APPENDICES

Appendix 1 English Questionnaire for Students

Construct	Indicator	Questionnaire	Score				
			1	2	3	4	5
Context	Needs Assessment	1. This program meets my needs as a student.					
		2. The material taught is relevant to current industry developments.					
		3. This program helps me identify skills that I need to develop.					
		4. I feel the program responds well to my learning needs.					
		5. The program provides opportunities to submit student needs or suggestions.					
	Stakeholder Analysis	1. The program actively involves input from students.					
		2. The relationship between students and program administrators is good.					
		3. Students have opportunities to communicate with external parties (e.g., companies or foreign partners).					
		4. Student needs and opinions are considered in program implementation.					
		5. Various stakeholders support the success of the program.					

	Institutional Goals	1. I understand the institution's goals in running this program.					
		2. This program supports the achievement of educational goals at the college.					
		3. I feel this program helps me achieve my personal goals.					
		4. The program shows the institution's commitment to education quality.					
		5. This program is consistent with the college's vision and mission.					
	External Environment	1. This program prepares me to face the dynamics of the international job market.					
		2. The program introduces perspectives and practices from foreign countries (especially China).					
		3. I feel the program understands global labor market developments.					
		4. This program provides insights about current technology and industry trends.					
		5. The learning environment supports interaction with foreign cultures.					
Input	Resource Availability	1. The facilities provided during the program are adequate for my learning.					
		2. Learning resources (books, digital materials) are readily available.					
		3. The program provides sufficient access to essential technology and equipment.					
		4. Support staff are always available when I need assistance.					

		5. Funding and other supports are sufficient to sustain the program.					
	Program Design	1. The program content is structured systematically and easy to understand.					
		2. The curriculum accommodates student needs well.					
		3. Learning methods are varied and engaging.					
		4. The study load is balanced and not overwhelming.					
		5. The program provides room for exploration and hands-on practice.					
	Partnership Quality	1. Cooperation with foreign partners (China) runs smoothly and beneficially.					
		2. There is positive cultural exchange during the program.					
		3. Partners contribute clearly to the program.					
		4. The program facilitates cross-country learning experiences well.					
		5. Collaboration between the college and partners is trustworthy and professional.					
	Planning and Management	1. The program is delivered according to the set schedule.					
		2. Information related to the program is communicated clearly and timely.					
		3. Program management responds well to student inquiries.					
		4. There is good coordination among departments running the program.					
		5. Program planning considers student needs and feedback.					
Process	Teaching and Learning	1. Lecturers/instructors are competent and communicative.					
		2. The teaching process supports my understanding.					
		3. Assessments are conducted fairly and transparently.					

		4. I receive constructive feedback from instructors.					
		5. Teaching methods balance theory and practice well.					
	Student Support	1. The program provides adequate academic services.					
		2. Career guidance is available during and after the program.					
		3. I feel personally supported while attending this program.					
		4. Special assistance is provided if I face learning difficulties.					
		5. Administrative support related to the program is accessible for students.					
	Communication and Coordination	1. Program information is easy for students to access and understand.					
		2. Communication between students and program administrators is smooth.					
		3. There are forums or platforms for student discussion and coordination.					
		4. Coordination among program parts/departments is regular and effective.					
		5. Students have opportunities to express opinions and complaints.					
	Monitoring and Feedback	1. The program regularly monitors student progress.					
		2. I have the opportunity to give feedback about the program.					
		3. Program managers listen to and act on student criticism.					
		4. Program evaluations involve students as respondents.					
		5. Student feedback is used to improve the program.					
Product	Student Achievement	1. I feel my learning outcomes have improved after joining the program.					

		2. The program helps me develop the skills I need.					
		3. My academic achievements are supported by the program content and methods.					
		4. The program supports me in achieving my personal targets.					
		5. I receive recognition for my learning outcomes through this program.					
	Employment Outcomes	1. The program prepares me to enter the workforce.					
		2. I receive relevant job vacancy information during the program.					
		3. Cooperation with the industry helps me get job opportunities.					
		4. The skills I learn match market demands.					
		5. The program helps me build a professional network.					
	Institutional Impact	1. The program enhances the college's reputation in my view.					
		2. I believe this program provides long-term benefits for the institution.					
		3. The program supports the development of education quality at the college.					
		4. The program helps the college establish good international cooperation.					
		5. I see progress at the college due to this program's implementation.					
	Social and Cultural Impact	1. This program increases my understanding of Chinese culture.					
		2. I feel more open to cultural differences after this program.					

		3. The program helps build good social relationships among students.					
		4. I gain valuable social experiences during the program.					
		5. The program encourages tolerance and cooperation across cultures.					

Appendix 2 English Questionnaire for Teachers

Construct	Indicator	Questionnaire	Score				
			1	2	3	4	5
Context	Needs Assessment	1. This program has involved teachers in the process of assessing relevant educational needs.					
		2. The needs of students and teachers have been well analyzed before program implementation.					
		3. The data collection methods for needs assessment in the program are appropriate and effective.					
		4. The program can adjust content and methods according to the actual needs of participants.					
		5. Needs assessment is conducted continuously throughout the program.					
	Stakeholder Analysis	1. All stakeholders (teachers, students, external parties) have been clearly identified in this program.					
		2. Input from stakeholders has been seriously considered in program planning.					
		3. Relationships among stakeholders are well managed during program implementation.					
		4. The program provides an effective dialogue space for all stakeholders.					

		5. Conflicting interests among stakeholders are resolved well.					
	Institutional Goals	1. Institutional goals have been clearly articulated in the implementation of this program.					
		2. The program aligns with the institution's mission and vision.					
		3. Teachers understand their roles in achieving institutional goals through this program.					
		4. The program supports long-term development of the institution.					
		5. Program evaluation is conducted with reference to institutional goals.					
	External Environment	1. This program considers external environmental factors such as global education trends.					
		2. Relationships with international partners run smoothly and have a positive impact.					
		3. The program can adapt to external policy changes affecting education.					
		4. Social and economic external factors are taken into account in program planning.					
		5. Information from the external environment is used to improve program quality.					
Input	Resource Availability	1. Available human resources (teachers and staff) are adequate to run this program.					
		2. Facilities and supporting infrastructure for the program have been well provided.					
		3. Funding availability supports the optimal implementation of the program.					

		4. Technological resources used in the program are sufficient.					
		5. The program has adequate access to external resources if needed.					
	Program Design	1. The program is designed with a clear and organized structure.					
		2. The program curriculum aligns with education standards and participant needs.					
		3. The teaching methods in the program are varied and engaging.					
		4. The program effectively incorporates elements of international cooperation.					
		5. The program design facilitates the development of competencies for teachers and students.					
	Partnership Quality	1. The partnership with foreign institutions is harmonious and mutually beneficial.					
		2. Communication between partnership parties is well established and regular.					
		3. International partners provide sufficient support for program smoothness.					
		4. There is clarity of roles and responsibilities within the partnership.					
		5. The partnership enhances the quality of education at the institution.					
	Planning and Management	1. Program planning is thorough and considers all aspects.					
		2. Program management is responsive to problems that arise.					

		3. The program schedule and activities are structured and realistic.					
		4. Coordination among institutional parts supports program smoothness.					
		5. There is a quality control mechanism during program implementation.					
Process	Teaching and Learning	1. The learning methods used suit the characteristics of the students.					
		2. Teachers feel this program improves their teaching quality.					
		3. The program provides relevant and up-to-date learning materials.					
		4. Interaction between teachers and students in the program is effective.					
		5. Learning evaluation is conducted regularly and constructively.					
	Teacher Support	1. Teachers receive adequate support during program participation.					
		2. The program provides additional tutoring for teachers who need it.					
		3. The teachers mentoring system in the program works well.					
		4. The program provides motivation and psychological support to teachers.					
		5. Support facilities for teachers are available to aid teaching success.					
		1. Communication among teachers, management, and foreign partners runs smoothly.					

	Communication and Coordination	2. Coordination of program activities is done regularly and effectively.					
		3. Communication channels used facilitate information exchange.					
		4. Important program information is delivered timely to all parties.					
		5. There is a mechanism to quickly resolve communication problems.					
	Monitoring and Feedback	1. Monitoring of program implementation is conducted periodically.					
		2. Teachers have opportunities to give input during the program.					
		3. Feedback from students and teachers is used to improve the program.					
		4. There is a transparent reporting mechanism for monitoring results.					
		5. Follow-up on monitoring results is done consistently.					
Product	Student Achievement	1. This program helps improve the academic achievement of students.					
		2. Students show skill improvement during program participation.					
		3. Student learning outcomes are evaluated objectively and comprehensively.					
		4. The program facilitates maximizing students' potential development.					
		5. Student achievement is measured with clear and consistent standards.					

	Employment Outcomes	1. This program increases graduates' readiness to enter the workforce.					
		2. The institution has good relationships with industry for student job placements.					
		3. Program alumni show high levels of job absorption.					
		4. The program provides skills training relevant to the labor market.					
		5. Data on graduate employment outcomes are systematically monitored and analyzed.					
	Institutional Impact	1. Program implementation positively impacts the institution's reputation.					
		2. The program contributes to improving the institution's academic quality.					
		3. The program supports capacity development of the institution in education.					
		4. The program enhances institutional collaboration with international partners.					
		5. There are improvements in institutional facilities and resources due to the program.					
	Social and Cultural Impact	1. This program enriches understanding of Chinese culture for students and teachers.					
		2. The program encourages appreciation of cultural diversity.					
		3. Social awareness of students increases through program implementation.					
		4. The program helps strengthen social relationships between the institution and surrounding communities.					

| | | 5. The program boosts institutional involvement in social and cultural activities. | | | | | |

Appendix 3 English Questionnaire for Administrator

Construct	Indicator	Questionnaire	Score				
			1	2	3	4	5
Context	Needs Assessment	1. The program has conducted a comprehensive needs assessment to ensure relevance and effectiveness.					
		2. The data used in the needs assessment is based on accurate and reliable analysis.					
		3. The needs assessment involves various key stakeholders in the process.					
		4. The results of the needs assessment serve as the main foundation for program planning.					
		5. Needs assessments are conducted continuously throughout the program implementation.					
	Stakeholder Analysis	1. Institutional goals are clearly reflected in the design and implementation of the program.					
		2. This program significantly contributes to achieving the institution's strategic objectives.					

		3. Institutional policies fully support the implementation of this program.					
		4. This program helps strengthen the institution's capacity in the long term.					
		5. Institutional goals are clearly reflected in the design and implementation of the program.					
	Institutional Goals	1. Institutional goals are clearly reflected in the design and implementation of the program.					
		2. This program significantly contributes to achieving the institution's strategic objectives.					
		3. Institutional policies fully support the implementation of this program.					
		4. This program helps strengthen the institution's capacity in the long term.					
		5. Program evaluation is conducted with reference to institutional goals.					
	External Environment	1. The program is responsive to relevant changes in external policies and regulations.					
		2. External economic and social factors are considered in program planning.					
		3. Relationships with international partners are well maintained and developed.					
		4. The program can adapt effectively to the dynamics of the external environment.					
		5. The impact of the external environment is regularly evaluated to ensure program sustainability.					
Input	Resource Availability	1. Financial resources are available and managed efficiently to support the program.					

		2. Competent human resources are prepared to run the program.					
		3. Facilities and infrastructure required for program implementation are adequate.					
		4. Access to technology and external resources is available and utilized.					
		5. Resource management is conducted transparently and accountably.					
	Program Design	1. The program design aligns with educational standards and local needs.					
		2. The program is designed to facilitate the integration of international cooperation effectively.					
		3. Innovative elements in the program design support the achievement of expected outcomes.					
		4. The program includes evaluation and revision mechanisms for continuous improvement.					
		5. The program structure supports active involvement of all stakeholders.					
	Partnership Quality	1. Collaboration with foreign partners is harmonious and mutually beneficial.					
		2. There is clear responsibility and roles for each partner within the program.					
		3. Partners provide adequate support in program implementation.					
		4. Communication among partners is smooth and regular.					
		5. The partnership enhances institutional capacity and program quality.					

	Planning and Management	1. Program planning is comprehensive and considers all operational aspects.					
		2. Program management is responsive to issues arising during implementation.					
		3. Schedules and resources are managed to ensure smooth program operation.					
		4. Monitoring and quality control mechanisms are in place during implementation.					
		5. Coordination among units and external partners is effective.					
Process	Teaching and Learning	1. Teaching methods used are in line with international standards and local needs.					
		2. Learning materials are relevant and support program goals.					
		3. Teacher training and development are facilitated for effective program implementation.					
		4. Learning evaluations are conducted periodically and reflectively.					
		5. The program supports the improvement of teaching quality and student learning outcomes.					
	Student and Teacher Support	1. Academic and non-academic support are adequately provided for student and teachers.					
		2. The program offers access to effective guidance for teachers and students.					
		3. Support facilities such are available for students and teachers in need.					
		4. The program promotes inclusion and diversity in student support.					

		5. Student and teacher support systems are well integrated into program implementation.					
	Communication and Coordination	1. Internal communication within the institution is smooth and open.					
		2. Coordination between the institution and foreign partners is effective.					
		3. Program-related information is communicated timely to all relevant parties.					
		4. Official communication channels are consistently used.					
		5. Communication problems are quickly identified and resolved.					
	Monitoring and Feedback	1. Program monitoring systems have been implemented routinely and effectively.					
		2. Feedback from stakeholders is used to improve program implementation.					
		3. Evaluation reports are prepared and distributed periodically.					
		4. Program performance indicators are clear and measurable.					
		5. Follow-up actions on monitoring and evaluation results are carried out concretely.					
Product	Student Achievement	1. The program contributes to improving students' academic achievements.					
		2. The competencies and skills of students increase through this program.					
		3. Student achievements are evaluated objectively and continuously.					

		4. The program supports character development and soft skills of students.					
		5. Student achievements are aligned with national and international standards.					
	Employment Outcomes	1. The program improves graduates' readiness for employment according to labor market needs.					
		2. The institution's relationships with industries and companies are well established.					
		3. The program facilitates internship and job opportunities for graduates.					
		4. Graduate employment data is monitored and systematically analyzed.					
		5. The program provides training that matches labor market demands.					
	Institutional Impact	1. The program strengthens the institution's reputation nationally and internationally.					
		2. The program contributes to the development of institutional capacity.					
		3. Program activities encourage innovation within the institution.					
		4. The program supports enhanced cooperation between the institution and foreign partners.					
		5. The positive impact of the program is felt in improving academic service quality.					
	Social and Cultural Impact	1. The program promotes understanding and appreciation of Chinese culture and cultural diversity.					
		2. The program supports social and cultural activities within the institution.					

		3. The program raises social awareness and responsibility among students.					
		4. Relationships between the institution and local and international communities are strengthened.					
		5. The program encourages the institution's active participation in social and cultural activities.					

Appendix 4 Chinese Questionnaire for Students

构造	指标	陈述	评估				
			非常不同意	不同意	怀疑	同意	非常同意
情境	需求评估	1. 该项目满足了我作为学生的需求。					
		2. 教授的内容与当前行业发展相关。					
		3. 该项目帮助我识别需要发展的技能。					
		4. 我感觉该项目很好地响应了我的学习需求。					
		5. 该项目提供了提交学生需求或建议的机会					
	利益相关者分析	1. 该项目积极吸收学生的意见。					
		2. 学生与项目管理者之间关系良好。					
		3. 学生有机会与外部方（如公司或外国合作伙伴）沟通。					

		4. 项目实施过程中考虑了学生的需求和意见。					
		5. 各利益相关者支持项目的成功。					
	机构目标	1. **我理解学校开展**该项目的目标。					
		2. 该项目支持学院教育目标的实现。					
		3. 我感觉该项目帮助我实现个人目标。					
		4. 该项目体现了学校对教育质量的承诺					
		5. 该项目与学院的愿景和使命一致。					
	外部环境	1. 该项目让我准备好应对国际就业市场的变化。					
		2. 该项目介绍了来自外国（特别是中国）的观点和实践。					
		3. 我感觉项目了解全球劳动力市场的发展。					
		4. 该项目提供关于当前技术和行业趋势的见解。					
		5. 学习环境支持与外国文化的互动。					
输入	资源可用性	1. 项目提供的设施满足我的学习需求。					
		2. 学习资源（书籍、数字材料）易于获取。					
		3. 项目提供充足的关键技术和设备。					

		4. 当我需要帮助时，支持人员随时可用。					
		5. 项目的资金和其他支持充足。					
	项目设计	1. 项目内容结构系统且易于理解。					
		2. 课程设置很好地满足了学生需求。					
		3. 教学方法多样且有趣。					
		4. 学业负担合理，不会过重。					
		5. 项目提供探索和实践的空间。					
	合作质量	1. **与外国合作伙伴（中国）的合作**顺利且有益。					
		2. 项目期间有积极的文化交流。					
		3. 合作伙伴对项目贡献明确。					
		4. 项目良好促进跨国学习体验。					
		5. 学院与合作伙伴的合作值得信赖且专业					
	计划与管理	1. 项目按计划实施。					
		2. 与项目有关的信息传达清晰及时。					
		3. 项目管理对学生询问反应良好。					
		4. 项目各部门协调良好。					
		5. 项目计划考虑学生需求和反馈					
流程	教学与学习	1. **教**师专业且善于沟通。					
		2. 教学过程有助于我理解课程内容。					
		3. 评估公平且透明。					

		4. 我从教师那里获得建设性反馈。					
		5. 教学方法很好地平衡了理论与实践。					
	学生支持	1. 项目提供充分的学业辅导服务。					
		2. 项目期间及之后有职业指导。					
		3. 我感受到在项目中的个人支持。					
		4. 遇到学习困难时有专项帮助。					
		5. 与项目相关的行政支持对学生开放。					
	沟通与协调	1. **学生易于**获取并理解项目信息。					
		2. 学生与项目管理者沟通顺畅。					
		3. 有学生讨论和协调的论坛或平台。					
		4. 项目各部分/部门协调定期且有效。					
		5. 学生有机会表达意见和投诉。					
	监控与反馈	1. 项目定期监控学生进展。					
		2. 我有机会对项目提出反馈。					
		3. 项目管理者倾听并采取学生意见。					
		4. 项目评估有学生作为受访者参与。					
		5. 学生反馈被用于项目改进					
产品	学生成就	1. **我感**觉加入项目后学习成果有提升。					
		2. 该项目帮助我发展所需技能。					
		3. 我的学业成果得到项目内容和方法支持。					
		4. 项目支持我实现个人目标。					
		5. 我因项目获得学习成果的认可。					

	就业结果	1. 该项目帮助我准备就业。					
		2. 项目期间提供相关的职位信息。					
		3. 与行业的合作帮助我获得工作机会。					
		4. 我所学技能符合市场需求。					
		5. 项目帮助我建立专业网络。					
	机构影响	1. 该项目提升了我对学院的声誉认知。					
		2. 我相信该项目为学校带来长期利益。					
		3. 项目支持学院教育质量的发展。					
		4. 项目有助于学院建立良好的国际合作。					
		5. 我看到该项目实施带来的学院进展。					
	社会与文化影响	1. 该项目增进了我对中国文化的理解。					
		2. 项目结束后我对文化差异更开放。					
		3. 项目促进学生间良好的社会关系。					
		4. 我在项目中获得宝贵的社会经验。					
		5. 项目鼓励跨文化的宽容与合作。					

Appendix 5 Chinese Questionnaire for Teachers

构造	指标	陈述	评估				
			非常不同意	不同意	怀疑	同意	非常同意
情境	需求评估	1. 本项目已明确识别所有利益相关者（教师、学生、外部方）。					
		2. 在项目规划中认真考虑了利益相关者的意见。					
		3. 利益相关者之间的关系在项目实施期间得到了良好管理。					
		4. 项目为所有利益相关者提供了有效的对话空间。					
		5. 利益相关者之间的冲突得以妥善解决。					
	利益相关者分析	1. 本项目已明确识别所有利益相关者（教师、学生、外部方）。					
		2. 在项目规划中认真考虑了利益相关者的意见。					
		3. 利益相关者之间的关系在项目实施期间得到了良好管理。					
		4. 项目为所有利益相关者提供了有效的对话空间。					
		5. 利益相关者之间的冲突得以妥善解决。					

	机构目标	1. **在本**项目实施中，机构目标被清晰表达。					
		2. 该项目与机构的使命和愿景保持一致。					
		3. 教师理解自己在实现机构目标中的角色。					
		4. 该项目支持机构的长期发展。					
		5. 项目评估是以机构目标为参考进行的。					
	外部环境	1. 该项目让我准备好应对国际就业市场的变化。					
		2. 该项目介绍了来自外国（特别是中国）的观点和实践。					
		3. 我感觉项目了解全球劳动力市场的发展。					
		4. 该项目提供关于当前技术和行业趋势的见解。					
		5. 学习环境支持与外国文化的互动。					
输入	资源可用性	1. 项目考虑了全球教育趋势等外部环境因素。					
		2. 与国际合作伙伴的关系顺畅，带来了积极影响。					

		3. 项目能适应影响教育的外部政策变化。					
		4. 项目规划考虑了社会和经济等外部因素。					
		5. 利用外部环境信息提升项目质量。					
	项目设计	1. 项目设计结构清晰有序。					
		2. 课程内容符合教育标准和参与者需求。					
		3. 教学方法多样且富有吸引力。					
		4. 项目有效整合了国际合作元素。					
		5. 项目设计促进教师和学生的能力发展。					
	合作质量	1. 与外国机构的合作关系和谐互惠。					
		2. 合作各方沟通顺畅且频繁。					
		3. 国际合作伙伴为项目顺利进行提供了充分支持。					
		4. 合作中各方职责明确。					
		5. 合作提升了机构的教育质量。					
	计划与管理	1. 项目规划全面，考虑了各个方面。					
		2. 项目管理对出现的问题反馈及时。					
		3. 项目时间安排和活动结构合理。					
		4. 机构各部分协调支持项目顺利进行。					
		5. 项目实施过程中有质量控制机制。					
流程	教学与学习	1. 学习方法符合学生特征。					

		2. 教师认为项目提升了他们的教学质量。				
		3. 项目提供相关且最新的学习材料。				
		4. 项目中师生互动有效。				
		5. 学习评估定期且建设性进行。				
	教师支持	1. **学生在**项目参与过程中获得了足够的教师支持。				
		2. 项目为需要帮助的学生提供了额外辅导。				
		3. 学生辅导系统运行良好。				
		4. 项目为学生提供激励和心理支持。				
		5. 学生支持设施有助于学习成功。				
	沟通与协调	1. 教师、管理层和国际合作伙伴之间沟通顺畅。				
		2. 项目活动协调定期且高效。				
		3. 使用的沟通渠道便于信息交流。				
		4. 重要项目内容及时传达给各方。				
		5. 有快速解决沟通问题的机制。				
	监控与反馈	1. 项目实施监控定期进行。				
		2. 教师有机会在项目中提出意见。				
		3. 利用师生反馈改进项目。				
		4. 监控结果报告透明。				
		5. 持续对监控结果进行跟进。				

产品	学生成就	1. 项目帮助提升学生的学业成绩。					
		2. 学生在参与项目期间技能得到提升。					
		3. 学生成果客观全面地进行评估。					
		4. 项目促进了学生潜力的最大化发展。					
		5. 学生成就有明确一致的衡量标准。					
	就业结果	1. 项目提高了毕业生的就业准备度。					
		2. 学校与企业保持良好关系支持学生就业。					
		3. 毕业生就业率高。					
		4. 项目提供与劳动力市场相关的技能培训。					
		5. 系统监测和分析毕业生就业数据。					
	机构影响	1. 项目实施提升了机构声誉。					
		2. 项目促进了机构学术质量的提升。					
		3. 项目支持机构教育能力建设。					
		4. 项目加强了机构与国际合作伙伴的合作。					
		5. 项目带动机构设施和资源的改善。					
	社会与文化影响	1. 项目丰富了师生对中国文化的理解。					
		2. 项目鼓励尊重文化多样性。					
		3. 项目提升了学生的社会意识。					
		4. 项目加强了机构与周边社区的社会关系。					

		5. 项目促进了机构参与社会和文化活动。					

Appendix 6 Chinese Questionnaire for Administrators

构造	指标	陈述	评估				
			非常不同意	不同意	怀疑	同意	非常同意
情境	需求评估	1. 本项目已进行全面的需求评估，以确保其相关性和有效性。					
		2. 需求评估所使用的数据基于准确可靠的分析。					
		3. 需求评估过程中涵盖了多方关键利益相关者。					
		4. 需求评估结果作为项目规划的主要依据。					
		5. 需求评估在项目实施过程中持续进行。					
	利益相关者分析	1. 项目的所有关键利益相关者均已明确识别。					
		2. 利益相关者分析用于有效管理关系及期望。					
		3. 利益相关者在项目决策中的参与程度适当。					
		4. 能够预测并妥善解决利益相关者之间的冲突。					
		5. 项目中建立了良好的利益相关者沟通机制。					

	机构目标	1. **机构目**标在项目设计和实施中得到明确体现。					
		2. 此项目显著助力实现机构的战略目标。					
		3. 机构政策对项目实施提供充分支持。					
		4. 项目有助于增强机构的长期能力建设。					
		5. 项目评估以既定的机构目标为依据开展。					
	外部环境	1. 项目对相关的外部政策法规变化做出响应。					
		2. 项目规划中考虑了外部经济和社会因素。					
		3. 与国际合作伙伴的关系得到良好维护和发展。					
		4. 项目能有效适应外部环境的动态变化。					
		5. 定期评估外部环境影响以保证项目的可持续性。					
输入	资源可用性	1. 财务资源充足且被高效管理以支持项目。					
		2. 项目运行所需的专业人力资源已准备妥当。					

		3. 项目实施所需的设施和基础设施充足。					
		4. 能有效获取并利用技术及外部资源。					
		5. 资源管理透明且具责任性。					
	项目设计	1. 项目设计符合教育标准及本地需求。					
		2. 设计促进国际合作的有效整合。					
		3. 项目设计中包含创新元素支持预期成果达成。					
		4. 项目设计包括持续改进的评估和修订机制。					
		5. 项目结构支持所有利益相关者的积极参与。					
	合作质量	1. 与外国合作伙伴的协作和谐且互利共赢。					
		2. 各合作伙伴在项目中承担明确职责和角色。					
		3. 合作伙伴提供充分支持以推动项目实施。					
		4. 合作伙伴间的沟通顺畅且定期进行。					
		5. 合作关系提升了机构能力和项目质量。					
	计划与管理	1. 项目规划全面，涵盖所有运营方面。					
		2. 管理对实施过程中出现的问题及时响应。					

		3. 时间表和资源管理确保项目顺利运行。				
		4. 建立了实施过程中的监控和质量控制机制。				
		5. 各部门与外部合作伙伴间协调有效。				
流程	教学与学习	1. **教学方法符合国**际标准及本地需求。				
		2. 学习材料相关且支持项目目标。				
		3. 提供教师培训和发展以保证项目有效实施。				
		4. 定期且反思性地进行学习评估。				
		5. 项目促进教学质量和学生学习成果的提升。				
	学生支持	1. 提**供充分的学**术和非学术支持给学生。				
		2. 提供有效的指导和辅导服务。				
		3. 为有需要的学生提供奖学金或其他资助。				
		4. 促进学生支持中的包容性和多样性。				
		5. 学生支持系统与项目实施紧密结合。				
	沟通与协调	1. **机构内部沟通**顺畅且开放。				
		2. 机构与外国合作伙伴间协调有效。				
		3. 项目信息及时传达给所有相关方。				
		4. 持续使用正式沟通渠道。				
		5. 及时识别和解决沟通问题。				

	监控与反馈	1. 已实施常规且有效的项目监控系统。					
		2. 利用利益相关者反馈改进项目实施。					
		3. 定期编制和分发评估报告。					
		4. 项目绩效指标明确且可衡量。					
		5. 针对监控和评估结果执行具体的后续行动。					
产品	学生成就	1. 项目促进学生学业成绩的提升。					
		2. 学生通过该项目提升了能力和技能。					
		3. 学生成就得到客观且持续评估。					
		4. 支持学生品格和软技能的发展。					
		5. 学生成就符合国家和国际标准。					
	就业结果	1. 项目提高毕业生根据劳动市场需求的就业准备度。					
		2. 机构与产业和企业保持良好关系。					
		3. 项目促进毕业生实习和就业机会。					
		4. 毕业生就业数据定期监测和系统分析。					
		5. 提供的培训符合劳动市场需求。					
	机构影响	1. 该项目提升了机构的国内外声誉。					
		2. 促进机构能力建设的发展。					
		3. 项目活动鼓励机构内部创新。					
		4. 支持加强机构与外国合作伙伴的合作.					
		5. 项目在提升学术服务质量方面产生积极影响。					

	社会与文化影响	1. 项目促进对中国文化及文化多样性的理解和欣赏。					
		2. 支持机构内的社会和文化活动。					
		3. 提升学生的社会意识和责任感。					
		4. 加强机构与本地及国际社区的联系。					
		5. 鼓励机构积极参与社会和文化活动。					

Appendix 7 Correlation Among Items

Correlations		
		SUM
VAR01	Pearson Correlation	.912**
	Sig. (2-tailed)	0
	N	32
VAR02	Pearson Correlation	.861**
	Sig. (2-tailed)	0
	N	32
VAR03	Pearson Correlation	.879**
	Sig. (2-tailed)	0
	N	32
VAR04	Pearson Correlation	.896**
	Sig. (2-tailed)	0
	N	32
VAR05	Pearson Correlation	.852**
	Sig. (2-tailed)	0
	N	32
VAR06	Pearson Correlation	.803**
	Sig. (2-tailed)	0
	N	32
VAR07	Pearson Correlation	.822**
	Sig. (2-tailed)	0
	N	32
VAR08	Pearson Correlation	.747**
	Sig. (2-tailed)	0
	N	32
VAR09	Pearson Correlation	.844**
	Sig. (2-tailed)	0
	N	32
VAR10	Pearson Correlation	.807**
	Sig. (2-tailed)	0
	N	32
VAR11	Pearson Correlation	.748**
	Sig. (2-tailed)	0

	N	32
VAR12	Pearson Correlation	.884**
	Sig. (2-tailed)	0
	N	32
VAR13	Pearson Correlation	.747**
	Sig. (2-tailed)	0
	N	32
VAR14	Pearson Correlation	.928**
	Sig. (2-tailed)	0
	N	32
VAR15	Pearson Correlation	.897**
	Sig. (2-tailed)	0
	N	32
VAR16	Pearson Correlation	.573**
	Sig. (2-tailed)	0,001
	N	32
VAR17	Pearson Correlation	.757**
	Sig. (2-tailed)	0
	N	32
VAR18	Pearson Correlation	.805**
	Sig. (2-tailed)	0
	N	32
VAR19	Pearson Correlation	.826**
	Sig. (2-tailed)	0
	N	32
VAR20	Pearson Correlation	.815**
	Sig. (2-tailed)	0
	N	32
VAR21	Pearson Correlation	.875**
	Sig. (2-tailed)	0
	N	32
VAR22	Pearson Correlation	.882**
	Sig. (2-tailed)	0
	N	32
VAR23	Pearson Correlation	.840**

	Sig. (2-tailed)	0
	N	32
VAR24	Pearson Correlation	.775**
	Sig. (2-tailed)	0
	N	32
VAR25	Pearson Correlation	.854**
	Sig. (2-tailed)	0
	N	32
VAR26	Pearson Correlation	.788**
	Sig. (2-tailed)	0
	N	32
VAR27	Pearson Correlation	.900**
	Sig. (2-tailed)	0
	N	32
VAR28	Pearson Correlation	.924**
	Sig. (2-tailed)	0
	N	32
VAR29	Pearson Correlation	.842**
	Sig. (2-tailed)	0
	N	32
VAR30	Pearson Correlation	.903**
	Sig. (2-tailed)	0
	N	32
VAR31	Pearson Correlation	.922**
	Sig. (2-tailed)	0
	N	32
VAR32	Pearson Correlation	.912**
	Sig. (2-tailed)	0
	N	32
VAR33	Pearson Correlation	.944**
	Sig. (2-tailed)	0
	N	32
VAR34	Pearson Correlation	.896**
	Sig. (2-tailed)	0
	N	32

VAR35	Pearson Correlation	.944**
	Sig. (2-tailed)	0
	N	32
VAR36	Pearson Correlation	.892**
	Sig. (2-tailed)	0
	N	32
VAR37	Pearson Correlation	.879**
	Sig. (2-tailed)	0
	N	32
VAR38	Pearson Correlation	.910**
	Sig. (2-tailed)	0
	N	32
VAR39	Pearson Correlation	.933**
	Sig. (2-tailed)	0
	N	32
VAR40	Pearson Correlation	.904**
	Sig. (2-tailed)	0
	N	32
VAR41	Pearson Correlation	.817**
	Sig. (2-tailed)	0
	N	32
VAR42	Pearson Correlation	.879**
	Sig. (2-tailed)	0
	N	32
VAR43	Pearson Correlation	.966**
	Sig. (2-tailed)	0
	N	32
VAR44	Pearson Correlation	.923**
	Sig. (2-tailed)	0
	N	32
VAR45	Pearson Correlation	.966**
	Sig. (2-tailed)	0
	N	32
VAR46	Pearson Correlation	.904**
	Sig. (2-tailed)	0

	N	32
VAR47	Pearson Correlation	.875**
	Sig. (2-tailed)	0
	N	32
VAR48	Pearson Correlation	.902**
	Sig. (2-tailed)	0
	N	32
VAR49	Pearson Correlation	.901**
	Sig. (2-tailed)	0
	N	32
VAR50	Pearson Correlation	.811**
	Sig. (2-tailed)	0
	N	32
VAR51	Pearson Correlation	.933**
	Sig. (2-tailed)	0
	N	32
VAR52	Pearson Correlation	.936**
	Sig. (2-tailed)	0
	N	32
VAR53	Pearson Correlation	.868**
	Sig. (2-tailed)	0
	N	32
VAR54	Pearson Correlation	.838**
	Sig. (2-tailed)	0
	N	32
VAR55	Pearson Correlation	.933**
	Sig. (2-tailed)	0
	N	32
VAR56	Pearson Correlation	.927**
	Sig. (2-tailed)	0
	N	32
VAR57	Pearson Correlation	.896**
	Sig. (2-tailed)	0
	N	32
VAR58	Pearson Correlation	.917**

	Sig. (2-tailed)	0
	N	32
VAR59	Pearson Correlation	.898**
	Sig. (2-tailed)	0
	N	32
VAR60	Pearson Correlation	.966**
	Sig. (2-tailed)	0
	N	32
VAR61	Pearson Correlation	.859**
	Sig. (2-tailed)	0
	N	32
VAR62	Pearson Correlation	.914**
	Sig. (2-tailed)	0
	N	32
VAR63	Pearson Correlation	.844**
	Sig. (2-tailed)	0
	N	32
VAR64	Pearson Correlation	.871**
	Sig. (2-tailed)	0
	N	32
VAR65	Pearson Correlation	.882**
	Sig. (2-tailed)	0
	N	32
VAR66	Pearson Correlation	.719**
	Sig. (2-tailed)	0
	N	32
VAR67	Pearson Correlation	.715**
	Sig. (2-tailed)	0
	N	32
VAR68	Pearson Correlation	.823**
	Sig. (2-tailed)	0
	N	32
VAR69	Pearson Correlation	.787**
	Sig. (2-tailed)	0
	N	32

	Pearson Correlation	.869**
VAR70		
	Sig. (2-tailed)	0
	N	32
VAR71	Pearson Correlation	.921**
	Sig. (2-tailed)	0
	N	32
VAR72	Pearson Correlation	.931**
	Sig. (2-tailed)	0
	N	32
VAR73	Pearson Correlation	.933**
	Sig. (2-tailed)	0
	N	32
VAR74	Pearson Correlation	.906**
	Sig. (2-tailed)	0
	N	32
VAR75	Pearson Correlation	.914**
	Sig. (2-tailed)	0
	N	32
VAR76	Pearson Correlation	.775**
	Sig. (2-tailed)	0
	N	32
VAR77	Pearson Correlation	.851**
	Sig. (2-tailed)	0
	N	32
VAR78	Pearson Correlation	.828**
	Sig. (2-tailed)	0
	N	32
VAR79	Pearson Correlation	.897**
	Sig. (2-tailed)	0
	N	32
VAR80	Pearson Correlation	.897**
	Sig. (2-tailed)	0
	N	32
VAR81	Pearson Correlation	1
	Sig. (2-tailed)	

	N	32

Appendix 8 Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.996	80

Appendix 9 Students' Data Tabulation

Context	Input	Process	Product	ZVAR00001	TContext	FContext	ZVAR00002	TInput	FInput	FProcess
3.05	3.40	3.90	3.05	-1.154	38.456	1.000	-1.095	39.051	1.000	1.000
4.05	3.90	4.50	4.10	0.096	50.960	2.000	-0.332	46.681	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.35	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.05	3.90	4.05	4.25	0.096	50.960	2.000	-0.332	46.681	1.000	1.000
2.00	3.95	3.90	3.60	-2.467	25.327	1.000	-0.256	47.444	1.000	1.000
3.00	2.95	4.55	2.95	-1.217	37.831	1.000	-1.782	32.184	1.000	2.000
4.00	3.80	4.00	4.05	0.033	50.335	2.000	-0.484	45.155	1.000	1.000
3.70	3.60	3.70	4.10	-0.342	46.584	1.000	-0.790	42.103	1.000	1.000
4.80	5.00	4.80	4.80	1.034	60.338	2.000	1.347	63.467	2.000	2.000
3.70	3.80	3.70	4.05	-0.342	46.584	1.000	-0.484	45.155	1.000	1.000
4.75	4.25	4.75	4.25	0.971	59.713	2.000	0.202	52.022	2.000	2.000
4.00	3.60	4.00	3.70	0.033	50.335	2.000	-0.790	42.103	1.000	1.000
3.00	2.85	4.05	3.00	-1.217	37.831	1.000	-1.934	30.658	1.000	1.000
1.75	4.85	4.55	5.00	-2.780	22.201	1.000	1.118	61.178	2.000	2.000
4.00	4.00	4.00	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.85	3.95	3.85	4.20	-0.154	48.459	1.000	-0.256	47.444	1.000	1.000
3.00	3.00	3.90	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.00	4.00	5.00	4.00	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.00	3.75	4.00	4.10	0.033	50.335	2.000	-0.561	44.392	1.000	1.000
3.05	3.10	3.10	3.30	-1.154	38.456	1.000	-1.553	34.473	1.000	1.000

3.05	3.20	4.95	3.25	-1.154	38.456	1.000	-1.400	35.999	1.000	2.000
3.60	3.80	4.90	4.05	-0.467	45.333	1.000	-0.484	45.155	1.000	2.000
3.70	3.95	3.75	4.25	-0.342	46.584	1.000	-0.256	47.444	1.000	1.000
3.95	3.80	4.70	3.60	-0.029	49.710	1.000	-0.484	45.155	1.000	2.000
4.00	4.00	4.05	3.50	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.00	4.00	4.00	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
5.00	5.00	5.00	4.75	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
3.00	3.75	3.00	3.00	-1.217	37.831	1.000	-0.561	44.392	1.000	1.000
4.00	4.00	4.50	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.00	3.75	4.65	4.45	0.033	50.335	2.000	-0.561	44.392	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.25	3.00	4.70	3.00	-0.904	40.957	1.000	-1.705	32.947	1.000	2.000
4.00	4.00	4.55	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.95	5.00	4.95	4.95	1.221	62.214	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.50	4.40	4.50	4.90	0.659	56.587	2.000	0.431	54.311	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.05	4.00	4.10	0.033	50.335	2.000	-0.103	48.970	1.000	1.000
4.00	4.00	4.65	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.05	4.10	4.30	4.30	0.096	50.960	2.000	-0.027	49.733	1.000	1.000

4.00	4.00	4.45	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
3.00	3.00	4.30	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.00	4.00	4.45	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.00	4.00	4.85	4.25	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.05	3.95	4.05	4.15	0.096	50.960	2.000	-0.256	47.444	1.000	1.000
5.00	5.00	5.00	4.25	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.30	3.90	4.30	4.25	0.409	54.086	2.000	-0.332	46.681	1.000	1.000
4.00	4.00	4.10	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.00	4.00	4.15	3.50	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.00	4.00	4.00	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.40	3.35	3.40	3.40	-0.717	42.832	1.000	-1.171	38.288	1.000	1.000
4.50	4.50	4.50	4.50	0.659	56.587	2.000	0.584	55.837	2.000	2.000
4.00	4.00	4.00	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.00	3.00	3.90	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
3.20	2.70	4.70	3.45	-0.967	40.332	1.000	-2.163	28.369	1.000	2.000
3.80	3.40	3.80	3.55	-0.217	47.834	1.000	-1.095	39.051	1.000	1.000
4.90	4.55	4.90	4.70	1.159	61.588	2.000	0.660	56.600	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.40	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
4.00	4.00	4.15	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000

4.75	4.75	4.75	4.95	0.971	59.713	2.000	0.965	59.652	2.000	2.000
4.00	3.80	4.00	4.20	0.033	50.335	2.000	-0.484	45.155	1.000	1.000
3.00	3.00	4.40	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	2.000
4.00	4.00	4.30	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.00	4.00	4.00	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.25	3.15	3.25	3.45	-0.904	40.957	1.000	-1.476	35.236	1.000	1.000
4.50	4.45	4.50	4.35	0.659	56.587	2.000	0.507	55.074	2.000	2.000
4.00	4.00	4.00	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.00	4.00	4.00	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.00	3.00	3.00	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.00	4.00	4.00	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.20	3.95	4.20	4.10	0.284	52.836	2.000	-0.256	47.444	1.000	1.000
3.00	2.70	3.00	3.00	-1.217	37.831	1.000	-2.163	28.369	1.000	1.000
2.75	3.65	3.60	3.00	-1.530	34.705	1.000	-0.713	42.866	1.000	1.000
4.00	4.00	4.00	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.10	4.20	4.10	4.25	0.159	51.585	2.000	0.126	51.259	2.000	1.000
2.75	3.00	3.40	3.00	-1.530	34.705	1.000	-1.705	32.947	1.000	1.000
3.95	3.90	3.95	4.05	-0.029	49.710	1.000	-0.332	46.681	1.000	1.000
3.00	3.00	3.00	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
5.00	5.00	4.80	4.90	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000

3.00	3.00	3.00	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.40	4.60	4.40	4.60	0.534	55.336	2.000	0.736	57.363	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	3.95	4.35	3.00	0.033	50.335	2.000	-0.256	47.444	1.000	2.000
2.90	3.20	4.40	4.25	-1.342	36.580	1.000	-1.400	35.999	1.000	2.000
3.00	4.15	4.15	3.05	-1.217	37.831	1.000	0.050	50.496	2.000	1.000
3.00	4.10	3.00	4.15	-1.217	37.831	1.000	-0.027	49.733	1.000	1.000
3.55	3.80	3.55	4.30	-0.529	44.708	1.000	-0.484	45.155	1.000	1.000
4.10	4.50	4.10	4.15	0.159	51.585	2.000	0.584	55.837	2.000	1.000
3.00	3.85	3.00	3.00	-1.217	37.831	1.000	-0.408	45.918	1.000	1.000
4.60	4.60	4.60	4.60	0.784	57.837	2.000	0.736	57.363	2.000	2.000
4.00	3.85	4.30	3.80	0.033	50.335	2.000	-0.408	45.918	1.000	1.000
5.00	5.00	5.00	4.95	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.25	4.00	4.35	4.10	0.346	53.461	2.000	-0.179	48.207	1.000	2.000
4.00	4.00	4.00	4.20	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.60	3.50	3.60	3.00	-0.467	45.333	1.000	-0.942	40.577	1.000	1.000
3.65	3.80	3.65	4.20	-0.404	45.958	1.000	-0.484	45.155	1.000	1.000
5.00	5.00	5.00	4.65	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.00	3.95	4.15	3.00	-1.217	37.831	1.000	-0.256	47.444	1.000	1.000
3.00	4.30	3.75	4.20	-1.217	37.831	1.000	0.279	52.785	2.000	1.000

3.00	4.45	3.65	4.15	-1.217	37.831	1.000	0.507	55.074	2.000	1.000
3.00	3.00	3.90	2.95	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.20	4.00	4.20	4.15	0.284	52.836	2.000	-0.179	48.207	1.000	1.000
3.00	3.00	3.00	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
4.95	4.85	4.95	4.85	1.221	62.214	2.000	1.118	61.178	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.25	3.95	3.25	3.00	-0.904	40.957	1.000	-0.256	47.444	1.000	1.000
3.00	3.90	4.30	3.00	-1.217	37.831	1.000	-0.332	46.681	1.000	1.000
4.00	4.00	4.50	4.05	0.033	50.335	2.000	-0.179	48.207	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
3.95	4.05	4.40	4.10	-0.029	49.710	1.000	-0.103	48.970	1.000	2.000
5.00	4.00	5.00	4.60	1.284	62.839	2.000	-0.179	48.207	1.000	2.000
4.00	3.95	4.35	4.05	0.033	50.335	2.000	-0.256	47.444	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.05	4.05	4.05	4.15	0.096	50.960	2.000	-0.103	48.970	1.000	1.000
3.70	3.75	3.70	3.60	-0.342	46.584	1.000	-0.561	44.392	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.90	4.65	4.90	4.80	1.159	61.588	2.000	0.813	58.126	2.000	2.000
4.10	4.35	4.50	4.30	0.159	51.585	2.000	0.355	53.548	2.000	2.000
4.00	4.00	4.40	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	2.000

3.00	3.60	4.25	3.20	-1.217	37.831	1.000	-0.790	42.103	1.000	1.000
3.60	3.80	3.60	4.30	-0.467	45.333	1.000	-0.484	45.155	1.000	1.000
2.45	3.95	4.35	3.00	-1.905	30.953	1.000	-0.256	47.444	1.000	2.000
4.00	3.95	4.40	4.20	0.033	50.335	2.000	-0.256	47.444	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
2.35	5.00	4.40	5.00	-2.030	29.703	1.000	1.347	63.467	2.000	2.000
3.00	4.30	3.00	3.00	-1.217	37.831	1.000	0.279	52.785	2.000	1.000
3.00	3.00	4.40	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	2.000
3.60	3.75	3.60	4.10	-0.467	45.333	1.000	-0.561	44.392	1.000	1.000
5.00	4.85	5.00	4.70	1.284	62.839	2.000	1.118	61.178	2.000	2.000
2.65	5.00	4.25	5.00	-1.655	33.454	1.000	1.347	63.467	2.000	1.000
4.95	4.40	4.95	5.00	1.221	62.214	2.000	0.431	54.311	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.50	4.70	4.50	4.65	0.659	56.587	2.000	0.889	58.889	2.000	2.000
3.00	3.30	4.35	3.00	-1.217	37.831	1.000	-1.247	37.525	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
3.00	3.20	3.00	3.00	-1.217	37.831	1.000	-1.400	35.999	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
3.30	3.25	3.30	4.30	-0.842	41.582	1.000	-1.324	36.762	1.000	1.000
4.00	4.00	4.30	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000

3.10	3.45	4.40	2.95	-1.092	39.081	1.000	-1.019	39.814	1.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
5.00	4.75	5.00	5.00	1.284	62.839	2.000	0.965	59.652	2.000	2.000
2.20	3.00	4.65	4.15	-2.217	27.827	1.000	-1.705	32.947	1.000	2.000
3.00	3.00	3.00	3.00	-1.217	37.831	1.000	-1.705	32.947	1.000	1.000
2.95	4.40	4.55	2.90	-1.279	37.206	1.000	0.431	54.311	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.95	4.85	4.95	4.75	1.221	62.214	2.000	1.118	61.178	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.00	4.15	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
3.50	3.60	4.55	3.50	-0.592	44.083	1.000	-0.790	42.103	1.000	2.000
4.00	3.90	4.00	4.05	0.033	50.335	2.000	-0.332	46.681	1.000	1.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
4.00	4.00	4.30	4.10	0.033	50.335	2.000	-0.179	48.207	1.000	1.000
4.40	4.85	4.40	4.55	0.534	55.336	2.000	1.118	61.178	2.000	2.000
4.45	4.20	4.45	4.65	0.596	55.962	2.000	0.126	51.259	2.000	2.000
3.50	3.25	4.30	4.25	-0.592	44.083	1.000	-1.324	36.762	1.000	1.000
3.00	4.65	4.35	3.00	-1.217	37.831	1.000	0.813	58.126	2.000	2.000
5.00	5.00	5.00	5.00	1.284	62.839	2.000	1.347	63.467	2.000	2.000
3.60	3.50	4.45	3.00	-0.467	45.333	1.000	-0.942	40.577	1.000	2.000
2.85	3.00	2.85	4.40	-1.404	35.955	1.000	-1.705	32.947	1.000	1.000

1.85	4.60	4.30	4.15	-2.655	23.451	1.000	0.736	57.363	2.000	1.000

ZVAR00003	TProcess	ZVAR00004	TProduct	FProduct	ZSco01	StdZ01	StdZ02	StdZ03	StdZ04
-0.694	43.059	-1.553	34.466	1.000	-1.154	-1.154	-1.095	-0.694	-1.553
0.332	53.316	-0.039	49.610	1.000	0.096	0.096	-0.332	0.332	-0.039
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.075	50.752	-0.039	49.610	1.000	0.033	0.033	-0.179	0.075	-0.039
-0.438	45.623	0.177	51.773	2.000	0.096	0.096	-0.332	-0.438	0.177
-0.694	43.059	-0.760	42.399	1.000	-2.467	-2.467	-0.256	-0.694	-0.760
0.417	54.171	-1.698	33.024	1.000	-1.217	-1.217	-1.782	0.417	-1.698
-0.523	44.769	-0.111	48.889	1.000	0.033	0.033	-0.484	-0.523	-0.111
-1.036	39.640	-0.039	49.610	1.000	-0.342	-0.342	-0.790	-1.036	-0.039
0.845	58.445	0.971	59.706	2.000	1.034	1.034	1.347	0.845	0.971
-1.036	39.640	-0.111	48.889	1.000	-0.342	-0.342	-0.484	-1.036	-0.111
0.759	57.590	0.177	51.773	2.000	0.971	0.971	0.202	0.759	0.177
-0.523	44.769	-0.616	43.841	1.000	0.033	0.033	-0.790	-0.523	-0.616
-0.438	45.623	-1.626	33.745	1.000	-1.217	-1.217	-1.934	-0.438	-1.626
0.417	54.171	1.259	62.590	2.000	-2.780	-2.780	1.118	0.417	1.259
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.179	-0.523	0.105
-0.780	42.204	0.105	51.052	2.000	-0.154	-0.154	-0.256	-0.780	0.105
-0.694	43.059	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-0.694	-1.626
1.186	61.864	-0.183	48.168	1.000	0.033	0.033	-0.179	1.186	-0.183
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.561	-0.523	-0.039
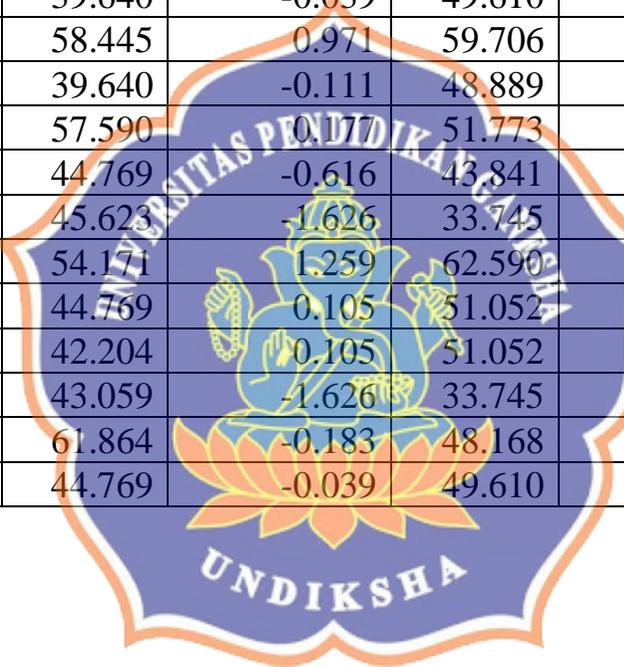
-2.062	29.383	-1.193	38.072	1.000	-1.154	-1.154	-1.553	-2.062	-1.193
1.101	61.009	-1.265	37.351	1.000	-1.154	-1.154	-1.400	1.101	-1.265
1.015	60.155	-0.111	48.889	1.000	-0.467	-0.467	-0.484	1.015	-0.111
-0.951	40.495	0.177	51.773	2.000	-0.342	-0.342	-0.256	-0.951	0.177
0.674	56.735	-0.760	42.399	1.000	-0.029	-0.029	-0.484	0.674	-0.760
-0.438	45.623	-0.904	40.956	1.000	0.033	0.033	-0.179	-0.438	-0.904
-0.523	44.769	-0.111	48.889	1.000	0.033	0.033	-0.179	-0.523	-0.111
1.186	61.864	0.898	58.985	2.000	1.284	1.284	1.347	1.186	0.898
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-0.561	-2.233	-1.626
0.332	53.316	-0.111	48.889	1.000	0.033	0.033	-0.179	0.332	-0.111
0.588	55.881	0.466	54.658	2.000	0.033	0.033	-0.561	0.588	0.466
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	0.033	50.331	2.000	0.033	0.033	-0.179	-0.523	0.033
0.674	56.735	-1.626	33.745	1.000	-0.904	-0.904	-1.705	0.674	-1.626
0.417	54.171	-0.111	48.889	1.000	0.033	0.033	-0.179	0.417	-0.111
1.101	61.009	1.187	61.869	2.000	1.221	1.221	1.347	1.101	1.187
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.332	53.316	1.115	61.148	2.000	0.659	0.659	0.431	0.332	1.115
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.103	-0.523	-0.039
0.588	55.881	0.033	50.331	2.000	0.033	0.033	-0.179	0.588	0.033
-0.010	49.897	0.249	52.494	2.000	0.096	0.096	-0.027	-0.010	0.249
0.246	52.462	-0.111	48.889	1.000	0.033	0.033	-0.179	0.246	-0.111

-0.010	49.897	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-0.010	-1.626
0.246	52.462	0.105	51.052	2.000	0.033	0.033	-0.179	0.246	0.105
0.930	59.300	0.177	51.773	2.000	0.033	0.033	-0.179	0.930	0.177
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.438	45.623	0.033	50.331	2.000	0.096	0.096	-0.256	-0.438	0.033
1.186	61.864	0.177	51.773	2.000	1.284	1.284	1.347	1.186	0.177
-0.010	49.897	0.177	51.773	2.000	0.409	0.409	-0.332	-0.010	0.177
-0.352	46.478	0.033	50.331	2.000	0.033	0.033	-0.179	-0.352	0.033
-0.267	47.333	-0.904	40.956	1.000	0.033	0.033	-0.179	-0.267	-0.904
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.179	-0.523	0.105
-1.549	34.511	-1.049	39.514	1.000	-0.717	-0.717	-1.171	-1.549	-1.049
0.332	53.316	0.538	55.379	2.000	0.659	0.659	0.584	0.332	0.538
-0.523	44.769	0.033	50.331	2.000	0.033	0.033	-0.179	-0.523	0.033
-0.694	43.059	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-0.694	-1.626
0.674	56.735	-0.976	40.235	1.000	-0.967	-0.967	-2.163	0.674	-0.976
-0.865	41.349	-0.832	41.677	1.000	-0.217	-0.217	-1.095	-0.865	-0.832
1.015	60.155	0.826	58.264	2.000	1.159	1.159	0.660	1.015	0.826
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.161	51.607	-0.039	49.610	1.000	0.033	0.033	-0.179	0.161	-0.039
-0.267	47.333	0.105	51.052	2.000	0.033	0.033	-0.179	-0.267	0.105
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.759	57.590	1.187	61.869	2.000	0.971	0.971	0.965	0.759	1.187
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.484	-0.523	0.105
0.161	51.607	-1.626	33.745	1.000	-1.217	-1.217	-1.705	0.161	-1.626
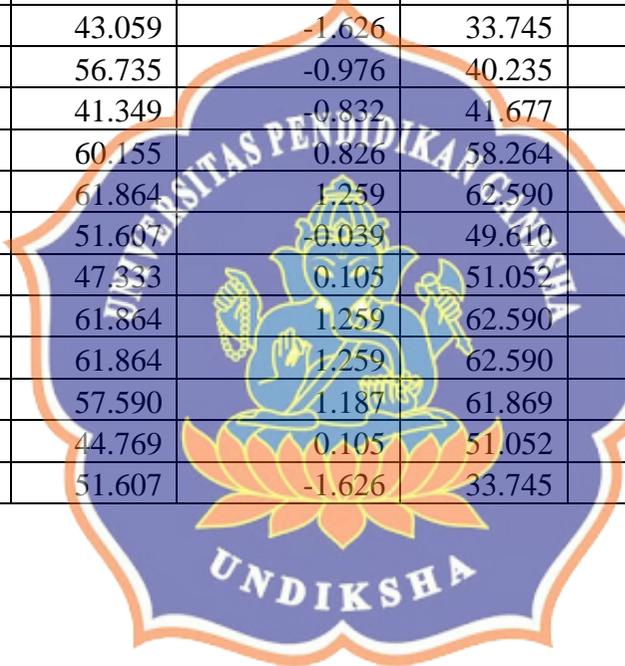
-0.010	49.897	0.105	51.052	2.000	0.033	0.033	-0.179	-0.010	0.105
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.523	-0.039
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	0.033	50.331	2.000	0.033	0.033	-0.179	-0.523	0.033
-1.805	31.947	-0.976	40.235	1.000	-0.904	-0.904	-1.476	-1.805	-0.976
0.332	53.316	0.322	53.216	2.000	0.659	0.659	0.507	0.332	0.322
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.179	-0.523	0.105
-0.523	44.769	-0.111	48.889	1.000	0.033	0.033	-0.179	-0.523	-0.111
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-2.233	-1.626
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.179	-0.523	0.105
-0.181	48.188	-0.039	49.610	1.000	0.284	0.284	-0.256	-0.181	-0.039
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-2.163	-2.233	-1.626
-1.207	37.930	-1.626	33.745	1.000	-1.530	-1.530	-0.713	-1.207	-1.626
-0.523	44.769	-0.111	48.889	1.000	0.033	0.033	-0.179	-0.523	-0.111
-0.352	46.478	0.177	51.773	2.000	0.159	0.159	0.126	-0.352	0.177
-1.549	34.511	-1.626	33.745	1.000	-1.530	-1.530	-1.705	-1.549	-1.626
-0.609	43.914	-0.111	48.889	1.000	-0.029	-0.029	-0.332	-0.609	-0.111
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-2.233	-1.626
0.845	58.445	1.115	61.148	2.000	1.284	1.284	1.347	0.845	1.115
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-2.233	-1.626
0.161	51.607	0.682	56.821	2.000	0.534	0.534	0.736	0.161	0.682
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.075	50.752	-1.626	33.745	1.000	0.033	0.033	-0.256	0.075	-1.626
0.161	51.607	0.177	51.773	2.000	-1.342	-1.342	-1.400	0.161	0.177

-0.267	47.333	-1.553	34.466	1.000	-1.217	-1.217	0.050	-0.267	-1.553
-2.233	27.673	0.033	50.331	2.000	-1.217	-1.217	-0.027	-2.233	0.033
-1.292	37.076	0.249	52.494	2.000	-0.529	-0.529	-0.484	-1.292	0.249
-0.352	46.478	0.033	50.331	2.000	0.159	0.159	0.584	-0.352	0.033
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-0.408	-2.233	-1.626
0.503	55.026	0.682	56.821	2.000	0.784	0.784	0.736	0.503	0.682
-0.010	49.897	-0.472	45.283	1.000	0.033	0.033	-0.408	-0.010	-0.472
1.186	61.864	1.187	61.869	2.000	1.284	1.284	1.347	1.186	1.187
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.075	50.752	-0.039	49.610	1.000	0.346	0.346	-0.179	0.075	-0.039
-0.523	44.769	0.105	51.052	2.000	0.033	0.033	-0.179	-0.523	0.105
-1.207	37.930	-1.626	33.745	1.000	-0.467	-0.467	-0.942	-1.207	-1.626
-1.121	38.785	0.105	51.052	2.000	-0.404	-0.404	-0.484	-1.121	0.105
1.186	61.864	0.754	57.542	2.000	1.284	1.284	1.347	1.186	0.754
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.523	-0.039
-0.267	47.333	-1.626	33.745	1.000	-1.217	-1.217	-0.256	-0.267	-1.626
-0.951	40.495	0.105	51.052	2.000	-1.217	-1.217	0.279	-0.951	0.105
-1.121	38.785	0.033	50.331	2.000	-1.217	-1.217	0.507	-1.121	0.033
-0.694	43.059	-1.698	33.024	1.000	-1.217	-1.217	-1.705	-0.694	-1.698
-0.181	48.188	0.033	50.331	2.000	0.284	0.284	-0.179	-0.181	0.033
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-2.233	-1.626
1.101	61.009	1.043	60.427	2.000	1.221	1.221	1.118	1.101	1.043
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.523	-0.039
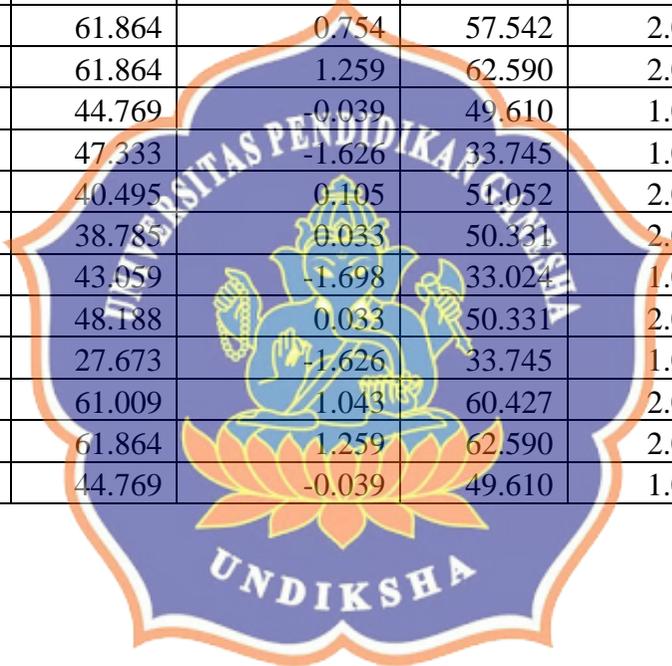
-1.805	31.947	-1.626	33.745	1.000	-0.904	-0.904	-0.256	-1.805	-1.626
-0.010	49.897	-1.626	33.745	1.000	-1.217	-1.217	-0.332	-0.010	-1.626
0.332	53.316	-0.111	48.889	1.000	0.033	0.033	-0.179	0.332	-0.111
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.161	51.607	-0.039	49.610	1.000	-0.029	-0.029	-0.103	0.161	-0.039
1.186	61.864	0.682	56.821	2.000	1.284	1.284	-0.179	1.186	0.682
0.075	50.752	-0.111	48.889	1.000	0.033	0.033	-0.256	0.075	-0.111
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.438	45.623	0.033	50.331	2.000	0.096	0.096	-0.103	-0.438	0.033
-1.036	39.640	-0.760	42.399	1.000	-0.342	-0.342	-0.561	-1.036	-0.760
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.015	60.155	0.971	59.706	2.000	1.159	1.159	0.813	1.015	0.971
0.332	53.316	0.249	52.494	2.000	0.159	0.159	0.355	0.332	0.249
0.161	51.607	0.033	50.331	2.000	0.033	0.033	-0.179	0.161	0.033
-0.096	49.042	-1.337	36.629	1.000	-1.217	-1.217	-0.790	-0.096	-1.337
-1.207	37.930	0.249	52.494	2.000	-0.467	-0.467	-0.484	-1.207	0.249
0.075	50.752	-1.626	33.745	1.000	-1.905	-1.905	-0.256	0.075	-1.626
0.161	51.607	0.105	51.052	2.000	0.033	0.033	-0.256	0.161	0.105
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.161	51.607	1.259	62.590	2.000	-2.030	-2.030	1.347	0.161	1.259
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	0.279	-2.233	-1.626
0.161	51.607	-1.626	33.745	1.000	-1.217	-1.217	-1.705	0.161	-1.626
-1.207	37.930	-0.039	49.610	1.000	-0.467	-0.467	-0.561	-1.207	-0.039
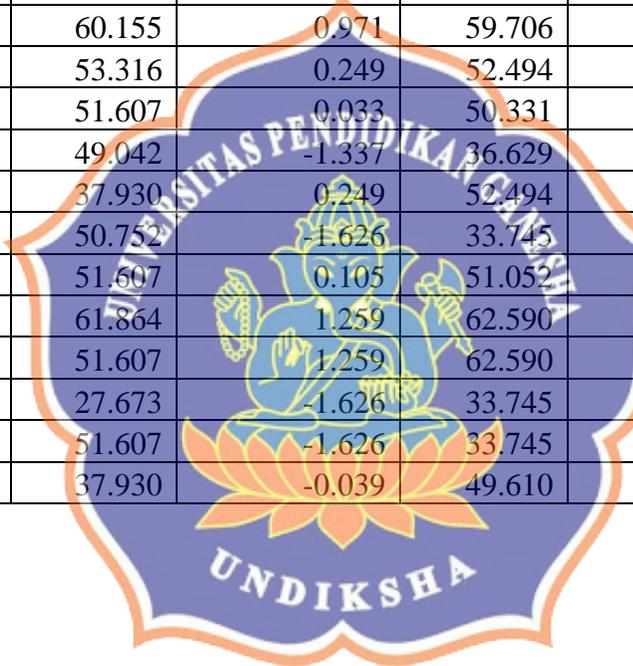
1.186	61.864	0.826	58.264	2.000	1.284	1.284	1.118	1.186	0.826
-0.096	49.042	1.259	62.590	2.000	-1.655	-1.655	1.347	-0.096	1.259
1.101	61.009	1.259	62.590	2.000	1.221	1.221	0.431	1.101	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.332	53.316	0.754	57.542	2.000	0.659	0.659	0.889	0.332	0.754
0.075	50.752	-1.626	33.745	1.000	-1.217	-1.217	-1.247	0.075	-1.626
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.400	-2.233	-1.626
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.523	-0.039
-1.720	32.802	0.249	52.494	2.000	-0.842	-0.842	-1.324	-1.720	0.249
-0.010	49.897	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.010	-0.039
0.161	51.607	-1.698	33.024	1.000	-1.092	-1.092	-1.019	0.161	-1.698
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
1.186	61.864	1.259	62.590	2.000	1.284	1.284	0.965	1.186	1.259
0.588	55.881	0.033	50.331	2.000	-2.217	-2.217	-1.705	0.588	0.033
-2.233	27.673	-1.626	33.745	1.000	-1.217	-1.217	-1.705	-2.233	-1.626
0.417	54.171	-1.770	32.303	1.000	-1.279	-1.279	0.431	0.417	-1.770
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	0.033	50.331	2.000	0.033	0.033	-0.179	-0.523	0.033
1.101	61.009	0.898	58.985	2.000	1.221	1.221	1.118	1.101	0.898
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.523	44.769	0.033	50.331	2.000	0.033	0.033	-0.179	-0.523	0.033

1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.417	54.171	-0.904	40.956	1.000	-0.592	-0.592	-0.790	0.417	-0.904
-0.523	44.769	-0.111	48.889	1.000	0.033	0.033	-0.332	-0.523	-0.111
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
-0.010	49.897	-0.039	49.610	1.000	0.033	0.033	-0.179	-0.010	-0.039
0.161	51.607	0.610	56.100	2.000	0.534	0.534	1.118	0.161	0.610
0.246	52.462	0.754	57.542	2.000	0.596	0.596	0.126	0.246	0.754
-0.010	49.897	0.177	51.773	2.000	-0.592	-0.592	-1.324	-0.010	0.177
0.075	50.752	-1.626	33.745	1.000	-1.217	-1.217	0.813	0.075	-1.626
1.186	61.864	1.259	62.590	2.000	1.284	1.284	1.347	1.186	1.259
0.246	52.462	-1.626	33.745	1.000	-0.467	-0.467	-0.942	0.246	-1.626
-2.489	25.109	0.394	53.937	2.000	-1.404	-1.404	-1.705	-2.489	0.394
-0.010	49.897	0.033	50.331	2.000	-2.655	-2.655	0.736	-0.010	0.033

Appendix 10 Results of Chinese Questionnaire for Students

Appendix 11 Teachers' Data Tabulation

Context	Input	Process	Product	ZVAR00001	ZVAR00002	ZVAR00003	ZVAR00004
5.00	5.00	5.00	5.00	1.14004	1.18583	1.07910	1.17230
3.20	3.00	2.95	3.00	-0.74807	-0.82137	-0.95138	-0.80320
3.95	3.50	3.90	3.35	0.03865	-0.31957	-0.01043	-0.45748
1.00	1.00	1.00	1.00	-3.05576	-2.82857	-2.88280	-2.77870
3.20	3.00	3.10	3.15	-0.74807	-0.82137	-0.80281	-0.65503
3.10	3.05	4.00	3.15	-0.85296	-0.77119	0.08862	-0.65503
3.00	3.00	3.00	3.00	-0.95786	-0.82137	-0.90185	-0.80320
3.95	4.00	4.00	4.00	0.03865	0.18223	0.08862	0.18455
4.05	4.20	4.05	3.90	0.14354	0.38295	0.13815	0.08578
4.00	4.45	5.00	5.00	0.09109	0.63385	1.07910	1.17230
4.85	4.75	4.85	4.75	0.98270	0.93493	0.93052	0.92537
5.00	5.00	5.00	5.00	1.14004	1.18583	1.07910	1.17230
4.00	4.00	4.00	4.00	0.09109	0.18223	0.08862	0.18455
5.00	5.00	5.00	5.00	1.14004	1.18583	1.07910	1.17230
4.80	4.70	4.80	4.65	0.93025	0.88475	0.88100	0.82659
4.20	4.00	4.00	4.00	0.30088	0.18223	0.08862	0.18455
4.00	4.10	4.10	4.00	0.09109	0.28259	0.18767	0.18455
4.00	3.00	3.00	3.00	0.09109	-0.82137	-0.90185	-0.80320
4.05	3.80	3.55	3.50	0.14354	-0.01849	-0.35709	-0.30932

Tscore_Context	FContext	Tscore_Input	FInput	Tscore_Process	FProcess	Tscore_Product	FProduct
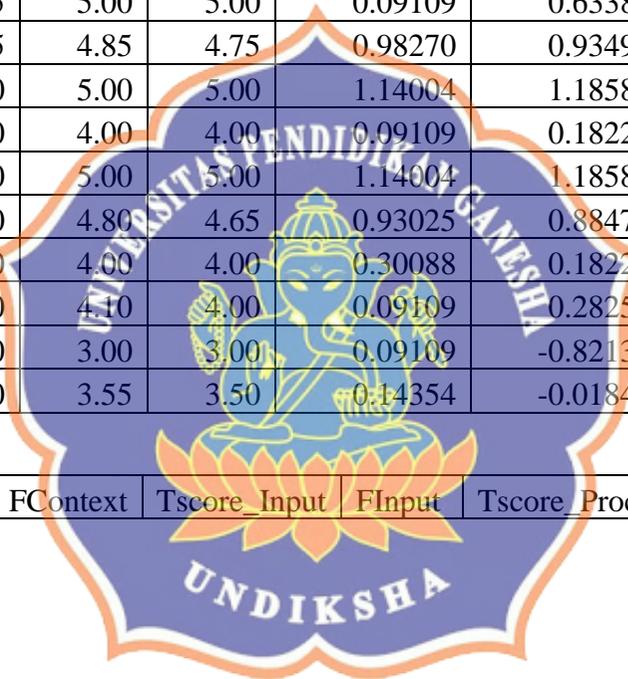
61.40	2.00	61.86	2.00	60.79	2.00	61.72	2.00
42.52	1.00	41.79	1.00	40.49	1.00	41.97	1.00
50.39	2.00	46.80	1.00	49.90	1.00	45.43	1.00
19.44	1.00	21.71	1.00	21.17	1.00	22.21	1.00
42.52	1.00	41.79	1.00	41.97	1.00	43.45	1.00
41.47	1.00	42.29	1.00	50.89	2.00	43.45	1.00
40.42	1.00	41.79	1.00	40.98	1.00	41.97	1.00
50.39	2.00	51.82	2.00	50.89	2.00	51.85	2.00
51.44	2.00	53.83	2.00	51.38	2.00	50.86	2.00
50.91	2.00	56.34	2.00	60.79	2.00	61.72	2.00
59.83	2.00	59.35	2.00	59.31	2.00	59.25	2.00
61.40	2.00	61.86	2.00	60.79	2.00	61.72	2.00
50.91	2.00	51.82	2.00	50.89	2.00	51.85	2.00
61.40	2.00	61.86	2.00	60.79	2.00	61.72	2.00
59.30	2.00	58.85	2.00	58.81	2.00	58.27	2.00
53.01	2.00	51.82	2.00	50.89	2.00	51.85	2.00
50.91	2.00	52.83	2.00	51.88	2.00	51.85	2.00
50.91	2.00	41.79	1.00	40.98	1.00	41.97	1.00
51.44	2.00	49.82	1.00	46.43	1.00	46.91	1.00

Appendix 12 Results of Chinese Questionnaire for Teachers
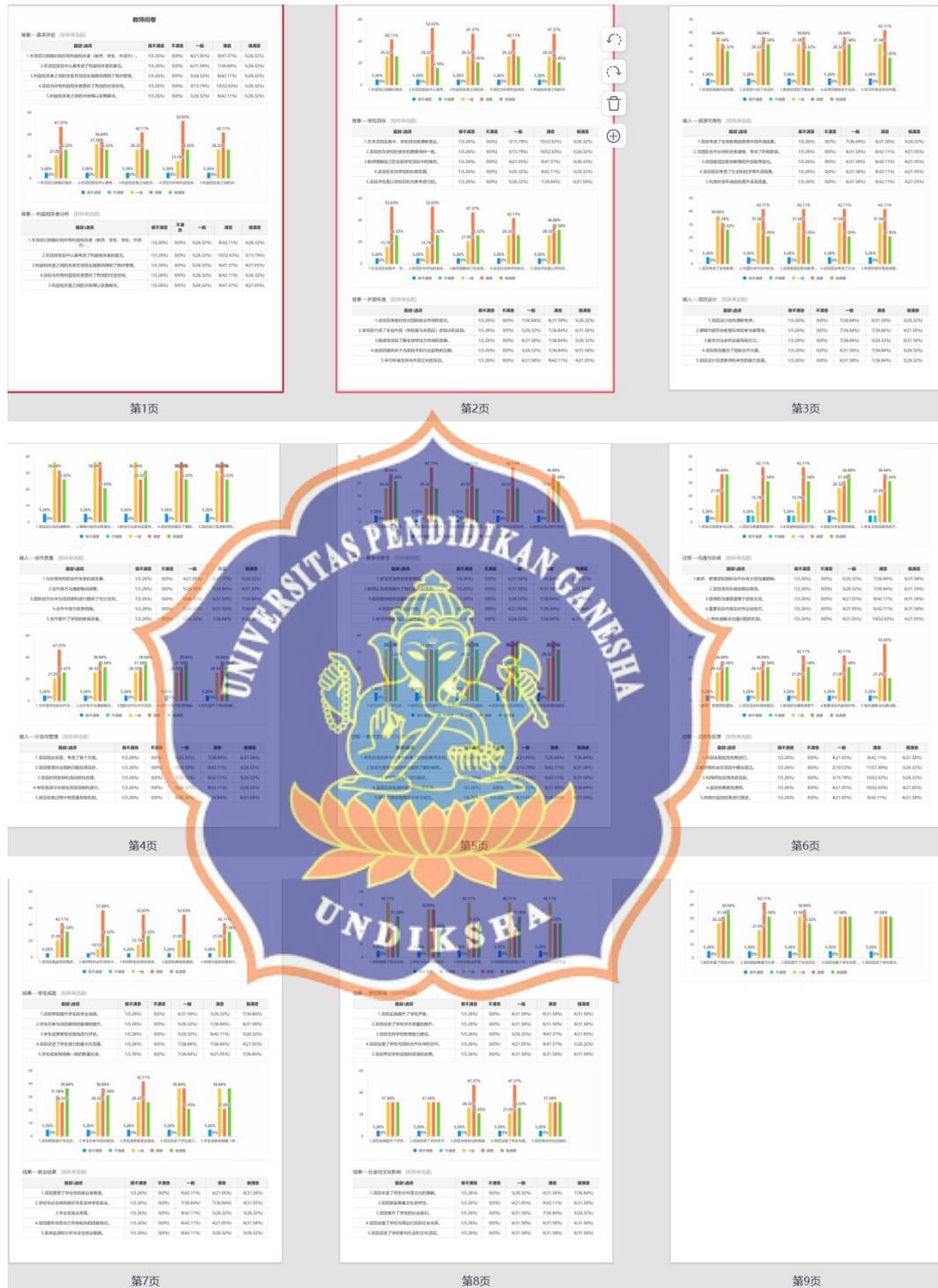
Appendix 13 Administrators' Data Tabulation

Context	Input	Process	Product	ZContext	ZInput	ZProcess	ZProduct	TContext
3.95	4.00	4.00	4.00	-0.10239	0.10873	-0.15	-0.30666	48.98
4.00	3.55	4.20	4.45	-0.04915	-0.46953	0.18	0.35777	49.51
1.70	3.80	3.50	3.90	-2.49837	-0.14827	-0.97	-0.45432	25.02
4.75	4.65	4.65	4.70	0.74951	0.94401	0.93	0.72691	57.50
3.85	3.50	3.35	3.40	-0.20888	-0.53378	-1.22	-1.19258	47.91
4.60	2.50	3.35	3.20	0.58978	-1.81882	-1.22	-1.48789	55.90
4.10	4.00	4.20	4.00	0.05734	0.10873	0.18	-0.30666	50.57
4.10	4.00	4.40	4.00	0.05734	0.10873	0.51	-0.30666	50.57
4.70	4.05	4.30	4.85	0.69627	0.17299	0.35	0.94839	56.96
2.65	2.55	3.10	3.20	-1.48674	-1.75457	-1.63	-1.48789	35.13
5.00	5.00	5.00	5.00	1.01573	1.39377	1.50	1.16987	60.16
4.20	4.30	4.20	5.00	0.16383	0.49424	0.18	1.16987	51.64
5.00	5.00	4.90	5.00	1.01573	1.39377	1.34	1.16987	60.16

TInput	TProcess	TProduct	FContext	FInput	FProcess	FProduct
51.09	48.54	46.93	1.00	2.00	1.00	1.00
45.30	51.84	53.58	1.00	1.00	2.00	2.00

48.52	40.29	45.46	1.00	1.00	1.00	1.00
59.44	59.27	57.27	2.00	2.00	2.00	2.00
44.66	37.81	38.07	1.00	1.00	1.00	1.00
31.81	37.81	35.12	2.00	1.00	1.00	1.00
51.09	51.84	46.93	2.00	2.00	2.00	1.00
51.09	55.14	46.93	2.00	2.00	2.00	1.00
51.73	53.49	59.48	2.00	2.00	2.00	2.00
32.45	33.69	35.12	1.00	1.00	1.00	1.00
63.94	65.04	61.70	2.00	2.00	2.00	2.00
54.94	51.84	61.70	2.00	2.00	2.00	2.00
63.94	63.39	61.70	2.00	2.00	2.00	2.00

Appendix 14 Results of Chinese Questionnaire for Administrators

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Appendix 15 Results of Data Analysis (Students)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22.20	1	0.5	0.5	0.5
	23.45	1	0.5	0.5	1.1
	25.33	1	0.5	0.5	1.6
	27.83	1	0.5	0.5	2.2
	29.70	1	0.5	0.5	2.7
	30.95	1	0.5	0.5	3.3
	33.45	1	0.5	0.5	3.8
	34.70	2	1.1	1.1	4.9
	35.96	1	0.5	0.5	5.5
	36.58	1	0.5	0.5	6.0
	37.21	1	0.5	0.5	6.6
	37.83	27	14.8	14.8	21.3
	38.46	3	1.6	1.6	23.0
	39.08	1	0.5	0.5	23.5
	40.33	1	0.5	0.5	24.0
	40.96	3	1.6	1.6	25.7
	41.58	1	0.5	0.5	26.2
	42.83	1	0.5	0.5	26.8
	44.08	2	1.1	1.1	27.9
	44.71	1	0.5	0.5	28.4
	45.33	5	2.7	2.7	31.1
	45.96	1	0.5	0.5	31.7
	46.58	4	2.2	2.2	33.9
	47.83	1	0.5	0.5	34.4
	48.46	1	0.5	0.5	35.0
	49.71	3	1.6	1.6	36.6
	50.33	46	25.1	25.1	61.7
	50.96	5	2.7	2.7	64.5
	51.59	3	1.6	1.6	66.1
	52.84	2	1.1	1.1	67.2
	53.46	1	0.5	0.5	67.8
	54.09	1	0.5	0.5	68.3
	55.34	2	1.1	1.1	69.4
	55.96	1	0.5	0.5	69.9
	56.59	4	2.2	2.2	72.1
	57.84	1	0.5	0.5	72.7
	59.71	2	1.1	1.1	73.8
	60.34	1	0.5	0.5	74.3
	61.59	2	1.1	1.1	75.4
	62.21	4	2.2	2.2	77.6
	62.84	41	22.4	22.4	100.0
	Total	183	100.0	100.0	

Header: TContext

FScore					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	67	36.6	36.6	36.6
	F (+)	116	63.4	63.4	100.0
	Total	183	100.0	100.0	

TInput					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.37	2	1.1	1.1	1.1
	30.66	1	0.5	0.5	1.6
	32.18	1	0.5	0.5	2.2
	32.95	15	8.2	8.2	10.4
	34.47	1	0.5	0.5	10.9
	35.24	1	0.5	0.5	11.5
	36.00	3	1.6	1.6	13.1
	36.76	2	1.1	1.1	14.2
	37.53	1	0.5	0.5	14.8
	38.29	1	0.5	0.5	15.3
	39.05	2	1.1	1.1	16.4
	39.81	1	0.5	0.5	16.9
	40.58	2	1.1	1.1	18.0
	42.10	4	2.2	2.2	20.2
	42.87	1	0.5	0.5	20.8
	44.39	5	2.7	2.7	23.5
	45.16	8	4.4	4.4	27.9
	45.92	2	1.1	1.1	29.0
	46.68	6	3.3	3.3	32.2
	47.44	11	6.0	6.0	38.3
	48.21	38	20.8	20.8	59.0
	48.97	3	1.6	1.6	60.7
	49.73	2	1.1	1.1	61.7
	50.50	1	0.5	0.5	62.3
	51.26	2	1.1	1.1	63.4
	52.02	1	0.5	0.5	63.9
	52.79	2	1.1	1.1	65.0
	53.55	1	0.5	0.5	65.6
	54.31	3	1.6	1.6	67.2
	55.07	2	1.1	1.1	68.3
	55.84	2	1.1	1.1	69.4
	56.60	1	0.5	0.5	69.9
	57.36	3	1.6	1.6	71.6
	58.13	2	1.1	1.1	72.7

		Frequency	Percent	Valid Percent	Cumulative Percent	
	58.89	1	0.5	0.5	73.2	
	59.65	2	1.1	1.1	74.3	
	61.18	5	2.7	2.7	77.0	
	63.47	42	23.0	23.0	100.0	
	Total	183	100.0	100.0		

F Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	113	61.7	61.7	61.7
	F (+)	70	38.3	38.3	100.0
	Total	183	100.0	100.0	

TProcess					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.11	1	0.5	0.5	0.5
	27.67	11	6	6	6.6
	29.38	1	0.5	0.5	7.1
	31.95	2	1.1	1.1	8.2
	32.8	1	0.5	0.5	8.7
	34.51	2	1.1	1.1	9.8
	37.08	1	0.5	0.5	10.4
	37.93	4	2.2	2.2	12.6
	38.79	2	1.1	1.1	13.7
	39.64	3	1.6	1.6	15.3
	40.49	2	1.1	1.1	16.4
	41.35	1	0.5	0.5	16.9
	42.2	1	0.5	0.5	17.5
	43.06	5	2.7	2.7	20.2
	43.91	1	0.5	0.5	20.8
	44.77	23	12.6	12.6	33.3
	45.62	5	2.7	2.7	36.1
	46.48	3	1.6	1.6	37.7
	47.33	4	2.2	2.2	39.9
	48.19	2	1.1	1.1	41
	49.04	2	1.1	1.1	42.1
	49.9	10	5.5	5.5	47.5
	50.75	7	3.8	3.8	51.4
	51.61	11	6	6	57.4
	52.46	4	2.2	2.2	59.6
	53.32	8	4.4	4.4	63.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	54.17	5	2.7	2.7	66.7
	55.03	1	0.5	0.5	67.2
	55.88	3	1.6	1.6	68.9
	56.74	3	1.6	1.6	70.5
	57.59	2	1.1	1.1	71.6
	58.45	2	1.1	1.1	72.7
	59.3	1	0.5	0.5	73.2
	60.15	3	1.6	1.6	74.9
	61.01	5	2.7	2.7	77.6
	61.86	41	22.4	22.4	100
	Total	183	100	100	

F Process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	87	47.5	47.5	47.5
	F (+)	96	52.5	52.5	100.0
	Total	183	100.0	100.0	

TProduct					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.30	1	.5	.5	.5
	33.02	3	1.6	1.6	2.2
	33.74	28	15.3	15.3	17.5
	34.47	2	1.1	1.1	18.6
	36.63	1	.5	.5	19.1
	37.35	1	.5	.5	19.7
	38.07	1	.5	.5	20.2
	39.51	1	.5	.5	20.8
	40.24	2	1.1	1.1	21.9
	40.96	3	1.6	1.6	23.5
	41.68	1	.5	.5	24.0
	42.40	3	1.6	1.6	25.7
	43.84	1	.5	.5	26.2
	45.28	1	.5	.5	26.8
	48.17	1	.5	.5	27.3
	48.89	13	7.1	7.1	34.4
	49.61	16	8.7	8.7	43.2

50.33	16	8.7	8.7	51.9
51.05	13	7.1	7.1	59.0
51.77	9	4.9	4.9	63.9
52.49	5	2.7	2.7	66.7
53.22	1	.5	.5	67.2
53.94	1	.5	.5	67.8
54.66	1	.5	.5	68.3
55.38	1	.5	.5	68.9
56.10	1	.5	.5	69.4
56.82	3	1.6	1.6	71.0
57.54	3	1.6	1.6	72.7
58.26	2	1.1	1.1	73.8
58.98	2	1.1	1.1	74.9
59.71	2	1.1	1.1	76.0
60.43	1	.5	.5	76.5
61.15	2	1.1	1.1	77.6
61.87	3	1.6	1.6	79.2
62.59	38	20.8	20.8	100.0
Total	183	100.0	100.0	

		F Product			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	79	43.2	43.2	43.2
	F (+)	104	56.8	56.8	100.0
	Total	183	100.0	100.0	

Appendix 16 Results of Data Analysis (Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
			TContext		
Valid	16.22	1	3.8	3.8	3.8
	39.00	1	3.8	3.8	7.7
	40.14	1	3.8	3.8	11.5
	41.28	2	7.7	7.7	19.2
	42.42	1	3.8	3.8	23.1
	45.27	1	3.8	3.8	26.9
	46.41	1	3.8	3.8	30.8
	49.26	1	3.8	3.8	34.6
	49.82	2	7.7	7.7	42.3
	50.39	4	15.4	15.4	57.7
	50.96	2	7.7	7.7	65.4
	52.67	1	3.8	3.8	69.2
	56.09	1	3.8	3.8	73.1
	59.51	1	3.8	3.8	76.9
	60.08	2	7.7	7.7	84.6
	61.78	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
			TInput		
Valid	18.21	1	3.8	3.8	3.8
	39.89	4	15.4	15.4	19.2
	40.43	1	3.8	3.8	23.1
	41.52	1	3.8	3.8	26.9
	45.31	1	3.8	3.8	30.8
	48.56	2	7.7	7.7	38.5
	49.10	1	3.8	3.8	42.3
	50.73	3	11.5	11.5	53.8
	51.81	1	3.8	3.8	57.7
	52.90	1	3.8	3.8	61.5
	55.61	1	3.8	3.8	65.4
	57.77	1	3.8	3.8	69.2
	58.32	2	7.7	7.7	76.9
	58.86	2	7.7	7.7	84.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	59.40	1	3.8	3.8	88.5
	61.57	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

TProcess					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17.53	1	3.8	3.8	3.8
	38.21	1	3.8	3.8	7.7
	38.74	2	7.7	7.7	15.4
	39.80	1	3.8	3.8	19.2
	42.45	1	3.8	3.8	23.1
	44.57	1	3.8	3.8	26.9
	48.29	1	3.8	3.8	30.8
	49.35	5	19.2	19.2	50.0
	49.88	1	3.8	3.8	53.8
	50.41	1	3.8	3.8	57.7
	53.06	1	3.8	3.8	61.5
	57.83	3	11.5	11.5	73.1
	58.36	1	3.8	3.8	76.9
	59.95	6	23.1	23.1	100.0
	Total	26	100.0	100.0	

TProduct					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.10	1	3.8	3.8	3.8
	39.83	3	11.5	11.5	15.4
	41.39	2	7.7	7.7	23.1
	43.46	2	7.7	7.7	30.8
	45.02	1	3.8	3.8	34.6
	49.16	2	7.7	7.7	42.3
	49.68	1	3.8	3.8	46.2
	50.20	4	15.4	15.4	61.5
	56.94	1	3.8	3.8	65.4
	57.97	1	3.8	3.8	69.2
	59.01	1	3.8	3.8	73.1
	60.57	7	26.9	26.9	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	26	100.0	100.0	

F Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	11	42.3	42.3	42.3
	F (+)	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

F Input

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	11	42.3	42.3	42.3
	F (+)	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

F Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	14	53.8	53.8	53.8
	F (+)	12	46.2	46.2	100.0
	Total	26	100.0	100.0	

F Product

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	12	46.2	46.2	46.2
	F (+)	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Context	26	1.00	5.00	3.9654	.87793

	26	1.00	5.00	3.9327	.92260
Input	26	1.00	5.00	3.9327	.92260
Process	26	1.00	5.00	4.0615	.94290
Product	26	1.00	5.00	3.9808	.96458
Valid N (listwise)	26				

Appendix 17 Results of Data Analysis (Administrators)

TContext				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.02	1	7.7	7.7	7.7
	35.13	1	7.7	7.7	15.4
	47.91	1	7.7	7.7	23.1
	48.98	1	7.7	7.7	30.8
	49.51	1	7.7	7.7	38.5
	50.57	2	15.4	15.4	53.8
	51.64	1	7.7	7.7	61.5
	55.90	1	7.7	7.7	69.2
	56.96	1	7.7	7.7	76.9
	57.50	1	7.7	7.7	84.6
	60.16	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

TInput				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31.81	1	7.7	7.7	7.7
	32.45	1	7.7	7.7	15.4
	44.66	1	7.7	7.7	23.1
	45.30	1	7.7	7.7	30.8
	48.52	1	7.7	7.7	38.5
	51.09	3	23.1	23.1	61.5
	51.73	1	7.7	7.7	69.2
	54.94	1	7.7	7.7	76.9
	59.44	1	7.7	7.7	84.6
	63.94	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

TProcess				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33.69	1	7.7	7.7	7.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	37.81	2	15.4	15.4	23.1
	40.29	1	7.7	7.7	30.8
	48.54	1	7.7	7.7	38.5
	51.84	3	23.1	23.1	61.5
	53.49	1	7.7	7.7	69.2
	55.14	1	7.7	7.7	76.9
	59.27	1	7.7	7.7	84.6
	63.39	1	7.7	7.7	92.3
	65.04	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

TProduct					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.12	2	15.4	15.4	15.4
	38.07	1	7.7	7.7	23.1
	45.46	1	7.7	7.7	30.8
	46.93	3	23.1	23.1	53.8
	53.58	1	7.7	7.7	61.5
	57.27	1	7.7	7.7	69.2
	59.48	1	7.7	7.7	76.9
	61.70	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

FContext					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	5	38.5	38.5	38.5
	F (+)	8	61.5	61.5	100.0
	Total	13	100.0	100.0	

FInput					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	5	38.5	38.5	38.5
	F (+)	8	61.5	61.5	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	13	100.0	100.0	

FProcess

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	5	38.5	38.5	38.5
	F (+)	8	61.5	61.5	100.0
	Total	13	100.0	100.0	

FProduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F (-)	7	53.8	53.8	53.8
	F (+)	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Context	13	1.70	5.00	4.0462	.93907
Input	13	2.50	5.00	3.9154	.77819
Process	13	3.10	5.00	4.0885	.60593
Product	13	3.20	5.00	4.2077	.67726
Valid N (listwise)	13				

Appendix 18 Interview Results

1. Interview Feedback CFCRSP-FVTC of Students

(1) Ming Liangping:

Duration: 0:12:39
Created: September 12, 2025 18:26:17

Interviewee Information
Grade and Major: Class of 2023, Tourism Management

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed your learning needs or helped you identify a skill gap that you've since worked to develop? What made the program particularly responsive in that situation?

Response: In the International Business course's simulation negotiation activities, teachers provide detailed feedback based on students' body language, verbal communication, and eye contact performance. The content taught in the project is closely related to current industry development, precisely addressing skill gaps. The program is particularly responsive because it effectively combines practical skills with academic knowledge.

Stakeholder Analysis

Question: How was your relationship with the project designers like teachers and principles?

Response: Teachers provide extensive academic guidance, such as assignment topic selection and research directions. When I have questions and seek advice, they always patiently answer. I feel like I'm a member of this large project community and can have appropriate interactions with managers at different levels.

Institutional Goals

Question: How has this program helped you connect your personal academic and career goals with the broader mission and values of the institution?

Response: My personal academic goal is to conduct in-depth research on international education policies. The courses and seminars in the program that compare education systems from different countries effectively combine my personal research interests with career planning. I believe my development aligns with and mutually promotes the school's overall direction.

External Environment

Question: How would you evaluate the program's effectiveness in preparing you for the globalized workplace?

Response: I once worked in a team with classmates from different countries to complete a project, learning to adjust to different work styles and thinking patterns of classmates from various cultural backgrounds, enhancing my confidence and ability to respond. I feel the program has a good understanding of global labor market development and industry trends.

Input

Resource Availability

Question: How would you evaluate this program's effectiveness in preparing you for the international job market? Specifically, in what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: The program includes specific content introducing employment trends in different global regions, with easily accessible learning resources (books, digital materials). These resources allow broader exposure to different global business practices, enhancing insights and knowledge base.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support your effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet student needs?

Response: Diverse teaching methods make learning engaging rather than boring, with reasonable coursework burden that isn't overly heavy. Practical learning opportunities such as enterprise visits and simulation training can effectively promote deep engagement and knowledge understanding.

Improvement suggestions: If theoretical courses and subsequent practical courses had smoother connections in timing and content, learning effectiveness would be better.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing

your learning experience? In what ways have smooth cooperation, cultural exchange, and clear contributions from partners enriched the program?

Response: We conducted joint cultural exchange activities such as Malaysian specialty food sharing, festival celebrations, and cultural lectures. We completed a joint research project on Malaysian and Chinese markets. The smooth cooperation promoted efficient communication and cultural perspective expansion. Partners provided unique insights into Malaysia's local market and culture, making the project content richer and more internationally diverse.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: The program schedule is clearly established, with tasks and deadlines for each phase clearly communicated. Cross-departmental collaboration is relatively smooth, with effective coordination of affairs involving different departments such as academic affairs and practice.

Improvement suggestions: When handling some individualized student needs, response speed needs improvement. If quick adjustments could be made for individual students' special situations, the student experience would be better.

Process

Teaching and Learning

Question: How would you evaluate the teaching quality and instructional design of this program? In what ways do the instructors' competence, clarity, and balanced approach to theory and practice support your learning? Specifically, how effective are the assessments, feedback, and overall teaching process in helping you understand the material and grow academically?

Response: Through assessment methods such as exams and assignments, I observed that teachers have solid professional competence with clear and understandable explanations. Teachers' feedback on students' learning situations and the overall teaching process have good effects in promoting academic growth.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and

accessible administrative support contribute to your academic success and well-being?

Response: Career guidance can help students plan career directions, and special assistance resources for students with learning difficulties have great effects on helping students successfully complete their studies and enhance well-being.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination? Specifically, in what ways do easy access to program information, smooth student-administrator communication, dedicated discussion platforms, regular inter-departmental coordination, and opportunities to share feedback or concerns enhance your experience?

Response: The convenience of program information access, smooth student-teacher communication, and establishment of dedicated discussion platforms are all important aspects affecting student experience.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through student feedback and progress monitoring? In particular, how effectively does the program track student progress, actively solicit student input, and demonstrate that it listens and acts on criticism?

Response: Adopting student opinions allows the project to move in a direction of continuously optimizing personal goals.

Product

Student Achievement

Question: How would you evaluate the program's impact on your learning outcomes and personal development? In what ways has the program demonstrably improved your skills, supported your academic achievements, and helped you progress toward your personal goals?

Response: After joining the project, both my oral communication and professional abilities have improved, helping me develop needed skills and get closer to achieving personal goals.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing you for the workforce and enabling your transition into professional life? In particular, how well does the program equip you with market-relevant skills, connect you to real job opportunities through industry partnerships, and support your professional

networking? And where could improvements further enhance your career outcomes?

Response: The tourism management professional skills I learned meet market demands, and cooperation with industries helps obtain more job opportunities, promoting career development.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality? In particular, how has the program enhanced the institution's standing both domestically and internationally?

Response: I believe this project will bring long-term benefits to the school, enhancing my perception of the college's reputation, and also greatly helping to improve the college's reputation in public perception.

Social and Cultural Impact

Question: How would you evaluate the program's impact on your intercultural awareness and social experience?

Response: After the project ended, I became more open to cultural differences and gained deeper understanding of Chinese cultural connotations. It promoted good social relationships among students and provided valuable social experience. I look forward to having similar experiences again.

(2) Tang Ling:

Duration: 0:13:44
Created: September 14, 2025 11:15:11

Interviewee Information

Position: Early Education Grade 23 Class 10

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed your learning needs or helped you identify a skill gap that you've since worked to develop? What made the program particularly responsive in that situation?

Response: In the "Environmental Creative Food Street" design project, when I encountered a lack of ideas, the teacher provided Malaysian cuisine as reference, helping me break through the difficulty and ultimately complete environmental

creation work that integrated Malaysian cuisine, giving me a strong sense of achievement.

The program was particularly responsive because it provided specific inspirational support, helping students with practical innovation.

Stakeholder Analysis

Question: How was your relationship with the project designers like teachers and principles?

Response: The relationship is like teacher-student in class and friends after class - very harmonious. Students can ask teachers questions anytime, and teachers regularly visit the class to communicate with students.

Institutional Goals

Question: How has this program helped you connect your personal academic and career goals with the broader mission and values of the institution?

Response: The school's mission is to cultivate early childhood education talents with global perspectives. The courses include China-foreign education comparisons and bilingual education content, enabling students to not only learn knowledge but also clarify their future desire to pursue international education paths, which perfectly aligns with the school's positioning.

External Environment

Question: How would you evaluate the program's effectiveness in preparing you for the globalized workplace?

Response: Exposure to global perspectives: Malaysian teachers and Chinese teachers provide offline instruction; assignments often require comparing educational differences between Malaysia and China, learning Chinese children's songs and writing lesson plans in English; learning China's 3-6 year-old children development guidelines and Malaysia's preschool education standards; organized online exchanges with Chinese students to discuss teaching cases.

Improvement suggestions: Hope to arrange more overseas internships or language intensive courses.

Input

Resource Availability

Question: How would you evaluate this program's effectiveness in preparing you for the international job market? Specifically, in what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: International job market preparation: Through joint China-foreign teaching, I was exposed to cutting-edge international early childhood education theories; learning China's 3-6 year-old children development guidelines and Malaysia's preschool education standards; organized online exchanges with Chinese students to discuss teaching cases.

Improvement suggestions: Hope to arrange more overseas internships or language intensive courses.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support your effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet student needs?

Response: Overall evaluation: Generally clear, with each course having clear objectives and assessment standards.

Teaching methods: Diverse, including theoretical courses and practical courses.

Workload: Group project workload is somewhat heavy, but can effectively promote learning.

Hands-on learning: Practical components have a certain foundation, but hope to increase the frequency of field teaching.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing your learning experience? In what ways have smooth cooperation, cultural exchange, and clear contributions from partners enriched the program?

Response: Malaysian teachers and Chinese teachers jointly provide offline instruction, promoting cultural exchange and curriculum integration.

The cooperation enables students to access two educational systems - Chinese approach emphasizes discipline and fundamentals, while Malaysian approach emphasizes creativity and expression. The combination is comprehensive and cultural exchange is interesting (such as making China-Malaysia cuisine together during festivals and learning each other's language songs).

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the

program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Schedule consistency: Course schedule arrangements are stable.

Communication responsiveness: Class adjustments or activity notifications are sent to groups in advance, and teachers respond to questions promptly.

Cross-departmental coordination: Cross-departmental processes are sometimes slow; hope for clearer procedures to reduce student running around.

Process

Teaching and Learning

Question: How would you evaluate the teaching quality and instructional design of this program? In what ways do the instructors' competence, clarity, and balanced approach to theory and practice support your learning? Specifically, how effective are the assessments, feedback, and overall teaching process in helping you understand the material and grow academically?

Response: Instructor competence and clarity: Teachers have strong professional abilities with clear instruction.

Theory and practice balance: Particularly emphasizes combining theory with practice, such as frequently having simulated course assignments with immediate teacher feedback.

Assessment mechanisms and feedback: Assessment formats are not rote memorization but through designing lesson plans, group presentations, etc., which helps students truly understand knowledge; assignment feedback is timely.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to your academic success and well-being?

Response: Career guidance: The college invites kindergarten directors to give lectures and organizes internship connections; some students obtain internship or job opportunities through this.

Special assistance for learning challenges: Can schedule one-on-one services with teachers when having difficulties.

Administrative support: Administrative processes are relatively smooth.

Psychological counseling: Psychological counseling resources are limited and require advance booking.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination? Specifically, in what ways do easy access to program information, smooth student-administrator communication, dedicated discussion platforms, regular inter-departmental coordination, and opportunities to share feedback or concerns enhance your experience?

Response: Communication effectiveness: Class group messages are sent promptly, with course adjustments and activity notifications published immediately.

Teachers are easy to communicate with, and the college regularly holds student lectures.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through student feedback and progress monitoring? In particular, how effectively does the program track student progress, actively solicit student input, and demonstrate that it listens and acts on criticism?

Response: After students reported insufficient evening study rooms, the college opened more classrooms.

There are anonymous questionnaire evaluations of courses and teachers at the end of each semester, and adjustments are made based on feedback.

Product

Student Achievement

Question: How would you evaluate the program's impact on your learning outcomes and personal development? In what ways has the program demonstrably improved your skills, supported your academic achievements, and helped you progress toward your personal goals?

Response: Personal development: Became more confident, progressing from being afraid to go on stage to being able to lead children's activities comfortably.

Skill improvement: Mastered teaching design, children's psychological analysis and other skills, and became proficient in lesson plan and teaching material creation.

Knowledge expansion: Learned many international teaching concepts and broadened horizons.
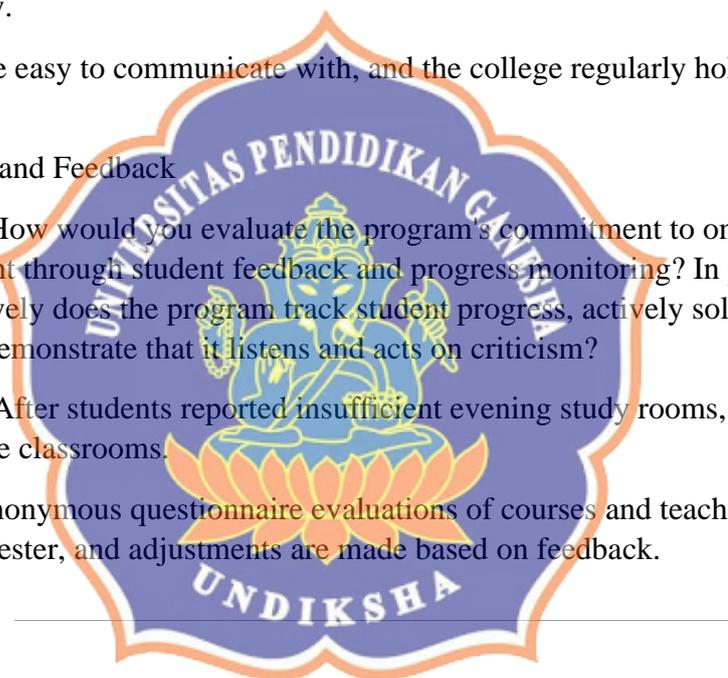
Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing you for the workforce and enabling your transition into professional life? In particular, how well does the program equip you with market-relevant skills, connect you to real job opportunities through industry partnerships, and support your professional networking? And where could improvements further enhance your career outcomes?

Response: Workforce preparation: Courses include professional quality training modules, teaching resume writing, interview skills, etc.

Job opportunities: Provides opportunities to visit and intern at local and international kindergartens; cooperative kindergartens bring recruitment information.

Improvement suggestions: Hope to arrange more industry mentor guidance or provide more internship information.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality? In particular, how has the program enhanced the institution's standing both domestically and internationally?

Response: Enhanced the school's reputation, with course quality recognized due to the China-foreign cooperative background.

There are often Malaysian or Chinese teachers coming for exchanges, improving the college's international visibility, which is a plus for students.

Social and Cultural Impact

Question: How would you evaluate the program's impact on your intercultural awareness and social experience?

Response: Intercultural awareness: Deepened understanding of cross-national cultures, recognizing differences between Malaysia and China in festival customs, communication methods, teaching concepts and other details.

Social experience: Through activities like comparing teaching cases from both countries' kindergartens and communicating with Malaysian students, I understand their habits, laying foundations for future work in international kindergartens.

(3) Wu Zhihui:

Duration: 0:15:44

Created: September 13, 2025 16:51:04

Interviewee Information

Institution: Early Education Grade 2

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Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed your learning needs or helped you identify a skill gap that you've since worked to develop? What made the program particularly responsive in that situation?

Response: The student once had a vague understanding of the differences between early childhood education systems in different countries. Through group research on China-Malaysia early childhood game curriculum settings in the course, she clearly recognized her deficiency in cross-cultural education research skills.

The program was particularly responsive because teachers not only provided detailed research methodology guidance but also invited Chinese early childhood education experts to share experiences online, helping students specifically improve cross-cultural education research skills.

Stakeholder Analysis

Question: How was your relationship with the project designers like teachers and principles?

Response: The relationship is both teacher-student and friends. Teachers are strict academically but care about students' learning and life after class, with harmonious relationships. Teachers regularly communicate to understand project learning situations, solve problems, and maintain positive and trusting relationships.

Institutional Goals

Question: How has this program helped you connect your personal academic and career goals with the broader mission and values of the institution?

Response: Personal goals: My academic goal is to conduct in-depth research on international preschool education policies, and my career goal is to become a researcher and administrator in the field of international preschool education.

School mission and values: The school's mission is to cultivate educational talents with international perspectives and professional competence, with values of pursuing excellence, openness, and inclusiveness.

Program alignment: Through courses on international education policies and cross-cultural education practices, students are exposed to cutting-edge research

content and participate in international cooperation, closely connecting personal goals with the school's mission and values.

External Environment

Question: How would you evaluate the program's effectiveness in preparing you for the globalized workplace?

Response: The effectiveness is remarkable in helping students understand educational concepts and working styles under different cultural backgrounds, enhancing cross-cultural communication and collaboration abilities, laying a good foundation for entering globalized work environments.

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Input

Resource Availability

Question: How would you evaluate this program's effectiveness in preparing you for the international job market? Specifically, in what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: The project prepares students for the international job market through offering related courses and providing learning resources that expose students to global perspectives, including understanding Chinese practices, meeting learning needs and enhancing international employment competitiveness.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support your effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet student needs?

Response: Overall evaluation: The clarity, balance, and practicality are all quite good.

Systematic content: Courses progress layer by layer from basic to advanced levels.

Teaching methods: Diverse methods including lectures and group discussions.

Workload: Reasonable coursework burden.

Hands-on learning opportunities: Abundant practical learning opportunities effectively promote students' deep engagement and more thorough understanding.

Improvement suggestions: Hope to add more personalized learning modules so students can choose some courses according to their interests and career planning.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing your learning experience? In what ways have smooth cooperation, cultural exchange, and clear contributions from partners enriched the program?

Response: Collaboration effectiveness: The cooperation greatly enhanced learning experience with smooth cooperation.

Cooperation methods: Teachers from both sides regularly communicate and design joint courses.

Cultural exchange: Through designing early childhood education activities with Chinese traditional festival themes, students understand Chinese culture while also showcasing Malaysian culture to Chinese partners.

Partner contributions: Clear contributions in curriculum resource sharing and practice base provision, enriching the project's teaching content and practical opportunities.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Overall evaluation: Both overall efficiency and responsiveness are very high.

Schedule consistency: Course arrangements and internship times are all punctual.

Communication: Clear and timely communication with dedicated project notification platforms and teacher question-answering times, very prompt responses to student inquiries, timely replies to both learning and life problems.

Cross-departmental coordination: Also very effective.

Most reliable aspects: Communication and response are the most reliable.

Improvement suggestions: Could optimize cross-departmental coordination communication processes to make affairs involving multiple departments more efficient.

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Process

Teaching and Learning

Question: How would you evaluate the teaching quality and instructional design of this program? In what ways do the instructors' competence, clarity, and balanced approach to theory and practice support your learning? Specifically, how effective are the assessments, feedback, and overall teaching process in helping you understand the material and grow academically?

Response: Overall evaluation: Both teaching quality and instructional design are excellent.

Instructor competence and clarity: Teachers have strong professional abilities with clear and understandable explanations, skillfully integrating theoretical knowledge into practical cases (such as in early childhood game design courses).

Theory and practice balance: Very well balanced.

Assessment mechanisms and feedback: Diverse assessment mechanisms (class performance, assignments, exams, etc.), timely feedback, with teachers providing detailed suggestions after class or in assignment corrections. The overall teaching process helps students understand course content well and promotes academic growth.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to your academic success and well-being?

Response: Quality and accessibility: High quality and easily accessible.

Career guidance: Dedicated teachers explain preschool education industry employment prospects and resume preparation.

Special assistance for learning challenges: Teachers use after-class time for individual tutoring.

Administrative support: All related procedures are smooth.

Contribution to academic success and well-being: These resources greatly help students successfully complete their studies and maintain good learning states, enhancing learning and life experiences.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination? Specifically, in what ways do easy access to program information, smooth

student-administrator communication, dedicated discussion platforms, regular inter-departmental coordination, and opportunities to share feedback or concerns enhance your experience?

Response: Effectiveness: Remarkable effectiveness.

Easy access to information: Project information can be conveniently accessed on the school's official website and cooperation platforms.

Smooth communication: Student-teacher communication is smooth through classroom exchanges and WeChat, with teachers responding promptly.

Dedicated discussion platforms: Available for teachers, students, and classmates to discuss problems.

Regular coordination: Cross-departmental coordination ensures smooth operation of various affairs.

Feedback opportunities: Smooth feedback channels allow student opinions to be heard promptly.

Enhancement of experience: These measures greatly enhance students' learning and life experiences.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through student feedback and progress monitoring? In particular, how effectively does the program track student progress, actively solicit student input, and demonstrate that it listens and acts on criticism?

Response: The project places great emphasis on continuous improvement through student feedback and progress monitoring.

Progress tracking: Regularly tracks student learning progress.

Seeking input: Actively seeks student opinions through questionnaire surveys and symposiums.

Listening and acting: Can seriously listen to and adopt reasonable critical opinions, continuously optimizing courses and services, making students feel the project truly cares for students and is constantly improving.

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Product

Student Achievement

Question: How would you evaluate the program's impact on your learning outcomes and personal development? In what ways has the program demonstrably improved your skills, supported your academic achievements, and helped you progress toward your personal goals?

Response: Overall impact: The impact is significant.

Professional knowledge: Systematically mastered theories and skills in preschool education.

Skills improvement: Skills in early childhood education activity design and behavioral observation and analysis have improved significantly.

Academic achievements: Achieved good academic results, clarified future goals of working in preschool education, and steadily progressing toward this direction.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing you for the workforce and enabling your transition into professional life? In particular, how well does the program equip you with market-relevant skills, connect you to real job opportunities through industry partnerships, and support your professional networking? And where could improvements further enhance your career outcomes?

Response: Effectiveness: The project is effective in helping adapt to the workplace and smoothly transition to professional careers.

Market-relevant skills: Provides skills that meet market demands.

Job opportunities: Through industry cooperation, connects students with real job opportunities and regularly provides relevant position information.

Skills alignment: The learned skills meet market demands, helping students find employment.

Improvement suggestions: Hope to provide more support in professional networking expansion to enhance career development further.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality? In particular, how has the program enhanced the institution's standing both domestically and internationally?

Response: Overall contribution: Significant contribution.

Educational quality improvement: Enhanced the college's educational quality by introducing advanced foreign preschool education concepts and teaching methods through China-Malaysia cooperative education.

Reputation enhancement: Enhanced the college's domestic and international standing and reputation, attracting more attention to the college's preschool education major.

Social and Cultural Impact

Question: How would you evaluate the program's impact on your intercultural awareness and social experience?

Response: Intercultural awareness enhancement: Enhanced understanding of Chinese culture, becoming more open and tolerant toward cultural differences after the project ended.

Social experience enrichment: Through learning and exchanging with Malaysian students, learned about Malaysia's multicultural integration features in preschool education (such as cultural elements from different ethnic groups like Indians and Chinese), recognizing the diversity of preschool education under different cultural backgrounds, broadening cultural horizons, and learning to view different cultural educational concept practices with a more inclusive mindset.

(4) Ye Zitong:

Duration: 0:13:55
Created: September 13, 2025 15:40:00

Interviewee Information
Grade and Major: Grade 2024, Class 3, Tourism Management

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed your learning needs or helped you identify a skill gap that you've since worked to develop? What made the program particularly responsive in that situation?

Response: In the Business Communication course, teachers combined international marketing theory with differences between Chinese and foreign tourism markets. Through analyzing real cross-border tourism brand cases, they helped students identify deficiencies in cross-cultural marketing creativity and market insights, clarifying directions for effort.

The program was particularly responsive because it provided one-on-one targeted feedback based on students' project progress and personal situations, precisely addressing skill gaps.

Stakeholder Analysis

Question: How was your relationship with the project designers like teachers and principles?

Response: The relationship with teachers is harmonious. Teachers are professional and friendly, providing in-depth explanations of professional

knowledge in class and willing to communicate with students about academic and career planning after class. When students make progress, teachers give candy rewards and praise.

Institutional Goals

Question: How has this program helped you connect your personal academic and career goals with the broader mission and values of the institution?

Response: The school is committed to cultivating international tourism talents, and my personal goal is to become an international tourism manager. The project's international courses and practice help me combine personal goals with the school's mission, assisting both parties' development.

External Environment

Question: How would you evaluate the program's effectiveness in preparing you for the globalized workplace?

Response: The courses adopt bilingual or even full English teaching, improving professional English communication abilities. International faculty bring experiences from different countries' tourism industries, helping understand global tourism industry trends and diversified work styles.

Input

Resource Availability

Question: How would you evaluate this program's effectiveness in preparing you for the international job market? Specifically, in what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: International job market preparation: Through joint Chinese-foreign teaching, I was exposed to cutting-edge international tourism management theories; the program provides opportunities for field study visits to famous domestic tourism enterprises and scenic areas; future international internship opportunities will allow cooperation with international tourism enterprises for short-term internships, directly experiencing international work environments.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support your effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet student needs?

Response: Overall evaluation: The design is clear, balanced, and practical overall, with diverse teaching methods (case analysis, group discussions, field research, etc.).

Improvement suggestions: It is suggested that practical learning opportunities be arranged more flexibly, providing more customized practical project choices based on students' interests and career directions.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing your learning experience? In what ways have smooth cooperation, cultural exchange, and clear contributions from partners enriched the program?

Response: Collaboration effectiveness: Chinese and foreign teachers' collaborative teaching combines the advantages of both sides. Foreign teachers bring the latest developments in the international tourism industry, while Chinese teachers better understand the actual situation of China's tourism market.

Cultural exchange and enrichment: Through group assignments and cultural sharing activities, cultural exchange is promoted, allowing understanding of tourism needs and service concepts under different cultural backgrounds.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Overall efficiency and responsiveness: The overall efficiency and responsiveness are good, with consistent schedules, clear and timely communication, and dedicated platforms for information release and question answering.

Reliable aspects: Cross-departmental coordination is reliable, ensuring smooth operation of all project components.

Process

Teaching and Learning

Question: How would you evaluate the teaching quality and instructional design of this program? In what ways do the instructors' competence, clarity, and balanced approach to theory and practice support your learning? Specifically, how

effective are the assessments, feedback, and overall teaching process in helping you understand the material and grow academically?

Response: Teaching quality and design: The teaching quality and instructional design are very good. Teachers have strong professional competence with clear explanations, able to combine theory with practice (such as analyzing actual scenic area planning cases in tourism planning courses).

Assessment and feedback effectiveness: The assessment mechanisms and feedback methods are effective, helping students timely understand their learning situations and promoting academic growth.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to your academic success and well-being?

Response: Academic and personal support services: The quality is good and easily accessible. Career guidance includes professional teacher lectures and consultations. When students encounter learning difficulties, teachers and classmates provide help. Administrative support is smooth with high efficiency, contributing positively to academic success and well-being.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination? Specifically, in what ways do easy access to program information, smooth student-administrator communication, dedicated discussion platforms, regular inter-departmental coordination, and opportunities to share feedback or concerns enhance your experience?

Response: Communication and coordination effectiveness: The project is remarkably effective in promoting accessible, transparent, and inclusive communication and coordination. Project information is easily accessible, student-teacher communication is smooth, there are dedicated discussion platforms, regular cross-departmental coordination, and smooth feedback channels, all enhancing the student experience.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through student feedback and progress monitoring? In particular, how effectively does the program track student progress, actively solicit student input, and demonstrate that it listens and acts on criticism?

Response: Continuous improvement commitment: The program emphasizes continuous improvement through student feedback and progress monitoring. It tracks student progress, actively seeks opinions, listens to and adopts reasonable critical suggestions, making students feel their opinions are valued and that the project is continuously optimizing.

Product

Student Achievement

Question: How would you evaluate the program's impact on your learning outcomes and personal development? In what ways has the program demonstrably improved your skills, supported your academic achievements, and helped you progress toward your personal goals?

Response: Impact on learning outcomes and personal development: The impact is significant, obviously improving tourism management professional knowledge and skills (such as market analysis, planning and design, oral expression, etc.), supporting academic achievements, and helping progress toward personal goals.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing you for the workforce and enabling your transition into professional life? In particular, how well does the program equip you with market-relevant skills, connect you to real job opportunities through industry partnerships, and support your professional networking? And where could improvements further enhance your career outcomes?

Response: Workforce preparation effectiveness: The effectiveness is remarkable, providing skills that meet market demands.

Improvement suggestions: It is suggested to increase internship opportunities with well-known tourism enterprises to better connect with real job opportunities and expand professional networks.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality? In particular, how has the program enhanced the institution's standing both domestically and internationally?

Response: Contribution to college development: It has greatly enhanced the college's overall development, reputation, and educational quality. By introducing advanced international tourism management teaching resources and models, it has improved the college's domestic and international standing, attracting more quality students and cooperation opportunities.

Social and Cultural Impact

Question: How would you evaluate the program's impact on your intercultural awareness and social experience?

Response: Impact on intercultural awareness and social experience: The impact is profound. Through communication with foreign teachers and participation in cross-cultural tourism projects, I was exposed to diverse cultures, learned to think about tourism issues from different cultural perspectives, enriched my social experience, and became better able to understand and respond to tourism social scenarios under different cultural backgrounds.

(5) Hong Xvnhao:

Duration: 0:12:26
Created: September 13, 2025 14:38:25

Interviewee Information
Position: Class Monitor of Grade 2024 Class 2,Tourism Management

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed your learning needs or helped you identify a skill gap that you've since worked to develop? What made the program particularly responsive in that situation?

Response: The courses helped me understand the differences between domestic and foreign teaching systems. I identified a gap in my oral communication skills. The program was particularly responsive because of the patient education from teachers, which was an important manifestation of the course's attentiveness.

Stakeholder Analysis

Question: How was your relationship with the project designers like teachers and principles?

Response: The relationship with teachers and project managers is very good. Teachers listen to students' opinions, and communication between teachers and students is like friends. Teachers share foreign affairs and customs, and students also exchange Chinese customs and habits with teachers.

Institutional Goals

Question: How has this program helped you connect your personal academic and career goals with the broader mission and values of the institution?

Response: The project helped me connect my personal academic and career goals with the school's mission and values, providing better connections for future career planning.

External Environment

Question: How would you evaluate the program's effectiveness in preparing you for the globalized workplace?

Response: Through China-Malaysia cooperation, I understood Malaysian tourism demands and can provide introductions to Chinese customs and habits for Malaysian tourists. The project has significant effectiveness in helping me adapt to globalized work environments, enabling me to respond to international job market changes and foreign perspectives.

Input

Resource Availability

Question: How would you evaluate this program's effectiveness in preparing you for the international job market? Specifically, in what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: The learning materials, books, and digital materials provided by the project are easily accessible. When encountering learning difficulties, teachers are available for questions and clarification.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support your effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet student needs?

Response: The project content is easy to understand, the course settings meet demands, teaching methods are diverse and interesting, and students' coursework burden is not heavy.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing

your learning experience? In what ways have smooth cooperation, cultural exchange, and clear contributions from partners enriched the program?

Response: The cooperation with foreign partners is smooth and beneficial. During the project, there were cultural exchanges between China and Malaysia, with clear contributions from cooperation partners.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: The project is overall effective in maintaining consistent schedules and timely communication responses.

Process

Teaching and Learning

Question: How would you evaluate the teaching quality and instructional design of this program? In what ways do the instructors' competence, clarity, and balanced approach to theory and practice support your learning? Specifically, how effective are the assessments, feedback, and overall teaching process in helping you understand the material and grow academically?

Response: Teachers are professional and good at communicating with students, helping students understand course content more quickly. Teacher assessment mechanisms are fair and transparent. The balance between theory and practice in the teaching process is good, supporting student learning.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to your academic success and well-being?

Response: The project adequately provides academic guidance, with teachers providing career guidance. When encountering learning difficulties, students can get help from teachers.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination? Specifically, in what ways do easy access to program information, smooth student-administrator communication, dedicated discussion platforms, regular inter-departmental coordination, and opportunities to share feedback or concerns enhance your experience?

Response: Students can easily access and understand project information, teacher-student communication is very smooth, and students have opportunities to express their opinions about the project to teachers.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through student feedback and progress monitoring? In particular, how effectively does the program track student progress, actively solicit student input, and demonstrate that it listens and acts on criticism?

Response: The project regularly monitors student progress, teachers listen to and adopt student opinions, and student feedback is used for project improvement.

Product

Student Achievement

Question: How would you evaluate the program's impact on your learning outcomes and personal development? In what ways has the program demonstrably improved your skills, supported your academic achievements, and helped you progress toward your personal goals?

Response: After joining the project, my learning outcomes in English and management have greatly improved. Academic achievements are supported by project content and methods, and the project supports me in achieving personal goals.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing you for the workforce and enabling your transition into professional life? In particular, how well does the program equip you with market-relevant skills, connect you to real job opportunities through industry partnerships, and support your professional networking? And where could improvements further enhance your career outcomes?

Response: The project can help expand employment capabilities, provide relevant job information, obtain job opportunities through industry partnerships, and the skills learned meet market demands.

Institutional Impact
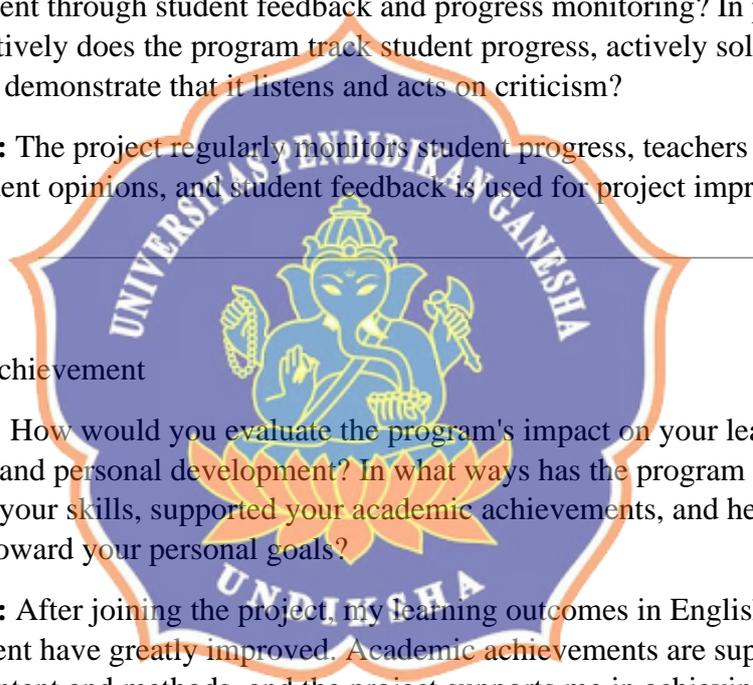
Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality? In particular, how has the program enhanced the institution's standing both domestically and internationally?

Response: Enhanced students' perception of the college's reputation, supports the good development of the college's educational quality, and helps the college establish good international cooperation.

Social and Cultural Impact

Question: How would you evaluate the program's impact on your intercultural awareness and social experience?

Response: After the project ended, I gained some understanding of cultural differences and promoted understanding of social relationships. I gained valuable social experience from the project, and the project encourages cross-cultural cooperation.

2. Interview Feedback on CFCRSP-FVTC of Teachers:

(1) Zeng Liwen:

Duration: 0:30:47
Created: September 10, 2025 20:02:30

Interviewee Information
Position: Director of Education Department, Faculty of Humanities and Social Sciences, Southern University College,

Responsibilities: Coordinating and managing the development of all course projects within the department (including diploma-level preschool education, undergraduate, and newly developed master's education courses), ensuring smooth and sustainable project development
Education Background: Bachelor's degree in preschool education from MADA, Master's degree in educational psychology from Universiti Putra Malaysia

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Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed students' learning needs or helped them identify a skill gap? What made the program particularly responsive in that situation?

Response: The program effectively helps students identify skill gaps by introducing new teaching methods (such as various preschool education concepts)

and providing evidence through photos and videos, making students aware of the narrowness of their knowledge and recognizing the gaps between themselves and the outside world.

Students have problems with being restricted by their parents and not daring to express their ideas, but new knowledge input can make them aware of the existence of gaps.

Stakeholder Analysis

Question: How was your relationship with the project students and principles?

Response: With students: Very good, interacting like friends, establishing good interactive relationships. Students consider me different from local teachers, more like a friend.

With management: No problems, able to communicate honestly with Dean Zheng, Dean Hu, directors, and section chiefs, cooperating with each other to solve problems jointly. The main reason for project progress is that both parties are honest about the problems they face.

Institutional Goals

Question: How has this program helped students connect their personal academic and career goals with the broader mission and values of the institution?

Response: The program helps students connect their personal academic and career goals with the school's mission and values by changing students from thinking they should work immediately after undergraduate graduation to recognizing they can pursue undergraduate studies and develop overseas, with broader life planning rather than being limited to just becoming kindergarten teachers.

We encourage students to pursue graduate studies, making them understand that learning can bring more choices, which students agree with.

External Environment

Question: How would you evaluate the program's effectiveness in preparing students for the globalized workplace?

Response: There are certain obstacles in the program's preparation of students for globalized work environments. Students rely on translation software, and it's difficult to access foreign course books and website information, causing limitations for teachers and students in obtaining international information. For example, when researching message themes, limited website information affects teaching development.

Input

Resource Availability

Question: In what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: Suggested ways to open courses to global perspectives: Conduct a six-month student exchange program (numbers don't need to be too many) to let students have direct contact with the outside world; if physical exchange cannot be realized, establish online communication platforms between students to promote information exchange. For example, my cooperation with Teacher Zhang Shi, having students from both places exchange teaching methods, received enthusiastic responses.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support students' effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet students' needs?

Response: Advantages: Course burden has been reduced to minimum, homework format changed to classroom completion, activity-based and presentations, promoting students to speak up. Students' resistance to English has decreased significantly, with obvious progress.

Areas for improvement: Course design should allow direct communication between the two colleges rather than through intermediary links to avoid information transmission gaps; hope to participate in the other college's meetings to directly understand operations; suggest monthly one-hour online business meetings for both parties to understand progress, adjust problems, and discuss in-depth issues like student failures and improvement methods.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing students' learning experience?

Response: Overall cooperation effect is good. Fuzhou Vocational and Technical College teachers have started encouraging students, participating in exhibitions I organize and giving opinions.

Hope for better cooperation: Teachers from both parties can directly participate in each other's college operations, such as attending meetings; suggest conducting regular online meetings to communicate progress and adjustment matters.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Overall efficiency and responsiveness: The project's overall efficiency and responsiveness have improved, but there were previous information transmission problems, such as both parties discovering course design issues but not communicating them.

Most reliable aspects: Currently, direct college-to-college communication has solved many problems, such as course exchange subjects being directly connected to Director Hong and section chiefs after meetings between the two doctors.

Improvement suggestions: Fuzhou Vocational and Technical College should provide one-day training including learning platform usage, teaching plan arrangement standards, exam questions and scope, etc., to solve current fragmented communication and lack of systematic understanding problems.

Process

Teaching and Learning

Question: How would you evaluate your teaching quality and instructional design of this program? In what ways do your competency, clarity, and balanced approach to theory and practice support students' learning?

Response: Teaching quality and design: Teaching methods have been changed to bilingual teaching (adding Chinese to PPT). Compared to previous pure English teaching, student resistance has decreased. Teaching methods are oriented toward student understanding, adjusting timely according to student situations, such as changing PPT from text-heavy to keyword expansion and adding pictures.

Malaysian colleagues also adjust PPT according to student abilities, understanding that what applies to Malaysian students may not necessarily apply here.

Weakness: Unable to provide effective additional English reference materials, limiting student understanding.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to students' academic success and well-being?

Response: Fuzhou Vocational and Technical College has its own student internship and learning arrangements, but tends toward nanny-style education, arranging everything for students. I suggest letting students more independently find jobs and decide internship directions.

Teachers try their best to answer student questions in academic and other aspects, providing strong support.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination?

Response: The project is quite effective in promoting communication and coordination among all parties. Currently, after direct college-to-college communication, problems can be solved.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through feedback and progress monitoring?

Response: The project is insufficient in its commitment to continuous improvement through feedback and progress monitoring. Fuzhou Vocational and Technical College has different people managing different content, and may be satisfied with just completing courses for the sino-foreign cooperative education project, lacking deep attention to continuous project improvement and systematic feedback mechanisms.

Product

Student Achievement

Question: How would you evaluate the program's impact on students' learning outcomes and personal development?

Response: The program has a positive impact on students' learning outcomes and personal development. Bilingual teaching improvement is obvious, students' abilities in presentations and other aspects have improved, and resistance to English has decreased.

Student failure situations exist and need in-depth discussion between both parties on causes and improvement methods.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing students for the workforce? In particular, how well does the program equip students with market-relevant skills?

Response: Students have employment capabilities in teaching and can master market-required skills.

However, teaching practical experience needs accumulation. The school can only try to share cases, and students need actual hands-on teaching to cope with challenges.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality?

Response: The program makes positive contributions to the overall development, reputation, and educational quality of both colleges (Southern University College and Fuzhou Vocational and Technical College). It has broadened both parties' horizons and promoted exchange of educational concepts and methods. I will bring back and share what I see and learn here, and also bring Malaysian experience to students here.

Social and Cultural Impact

Question: How would you evaluate the program's impact on students' intercultural awareness and social experience?

Response: Intercultural awareness impact: Students learned about Malaysia's linguistic diversity (such as speaking Hakka, Hokkien, Cantonese, etc.), recognizing that second languages can be learned from daily life rather than just for exams.

Social experience impact: Changed students' narrow thinking of "studying preschool education means becoming preschool teachers," letting them understand that preschool education majors have various career choices (such as developing preschool educational materials and toys, becoming parenting knowledge influencers, engaging in special education-related work, etc.), and hoping they will bring this thinking into the local educational environment.

(2) Zhang Chi:

Duration: 0:13:35
Created: September 10, 2025 08:53:11

Interviewee Information

Position: IELTS Teacher, China-Malaysia Cooperative Program,

Courses Taught: IELTS Foundation, Speaking Chinese in English

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed students' learning needs or helped them identify a skill gap? What made the program particularly responsive in that situation?

Response: Through vocabulary testing, we identified students' gaps and adopted the "daily check-in with Baicizhan APP" method, which enabled students to achieve steady improvement in vocabulary. This approach was particularly effective because it provided a systematic way to identify specific skill gaps and implement targeted interventions.

Stakeholder Analysis

Question: How was your relationship with the project students and principles?

Response: The project has progressed smoothly, with harmonious relationships between students and management.

Institutional Goals

Question: How has this program helped students connect their personal academic and career goals with the broader mission and values of the institution?

Response: While enhancing students' personal academic capabilities, the program helps them clearly plan their future careers, maintaining alignment with the school's broader mission and values.

External Environment

Question: How would you evaluate the program's effectiveness in preparing students for the globalized workplace?

Response: The program helps students understand global labor market developments, providing insights into current technology and industry trends to cope with changes in the international job market.

Input

Resource Availability

Question: In what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: We developed the course "Speaking Chinese in English" to help students better communicate Chinese culture to people from other countries on the international stage in the future.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality? Specifically, in what ways does the systematic content, varied teaching methods, balanced workload, and opportunities for hands-on learning support students' effective engagement and deeper understanding? Are there any aspects of the program structure you believe could be improved to better meet students' needs?

Response: The program structure is clear and orderly, demonstrating clarity, balance, and practicality. The course content aligns with educational standards and participant needs. The following factors effectively promote students' deep engagement and thorough understanding:

Systematic course content

Varied teaching methods

Reasonable academic workload

Opportunities for hands-on learning

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing students' learning experience?

Response: The cooperation with foreign schools is harmonious and mutually beneficial. Communication between all parties is smooth and frequent. Foreign partners provide adequate support with clear responsibilities, enhancing the school's international influence.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? In particular, how effectively does the program maintain a consistent schedule, ensure clear and timely communication, respond to student inquiries, and coordinate across departments. What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: The program demonstrates comprehensive planning with timely problem feedback. Time arrangements and activity structure are reasonable. Various departments of the school coordinate to support the smooth progress of the project. There are quality control mechanisms in place during implementation.

Process

Teaching and Learning

Question: How would you evaluate your teaching quality and instructional design of this program? In what ways do your competency, clarity, and balanced approach to theory and practice support students' learning?

Response: The teaching quality and design align with student characteristics, improving teaching quality. We provide relevant and up-to-date learning materials. Teacher-student interaction is effective, and learning assessment is regular and constructive.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to students' academic success and well-being?

Response: We provide additional tutoring for students in need, and the tutoring system operates well. We provide motivation and psychological support. Student support facilities contribute to learning success.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination?

Response: Communication between teachers, management, and international partners is smooth. Project activity coordination is regular and efficient. Communication channels facilitate information exchange. Important content can be communicated in a timely manner. There are mechanisms for quickly resolving communication problems.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through feedback and progress monitoring?

Response: [This aspect was integrated into the management response, showing comprehensive planning with timely problem feedback and quality control mechanisms.]

Product

Student Achievement

Question: How would you evaluate the program's impact on students' learning outcomes and personal development?

Response: The program helps improve students' academic performance and skills. Student outcomes can be objectively and comprehensively evaluated. It promotes

maximum development of student potential. Student achievements have clear and consistent measurement standards.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing students for the workforce? In particular, how well does the program equip students with market-relevant skills?

Response: The program improves graduates' employment readiness. The school maintains good relationships with enterprises to support employment and provides skills training relevant to the labor market.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality?

Response: The program has enhanced the school's reputation and academic quality, supports educational capacity building, strengthens international cooperation, and drives improvement in school facilities and resources.

Social and Cultural Impact

Question: How would you evaluate the program's impact on students' intercultural awareness and social experience?

Response: The program enriches teachers' and students' understanding of Chinese culture, encourages respect for cultural diversity, enhances students' social awareness and cultural confidence, strengthens the school's relationship with surrounding communities, and promotes the school's participation in social and cultural activities.

3. Interview Feedback on CFCRSP-FVTC of Adminastrators:

 (1)Feng Meidi:

Duration: 0:36:55
Created: September 10, 2025 20:46:40

Interviewee Information
Position: Associate Dean of Teaching Management, College of Education and Science, responsible for teaching management since 2020

Education Background: Graduate degree in Chinese Literature
Project Involvement: Familiar with project students, especially two classes in grades 2 and 3, taught literature courses in these classes, and participated in teaching management and coordination work related to the project

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed students' learning needs or helped them identify a skill gap? What made the program particularly responsive in that situation?

Response: English ability improvement: The project effectively improved students' English abilities by offering more IELTS courses and bilingual teaching in professional courses. For example, students persist in reciting English daily with teachers supervising check-ins. In response to students' feedback about "short class duration and over-concentration," teaching time was adjusted and dedicated teachers were arranged for permanent liaison. Students invested more in English learning.

Effective factors: Students realized the importance of English, and the school's adjustments and support in teaching arrangements and faculty liaison made English learning significantly effective.

Stakeholder Analysis

Question: How was your relationship with the students and teachers?

Response: With students: Very familiar with project students, especially two classes in grades 2 and 3, with frequent communication due to teaching literature courses.

With teaching faculty: Familiar with all relevant matters including instructor arrangements and class advisor arrangements.

Institutional Goals

Question: How has this program helped students connect their personal academic and career goals with the broader mission and values of the institution?

Response: Significance for school development: Expanding teachers' perspectives, expanding the school's influence, promoting bilateral exchanges - it's a good project.

Students' globalized adaptation cultivation: The professionalism and openness of Malaysian teachers have positive impacts on students. Although short-term effects may not be obvious, it plants "seeds" for students to adapt to globalized work environments. Dean Feng encourages students in class to go out and see when conditions allow, believing that Malaysia's Chinese-speaking environment is beneficial for student adaptation.

External Environment

Question: How would you evaluate the program's effectiveness in preparing students for the globalized workplace?

Response: The professionalism and openness of Malaysian teachers have positive impacts on students. Although short-term effects may not be obvious, it plants "seeds" for students to adapt to globalized work environments. Dean Feng encourages students in class to go out and see when conditions allow, believing that Malaysia's Chinese-speaking environment is beneficial for student adaptation.

Input

Resource Availability

Question: In what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: Current course situation: The preschool education major has one early childhood literature course built by Dean Feng that is a provincial quality course. Other courses have not yet reached provincial quality course level. The state encourages vocational education courses to be exported abroad and constructed bilingually in Chinese and English.

Course co-construction willingness and challenges: There are ideas to co-construct courses with Malaysian teachers (such as Teacher Zeng Liwen's Family-Kindergarten Cooperation course), but challenges exist including teachers' professional focus dispersing energy, both institutions needing joint financial and effort investment, and relatively fewer resources at junior college institutions.

Improvement suggestions: Mobilize teacher enthusiasm, select proactive teachers (such as Teacher Zeng), have both institutions jointly invest support, and utilize the commonality of preschool education majors for course co-construction.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality?

Response: Talent cultivation plan design: Initially set course hours and other content according to provincial department and cooperative education instructions, combined with our own talent cultivation plan, hoping to learn through foreign instruction. However, during implementation, teachers had insufficient time for attending classes and learning due to heavy teaching loads and numerous administrative affairs.

Course practicality: Selected practical courses such as activity design courses (scientific activities, language activities) taught by foreign teachers, with overall acceptable effects.

Student learning experience: Some students like teachers whose courses are lively in activity format, while others report that some teachers use traditional teaching methods with less practicality and more theoretical orientation, which relates to course nature, teacher characteristics, and student preferences.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing students' learning experience?

Response: Effectiveness of partner (Southern University) collaboration: In enhancing students' learning experience, student feedback focuses more on English aspects, while professional course practicality needs strengthening.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Communication and adjustment: There is timely communication and consultation for adjustments in teaching both online and offline.

Reliable aspects: In class, students like project-based learning, such as having students tell stories, perform, and adapt dramas in literature classes, with high student participation.

Improvement suggestions: Hope teachers conduct more project-based learning. Teaching quality improvement can be demonstrated through foreign teachers giving open classes, participating in teaching competitions, and focusing on student and teacher competition results in guiding students.

Process

Teaching and Learning

Question: How would you evaluate your teaching quality and instructional design of this program?

Response: Teaching quality and instructional design: Overall teaching quality and instructional design are acceptable, with some foreign teachers receiving student recognition. It is suggested to demonstrate and improve teaching quality through foreign teachers giving open classes, participating in teaching competitions, and student and teacher competition results. For example, organizing China-Malaysia cooperative class students to participate in specialized professional skills competitions.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to students' academic success and well-being?

Response: Academic and personal support services: The school provided special support in student management, arranging administrative cadres as class advisors. However, students have problems such as major transfers and family financial difficulties, affecting their willingness to pursue undergraduate studies.

Career guidance and academic success contribution: Party secretaries and other teachers provide career guidance and encouragement in class, encouraging students to broaden their horizons and use Malaysia's Chinese-speaking environment to pursue further studies abroad. Regarding the problem of insufficient attraction of internship living allowances, students are guided to focus on experience accumulation during internship rather than just income.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination?

Response: Communication and coordination effectiveness: The project has certain effectiveness in communication and coordination, but can be further deepened.

Cultural exchange and vocational education overseas attempts: Dean Feng mentioned cultural output through live streaming, such as having students tell Chinese myths in English, planning to integrate this into teaching practice week activities as a way for cultural output and student English practice. It is suggested to focus on Belt and Road Initiative, ASEAN-related skills competitions, and connect second classroom activities from both sides.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through feedback and progress monitoring?

Response: Feedback and progress monitoring: Research is conducted on students every semester to understand situations, collect feedback, evaluate the project, and continuously improve.

Product

Student Achievement

Question: How would you evaluate the program's impact on students' learning outcomes and personal development?

Response: Learning outcomes: The most direct outcome is students' academic performance. Indirect outcomes include understanding of both Chinese and Malaysian cultures and awareness of different educational methods, which have positive long-term developmental effects on students.

Personal development impact: Foreign teachers' teaching and personal example let students feel cultural differences, having certain impacts on students' personal growth and intercultural awareness cultivation.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing students for the workforce? In particular, how well does the program equip students with market-relevant skills?

Response: Skills cultivation planning: More practical courses have been planned in the talent cultivation program to develop students' professional skills.

Employment support measures: Currently communicating about students going to Malaysia for internships to prepare for student employment.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality?

Response: Contribution to college development: The project has significant meaning for school development, helping to expand teachers' perspectives and school influence. However, current awareness is not high, with people focusing on how many students go abroad.

Social and Cultural Impact

Question: How would you evaluate the program's impact on students' intercultural awareness and social experience?

Response: Intercultural awareness impact: Promoted exchanges between Chinese and Malaysian teachers, allowing faculty and students to experience different countries' teaching styles and interpersonal communication methods, having positive effects on improving students' intercultural awareness.

Project characteristics and improvement directions: Current characteristics revolve around conducting curriculum teaching based on talent cultivation programs. Improvement suggestions include deeply exploring project characteristics, starting from second classroom activities, connecting activities from both sides to let students contact the outside world; establishing independent competitions, scholarships, etc., to enhance project independence and student

belonging; continuously strengthening cultural exchange and vocational education overseas exploration and practice.

(2)He Yating:

Duration: 0:17:07
Created: September 10, 2025 18:52:06

Interviewee Information
Position: Director of International Cooperation and Exchange Center, Fuzhou Vocational and Technical College, responsible for application and operation of sino-foreign cooperative education projects,

Education Background: Master's degree in Tourism Management from Nanjing University
Teaching Experience: Previously taught tourism professional courses to second and third-year students and grade 24 students, with good student interaction and active student performance

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed students' learning needs or helped them identify a skill gap? What made the program particularly responsive in that situation?

Response: The project was designed to address students' employment and undergraduate advancement needs, with course settings, career planning, and practical internships all closely related to the profession.

To meet the differentiated needs of project students (who pay higher tuition fees), the curriculum emphasizes language ability improvement to help them achieve their undergraduate advancement goals.

Stakeholder Analysis

Question: How was your relationship with the students and teachers?

Response: With students: Through teaching, I have a harmonious relationship with students, with some students showing active classroom performance. I have less contact with preschool education students, mainly communicating with teachers who manage teaching.

With Chinese teaching faculty: Daily communication and coordination is frequent with teachers responsible for managing teaching, with less contact with specific classroom teachers.

With foreign (Malaysian Southern University) teachers: Responsible for arranging accommodation and meals for foreign teachers, have met all visiting teachers, and have attended some of their classes.

Institutional Goals

Question: How has this program helped students connect their personal academic and career goals with the broader mission and values of the institution?

Response: As a higher vocational college, curriculum settings, career planning, and practical internships are all employment-oriented for students.

The sino-foreign cooperative education project provides students with more choices beyond domestic undergraduate advancement, including undergraduate advancement in Malaysia and overseas internship employment opportunities.

External Environment

Question: How would you evaluate the program's effectiveness in preparing students for the globalized workplace?

Response: The project introduces courses from Malaysian Southern University and foreign teacher instruction, allowing students to experience Malaysian culture without going abroad and gain preliminary understanding of external environments.

In addition to domestic development paths, students can also choose undergraduate advancement in Malaysia or overseas internship employment, expanding their global perspectives and choice opportunities.

Input

Resource Availability

Question: In what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: Current situation: Currently, it mainly involves Malaysian Southern University introducing their courses to China for instruction.

Improvement suggestions: It is suggested that China and Malaysia jointly develop or design courses that can be used in both institutions, improving course compatibility and teacher capabilities, and exploring the possibility of courses "going overseas."

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality?

Response: Design considerations: When designing the talent cultivation plan, it's necessary to balance courses from both China and Malaysia while considering clarity, balance, and practicality.

Existing problems: Due to the original course design having longer class hours, integrating Malaysian courses led to some Chinese characteristic courses (such as intangible cultural heritage courses) being sacrificed, affecting the balance of courses.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing students' learning experience?

Response: Cooperation effectiveness: The cooperation with Malaysian Southern University has enabled students to experience different learning methods. Foreign teachers are popular with students, and students have improved in project skills and comprehensive qualities.

Cooperation mechanism: Through management committee and teaching committee meetings held twice a year, problems are summarized and resolved promptly, with relatively smooth communication.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Overall evaluation: As the first cooperative project, there were many problems in the management process, but through exploration and communication, most problems could be coordinated and resolved quickly.

Reliable aspects: Accommodation and meal arrangements for foreign teachers and communication coordination mechanisms related to teaching (such as management committee meetings) are relatively reliable.

Areas for improvement:

Early-stage communication: Although communication platforms existed initially, low communication frequency led to problems not being resolved promptly

Continuous improvement: Need to continuously focus on and improve newly arising problems to enhance student experience

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Process

Teaching and Learning

Question: How would you evaluate your teaching quality and instructional design of this program?

Response: Teaching efforts: Both teachers and students are making efforts to improve teaching and learning effectiveness.

Existing problems:

English teaching: Due to the pandemic, large class formats were once adopted. Some students with poor foundations had low classroom participation and poor learning absorption; lack of after-class practice led to quick knowledge forgetting

Professional course teaching: Some theoretical courses have boring content and need more activities designed to stimulate student enthusiasm and enhance learning experience. This problem exists in courses from both China and Malaysia

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to students' academic success and well-being?

Response: Resource investment: The project provides students with separate teachers and dormitory resources, and supports students' study tours to Malaysia.

Support services: In terms of academic and personal support services (such as career guidance and assistance for learning challenges), there are currently insufficient distinctive features compared to regular enrolled students, and strengthening is still needed.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination?

Response: Internal communication: Communication and coordination with foreign partners regarding teacher arrangements and teaching problem resolution are conducted through established mechanisms (such as meetings), which are currently relatively smooth.

External coordination: Responsible for logistical coordination work such as accommodation and meal arrangements for foreign teachers.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through feedback and progress monitoring?

Response: Current monitoring: Currently mainly focused on teaching implementation, with continuous monitoring and feedback mechanisms for student learning outcomes still in preliminary stages.

Future plans: Plan to monitor the graduation status of grade 23 students after graduation and guide the cultivation of subsequent two cohorts based on results.

Product

Student Achievement

Question: How would you evaluate the program's impact on students' learning outcomes and personal development?

Response: Learning outcomes: Students can experience Malaysian educational models and cultural exchanges without going abroad, achieving the project's original intention.

Personal development impact: Provides students with more development possibilities. In addition to domestic undergraduate advancement and employment, they can also choose undergraduate advancement in Malaysia and overseas internship employment, with broader options.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing students for the workforce? In particular, how well does the program equip students with market-relevant skills?

Response: Current situation: Currently, more energy is focused on curriculum teaching and language improvement, with relatively less cultivation of students' employment capabilities (such as market-relevant skills).

Future direction: Need to strengthen career guidance and employment skills cultivation to enhance students' employment competitiveness.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality?

Response: Reputation enhancement: As Fuzhou City's first sino-foreign cooperative education project, successful application generated certain influence, with other schools referencing and learning from it when applying.

Future potential: Can deepen cooperation through course co-construction and other methods, producing more extended results and further enhancing the college's educational quality and reputation.

Social and Cultural Impact

Question: How would you evaluate the program's impact on students' intercultural awareness and social experience?

Response: Intercultural awareness: Through contact with cultures from both China and Malaysia and foreign teachers, students' intercultural awareness has been enhanced, and their English communication abilities have also improved to some extent.

Social experience: Currently, cultivation of students' social experience has not been deep, and needs to be strengthened in subsequent student cultivation.

(1) **Liang Longguang:**
Duration: 0:16:40
Created: September 11, 2025 16:42:08

Interviewee Information

Position: Vice President of Southern University College, Malaysia, responsible for academic affairs, course approval, and course quality management
Education Background: Bachelor's degree in Chemical Petroleum, completed PhD in catalysts (related to chemical history) in 2004
Institution Overview: Southern University College is a private university offering degree programs from foundation to PhD level, with 55 programs currently available, cooperating with Fuzhou Vocational and Technical College on Tourism Management and Preschool Education programs

Context

Needs Assessment

Question: Can you describe a specific instance where this program effectively addressed students' learning needs or helped them identify a skill gap? What made the program particularly responsive in that situation?

Response: The program plan effectively enhances student capabilities through a combination of academic and vocational technical courses. For example, Fuzhou Vocational and Technical College focuses on practice (hands-on practical sessions), while Southern University College focuses on academics. The combination of both cultivates more well-rounded students.

The project provides students with international learning opportunities, such as arranging students to participate in study tours to Malaysia and conducting maritime internships (the first batch of students is expected to go early next year), helping students learn from an international perspective.

Stakeholder Analysis

Question: How was your relationship with the students and teachers?

Response: With students: The Vice President meets with students once a year and interacts with them through study tour activities, maintaining harmonious relationships. Southern University College teachers cooperate well with students, using bilingual PPTs to help students understand course content.

With teaching staff: The relationship with project teaching staff is good, with both parties collaborating to advance the project.

Institutional Goals

Question: How has this program helped students connect their personal academic and career goals with the broader mission and values of the institution?

Response: The project features internationalization, helping students connect their personal academic and career goals with the school's mission and values. Students can study in China or go to Malaysia for studies and obtain employment opportunities in the Southeast Asian region.

External Environment

Question: How would you evaluate the program's effectiveness in preparing students for the globalized workplace?

Response: Southern University College has students from different countries, with courses meeting the conditions of various countries. After cooperating with Fuzhou Vocational and Technical College, students can meet international standards and adapt to globalized work environments.

Input

Resource Availability

Question: In what ways do the program's exposure to global perspectives such as practices from China? What changes, if any, would you suggest to make the program even more relevant on the international stage?

Response: Exposure to global perspectives: Using bilingual PPTs to assist teaching; arranging students for internships in Malaysia, providing international practical opportunities.

Chinese practices: Fuzhou Vocational and Technical College, as a residential school, focuses on vocational technical education, complementing Southern University College's traditional academic education.

Suggestions: Problems that may exist in the current project could be solved by increasing meeting frequency to enhance course relevance on the international stage.

Program Design

Question: How would you evaluate the overall design and delivery of this program in terms of its clarity, balance, and practicality?

Response: Overall evaluation: The course design and delivery are excellent; it is a very good project that provides students with opportunities to advance from junior college to undergraduate level, helping to enhance student prospects.

Partnership Quality

Question: How would you evaluate the effectiveness of the program's collaboration with foreign partners—particularly those from China—in enhancing students' learning experience?

Response: Evaluation: The Chinese partner (Fuzhou Vocational and Technical College) performs excellently, able to coordinate and cooperate effectively with Southern University College, continuously discussing how to improve the project, with development potential.

Effectiveness: Both parties cooperate well in terms of faculty. Southern University College's teaching quality is globally recognized, while Fuzhou Vocational and Technical College has outstanding strengths in practical teaching. The fusion of both parties' advantages jointly cultivates more well-rounded students.

Planning and Management

Question: How would you evaluate the overall efficiency and responsiveness of the program's management? What aspects of the program's organization do you consider most reliable, and where could improvements enhance the student experience?

Response: Teaching quality assurance: Southern University College courses carry bachelor's degree diplomas with honors, recognized worldwide.

Student support measures: Southern University College and Fuzhou Vocational and Technical College provide bilingual PPT learning assistance for students and arrange internship opportunities.

Process

Teaching and Learning

Question: How would you evaluate your teaching quality and instructional design of this program?

Response: Teaching quality and instructional design: The combination of both parties' advantages, stable course content, and enhancement of teaching

effectiveness through the integration of academic and vocational technical courses.

Student Support

Question: How would you evaluate the quality and accessibility of academic and personal support services provided by this program? In particular, how effectively do resources like career guidance, special assistance for learning challenges, and accessible administrative support contribute to students' academic success and well-being?

Response: Academic and personal support services: Providing bilingual PPTs to help student learning; arranging Malaysian internship opportunities to support students' academic success and personal development.

Communication and Coordination

Question: How would you evaluate the program's effectiveness in fostering accessible, transparent, and inclusive communication and coordination?

Response: Effectiveness: Communication between both parties is transparent and convenient, able to promptly raise and solve problems. Fuzhou Vocational and Technical College holds meetings multiple times, sincerely communicating goals and expectations, all starting from students' interests.

Monitoring and Feedback

Question: How would you evaluate the program's commitment to ongoing improvement through feedback and progress monitoring?

Response: Continuous improvement mechanism: Through meetings between both parties, student feedback, and teacher feedback, understanding the project situation, clarifying improvement goals and directions, significantly improving the project.

Product

Student Achievement

Question: How would you evaluate the program's impact on students' learning outcomes and personal development?

Response: Impact: The project promotes student progress in cultural and linguistic aspects. Students can learn about different countries' cultures, improve their English proficiency, strengthen their capabilities, and work harder to move forward.

Employment Outcomes

Question: How would you evaluate the program's effectiveness in preparing students for the workforce? In particular, how well does the program equip students with market-relevant skills?

Response: Employment capability cultivation: Southern University College cooperates with different entrepreneurs and employment institutions, providing internship and employment opportunities for Fuzhou Vocational and Technical College students. After graduation, students can advance to undergraduate studies at Southern University College and obtain good employment opportunities locally.

Institutional Impact

Question: How would you evaluate the program's contribution to the college's overall growth, reputation, and educational quality?

Response: Contribution: The project has enhanced the reputation and teaching capabilities of both institutions, with positive progress in the integration of both parties' courses.

Social and Cultural Impact

Question: How would you evaluate the program's impact on students' intercultural awareness and social experience?

Response: Intercultural awareness and social experience: Through exposure to different countries' cultures (such as Malaysian culture) and learning international languages (English), students' intercultural awareness has significantly enhanced, and their social experience has been enriched.

Above is part of the complete English translation of CFCRSP-FVTC interview feedback, structured according to the English interview outline and maintaining the original content without interpretive additions.

All interviews are recorded for future reference。

Appendix 19 CFCRSP-FVTC Program Curriculum

(1) Tourism Management

Tourism Management Program Curriculum

cate gory	N o.	Cou rse Co de	Course Name	Cou rse Ty pe	Cr ed it s	T o t a l H o u r s	T h e o r y H o u r s	Pr ac ti ce	Semester Distribution (16 weeks each)						As se ss me nt du ri ng ex am we ek	Teac hing Depa rtme nt
									M o n 16	T u e 16	W e d 16	T h u 16	F r i 16	S a t 16		
PUBL IC PLAT FORM COUR SES	1	09 11 01 00	Ideology, Morality and Rule of Law (incl. Xi Jinping Thought on Rule of Law)	B	3	4 8	3 2	16	4 8							Scho ol of Marx ism
	2	09 31 03 00	Mental Health Education for College Students	B	2	3 2	3 2	0	3 2							the same as abov e
	3	09 21 02 00	Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristic s	B	2	3 2	3 2	0			3 2					the same as abov e
	4	09 41 05 00 −1	Current Situation and Policy (incl. Ten Lectures on Red Culture) I	A	0. 5	1 2	1 2	0	1 2							the same as abov e

No.	Code	Course	Type	Credits	Total	Theory	Practice								Remarks
5	0941050 0-2	Current Situation and Policy (incl. Ten Lectures on Red Culture) II	A	0.5	12	12	0		12						the same as above
6	0941050 0-3	Current Situation and Policy (incl. Ten Lectures on Red Culture) III	A	0.5	12	12	0			12					the same as above
7	0941050 0-4	Current Situation and Policy (incl. Ten Lectures on Red Culture) IV	A	0.5	12	12	0				12				the same as above
8	0921190 0	Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	B	3	48	32	16			48					the same as above
9	0921212 100	Four Histories (Party History, History of New China, History of Reform and Opening-up, and History of Socialist Development)	B	2	33	33	0				32				the same as above
10	0961160 0	Labor Education	B	1	18	12	6	4	4	4	4	2			the same as above
11	0961170 0	Health Education	A	1	18	18		4	4	4	4	2			the same as above

No	Code	Course Name		Credit	Total											Department
12	0961 1800	National Security Education	A	1	18	18		4	4	4	4	2				the same as above
13	1011 0100	Career Planning for College Students	B	1	18	14	4		18							School of Innovation and Entrepreneurship
14	1011 0200	Employment Guidance for College Students	B	1	18	14	4					18				the same as above
15	1011 0300	Innovation and Entrepreneurship Education	B	1	18	14	4				18					the same as above
16	0121 0100	College Physical Education I	B	2	36	4	32	36								Military and Physical Education Department
17	0121 0200	College Physical Education II	B	2	36	4	32		36							the same as above
18	0111 0100	Military Theory	A	2	36	36			36							the same as above

	No	Code	Name		Credits										Notes
	19	01110200	Military Skills	C	2	112	0	112	112						the same as above
	20	06310100	Information Technology	A	2	36	36		36						School of Information Engineering
	21	03110500	College Chinese I	B	2	36	36		36						School of Aviation and Tourism
	22	03110600	College Chinese II	B	2	36	36			36					School of Aviation and Tourism
	23	03110100	College English I	A	2	36	36		36						School of Aviation and Tourism
	24	03110200	College English II	A	2	36	36			36					School of Aviation and Tourism

						748	522	226	360	182	126	56	24	0	
		Public Platform Courses Subtotal:			38	748	522	226	360	182	126	56	24	0	
PROFESSIONAL CLUSTER PLATFORM COURSES	1	0311011101-1	Tourism English Listening and Speaking I	C	2	36		36	36						School of Aviation and Tourism
	2	0311011101-2	Tourism English Listening and Speaking II	C	2	36		36		36					School of Aviation and Tourism
	3	0311031010	Tourism and Aviation English Listening and Speaking	C	2	36		36			36				School of Aviation and Tourism
	4	0311081010	Hotel English Listening and Speaking	C	2	36		36				36			School of Aviation and Tourism
	5	0311111010	Talking About China in English	C	2	36		36					36		School of Aviation and Tourism
	6	0311091010	Introduction to Tourism and Travel Industry	B	3	54	18	36	54						Malaysia

	No	Code	Course Name	Type	Credits										Flag	Institution
	7	0311101010	Business Communication	C	3	54		54	54						Y	Malaysia
	Professional Cluster Platform Courses Subtotal:				16	288	18	270	144	36	36	36	36	0		
PROFESSIONAL COURSES	1	0311131320	English IELTS Listening	B	25	450	90	360	90	90	90	90	90			Malaysia
	2	0311161620	Guest Experience Management	B	3	54	18	36		54						Malaysia
	3	0311091	Consumer Behavior	C	3	54		54			54				Y	Malaysia
	4	0311141420	Tourism Promotion and Marketing	B	3	54	36	18				54				Malaysia
	5	0311020220	National Tour Guide Fundamentals	B	4	72	36	36				72				School of Aviation and Tourism
	6	0311030320	Tour Guide Operations	B	2	36	9	27				36				School of Aviation and Tourism
	7	0311070720	Tourism Laws and Regulations	B	2	36	9	27				36				School of Aviation and Tourism

No	Code	Course	Type	Credits	Total										Location
8	0311 1020	Tour Guide Practice	B	2	36	18	18					36			School of Aviation and Tourism
Professional Courses Subtotal:				44	792	216	576	90	144	216	216	126	0	0	
REQUIRED ELECTIVES (SPECIALIZATION TRACK COURSES)	Module 1	0311 0921	International Tourism Planning and Operations	B	3	54	18	36					54			Malaysia
		0311 0821	Event and Convention Management	B	3	54	18	36					54			Malaysia
		0311 0521	International Tourism Business	B	3	54	18	36				54				Malaysia
		0311 0621	Tourism Destination Planning and Development	B	3	54	18	36			54					Malaysia
		0311 0721	Tourism Entrepreneurship	B	3	54	18	36				54				Malaysia
	Module 2	0311 0121	Study Tour Planning and Management	B	4	72	18	54					72			School of Aviation and Tourism
		0311 0221	Travel Planning	B	2	36	18	18			36					School of Aviation and Tourism

Category	#	Code	Course Name	Type	Credits	Total	Lecture	Practice			Sem.	Sem.	Sem.	Elective	School
		03 11 05 21	Beverage Service and Management	B	3	54	18	36			54				School of Aviation and Tourism
		03 11 06 21	Hotel Recreation Service and Management	B	3	54	18	36		54						School of Aviation and Tourism
		03 11 08 21	Event and Convention Management	B	3	54	18	36			54					School of Aviation and Tourism
Required Electives Subtotal:					15	270	90	180			54	108	108			
Optional Electives	1	03 11 02 11	Overview of Tourist Source Countries	B	2	36	9	27					36		Y	School of Aviation and Tourism
	2	03 11 04 20	Tea Art	B	2	36	9	27					36		Y	School of Aviation and Tourism
	3	03 11 09 20	Service Psychology	A	2	36	36						36			School of Aviation and

															Tourism
4	0311 1620	Makeup	C	2	36		36				36			Y	School of Aviation and Tourism
5	0311 0811	Leisure and Entertainment Management	C	2	36		36					36		Y	School of Aviation and Tourism
6	0311 1011	Mandarin Chinese	C	2	36		36		36					Y	School of Aviation and Tourism
7	0311 1520	Service Etiquette	B	2	36	9	27		36					Y	School of Aviation and Tourism
		Optional Electives Subtotal:		14	252	62	189	0	72	0	36	144	0		
GRADUATION COMPREHENSIVE PRACTICE		Internship II		12	360		360								
		Academic Portfolio		4	72		72								
		Total:		143	2782	908	1873	594	434	432	452	438	0		

Course Type Legend: A = Theory Course B = Theory + Practice Course C = Practice Course

(2) Early Education

category	Course Code	Course Name	Course Type	Credits	Total Hours	Theory Hours	Lab/Computer	Practice	Mon. 18	Tue. 18	Wed. 18	Thu. 18	Fri. 18	Sat. 18	Assessment	Teaching Department
PUBLIC PLATFORM COURSES	091101 00	Ideology, Morality and Rule of Law	B	3	48	32		16	48						Exam	School of Marxism
	093103 00	Mental Health Education for College Students	A	2	32	32		0	32						Exam	the same as above
	092102 00	Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics	B	2	32	32		0		32					Exam	the same as above
	094105	Current Situation and	B	0.5	12	12		0	12						Exam	the same as

	Code	Course												Remark
	00 -1	Policy (incl. Ten Lectures on Red Culture) I	B											above e
	09 41 05 00 -2	Current Situation and Policy (incl. Ten Lectures on Red Culture) II	B	0.5	12	12		0		12			Exam	the same as above
	09 41 05 00 -3	Current Situation and Policy (incl. Ten Lectures on Red Culture) III	B	0.5	12	12		0		12			Exam	the same as above
	09 41 05 00 -4	Current Situation and Policy (incl. Ten Lectures on Red Culture) IV	B	0.5	12	12		0			12		Exam	the same as above
	09 21 21 00	Four Histories	A	2	32	32		0			32		Exam	the same as above
	09 21 19 00	Xi Jinping Thought on Socialism with Chinese	B	3	48	32		16		48			Exam	the same as above

		Characteristics for a New Era														
	09611600	Labor Education	C	1	18	12		6	4	4	4	4	2		Assessment	the same as above
	09611700	Health Education	A	1	18	18		0	4	4	4	4	2		Assessment	the same as above
	09611800	National Security Education	A	1	18	18		0	4	4	4	4	2		Assessment	the same as above
	10110100	Career Planning for College Students	B	1	18	14		4	18						Exam	School of Innovation and Entrepreneurship
	10110200	Employment Guidance for College Students	B	1	18	14		4					18		Exam	the same as above
	10110300	Foundation of Innovation and Entrepreneurship Education	B	1	18	14		4			18				Exam	the same as above
	01210100	College Physical Education I	C	2	36	4		32	36						Exam	Military and Physical

Code	Course		Credits											Exam	Department
															Education Department
0121 0200	College Physical Education II	C	2	36	4		32		36					Exam	the same as above
0111 0100	Military Theory	A	2	36	36				36					Exam	Military and Physical Education Department
0111 0200	Military Skills	C	2	112			112		112					Exam	the same as above
0821 0110	College Chinese I	A	2	36	18		18	36						Exam	School of Education and Science
0821 0210	College Chinese II	A	2	36	18		18		36					Exam	School of Education and Science
0821	College English I	A	2	36	18		18	36						Exam	School of Educ

	Code	Course													Department
	03 10														ation and Science
	08 21 04 10	College English II	A	2	36	18		18	36					Exam	School of Education and Science
	Public Platform Courses Subtotal:			36	712	414	0	298	342	164	126	56	24		
PROFESSIONAL FOUNDATION COURSES	08 11 50 20	Professional Foreign Language	A	25	450	400		50	90	90	90	90	90	Exam	Malaysia
	08 21 05 10	Mandarin Chinese	B	2	36	8		28	36					Assessment	School of Education and Science
	08 11 08 20	Developmental Psychology of Preschool Children	A	4	72	72			72					Exam	Malaysia
	08 41 09 20	Teacher's Handwriting	C	2	36	0		36	36					Assessment	School of Education and Science

0811 07 20	Preschool Pedagogy		A	2	36	36			36		Exam	School of Education and Science
0811 11 20	Early Childhood Educational Psychology		A	2	36	36				36	Exam	School of Education and Science
0811 12 20	Observation and Analysis of Children's Behavior		B	4	72	36		36		72	Exam	Malaysia
0811 13 20	Early Childhood Care		A	4	72	36		36		72	Exam	Malaysia
0831 15 20	Music Fundamentals and Children's Song Accompaniment	Music Theory and Sight-Singing I	B	2	36	12		24	36		Assessment	School of Education and Science
0831 16 20		Piano Fundamentals I	C	2	36	12		24	36		Assessment	School of Education and Science

Code	Category	Course											Evaluation	Department
08 31 17 20		Piano Fundamentals II	C	2	3 6	12		24		3 6			Assessment	School of Education and Science
08 31 20 20		Children's Song Singing I	C	2	3 6	12		24		3 6			Assessment	School of Education and Science
08 32 30 20		Children's Song Accompaniment I	C	2	3 6	12		24			3 6		Assessment	School of Education and Science
08 32 31 20		Children's Song Accompaniment II	C	2	3 6	12		24				3 6	Assessment	School of Education and Science
08 31 19 20	Dance Fundamentals and	Physical Dance I	C	2	3 6	12		24		3 6			Assessment	School of Education and

Code	Group	Course												Assessment	Department
	Children's Dance														Science
08 31 36 20		Physical Dance II	C	2	36	12		24		36				Assessment	School of Education and Science
08 31 21 20		Children's Dance Choreography I	C	2	36	12		24		36				Assessment	School of Education and Science
08 41 24 20		Color Fundamentals	C	2	36	12		24		36				Assessment	School of Education and Science
08 41 26 20	Art Fundamentals and Handicraft	Kindergarten Simple Drawing	C	2	36	12		24		36				Assessment	School of Education and Science
08 41 25 20		Kindergarten Teaching Aids	C	2	36	12		24		36				Assessment	School of Education and Science

Category	Code	Course												Exam	Institution
		Production													
		Professional Foundation Courses Subtotal:		69	1242	768	0	474	414	306	270	162	90		
Professional Core Courses	0811 27 20	Kindergarten Games	B	4	72	36		36		72				Exam	Malaysia
	0811 39 20	Kindergarten Environment Design	B	2	36	18		18					36	Exam	School of Education and Science
	0811 30 20	Kindergarten Health Activity Design	C	2	36	18		18				36		Exam	Malaysia
	0811 31 20	Kindergarten Language Activity Design	C	2	36	18		18					36	Exam	Malaysia
	0811 32 20	Kindergarten Arts Activity Design	C	2	36	18		18					36	Exam	School of Education and Science
	0811 33 20	Kindergarten Social Activity Design	C	2	36	18		18					36	Exam	Malaysia
	0811	Kindergarten	C	2	36	18		18					36	Exam	Malaysia

	Course		Credits										Assessment	Institution
3420	Science Activity Design													
08112920	Kindergarten Educational Management	B	4	72	36		36			72			Exam	Malaysia
08114320	Information Technology for Kindergarten Teachers	C	4	72	36		36			72			Exam	Malaysia
08114420	Family Education	B	4	72	36		36				72		Exam	Malaysia
	Professional Core Courses Subtotal:		28	504	252	0	252	0	72	144	108	180		
08211420	Children's Literature	B	2	36	18		18				36		Exam	School of Education and Science
08112820	Kindergarten Curriculum Theory	A	2	36	18		18				36		Exam	School of Education and Science
08312220	Children's Song Singing II	C	2	36	12		24		36				Assessment	School of Education and

	Code	Course	Type	Credits								Assessment	Department
													Science
	08 31 23 20	Children's Dance Choreography II	C	2	36	12		24			36		Assessment	School of Education and Science
	08 41 23 20	Sketch Fundamentals	C	2	36	12		24	36				Assessment	School of Education and Science
	08 32 25 20	Music Theory and Sight-Singing II	B	2	36	12		24		36			Assessment	School of Education and Science
Elective Courses	08 11 48 11	Care and Education Knowledge I	B	2	36	18		18			36		Assessment	School of Education and Science
	08 11 49 11	Care and Education Knowledge II	B	2	36	18		18			36		Assessment	School of Education and Science

	08 11 50 11	Comprehensive Quality I	B	2	3 6	18		18			3 6			Ass ess men t	School of Education and Science
	08 11 51 11	Comprehensive Quality II	B	2	3 6	18		18				3 6		Ass ess men t	School of Education and Science
	08 21 52 11	English Oral Communication for Young Children	B	2	3 6	18		18				3 6		Ass ess men t	School of Education and Science
	08 21 53 11	Appreciation of Modern Poetry	B	2	3 6	18		18				3 6		Ass ess men t	School of Education and Science
	08 21 55 11	Appreciation of Ming and Qing Dynasty Novels	B	2	3 6	18		18				3 6		Ass ess men t	School of Education and Science
	08 11 56 11	Fuzhou Intangible Cultural	C	2	3 6			36				3 6		Ass ess men t	Scho ol of Educ

	Code	Course													Department
		Heritage Production I													ation and Science
	08 11 57 11	Fuzhou Intangible Cultural Heritage Production II	C	2	3 6		36				3 6		Assessment		School of Education and Science
	08 11 58 11	Fuzhou Intangible Cultural Heritage Performance I	C	2	3 6		36				3 6		Assessment		School of Education and Science
	08 11 59 11	Fuzhou Intangible Cultural Heritage Performance II	C	2	3 6		36				3 6		Assessment		School of Education and Science
	08 11 61 11	Care for Life – Emergency and Self-Rescue	C	1	1 8	10	8				1 8		Assessment		School of Education and Science
	08 11 63 11	Introduction to Linchuan Culture	B	1	1 8	10	8				1 8		Assessment		School of Education and

	Code	Course		Credits	Total									Assessment	Department
															Science
	0811 6511	Appreciation of Fuzhou Opera	B	1	18	10		8					18	Assessment	School of Education and Science
	0811 6711	Art Appreciation	B	2	36	18		18					36	Assessment	School of Education and Science
	0811 6411	MOOC 1	B	2	36	18		18					36	Assessment	Chaoxing or MOOC Platform
	0811 6811	MOOC 2	B	2	36	18		18					36	Assessment	Chaoxing or MOOC Platform
	0811 6611	MOOC 3	B	2	36	18		18					36	Assessment	Chaoxing or MOOC Platform
		Elective Courses Subtotal:		8	144	72		72					144		
	0811 6926	Preschool Professional Internship II	C	12	360			360					360	Assessment	School of Education and

														Scie nce
08 11 70 27	Preschool Academic Portfolio	C	2	6 0		60					6 0	Ass ess men t	School of Educ atio n and Scie nce
	Practical Courses Subtotal:		14	4 2 0	0	0	42 0	0	0	0	0	0	4 2 0	
Tot al				15 5	3 0 2 2	15 06	0	15 16	7 5 6	5 4 2	5 4 0	3 2 6	4 3 8	4 2 0	

Appendix 20 CFCRSP-FVTC case materials（curriculum standards）：

Interdisciplinary course-"Talk about China in English"

Course Standard for Talk about China in English

I. COURSE IDENTITY

Course : Talk about China in English

Study Program: Co-operative 3+0 Diploma Education

Semester : 2

II. COURSE DESCRIPTION

This course introduces Chinese culture from the aspects of Chinese quintessence, traditional festivals, costume culture, food culture, and tourist attractions. It not only includes the basic knowledge of Chinese culture, but also covers the treasures of Chinese traditional culture such as tea, wine, opera, traditional Chinese medicine, martial arts, and calligraphy. At the same time, it also introduces the latest development and achievements of China in science, technology, and other aspects, presenting the development of the times.

III. COURSE DESIGN

"Talking about China in English" This course is designed to help students learn English and understand Chinese culture so that they can proficiently introduce China to foreigners in English. Students are given a comprehensive understanding of China's past, present and future, enabling them to articulate the nuances of Chinese culture, economic progress and all aspects of social life to different audiences. Through interactive learning, cultural exploration, and language practice, the course aims to cultivate informed communicators who can bridge cultural gaps in the global tourism context.

IV. COURSE TEACHING OBJECTIVES

Talk about China in English, this course aims to help students better master their English oral expression skills, as well as to provide students with a comprehensive understanding of China's past, present and future, enabling them to articulate aspects of Chinese culture, economic development and social life to a variety of audiences, and to improve their cross-cultural communication skills and social adaptability. Specifically, the objectives of this course include the following:

1.Knowledge and Skills: Through the study of "Talk about China in English", students are able to understand the history, culture, tradition and values of China, master related English vocabulary and expressions, and improve their English proficiency.

2.Process and Method: Through the study of"Talk about China in English", students can master the methods of independent inquiry and cooperative learning, and improve their learning efficiency and quality.

3.Affective Attitude and Values: Through the study of "Talk about China in English" students can understand and respect other cultures, cultivate their intercultural communication skills, and stimulate their interest and motivation in learning.

V. REFERENCE HOURS & CREDITS

Reference Hours: This course has a total of 90 hours, 45 hours for first semester and 45 hours for second semester.

Credit: 3

VI.COURSE STRUCTURE

NO.	TIME	CHAPTER	TOPIC	HOURS
		**First Semester (45 hours)**		
First	Monday	Introduction	I.Course introduction	3
			II.self-introduction	
	Tuesday	1.Chinese Traditions	I.Chinese Names	3
	Wednesday	and Customs	II.Twelve Zodiac	3
	Thursday	2.Chinese Costume Culture	I.Hanfu	3
			II.Tang Costume	
			III.Cheongsam	
	Friday	Practice	Dialogue	3
Second	Monday	3.Chinese Beautiful	I.The Natural Landscapes	3
	Tuesday	Scenic Sites	II.Historical Sites	3
	Wednesday	4.Chinese Culinary Culture	I.Features of Chinese Food	3
			II.Chinese Eight Cuisines	
	Thursday		III.Chopsticks	3

IV.Delicious Foods

First Semester (45 hours)

NO.	TIME	CHAPTER	TOPIC	HOURS
	Friday	Mid Term Exam	Presentation	3
Third First	Monday Monday	5.Chinese Quintessence 1.Chinese Traditions	I.Chinese Operas I.Weddings and Funerals	3 3
	Tuesday Tuesday	and Customs	II.Chinese Kung Fu II.Reciprocal Courtesy	3 3
	Wednesday Wednesday	6.Chinese Festivals 2.Chinese Culinary Culture	I.The Spring Festivals I.Table Manners	3 3
	Thursday Thursday		II.The Lantern Festivals II.Tea Culture,Wine Culture	3 3
	Friday Friday	Final Exam Practice	Situational conversation Dialogue	3 3
		Total hours		45
Second	Monday	3.Chinese Ancient	I.Chinese Characters	3
	Tuesday	Civilization	II.Confucius and Confucianism	3
	Wednesday	4.Chinese Quintessence	I.The Beauty of Calligraphy	3
	Thursday		II.Traditional Chinese Medicine	3
	Friday	Mid Term Exam	Presentation	3
Third	Monday	5.Chinese Tourism	I.Charming Cities	3
	Tuesday		II.Travel Guide	3
	Wednesday	6.Chinese Creation	I.Four Great Inventions	3
	Thursday		II.The Pillars of a Great Power	3
	Friday	Final Exam	Scene play	3
Total hours				45

VII.RESOURCE DEVELOPMENT AND UTILIZATION

1.Teaching Materials

The reading material "Talk about China in English" tries to combine the instrumental and humanistic aspects of the English subject, with the main line of "telling Chinese stories in English", and selects a number of keywords of Chinese culture, covering traditional Chinese culture, Chinese society and culture, Chinese customs and humanities, etc., and presenting the richness and heaviness of the Chinese culture from different perspectives.

(Self-developed teaching materials, stored in Baidu.com, students need to download by themselves.)

2. Reference Materials

In this course, we not only use the traditional teaching means of board presentation, but also combine multimedia courseware, guide map, video and other resources to make the teaching more flexible and diversified.

Reference books：

Gao Li, Cui Xizhe (2011). Talk about China in English. Beijing: China Water Resources and Hydropower Press. ISBN: 978-7-5084-9073-1

Chuangxiang Foreign Language (2022). Talk about China in English-High Frequency 100 topics. Beijing: China Water Resources and Hydropower Press. ISBN: 978-7-5226-0167-0

Zhao Yunli, Liu Jinglin, Wang Yun, Zhao Qiujia (2020). Introducing Traditional Chinese Culture in English. Beijing: China Water Resources and Hydropower Press. ISBN: 978-7-5170-8470-9

Zhao Yunli, Guan Xiaoxia, Li Qingqing, Fan Liping (2020). Introducing Chinese Geography and Humanities in English. Beijing: China Water Resources and Hydropower Press. ISBN: 978-7-5170-8456-3

Lin Jing, Cheng Yingcui (2016). Introducing Chinese Cuisine in English. Beijing: China Water Resources and Hydropower Press. ISBN: 978-7-5170-4073-6

Liao Huaying (2022). A Glimpse of Chinese Culture. Beijing: Foreign Language Teaching and Research Press. ISBN: 978-7-5213-3637-5

Fu Cun, Wang Qian, Zhang Ling (2020). An Overview of Chinese Culture. Beijing: Renmin University of China Press. ISBN: 978-7-300-28530-6

Reference Sites：

Bilibili: https://www.bilibili.com/

Xiaohongshu:https://www.xiaohongshu.com/

Reference Apps：

The following apps are great tools for learning English and cultural knowledge, with dictionaries, translators, video clips, storage materials, etc. They are also all available in a computerized version, so the students can download them and use them on their computers.

VIII. TEACHING RECOMMENDATIONS

1.Teaching mode

This course adopts a student-centered, task-based teaching model.

2.Teaching methods

 "Talk about China in English" utilizes several teaching methods:

A.Context creation: This course focuses on context creation, activating students' cultural background knowledge about Chinese culture through headings and relevant pictures, and guiding them to try to express themselves in English. This approach is conducive to enhancing students' sense of participation and interest, and improving their ability to express themselves in English and cross-cultural communication.
B. Multiple Activity Designs: The course focuses not only on the transfer of knowledge, but also on the development of multiple skills such as critical thinking and cooperative learning abilities. The course includes a variety of instructional activities designed to increase student initiative and participation, such as pre-reading predictions, post-reading reflections, group discussions, and role-playing.
C.Cultural Comparison: The course also places special emphasis on the comparison of Chinese and Western cultures. In each chapter, there is a special section on comparing Chinese and Western cultures, so that students can better understand the differences and commonalities between different cultures and enhance their understanding and grasp of cross-cultural communication.

D.Self-directed learning: The course provides several bibliographies and rich links to online resources to facilitate students' self-directed and extended learning. It also emphasizes students' self-evaluation and feedback, encouraging them to reflect on and summarize their learning.

IX.ASSESSMENT AND EVALUATION

Focusing on the multiplicity of evaluations, the student academic evaluation for this course consists of attendance, participation, presentation, conversation, and video work, with specific weightings assigned, as shown in the table below.

Participation: Active and respectful participation in class is required. Participation is measured by a student's active and informed contribution in class discussions and activities, showing interest in the material, and demonstrating through these methods that one has joined the class prepared (by having read the reading materials before class).

Video work: Students will record videos to talk about China according to the materials that they have learned.

Presentation: Students will show presentations to the tutor and classmates based on that they have learned.

Conversation: Students do dialogue exercises using the words and sentences they have learned.

Assessment	Item	Appraisal standards	Percent
Usual Grades (60%)	1. Attendance	Absence from class requires an excused absence from the instructor. 6 points will be deducted for one excused absence, 0 points for more than three class absences, and 0 point for one missed class.	10%
	2. Video work	There were 10 assignments on the videos during the semester, and each assignment was graded 10%.	15%
	3.Participation (Activities including discussions, individual work, pair works, group works)	Participation is scored based on how active students are in the classroom and consists of four activities - individual work, pair work , group work, and class discussions - at a rate of 25 percent for each activity.	20%
	4. Conversation	Being able to express themselves fluently with the words and sentences they have learned is the standard, with full marks for exceeding this standard and reduced marks for falling short.	15%
Midterm Grades (15%)	5. Midterm Exam (Presentation)	Being able to express themselves fluently with the words and sentences they have learned is the standard, with full marks for exceeding this standard and reduced marks for falling short.	15%
Final Grades	6. Final Exam	Being able to express themselves fluently with the words and sentences	25%

(25%)	7. (Scene play)	they have learned is the standard, with full marks for exceeding this standard and reduced marks for falling short.	

Appendix 21 CFCRSP-FVTC Teaching and communication photos

Appendix 22 Authors' Biography

Tan Nuo is the Executive Director of the Hong Kong Standards Research and Training Institute and holds a Doctor of Finance degree. She also serves as an Adjunct Researcher at Xiamen University Finance Research Institute, a Specially Appointed Professor at Zhejiang University International Business School Singapore Centre, and an Innovation and Entrepreneurship Mentor at the University of International Business and Economics, while currently pursuing doctoral research in education at UNDIKSHA Indonesia. Her professional interests focus on industry-education integration, international education cooperation, and enterprise internationalization under the Belt and Road initiative and talent cultivation. She has co-organized the Belt and Road Chinese Youth Innovation and Entrepreneurship Growth Camp and facilitated cooperative education programs between China and ASEAN countries. Currently, her work centers on promoting educational exchanges between China and ASEAN countries and supporting Chinese enterprises in their international development.