A STUDY OF THE INNOVATION OF CLASSROOM TEACHING ORGANIZATION IN BROADCASTING AND HOSTING ARTS PROGRAMS AT PRIVATE UNIVERSITIES IN SHAANXI PROVINCE: A CASE STUDY OF XI'AN PEIHUA UNIVERSITY

GAN HUIJIE
6417195424

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY

2024

A STUDY OF THE INNOVATION OF CLASSROOM TEACHING ORGANIZATION IN BROADCASTING AND HOSTING ARTS PROGRAMS AT PRIVATE UNIVERSITIES IN SHAANXI PROVINCE: A CASE STUDY OF XI'AN PEIHUA UNIVERSITY

GAN HUIJIE

This Independent Study has been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

Advisor: Ma Yu
(Dr. Ma Yu)

Date: 25 / 4 / 2025

.....
(Associate Professor Dr.Jomphong Mongkhonvanit)Dean,Graduate School of Business

Date: 28 / 5 / 2025

Siam University,Bangkok,Thailand

Title: A Study of the Innovation of Classroom Teaching Organization in Broadcasting and Hosting Arts Programs at Private Universities in Shaanxi Province: A Case Study of Xi'an Peihua University

By: Gan Huijie

Degree: Master of Business Administration

Major: Education Management

Advisor: Ma Yu
(Dr.Ma Yu)

25 / 4 / 2025

Abstract

As the digital age progresses rapidly, the classroom teaching organization of Broadcasting and Hosting Arts programs in private universities in Shaanxi Province faces increasing demands for adaptation to the evolving new media environment. This study aims to: 1) investigate the impact of learning motivation on teaching organization by analyzing students' interests and career expectations and how these factors influence their engagement and interaction in Broadcasting and Hosting Arts classrooms; 2) evaluate the suitability of various learning styles, including self-directed learning, group discussions, and collaborative learning, in optimizing classroom teaching organization and improving the integration of theoretical knowledge and practical skills; and 3) assess the impact of technology application, such as multimedia and virtual reality (VR), on classroom interactivity and teaching outcomes, with the aim of enhancing both interactivity and flexibility in teaching practices.

This research collected data from 215 students majoring in Broadcasting and Hosting Arts at Xi’an Peihua University through surveys and conducted empirical analysis. Methods including reliability and validity analysis, descriptive statistical analysis, correlation analysis, and linear regression analysis were used. The results reveal that learning motivation, diverse learning styles, and technology application significantly improves classroom teaching organization.

Key findings include: 1) Students with higher learning motivation exhibit greater classroom engagement, improving teaching organization. 2) Optimizing practice-oriented and diverse learning styles enhances students' practical abilities and professional skills. 3) Multimedia and virtual reality technologies increase classroom interactivity and student engagement, thereby improving the overall teaching quality.

Keywords： private universities, broadcasting and hosting arts, classroom teaching organization

Acknowledgment

First and foremost, I would like to express my heartfelt gratitude to my supervisor, whose guidance, encouragement, and expertise have been invaluable throughout the process of completing this independet study. His support and constructive feedback have greatly enhanced the quality of this work.

I would also like to extend my sincere thanks to my colleagues and peers for their valuable insights and suggestions, as well as for creating a supportive and collaborative environment that has been instrumental in shaping this independet study.

A special thanks goes to my family for their unwavering support, patience, and understanding throughout this journey. Their encouragement has been a source of motivation and strength during the challenging times.

Finally, I am deeply grateful to all the individuals and organizations who provided the resources, materials, and opportunities necessary for the successful completion of this work. Without their contributions, this independet study would not have been possible.

Thank you all for your kindness and support.

GAN HUIJIE

DECLARATION

I, GAN HUIJIE, hereby declare that this Independent Study entitled “A Study on the Innovation of Classroom Teaching Organization in Broadcasting and Hosting Arts Programs at Private Universities in Shaanxi Province: A Case Study of Xi'an Pei Hua University” is an original work and has never been submitted to any academic institution for a degree.

(GAN HUIJIE)

CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1 Introduction

1.1 Research Background

In the digital age, China's media landscape and structure are undergoing profound transformations. Traditional media are transitioning and upgrading toward emerging media, driven by the rapid development of social media, the swift rise of streaming platforms, and the deep integration of traditional and new media. These factors collectively shape a new digital media ecosystem (Hong , 2021). Consequently, traditional broadcasting media hosts and announcers are gradually shifting from central to more peripheral roles in the media, evolving from elite figures to more popular, mainstream ones. This shift not only alters the overall ecology of the media industry but also imposes new requirements on the education of Broadcasting and Hosting Arts programs in universities (Anufrieva et al., 2021).

The impact of the digital wave has further diminished the advantages of traditional media, particularly with the rise of internet platforms. The cultural aesthetics and communication modes in the broadcasting and hosting industry are being restructured. For instance, content creation based on short video platforms is becoming a new trend, and many traditional broadcasting professionals are turning their attention to new media to adapt to the changing demands of the audience. This trend toward "decentralization" demands that students in broadcasting and hosting programs not only possess solid foundational skills but also master communication techniques and digital tools suited to the new media environment.

In recent years, with the continuous development of information technology, digital capabilities have posed new challenges to the technologies and concepts of traditional broadcasting and hosting. These challenges not only alter the nature of the profession, its scope of activities, and operational mechanisms but also prompt structural transformations in higher education. There is a growing need for Broadcasting and Hosting Arts programs to adapt their educational philosophies to cultivate high-level professionals who are better aligned with the demands of societal

culture (Bao & Wang, 2021). This adaptation is reflected not only in curriculum design and teaching styles but also in the cultivation of students' innovation and practical abilities.

1.1.1 Industry status quo and challenges

Currently, Broadcasting and Hosting Arts programs in Chinese universities are facing a series of challenges and opportunities. According to the 2024 Alumni Association's China University Rankings, traditional strongholds such as the Communication University of China and the Central Academy of Drama continue to dominate the top ranks in this field. These institutions have maintained their leading positions in discipline development and talent cultivation by continuously incorporating new teaching resources and technological tools. However, many private universities are also actively engaging in educational reforms, exploring educational paths that align with their own development needs. Empirical research has shown that private universities face certain deficiencies in teaching resources, faculty strength, and curriculum design. Nonetheless, they are making efforts to address these shortcomings by introducing advanced multimedia technology and online learning platforms.

Globally, the development of digital technology has profoundly changed the content and styles of education in Broadcasting and Hosting Arts programs. For example, the application of virtual reality (VR) and augmented reality (AR) technologies is gradually permeating media education, providing students with a more intuitive learning experience while enhancing the interactivity and engagement of teaching. Research indicates that the use of VR technology in teaching has increased classroom interaction by 30% and significantly boosted students' learning motivation (Liu, 2019). Moreover, the widespread adoption of online education platforms has provided students with a more diverse range of learning resources, enabling them to further expand their knowledge and skills during extracurricular time.

1.1.2 The necessity of educational reform

As societal demands evolve and technology continues to advance, the educational model for Broadcasting and Hosting Arts programs in universities requires significant

reform. These changes are essential to align with the rapid development of new media and to address the growing market demand for well-rounded, versatile professionals. Traditional educational approaches in this field have typically emphasized foundational skill training while often overlooking the cultivation of students' creativity and practical capabilities. With the increasing prevalence of digital tools in education, a key challenge lies in integrating multimedia technology and innovative teaching methodologies to enhance learning outcomes. Additionally, combining online and offline resources in a cohesive manner has become an urgent priority for educational reform in this area.

The rise of artificial intelligence (AI) has further amplified the expectations placed on broadcasting and hosting education. Employers and society now require graduates to possess not only exceptional language and communication skills but also proficiency in advanced technological tools to thrive in dynamic and complex communication environments. Studies highlight that integrating AI into the curriculum can significantly enhance student outcomes. For example, after implementing AI technologies in broadcasting training, one university reported marked improvements in students' pronunciation accuracy and fluency in verbal expression. These findings underscore the potential of AI-driven educational innovations to shape the future of broadcasting and hosting programs (Huang & Tian, 2020).

1.1.3 Media education from the vision of globalization

In the context of globalization, media education faces increasingly diverse and complex challenges. Compared to top international universities, China's media education still has room for improvement in teaching philosophy, curriculum design, and practical opportunities. In recent years, as China's influence in the international media arena has gradually expanded, cultivating media professionals with a global perspective has become a crucial goal for higher education institutions. Research indicates that broadcasting and hosting professionals with an international background are more competitive in the job market. They are not only capable of working in traditional media but also have more career development opportunities in the new

media sector (Fan, 2022).

As the landscape of international communication becomes increasingly complex and diversified, the media industry is undergoing a profound transformation. The rapid development of digital technologies, such as big data, artificial intelligence (AI), and distributed ledger technologies, is not only changing the production and distribution methods of media content but also reshaping audience consumption habits. The modern media industry has entered a new phase characterized by "ubiquitous media" and "symbiotic forms." This transformation demands that media education keep pace with the times by fostering multifaceted talent capable of adapting to new technologies and innovative models.

Under the framework of the new liberal arts initiative, media education is encountering new requirements. In recent years, national authorities have issued a series of guiding documents emphasizing that media professionals should possess both national pride and a global perspective, focusing on cultivating all-media, versatile, and expert talents. For example, the Opinions on Implementing the Excellence in Journalism and Communication Talent Education and Training Program 2.0, jointly issued by the Ministry of Education and the Central Propaganda Department, explicitly highlights the need to train high-quality journalism and communication professionals who can serve national strategies and possess international competitiveness.

In the field of international communication, as China's influence in global affairs continues to grow, building international communication capacity has become an important component of national soft power. The report of the 20th National Congress of the Communist Party of China proposes accelerating the construction of China's discourse and narrative systems, telling China's story effectively, and amplifying China's voice on the global stage. Achieving this objective requires the cultivation of media professionals who are not only deeply familiar with China's national conditions but also equipped with a global perspective, enabling them to effectively communicate China's voice in a complex international public opinion environment.

1.2 Research Questions

This study aims to address a series of challenges encountered in the classroom teaching of Broadcasting and Hosting Arts programs at private universities in Shaanxi Province, particularly within the rapidly changing digital media environment. The research focuses on improving teaching quality and student learning outcomes by implementing innovative teaching styles. The research questions were developed through an in-depth analysis of current educational practices and extensive consultations with educational experts, ensuring both practical relevance and feasibility.

The specific research questions are as follows:

1. How can modern educational technology, particularly multimedia technology, be effectively integrated into teaching to enhance classroom interaction and student motivation without compromising the depth and quality of instruction?

2. In the context of Broadcasting and Hosting Arts programs, how can practical teaching styles—such as simulated studio practice and on-site reporting training—be optimized to strengthen students' professional skills and practical abilities?

3. How can online resources and platforms be effectively combined with traditional classroom teaching to foster students' holistic development and promote autonomous learning in line with current educational trends?

1.3 Research Objectives

（1）Investigate the Impact of Learning Motivation on Teaching Organization

This study aims to analyze students' learning motivation, including factors such as interest and career expectations, and examine how these factors influence their engagement and interaction in Broadcasting and Hosting Arts classrooms. The findings will provide insights into optimizing the organization of classroom teaching to better align with students' motivational drivers.

（2）Evaluate the Suitability of Learning Styles in Classroom Teaching Organization

This research explored the impact of various learning styles, including self-directed learning, group discussions, and collaborative learning, within the classroom

context. The objective is to optimize the application of these learning styles and improve the integration of theoretical knowledge and practical skills in teaching.

（3）Assess the Impact of Technology Application on Teaching Organization

This study examined the effects of multimedia technologies, such as virtual reality (VR), on classroom interactivity and teaching outcomes. The focus is on optimizing the integration of these technologies into teaching practices to enhance both classroom interactivity and instructional flexibility.

1.4 Research Scope

The subjects of this study are students majoring in broadcasting and hosting arts at Xi'an Peihua College. A stratified random sampling method was used to select 215 students by grade. The specific samples include undergraduate first-year, second-year, third-year, fourth-year and some master's students. Xi'an Peihua College is a well-known private university in Shaanxi Province. Its broadcasting and hosting arts major has high teaching quality, curriculum setting and teaching staff. Professional courses cover language expression, news broadcasting, program hosting, speech art and other aspects, providing students with comprehensive theoretical knowledge and practical skills training.

The questionnaire survey method was adopted. The questionnaire design covered multiple dimensions such as learning motivation, learning style, teaching organization, and technology application. The collected data were analyzed by descriptive statistics, correlation analysis, regression analysis, etc. to reveal the key factors affecting classroom teaching quality.

1.5 Research Significance

1.5.1 Theoretical Significance

This study aims to explore the innovative strategy of classroom teaching organization of broadcasting and hosting art in Shaanxi Province,which has great theoretical significance.First of all,this research enriches the teaching theory of higher education,especially for the special needs of media education in the digital age,and

provides new perspectives and styles (Bao & Wang, 2021). Traditional teaching theories mainly focus on the transfer of knowledge and the cultivation of skills,while this study focuses on how to improve the teaching effect through innovative teaching organization in the digital environment,so as to provide new empirical support for social-cultural theories and Baroque teaching theory.By analyzing the application of digital technology in classroom teaching,this study reveals how technological advances reshape the educational environment and educational content,thus providing new empirical cases and theoretical verification for media ecology and technology-social symbiosis theory (Wu & Liu 2017; Hong, 2021).

1.5.2 Practical Significance

This study provides practical guidance for the educational reform of Broadcasting and Hosting Arts programs in private colleges in Shaanxi Province. By conducting a detailed analysis of the problems and deficiencies in current teaching organization, the study proposes targeted improvement strategies and innovative programs that aim to enhance the quality of classroom teaching and students' learning outcomes (Chen, 2021; Zhan, 2021). The findings will serve as a reference for universities in curriculum design, teaching methodologies, and technology application, helping them adapt more effectively to the educational demands of the digital age (Liu, 2019). Additionally, the study offers valuable data support for educational administrators and teachers to better understand students' learning needs and preferences, enabling the development of more scientific and rational teaching plans and methods. By incorporating innovative approaches such as multimedia technology, interactive teaching styles, and practical case-based teaching, educators can stimulate greater student interest and participation, ultimately improving teaching outcomes (Beck, 2016; Wu, 2019).

Furthermore, this study emphasizes the integration of school-enterprise cooperation with educational practices to provide students with enhanced opportunities for practical experience and career development. By building a comprehensive and interactive practical teaching platform, students can gain exposure to real-world media

projects and professional environments during their studies. This approach will improve their practical skills, professional competence, and readiness to meet the market demand for high-quality media professionals (Luo & Liu, 2021). Ultimately, this study aims to advance the development of Broadcasting and Hosting Arts programs and contribute to cultivating exceptional talent for the media industry (Xiao, 2021).

1.6 Research Process

The research framework provides a structured outline for the research process, encompassing both theoretical exploration and practical application. The process begins with an assessment of the current teaching landscape in Broadcasting and Hosting Arts programs, identifying key challenges and areas for improvement. This is followed by the identification and selection of teaching approaches and course content that align with social and cultural theory and contemporary educational practices.

Next, the study implements these selected teaching strategies through innovative methods and curriculum development, integrating tools such as multimedia technology and interactive teaching styles. The effectiveness of these strategies is evaluated based on their ability to enhance teaching quality, improve student learning outcomes, and foster overall competencies.

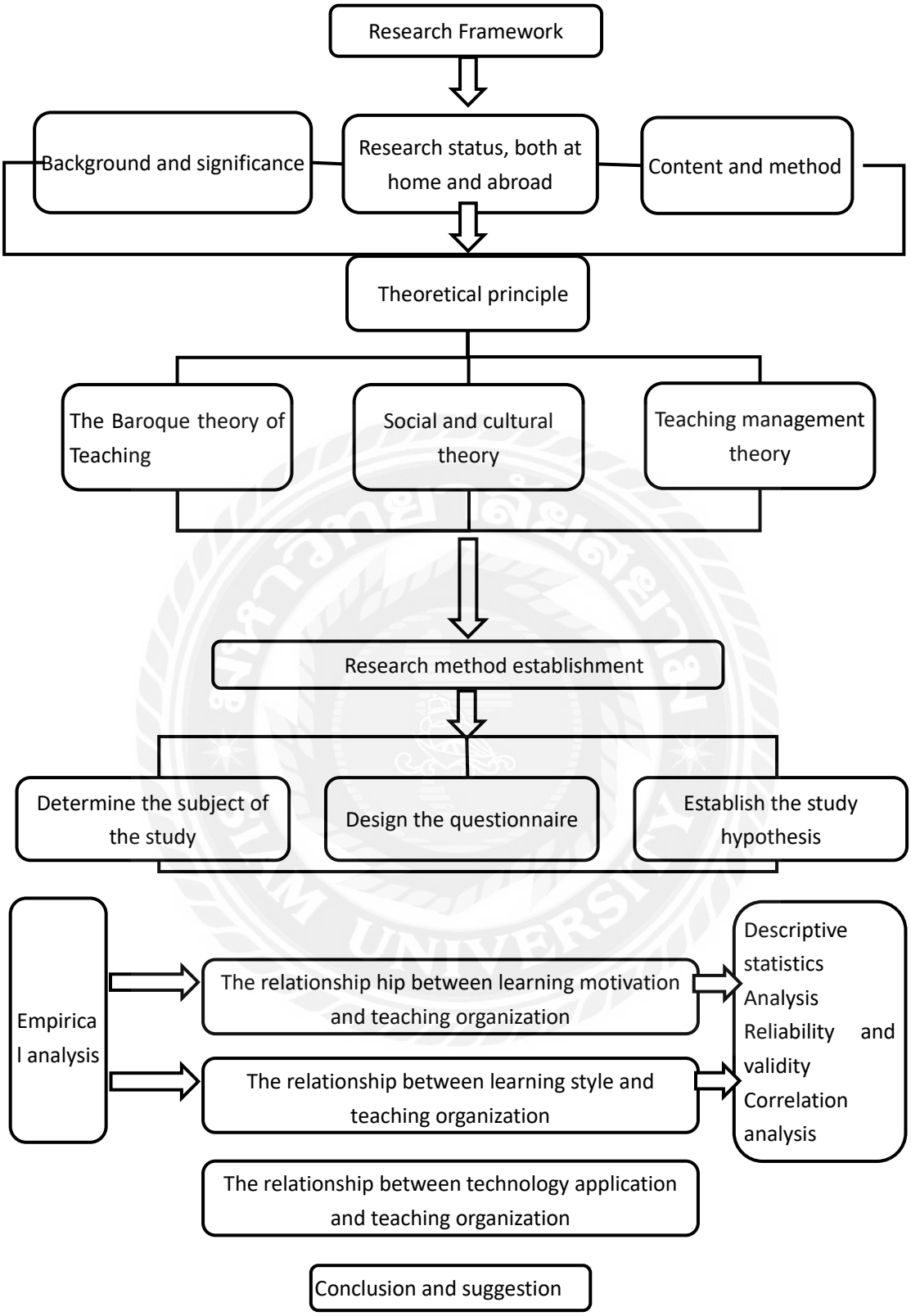

Figure 1 Research Framework

Chapter 2 Literature Review

2.1 Introduction

In today's rapidly changing educational and media environment, the teaching organization and innovative strategies of the Broadcasting and Hosting Arts majors have become a research focus. As private colleges and universities are playing an increasingly important role in China's higher education system, especially in the exploration and development of application-oriented undergraduate education, how to effectively organize classroom teaching to improve the quality of education and students' practical ability has become an urgent problem to be solved. The literature review of this chapter aims to comprehensively sort out and analyze the domestic and foreign literature data related to this research, and extract the existing research results, existing deficiencies, and future research directions, so as to provide theoretical support and research basis for this research (Hillman & Baydoun, 2020).

The literature review is carried out from several key aspects. First, it is necessary to discuss the research results of the educational status quo, development path, and curriculum reform of private undergraduate colleges and universities, in order to understand the living state and development strategy of private colleges and universities in the current educational environment. The second is to analyze the research related to the construction of Broadcasting and Hosting Arts majors, especially the exploration of private universities in this field, so as to reveal the current situation and existing problems of the discipline development and curriculum construction in this professional field. The third part focuses on the innovative research of classroom teaching organization, especially the teaching styles and organizational strategies in the Broadcasting and Hosting Arts programs, and discusses the shortcomings of the existing research. It also pays attention to the research theme of "innovation," analyzes its application in teaching organization and management, and combines the specific needs of Broadcasting and Hosting Arts programs to explored the role of innovative teaching styles in improving the quality of education. The fourth is to summarize the

teaching innovation in the digital age and discuss how the modern educational technology changes the traditional classroom teaching mode and the practical application in the Broadcasting and Hosting Arts major.

2.2 Literature Review

2.2.1 The Current State of Education in Broadcasting and Hosting Arts Programs at Private Universities

（1）Private undergraduate university

Through the retrieval of China network since January 1, 2015 to the keywords "private undergraduate university"query, nearly 1400 retrievals were found. The main is the concept of private undergraduate colleges and undergraduate courses, development path and curriculum construction and curriculum reform. The data for the study of the private university survival status, nearly a decade of development of the situation and the process of undergraduate education from mechanism reform, curriculum reform, etc, provides a comprehensive information which can be used for the study(Gagne, 1985).

（2）Broadcasting and hosting arts

Through the search of "broadcasting and hosting arts professional construction" on the Internet, more than 200 related studies were found. Most of these studies focus on the professional development of the discipline and curriculum construction. By narrowing the scope to "broadcasting and hosting arts major construction in private universities," fewer than ten studies were found, with only two published in the last five years. In 2018, Chai and Wang co-wrote "Research on 'Double Teacher' Teacher Training Program under the Transformation of Private Colleges and Universities —— Take Broadcasting and Hosting Art Major as an Example." In 2021, Pan Jing published "Construction Plan of Postgraduate Education of Broadcasting and Hosting Art in Private Universities."

From these findings, it can be concluded that research on the construction of broadcasting and hosting arts in private undergraduate programs is still relatively scarce

in China. This highlights the need for further in-depth study in this area. Understanding the current state of research reinforces the significance of this study to contribute to this field and improve the quality and scope of future studies.

（3）Classroom teaching organization

Through a CNKI search of "classroom teaching organization," nearly 300 topics related to classroom teaching organization innovation or innovations in classroom teaching organization were found. However, there are only two articles specifically addressing the teaching styles of classroom teaching organization in Broadcasting and Hosting Arts programs. Zhang (2017) discussed "The Experimental Classroom Teaching Method Reform and Innovation Analysis—Taking the Experimental Teaching of Broadcasting and Hosting Arts at the School of Journalism and Communication, Shaanxi Normal University as an Example. " Similarly, Zhang and Yang (2018) analyzed "The 'Double-Type' Teaching Method in Broadcasting and Hosting Arts Professional Innovation Entrepreneurship Course Practice—Taking the Core Course 'TV News and Live Broadcast' as an Example."

When narrowing the search to "classroom teaching organization research on Broadcasting and Hosting Arts programs in private universities," no relevant literature was found. This indicates that there has been little research on this specific area, and few studies are available that can directly support this research.

From the search results, it is evident that the research on classroom teaching organization for Broadcasting and Hosting Arts programs in private universities remains underdeveloped. This highlights a gap in the existing literature and underscores the need for further studies to explore innovative approaches to classroom teaching organization within this field.

（4）Teaching innovation in the digital age

In the digital era, with the rapid development of the media industry and continuous technological progress, the teaching innovation of Broadcasting and Hosting Arts majors in universities has become an urgent issue to address. Research shows that under the framework of "new liberal arts," Broadcasting and Hosting Arts education needs to

emphasize interdisciplinary integration and teaching practice innovation to adapt to the rapidly changing media environment. This innovation is reflected in the update of course content, including the diversification of teaching styles and the enhancement of interactivity (Bao&Wang, 2021). Course management for art programs should adopt integrated strategies and multimedia teaching practices to improve teaching effectiveness and student participation through various instructional methods. By introducing virtual reality (VR) technology, augmented reality (AR) technology, and interactive multimedia teaching, teachers can create a more vivid and engaging classroom environment, enabling students to better understand and master what they have learned (Beck, 2016).

The teaching reform of Broadcasting and Hosting Arts in the era of financial media further highlights the importance of optimizing teaching organization through the adoption of modern information technology and interactive teaching methods. With the advancement of technology, the traditional one-way teaching model no longer meets students' needs. Teachers should employ more interactive and participatory teaching styles, such as flipped classrooms, project-based learning, and case-based teaching. These approaches can stimulate students' interest in learning while enhancing their practical and innovative abilities (Hong, 2021). Research also indicates that in the digital age, teachers not only need to master advanced technological tools but also require flexible classroom management skills to navigate the complex and dynamic teaching environment. Through the application of multimedia technology, teachers can intuitively present abstract theoretical knowledge, helping students to better understand and retain information. Additionally, multimedia technology can enrich classroom content, increase teaching interest and interactivity, and ultimately improve students' learning outcomes (James, 2018).

（5）The reform and exploration of practical teaching

Practical teaching has always been a crucial component of Broadcasting and Hosting Arts education. To better cultivate students' practical and innovative abilities, colleges and universities have undertaken various explorations in practical teaching

methods. One such approach is the "Module + Project" practical teaching mode, which divides course content into distinct modules and integrates specific project implementations. This enables students to apply their acquired knowledge in real project environments and enhances their practical operation skills. For example, in a simulated radio program production project, students participate fully in every aspect of the production process, including program planning, directing, hosting, and post-production. This hands-on approach helps students comprehensively understand and master the entire program production process (Chen, 2021).

The practical teaching reform of Broadcasting and Hosting Arts programs, viewed from the perspective of financial media, emphasizes that combining practical cases with project-based teaching better fosters students' practical abilities (Pan & Sun, 2017). Practical teaching serves not only as a test of theoretical knowledge but also as a means to cultivate students' innovation and teamwork skills. During the teaching process, teachers should guide students to engage in independent study and exploration, encouraging them to propose their own ideas and transform these concepts into specific programs or projects through teamwork (Shi, 2017).

A new practical teaching model, "Integration, Three Stages, and Four Trainings," emphasizes the integration of production and education, underscoring the importance of school-enterprise cooperation in cultivating high-quality broadcasting professionals. Through partnerships with industry enterprises, colleges and universities can provide students with more practical opportunities and exposure to real working environments. This approach allows students to engage in actual media projects and processes during their studies, significantly enhancing their employability and professional competencies (Luo & Liu, 2021).

（6）The influence of the construction of new liberal arts on professional education

The construction of new liberal arts has brought both new development opportunities and challenges for the Broadcasting and Hosting Arts major. The mission of new liberal arts construction in China is to cultivate innovative talents who meet the needs of the new era, placing higher demands on the curriculum design and teaching

styles of colleges and universities. Under the new liberal arts framework, Broadcasting and Hosting Arts programs should emphasize interdisciplinary integration by combining literature, art, technology, and other multidisciplinary knowledge to create a comprehensive teaching system. Additionally, teachers should focus on fostering students' critical thinking and innovative abilities, guiding them to continuously explore and experiment with new styles and ideas in the learning process (Fan et al., 2019).

Within the context of new liberal arts, teaching reform in Broadcasting and Hosting Arts programs at private colleges and universities should align with industry trends and emphasize the cultivation of practical skills. With the popularization and development of digital media, traditional teaching modes can no longer meet the needs of students. Colleges and universities must continuously update and optimize course content, introduce the latest media technologies and communication concepts, and ensure that students can quickly adapt to industry changes after graduation (Wu & Liu, 2017).

In graduate education for Broadcasting and Hosting Arts at private colleges and universities, attention should be given to combining curriculum development with practical teaching to enhance the overall educational quality. By establishing comprehensive and interactive practical teaching platforms, students can gain exposure to real media projects and working environments during their studies, improving their practical skills and professional competencies. Simultaneously, colleges and universities should strengthen connections with the industry by building school-enterprise cooperation platforms, offering students more practical opportunities and career development pathways (Pan, 2021).

2.2.2 Research Status of Variables: Learning Motivation, Learning Styles, Teaching Organization, and Technology Application

（1）Learning Motivation

Learning motivation is a key driving force behind students' engagement and participation in the learning process. It determines the level of effort students invest in their studies and the learning strategies they adopt. Research has shown that learning

motivation not only affects academic performance but also shapes students' classroom participation and learning attitudes. Deci and Ryan's (1985) Self-Determination Theory divides learning motivation into intrinsic and extrinsic motivation. Intrinsic motivation refers to learning driven by personal interest, curiosity, or the desire for knowledge, whereas extrinsic motivation stems from external rewards or punishments, societal pressures, or career development needs.

In the field of Broadcasting and Hosting Arts, learning motivation is particularly critical. This discipline places high demands on students' language expression, psychological resilience, and the ability to adapt to live situations. Therefore, students' learning motivation is closely linked to personal interests, career aspirations, and the rapid development of the media industry. Ryan and Deci (2000) found that intrinsic motivation for students in Broadcasting and Hosting Arts often originates from a passion for the media industry, a desire for self-expression, and the aspiration to fulfill personal career ambitions. On the other hand, extrinsic motivation is influenced by job market demands, academic evaluation systems, and societal or familial expectations.

Wlodkowski (2008) highlighted the critical role of teaching styles and motivational strategies employed by educators in enhancing students' learning motivation. For instance, appropriate praise and constructive feedback from teachers can significantly boost students' motivation. In the context of Broadcasting and Hosting Arts, interactive teaching styles such as role-playing, group discussions, and simulated studio operations can increase classroom engagement and student interest. These practical activities not only help students grasp course content but also strengthen their motivation to participate. Csikszentmihalyi's (1990) Flow Theory suggests that when tasks are appropriately challenging and align with students' abilities, they are more likely to enter a flow state, where they become fully immersed in the learning process. Consequently, the curriculum design for Broadcasting and Hosting Arts should progressively increase in complexity, starting with basic news broadcasting exercises and gradually advancing to more challenging live reporting scenarios. This approach helps students experience a sense of accomplishment, which in turn enhances their learning motivation. Additionally, course design should stay aligned with the evolving

media landscape, integrating real-world media cases to help students appreciate the relevance and practicality of the learning content.

Ryan and Deci (2000) also pointed out that learning motivation is closely related to students' self-efficacy, which refers to their belief in their ability to complete learning tasks successfully. In Broadcasting and Hosting Arts education, self-efficacy is often influenced by students' performance in practical activities and the feedback they receive. When students receive positive feedback from simulated studio activities, their confidence in their abilities increases, thereby enhancing their learning motivation. Conversely, when students encounter difficulties in learning without receiving constructive feedback, their motivation may decline significantly.

Classroom interaction is another important factor that enhances learning motivation. Research has shown that interactive classrooms significantly increase student engagement and motivation (Ryan & Deci, 2000). In the context of Broadcasting and Hosting Arts, instructors can design tasks such as simulated press conferences and team-based program planning to encourage active student participation, thereby further boosting their learning motivation.

（2）Learning Styles

Learning styles refer to the strategies and approaches students adopt during the learning process, directly influencing the effectiveness of their learning and the depth of knowledge acquisition. According to Kolb's (2014) Experiential Learning Theory, learning involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory posits that learning is a continuous process where students achieve deep understanding through repeated experiences and reflections in various contexts. For students majoring in Broadcasting and Hosting Arts, this theory is particularly relevant, as they must engage in substantial practice and experiential learning to master professional skills.

Biggs and Tang (2003) emphasized that students' learning styles are significantly influenced by the teaching environment and the guidance provided by instructors. In the context of Broadcasting and Hosting Arts, learning styles can be categorized into

theory-oriented and practice-oriented approaches. Theory-oriented learning emphasizes understanding and memorizing theoretical knowledge, where students acquire foundational concepts through reading textbooks and attending lectures. In contrast, practice-oriented learning focuses on hands-on experience, which is essential for developing students' operational skills. For instance, Broadcasting and Hosting Arts students must participate in extensive news broadcasting rehearsals and program hosting simulations to achieve proficiency in real-world scenarios.

Group discussions, project-based learning, and simulated studio training are typical examples of practice-oriented learning styles. Entwistle (1987) argued that these learning styles not only facilitate a better understanding of knowledge but also enhance critical thinking and problem-solving skills. For example, in news broadcasting courses, instructors can assign students to work in groups to write and present news scripts, encouraging collaboration and peer learning. This approach enables students to grasp the theoretical aspects of news reporting while simultaneously improving their teamwork and communication abilities.

Kolb's (1984) Experiential Learning Theory also underscores the importance of reflection in the learning process. After completing a hosting or broadcasting task, students should engage in reflection by watching recordings, receiving teacher feedback, and participating in peer discussions. This reflection process helps students identify areas for improvement and apply these insights in subsequent practice. For instance, after a news broadcast simulation in the studio, students can review playback footage to analyze details such as their tone, posture, and expression, identifying areas for enhancement. Through continuous reflection and improvement, students can progressively refine their professional skills.

Project-based learning is another commonly used method in Broadcasting and Hosting Arts education. In project-based learning, students apply their knowledge by participating in comprehensive projects. For example, they might contribute to the production of a campus television news program, taking on roles such as planning, hosting, and post-production. Through this process, students integrate theory with practice, continuously improving their skills through hands-on experience. Research

has shown that project-based learning not only enhances students' practical abilities but also fosters their autonomy and problem-solving skills (Biggs, 2003).

With advancements in technology, online learning has also become an important learning modality. Students can access resources via online platforms and engage in self-directed learning. This flexible approach allows students to revisit video lectures and study materials at their own pace, reinforcing their understanding of key concepts. Online learning platforms also provide opportunities for interaction through forums and discussions, enabling students to exchange insights with teachers and peers, thus enhancing learning outcomes. Mayer (2014) pointed out that the application of technology has transformed traditional learning styles, making the learning process more flexible and personalized. For example, the use of virtual reality (VR) technology in Broadcasting and Hosting Arts education allows students to practice hosting and broadcasting in a virtual studio. This helps them overcome the fear of real-life situations and improves their adaptability on the spot. Supported by technological tools, students can repeatedly practice in simulated environments, enhancing their learning efficiency and professional skills.

（3）Teaching Organization

Teaching organization is a critical factor influencing classroom effectiveness and learning experiences. It encompasses how educators plan, structure, and implement instructional activities to ensure that students engage meaningfully in the learning process and acquire knowledge effectively. In the context of Broadcasting and Hosting Arts, instructional organization is particularly important as it integrates both theoretical learning and practical skill development.

Gagné's (1985) Theory of the Nine Instructional Events emphasizes that instructional activities should follow a specific sequence to ensure effective knowledge transmission. These nine events include gaining students' attention, stimulating motivation, presenting content, guiding learning, providing feedback, and evaluating performance, among others. This systematic approach underscores that instruction is not merely about transmitting knowledge; it also involves designing interactive

processes that enhance learning outcomes. In Broadcasting and Hosting Arts courses, students must balance theoretical understanding and practical application, making the structure and strategies of instructional organization crucial to achieving this balance.

Instructors teaching Broadcasting and Hosting Arts courses are required not only to deliver theoretical knowledge but also to incorporate practical elements, such as simulated studio environments and field training, to help students acquire hands-on skills. Simulated studio teaching is a key instructional format where students practice news broadcasting, program hosting, and other tasks in a controlled yet realistic environment. This approach allows students to consolidate the theoretical knowledge gained in class while improving their on-the-spot adaptability and verbal communication skills. Such practical training not only enhances students' technical proficiency but also prepares them to anticipate and adapt to future workplace scenarios (Wu & Liu, 2017).

Bain (2004) emphasized that interactive teaching styles and case-based learning significantly impact student outcomes. In the Broadcasting and Hosting Arts classroom, instructors can design activities such as role-playing and case analysis to engage students more deeply. For example, in a news hosting course, the instructor can select real-life news events and ask students to simulate hosting a press conference or conducting an interview. This not only increases classroom interactivity but also helps students apply theoretical knowledge to real-world contexts. Such instructional strategies deepen students' understanding of content while fostering critical thinking and problem-solving abilities.

Group discussions are another essential strategy within instructional organization. Peer interaction and collaboration in group discussions can deepen students' understanding of course material and stimulate creative thinking. For instance, an instructor might organize small group discussions where students analyze and debate a specific news event. Each group could propose different perspectives and strategies, enhancing engagement and encouraging students to consider multiple viewpoints, thereby improving their overall analytical skills.

The flexibility of instructional organization is also a key factor in classroom

effectiveness. Traditional teaching settings often employ rigid instructional methods, where the teacher controls most aspects of the learning process. However, shifts in educational philosophy increasingly support the notion that flexible and interactive instructional styles lead to more effective student learning experiences. Teachers can adjust the pacing and content of instruction based on classroom needs and student feedback, enabling dynamic instructional adjustments. This flexible approach not only sparks student interest but also improves the overall quality of instruction.

In sum, teaching organization in the Broadcasting and Hosting Arts classrooms involves the strategic planning of both theoretical and practical activities. It fosters interactivity, critical thinking, and adaptability while remaining responsive to students' needs, ultimately enhancing the overall learning experience.

（4）Technology Application

With the rapid advancement of modern information technology, the application of technology has become a crucial tool for enhancing teaching effectiveness. This is particularly evident in the Broadcasting and Hosting Arts discipline, where the integration of technology offers new interactive experiences and practical training environments. The effective use of technology not only helps students master professional skills more effectively but also promotes their autonomous learning and classroom engagement. Thus, technology plays a pivotal role in the teaching of this field.

Hattie (2009) demonstrated that the proper integration of technology in teaching significantly improves student learning outcomes. For example, multimedia technology allows instructors to present course content in a more visual and accessible manner, making complex theoretical and practical concepts easier to understand. In the Broadcasting and Hosting Arts classroom, educators can leverage multimedia tools to showcase real-life examples of news reporting and program hosting, while using video analysis to provide students with deeper insights into industry standards and techniques. This use of multimedia not only enhances interactivity but also enables students to develop a more comprehensive understanding of real-world scenarios and operations.

In practical teaching contexts, Virtual Reality (VR) and Augmented Reality (AR) technologies are progressively being incorporated into the Broadcasting and Hosting Arts curriculum. Mayer (2014) suggested that VR technology, by simulating real-world situations, allows students to engage in practical training within a virtual environment. This application is especially useful in news reporting and hosting exercises, where students can perform real-time simulated operations in a virtual studio, experiencing pressures and rhythms similar to professional settings. For instance, in a simulated press conference scenario, students can interact with virtual reporters and respond to spontaneous events, thereby improving their adaptability and verbal communication skills. Similarly, AR technology enhances learning by overlaying virtual elements onto real-world environments, enabling students to perceive and understand course content more intuitively.

Beyond VR and AR, online learning platforms have introduced new modes and possibilities for Broadcasting and Hosting Arts education. Through these platforms, instructors can upload course videos, assignments, and various learning resources, allowing students to engage in self-directed study outside of class. This approach greatly enhances the flexibility of teaching while fostering students' independent learning abilities. Means et al. (2013) asserted that the introduction of online learning platforms provides more opportunities for interaction, helping students grasp knowledge more effectively. For example, instructors can assign simulated hosting tasks via the online platform, enabling students to record and submit their performances for assessment and feedback. This blended teaching model not only increases the flexibility of learning but also provides students with ongoing opportunities for practice and improvement.

The application of technology is not limited to practical training; it also offers substantial support for instructional organization. Laurillard (2013) emphasized that the appropriate use of technology can provide students with personalized learning experiences. In the Broadcasting and Hosting Arts classroom, instructors can use voice recognition technology and video analysis software to assess students' pronunciation accuracy and fluency, providing targeted feedback. This technological support helps

students clearly identify areas for improvement and refine their skills through repeated practice. For example, voice recognition software can help students correct pronunciation issues, enhancing their professionalism in news reporting and hosting.

Moreover, technology enables teachers to flexibly adjust course content and pacing. Through real-time feedback systems, educators can gauge students' understanding of course material and adjust their teaching strategies accordingly. For instance, an instructor might use electronic polling systems or online quizzes to quickly assess students' grasp of a particular concept and tailor the depth or speed of instruction based on the results. This interactive use of technology not only enhances classroom engagement but also ensures that each student stays on track with the course and receives individualized instructional support.

In the area of assessment, technology provides distinct advantages. Online assignment submission systems allow instructors to efficiently manage and grade student work while providing timely feedback. Furthermore, online platforms can track students' progress and participation, helping teachers perform comprehensive evaluations. Hattie and Timperley (2007) highlighted that timely feedback and assessment significantly improve student learning outcomes. The integration of technology makes this process more efficient and accessible, thereby enhancing overall teaching effectiveness.

Beyond the classroom, technology also offers students greater opportunities for independent learning. Through mobile learning apps or online courses, students can engage in study anytime, anywhere. For instance, students might use mobile devices to watch exemplary news hosting videos, learn different hosting styles, and engage in discussions with peers on social media platforms. This technology-driven approach to independent learning not only increases students' motivation but also extends the boundaries of the traditional classroom, allowing them to deepen their understanding of course material outside of class hours.

Finally, the effective application of technology fosters collaboration among students. In team projects or group discussions, students can use online collaboration platforms to complete tasks, engage in discussions, or share resources. This technology-

based collaboration is especially suitable for project-based learning and teamwork in the Broadcasting and Hosting Arts field. For example, students can collaboratively plan a program online, using digital tools to divide tasks and manage each stage of production, from program planning to hosting. This form of collaboration not only enhances students' teamwork skills but also helps them apply and integrate the knowledge they have learned more effectively.

（5）Relationship Between Variables

The four variables—learning motivation, learning style, teaching organization, and technology application—interact within the classroom environment and collectively shape educational outcomes. First, learning motivation serves as an internal driving force that encourages students to actively engage in class, influencing their choice of learning style. Highly motivated students are more likely to adopt proactive and in-depth learning approaches, such as self-directed learning, collaborative learning, and project-based learning (Ryan & Deci, 2000). In this context, teachers can design instructional activities that are interactive and challenging, thereby sustaining students' high levels of motivation.

Simultaneously, the application of technology further enhances classroom interactivity and engagement, boosting students' learning motivation. Research indicates that multimedia technology, online learning platforms, and VR/AR tools can stimulate students' interest, encouraging them to participate more actively in classroom activities (Means et al., 2013). When students receive real-time feedback through technological tools or engage in interactive activities, their motivation to learn is reinforced, which subsequently influences their learning styles and outcomes.

Instructional organization plays a coordinating role in this dynamic process. Teachers can effectively integrate learning motivation, learning styles, and technology application through well-designed teaching strategies to create a more flexible and efficient classroom environment (Gagné, 1985). For example, instructors can structure lessons around group discussions and project-based learning while incorporating multimedia tools and online interaction platforms. This integrated approach not only

stimulates students' interest and participation but also significantly improves overall teaching effectiveness.

2.3 Theoretical Principles

2.3.1 The Baroque Theory of Teaching

The Baroque teaching theory is renowned for its complexity and diversity. It emphasizes the richness and multi-layered nature of teaching content, as well as the extensive connections and multi-dimensional presentation of knowledge. This theory has its origins in the 17th-century Baroque art movement, which was characterized by complexity, magnificence, and drama, and flourished from the 17th to early 18th centuries. Drawing inspiration from this artistic style, the Baroque teaching theory focuses on stimulating students' interest in learning and fostering creativity through vibrant and diverse teaching content and methods.

Proposed by educational scholars at the end of the 20th century, the Baroque teaching theory gradually matured through educational practice. Scholars argue that the diversity and complexity inherent in Baroque art provide a fresh perspective on teaching, making the process more engaging and enjoyable. By utilizing various teaching styles and rich content, the Baroque teaching theory aims to create a dynamic and interactive learning environment.

In practice, the Baroque teaching theory advocates transforming the classroom into a lively and engaging space. By employing multimedia, interactive teaching, and case analysis, teachers can help students acquire knowledge in a pleasant and stimulating atmosphere. For example, using multimedia tools such as videos, animations, and interactive software can make abstract concepts more concrete and intuitive, helping students better understand and retain information. Additionally, interactive teaching encourages students to actively participate in classroom discussions and activities, fostering their communication skills and teamwork. Case analysis, which involves practical problems and real-world scenarios, enables students to apply theoretical knowledge in practice, enhancing their problem-solving abilities.

The Baroque teaching theory also underscores the importance of cultivating students' comprehensive abilities and critical thinking, alongside imparting knowledge. Teachers are encouraged to design diverse teaching activities and guide students to actively engage in the learning process using problem-oriented and task-driven methods. For instance, in the classroom teaching of Broadcasting and Hosting Arts majors, teachers can assign tasks such as news broadcasting, program planning, and on-site hosting, requiring students to apply their learned knowledge and skills. This approach not only increases students' enthusiasm and initiative but also helps them reflect on and refine their abilities through practice, ultimately improving their overall competencies.

The Baroque teaching theory is particularly well-suited to education because knowledge is inherently complex and systematic. Through diverse teaching methods, it aids students in comprehending and mastering knowledge more effectively, thus enhancing learning outcomes. For example, in Broadcasting and Hosting Arts education, the curriculum covers areas such as language expression, media technology, and program production. Employing a variety of teaching styles, such as role-playing, simulation exercises, and field visits, can help students grasp these concepts more comprehensively, broadening and deepening their learning experience.

2.3.2 Social and Cultural Theory

The social and cultural theory, introduced by Russian psychologist Lev Vygotsky in the 1920s, emphasizes that learning occurs through social and cultural interactions. It highlights that students' cognitive growth is strongly influenced by their surrounding social environment and cultural context. Vygotsky's theory originated from the study of child development and education, positing that cognitive development is not solely an individual internal process but a process achieved through social interaction. He proposed the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks students can complete with guidance. This concept is critical for understanding and designing teaching activities, as it emphasizes the gap between tasks students can accomplish independently and those they can achieve with appropriate support and guidance. By addressing this gap, students can gradually reach higher

levels of learning.

In Broadcasting and Hosting Arts education, the social and cultural theory has significant application value. Vygotsky's concept of the ZPD underscores that students can perform tasks beyond their individual capabilities when guided by teachers or more experienced peers. This suggests that educators should provide appropriate guidance and support, helping students improve their practical skills through challenging tasks. For instance, in a broadcasting and hosting course, teachers can design tasks such as simulating radio program production. Under the guidance of instructors, students can progressively master skills across various stages, from topic selection and directing to broadcasting and post-production. This approach not only enhances students' practical abilities but also boosts their self-confidence and sense of achievement.

The social and cultural theory also emphasizes that learning is a socialized process, wherein students acquire knowledge and skills through interactions with peers and teachers. In Broadcasting and Hosting Arts education, instructors can foster collaboration and communication through activities such as group discussions, case analyses, and role-playing. For example, students can be divided into groups, with each group responsible for producing a news program. Through teamwork, students can learn from and support one another, completing tasks collaboratively. This cooperative learning approach not only strengthens teamwork skills but also improves communication and presentation abilities.

Another key aspect of the social and cultural theory is its emphasis on situating learning within specific socio-cultural contexts. In the teaching of Broadcasting and Hosting Arts, instructors should integrate theoretical knowledge with practical applications, helping students understand how knowledge is used in real-world social and cultural settings. For example, teachers can analyze classic radio and television programs, highlighting their strengths and weaknesses to demonstrate how programs are planned and produced under various social and cultural conditions. Additionally, organizing visits and internships at radio and television stations allows students to gain firsthand experience in real work environments, further enhancing their practical skills.

The social and cultural theory also underscores the impact of cultural backgrounds

on learning. In Broadcasting and Hosting Arts education, teachers should recognize students' diverse cultural backgrounds and individual differences, adopting varied teaching styles to meet their needs. For students from different regions and cultural contexts, instructors can introduce multicultural case studies and discussions to foster an understanding of different media styles and communication practices. This approach cultivates cross-cultural communication skills and an appreciation for diversity. By emphasizing inclusion and diversity, educators can help students develop a global perspective and enhance their abilities to engage in cross-cultural communication effectively.

2.3.3 Teaching Management Theory

The teaching management theory includes the following aspects: First, the system management theory. The system management theory emphasizes the interaction and interdependence between the educational organization and the environment. In the research, this theory is used to analyze the classroom teaching organization of Broadcasting and Hosting Arts majors in private universities, identify problems, and propose improvement measures. By systematically studying the links of teaching organization, the root of the problem can be found, and comprehensive solutions can be sought.

The second is the teaching leadership theory. The teaching leadership theory focuses on the leadership role in teaching activities and teachers' professional development. In this study, teaching leadership theory was used to assess the role and influence of faculty in classroom teaching and provide advice to improve faculty teaching effectiveness and student engagement. The innovation and development of teaching organizations can be promoted by emphasizing the guiding and motivating role of leaders.

The third is the teaching design theory. The teaching design theory focuses on the design and implementation process of teaching activities, so as to improve students' learning outcomes. In this study, pedagogical design theory was used to assess the impact of the "flipped classroom" format on teaching effectiveness and student

engagement. Through the reasonable design of teaching content, tasks, and evaluation styles, students' interest and initiative can be stimulated to improve their learning outcomes.

2.4 Correlation Studies

Under the background of the new liberal arts, the educational research of Broadcasting and Hosting Arts programs has gradually gained attention. An important goal of the construction of new liberal arts is to train journalism and communication talents who meet the needs of the new era. This requires universities to innovate in curriculum design and teaching styles, with a focus on cultivating interdisciplinary integration and practical abilities (Wu, 2019). The strategic significance and theoretical connotations of the construction of new liberal arts have been further explored. Through interdisciplinary integration and the optimal allocation of teaching resources, students' comprehensive quality and innovative abilities can be improved (Zhang & Yi, 2022). Under this framework, art colleges and universities should emphasize design thinking and action in education, reforming curriculum content and teaching methods to enhance students' innovative consciousness and practical skills (Zhan, 2021). These studies highlight that the construction of new liberal arts provides a new opportunity for the development of Broadcasting and Hosting Arts, while simultaneously placing higher demands on educational quality and teaching approaches.

Regarding the innovation of teaching methods in Broadcasting and Hosting Arts, reforming experimental teaching styles can significantly improve students' practical abilities and innovative thinking. Experimental teaching methods, such as role-playing and simulation exercises, help students better understand and master theoretical knowledge (Zhang, 2017). The reform of classroom teaching modes for Broadcasting and Hosting Arts majors in universities should follow the concept of a "classroom revolution," enhancing students' enthusiasm for learning and practical abilities by introducing interactive and project-driven teaching styles (Zhao, 2018).

The training strategy for Broadcasting and Hosting Arts talents in private colleges and universities emphasizes improving students' professional qualities and practical

skills through school-enterprise cooperation and practical teaching. For instance, at Hebei University of Media and Communications, practical teaching plays a pivotal role in cultivating high-quality media talents (Xue & Wu, 2018). From the perspective of oral communication, strengthening oral communication training and practical exercises significantly improves students' speaking abilities and confidence (Zheng, 2021). These studies provide valuable theoretical support and practical guidance for private universities in cultivating Broadcasting and Hosting Arts talent.

The practical application of the "double-qualified" teaching method in innovation and entrepreneurship courses for Broadcasting and Hosting Arts majors has shown significant benefits. By involving industry experts in teaching, students' practical abilities and innovation consciousness can be greatly enhanced (Zhang & Yang, 2018). Additionally, the training of application-oriented media art talents requires integrating innovation and entrepreneurship education, combining practical projects with entrepreneurial training to cultivate students' comprehensive abilities and entrepreneurial spirit (Zhao, 2019). The exploration at Xi'an Peihua University in optimizing governance systems and improving governance capacity demonstrates that by deepening educational reform and strengthening internal management, universities can significantly enhance their educational quality and level, providing a solid foundation for the development of Broadcasting and Hosting Arts (Zhao, 2021).

2.5 Conceptual Framework

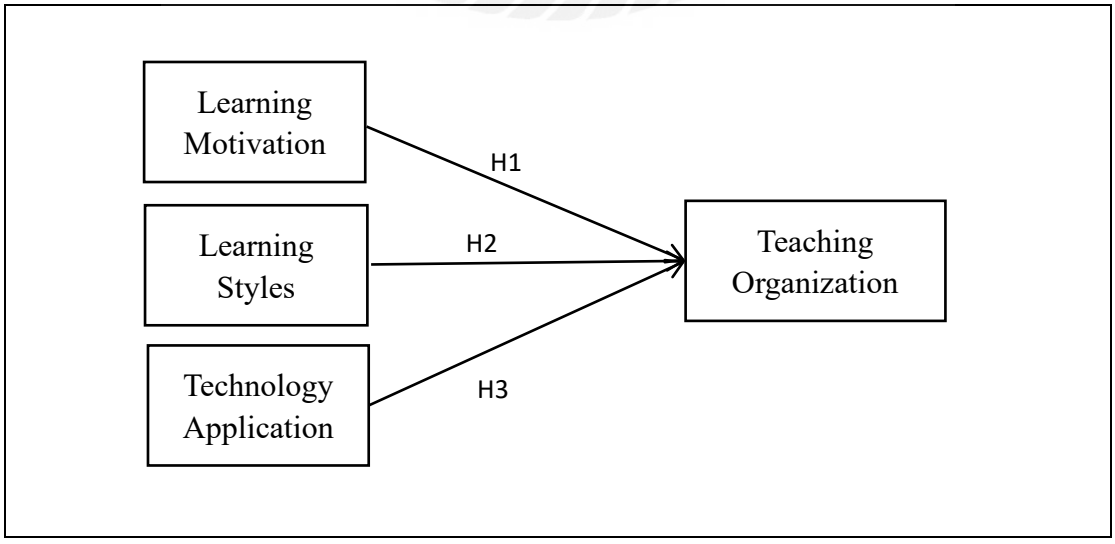

Figure 2 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study investigated innovative strategies for organizing classroom teaching in the Broadcasting and Hosting Arts program at private universities in Shaanxi Province, employing an empirical analysis approach. The study targeted students from Xi'an Peihua University, specifically those enrolled in the Broadcasting and Hosting Arts programs. A stratified random sampling method was applied to ensure a diverse and balanced representation of the student population, including both undergraduate students (from freshmen to seniors) and graduate students (Clegg & Burdon, 2021).

The research methods consisted of questionnaire design, data collection, data analysis, and hypothesis testing. The questionnaire was structured into two sections: the first section collects basic demographic information about the participants, while the second section evaluates the four key aspects of classroom teaching quality—learning motivation, learning styles, teaching organization, and technology application—using a scale-based assessment system. Through an analysis of the collected data, this study examined the relationships among these variables and assess their collective influence on teaching organization.

This research also examined existing problems and shortcomings in the current classroom teaching organization, providing specific strategies and recommendations for optimization. These included the introduction of interactive teaching methods and project-based learning styles. Moreover, the study investigated the application of modern educational technologies such as multimedia tools and online learning platforms, evaluating their role in enhancing classroom interaction, student interest, and teaching effectiveness.

Based on the research findings, the study proposes a series of innovative strategies to improve classroom teaching organization. These strategies offer practical suggestions for enhancing overall teaching quality and the student learning experience in Broadcasting and Hosting Arts programs at private universities in Shaanxi Province.

3.2 Sampling and Sample Size

This study employed stratified random sampling to select participants from various academic years in the Broadcasting and Hosting Arts program at Xi'an Peihua University. The total enrollment in the program was approximately 600 students. To ensure a diverse and representative sample covering all grade levels (freshmen, sophomores, juniors, seniors, and graduate students), stratification was conducted based on the year of study, and random samples were drawn from each grade.

Based on sample size calculations, approximately 235 students were required for the study. Accordingly, 235 questionnaires were distributed, and 215 valid responses were collected, resulting in a response rate of 91.5%.

3.3 Questionnaire Design

（1）Demographic Information

The first section of the questionnaire is designed to collect basic demographic information about the students. By gathering details which include gender, academic year, average weekly self-study hours, and extracurricular learning styles, this section aims to identify learning habits and needs across different student backgrounds during data analysis. For instance, collecting gender information helps analyze potential differences in learning behavior and classroom participation between male and female students, while academic year data allows us to evaluate how students at different stages of their studies perceive the quality of classroom teaching.

Additionally, investigating students' self-study hours and extracurricular learning styles provides insights into their learning efforts outside the classroom and the strategies they adopt. This information forms a foundation for evaluating the impact of various learning styles on academic outcomes.

（2）Classroom Teaching Quality Assessment

This section of the questionnaire uses a Likert scale to evaluate four core dimensions: learning motivation, learning styles, teaching organization, and technology application. Each dimension includes multiple items designed to comprehensively

assess students' satisfaction with and engagement in classroom teaching. The Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree), enabling the collection of students' subjective perceptions and evaluations in a quantifiable manner.

1) Learning Motivation

Learning motivation is a critical factor influencing students' learning outcomes. Baker (2016) demonstrated that the learning strategies students adopt outside of class significantly impact their classroom performance and overall learning effectiveness. Consequently, the learning motivation dimension of the questionnaire focuses on students' behaviors and strategies in extracurricular learning. It aims to comprehensively assess students' habits and approaches across various contexts, including independent learning, collaborative learning, technology-assisted learning, and experiential learning.

This dimension includes items that cover a wide range of learning strategies students may employ outside the classroom. The goal is to explore how students utilize different strategies to deepen their understanding and mastery of course content. The results aim to identify which strategies have the greatest impact on improving learning outcomes and provide data to support future instructional design. Below is the table of questionnaire items for the learning motivation dimension.

Table 1 Learning Motivation Scale

Item No.	Item	Measurement Dimension	Rating Scale
6	I am accustomed to learning by reading textbooks and materials.	Independent Learning Behavior	1(Strongly Disagree)-5(Strongly Agree)
7	I prefer to deepen my understanding of course content through group discussions.	Collaborative Learning and Communication	1(Strongly Disagree)-5(Strongly Agree)
8	I frequently use online resources(e.g.,videos,online courses)to assist my learning.	Technology-Assisted Learning	1(Strongly Disagree)-5(Strongly Agree)
9	I believe that practical activities are crucial for mastering course knowledge.	Experiential Learning and Application	1(Strongly Disagree)-5(Strongly Agree)

Item No.	Item	Measurement Dimension	Rating Scale
10	I set detailed study plans and strictly follow them.	Learning Planning and Execution	1(Strongly Disagree)-5(Strongly Agree)

2）Learning Styles

The learning styles dimension aims to investigate students'behaviors and strategies in extracurricular learning,with the goal of understanding how different learning styles influence learning outcomes.Baker(2016)found that various learning styles have significant effects on student performance,including independent study,collaborative learning,technology-assisted learning,and planned learning.Based on these theoretical foundations,this study developed the following items:

Table 2 Learning Styles Scale

Item No.	Item	Measurement Dimension	Rating Scale
6	I am accustomed to learning by reading textbooks and materials.	Independent Learning	1(Strongly Disagree)-5(Strongly Agree)
7	I prefer to deepen my understanding of course content through group discussions.	Collaborative Learning	1(Strongly Disagree)-5(Strongly Agree)
8	I frequently use online resources(e.g.,videos,online courses)to assist my learning.	Technology-Assisted Learning	1(Strongly Disagree)-5(Strongly Agree)
9	I believe that practical activities are crucial for mastering course knowledge.	Experiential Learning	1(Strongly Disagree)-5(Strongly Agree)
10	I set detailed study plans and strictly follow them.	Learning Planning and Execution	1(Strongly Disagree)-5(Strongly Agree)

3）Teaching Organization

The teaching organization dimension is designed to evaluate instructors' ability to effectively organize and manage their courses, which directly impacts the quality of classroom teaching and students' learning experiences. Teaching organization involves not only the design and delivery of teaching content but also the establishment of clear

classroom goals, the innovation of teaching methods, and the facilitation of classroom interactions.

Drawing on James' (2018) research on teaching organization, the following items were developed to assess various aspects of teaching organization, including instructional clarity, engagement strategies, and the overall structure of classroom activities. These items aim to provide a comprehensive evaluation of how well instructors create an environment conducive to learning and ensure the alignment of course objectives with teaching strategies.

Table 3 Teaching Organization Scale

Item No.	Item	Measurement Dimension	Rating Scale
11	The instructor clearly sets classroom goals at the beginning of the course.	Classroom Goal Setting	1(Strongly Disagree)-5(Strongly Agree)
12	The instructor uses innovative teaching styles in the classroom.	Teaching Method Innovation	1(Strongly Disagree)-5(Strongly Agree)
13	The instructor integrates real-life cases into teaching.	Real-Life Case Teaching	1(Strongly Disagree)-5(Strongly Agree)
14	The instructor encourages students to propose innovative ideas.	Innovation Encouragement	1(Strongly Disagree)-5(Strongly Agree)
15	There is sufficient interaction and discussion time in class.	Classroom Interaction and Discussion	1(Strongly Disagree)-5(Strongly Agree)

4）Technology Application

The technology application dimension is designed to evaluate the integration of modern educational technologies into classroom teaching, including multimedia tools, online learning platforms, and other technological resources. The use of modern educational technology enhances classroom interaction, fosters student engagement, and significantly improves both teaching effectiveness and students' learning experiences (Hong, 2021).

Based on these objectives, the following items were developed to comprehensively assess the current state of technology application in classrooms.

These items examine aspects such as the frequency of technology use, its impact on student engagement, and its role in facilitating knowledge acquisition and practical skills development.

Table 4 Technology Application Scale

Item No.	Item	Measurement Dimension	Rating Scale
16	The instructor effectively uses multimedia technology in the classroom.	Multimedia Technology Application	1(Strongly Disagree)-5(Strongly Agree)
17	The instructor utilizes online resources to support teaching.	Online Resource Utilization	1(Strongly Disagree)-5(Strongly Agree)
18	The instructor interacts with students via online platforms.	Online Platform Interaction	1(Strongly Disagree)-5(Strongly Agree)
19	The instructor uses technological tools(e.g.,polls,Q&A)to liven up the class atmosphere.	Technology Tool Application	1(Strongly Disagree)-5(Strongly Agree)
20	Modern educational technology is fully utilized in the classroom.	Comprehensive Educational Technology Use	1(Strongly Disagree)-5(Strongly Agree)

3.4 Research Focus

3.4.1 Evaluation of Classroom Teaching Quality

The primary objective of this study is to assess the overall quality of classroom teaching in the Broadcasting and Hosting Arts programs at private universities in Shaanxi Province. This section aims to understand the strengths and weaknesses of the current teaching models, thus providing a foundation for subsequent improvement strategies. Specifically, this study employs the design and implementation of a questionnaire to collect students' subjective evaluations of classroom teaching quality. The questionnaire assesses the following dimensions: learning motivation, learning

styles, teaching organization, and technology application.

The learning motivation dimension seeks to understand the students' level of interest in the course, their perception of career development, and their engagement in the classroom. The learning styles dimension focuses on students' learning habits and styles inside and outside the classroom, such as whether they rely on traditional textbook learning or utilize online resources for self-improvement. The teaching organization dimension evaluates teachers' instructional strategies, classroom interaction, and the organization of teaching content, while the technology application dimension examines the practical application and effectiveness of modern educational technologies in the classroom.

Through an in-depth analysis of these dimensions, the study aims to reveal the current state of teaching quality and identify the primary factors influencing student learning outcomes. These findings provide an empirical foundation for subsequent research and establish a basis for developing strategies to improve teaching practices.

3.4.2 Analysis of Key Factors Affecting Teaching Quality

Building on the evaluation of classroom teaching quality, this study further analyzes the key factors that affect classroom teaching. The core of this section is to explore the interrelationships between learning motivation, learning styles, teaching organization, and technology application, and how they collectively influence the overall effectiveness of classroom instruction. Learning motivation is considered a significant driving force for students' active participation in the classroom. By analyzing the questionnaire data, this study investigated how learning motivation influences students' classroom performance and how improving learning motivation can enhance teaching effectiveness.

The diversification of learning styles is one of the critical factors in improving classroom teaching quality. This study analyzed students' extracurricular learning habits to evaluate the impact of different learning styles on student outcomes and explore how diversifying learning styles can increase students' enthusiasm and participation in class. The effectiveness of teaching organization is directly related to

the success of classroom instruction. This study analyzed how different teaching organizational strategies impact student learning outcomes and explore how innovative teaching organization models can improve teaching quality.

The application of modern educational technology plays an increasingly important role in enhancing classroom teaching quality. This study assessed the effectiveness of multimedia technologies and online learning platforms in the classroom and explore how technology can enhance classroom interaction, increase student interest, and improve engagement.

3.4.3 Empirical Analysis

Building on the proposed improvement strategies, this study conducted an empirical analysis to verify the effectiveness of these strategies.Through an in-depth analysis of the questionnaire data,the study explored the interrelationships between the four variables—learning motivation, learning styles, teaching organization, and technology application—and their overall impact on classroom teaching quality.Based on the results of the empirical analysis, the study provided specific recommendations, offering practical and feasible suggestions for improving the teaching practices of Broadcasting and Hosting Arts programs at private universities in Shaanxi Province.

3.5 Research Hypothesis

3.5.1 The Impact of Learning Motivation on Teaching Organization

Learning motivation is considered a crucial driving force for students' active participation and performance in the classroom. According to Bao and Wang (2021), learning motivation serves as the internal impetus for students to engage in classroom learning. Strong learning motivation can inspire students to participate actively and strive for excellence in classroom settings. High levels of motivation not only increase students' attention and engagement but also enhance their persistence and resilience in learning.

Baker (2016) emphasized that learning motivation is a critical determinant of both students' learning outcomes and attitudes. Students with strong motivation are more

likely to exhibit a positive learning attitude in class and are more willing to participate in discussions and interactions, thereby promoting the effectiveness of teaching organization. Similarly, Hong (2021) highlighted the importance of fostering students' learning motivation during the teaching process. By setting clear learning objectives and providing positive feedback, teachers can effectively boost students' motivation and participation.

In summary, learning motivation, as a significant psychological factor, can substantially influence the effectiveness of classroom teaching organization. Therefore, this study proposes the following hypothesis:

Hypothesis 1: Learning motivation has a significant positive impact on teaching organization.

3.5.2 The Impact of Learning Styles on Teaching Organization

The diversification of learning styles is regarded as one of the key factors in enhancing classroom teaching quality. Chen (2021) suggested that incorporating diverse learning approaches, such as group discussions, project-based learning, and online learning resources, can significantly improve students' learning outcomes and classroom engagement. Diverse learning styles not only cater to the varied learning needs of students but also help them better understand and absorb course content through multiple channels and approaches.

Baker (2016) further emphasized that combining various teaching methods, such as multimedia and interactive teaching, enhances classroom interaction and boosts students' learning enthusiasm. These diversified learning approaches not only increase student participation but also foster collaboration and communication among students, thereby improving the effectiveness of teaching organization. Additionally, James (2018) demonstrated that flexible learning styles enable students to maintain high learning efficiency across different environments, leading to improved learning outcomes and greater satisfaction.

In summary, the diversity and flexibility of learning styles have a significant impact on the effectiveness of teaching organization. Based on this understanding, this

study proposes the following hypothesis:

Hypothesis 2: Learning styles have a significant positive impact on teaching organization.

3.5.3 The Impact of Technology Application on Teaching Organi zation

The application of modern educational technology plays an increasingly important role in enhancing classroom teaching quality. Hong (2021) pointed out that modern educational technologies, such as multimedia tools and online learning platforms, offer significant advantages in increasing classroom interaction and improving teaching effectiveness. These technologies not only enrich classroom content but also present complex concepts in a more intuitive and engaging manner, helping students better understand and master challenging knowledge points.

Baker (2016) emphasized that the use of multimedia and interactive technologies allows teachers to create a more dynamic and engaging learning environment, thereby increasing students' interest and participation. James (2018) further highlighted that multimedia technology provides abundant learning resources and tools that support students' autonomous learning and exploration both inside and outside the classroom, thereby improving overall teaching quality. Additionally, Pan (2021) proposed that the application of technology not only optimizes classroom teaching organization but also facilitates real-time feedback and interaction. This enables teachers to adjust their teaching strategies promptly to meet students' personalized learning needs.

In conclusion, modern educational technology plays a crucial role in enhancing both the quality of classroom teaching and the effectiveness of teaching organization. Based on these insights, this study proposes the following hypothesis:

Hypothesis 3: Technology application has a significant positive impact on teaching organization.

Chapter 4 Research Results

4.1 Introduction

This chapter systematically investigates the interrelationships among four key variables:learning motivation,learning styles,teaching organization,and technology application,as well as their collective impact on teaching organization,using empirical analysis styles. Reliability and validity analyses were conducted to verify the reliability and validity of the questionnaire. Descriptive statistics were used to understand the basic characteristics of the sample. Correlation analysis was employed to reveal the relationships among the variables, and linear regression analysis was applied to explore the effects of these variables on teaching organization.The analysis presented in this chapter provides a scientific foundation for improving classroom teaching.

4.2 Empirical Analysis

4.2.1 Reliability and Validity Analysis

（1）Reliability Analysis

To verify the reliability of the questionnaire, this study employed the Alpha coefficient (Cronbach's Alpha), a widely used measure for assessing the internal consistency of scales. A higher coefficient indicates better internal consistency. Generally, an Alpha value above 0.7 is considered indicative of good reliability.

Table 5 Reliability Analysis

Dimension	Cronbach's Alpha	Number of Items
Learning Motivation	0.847	5
Learning styles	0.838	5
Teaching Organization	0.895	5
Technology Application	0.870	5
Total	0.945	20

As shown in Table 1,the Cronbach's Alpha values for each dimension are above 0.8,and the overall Cronbach's Alpha value for the scale is 0.945.This indicates that the questionnaire demonstrates high internal consistency and reliability,making it suitable for data collection and analysis.

（2）Validity Analysis

To verify the validity of the questionnaire, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test for factor analysis suitability were employed. As shown in Table 2, the KMO value is 0.925, which is significantly higher than the threshold of 0.7, indicating that the data are suitable for factor analysis. Bartlett's test yielded a significance level of 0.000, far below 0.05, suggesting a significant correlation among the variables.

Table 6 KMO and Bartlett Tests

Number of KMO sampling suitability quantities		.925
Bartlett's Test for Correlation	Approximate chi square	3755.705
	free degree	190
	significance	.000

4.2.2 Descriptive Statistical Analysis

In this study, a descriptive statistical analysis was performed on the 215 valid questionnaires collected. This analysis aimed to gain insights into students' demographic characteristics, including gender, academic year, weekly self-study time, and extracurricular learning styles. These data serve as the foundation for subsequent analyses of students' learning motivation, learning styles, teaching organization, and technology application in classroom teaching.

Table 7 Descriptive Statistical Analysis

Variable	Option	Frequency	Percentage(%)
1.Gender	Male	119	55.3
	Female	96	44.7
2. Academic Year	Freshman	56	26.0
	Sophomore	69	32.1
	Junior	41	19.1
	Senior	44	20.5
	Graduate	5	2.3
	Clinical Medicine	85	39.5
	Pharmacy	60	27.9
	Public Health	28	13.0
3.Average Weekly Study Time(excluding class hours)	Less than 5 hours	27	12.6
	5-10 hours	68	31.6
	10-15 hours	61	28.4

Variable	Option	Frequency	Percentage(%)
4.Extracurricular study	15-20 hours	16	7.4
	More than 20 hours	43	20.0
	Reading textbooks	35	16.3
	Attending academic lectures	52	24.2
	Working in state-owned enterprises	93	43.3
	Group discussion	29	13.5
	Experiments and practical operations	6	2.8

Table 3 presents the frequency and percentage of each variable. The analysis of the gender variable shows that 55.3% of the respondents are male, and 44.7% are female. Regarding academic year distribution, freshmen account for 26%, sophomores for 32.1%, juniors for 19.1%, seniors for 20.5%, and master's students for 2.3%.

The analysis of students' weekly self-study time reveals that 12.6% of students study for less than 5 hours per week, 31.6% study for 5-10 hours, 28.4% for 10-15 hours, 7.4% for 15-20 hours, and 20% study for more than 20 hours per week.

In terms of extracurricular learning styles, 16.3% of students rely on reading textbooks, 24.2% attend academic lectures, 43.3% use online learning resources, 13.5% engage in group discussions, and 2.8% participate in laboratory and practical operations. These data highlight differences in learning habits and styles among students at various academic levels, providing valuable reference points for developing teaching methods and curriculum design.

4.2.3 Correlation Analysis

In this study, a correlation analysis was conducted on data collected from 215 valid questionnaires to examine the relationships among four key variables: learning motivation, learning styles, teaching organization, and technology application. The strongest correlation was observed between learning motivation and learning styles, with a value of 0.837, indicating that students with higher learning motivation are more likely to engage in diverse learning styles. This finding suggests that students' interest in course content and focus on career development significantly influence their preferred learning approaches.

Furthermore, the correlations between learning motivation and teaching organization (0.540) and technology application (0.535) highlight the positive role of learning motivation in enhancing teaching practices and the integration of technology in the learning process.

The correlation between learning styles and technology application was 0.668, indicating that students who adopt diverse learning styles tend to engage more with technology. This implies that the use of multimedia resources, online learning platforms, and interactive technological tools helps students learn more effectively. Additionally, the correlation between learning styles and teaching organization was also high, at 0.678, suggesting that flexible and varied learning styles contribute significantly to the effectiveness of teaching organization.

The correlation between teaching organization and technology application was the highest, at 0.860, demonstrating that the effectiveness of teaching organization is highly dependent on the integration of technology. This includes the comprehensive use of multimedia technology, online resources, and interactive tools, which play a critical role in enhancing classroom interaction and teaching outcomes. Meanwhile, the correlations between teaching organization and learning motivation (0.540) and learning styles (0.678) were also relatively high, indicating that students' learning motivation and learning styles have a significant influence on teaching organization.

The importance of technology application in teaching organization is further reflected in its high correlation with teaching organization (0.860). This demonstrates that the widespread use of modern educational technologies in classroom teaching not only optimizes teaching organization but also enhances overall teaching quality. Additionally, the correlation between technology application and learning styles was 0.668, suggesting that technology is frequently employed in diverse learning styles. Similarly, the correlation between technology application and learning motivation was 0.535, indicating that the degree of technology application is influenced to some extent by students' learning motivation.

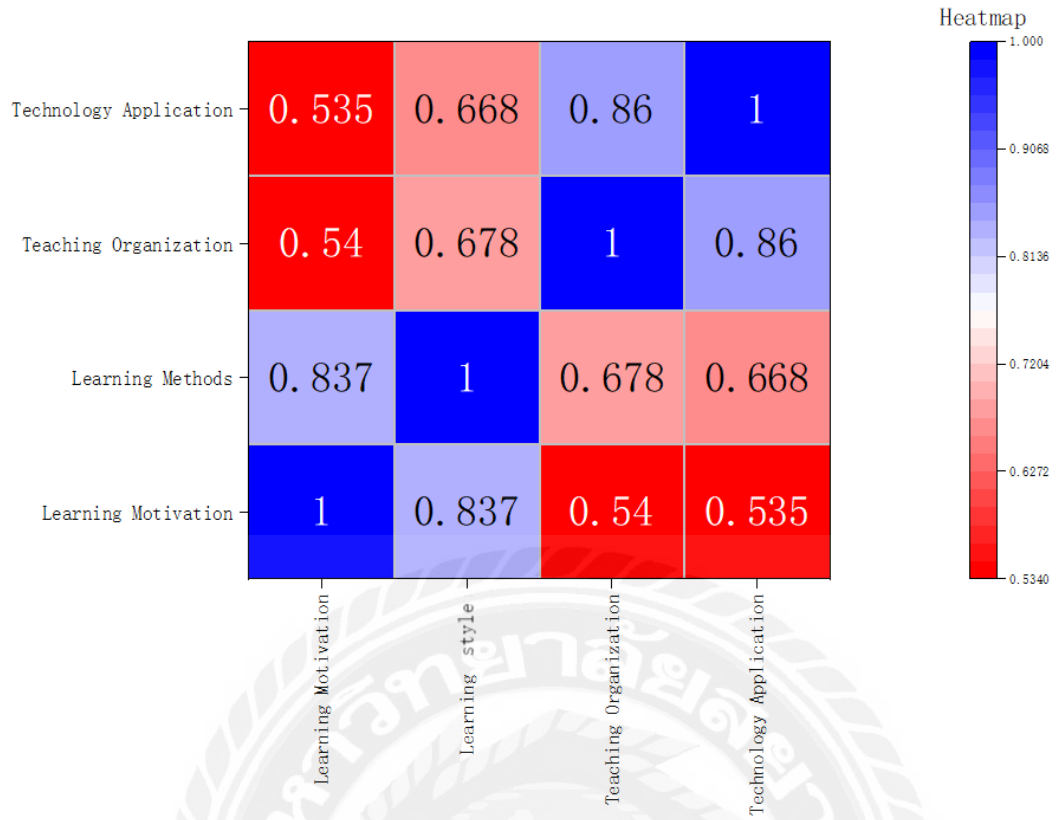

Figure 3 Heatmap of Correlations

4.2.4 Linear-regression Analysis

To further investigate the impact of learning motivation, learning styles, and technology application on teaching organization, a linear regression analysis was conducted. Table 8 presents the results of the regression analysis, showing the influence of the predictor variables (learning motivation, learning styles, and technology application) on the dependent variable (teaching organization). The R-value of the regression model is 0.871, with an R-squared value of 0.759 and an adjusted R-squared value of 0.756, indicating that the model explains approximately 75.6% of the variance in teaching organization. This suggests that learning motivation, learning styles, and technology application have strong explanatory power in predicting teaching organization.

In the analysis of variance (ANOVA), the regression sum of squares is 108.107, with degrees of freedom of 3, and a mean square of 36.036. The F-value is 222.102, with a significance level of 0.000. These results indicate that the regression model is significant overall, meaning the predictor variables have a significant effect on the

dependent variable.

For the raw coefficients, the constant value is 0.025, with a standard error of 0.154, indicating a minimal impact of the constant term on the model. The coefficient for learning motivation is -0.031, with a standard error of 0.056, a t-value of -0.548, and a significance level of 0.584, indicating that learning motivation does not have a significant effect on teaching organization. Learning styles have a coefficient of 0.205, a standard error of 0.067, a t-value of 3.066, and a significance level of 0.002, demonstrating that learning styles have a significant positive effect on teaching organization. Technology application has a coefficient of 0.806, a standard error of 0.050, a t-value of 16.166, and a significance level of 0.000, indicating a highly significant positive impact of technology application on teaching organization.

The standardized Beta coefficients show that technology application has the highest standardized coefficient, at 0.735, indicating that it has the greatest influence on teaching organization. Learning styles have a Beta of 0.215, showing a moderately significant effect, while learning motivation has a Beta of -0.034, indicating no significant impact. Correlation and variable interdependence statistics reveal that the zero-order correlation between learning motivation and teaching organization is 0.540, with a partial correlation of -0.038, and a part correlation of -0.019. Learning styles have a zero-order correlation of 0.678, a partial correlation of 0.207, and a part correlation of 0.104. Technology application shows a zero-order correlation of 0.860, a partial correlation of 0.744, and a part correlation of 0.546. In the interdependence statistics, learning motivation has a tolerance value of 0.298 and a variance inflation factor (VIF) of 3.359; learning styles have a tolerance value of 0.231 and a VIF of 4.327; technology application has a tolerance value of 0.552 and a VIF of 1.812. These results indicate that there is no severe variable interdependence issue in the model.

Table 8 Linear-regression Analysis

M odel	R	R^2	After adjustmentR^2	standard error
1	.871[a]	.759	.756	.403

M odel		quadratic sum	free degree	mean square	F	sig
1	recurrence	108.107	3	36.036	222.102	.000[b]
	residual	34.234	211	.162		
	total	142.342	214			

M odel		Unstandardized coefficients		Standardization coefficient	t	Sig	relativity			Collinearity statistics	
		B	Standard error	Beta			ero-order	slanting	part	tolerance	VIF
1	(constant)	.025	.154		.164	.870					
	Learning Motivation	-.031	.056	-.034	-.548	.584	.540	-.038	-.019	.298	3.359
	Learning styles	.205	.067	.215	3.066	.002	.678	.207	.104	.231	4.327
	Technology application	.806	.050	.735	16.166	.000	.860	.744	.546	.552	1.812

A.Depant variables:teaching organization

The results of the linear regression analysis demonstrate that technology application and learning styles have a significant positive impact on teaching organization,with technology application having the greatest influence.This suggests that integrating technology is the most critical factor in enhancing the quality of classroom teaching,while the diversity of learning styles also plays an important role.In contrast,learning motivation does not have a significant effect on teaching organization.

4.3 Summary of Results

In this study, a linear regression analysis was conducted to examine the effects of learning motivation, learning styles, and technology application on teaching organization. The verification results for each hypothesis are as follows:

(1) The Impact of Learning Motivation on Teaching Organization

The results of the linear regression analysis show that the raw coefficient (B value) for learning motivation is -0.031, with a standard error of 0.056, a t-value of -0.548, and a significance level of 0.584 ($p > 0.05$), indicating that the effect of learning motivation on teaching organization is not significant. This finding contradicts the view

of Bao and Wang (2021), who argued that learning motivation is a key driver of student engagement in the classroom. The non-significant effect of learning motivation on teaching organization in this study may be due to other factors playing a more critical role in actual teaching settings. Therefore, Hypothesis 1 is not supported.

(2) The Impact of Learning Styles on Teaching Organization

The regression analysis results show that the raw coefficient (B value) for learning styles is 0.205, with a standard error of 0.067, a t-value of 3.066, and a significance level of 0.002 ($p < 0.05$), indicating a significant positive impact of learning styles on teaching organization. This result aligns with the findings of Chen (2021) and Baker (2016), who stated that diversified learning styles can significantly improve students' learning outcomes and classroom engagement. Therefore, Hypothesis 2 is supported.

(3) The Impact of Technology Application on Teaching Organization

The raw coefficient (B value) for technology application is 0.806, with a standard error of 0.050, a t-value of 16.166, and a significance level of 0.000 ($p < 0.01$), indicating a strongly significant positive effect of technology application on teaching organization. This finding is consistent with the conclusions of Hong Yu (2021) and James (2018), who argued that modern educational technologies play a critical role in enhancing classroom interaction and teaching effectiveness. Therefore, Hypothesis 3 is strongly supported.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study focuses on innovative strategies for classroom teaching organization in Broadcasting and Hosting Arts programs at private universities in Shaanxi Province. It aims to evaluate and analyze the quality of classroom teaching, investigate the key factors influencing teaching effectiveness, and propose practical recommendations for improvement. Based on the research objectives and empirical analysis, the conclusions are as follows:

(1) Learning motivation has a significant positive impact on teaching organization

Empirical analysis indicates that students' learning motivation significantly influences classroom interactivity and engagement. Students with higher learning motivation are more willing to participate in class discussions and exhibit greater enthusiasm for learning. Enhancing students' learning motivation effectively optimizes teaching organization, particularly by setting clear learning goals and providing positive feedback, which notably improves student engagement and learning outcomes.

(2) Learning styles have a significant positive impact on teaching organization

Different learning styles directly affect teaching organization, especially flexible and diverse approaches such as group discussions, project-based learning, and practical exercises. These styles significantly enhance student engagement and learning outcomes. In the Broadcasting and Hosting Arts program, practice-oriented teaching styles play a crucial role in improving students' professional skills and teamwork abilities.

(3) Technology application has a significant positive impact on classroom teaching organization

Empirical analysis shows that the application of modern educational technologies, such as multimedia, virtual reality (VR), and augmented reality (AR), not only increases classroom interactivity but also enhances student interest and engagement through vivid and intuitive learning experiences. In particular, the effective use of technology in

simulated news broadcasting exercises significantly improves the organization of teaching.

5.2 Recommendation

(1) Introduce Advanced Multimedia Technology

To improve the quality of classroom teaching, advanced multimedia technology should be fully utilized. Equipment such as projectors, interactive whiteboards, virtual reality (VR), augmented reality (AR), and other tools can be integrated into the teaching process to make content more vivid and intuitive. VR technology can simulate real studio environments, allowing students to experience the entire process of hosting and broadcasting, thereby enhancing their practical skills and adaptability. Interactive whiteboards can be used to display and annotate teaching content in real time, increasing teacher-student interaction and stimulating students' interest in learning.

AR technology can combine virtual elements with real-world scenes, making abstract theoretical knowledge more concrete and easier to understand and remember. The combined use of projectors and multimedia courseware enriches teaching content, making it more diverse and visually engaging. This illustrated display mode not only captures students' attention but also helps them better grasp and apply the knowledge they have learned. These technological tools play a crucial role in improving classroom interaction and teaching effectiveness.

(2) Establish an Online Learning Platform

Establishing an online learning platform to provide rich teaching resources and interactive functions is another key measure to improve teaching quality. Through such platforms, teachers can publish course materials, video tutorials, and assignments, while students can study and review anytime and anywhere. The platform should include an online discussion forum and real-time Q&A features to promote interaction and communication between teachers and students.

Utilizing MOOC (Massive Open Online Courses) platforms provides students access to a wealth of resources and opportunities to engage with lectures and courses offered by globally renowned scholars. Online learning platforms can also integrate

various tools, such as e-libraries, online quizzes, and automated evaluation systems, to support self-directed learning and self-assessment. This enables students to reinforce their classroom knowledge through extracurricular study and practice. Additionally, teachers can track students' learning progress and address issues in real-time, offering targeted guidance and support.

(3) Strengthen Technical Training and Support

Providing teachers with regular technical training to help them master modern educational technologies is a key step in improving teaching effectiveness. Schools should organize regular training sessions, inviting experts to demonstrate and explain the latest educational tools and technologies. Technical workshops can help teachers learn to effectively utilize multimedia technology, online learning platforms, and other tools in the classroom.

The training should not only cover the basic operation of these tools but also focus on integrating technology into instructional design to maximize its educational impact. Additionally, schools should establish a dedicated technical support team to address technical issues encountered by teachers and students during usage. This team should include technical experts and educational technology consultants who can provide timely support and consulting services, ensuring a smooth teaching process. Sustainable and systematic technical training and support can ensure that teachers stay updated on the latest educational technologies and apply them flexibly to practical teaching, continuously optimizing teaching quality and enhancing students' learning experiences.

(4) Diversify Learning Styles

Project-Based Learning (PBL) is a student-centered teaching method that engages students in real projects to solve practical problems using their knowledge and skills. This approach significantly improves students' practical abilities and problem-solving skills. For instance, in broadcasting and hosting courses, students can be organized to plan and produce a complete radio or TV program, covering all stages from topic selection and directing to hosting and post-production. This immersive experience helps students master the actual operational processes of broadcasting and hosting.

PBL can also integrate knowledge from other disciplines, such as journalism,

communication, and technology, fostering an interdisciplinary knowledge system and mindset. Furthermore, group discussions and cooperative learning activities can cultivate teamwork and communication skills. In class, teachers can stimulate students' thinking and participation through activities such as group discussions, case analysis, and role-playing. For example, in a news broadcasting course, students can be divided into groups, each tasked with analyzing a current news event and simulating live interviews and reporting. Such activities enhance critical thinking, communication skills, and teamwork.

Teachers should also make full use of high-quality online resources, such as video courses, online lectures, and academic forums, to expand students' learning opportunities and perspectives. Recommending platforms like TED Talks or Coursera enriches classroom content and inspires students to explore further. Online lectures and academic forums are particularly valuable for exposing students to cutting-edge research and industry trends. Teachers can organize students to attend expert-led online lectures or participate in academic forums and seminars to exchange ideas, explore topics, and foster academic collaboration. These strategies encourage students to engage in additional learning and practice outside of class, reinforcing their knowledge and skills.

References

Anufrieva, N. I., Tsarev, D. V., Gribkova, G. I., Medved, E. I., & Kiseleva, O. I. (2021). Increasing university students' organizational skills during practical application of event management technologies in organizing events. *Revista Inclusiones*, *8*(Especial), 116–126. https://www.researchgate.net/publication/356248451

Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

Baker, C. (2016). *Course management in art disciplines: Integrative strategies and teaching practices*. *Multimedia Education Research*, *7*(4), 181-188.

Bao, D., & Wang, X. Y. (2021). Exploration of broadcasting and hosting arts education under the background of 'New Liberal Arts'. *Journalism & Communication*, (10), 68-74.

Biggs, J., & Tang, C. (2003). *Teaching for quality learning at university* (2nd ed.). Open University Press.

Chen, J. (2021). Module+Project: Exploration of practical teaching in the broadcasting and hosting arts major in higher education. *Higher Education Forum*, 2021(10), 50–74.

Clegg, S. R., & Burdon, S. (2021). Exploring creativity and innovation in broadcasting. *Human Relations*, *74*(2), 1–23.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.

Fan, L. M. (2022). The mission, achievements, and prospects of China’s New Liberal Arts construction. *Chinese University*, (5), 4–8.

Fan, L. M., Yang, C. M., Ma, X., Liu, X. B., & Du, Z. X. (2019). The connotation and development path of New Liberal Arts construction (Symposium). *Chinese University*, (5), 4–8.

Gagné, R. M. (1985). *The conditions of learning* (4th ed.). Holt, Rinehart and Winston.

Hillman, J. R., & Baydoun, E. (2020). Innovation, creativity, and entrepreneurship in academia: A review. In A. Badran, E. Baydoun, & J. R. Hillman (Eds.), *Universities in Arab countries: An urgent need for change* (pp. 1–53). Springer.

Hong, Y. (2021). Research on teaching reform in the broadcasting and hosting arts major in the era of integrated media. *Journal of Broadcasting and Hosting*, 2021(6), 82–83.

Huang, Q. B., & Tian, X. M. (2020). The origin, characteristics, and construction path of 'New Liberal Arts'. *Journal of Suzhou University (Education Science Edition)*, *2020*(2), 75–83.

James, C. (2018). Challenges of classroom management in art disciplines: Organizational structure, social dynamics, and teaching practices. *Art Education Journal*, *71*(3), 45–52.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson FT Press.

Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.

Liu, Y. L. (2019). Specific implementation strategies for teaching models in the broadcasting and hosting arts major under the background of 'Internet+'. *Communication Research*, *2019*(1), 136–138.

Luo, X. P., & Liu, J. (2021). 'Integration, Three Stages, Four Training' New model of industry-education integration in practical teaching—Taking project-based teaching in the broadcasting and hosting arts major as an example. *Journal of Broadcasting and Hosting*, *2021*(10), 50–52+74.

Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and Instruction*, 29, 171–173.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, *115*(3), 1–47.

Pan, G., Ouyang, H. W., Xiang, M. Y., & Sun, X. Q. (2017). Innovation and practice of teaching design in higher education skill courses based on flipped classrooms. In *Proceedings of the 2nd International Conference on Education, Language, Art and Intercultural Communication (ICELAIC 2017)*, 45–48. Atlantis Press.

Pan, J. (2021). Planning for postgraduate education in broadcasting and hosting arts majors in private colleges. *Journal of Higher Education Research*, *2*(3), 50–55.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54–67.

Shi, Y. Z. (2017). Research on the reform of practical teaching in broadcasting and hosting arts majors in higher education under the perspective of integrated media—Taking the broadcasting and hosting arts major at Zhongyuan University of Technology as an example. *Journal of Media Education*, *7*(2), 112–116.

Tan, B. (2022). Innovative research on talent training in the broadcasting and hosting arts major in the era of integrated media. *Modern Communication*, *10*(4), 78–82.

Tian, K. Y. (2022). Research on the path of New Liberal Arts construction in local universities. *Journal of Higher Education Development*, *6*(1), 23–29.

Wang, S. W., & Xiao, X. (2022). Application of new media in the teaching of broadcasting and hosting arts majors. *International Journal of Educational Technology*, *9*(3), 45–50.

Wang, X. H. (2019). Innovation and application of practical teaching in broadcasting and hosting arts majors in the era of integrated media. *Journal of Media Integration*, *5*(2), 60–65.

Wang, Y. (2020). Innovative research on classroom teaching organization in art disciplines. *Art Education Research*, *8*(4), 34–39.

Wang, Y. (2022). Analysis of the construction path of drama and film studies under the background of 'New Liberal Arts'. *Intellect*, *2022*(2), 72–75.

Wolf, M. (2016). Classroom management in art disciplines: The application of multimedia technology. *Art Education Today*, *3*(1), 15–20.

Wu, J., & Liu, X. J. (2017). Innovation and practice of teaching reform in broadcasting and hosting majors in private colleges—Taking Wuhan Media College as an example. *Journal of Broadcasting Education*, *9*(2), 88–93.

Wu, Y. (2019). Strengthening the construction of New Liberal Arts and cultivating journalism and communication talents for the new era. *China Editor*, (2), 4–8.

Xiao, X., & Yin, S. D. (2021). Exploration of the teaching path for talent cultivation in broadcasting and hosting arts majors in the new era. *Journal of Media Education*, *10*(1), 55–60.

Xue, L. L., & Wu, J. (2018). Analysis of talent cultivation in broadcasting and hosting arts majors in private colleges—Taking Hebei Media College as an example. *Private Higher Education Research*, *6*(3), 42–47.

Zhan, H. P. (2021). Reflections and actions on design education in art colleges under the background of New Liberal Arts construction. *Art and Design*, *12*(4), 58–63.

Zhang, J. (2017). Innovative research on classroom teaching organization in art disciplines. *Art Education Research*, *5*(2), 27–32.

Zhang, J. M., & Yi, X. X. (2022). Strategic significance, theoretical connotation, and construction path of New Liberal Arts construction. *Journal of Higher Education Research*, *3*(1), 15–20.

Zhang, M. (2018). Innovative research on classroom teaching organization: A case study of art schools. *Art Education Today*, *6*(3), 40–45.

Zhang, S. Y. (2017). Exploration and innovation in the reform of experimental teaching styles—Taking the experimental teaching of the broadcasting and hosting arts major in the School of Journalism and Communication at Shaanxi Normal University as an example. *Journal of Experimental Teaching*, *4*(2), 50–55.

Zhang, W. D. (2020). Experts discuss the 'Reconstruction of Communication Discipline System and Talent Cultivation under the Background of New Liberal Arts'. *Communication Studies*, *8*(1), 12–17.

Zhang, Y. Y., & Yang, M. H. (2018). Practical application of 'dual-teacher' teaching styles in innovation and entrepreneurship courses in the broadcasting and hosting arts major—Taking the core course 'TV News Reporting and On-site Broadcasting' as an example. *Journal of Innovation and Entrepreneurship Education*, *7*(2), 66–71.

Zhao, W. (2019). Practical exploration of cultivating applied technical media arts talents. *Media Education Research*, *5*(3), 20–25.

Zhao, W. (2021). Deepening comprehensive reform and promoting high-quality development—Exploration of optimizing the governance system and capacity of Xi'an Peihua College. *Higher Education Research*, *9*(2), 33–38.

Zhao, X. M. (2018). Reform of classroom teaching models in broadcasting and hosting arts majors in higher education—Reflections based on the 'classroom revolution'. *Journal of Modern Education*, *6*(1), 45–50.

Zheng, Q. (2021). Exploration of teaching reform in broadcasting and hosting majors in private colleges from the perspective of oral communication. *Journal of Private Higher Education*, *10*(3), 55–60.

Zhou, J., & Wei, X. C. (2021). Review of domestic research on New Liberal Arts construction. *Journal of Higher Education Research*, *4*(2), 15–20.

Appendix

Questionnaire on Improving Classroom Teaching Quality

Dear Student,

Hello!In order to better understand the current state of classroom teaching quality and further improve it,we are conducting this questionnaire survey.Your participation is very important to us,and the data collected will be kept strictly confidential and used only for academic research.Thank you for your support and cooperation!

Part One:Personal Information

1. Your Gender:
   A.Male
   B.Female
2. Your Grade Level:
   A.Freshman
   B.Sophomore
   C.Junior
   D.Senior
   E.Master's Student
3. Your Average Weekly Self-Study Time(excluding class time):
   A.Less than 5 hours
   B.5-10 hours
   C.10-15 hours
   D.15-20 hours
   E.More than 20 hours
4. Which styles do you usually use for extracurricular learning?
   A.Reading textbooks
   B.Attending academic lectures
   C.Online learning resources
   D.Group discussions
   E.Practical activities

Part Two：

This questionnaire uses a Likert scale,where 1 represents"Strongly Disagree";2 represents"Disagree";3 represents"Neutral";4 represents"Agree";and 5 represents"Strongly Agree."Please select the appropriate number and check the corresponding box.

Dimension	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning Motivation	1.I have a strong interest in courses related to Broadcasting and Hosting Arts.	1	2	3	4	5
	2.I believe that learning Broadcasting and Hosting knowledge is important for my future career development.	1	2	3	4	5
	3.I actively participate in discussions and ask questions in class.	1	2	3	4	5
	4.I spend extra time to preview and review course content.	1	2	3	4	5
	5.I am satisfied with my performance in the course.	1	2	3	4	5
Learning styles	6.I am accustomed to studying by reading textbooks and materials.	1	2	3	4	5
	7.I like to deepen my understanding of course content through group discussions.	1	2	3	4	5
	8.I frequently use online resources(such as videos,online courses)to aid my learning.	1	2	3	4	5
	9.I believe that practical activities are essential for mastering course knowledge.	1	2	3	4	5
	10.I make detailed study plans and strictly follow them.	1	2	3	4	5
Teaching Organization	21.The teacher clearly defines the class objectives before the course begins.	1	2	3	4	5
	22.The teacher uses innovative teaching styles in class.	1	2	3	4	5
	23.The teacher integrates real-world cases into the teaching process.	1	2	3	4	5
	24.The teacher encourages students to propose innovative ideas.	1	2	3	4	5
	25.There is sufficient time for interaction and discussion in class.	1	2	3	4	5
Technology Application	26.The teacher effectively uses multimedia technology in class.	1	2	3	4	5
	27.The teacher uses online resources to support teaching.	1	2	3	4	5

Dimension	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	28.The teacher interacts with students through online platforms.	1	2	3	4	5
	29.The teacher uses technological tools(such as polling,Q&A)to energize the classroom atmosphere.	1	2	3	4	5
	30.Modern educational technology is fully utilized in classroom teaching.	1	2	3	4	5