

From Tradition to Integration: Dilemmas and Breakthroughs of Teaching Quality of Broadcasting and Hosting Major in Guizhou Universities—A Qualitative Study Based on the ADDIE Model

Qifu Wan

*Guiyang Institute of Humanities and Technology, Guiyang, China
1274547309@qq.com*

Abstract. In the time of media convergence, the broadcasting and hosting major in colleges must adapt to changes in industry technology and real practice needs. To study the current teaching quality of this major in Guizhou universities, this research uses system theory and the ADDIE model as guidance, and uses semi-structured interviews to study the teaching situation of three universities in Guizhou Province. The study finds that the major's course content does not match industry needs, and some courses do not include enough media convergence skills; practical teaching resources are not enough, especially without enough support from new media technology platforms; teaching methods are not creative enough, and classroom interaction is low; teachers still need to improve their teaching beliefs and ability to use new technologies. According to these results, this study suggests optimizing the course system with practice as the direction, adding more content about media convergence technology, improving teachers' ability through school-enterprise cooperation and teacher training, building more practical teaching platforms, and making teaching quality better in all aspects.

Keywords: Broadcasting and Hosting, Teaching Quality, System Theory, ADDIE Model

1. Introduction

1.1. Research origin and background

Teaching quality is a core index to measure educational effects and is related to students' development results and teachers' professional growth [1]. In the field of higher education, continuously improving teaching quality is an important foundation to cultivate high-quality talents to meet social needs and promote educational fairness and progress. At present, with the rapid development of communication technology and profound changes in the media convergence environment, the broadcasting and hosting industry is undergoing a rapid transformation from the traditional model to a diversified, professional and technology-driven one [2]. This transformation

puts forward unprecedented higher requirements for practitioners' professional quality, cross-media communication ability and innovative thinking.

As a southwestern province with many ethnic groups and rich cultural resources, the broadcasting and hosting major education in Guizhou universities faces the dual tasks of cultivating modern media talents and promoting regional cultural characteristics. However, existing studies show that discussions in the field of broadcasting and hosting education in China are still insufficient [3]. Especially, there is a lack of in-depth empirical research on how to systematically integrate teaching innovation into practical teaching to effectively improve quality and how to conduct all-round curriculum improvement closely focusing on professional uniqueness. Under this background, it is of great theoretical and practical urgency to investigate the actual situation of teaching quality of the broadcasting and hosting major in Guizhou universities, identify the core factors restricting development and seek feasible improvement paths.

1.2. Research purpose

This study aims to achieve the following three purposes:

- (1) To investigate the actual situation of teaching quality of the broadcasting and hosting major in Guizhou universities.
- (2) To identify the core factors restricting the teaching quality of the broadcasting and hosting major in Guizhou universities.
- (3) To construct feasible paths to improve the teaching quality of the broadcasting and hosting major in Guizhou universities.

1.3. Research questions

Based on the above research purposes, this study puts forward the following three research questions:

- (1) What is the actual situation of teaching quality of the broadcasting and hosting major in Guizhou universities?
- (2) What core factors restrict the teaching quality of the broadcasting and hosting major in Guizhou universities?
- (3) What feasible paths can be used to construct methods to improve the teaching quality of the broadcasting and hosting major in Guizhou universities?

1.4. Research significance

Based on system theory, this study takes the ADDIE model as the analysis framework, which provides theoretical support for exploring teaching problems of the broadcasting and hosting major and systematically designing improvement plans. This study not only expands the research on teaching quality in this field, but also provides a reference theoretical perspective and practical analysis framework for the teaching reform of related majors.

The results of this study can promote the teaching optimization of the broadcasting and hosting major in Guizhou universities. And through the core restricting factors found and the improvement paths proposed in this study, curriculum reform, teaching method innovation and evaluation system can be optimized. Finally, students' practical ability and employment competitiveness can be improved to meet the social demand for media talents in the new development stage.

2. Literature review

2.1. Theoretical basis and reality

System theory emphasizes wholeness, relevance and dynamic balance, and provides a paradigm for analyzing complex educational phenomena [4]. In education, it believes that teaching quality is a systematic result of the interaction of many factors such as courses, teachers, students and resources. As a classic instructional design framework under system theory, the ADDIE model includes five stages: Analysis, Design, Development, Implementation and Evaluation. It provides structured guidance for systematically diagnosing teaching needs, designing teaching plans, developing resources, carrying out teaching and evaluating effects [5]. Its five stages can be mapped to several key factors of teaching quality.

Overall, broadcasting and hosting education in universities is in a period of paradigm transformation. On the one hand, some top colleges have made innovations in AI technology integration and interdisciplinary practice. On the other hand, many local colleges still face challenges such as similar courses, shortage of teachers and outdated teaching content [6]. Specifically, the curriculum system is divided into separate modules, and new contents such as digital storytelling are not systematic; teaching materials are updated slowly in classic theories and lack complete resources in new fields; teaching still focuses on one-way skill teaching, and practical modes such as project-based learning are not standardized; the evaluation system pays more attention to static results and less attention to process and media ability.

2.2. Factors affecting teaching quality based on the ADDIE framework

Using the five stages of the ADDIE model, this study summarizes the key factors affecting teaching quality into five parts, which form the dimensions of the following analysis. First, student needs analysis: accurately understanding students' background, interests, knowledge and career plans is the first step of instructional design [7]. Second, teaching method design: choosing and designing methods such as case teaching and project-based learning to help students take part in study [8]. Third, teaching material development: developing and choosing high-quality materials including traditional books and digital resources, which directly influences learning motivation and effects [9]. Fourth, classroom implementation: carrying out teaching plans effectively, including classroom management, interactive teaching and timely feedback to build a good learning environment [10]. Fifth, teaching effect evaluation: evaluating learning results in many ways and using feedback to improve teaching and courses [11].

3. Research methods and design

This study uses qualitative research to deeply understand the subjective experience and meaning of the research objects [12]. It mainly uses semi-structured interviews as the data collection method. This method has clear structure and flexible questions, and is suitable for finding deep reasons behind complex phenomena [13].

The research objects are 14 junior students majoring in broadcasting and hosting from two undergraduate universities U and G in Guizhou Province. Both are undergraduate universities with the same position in education. Both aim to train traditional broadcasters and transform to train all-media communication talents. Both take "integration of theory and practice, industry-education cooperation" as the core idea and use the "course-training-practice" path to train versatile

communication talents with all-media skills, cultural background and professional adaptability. The teacher-student ratio of both majors is 12:1. Both offer the same main courses such as voice production, design expression, radio broadcasting and TV broadcasting. Junior students are chosen because they have basically finished core courses and started internships, so they can review the whole teaching process and reflect with practice. The sampling method is purposive sampling to select samples that can provide rich information and improve research efficiency and depth [14].

This study designed a special interview outline based on the ADDIE model and the five factors of teaching quality. To ensure the scientific quality of the research tool, 5 experts from the Broadcasting and Hosting Committee of CFRTA with associate senior titles and more than ten years of teaching experience were invited to evaluate the validity of the initial outline. The outline was revised according to expert opinions to get the final version. Before formal interviews, informed consent was obtained from all respondents, and then interviews were recorded. After interviews, the recordings were transcribed into verbatim scripts as basic data for qualitative analysis.

This study used Nvivo 12 software to code and analyze the transcripts and adopted thematic analysis. It followed these steps: reading transcripts, extracting meaningful statements, coding, summarizing themes and categories, forming complete statements and verifying results [15]. Three-level coding was carried out: first, open coding to get initial concepts; second, axial coding to build connections between concepts; third, selective coding to form core categories. Similar statements were classified into the five dimensions of teaching quality, and typical statements were selected for in-depth analysis to show the current situation and key factors.

This study strictly followed ethical norms and protected respondents' privacy. It ensured validity through expert validity and checking transcripts with interviewees. It ensured reliability through detailed interview records, recording checking and inter-subjective checking.

4. Research results and discussion

4.1. Analysis of the current situation and restrictive factors of teaching quality of broadcasting and hosting major in Guizhou universities

Through coding and analyzing the collected qualitative data and based on the ADDIE framework, this study summarizes six core current situations and restrictive factors of the teaching quality of broadcasting and hosting major in Guizhou universities.

4.1.1. Student needs analysis

This study finds that students generally affirm the basic role of professional courses, especially in consolidating the foundation of language pronunciation, improving expression skills and on-site control ability. However, there is an obvious lack of matching between the relevant curriculum settings and students' needs. At the same time, the lack of practical courses and the redundancy of theoretical courses constitute the main contradiction restricting students' development. The data of this study shows that the current curriculum arrangement is mostly focused on recording studio work and large-class theoretical teaching, while comprehensive practice inside and outside the university and new media integration training are relatively lacking. At the same time, the update of teaching material content is backward, and it cannot keep pace with industry standards, the development of cutting-edge theories in related disciplines, and the new rules of Putonghua testing. This leads to the problem of conflict between old and new knowledge for students, and also weakens the practicality and forward-looking of the courses. In addition, under the background of large-class

teaching, personalized guidance is seriously lacking, which is difficult to meet the differentiated professional learning and career development needs of students. The views of the respondents are as follows:

Most of our courses are about performance, directing, drama, film and television, but not all courses are consistent with the broadcasting and hosting major (S13).

4.1.2. Teaching design

The analysis of this study shows that in terms of teaching methods, there are problems of limited diversity and insufficient innovation. The traditional teaching mode still dominates, the cases used in case teaching are updated slowly, and blended teaching is difficult to effectively promote due to insufficient digital resources and hardware support. At the same time, situational teaching and practical opportunities are seriously scarce, which is reflected in the difficulty of integrating digital and intelligent situational training such as outdoor interviews and live streaming into the curriculum system. At the same time, there is a structural contradiction between hardware resources and teacher allocation. Key facilities such as professional studios and live broadcast rooms are generally lacking or have extremely low utilization rates, which cannot support multi-scenario linked teaching. The uneven distribution of teachers and the insufficient number of teachers lead to the dispersion of professional teachers' guidance energy, making it difficult to pay close attention to and solve the personalized problems of each student. The limited nature of practical platforms and opportunities fundamentally restricts the systematic improvement of students' practical operation ability. The views of the respondents are as follows:

The teaching in our school is very irresponsible, and the professional courses are all mixed together, so I am not very satisfied (S7).

4.1.3. Teaching material development

The study finds that the update frequency of professional teaching material content is seriously backward, and some theoretical descriptions are obviously out of touch with current industry standards, cutting-edge research in related fields and the development trend of new media, such as failing to timely reflect the latest specifications of Putonghua proficiency testing. This leads to the lack of timeliness of the knowledge learned by students, which not only affects the learning effect of students, but also has an impact on the future career adaptability. At the same time, the supporting resources of teaching materials are not perfect. Although some teaching materials provide online resources or QR codes, there are problems such as cumbersome use process, untimely content update and single form, leading to generally low utilization rate, which is difficult to effectively support students' independent learning and expansion. In addition, the application effect of digital learning resources in teaching materials is not good, and the project-based and situational teaching resources needed for practical courses are seriously insufficient, which limits the transformation of students' theoretical knowledge into practical operation ability. The views of the respondents are as follows:

It seems that our textbook has no supporting materials (S1).

4.1.4. Classroom teaching

This study finds that the participation of students in the classroom is generally low, and the distribution of interactive opportunities is uneven. Due to the large class size, most students are in a

passive listening state, and only a few students can get limited speaking opportunities. Some classroom interaction designs are formalistic, so it is difficult to stimulate students' enthusiasm for in-depth participation. The effectiveness of the teaching feedback mechanism is low. The feedback provided by teachers is often general, lacking pertinence and concreteness, so students are difficult to make effective self-adjustment according to the feedback. Moreover, the in-depth communication between teachers and students around feedback is insufficient, which further affects the acceptance and transformation effect of feedback. In addition, the high-level nature, innovation and challenge of the course content are obviously insufficient, and the cutting-edge knowledge of new media and complex comprehensive practical projects are not fully integrated, which affects the cultivation of students' critical thinking and comprehensive application ability. The views of the respondents are as follows:

The one-on-one tutoring time between teachers and students is very short, less than twenty or thirty minutes per person a semester (S13).

4.1.5. Teaching effect evaluation

The study shows that there is a disconnection between theory and practice in the teaching evaluation system. Theoretical assessment focuses more on the memory of knowledge, while the combination with practical application scenarios is relatively insufficient; although practical assessment is closer to industry needs, its effect is often limited due to inaccurate feedback in implementation. In terms of evaluation resources, there is a situation of uneven distribution. For example, key hardware such as studios are only used in the final assessment, leading to the failure to give full play to their teaching potential. The effectiveness of teachers' feedback varies greatly due to differences in class size, resource allocation and teachers' professional background. The effect of real-time guidance in small-class teaching or on-the-job internships is significant, while large-class teaching is likely to lead to fragmented feedback from teachers. The contradiction of hardware resources and the backwardness of teaching material content together weaken the guiding significance of evaluation results for students' learning. The views of the respondents are as follows:

In the final course evaluation, we cannot clearly know what problems we have, and the teacher cannot tell us in time (S6).

4.1.6. Teaching beliefs

The interviews reveal that some teachers show insufficient teaching concentration and sense of responsibility due to too many administrative affairs. They put a lot of energy into non-teaching affairs, leading to the reduction of investment in the excavation of teaching content and classroom interaction. There are differences in the sense of responsibility, and there are phenomena of perfunctory teaching, such as over-reliance on teaching materials, reading according to PPT, etc., lacking in-depth explanation and effective guidance. In addition, students question the fairness of teaching evaluation, believing that scores may be affected by non-teaching factors (such as personal relations), which damages the credibility of the evaluation system and the fair competition environment for students. The views of the respondents are as follows:

I feel that the teacher does not have a complete plan, and it feels very perfunctory (S12).

4.2. Improvement paths to improve the teaching quality of broadcasting and hosting major in Guizhou universities

Based on the above analysis of the current situation and key factors, this study puts forward the following improvement paths from three aspects: teaching design, teaching material development and classroom teaching.

4.2.1. Teaching design

The curriculum system design should firmly turn to practice orientation and closely connect with the dynamic needs of the industry. Students strongly call for more various practical opportunities, especially comprehensive practical projects connected with real work scenarios. The course content should keep pace with the times, and change the current situation that teaching content lags behind the development of the industry by systematically integrating new media technology and cutting-edge industry knowledge. At the same time, in terms of teaching design, full consideration should be given to the individual differences of students. It is necessary to optimize the curriculum structure and arrange teachers reasonably to increase the possibility of personalized guidance, and ensure that the curriculum content focuses on the core skills of the broadcasting and hosting major, reducing redundant and non-core curriculum settings.

4.2.2. Teaching material development

The construction of teaching materials urgently needs to speed up the content update and eliminate outdated theoretical content. Moreover, it is necessary to systematically integrate cutting-edge knowledge such as new media technology and intelligent communication, as well as vivid industry cases. At the same time, great efforts should be made to strengthen the combination of teaching material theory and localized, situational practice, and develop auxiliary teaching resources and case databases that are closer to Guizhou's regional media ecology, students' cognitive characteristics and career development needs, so as to improve the practicality and guidance of teaching materials.

4.2.3. Classroom teaching

Classroom teaching should focus on the innovation of teaching methods and the activation of classroom atmosphere. It is necessary to introduce more interactive modes such as case discussion, project-based learning and workshops, so as to change students from passive acceptance to active exploration. Teachers should strive to create an active, inclusive and challenging classroom atmosphere to greatly increase students' opportunities for presentation, collaboration and practical training. This requires a complete change in the traditional mode of some teachers "reading according to the textbook", and comprehensively improve the quality and depth of classroom interaction by properly optimizing the student-teacher ratio and strengthening teachers' teaching method training.

5. Conclusions and suggestions

5.1. Conclusions

Guided by system theory, this study builds a research framework based on the ADDIE model and investigates the teaching quality of the broadcasting and hosting major in Guizhou universities

through semi-structured interviews. The study finds that the current teaching quality faces many challenges. At the level of student needs analysis, curriculum settings and teaching material content are out of touch with students' actual needs and industry standards, and personalized teaching is lacking. At the level of teaching design, teaching methods are simple and lack innovation, key hardware resources are short, teachers are unevenly distributed, and practical teaching is weak. At the level of classroom teaching, students' participation is low, teaching feedback is not effective enough, and the high-level nature and challenge of course content need to be improved. At the level of teaching effect evaluation, evaluation methods do not closely combine theory and practice, and the feedback mechanism is restricted by resources and class size. At the level of teaching beliefs, some teachers need to improve their concentration and sense of responsibility, and students care about the fairness of teaching evaluation. Second, the factors affecting teaching quality are systematic, involving the interaction and contradictions of curriculum design, teaching resource allocation, teacher structure, evaluation and feedback mechanism, teachers' inner beliefs and other parts. Finally, the basic way to improve teaching quality is to carry out systematic teaching reform. The core is to build a practice-oriented curriculum system closely connected with the industry, promote continuous innovation of teaching materials and methods, establish an accurate and effective evaluation and feedback mechanism, and attach great importance to strengthening and improving teachers' teaching beliefs.

5.2. Suggestions

According to the findings, the following suggestions are put forward. In terms of curriculum and teaching reform, we should reconstruct curriculum modules with practical ability training as the core, and greatly increase the proportion of project-based and workshop-style practical courses. We should establish a regular mechanism for industry demand research and dynamic curriculum adjustment. In terms of teaching materials and resource construction, special funds should be set up to support teachers to develop or choose teaching materials and digital resources that include new media cases and reflect the cutting-edge of the industry.

Relevant universities in Guizhou should further strengthen the construction and open management of practical platforms such as studios and recording rooms. In terms of teacher team construction, attention should be paid to optimizing the teacher structure, and actively introducing or training "double-qualified" teachers with industry practical experience. At the same time, the teacher training system should be improved. Regular teaching seminars or technical training should be held to encourage teachers to explore innovative teaching methods. To ensure teachers' investment in teaching, it is suggested to reasonably reduce their burden of non-teaching affairs so that teachers can focus on classroom teaching and student training. In terms of evaluation and feedback mechanism, a diversified and process-based teaching quality evaluation system should be built, and new media practical ability should be included in the core evaluation indicators. A timely, specific and two-way teaching feedback channel should be established. In terms of teaching beliefs and culture, the construction of teachers' ethics should be strengthened, the teaching incentive and honor system should be improved, and a campus culture that values teaching and devotes to educating students should be created.

It is suggested that education authorities pay attention to the special needs of the development of media majors in local universities in the central and western regions, and give appropriate support in resource investment and project support. We should encourage the establishment of national or regional teaching resource sharing alliances for the broadcasting and hosting major to promote the co-construction and sharing of high-quality courses, case databases and virtual simulation projects.

We should support universities to deepen industry-education integration with mainstream media and new Internet platforms, build practical bases together, and introduce real projects into teaching. We should promote the discipline steering committee to further study and issue teaching quality guidance standards for the broadcasting and hosting major adapting to the media convergence era, so as to provide a reference for the reform of various universities.

5.3. Research limitations and prospects

This study still has some shortcomings. At present, the broadcasting and hosting major in Chinese universities is in the stage of teaching reform. However, this study and related studies mainly focus on the domestic scope at this stage and have not fully drawn on foreign research results. In view of this, in future research, it is necessary to use network content analysis to deeply analyze the specific methods and practical experience of other countries in the reform of related majors, so as to provide useful references for the reform of the domestic broadcasting and hosting major and promote its continuous development and innovation in China. Second, the research objects are relatively single, and different groups have not been interviewed to analyze the teaching quality. Therefore, in follow-up research, researchers can add research and analysis of different groups such as university teachers. Third, this study adopts the interview method. In future research, it can be combined with quantitative research. Qualitative research questions can be determined according to quantitative research results, and then qualitative research results can be used to further explain quantitative research results.

Finally, the scope of this study is mainly limited to Guizhou universities. In follow-up research, the research scope can be expanded to study the current situation and problems of the broadcasting and hosting major in universities in different regions, so that relevant majors in each region can improve according to their own shortcomings in teaching quality.

References

- [1] Kaur, S. (2025). The impact of teacher professional development on students' achievement. *International Journal of Scientific Research in Engineering and Management*, 9(1), 1–9.
- [2] Huang, L. (2025). Integration of AI technology and broadcasting hosting in the new media environment. *China Media Technology*, (5), 138–141.
- [3] Lu, Z. (2025). Developmental transformation and competency reconstruction of broadcasting and hosting majors in the era of intelligent communication: An analysis centered on integrated expression and media literacy. *Educational Theory and Research*, 1(8).
- [4] Leovigildo, L. D. M. (2023). Educational system theory, concept, and framework. *Asian Journal of Social Sciences and Legal Studies*, 5(1), 1–17.
- [5] Zhou, W., Sang, H., Liu, C., & Gao, M. (2025). Instructional design for high school teaching on function properties based on the ADDIE model: A case study of "parity of functions." *Advances in Education*, 15(6).
- [6] Lan, D. (2024). Research on pathways for AI-driven teaching reform in higher vocational colleges. *Technology Wind*, (23), 13–15.
- [7] Feng, X., Xu, X., & Zhang, H. (2025). A new paradigm of instructional design empowered by artificial intelligence. *Open Education Research*, 31(3), 4–14.
- [8] Fernando, N., & Bettina, S. D. S. (2020). Critical thinking and creative pedagogies in the classroom. *Revista Interfaces da Educação*, 11(32), 711–734.
- [9] Ifitah. (2023). Development of effective instructional teaching module in TVET: A comparative review of ADDIE and Nedham's 5 phases instructional design model. *Journal of Technical Education and Training*, 15(2), 45–58.
- [10] Ren, J., Cao, D., Wang, R., & Gao, J. (2023). Strategies for constructing learning environments for primary and secondary school students under online classroom teaching modes. *Advances in Education*, 13(11), 8170–8178.
- [11] Tandas, J. B. (2025). Classroom assessment practices of practice teachers and mentoring support of cooperating teachers: Inputs for a school-based enhancement program in the Philippines. *International Journal of Learning*,

Teaching and Educational Research, 24(12), 66–96.

- [12] Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1), Article e2158244014522633. <https://doi.org/10.1177/2158244014522633>
- [13] Chen, L., Wu, J., & Qin, W. (2025). Mechanisms through which generative AI promotes college students' critical thinking from the perspective of prompt engineering. *Innovation Education Research*, 13(8), 568–581.
- [14] Wang, Y. (2021). The application of interview methods in linguistic fieldwork practice. *Research on Ethnic Education*, 32(6), 58–65.
- [15] Fan, L., Yu, H., Chen, H., Wang, A., & Luo, Q. (2021). A qualitative study on nursing undergraduates' needs for blended teaching in nursing psychology courses. *Health Vocational Education*, (3), 76–79.