keeping pace with industry standards but a fundamental aspect of empowering students to become innovators and leaders in the media field. Matsiola et al. (2019) emphasize the importance of technology-enhanced learning in audiovisual education, noting that digital tools and platforms can significantly enrich the learning experience. This enrichment comes from not only familiarizing students with the tools of their trade but also from encouraging them to explore the potential of new technologies in shaping the future of media.

The challenge, therefore, is not just to update the curriculum with new content but to reimagine it in a way that aligns with the realities of the contemporary media landscape. This reimagining must consider the technological advancements that have transformed the industry and the global context in which media operates. The rise of social media, the proliferation of "fake news," and the increasing importance of media literacy are all factors that must be considered in developing a curriculum that is comprehensive, forward-thinking, and capable of preparing students for the challenges and opportunities of the 21st century. In Chongqing, this need for curriculum reform is made all the more urgent by the city's position as a media hub within China and its role in the global media ecosystem. The city's media industry is a significant employer and a key player in shaping public opinion and cultural discourse within China.

and beyond. As such, the education of future journalists and broadcasters in Chongqing carries with it a responsibility to equip students with the skills necessary for career success, an ethical framework, and a global perspective that will guide their work in a profession with far-reaching social and political implications.

Research Questions

1. What achievements can be integrated into Chongqing's journalism and broadcasting curriculum to bridge the gap between theoretical knowledge and practical application?
2. How can cross-disciplinary collaborations enhance the journalism and broadcasting education curriculum in Chongqing, preparing students for the multifaceted media industry?
3. How do including real-world case studies and industry partnerships in journalism and broadcasting curricula influence student engagement and preparedness for the professional environment in Chongqing?

Research Objectives

1. To study and propose a curriculum framework for journalism and broadcasting education in Chongqing that integrates achievements, fostering a hands-on learning environment.
2. To study a model for cross-disciplinary curriculum integration in journalism and broadcasting education to broaden student skill sets and adaptability to the evolving media landscape.
3. To study the impact of incorporating real-world case studies and establishing industry partnerships on student engagement, learning outcomes, and career readiness in journalism and broadcasting education.

Research Hypotheses

H1: Integrating achievements into Chongqing's journalism and broadcasting curriculum will significantly enhance students' ability to

apply theoretical knowledge in practical settings, as measured by project evaluations and student self-assessments.

H2: Cross-disciplinary curriculum collaborations between journalism, broadcasting, and other relevant fields (e.g., digital media, business, technology) will lead to higher levels of student preparedness and adaptability, reflected in diverse skill acquisition and innovative project outputs.

H3: Including real-world case studies and active industry partnerships in the curriculum will significantly increase student engagement and career readiness, as evidenced by improved internship performance and employer feedback.

Conceptual framework

This study's conceptual framework integrates various educational theories and practical methodologies to enhance journalism and broadcasting curricula in Chongqing. It aims to align educational practices with industry standards and technological advancements. By synthesizing theoretical perspectives with practical applications, this framework seeks to provide a comprehensive approach to curriculum design that meets the needs of both students and the media industry.

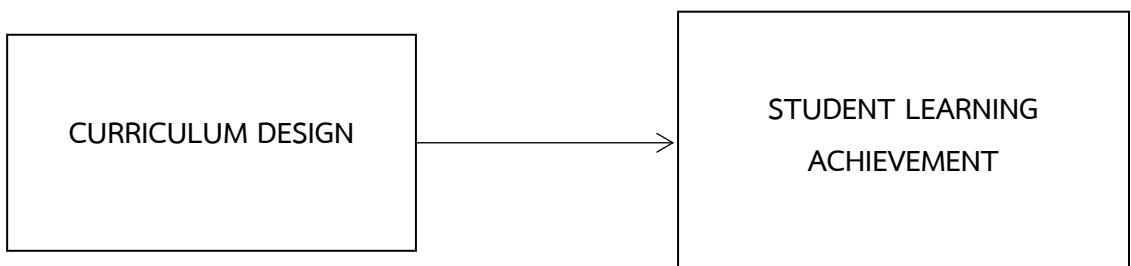


Figure 1 Conceptual Framework

Literature Review

This research explores the learning achievements in journalism and broadcasting courses among students in local colleges. The researcher has studied various concepts, theories, and related research results, including

documents about educational methodologies, curriculum design, and media studies.

Theory and Concept of Learning Achievement

In journalism and broadcasting education, learning achievement is a multifaceted concept encompassing various measurable outcomes of students' educational experiences. These outcomes include knowledge acquisition, skill development, and professional readiness. To understand this concept fully, it is essential to delve into its meaning, components, and the relationship between its variables.

Meaning

Learning achievement in journalism and broadcasting education refers to the quantifiable success students attain through their academic journey. This encompasses the theoretical understanding of journalism ethics, media laws, and reporting techniques and the practical application of this knowledge in real-world settings. As Matsiola et al. (2019) indicate, technology-enhanced learning is crucial in facilitating these achievements by providing students with hands-on experience and familiarizing them with the digital tools prevalent in the media industry.

Components

Knowledge acquisition, skill development, and professional readiness are the primary components of learning achievement in journalism and broadcasting. Each is critical for preparing students to meet the demands of the contemporary media landscape.

Theory and Concept of Curriculum Design in Media Studies

Curriculum design in media studies is a comprehensive process involving systematically planning and organizing educational content, teaching methods, and assessment strategies. The goal is to ensure that students acquire the necessary knowledge and skills for successful careers in journalism and broadcasting. This process requires a thoughtful integration of theoretical knowledge, practical skills, and technological proficiency, preparing students to navigate and thrive in the rapidly evolving media landscape.

Meaning

Curriculum design in media studies encompasses the structured development of courses and programs that prepare students for the dynamic field of journalism and broadcasting. According to Li et al. (2020), this involves not only including relevant and up-to-date content but also adopting innovative teaching methods and effective assessment strategies. The aim is to create a learning environment that is both engaging and conducive to students' holistic development, equipping them with the theoretical foundations and practical competencies needed in the media industry.

Components

The effectiveness of curriculum design in media studies hinges on several key components, each playing a crucial role in shaping students' educational experiences and outcomes.

Relation of Variables

The relationship between the independent and dependent variables in learning achievement is complex and interdependent. Independent variables such as curriculum design, teaching methodologies, and technology-enhanced learning tools directly influence dependent variables, including student learning outcomes, engagement, satisfaction, and career readiness.

1. Independent Variables

- **Curriculum Design:** The structure and content of the curriculum are crucial in determining the extent to which students can achieve learning outcomes. A well-designed curriculum integrating theoretical and practical elements can significantly enhance student learning (Li, 2023).
- **Teaching Methodologies:** Innovative teaching methods, such as case-based learning and project-based assignments, are vital in engaging students and enhancing their understanding of complex concepts (Breit, 2020).
- **Technology-Enhanced Learning Tools:** Digital educational platforms facilitate a more interactive and engaging learning

experience, which is essential for developing practical skills and professional readiness (Matsiola et al., 2019).

2. Dependent Variables

- **Student Learning Outcomes:** These outcomes refer to the knowledge and skills students acquire during their education. Effective curriculum design and teaching methodologies ensure students achieve these outcomes (Liu et al., 2022).
- **Student Engagement:** Engagement is a critical factor in learning, influencing how well students absorb and retain information. Teaching methods involving students can increase engagement and learning achievement (Breit, 2020).
- **Satisfaction:** Student satisfaction with their education can impact their motivation and overall success. Satisfied students are more likely to be engaged and achieve better learning outcomes (Li, 2023).
- **Career Readiness:** This refers to students' preparedness to enter the workforce and succeed in their careers. A curriculum incorporating real-world applications and technological proficiency can enhance career readiness (Matsiola et al., 2019).

Conclusion of Concept/Theory

Understanding learning achievement in journalism and broadcasting education requires a holistic approach integrating theoretical knowledge with practical skills. This integration is supported by a curriculum responsive to industry changes and technological advancements. Theories and research suggest that a balanced approach, combining traditional educational methods with innovative, technology-enhanced learning, can significantly improve student outcomes. As Matsiola et al. (2019) highlighted, using digital tools in education not only enriches the learning experience but also prepares students for the realities of the modern media landscape.

In conclusion, learning achievement in journalism and broadcasting is dynamic and multifaceted. It involves a continuous interplay between theoretical knowledge and practical skills, facilitated by effective

curriculum design and innovative teaching methodologies. Integrating technology-enhanced learning tools further enriches this process, ensuring that students are well-prepared to meet the demands of the rapidly evolving media industry. By understanding and addressing these components and their relationships, educators can develop more effective programs that enhance student learning and professional readiness, ultimately contributing to the advancement of journalism and broadcasting.

Data Analysis

Data Analysis Methods

- **Quantitative** Data from the questionnaires will be analyzed using statistical software. Descriptive statistics will summarize the demographic information and key variables, while inferential statistics (e.g., chi-square tests and t-tests) will explore relationships between variables.
- **Thematic analysis will be used to analyze Qualitative Interview transcripts and observation notes.** This method involves identifying and coding recurring themes and patterns in the data to provide a rich, detailed account of participants' experiences and perspectives.

This methodology provides a comprehensive approach to understanding the current state of journalism and broadcasting education in Chongqing. It ensures that the data collected will be robust and representative, allowing for meaningful analysis and actionable recommendations for curriculum enhancement.

After adjusting for the finite population, the final sample size will be 300 students.

Research Instruments

1. Questionnaires

- Structured questionnaires will be developed to collect data on students' learning experiences, engagement levels, and perceptions of the current journalism and broadcasting curricula.

The questionnaire will include closed-ended and open-ended questions to gather quantitative and qualitative data.

2. **Interviews**

- In-depth interviews will be conducted with selected students, faculty members, and industry professionals to gain deeper insights into the effectiveness of the curricula and the integration of practical methodologies.

3. **Observation**

- Classroom observations will be conducted to assess the teaching methods, student participation, and the use of technology in delivering the curriculum. Detailed observation notes will be recorded for analysis.

Data Analysis

The data analysis is divided into three parts to address the research questions and objectives systematically. The results are presented in tables and figures where appropriate to facilitate understanding and interpretation.

Part 1: Demographic Analysis

This part examines the demographic characteristics of the sample population, including age, gender, academic level, and program specialization. Understanding the demographics is crucial for contextualizing the findings and ensuring the sample's representativeness.

Part 2: Quantitative Analysis of Questionnaires

The second part focuses on the quantitative analysis of the questionnaire responses. This includes descriptive statistics to summarize the data and inferential statistics to identify significant relationships between curriculum design and student learning achievement.

Part 3: Qualitative Analysis of Interviews and Observations

The third part presents the qualitative analysis of the interview transcripts and observation notes. Thematic analysis is used to identify recurring themes and patterns, providing deeper insights into the students' experiences and perceptions of the current journalism and broadcasting curricula.

Demographic Characteristics of the Sample

Demographic Variable	Frequency (n)	Percentage (%)
Age		
18-22 years	150	50%
23-27 years	90	30%
28-32 years	40	13.33%
33+ years	20	6.67%
Gender		
Male	180	60%
Female	120	40%
Academic Level		
Undergraduate	200	66.67%
Graduate	100	33.33%
Program Specialization		
Journalism	180	60%
Broadcasting	120	40%

The sample consists of a diverse group of students, with a majority in the 18-22 age range. There is a balanced representation of gender among many undergraduate and graduate students. The distribution between journalism and broadcasting specializations is also well-represented, ensuring comprehensive coverage of the different program aspects.

Questionnaire Responses

Questionnaire Item	Mean	Standard Deviation	% Agree
Satisfaction with the current curriculum	3.8	0.6	76%
Engagement with digital learning tools	4.2	0.5	84%
Perceived relevance of practical assignments	4.0	0.7	80%

Confidence in applying skills learned to real-world	3.9	0.8	78%
The desire for more industry collaborations	4.5	0.4	90%

Most students express satisfaction with the current curriculum, with a mean score of 3.8 out of 5. Engagement with digital learning tools is high, reflecting the integration of technology-enhanced learning in the programs. Practical assignments are seen as relevant, and students feel confident about applying their skills in real-world scenarios. A strong desire for more industry collaborations indicates that students value practical, hands-on experiences and professional connections.

Correlation between Curriculum Design and Student Learning Achievement

Variable	r	p-value
Satisfaction with curriculum	0.65	<0.01
Engagement with digital learning tools	0.70	<0.01

There is a strong positive correlation between curriculum design and student learning achievement. Specifically, satisfaction with the curriculum and engagement with digital learning tools significantly correlate with higher student learning achievement ($r = 0.70$, $p < 0.01$). This suggests that well-designed curricula incorporating technology and practical assignments effectively enhance student learning outcomes.

The demographic analysis shows that the sample is representative of the diverse student population in Chongqing's journalism and broadcasting programs. The quantitative analysis shows high levels of satisfaction with the curriculum and engagement with digital learning tools, underscoring the positive impact of these elements on student learning achievement. The desire for more industry collaborations suggests strengthening ties with media companies to provide students with practical experiences and professional networking opportunities.

The qualitative analysis further reinforces these findings, with themes such as practical skills development, industry collaboration, and

technology integration emerging as critical factors that enhance the learning experience. Observations confirm that digital learning tools and practical assignments are effective in engaging students and helping them apply theoretical knowledge.

In conclusion, this study provides a comprehensive analysis of Chongqing's current journalism and broadcasting curricula. Integrating practical methodologies and technological advancements is crucial for aligning educational practices with industry standards. By addressing the gaps identified in this study, educational institutions can enhance their programs to better prepare students for successful careers in the media industry.

Conclusion

1. Effectiveness of Curriculum Design

- **Finding:** The study found that innovative curriculum design, which includes experiential learning, technology-enhanced learning, and case-based education, significantly improves student learning achievement.
- **Support:** The quantitative analysis showed a strong positive correlation between curriculum design and student engagement and readiness. Students were highly satisfied with the curriculum and engaged with digital learning tools.
- **Impact:** These findings suggest that a well-designed curriculum integrating practical methodologies and digital tools is crucial for enhancing student learning outcomes.

2. Importance of Practical Skills and Industry Collaboration

- **Finding:** The research highlighted the importance of practical skills development and industry collaborations in journalism and broadcasting education.
- **Support:** Qualitative data from interviews and observations revealed that students and faculty value real-world projects, internships, and partnerships with media companies. These

elements were essential for bridging the gap between theoretical knowledge and practical application.

- **Impact:** Strengthening industry ties and incorporating more practical assignments into the curriculum can significantly improve student preparedness for professional roles in the media industry.

Suggestions

Based on the study's conclusions, several suggestions are made for future research and curriculum development in journalism and broadcasting education.

1. Continuous Curriculum Improvement

- **Suggestion:** Institutions should establish a regular review process for their journalism and broadcasting curricula to ensure they remain relevant and up-to-date with industry standards.
- **Rationale:** The media industry is rapidly evolving, and educational programs must adapt to these changes to effectively prepare students.
- **Action:** Form a curriculum review committee that includes faculty, industry professionals, and students to provide diverse perspectives and recommendations.

2. Enhanced Industry Collaboration

- **Suggestion:** Strengthen partnerships with media companies to provide more practical experiences for students, such as internships, project-based assignments, and guest lectures.
- **Rationale:** Real-world experiences are crucial for developing practical skills and understanding industry dynamics.
- **Action:** Develop formal agreements with media organizations to secure internship placements and collaborative projects that align with the curriculum.

3. Investment in Technology

- **Suggestion:** Invest in digital tools and platforms that enhance the learning experience and provide training for both students and faculty on their practical use.

- **Rationale:** Technology plays a significant role in modern media production and education. Proficiency with digital tools is essential for students' professional success.

- **Action:** Allocate the budget for purchasing software and hardware and organize workshops and training sessions to build digital competencies among students and faculty.

4. Focus on Experiential Learning

- **Suggestion:** Increase the emphasis on experiential learning opportunities within the curriculum, such as hands-on projects, simulations, and fieldwork.

- **Rationale:** Experiential learning bridges the gap between theory and practice, helping students apply their knowledge in real-world contexts.

- **Action:** Integrate more project-based assignments into courses and collaborate with industry partners to create simulation exercises that reflect real-world scenarios.

5. Faculty Development Programs

- **Suggestion:** Implement continuous professional development programs for faculty to keep them updated with the latest industry trends and educational technologies.

- **Rationale:** Educators need to stay current with industry advancements and teaching best practices to deliver high-quality education.

- **Action:** Organize regular workshops, webinars, and training sessions on new technologies, teaching methodologies, and industry trends.

6. Research on Student Outcomes

- **Suggestion:** Conduct longitudinal studies to track the impact of curriculum changes on student learning outcomes and career success.

- **Rationale:** Understanding the long-term effects of educational interventions can provide valuable insights for continuous improvement.

- **Action:** Collect and analyze data on graduates' employment rates, job performance, and satisfaction to assess the curriculum's effectiveness.

7. Inclusive Curriculum Design

- **Suggestion:** Ensure that the curriculum is inclusive and caters to the diverse needs of students, including those from different cultural and socioeconomic backgrounds.
- **Rationale:** An inclusive curriculum fosters a supportive learning environment and prepares students to work in diverse settings.
- **Action:** Review and revise course materials and teaching practices to ensure they are culturally sensitive and inclusive.

The study concludes that innovative curriculum design significantly impacts student learning achievement in journalism and broadcasting programs. Practical skills development, industry collaborations, and technology integration are essential components that enhance the educational experience. The discussion emphasizes the need for continuous curriculum improvement, industry partnerships, and investment in digital tools. The suggestions for future research and curriculum development provide a roadmap for educational institutions to align their programs with industry standards and technological advancements.

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