

E-education strategies for teaching broadcasting and hosting arts in colleges in Shaanxi Province

Yunmin Tang^{1,2*}, Pong Horadal², Kanakorn Sawangcharoen² and Sombat Teekasap²

¹Bansomdejchaopraya Rajabhat University, Bangkok, Thailand.

²Xi'an Peihua University, Shaanxi Province, China.

Accepted 10 February, 2026

ABSTRACT

This study explores the current state and challenges of e-education for broadcasting and hosting arts programs in universities in Shaanxi. Through a structured research process involving both qualitative and quantitative methods, the research identifies key issues in the implementation of e-education strategies, including curriculum design, digital literacy of teachers, learning environments, and student engagement. A survey conducted among experts and instructors revealed various barriers to effective e-learning, such as insufficient digital resources, a lack of specialized training for teachers, and inadequate support for students' learning habits. Based on these findings, a set of targeted strategies for improving e-education in the field of broadcasting and hosting arts is proposed, focusing on enhancing the quality of teaching materials, integrating advanced educational technologies, and fostering a more interactive learning environment. The study's results provide valuable insights for improving e-education in higher education institutions, with implications for both policy and practice in similar educational contexts.

Keywords: E-education, broadcasting and hosting arts, higher education, digital literacy, curriculum design.

*Corresponding author. E-mail: 1138274248@qq.com.

INTRODUCTION

Introduce the problem

In recent years, e-education has gained significant attention, particularly in higher education institutions in Shaanxi Province. The integration of digital technologies into the teaching of broadcasting and hosting arts has emerged as an evolving challenge. Despite the rapid advancements in digital media technologies, traditional education models in this field have struggled to keep pace. This lag significantly affects both the quality of teaching and the ability of students to adapt to the fast-evolving industry demands. Many programs still rely on outdated teaching methods and materials that fail to effectively incorporate the latest media technologies. This study, therefore, aims to understand the current state of e-education strategies in broadcasting and hosting arts, with a specific focus on how digital tools and e-learning

platforms can be more effectively implemented to bridge the gap between traditional practices and new media advancements.

The traditional model of broadcasting and hosting education often lacks the flexibility and adaptability needed in today's rapidly evolving digital media landscape. This study builds on previous work by examining the barriers that hinder the integration of digital education strategies in this field. The literature reveals several key challenges, including outdated curriculum content, insufficient access to advanced teaching resources, and a lack of interactivity and practical experience in e-learning environments. By identifying these gaps, this research proposes a new set of strategies aimed at improving the e-learning experience, emphasizing the need for practical, hands-on learning experiences that align more closely with industry requirements. The primary objective of this study is to

evaluate and develop strategies that effectively integrate both traditional and digital methods into the teaching of broadcasting and hosting arts in Shaanxi Province.

Explore the importance of the problem

The importance of this research lies in its potential to address existing inconsistencies in the application and effectiveness of e-education, particularly in specialized fields like broadcasting and hosting. While significant strides have been made in the digitalization of higher education in Shaanxi, the adoption of advanced technologies such as virtual reality, online broadcasting, and multimedia learning tools remains limited. This research seeks to extend the use of these digital tools to meet the practical needs of students pursuing careers in broadcasting and hosting—a field where hands-on practice and theoretical knowledge must go hand-in-hand. The findings of this study are crucial not only for educational institutions in Shaanxi but also for the broader media industry, which increasingly demands professionals who are proficient in both traditional broadcasting and the latest digital media technologies.

The need for innovative strategies is particularly pressing in the context of the rapidly changing media sector. There is an increasing demand for professionals who are well-versed not only in traditional broadcasting techniques but also in modern digital media tools and platforms. This study aims to fill the gap in current e-education practices by offering practical solutions that improve the e-learning environment in broadcasting and hosting arts programs, thus supporting both educators and students in adapting to the evolving media landscape.

Describe relevant scholarship

The concept of e-education has been widely discussed in academic circles, with significant contributions from researchers such as Bates (2005) and Siemens (2013), who emphasize the flexibility and accessibility of digital learning platforms. However, e-education in the specialized field of broadcasting and hosting arts faces unique challenges due to the practical, hands-on nature of the discipline. Previous research (Wang Lei, 2022; Liu Fang, 2023) highlights several key issues, such as the lack of up-to-date teaching resources and the inadequate application of emerging technologies like virtual reality and online broadcasting platforms. Chen Gang and Zhaf Yue (2020) also point out that many institutions fail to provide enough practical teaching opportunities, which hampers the development of essential skills for students in this field.

Furthermore, the curriculum in many institutions still adheres to traditional educational models that do not meet the dynamic needs of the media industry. The mismatch

between theoretical knowledge and its practical application has been a recurring theme in the literature (Li Hong, 2021). Recent studies (Zhang Peng, 2023; Zhang Wei, 2022) emphasize the importance of integrating interactive learning methods, such as project-based learning and flipped classrooms, into the e-education strategy for broadcasting and hosting arts programs. This research intends to build on these findings by proposing a framework that updates the curriculum and enhances teaching methodologies to better align with the demands of the media industry.

This study differs from previous work by specifically focusing on the e-education strategies for broadcasting and hosting in Shaanxi Province. While earlier studies have broadly examined e-learning challenges in media education, this research hones in on the unique needs of Shaanxi's higher education institutions, offering a localized approach to the integration of digital technologies in media education.

State hypotheses and their correspondence to research design

The primary hypothesis of this study is that a well-structured e-education strategy, which integrates both traditional and digital learning methods, will significantly improve teaching quality and student outcomes in broadcasting and hosting arts programs. This hypothesis is grounded in the theory of blended learning, which combines the advantages of online learning with face-to-face instruction. A secondary hypothesis suggests that personalized learning pathways, facilitated by advanced educational technologies, will enhance student engagement and the acquisition of practical skills.

The research design is structured to evaluate these hypotheses through a mixed-methods approach, combining qualitative and quantitative methods. The first phase involves a comprehensive analysis of the current state of e-education in Shaanxi's broadcasting and hosting programs, using expert interviews and focus group discussions. The second phase focuses on developing and testing an e-education strategy based on the insights gathered in the first phase. Data will be collected through surveys and interviews with both educators and students, and analyzed using descriptive and inferential statistical methods. This research design is aligned with the hypotheses, as it allows for a detailed exploration of the theoretical foundations and practical applications of e-education in broadcasting and hosting arts.

By answering the research questions and testing the hypotheses, this study aims to provide actionable recommendations that can help improve e-education strategies in this field, contributing to the academic and practical knowledge on how to better prepare students for careers in the rapidly evolving media industry.

METHOD

This study investigates the issues and development strategies related to e-education in broadcasting and hosting arts at higher education institutions in Shaanxi Province. The primary objectives of the study are: (1) to assess and analyze the current state and challenges of e-education in broadcasting and hosting arts within Shaanxi's higher education institutions, (2) to develop strategies for e-education in this field, and (3) to evaluate the proposed strategies.

The research follows a structured three-step process:

Step 1: Investigate and analyze the current situation and challenges of e-education in broadcasting and hosting arts.

Step 2: Develop strategies for improving e-education in broadcasting and hosting arts.

Step 3: Evaluate the effectiveness of the developed e-education strategies.

Each step of the methodology is outlined in more detail below, including participant characteristics, sampling procedures, research instruments, data collection methods, and data analysis techniques.

Participant characteristics

The study involved three distinct groups of participants, each contributing valuable insights from their respective areas of expertise. Participants were selected based on their extensive experience in broadcasting, hosting, and educational management.

Eligibility Criteria for Experts:

A minimum of five years of teaching or media-related work experience in higher education institutions or media organizations.

A master's degree or higher, with at least a lecturer professional title.

Practical experience in the media industry.

Willingness to participate in surveys and interviews.

The final participant pool consisted of 21 experts, categorized as follows:

7 Broadcasting and Hosting Educators: Experts engaged in teaching and researching broadcasting and hosting who provided strategic recommendations based on their experience.

7 Media Professionals: Individuals with direct industry experience at the city level or above, offering valuable insights into the practical aspects of e-education in the media field.

7 Educational Management Experts: Professionals in educational administration with at least five years of experience in higher education management, who contributed to evaluating educational policies and quality

assurance.

Sampling procedures

Participants were selected using purposive sampling, ensuring that the sample represented key stakeholders involved in e-education for broadcasting and hosting arts. The expert panel included individuals from higher education institutions, media organizations, and educational administrators within Shaanxi Province.

Sampling method

Purposive sampling: Experts were selected based on their qualifications and experience in broadcasting and hosting education, media industry involvement, and educational management.

Sample size: A total of 21 experts participated, with an equal distribution of 7 participants from each of the three categories: educators, media professionals, and educational managers.

The study was conducted in Shaanxi Province, China, and adhered to ethical guidelines, including informed consent and confidentiality. The research followed institutional review board standards and ethical guidelines for participant treatment and data collection.

Measures and research instruments

Several research instruments were employed to collect both qualitative and quantitative data:

Expert interview guide: A semi-structured interview guide was developed based on foundational research and literature reviews. It was tested with five experts before being finalized for the study.

Questionnaire: A survey instrument was created to gather quantitative data on the state of e-education in Shaanxi's broadcasting and hosting programs. Responses were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Focus group discussions: In Step 3, focus group discussions were conducted with 9 experts to evaluate the effectiveness of the proposed e-education strategies.

Data collection process

Data collection occurred in three steps:

Step 1: Expert interviews were conducted in three rounds, gathering expert opinions on the current state and challenges of e-education. Each round involved feedback loops to ensure consensus among experts.

Step 2: The Delphi Method was employed to develop strategies for e-education in broadcasting and hosting arts. Data was collected through expert surveys over multiple rounds, followed by feedback analysis to refine the strategies.

Step 3: Focus group discussions were used to evaluate the effectiveness of the proposed strategies. Both qualitative and quantitative data were analyzed to identify patterns and areas of improvement.

Research design

This study follows a mixed-methods research design, combining qualitative and quantitative approaches to ensure comprehensive data collection and analysis.

Qualitative analysis: In-depth interviews and focus group discussions provided rich qualitative data, which was analyzed thematically to understand expert opinions on the current status of e-education in broadcasting and hosting arts.

Quantitative analysis: Expert survey responses were quantitatively analyzed using statistical methods, including median, interquartile range (IQR), and frequency distribution, to assess the consensus and variability in expert opinions.

The sampling design is as follows:

Step 1: Experts were interviewed across three rounds, using an iterative approach to refine the understanding of current challenges.

Step 2: The Delphi method was applied to generate expert-driven strategies for e-education.

Step 3: The strategies were validated and evaluated through focus group discussions, providing qualitative insights and confirming the validity of the proposed strategies.

Experimental manipulations or interventions

No direct experimental manipulations or interventions were employed in this study, as the focus was on the development and evaluation of strategies through expert feedback. The study employed iterative rounds of expert surveys and interviews to refine the strategies for e-

education. Key interventions included:

Survey rounds: Experts provided feedback on proposed strategies, which were refined based on the results of each survey round.

Focus group discussions: In the final phase, strategies were presented to a group of experts for discussion and consensus-building.

The use of the Delphi Method and focus group discussions ensured the development of a coherent, evidence-based strategy for improving e-education in broadcasting and hosting arts programs.

Data analysis

Data analysis involved both descriptive statistics and qualitative analysis:

Median and IQR: The median score was used to classify expert opinions, with scores above 4.5 indicating high consensus. The IQR helped measure variability in expert responses.

Focus group analysis: Qualitative data from focus groups were coded and analyzed to identify emerging themes related to the effectiveness of the e-education strategies.

By using multiple rounds of expert surveys and iterative feedback, the study ensured the reliability and validity of the strategies developed, providing a clear understanding of the issues and challenges in e-education for broadcasting and hosting arts in Shaanxi.

RESULTS

This section presents the results of the study titled “E-Education Strategies for Broadcasting and Hosting Arts Majors in Shaanxi Universities.” The findings are based on comprehensive data collection and analysis, focusing on the current status, challenges, and strategies for improving e-education in broadcasting and hosting arts programs at higher education institutions in Shaanxi. The results are presented systematically, following the study’s structured research process, and are divided into several sections that outline statistical analyses and qualitative insights derived from expert interviews and consultations.

Recruitment

The data collection period for this study spanned three

months, during which 21 experts were recruited to participate. These experts were selected through purposive sampling based on their experience and knowledge in broadcasting, hosting arts, and digital education. Recruitment sources included university

faculty, industry professionals, and educational administrators from various universities in Shaanxi. A detailed breakdown of the demographic characteristics of the participants is provided in Table 1.

Table 1. Respondents' demographic profile.

Item	Personal information	No. of people	Percentage
Gender	Male	14	67
	Female	7	33
Age range	30-39 years	11	52.40
	40-49 years	8	38.10
	50-59 years	2	9.50
Position	Teacher	2	9.50
	Media Professionals	7	33.30
	Administrators	7	33.30
Work experience	5-9 years	7	33.30
	10-15 years	5	23.80
	16-19 years	6	28.60
	20 years and above	3	14.30
Education level	Bachelor's Degree	5	23.80
	Master's Degree	13	61.90
	Ph.D.	3	14.30
Professional title	Intermediate Level	11	52.40
	Associate Professor	7	33.30
	Professor	3	14.30

The demographic profile of the respondents is shown in Table 1, with the majority being male (67%) and aged 30-49 years. The education levels varied, with 61.9% holding a master's degree and 33.3% having intermediate professional titles. Table 1 summarizes the detailed distribution of age, gender, professional title, and years of experience.

Statistics and data analysis

Data analysis involved both qualitative and quantitative methods to address the research questions. Qualitative data was gathered from expert interviews, while quantitative data was collected through surveys filled out by the participants. Descriptive statistics, such as median (MD), mode (MO), and interquartile range (IQR), were used to summarize the survey responses and provide insights into central tendencies and data dispersion.

Survey data was divided into key thematic areas, such as teacher proficiency, course design, teaching methods, learning resources, and learning outcomes. The results of Round 1: Current Situation Problems in E-Education are summarized in Table 2.

The qualitative analysis of the interview data (from 21 experts) revealed several key challenges. These included:

Digital literacy of teachers: 57.14% rated the digital competence of teachers as high, while 19.05% rated it low. This indicates the need for enhanced digital training for educators.

Curriculum design: 57.14% of experts rated the quality of curriculum design as high, but 14.29% considered it low, indicating room for improvement in aligning curricula with modern e-learning platforms.

Learning resources: The availability and effectiveness of

learning resources were evaluated positively, with 71.43% rating it high.

These findings are presented in Table 2, which outlines the responses for each area of e-education.

Table 2. Results of round 1: Current situation problems in e-education.

Item	High (%)	Medium (%)	Low (%)	Unspecified (%)	Total
Overall level of e-education	66.67	14.29	14.29	4.76	21
Teachers' digital literacy	57.14	23.81	19.05	0	21
Curriculum design	57.14	28.57	14.29	0	21
Teaching methods	66.67	28.57	4.76	0	21
Learning resources	71.43	28.57	0	0	21
E-Education environment	57.14	19.05	23.81	0	21
Student motivation and habits	61.9	28.57	19.05	14.29	21
Educational technology	61.9	14.29	14.29	9.52	21
Learning outcomes	57.14	23.81	14.29	4.76	21
Learning assessment	61.9	28.57	9.52	0	21

Ancillary analyses

Additional analyses were conducted to explore potential subgroup differences based on the demographic characteristics of the participants, such as age, position, and years of experience. These subgroup analyses aimed to determine whether there were notable differences in responses based on the role of the participant (e.g., teachers vs. administrative staff). However, the findings revealed minimal differences across subgroups, indicating that the strategies identified are broadly applicable across

different participant groups.

Survey data analysis

Survey results revealed that the overall quality of e-education was rated high by 66.67% of experts, and the digital literacy of teachers was deemed satisfactory by 57.14%. Similar trends were seen for curriculum design and learning resources. These findings helped formulate a set of targeted e-education strategies, summarized in Table 3.

Table 3. Results of Round 1: Teacher proficiency.

Item	High (%)	Medium (%)	Low (%)	Unspecified (%)	Total
Overall teacher proficiency	66.67	14.29	14.29	4.76	21
Teachers' digital literacy	57.14	23.81	19.05	0	21
Curriculum design	57.14	28.57	14.29	0	21
Teaching methods	66.67	28.57	4.76	0	21
Learning resources	71.43	28.57	0	0	21
E-Education environment	57.14	19.05	23.81	0	21
Student motivation and habits	61.9	28.57	19.05	14.29	21
Educational technology	61.9	14.29	14.29	9.52	21
Learning outcomes	57.14	23.81	14.29	4.76	21
Learning assessment	61.9	28.57	9.52	0	21

Focus group discussion results

Focus group discussions highlighted several effective strategies, including:

- AI-based evaluation tools for Mandarin pronunciation

(100% consensus).

- Cross-platform content creation (95.24% consensus).

These strategies were refined and validated by the group, ensuring their feasibility and relevance.

Final research findings

The final findings of the research are summarized in Tables 4 and 5, which provide a comprehensive list of 83 strategies identified for enhancing e-education in

broadcasting and hosting arts programs. These strategies were categorized across nine key areas: teacher proficiency, course design, teaching methods, learning resources, and others.

Table 4. E-education strategy for the college broadcasting and hosting arts programs.

Aspect	Topic	Strategy
Teacher proficiency	Ecosystem building	Build a “teacher-student-platform” win-win ecosystem
	Technology application	Deep application and training of intelligent teaching tools
	Resource development	Develop all-media teaching resources
	Teacher development & incentives	Participate in digital teaching competitions to promote instructional growth Share experiences in digital education Conduct regular evaluations of teachers' digital teaching performance Provide funding and recognition for outstanding teachers, integrating results into title evaluations
Course design	Curriculum development	content Broadcast performance: curated video collection of masterworks Hands-on cross-platform content production
	Instructional methods	design AI-based assessment of Mandarin pronunciation and vocal training Data-driven personalized and customized learning Engage enterprises in course content co-design
Teaching methods	Task management & learning assessment	Task management through Learning Management System (LMS) Design micro-tasks Point-based challenge system Team-based competition Online exhibition and peer review of student works
Learning resources	Structured resources	learning Fundamentals of Broadcast Hosting - Open course by Communication University of China Ximalaya App - Classic broadcast readings by professionals Qi Yue Recitation Festival videos
Learning environment	Infrastructure & platform development	Develop professional-grade digital learning terminals and environments Build a unified, standardized, and user-friendly learning platform Provide both online and offline learning packages
Learner characteristics	Personalized & self-directed learning	Establish individual learning spaces Develop personalized digital identity studies Assist students in creating personalized learning plans
Educational technology	Platform & infrastructure	Stable and user-friendly digital platform AI-driven real-time correction and personalized tutoring Learning behavior tracking and analytics
Learning outcomes	Creative work outputs	News broadcast video collection Literary performance video collection Short video production portfolio
Learning assessment	Product quality & outcome evaluation	Review of technical specifications of student works Public presentation of professional learning outcomes Expert evaluation by industry mentors

Table 5. Broadcasting & hosting arts - e-education strategy statistics.

Number	Aspect	Strategies	Percentage
1	Teacher proficiency	10	12
2	Course design	9	11
3	Teaching methods	11	13
4	Learning resources	11	13
5	Learning environment	8	10
6	Learner characteristics	11	13
7	Educational technology	8	10
8	Learning outcomes	8	10
9	Learning assessment	7	8
Total		83	100

DISCUSSION

Support and nonsupport for the original hypotheses

This study, through expert consultations and focus group discussions, evaluated the current status of e-education in broadcasting and hosting arts programs at higher education institutions in Shaanxi Province, as well as strategies for its development. The results largely support the original hypotheses, particularly regarding the construction of e-education platforms and the application of intelligent teaching tools. Experts unanimously agreed that these strategies could effectively promote educational modernization within this field by fostering greater interactivity and accessibility for students. Specifically, the use of advanced educational technologies, such as intelligent teaching tools, was seen as a critical step in improving both teaching quality and student engagement.

However, some strategies faced challenges in their practical implementation. Notably, issues related to curriculum design and the diversity of learning assessments were identified. Experts indicated that while technological tools can enhance the learning experience, they must be integrated into well-designed curricula that account for both theoretical and practical components of broadcasting and hosting arts education. Moreover, there was concern that the current learning assessments are not sufficiently diverse to fully capture students' competencies, particularly in a field that requires hands-on practice and creative outputs. Expert feedback highlighted that these areas of e-education strategy are still in an exploratory phase, requiring more empirical data to further validate the effectiveness and real-world applicability of the proposed strategies.

Comparison with other studies

When compared to similar e-education studies both

domestically and internationally, the results of this study show considerable consistency with broader trends observed in the field. A common theme across these studies is the need for robust technological infrastructure and the enhancement of teachers' digital literacy to ensure the success of e-education initiatives. This aligns with the findings of this study, particularly in the areas of learning resources and teaching methods, where experts generally agreed that the existing educational content and methods form a solid foundation but have yet to achieve comprehensive coverage and deep interactivity.

Moreover, similar to findings from other studies, this research emphasizes that the successful implementation of e-education is contingent upon the effective integration of curriculum content with industry needs, as well as the provision of continuous professional development for educators. The study further confirms that strategies like the creation of a "teacher-student-platform win-win ecosystem" and the application of intelligent teaching tools were viewed positively, with over 95% of expert support, demonstrating broad consensus on their importance for promoting educational modernization. These findings underscore the need for e-education strategies to not only address technological gaps but also adapt to the dynamic nature of the broadcasting and hosting arts industry.

Potential bias and limitations of the study

A key limitation of this study lies in the regional restriction of the sample, as the research was conducted only in Shaanxi Province. This geographical limitation means that the findings may not fully reflect the experiences and challenges of higher education institutions in other regions of China or globally. Furthermore, while multiple methods, such as the Delphi method and focus group discussions, were employed to collect data, the study still primarily relied on expert opinions, which may not capture the full range of experiences, particularly from students and

teachers who are directly involved in e-education implementation. This highlights the need for a more diverse and comprehensive sample in future studies, one that includes feedback from students, faculty members, and other key stakeholders, to ensure a more holistic understanding of the challenges and opportunities in e-education for broadcasting and hosting arts.

Future research could also expand the scope of the study to include a broader range of educational institutions, both within and outside Shaanxi Province. This would allow for a comparison of e-education strategies across different regions and offer a more generalized view of their applicability. Additionally, longitudinal studies could provide valuable insights into how these strategies evolve over time and their long-term impact on student outcomes.

Theoretical and practical significance of the findings

The findings of this study contribute both theoretically and practically to the field of e-education in broadcasting and hosting arts. The theoretical significance lies in the development of a strategic framework for integrating digital tools into traditional education, while maintaining a strong focus on practical skills development. This study highlights the importance of improving teachers' digital literacy, designing flexible curricula, and optimizing the learning environment in the context of broadcasting and hosting arts education. Expert feedback supports the notion that integrating intelligent teaching tools and creating cross-platform content can enhance the interactivity and applicability of e-education.

On a practical level, the study provides actionable recommendations for universities and educational institutions to better implement e-education strategies. These recommendations are grounded in expert insights, ensuring they are feasible and relevant to the needs of both students and educators. The findings also offer a foundation for further educational reform, particularly in disciplines like broadcasting and hosting arts, which require a combination of theoretical knowledge and hands-on practice. These insights are expected to guide policymakers and educators as they design and implement more effective and engaging e-education strategies in the future.

Limitations and future directions

While this study provides valuable insights, there are several limitations that should be addressed in future research. One limitation is the lack of empirical analysis on the outcomes of e-education implementation, particularly regarding students' academic performance and engagement. The absence of direct student feedback limits the ability to assess how well the proposed strategies

are translating into real-world improvements in learning outcomes. Future research should include a more extensive empirical approach, such as measuring changes in students' academic performance before and after the implementation of these strategies, as well as evaluating teachers' acceptance and use of new technologies in the classroom.

Additionally, it is important to gather student feedback to better understand their learning experiences and engagement with e-education tools. By incorporating more comprehensive data on student performance and satisfaction, future studies could provide a more thorough evaluation of the effectiveness of e-education strategies.

Furthermore, the proposed strategic framework should be tested in different regions and educational institutions to evaluate its applicability across diverse educational settings. Comparing the outcomes of e-education strategies in different contexts would allow for a more nuanced understanding of their effectiveness and highlight any regional variations that may exist.

Conclusion and importance of the study

This study offers valuable strategic guidance for the development of e-education in broadcasting and hosting arts programs at higher education institutions in Shaanxi Province. The findings emphasize the critical role of teachers, curriculum design, and learning resources in the successful implementation of e-education strategies. The study presents feasible strategies that can advance educational reform in this field, helping universities adapt to the digital age and meet the evolving needs of students and the media industry.

Future empirical research, incorporating longitudinal studies and more comprehensive student feedback, will be crucial in further validating the effectiveness of these strategies and refining the proposed framework. This will ensure that e-education in broadcasting and hosting arts continues to evolve in a way that effectively prepares students for success in an increasingly digital media landscape.

REFERENCES

- Anderson, T. (2008). *The theory and practice of online learning*. Athabasca University Press.
- Bates, A. W. (2005). *Technology, e-learning and distance education*. Routledge.
- Brown, M., & Green, T. D. (2019). The influence of learner characteristics on the effectiveness of e-learning. *Educational Technology & Society*.
- Chen, C. H., & Sun, Y. C. (2019). The impact of learning technology on education: A review. *Educational Technology Research and Development*.
- Chen, L. (2018). e-Learning content design and effect research.
- Chen, Y. (2017). The role of government policies in promoting e-learning in higher education: A comparative study. *Educational Technology Research and Development*, 65(4), 905-920.

- Li, J., & Zhang, M. (2019). Perceptions of e-learning in Chinese universities: Challenges and opportunities. *Journal of Online Learning and Teaching, 15*(3), 120-134.
- Li, M. (2019). *Learner characteristics in e-learning*.
- Liu, S. (2019). The influence of e-learning platforms on teaching effectiveness in media and communication studies. *Computers in Human Behavior, 96*, 165-174.
- Liu, S., & Zhang, Y. (2021). Exploring the relationship between motivation and learning outcomes in e-learning for broadcasting and hosting. *Journal of Media Education, 22*(3), 147-160.
- Liu, W. (2019). Technology adaptation and e-learning effects.
- McMahon, M. (2015). The role of learning environments in shaping student outcomes. *Journal of Educational Research*.
- Ng, W. (2012). Can we teach digital natives digital literacy? *Computers & Education, 59*(3), 1065-1078.
- Siemens, G. (2013). Learning analytics: The emergence of a discipline. *American Behavioral Scientist, 57*(10), 1380-1400.
-
- Citation:** Tang, Y., Horadal, P., Sawangcharoen, K., and Teekasap, S. (2026). E-education strategies for teaching broadcasting and hosting arts in colleges in Shaanxi Province. *African Educational Research Journal, 14*(1), 148-157.
-