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Exploration on the "Three Teachings" Reform Path of College Chinese Courses in Vocational Colleges in the Era of Integrated Media

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Abstract: This study investigates the reform trajectory of College Chinese courses in vocational colleges under the paradigm shift driven by integrated media technologies. Grounded in pedagogical adaptation theory and curriculum responsiveness frameworks, the research examines how the 'Three Teachings'---teaching materials, teaching methods, and teacher competence---are being reconfigured to meet evolving communicative, cognitive, and occupational demands. A mixed-methods design was employed across twelve vocational institutions, incorporating classroom observation protocols, instructor interviews, student performance analytics, and syllabus audits conducted over two academic years. Findings indicate a pronounced divergence between institutional policy intent and classroom implementation: while digital teaching materials show high adoption rates, their integration remains largely additive rather than transformative; teaching methods increasingly incorporate multimedia delivery but lack systematic scaffolding for critical media literacy; and teacher competence development exhibits significant asymmetry---technical familiarity outpaces pedagogical fluency in multimodal instruction. The reform process is further mediated by infrastructural constraints, assessment inertia, and curricular silos that limit cross-disciplinary alignment. This paper proposes a phased, ecology-sensitive reform model emphasizing iterative co-design, scaffolded professional learning communities, and competency-aligned assessment recalibration. It argues that sustainable transformation requires moving beyond tool substitution toward epistemic reorientation---where language education actively cultivates integrative meaning-making capacities essential for vocational identity formation in networked public spheres.

Keywords: integrated media; vocational education; Chinese curriculum; teacher competence; pedagogical reform

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1. Introduction

1.1. Contextual Imperatives of Media Integration

The contemporary information ecology is undergoing profound structural reconfiguration, driven by the convergence of digital platforms, algorithmic curation, and multimodal content production [1]. This transformation reshapes not only how knowledge is disseminated but also how vocational learners perceive, process, and reproduce linguistic meaning in professional contexts [2]. Concurrently, labor market demands increasingly prioritize transmedia literacy---the capacity to interpret, synthesize, and generate coherent discourse across textual, visual, auditory, and interactive formats. Vocational Chinese curricula, historically anchored in print-based literary analysis and standardized writing conventions, now confront a misalignment between pedagogical objectives and occupational communication realities. Learners exhibit evolving communicative practices: habitual code-switching across platforms, preference for micro-narratives and visual rhetoric, and heightened expectations for immediate functional applicability of language skills. These shifts constitute contextual imperatives that

transcend technological adoption; they signal a fundamental recalibration of epistemic authority, genre competence, and rhetorical agency within vocational education. Without deliberate curriculum reform, Chinese language instruction risks functional obsolescence--failing to equip students with the integrated media fluency requisite for workplace participation, collaborative problem-solving, and adaptive professional identity formation [3].

1.2. Defining the 'Three Teachings' Reform Framework

The "Three Teachings" reform framework constitutes an integrated triadic intervention model centered on teaching materials, teaching methods, and teacher competence. Within vocational colleges, these three dimensions operate not as isolated components but as mutually reinforcing levers for systemic pedagogical transformation [2, 4]. Teaching materials are reconceptualized as dynamic, multimodal resources aligned with industry standards and integrated media affordances---not static textbooks but adaptive knowledge scaffolds. Teaching methods emphasize experiential, scenario-based, and platform-orchestrated instruction that bridges classroom learning with workplace authenticity. Teacher competence extends beyond subject mastery to encompass digital literacy, cross-media curriculum design capability, and agile pedagogical responsiveness. Critically, the reform's efficacy hinges on their structural interdependence: revised materials demand methodological innovation, which in turn necessitates targeted professional development. This coherence ensures alignment across curriculum delivery, assessment design, and learner engagement pathways [5]. The framework thus functions as a calibrated system rather than a checklist of discrete improvements, with each element calibrated to sustain pedagogical relevance amid rapidly evolving media ecologies and occupational requirements [4, 6]. Its implementation requires institutional commitment to synchronized capacity building, resource allocation, and iterative evaluation protocols.

1.3. Research Scope and Significance

This study delimits its scope to the implementation fidelity, contextual barriers, and pedagogical coherence of the "Three Teachings" reform---referring to teaching materials, teaching methods, and teaching staff---within college Chinese courses across vocational colleges in mainland China [7, 8]. It excludes general education institutions, non-Chinese language disciplines, and policy-level macro-analysis, focusing instead on classroom-level enactment amid integrated media environments characterized by algorithmic content distribution, multimodal literacy demands, and fragmented attention economies. The research significance lies in advancing practice-oriented curriculum theory by empirically grounding reform mechanisms in the epistemic and operational realities of vocational pedagogy [9]. It contributes a context-sensitive framework for aligning linguistic competence development with occupational identity formation, thereby strengthening the theoretical linkage between media-integrated instruction and applied humanistic learning outcomes. By centering fidelity not as mechanical adherence but as adaptive coherence across material, method, and agent dimensions, the study reorients reform evaluation toward functional integration rather than procedural compliance. This approach supports scalable, institutionally embedded innovation while preserving disciplinary integrity within applied educational settings.

2. Literature Review

2.1. Curriculum Adaptation in Vocational Language Education

Contemporary scholarship on vocational language education increasingly emphasizes curriculum adaptation as a dynamic alignment process rather than static content delivery. This paradigm foregrounds occupational relevance, requiring course design to map linguistic tasks directly onto workplace communicative demands across technical, administrative, and service-oriented domains [8, 10]. Linguistic functionality is reconceptualized not as abstract grammatical competence but as performative capacity---encompassing document drafting, oral briefing, cross-role negotiation, and multimodal

annotation [11]. Concurrently, domain-specific discourse competence has emerged as a critical construct, integrating register awareness, genre schemata, and epistemic conventions unique to fields such as engineering documentation, healthcare reporting, or e-commerce interface localization. Conceptual models now articulate these dimensions as interdependent: occupational relevance informs task selection, linguistic functionality determines operational scaffolding, and discourse competence governs rhetorical appropriateness and disciplinary legitimacy. Empirical studies demonstrate that curricula neglecting any one dimension yield fragmented learning outcomes, whereas integrated frameworks significantly enhance transferability and professional identity formation. The convergence of these constructs necessitates pedagogical architectures that treat language not as a decontextualized skill but as an embedded, functional, and socially situated practice. Such integration becomes especially urgent in the era of integrated media, where communicative modalities continuously hybridize across platforms, formats, and audiences [12, 13].

2.2. Integrated Media and Pedagogical Transformation

Integrated media fundamentally reconfigures the epistemological and pedagogical foundations of literacy instruction, shifting emphasis from static textual competence toward dynamic multimodal fluency [14, 15]. This transformation entails a reconceptualization of knowledge representation, wherein meaning emerges not solely through linear prose but via synergistic interplay among visual, auditory, spatial, and interactive modalities. Classroom interaction patterns evolve accordingly: hierarchical transmission gives way to distributed co-construction, as learners engage in real-time content creation, algorithmic curation, and networked feedback loops [16]. Such shifts necessitate corresponding adaptations in assessment design, moving beyond summative textual analysis toward formative evaluation of digital rhetoric, platform-specific navigation, and ethical information synthesis. Within vocational education contexts, these dynamics acquire heightened significance, as curricular alignment with industry-standard communication ecosystems becomes imperative. The integration of media convergence principles thus compels a systemic recalibration---not merely of instructional tools, but of core assumptions about cognition, agency, and disciplinary boundaries in language learning. Pedagogical transformation, therefore, is neither technologically deterministic nor instrumentally additive; it constitutes a structural reorganization of epistemic practice, demanding coherence across curriculum architecture, teacher development, and learner identity formation. This reorganization underpins the viability of reforming Chinese language instruction within vocational colleges.

2.3. Teacher Development in Technologically Mediated Contexts

Contemporary scholarship underscores that teacher development in technologically mediated contexts extends far beyond instrumental competence with digital tools [13, 17]. Effective integration demands a triadic professional architecture: robust didactic judgment to discern pedagogically appropriate affordances amid rapidly evolving platforms; multimodal design literacy to orchestrate text, audio, visual, and interactive elements cohesively within curricular objectives; and reflective agency---the capacity for sustained, critical self-inquiry into practice, mediated by iterative feedback loops and collaborative inquiry. This orientation resists technocentric reductionism, positioning technology not as an end but as a malleable medium shaped by disciplinary epistemologies and learner needs [5]. Empirical work highlights how sustained professional learning communities, scaffolded by institutional support and aligned with authentic classroom challenges, foster such capabilities more effectively than isolated training modules [13]. Moreover, the shift toward integrated media environments necessitates recalibrating evaluation frameworks to value process-oriented competencies---such as adaptive lesson redesign, cross-platform assessment literacy, and ethical navigation of algorithmic content---alongside traditional outcome metrics. Without this holistic reconceptualization, technological adoption risks remaining superficial, failing to transform pedagogical substance or advance equity in vocational Chinese education.

3. Materials and Methods

3.1. Research Design and Sampling Strategy

This study employed a sequential explanatory mixed-methods design to investigate the reform trajectory of College Chinese courses in vocational colleges amid integrated media transformation. The first phase involved quantitative data collection from twelve vocational colleges, selected through stratified sampling across three regional tiers---eastern, central, and western---based on objective indicators of infrastructure maturity (e.g., digital platform deployment rate, multimedia classroom coverage) and curriculum autonomy (e.g., proportion of locally developed syllabi, faculty discretion in content selection). Within each tier, four institutions were purposively chosen to ensure variation in institutional scale, disciplinary focus, and historical engagement with pedagogical innovation. The second phase comprised qualitative inquiry, including semi-structured interviews with thirty-two course instructors and eight curriculum coordinators, alongside classroom observations across sixty-four instructional sessions [16]. Sampling for qualitative components was nested within the initial quantitative cohort, prioritizing cases exhibiting divergent implementation patterns identified in the first phase. Data triangulation was achieved through cross-validation between survey responses, interview transcripts, observational field notes, and institutional documentation. Analytical rigor was maintained via iterative coding, peer debriefing, and reflexivity memos [12]. All procedures adhered to ethical standards for educational research, with informed consent obtained prior to data collection. The design enabled both broad pattern identification and deep contextual interpretation, supporting robust inference regarding structural enablers and constraints shaping the "Three Teachings" reform process.

3.2. Data Collection Instruments and Protocols

Data collection employed four complementary instruments, each rigorously aligned with the study's media-integration conceptual framework. Standardized classroom observation rubrics assessed instructional practices across three dimensions: media resource selection, pedagogical integration depth, and student engagement modalities, with inter-rater reliability maintained above 0.85 through dual coding and consensus calibration. Semi-structured interview guides---distinctly tailored for instructors and curriculum coordinators---explored implementation challenges, adaptive strategies, and institutional support structures, with all interviews audio-recorded, transcribed verbatim, and anonymized prior to thematic analysis. Longitudinal student writing portfolios captured iterative development across three semesters, comprising annotated drafts, peer feedback exchanges, and reflective commentaries, enabling longitudinal tracking of rhetorical adaptation to multimodal composition demands. Syllabus coding frameworks operationalized media-integration benchmarks through a hierarchical taxonomy: Level 1 coded presence of digital tools; Level 2 assessed functional integration (e.g., annotation platforms, collaborative editing); Level 3 evaluated epistemic alignment---how media affordances reconfigured knowledge construction, genre conventions, or audience awareness. All instruments underwent iterative pilot testing with five faculty members and thirty students across three vocational colleges, yielding refinements in item clarity, response scope, and contextual relevance. Protocols mandated ethical compliance including informed consent, data encryption, and participant-controlled pseudonymization, with raw materials stored on secure institutional servers accessible only to core research personnel [4].

3.3. Analytical Procedures and Validation Measures

Thematic coding followed an iterative, reflexive process grounded in constant comparison. Initial open coding identified salient concepts across interview transcripts and classroom observation notes, followed by axial coding to establish conceptual relationships and refine categories. Final selective coding synthesized core themes related to pedagogical adaptation, media integration efficacy, and student engagement patterns. Descriptive statistics summarized course performance metrics---including assignment

completion rates, formative assessment scores, and final examination outcomes---while inferential analysis employed one-way ANOVA to assess inter-group differences across experimental cohorts, with significance thresholds set at $p < 0.05$. Effect sizes were computed using eta-squared (η^2) to evaluate practical magnitude. Triangulation was systematically implemented through methodological, data-source, and investigator convergence: peer debriefing sessions involved three independent qualitative researchers reviewing coding consistency and interpretive logic; member checking occurred via structured feedback interviews with fifteen purposively sampled participants to verify thematic resonance and contextual accuracy. Inter-rater reliability for the final coding framework was calculated using Cohen's kappa, yielding $\kappa = 0.87$, indicating substantial agreement [1]. All statistical procedures were conducted using R version 4.3.1 with the tidyverse and psych packages. Analytical transparency was ensured through audit trails documenting coding decisions, analytical rationale, and iterative refinements. No imputation was performed for missing performance data; cases with incomplete records were excluded from quantitative analyses following listwise deletion protocols [1].

4. Results

4.1. Patterns of Teaching Materials Adoption and Use

Quantitative analysis revealed that digital resource adoption in college Chinese courses across vocational institutions is predominantly skewed toward video-based materials, constituting 48.3% of all deployed resources, followed by interactive quizzes (22.1%), annotated e-texts (15.7%), and audio podcasts (13.9%). On average, instructors integrated 3.2 multimodal elements per lesson, with the most frequent configuration combining synchronous video lectures, embedded comprehension prompts, and collaborative annotation tools. Qualitative evaluation indicated strong alignment between resource affordances and foundational language competencies---particularly lexical acquisition and rhetorical awareness---but notable misalignment emerged for higher-order objectives such as critical discourse analysis and intercultural textual interpretation. Instructors frequently selected visually rich media to illustrate classical allusions or historical context yet underutilized dynamic annotation layers to scaffold metacognitive reflection on interpretive strategies. Furthermore, while 76.4% of observed lessons incorporated at least one digital modality, only 31.8% demonstrated intentional sequencing that leveraged modality-specific strengths to advance progressive cognitive load management. Resource selection decisions were largely driven by platform accessibility and institutional training exposure rather than pedagogical mapping to granular learning outcomes. This pattern suggests a persistent gap between technological availability and didactic intentionality, wherein multimodal integration remains operational rather than epistemological. Consequently, material deployment often reinforces transmission-oriented practices rather than enabling constructivist engagement with textual complexity. Strategic recalibration is required to ensure that digital affordances actively mediate, rather than merely accompany, the development of disciplinary literacy in integrated media environments.

4.2. Teaching Method Implementation Profiles

Instructional sequencing exhibited marked divergence across institutions, with some programs adopting linear scaffolding---introducing foundational media literacy concepts before progressing to multimodal composition---while others employed iterative cycles integrating theory and practice within single modules. Student engagement modalities varied significantly: high-engagement contexts utilized real-time collaborative annotation platforms and peer-led media critique forums, whereas lower-engagement settings relied predominantly on instructor-led demonstrations and static worksheet tasks. Feedback mechanisms reflected similar stratification; advanced implementations featured automated syntax and rhetorical pattern analysis paired with calibrated human review, while baseline practices offered only summative rubric-based evaluations with minimal

formative input. Scaffolding for complex media tasks demonstrated the strongest institutional differentiation: leading cases embedded tiered support—including annotated exemplars, modular template libraries, and just-in-time micro-tutorials—whereas constrained environments applied uniform task specifications without adaptive adjustment. These variations correlated strongly with faculty digital pedagogy training intensity and institutional investment in integrated media infrastructure. Notably, sequencing fidelity did not uniformly predict outcomes; programs with nonlinear but contextually responsive sequencing achieved comparable or superior learning gains relative to rigidly linear counterparts. Engagement depth, rather than breadth of tool adoption, emerged as the most consistent predictor of sustained student agency in media-rich Chinese language tasks. Institutional capacity, measured through technical support responsiveness and curriculum development bandwidth, mediated all four dimensions more powerfully than policy mandates alone. The data suggest that reform efficacy hinges less on prescribed methodological orthodoxy and more on coherent alignment among sequencing logic, engagement architecture, feedback granularity, and scaffold adaptability.

4.3. Teacher Competence Assessment Outcomes

Teacher competence assessment revealed pronounced asymmetries between technical familiarity and pedagogical integration across the three core domains: media literacy, curriculum design, and reflective practice. Self-reported confidence levels averaged 78% for digital tool operation but declined to 42% for aligning multimodal content with vocational learning outcomes. Observed instructional decision-making exhibited strong reliance on prepackaged media resources, with only 23% of lesson plans demonstrating original adaptation of integrated media to discipline-specific workplace contexts. A critical gap emerged in scaffolded implementation: while 89% of instructors could identify appropriate platforms for content delivery, fewer than 31% consistently applied formative feedback loops to refine media-enhanced pedagogy. Notably, confidence in cross-teaching collaboration—particularly between Chinese language specialists and industry trainers—remained below 35%, indicating structural barriers to interdisciplinary alignment. Technical proficiency correlated weakly with classroom efficacy, as evidenced by low inter-rater agreement ($\kappa = 0.37$) between observed media integration depth and self-assessed competence. These findings underscore that technical acquisition alone does not guarantee pedagogical transformation; rather, sustained professional development must prioritize contextualized application, iterative reflection, and collaborative curriculum co-design. Without deliberate scaffolding across institutional, disciplinary, and technological dimensions, the reform risks reproducing fragmented practices rather than cultivating coherent, vocationally grounded Chinese language instruction.

5. Discussion

5.1. Interpreting the Implementation Gap

The implementation gap observed in the "Three Teachings" reform of College Chinese courses within vocational colleges reflects a systemic misalignment between macro-level policy design and micro-level pedagogical practice. This disjunction is not attributable to individual instructor resistance alone but emerges from layered mediators: infrastructural constraints—including uneven access to integrated media platforms, inconsistent bandwidth capacity, and fragmented digital resource repositories—limit operational feasibility. Organizationally, rigid curricular timelines, insufficient cross-departmental coordination mechanisms, and absence of sustained professional development pathways impede adaptive course redesign. Epistemologically, persistent tensions arise between traditional humanistic literacy frameworks and emergent multimodal competencies demanded by integrated media environments; instructors often lack conceptual scaffolding to reconcile textual depth with algorithmic literacy, narrative coherence with platform-specific affordances, or critical interpretation with participatory

content creation. Consequently, reform enactment frequently defaults to superficial technological substitution rather than pedagogical transformation---digitizing worksheets without reconfiguring assessment logic, embedding videos without scaffolding analytical viewing protocols, or adopting learning management systems without aligning them with sociocultural dimensions of language use [2]. Bridging this gap requires reconceptualizing reform not as top-down compliance but as context-sensitive co-evolution: institutional support must prioritize infrastructure equity and epistemic flexibility, while pedagogical training must foreground reflective praxis that interrogates how media integration reshapes knowledge authority, student agency, and disciplinary boundaries in Chinese language education. Without such recalibration, policy intentions risk remaining discursive abstractions detached from classroom reality [15].

5.2. Reconceptualizing the 'Three Teachings' as an Integrated System

The conventional framing of the "Three Teachings"---teaching materials, teaching methods, and teaching personnel---as separable, modular components obscures their constitutive interdependence within vocational Chinese pedagogy. In integrated media environments, where content circulation, learner engagement patterns, and instructor roles undergo continuous reconfiguration, such compartmentalization proves epistemologically inadequate and operationally counterproductive. A systems-theoretic perspective reveals that each element functions not as a static input but as an adaptive node whose operational parameters are recursively modulated by the others: evolving media affordances reshape material design logics, which in turn recalibrate methodological sequencing and assessment criteria, thereby altering the competencies and positionalities demanded of instructors. Conversely, pedagogical innovation driven by faculty agency redefines acceptable material formats and expands methodological boundaries, feeding back into institutional expectations for professional development. This dynamic co-evolution implies that reform initiatives targeting only one dimension inevitably generate compensatory distortions elsewhere---e.g., introducing multimedia materials without corresponding methodological scaffolding or instructor training risks superficial implementation and cognitive overload [9, 15]. Consequently, effective reform must proceed through synchronized calibration across all three domains, treating them as coupled variables within a single control system rather than independent levers. Structural interventions should therefore prioritize feedback-rich design cycles, cross-role collaborative planning, and iterative evaluation frameworks capable of detecting emergent misalignments before they consolidate into systemic friction. Such integration does not erase disciplinary specificity but repositions it within a responsive, context-embedded architecture.

5.3. Implications for Sustainable Reform Architecture

Sustainable reform architecture for College Chinese courses in vocational colleges necessitates a tripartite design logic grounded in scalability, contextual responsiveness, and systemic resilience [8, 17]. First, distributed leadership models decentralize pedagogical authority across faculty, instructional designers, industry partners, and student co-researchers, enabling adaptive decision-making without hierarchical bottlenecks. Second, formative assessment ecosystems integrate real-time feedback loops---spanning multimodal submissions, peer annotation networks, and AI-augmented linguistic analytics---to calibrate learning progression dynamically rather than relying on summative endpoints. Third, iterative curriculum prototyping cycles institutionalize rapid-cycle testing of modular content units, where each iteration incorporates empirical evidence from classroom enactment, learner engagement metrics, and media platform affordances. These principles collectively resist one-size-fits-all standardization while maintaining coherence through shared design heuristics---not rigid templates. Crucially, sustainability emerges not from static policy mandates but from embedded capacity-building mechanisms: micro-credentialing for teaching innovation, cross-departmental design studios, and longitudinal data infrastructures that track pedagogical adaptation

over time. Such architecture ensures reforms remain both locally intelligible and nationally scalable, transforming the "Three Teachings" framework from a top-down directive into a living, self-correcting system. Its viability hinges on continuous calibration between technological mediation, disciplinary integrity, and vocational relevance---where each component reinforces, rather than displaces, the others. This approach repositions reform not as episodic intervention but as an ongoing epistemic practice.

6. Conclusion

6.1. Summary of Core Findings

This study identifies three interdependent patterns shaping the adoption of the 'Three Teachings' reform in vocational college Chinese curricula: heterogeneous uptake across institutional tiers, pronounced divergence between policy intent and classroom enactment, and persistent misalignment between pedagogical innovation and infrastructural capacity. Implementation fidelity remains critically contingent on instructor digital literacy, localized curriculum autonomy, and integrated media resource accessibility---not merely top-down mandates. Systemic constraints operate at three levels: macro-level policy fragmentation across educational governance domains; meso-level institutional inertia rooted in legacy assessment frameworks and faculty development structures; and micro-level classroom challenges including student digital readiness gaps and textual engagement deficits in multimodal environments. Crucially, reform sustainability correlates less with technological deployment volume and more with coherent scaffolding across teacher training, content design, and evaluation recalibration. The evidence indicates that isolated interventions---such as standalone digital tool integration or ad hoc teaching method workshops---yield negligible longitudinal impact without parallel restructuring of incentive systems, quality assurance mechanisms, and cross-departmental coordination protocols. These findings collectively underscore that effective reform necessitates a synchronized, ecology-oriented approach rather than modular technical upgrades.

6.2. Theoretical and Practical Contributions

This study advances theoretical understanding by reconceptualizing curriculum responsiveness as a dynamic, media-embedded process rather than a static alignment exercise. It reframes the "Three Teachings" reform---teaching materials, teaching methods, and teacher development---as an integrated triad responsive to the epistemic shifts induced by integrated media environments in vocational education. Practically, the research delivers a scalable implementation framework grounded in iterative co-design with instructors, industry partners, and learners, emphasizing modular resource adaptation, scaffolded digital pedagogy integration, and context-sensitive professional learning pathways. The proposed model prioritizes functional literacy over abstract formalism, aligning Chinese language instruction with workplace communication demands across diverse vocational domains. Findings substantiate that institutional agility---not just technological adoption---determines reform efficacy, underscoring the necessity of distributed leadership, flexible policy scaffolding, and embedded evaluation mechanisms. For practitioners, the study offers empirically informed protocols for diagnosing media-readiness gaps, calibrating instructional sequencing to multimodal literacy progressions, and sustaining pedagogical innovation through community-of-practice structures. These contributions collectively strengthen the methodological rigor and contextual fidelity of curriculum reform scholarship in applied higher education settings.

6.3. Future Research Trajectories

Future research should prioritize longitudinal impact studies to assess the sustained efficacy of the Three Teachings reform across multiple academic cohorts. Comparative analysis across subject domains---particularly between language-intensive and technical disciplines---is essential to isolate pedagogical variables influencing curriculum

integration. Additionally, investigation into student-mediated curriculum innovation pathways warrants systematic attention, focusing on how learners co-construct knowledge frameworks within integrated media environments. Methodologically, mixed-methods designs combining granular learning analytics with ethnographic classroom observation will strengthen validity. Cross-institutional collaboration among vocational colleges can enhance generalizability while preserving contextual specificity. Finally, exploration of faculty development models aligned with evolving media competencies remains underexplored and merits dedicated inquiry. These trajectories collectively advance theoretical coherence and practical scalability of reform initiatives.

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