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Exploratory Study on the Integration of Patriotic Education in Professional Practice Teaching

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Abstract: Patriotic education should go beyond direct appeals or indoctrination by educators. Instead, it demands a more nuanced approach that fosters students' patriotic sentiments organically. This study investigates the efficacy of integrating patriotic education into university curricula through the "Virtual Television Studio" instructional unit. The study explored the impact of incorporating news videos related to the Shenzhou spacecraft launch on student engagement, knowledge acquisition, and patriotic sentiment. A survey of 45 students, along with interviews with two students, revealed that the integration of news videos fostered a positive learning environment and facilitated a nuanced approach to patriotic education. Students showed greater interest in the topic and reported increased understanding of national scientific advancements. However, the study also highlighted a general lack of awareness and interest among students regarding technological news and significant advancements in national science and technology. The findings emphasize the need for educators to actively integrate relevant news information into their teaching practices, thereby fostering scientific literacy and patriotic sentiment. The study concludes that the "Virtual Television Studio" approach, combining media resources with practical teaching methodologies, holds promise for promoting holistic student development by effectively integrating patriotic education into university courses.

1. Introduction

Patriotic education has historically served as a tool for fostering national unity and maintaining social stability, aiming to educate individuals to become dedicated citizens committed to their nation's progress.[1]Traditional approaches to patriotic education often involve historical education, civic education, and social values education. Heater (2004) highlighted the historical and theoretical foundations of patriotic education, emphasizing its critical role in developing responsible citizens. [2] The essence of patriotism lies in an emotional connection, a love for one's country, and a sense of personal identification with it. [3] Effective patriotic education should foster a strong sense of national identity, encompassing the entire population. [4]

In China's higher education system, patriotic education and civic awareness are core objectives,

with college students as the primary target audience.Colleges and universities are expected to continuously emphasize patriotic education in their daily ideological training.[5] The influence of diversity and globalization on citizenship education underscores the importance of incorporating national achievements and diversity into educational frameworks.[6] Showcasing the nation's diverse achievements through science and technology news can also effectively strengthen students' sense of national identity. [7]

While diverse approaches to civic education exist globally, all emphasize the importance of nurturing students' civic awareness and social responsibility.[8] China has implemented legislation specifically aimed at enhancing patriotic education for both students and the general public. [9] Real-world examples and experiences, such as those discussed here, offer valuable insights for implementing effective patriotic education through technology news in virtual TV studio teaching units. Westheimer and Kahne (2004) emphasized the value of nurturing active and accountable citizens, aligning with teaching methods that seek to instill patriotism and responsibility in students through hands-on activities like news video production. [10] Citizenship education and patriotic education are collective responsibilities that all educators, regardless of their subject area, must undertake within the school environment. Educators across all subjects are encouraged to incorporate elements of civic and patriotic education into their curricula, employing innovative pedagogical strategies to establish meaningful connections between their respective disciplines and these essential educational themes. [11]

Science and technology, as sources of national pride, offer a powerful avenue for fostering patriotic sentiment. A nation's scientific and technological achievements are often a source of national pride. This article explores the crucial role of technology news in fostering patriotic sentiment and awareness among students by highlighting significant technological advancements within the country. Exposure to technology news enables students to gain insight into the nation's achievements and innovative strides in technology. This exposure instills a sense of pride and identification with the country's technological prowess, thereby nurturing patriotic sentiments. This approach is expected to subconsciously foster students' sense of pride in their country's accomplishments and bolster their patriotic spirit within the educational setting.

The study utilizes the teaching module "Application of Virtual Studio" as a case study, employing science and technology news videos to create engaging instructional scenarios. Noteworthy science and technology news materials are selected as educational content, and through the construction of teaching scenarios infused with science and technology news elements, the objective of patriotic education is pursued through deliberate and inadvertent educational influences on students.

2. Research Design

This research employs a mixed-methods approach, integrating both qualitative and quantitative data to explore the effectiveness of integrating national science and technology news videos into a virtual studio teaching module.

2.1 Instructional Module and Teaching Approach

The module "TV Program Production Technology in a Virtual Studio" blends instructor-led lessons and hands-on practical engagement. Using a space shuttle launch news video as a focal point, students are immersed in a simulated "spacecraft launch" scenario across various key educational segments. This approach aims to enhance students' understanding and use of virtual studios to produce TV programs while incorporating elements of aerospace technology and patriotic education. The instructor-led component leverages situational teaching techniques, incorporating

real-world applications of virtual studio technology. The Shenzhou spacecraft launch TV program serves as the introductory course material. Aerospace technology elements are seamlessly integrated throughout the teaching process, serving as a significant aspect of patriotic education within the curriculum.

2.2 Instructional Design

This educational program focuses on two themes: virtual studio production and aerospace technology. Utilizing the school's virtual studio, students learn about virtual TV production through a case study of a Shenzhou-14 launch news video. Students engage in a case study using a Shenzhou-14 launch news video, exploring concepts like prompter use, chroma key lighting effects, and scene design within the context of a virtual TV studio. The learning experience is further enhanced through hands-on activities where students create their own virtual news broadcast about the launch, incorporating elements of patriotic education. This immersive and engaging approach, designed around a specific scenario, helps students understand both technical skills and the importance of national achievements in aerospace technology.

2.3 Ata Collection

After the instruction, a questionnaire survey is conducted to collect student feedback and attitudes toward the teaching. Individual teaching case interviews are a valuable tool for professional development, providing educators with an opportunity for self-reflection and critical evaluation of their teaching practices. These interviews help teachers analyze their teaching methods, assess student learning profiles, and validate the effectiveness of their strategies against initial objectives, ultimately contributing to their professional growth.

3. Survey Data Analysis Statistics

This section delves into the quantitative data collected through the survey, highlighting key findings related to the study's objectives.

3.1 Impact of Classroom Video Playback

The influence of patriotic education on the delivery of the curriculum is a topic of interest. Teaching demonstrations in the form of videos drawn from live news coverage of the Shenzhou spacecraft launch served as instructional aids to create teaching scenarios and illustrate key concepts. After class, what is students 'attitude towards "watching technology news videos increases students' interest in learning content"?

The results of the survey showed that 93.34% of respondents either strongly agreed or agreed with the effectiveness of this approach. Notably, 55.56% expressed strong agreement. These findings strongly suggest that videos play a crucial role in stimulating students' interest and fostering a focused attitude towards learning. Detailed survey findings are presented in Table 1.

Table 1: The results of the survey

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	25	17	3	0	0
Percentage	55.56%	37.78%	6.66%	Null	Null

How do students assess the impact of technology news videos on teaching effectiveness and knowledge comprehension? The outcomes demonstrated a notably favorable reception, with

93.33% of participants expressing agreement on the significant contribution of such videos to these educational aspects. This high level of approval underscores the widespread acceptance and acknowledgment of science and technology news video content within educational contexts. Moreover, a considerable portion of respondents (51.11%) strongly agreed with the positive influence of science and technology news videos on teaching efficiency and knowledge comprehension. Additionally, the survey indicated a minimal percentage of disagreement (below 7%), indicating a high degree of receptivity towards incorporating science and technology news videos into the educational process. Detailed survey findings are presented in Table 2.

Table 2: The results of the survey

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	23	19	2	1	0
Percentage	51.11%	42.23%	4.44%	2.22%	Null

3.2 Patriotic Education in the Classroom: Effectiveness and Student Attitudes

How do students perceive the feelings of strength, confidence, and pride in China's space technology evoked by watching videos of the Shenzhou-14 spacecraft launch? Findings from a survey indicated that a substantial majority of respondents, accounting for 86% of the sample, acknowledged the video's positive impact, underscoring its efficacy as a tool for nurturing patriotic sentiments. With a majority of students (55.56%) expressing strong agreement regarding the video's beneficial effects. The results suggest that the video effectively correlated students' patriotic emotions with the accomplishments of national technological progress, thereby eliciting a heightened sense of national pride. This underscores the video's considerable effectiveness in eliciting patriotic feelings among students. The utilization of a visually captivating and educational presentation to showcase China's advancements in aerospace technology likely played a role in fostering this favorable outcome, instilling sentiments of pride and national belonging. Moreover, the survey indicated that a minority of students, less than 3%, held dissenting views, further substantiating the widespread acceptance and endorsement of the video content within the student cohort. Detailed survey findings are presented in Table 3.

Table 3: Survey Results: “Watching videos of the Shenzhou-14 spacecraft launch evoked feelings of strength, confidence, and pride in China's space technology.”

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	25	14	5	1	0
Percentage	55.56%	31.11%	11.11%	2.22%	Null

A survey was conducted to assess student attitudes towards integrating elements of patriotic education into the teaching process. The results indicated a strong positive response, with 88.89% of students expressing agreement that incorporating patriotic elements contributes positively to the cultivation of patriotic sentiment among university students. This high approval rate highlights the widespread acceptance and recognition of integrating patriotic education into the academic environment. Furthermore, over half of the student respondents (53.33%) "strongly agreed" with this approach, signifying a notable level of support for this pedagogical strategy. The findings suggest that embedding patriotic elements within teaching content and methods effectively stimulates students' national pride and patriotic enthusiasm. The survey also revealed that less than 11% of students expressed opposition to incorporating patriotic elements into the curriculum, further reinforcing the feasibility and effectiveness of this approach. Table 4 provides a detailed breakdown of the survey results.

Table 4: Survey Results on Integrating Shenzhou-14 Spacecraft News

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	24	16	3	2	0
Percentage	53.33%	35.56%	6.67%	4.44%	Null

Students' attitudes towards “the role of science and technology news in cultivating patriotic sentiment”.The survey results: 84.45% of students expressed agreement, with 48.89% strongly agreeing, while only 2.22% opposed the practice. The high approval rating of 84.45% demonstrates that a majority of students endorse this approach of integrating current scientific breakthroughs into their lessons. This strong support suggests a positive reception to this pedagogical method. The minimal opposition of 2.22% indicates that dissenting opinions are negligible.

As a significant scientific achievement of China, the Shenzhou-14 spacecraft has the potential to inspire patriotic fervor and enhance national pride among students. Integrating science news into curriculum content enhances the dynamism and engagement of classroom materials, fostering greater student interest and enthusiasm for learning. See Table 5 for specific data.

Table 5: The survey Results

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	22	16	6	1	0
Percentage	48.89%	35.56%	13.33%	2.22%	Null

A survey investigating student attitudes towards teachers utilizing positive value media information, such as audio-visual content and images, from national science and technology news to inspire patriotism and national identity yielded the following results: A significant majority of students (62.22%) strongly agree that this approach effectively fosters patriotic sentiment and national identity. An additional 28.89% of students agree, further demonstrating a positive attitude towards this teaching method. Opposition to this approach was negligible.

Data analysis indicates that students generally recognize the effectiveness of subtly incorporating positive-value media information into educational content to promote patriotic values and national identity. National science and technology news can inspire national pride and patriotic feelings in students, making them aware of the immense power of national development and progress. The subtle integration of science news into the teaching process avoids didactic lecturing, allowing students to better understand and accept the information, leading to greater resonance. For specific data, refer to Table 6.

Table 6: Survey Results on Integrating Positive Media Content

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	28	13	3	1	0
Percentage	62.22%	28.89%	6.67%	2.22%	0

3.3 Overall Student Evaluation of the Teaching Method

A survey was conducted to evaluate student perceptions regarding the efficacy of an instructional method that integrates media resources to establish a learning environment centered on China's aerospace sector. The findings indicated a notably positive reception from students, with an impressive 97.78% expressing agreement with the effectiveness of the approach. This high level of approval underscores the strong acceptance and satisfaction that students have towards this pedagogical approach. Further examination of the data revealed that a substantial majority of students (75.56%) "strongly agreed" with the efficacy of this teaching method, indicating a significant level of support for its adoption. It is noteworthy that no dissenting opinions were

recorded in the survey, highlighting unanimous student endorsement for this instructional strategy. The analysis suggests that leveraging media resources to establish a learning environment focused on China's aerospace industry effectively boosts student engagement, fosters a passion for learning, and generates positive educational outcomes. This teaching approach has garnered widespread acclaim and backing from students. A detailed breakdown of the survey results can be found in Table 7.

Table 7: Survey Results: “Overall Student Evaluation of the Teaching Method”

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	34	10	1	0	0
Percentage	75.56%	22.22%	2.22%	0	0

Students' views on the successful integration of technology news videos and teaching content. A significant 62.22% of students strongly concurred with the video's pertinence, while 95.56% indicated overall agreement. Notably, there were no dissenting opinions among the students. This overwhelmingly positive feedback suggests that the video content was highly pertinent and seamlessly integrated with the instructional material. By connecting current news events to classroom teachings, the video successfully heightened student engagement and facilitated the practical application of the knowledge conveyed. The video adeptly fulfilled dual educational aims by addressing both the professional knowledge requirements of the curriculum and promoting patriotic education, showcasing a comprehensive and multifaceted instructional approach. The students' enthusiastic reception underscores the video's ability to pique their interest and enhance their classroom involvement, thereby fostering an environment conducive to meaningful interactions. Specific data supporting these conclusions is detailed in Table 8.

Table 8: The results of the survey

Category	Full Agreement	Agreement	Uncertain	Disagreement	Full Disagreement
Response Count	28	15	2	0	0
Percentage	62.22%	33.33%	4.44%	0	0

3.4 Students' attention to the Shenzhou spacecraft launch news

A survey was conducted to assess students' attention of the Shenzhou series spacecraft launch news. Table 9 reveals that a mere 11.11% of students expressed strong interest in this topic, while 17.78% indicated a moderate level of interest. A significant majority (53.33%) reported a general level of interest, with 17.78% expressing little interest. This data analysis reveals a relatively low overall interest in the Shenzhou spacecraft launch process among the student population. While most students exhibited a general level of awareness, the proportion demonstrating a strong interest remained low.

Table 9: Survey Results: “Students' attention to the Shenzhou spacecraft launch news.”

Category	Always pay attention	Pay more attention	General attention	Not pay attention
Response Count	5	8	24	8
Percentage	11.11%	17.78%	53.33%	17.78%

The observation highlights a potential gap in students' understanding of China's advancements in aerospace technology. While awareness of this field is limited, incorporating a news video on the topic into the classroom was met with positive feedback from students, suggesting strong potential for engagement. This approach effectively enhances students' understanding of China's scientific development, ultimately contributing to the development of national identity and fostering patriotic

sentiment.

4. Student Case Interviews

To gain deeper insights into student perspectives on integrating patriotic education into the curriculum and their attitudes towards this approach, two students who participated in the course were randomly selected for post-course interviews. The interviews covered a range of topics, including: Students' engagement with news regarding significant national scientific and technological advancements. Sources they utilize to access science and technology news. Students cited several factors that influence their interest in science and technology news, including: agreement with the use of news videos to support the curriculum, the videos' ability to enhance comprehension of national scientific and technological progress, and their preference for integrating these videos over traditional lectures for both patriotic education and general learning.

Both interviewees expressed a belief that they and their peers generally exhibit limited interest in news related to major national scientific and technological achievements. They identified several contributing factors: Distraction from entertainment and fast-food culture information. Substantial academic workloads, leaving limited time to consistently engage with science and technology content.Students cited the complexity of these fields as a factor contributing to their limited interest. They felt the topics often don't directly relate to their daily lives or align with their interests.They also pointed to a perceived lack of effective mechanisms in schools for disseminating information about scientific and technological advancements.

Despite this, students do not entirely disregard national scientific and technological progress. They maintain high expectations for the country's accomplishments in areas such as science and sports, expressing pride and admiration for the nation's significant advancements. Students view the integration of national technological achievements into classroom instruction as a valuable means of fostering national pride and patriotism. They exhibit a greater receptiveness towards this form of embedded patriotic education, where media contexts enhance learning engagement and attract attention, facilitating a nuanced approach to patriotic education rather than rigid indoctrination.

5. Conclusions

This study explored the efficacy of integrating patriotic education into university curricula through the "Virtual Television Studio" instructional unit. The findings indicated that the inclusion of news videos related to the Shenzhou spacecraft launch successfully engaged students' interest in learning and fostered patriotic sentiments, achieving objectives related to both professional instruction and patriotic education.

Through questionnaire surveys and subsequent analysis, the research revealed a general lack of awareness and interest among students regarding technological news and significant advancements in national science and technology. However, students expressed a desire to enhance their understanding of national technological progress and cultivate a sense of national pride through their coursework. The integration of patriotic education elements into the curriculum, in alignment with course content, effectively augmented the impact of classroom instruction on students' patriotic education.

Students widely accepted the approach of incorporating technological news into the curriculum, asserting that these media messages, which are implicitly infused with positive values, effectively promote patriotic and national identity. Furthermore, students highly praised the teaching effectiveness of the instructor's use of media resources to create Chinese aerospace-themed scenarios, perceiving this method as significantly enhancing their interest in learning, motivating their enthusiasm, and yielding positive educational outcomes.

Nonetheless, the study also identified a generally low level of student engagement with news regarding significant national scientific and technological achievements, attributed to various contributing factors. This finding highlights the necessity for ongoing exploration of more effective strategies within university course instruction to capture students' attention regarding national scientific and technological development, thereby fostering scientific literacy and patriotic sentiment.

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