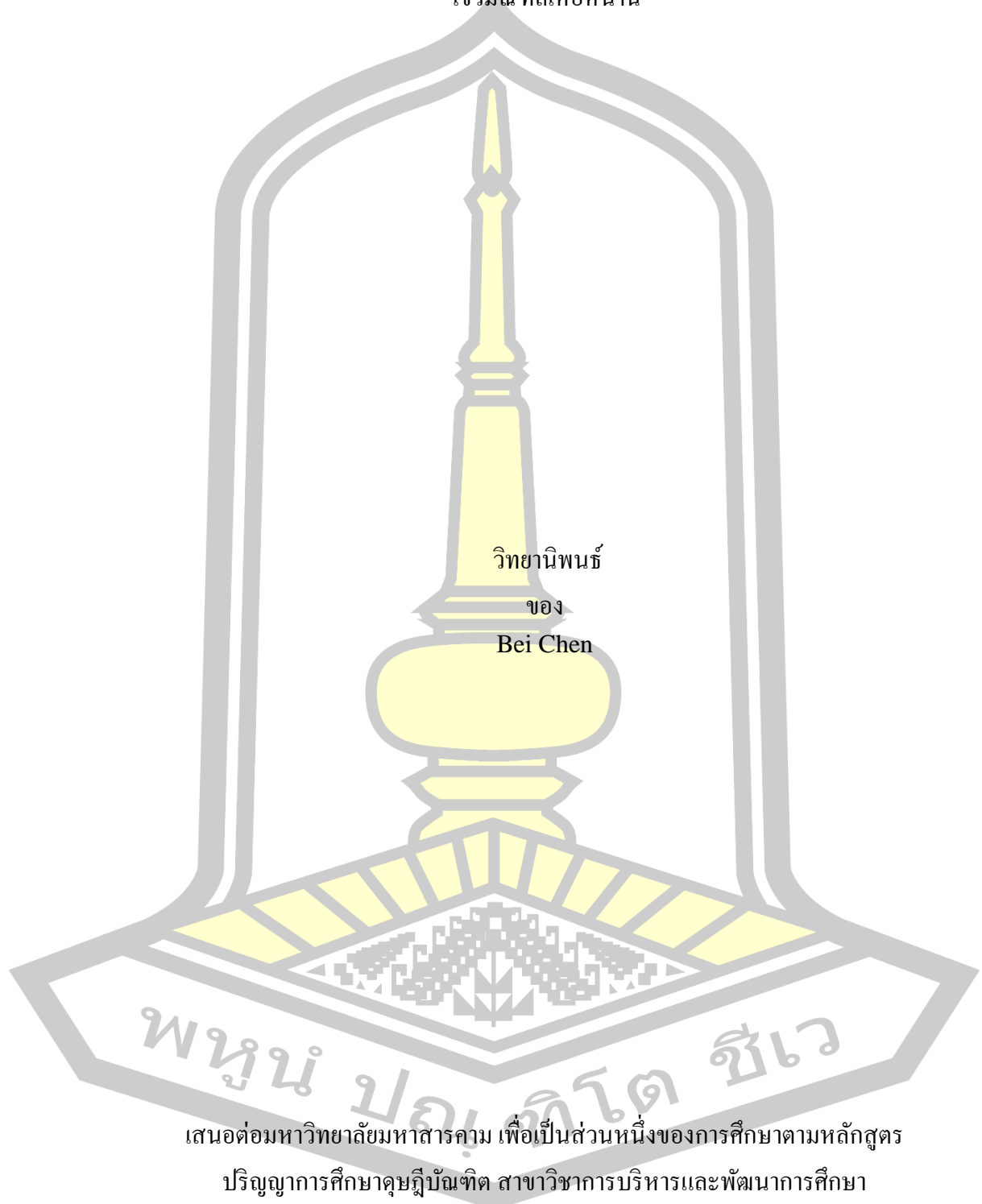Program to Enhance Teachers' Teaching Competency in Journalism
Education Management in Zhengzhou , Henan

Bei Chen

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development
May 2024

โปรแกรมเสริมสร้างสมรรถนะการสอนของครูในการจัดการการศึกษาวารสารศาสตร์ในเมืองเจิ้งโจวมณฑลเหอหนาน

วิทยานิพนธ์
ของ
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Program to Enhance Teachers' Teaching Competency in Journalism
Education Management in Zhengzhou , Henan

Bei Chen

A Thesis Submitted in Partial Fulfillment of Requirements

for Doctor of Education (Educational Administration and Development)

May 2024

The examining committee has unanimously approved this Thesis, submitted by Ms. Bei Chen , as a partial fulfillment of the requirements for the Doctor of Education Educational Administration and Development at Mahasarakham University

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TITLE	Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou , Henan		
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ABSTRACT

The objectives of this research were: 1) To investigate the components and indicators, 2) To explore the current, desired state and priority needs and, 3) To design an appropriate program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan. The research method was divided into 3 phases: Phase 1 was to investigate components and indicators of teachers' teaching competency in journalism education management. Phase 2 was to explore current, desired state and methods of research on the teachers' teaching competency in journalism education management. There were 212 samples from 5 universities in Zhengzhou, Henan province. The research instrument was 5-point estimation scale questionnaire. The Cronbach's Alpha Coefficient has a confidence value of the current state is .928 and the desired state is .911. Phase 3 was to design and construct an appropriate program to enhance teachers' teaching competency in journalism education management. The informant groups consisted of 5 universities and 5 experts assessing the program. The research instruments were questionnaire, interview forms, and assessment forms. The statistics used for data analysis were percentage, mean, standard deviation, and the need index. The results revealed that:
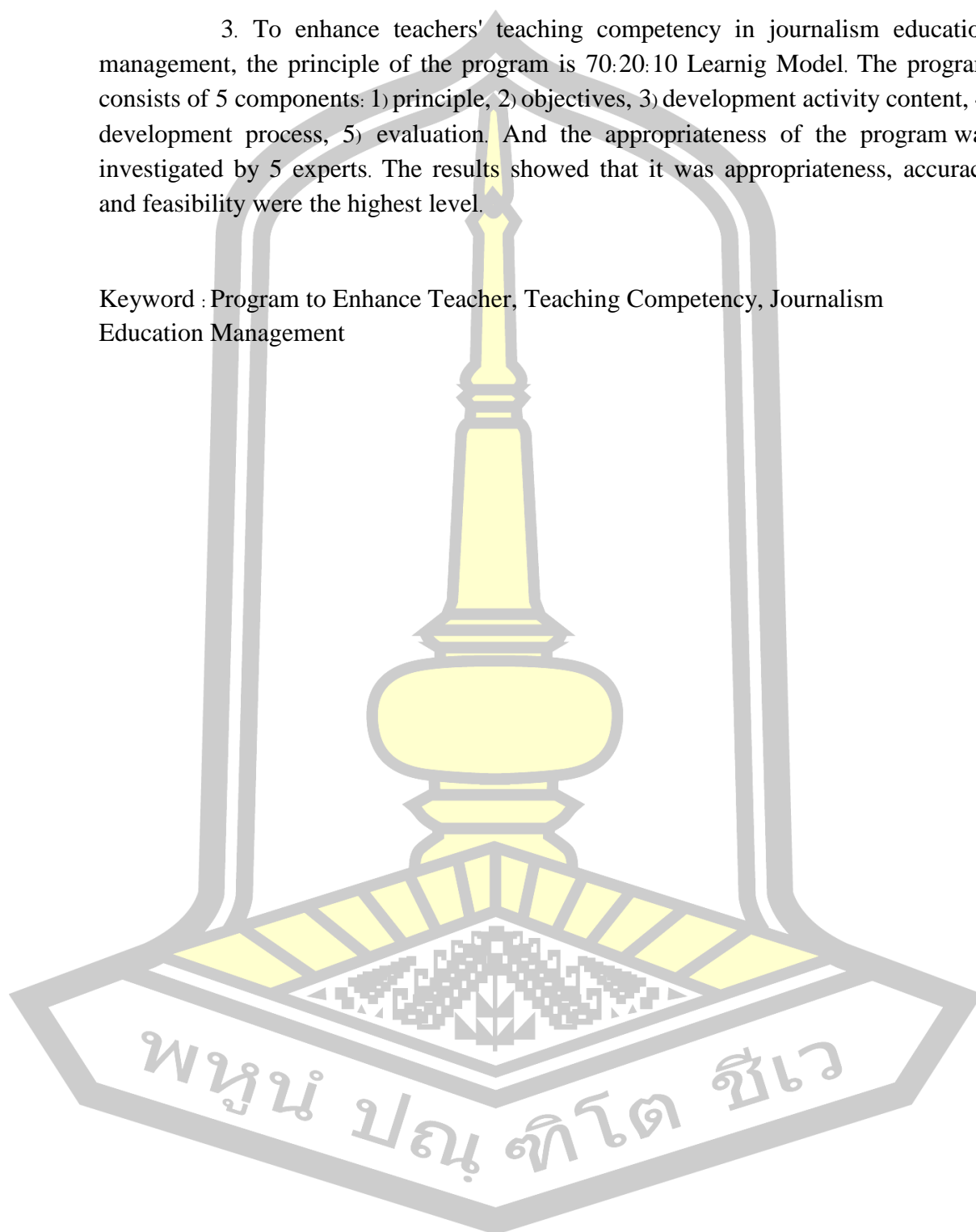
1. The components of teachers' teaching competency in journalism education management were consisting to 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) education technology, and 6) ethic. And evaluation by experts that the suitability were very high.

2. In the study of current, desired states and priority needs of teachers' teaching competency in journalism education management in Zhengzhou, Henan. The current state in general was at the medium level. For the desired state, each aspect of teachers' teaching competency in journalism education management was at the high

levels. The PNI are arranged in highest was teaching management.

       3. To enhance teachers' teaching competency in journalism education management, the principle of the program is 70:20:10 Learnig Model. The program consists of 5 components: 1) principle, 2) objectives, 3) development activity content, 4) development process, 5) evaluation. And the appropriateness of the program was investigated by 5 experts. The results showed that it was appropriateness, accuracy and feasibility were the highest level.

Keyword : Program to Enhance Teacher, Teaching Competency, Journalism Education Management

ACKNOWLEDGEMENTS

to my parents and daughter Cara. During my studies in Thailand, my daughter's diligence and academic achievements were a constant source of pride and inspiration, while my parents' unwavering support and encouragement provided me with the strength and determination to pursue my academic goals.

In conclusion, I am deeply thankful to everyone who has played a part in shaping my journey towards academic and professional excellence.

With heartfelt gratitude,

Bei Chen

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CHAPTER I
INTRODUCTION

Background

Strengthening the teaching competency of university teachers is the urgent task for the high-quality development of higher education, and is the basis for the foothold, development and expansion of colleges and universities. The Party's 20th report has made important strategic arrangements for building a strong country in education, science and technology, and talents. Facing the critical moment of the high-quality connotative development stage of colleges and universities, the need for high-level teachers is more urgent than ever before (National Medium-and Long-term Education Reform and Development Plan, 2020).

Since 1999, China's higher education has developed vigorously, completing a qualitative leap from "elitism" to "popularization". According to the 2022 report, the scale of higher education in China has ranked first in the world, and the popularization level of higher education has also been greatly improved. In 2021, the gross enrollment ratio of higher education in China rose to 54.4%, an increase of 2.8% compared with the previous year. The total number of higher education students has risen to 41.83 million, an increase of more than 300 times compared with 1978 (China Higher Education Enrollment Survey Report, 2022-2030). In the process of higher education in China, a large number of full-time teachers are added in colleges and universities every year. From 1997 to 2006, Chinese university teachers showed the following characteristics: 1) The age structure of ordinary university teachers tends to be younger, and young teachers under the age of 35 have become the main force of college teachers in China. During the ten years, the proportion of teachers under 35 (including) accounted for 48.78% annually, and the highest reached 52.71%; 2) The number of teachers with graduate education increased steadily, which improved the overall professional quality of the teachers. The number of full-time teachers with

graduate degree level has increased steadily from 114,206 to 426,428, accounting for 28.24% to 39.63%, an increase of 11.39%. Among them, the number of full-time teachers with doctoral degree has increased from 15,500 to 108,605, accounting for 3.83% to 10.09%, an increase of 6.26%; 3) The teaching staff is still in the process of being younger and highly educated.

Focus on building young and middle-aged teachers and innovation teams, and build a team of high-quality university teachers. The teaching level, scientific research innovation and social service ability of university teachers should be greatly improved. Actively promote interdisciplinary and cross-unit cooperation to form a high-level teaching and research innovation team (National Medium-and Long-term Education Reform and Development Plan, 2020-2030). The teaching staff construction to focus on development of young teachers and innovation team, the implementation of young and middle-aged teachers grow development, stand out the system environment, foster interdisciplinary, interdisciplinary combination of scientific research and teaching innovation team (Strengthening the construction of teacher team opinions, 2012). To promote teachers teaching development center, through teaching consulting, training and teaching research, strengthen the education of young teachers' teaching competency training work, to improve teachers' professional development competency, to help the young teachers' professional growth (Strengthening the construction of higher education young teachers team opinions, 2012). We should vigorously revitalize the teacher education, comprehensive college teachers training work, vigorously promote the education teaching ability, especially attention to new teachers and young teachers, training talents for the development of colleges and universities, cultivating for higher education career mainstay (Comprehensively deepening the reform of the new era of teacher team construction opinions, 2018).

In the process of China's higher education development, it is the inevitable requirement of "building first-class teachers" to promote the teaching competency of first-class teachers. However, teachers face many difficulties in improving their

teaching competency. National Medium-and Long-term Education Reform and Development Plan (2020-2030) mentioned these aspects as follows:

1) Teachers' awareness of self-development is insufficient, and their teaching literacy needs to be comprehensively strengthened. At present, many simple and solidified teaching methods limit teachers' teaching competency, lack of initiative and career planning, or continue the previous teaching mode, lack of advanced ideas of reform and innovation, and the updating speed of professional knowledge is slow. No long-term development, reform and innovation planning, random and blind teaching. Because they do not often update the knowledge, for the advanced teaching equipment and superior resources of colleges and universities can't be reasonably applied, can't effectively improve their professional level.

2) Teachers' awareness of self-development is insufficient, and their teaching literacy needs to be comprehensively strengthened. School policies, systems, work and other guidance tend to "strengthen the strong", and invest insufficient resources to ordinary teachers, especially young teachers. In terms of institutional guarantee, although many colleges and universities have established teacher teaching development centers, they have not made clear how to develop the teaching ability of teachers in the overall planning scheme. The corresponding long-term training mechanism construction lags behind, and teachers lack a good teaching environment.

3) Professional training is insufficient, and the evaluation method of training cannot fully reflect the training quality. The scientific nature of the training work is still lacking, there is a great gap between the individualized needs of teachers and the single fixed training content, and the existing training lacks personalized guidance.

At present, Chinese universities have not yet established a systematic professional training system for teachers before employment, entry, during and post-service. In addition, coupled with the more and more serious emphasis on scientific

research and light on teaching in colleges and universities, which leads to the serious lack of time and energy for teachers to invest in teaching, and the teaching effect is unsatisfactory. As an institutionalized reform, Teacher (teaching) Development Center provides a solution, which can give full play to the role of famous teachers in the first line of undergraduate teaching, and exert demonstration and radiation effect on the basis of experience sharing. Implement phased teaching competency improvement training plan for teachers at different development stages, including teaching standards, classroom teaching skills, classroom teaching design, network teaching technology, learning management and student evaluation (Guan, W. X, 2017).

The Ministry of Education and the Propaganda Department of the CPC Central Committee of China have decided to jointly implement the education and training plan for outstanding journalism and communication talents, requiring relevant universities to continuously deepen the comprehensive reform of higher journalism and communication education and improve the quality of journalism and communication personnel training (Strengthening the Construction of Teachers in The Departments of Journalism and Communication and Implementing the Education and Training Plan for Excellent Journalism and Communication Talents, 2013).

Journalism education mainly cultivates a firm political direction, Adhere to the Marxist view of news, Comprehensive development of morality, intelligence, physique, beauty and labor, With a high humanistic quality and social science knowledge structure, a strong sense of social responsibility, a good professional ethics, a strong spirit of innovation and entrepreneurial consciousness, Systematically master the basic theories and methods of news communication, and the basic skills of new media communication, Familiar with China's news and publicity policies and regulations, With good news planning and thinking competency, audio and video content production core technology competency and new media operation competency, High-quality applied talents who can be engaged in news gathering and editing, planning, publicity, management and operation and other news communication work in news media, publishing institutions, cultural communication

companies, administrative organs, enterprises and institutions and other departments (Journalism education Released by the Education Bureau, 2020).

The main differences between teachers of journalism education and those of other institutions of higher learning lie in their areas of expertise, teaching methods and connection with industry. These distinctions enable journalism education teachers to better train students to the constant changes and development in the field of journalism and media. Teachers in journalism education usually have professional backgrounds in journalism or related media fields, such as experience in journalism, media or journalism. Teachers in other institutions of higher learning may come from various disciplines, such as mathematics, science, literature, etc. (Kovach, B., & Rosenstiel, T., 2014)). Teachers of journalism education teach courses related to journalism, media and journalism, such as news writing, media ethics, news reporting, etc. Teachers in other institutions of higher learning teach a variety of subjects and determine the content according to their areas of expertise. Teachers of journalism education usually adopt practical teaching methods, including news interviews, writing exercises, and media programs, in order to develop students' practical skills. Teachers in other tertiary institutions may focus more on theoretical teaching and research (Christensen, C. M., & Eyring, H. J., 2011). Teachers in journalism education generally maintain close contact with journalism in order to understand the latest trends and industry requirements in order to better train students. Teachers in other institutions of higher learning may be more focused on academic research and publishing (Franklin, B., Murphy, D., & Potts, J., 1991).

Zhengzhou, the capital of Henan Province, is located in the southern part of the North China Plain and the lower reaches of the Yellow River, living in the hinterland of China. It is the main producing area of agricultural products and an important province of mineral resources, a large population, an important comprehensive transportation hub and the center of human flow, logistics, information flow, a major agricultural province and grain transformation and processing province. There are many institutions of higher learning in Zhengzhou,

among which there are 5 schools offering journalism education, namely Zhengzhou University, Henan University of Technology, Zhongyuan Institute of Technology, Huang He Science and Technology University and Zhengzhou Sias University. Among them, the School of Journalism and Communication of Zhengzhou University is "Project 211", and "University", established in June 2004. Huang He Science and Technology University and Zhengzhou Sias University are local undergraduate colleges, whose main task is to cultivate application-oriented journalism talents and serve the local economic and social development (School Profile Released by the Education Bureau, 2020).

In summary, the researcher would like to study a topic named "Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan", the teaching competency of journalism education management teachers can be better improved, better adapt to the development of new media, and more effective teaching and learning can be constructed.

Research Questions

This research mainly faces the journalism education management teachers of 5 universities in Zhengzhou, Henan. In order to analyze the training content and indicators of the teaching competency, researchers must find more details through the implementation. There are three questions in this study, the following are:

1. What are the components and indicators of teachers' teaching competency in the journalism education management?

2. How are level of the current and desired states, and priority needs of teachers' teaching competency in journalism education management?

3. How is an appropriate program to enhance teachers' teaching competency in journalism education management?

Research Objectives

Following by the three research questions, there are also three objectives of this study that have come out as the following statements:

1. To investigate the components and indicators of teachers' teaching competency in journalism education management.

2. To explore the current state, desired state and priority needs of teachers' teaching competency in journalism education management.

3. To design an appropriate program to enhance teachers' teaching competency in journalism education management.

Research Significances

By conducting this research, it is hoped that this research will add more options that is program to enhance teachers' teaching competency in journalism education management.

1. Responsible person

This research results are particularly beneficial to help the principal of higher learning to develop better training programs to improve teachers' teaching competency. Under the background of the popularization of higher education, all countries in the world are concerned about the construction of teachers in institutions of higher learning, and the professionalization of teachers in institutions of higher learning is bound to develop into a common trend. Promoting the professionalization of teachers in colleges and universities is the objective demand of deepening the research of teacher education reform in the new era.

2. Teachers

The research of this paper may be a good way to help teachers to improve their teaching ability and make important assessments of the development of their teaching competency in higher education institutions. At the same time, it can also provide reference for the improvement of teaching of teachers of journalism education

management in China. This paper analyzes the teaching competency of journalism education management teachers. Through this study, it can improve the stable development of journalism education management, which provides a reference content for the management of journalism education in China, and also provides an effective reference for improving the teaching competency of university teachers in China.

3. Future research

It is expected that the results of this study will improve the teaching competency of journalism education management teachers in Zhengzhou, Henan Province. The development of teachers' teaching competency is faced with many challenges and difficulties, especially in the application-oriented private undergraduate universities. Therefore, many scholars are needed to study this topic. The professionalization of teachers in universities is jointly determined by the external regulations of colleges and universities and their evaluation standards, and the internal motivation of teachers' own goals and value demands. In the future research, the researchers need studies on different methods of developing journalism education management teachers should be conducted. Research should be studied in other regions or other universities with different backgrounds to enable research with broader applicability, clearer definition and broader scope. Studies suggests further research from the aspects of student work management and the management of students in special groups. Establish a teaching resource sharing platform, so that teachers can share teaching experience, teaching plans, courseware and other resources, to promote communication and mutual learning. This allows the findings to improve and refine future plans. Therefore, in the preliminary research, scholars were able to strengthen this research to make teachers in institutions of higher learning have enough confidence in enhancing their teaching competency.

Scope of Research

1. Scope of Research

1.1 Components of teachers' teaching competency

The focus of this study is to develop to enhance an appropriate program for teacher teaching competency in journalism educational management. Components of teachers' teaching competency consist of 6 components: 1) Teaching cognition, 2) Teaching design, 3) Teaching management, 4) Evaluation, 5) Education technology, 6) Ethic. As a component of the training, it includes objectives, content, resources, length, teaching provision, and evaluation.

1.2 Principle of teachers' teaching competency development

From the study and synthesis of documents from academics and educators. It consists of 3 important learning principles:

The researchers adopted the principles of 70:20:10. 1) 70%: Learning by experience, 2) 20%: Learning by others, 3) 10%: Learning by courses.

1.3 Methods of teachers' teaching competency development

From the study and synthesis of documents from academics and educators. It consists of 6 methods of teachers' development: 1) Learning from teaching and reaching activity Assignment, 2) Assignment, 3) Coaching, 4) Networking, 5) Training.

1.4 Component of program

The researcher has studied various documents. The components of the program include: 1) Principle, 2) Objectives, 3) Development activity content, 4) Development process, 5) Evaluation.

1.5 The procedure of the program

Development to enhance teachers' teaching competency with the following steps: 1) Study the need to develop the program, 2) Study the current and desired state for teachers' teaching competency, 3) Development program, 4) Evaluate the suitability and feasibility of the program.

2. Population and Sample

Phase1: The researchers investigated the components and indicators of teachers' teaching competency and were assessment by 5 experts.

Phase2: The researchers explore the current, desired states and priority needs of teachers' teaching competency, by comparing the total population with the prepared table of Krejcie and Morgan (1978) and using the stratified random sampling technique (Stratified Random Sampling Technique) to classify according to the size of 5 universities, calculating the sample. Then use simple random sampling to get the sample. This resulted in a sample of 212 samples of teachers from 5 universities in Zhengzhou, Henan province.

Phase3: The researchers designed a appropriate program to enhance the teachers' teaching competency in journalism education management. Step to study Best Practice. Consisting of 5 informants. Step to Assessment program. Consisting of 5 experts.

Theoretical Framework

The focus of this study is to study the components and indicators of teachers' teaching competency in journalism education management in Zhengzhou, Henan province, including teaching cognition, teaching design, teaching management, evaluation technology and Ethic.

In this research, documents from various academic sources related to the components of teachers' teaching competency were studied. The study examined

program elements, changes in the teachers' teaching competency development model, and the process of developing teachers' teaching competency. This served as a theoretical framework for the research.

1. Theoretical framework for the components of teachers' teaching competency

The study and synthesis of documents by academics including Hattie, J. A. (2009), Zhong, B.L, & Liu, L. (2012), Lü, J, & Zhang, Y. (2012), Fuller. F. F.(2013), Chen, M., Zheng, F., & Miao, G. (2018), Jiang, C. (2019). The Components of teachers' teaching competency consists of 6 components: 1) Teaching cognition, 2) Teaching design, 3) Teaching management, 4) Evaluation, 5) Education technology, 6) Ethic.

2. Principles of teachers' teaching competency development by the Learning Model 70:20:10

The study and synthesis of documents from academics and educators, the concept of 70: 20: 10 learning is Lawson (2008), Aporn Phuwittayaphan (2016), Smith, J. K., & Johnson, L. M. (2018) consists of 3 important learning principles: 1) 70% - learning by experiences, 2) 20% - learning by others, and 3) 10% -learning by courses.

3. Methods to teachers' teaching competency

The study conceptual from Johnson, M. K., & Liu, S. (2018), Roberts, A., & Thompson, D. (2019), Singh, H. (2020), Davis, L. J., & Patel, N. (2021), Moreno, P., & Sanchez, J. (2022), Thompson, R., & Martinez, L. (2014), Li, M. (2015), Wang, Q. (2017), Zhang, L., & Liu, Y. (2018), Zhao, Y. (2020),Li, Q. (2015), Anderson, J., & Thompson, W. (2016), Zhang, H. (2017), Liu, X. (2018), Zhao, M. (2020), Williams, J., & Smith, P. (2014), Li, T. (2015), Zhang, H. (2017), Liu, Q. (2019), Li, H. (2015), Johnson, D., & Carter, S. (2016), Zhang, W. (2017), Zhou, L. (2019). The researcher can conclude that principles used in developing teachers' teaching competency come in 5 forms: 1)

Learning from teaching and teaching activity 2) Assignment 3) Coaching 4) Networking and 5) Training.

4. Components of program to enhance teachers' teaching competency

The researcher studied documents from Gagne, R. M. (2005), Hughes, Ginnett, and Curphy (2009), Kolb, D. A. (2014). Stake, R. E. (2005), Creswell, J. W. (2014), Patton, M. Q. (2015) and Babbie, E. R. (2015), Banks, J. A. (2015), Patton, M. Q. (2015), Yin, R. K. (2018). In conclusion, the program was the following components: 1) Principles 2) Objectives 3) Development activity content 4) Development process 5) Evaluation. From the theoretical framework used in the research, the researcher conducted a study and summarized it into a theoretical framework.

5. Process of developing a program to enhance teachers' teaching competency

The researcher studied documents from Kirkpatrick, D. L. (1998), Gagne, R. M. (2005), Hughes, Ginnett, and Curphy (2009), Kolb, D. A. (2014). Stake, R. E. (2005), Creswell, J. W. (2014), Patton, M. Q. (2015) and Babbie, E. R. (2015), Banks, J. A. (2015), Patton, M. Q. (2015), Yin, R. K. (2018). In conclusion, the program has the following processes: 1) Study the composition 2) Study the current condition Desired condition 3) Create a program 4) Evaluate the suitability of the program.

In this research, the researcher studied it based on the following framework in Figure 1.
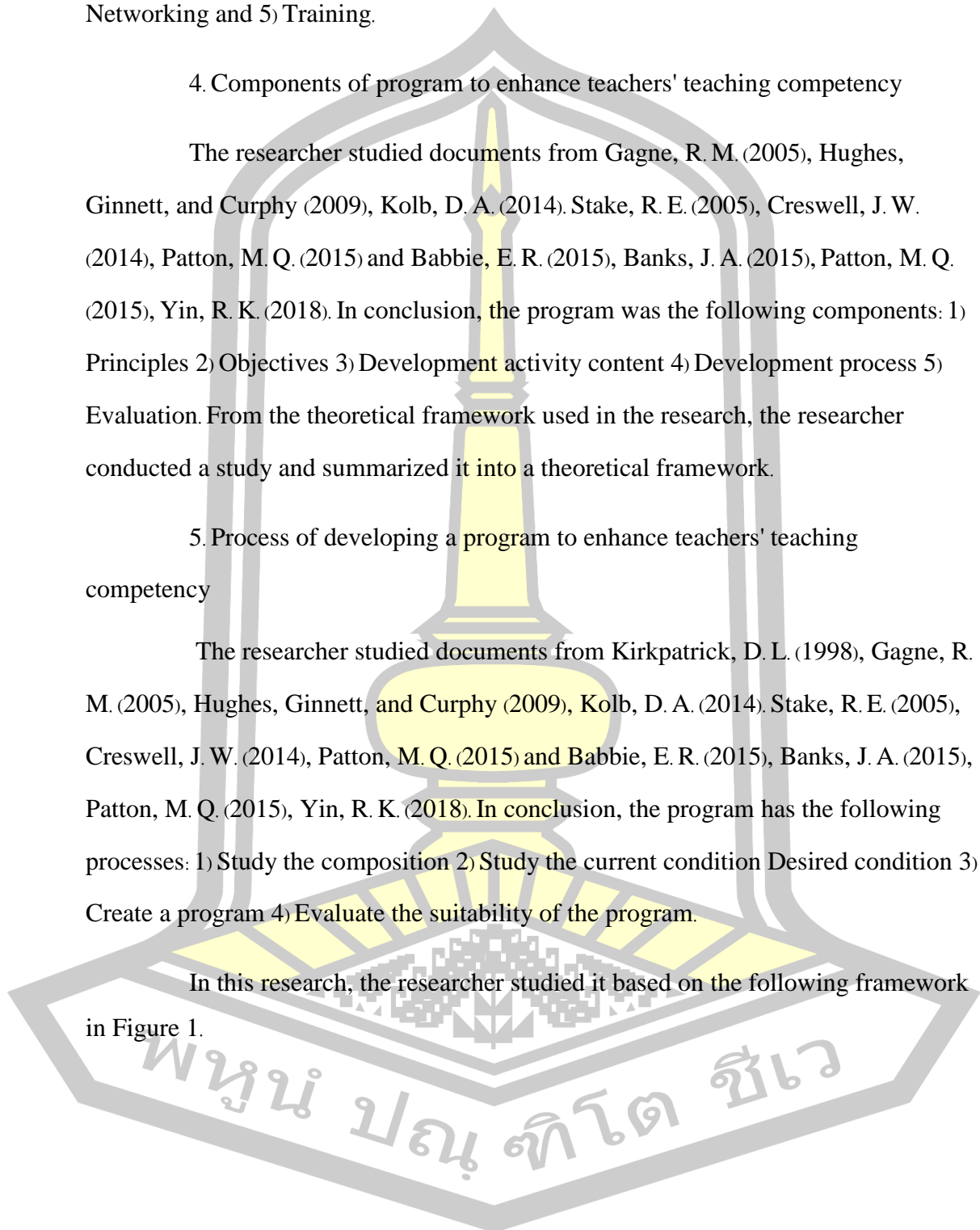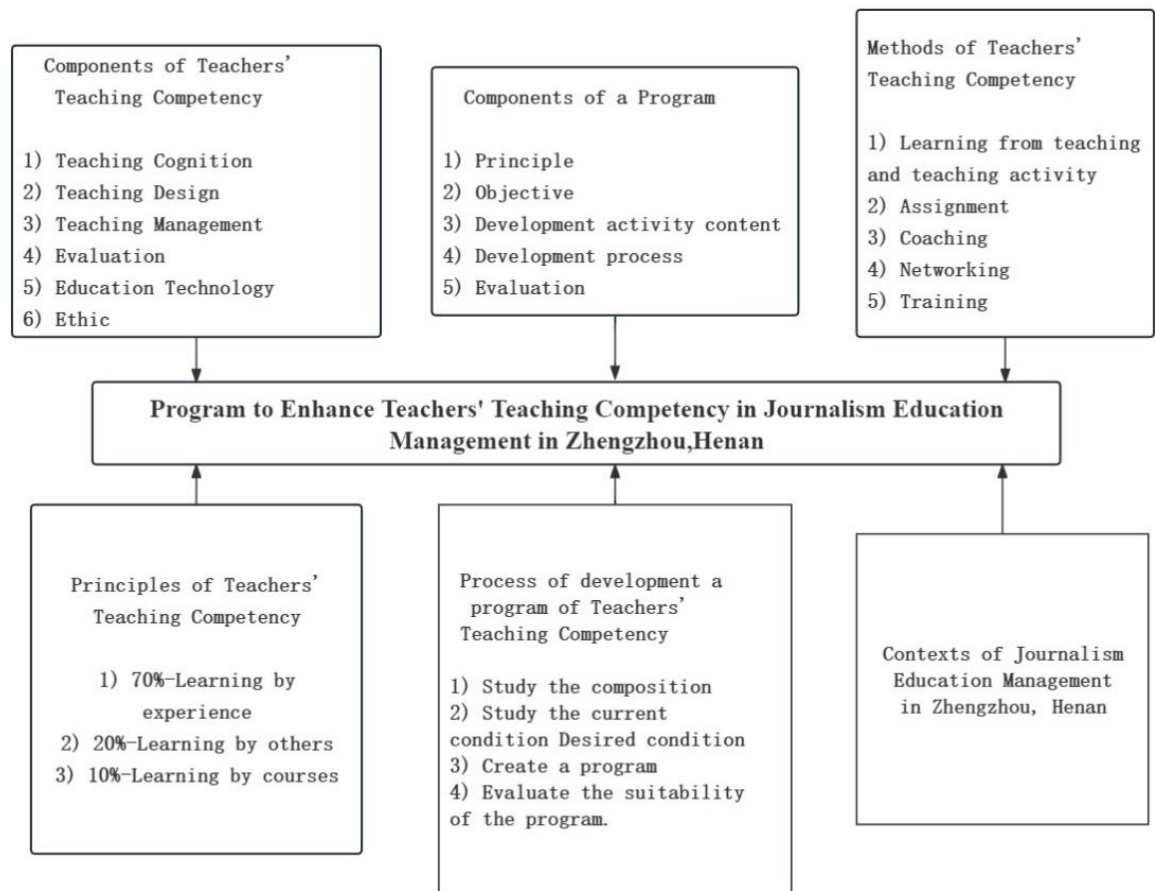
Figure 1 Theoretical Framework Research

Term Definition

1. Teachers' teaching competency refers to a comprehensive concept, covering a wide variety of skills, knowledge and attitudes of teachers in the process of education. Teachers' teaching competency is the competency and quality of teachers to effectively impart knowledge, cultivate skills, and promote students' learning and development in the educational environment. The teaching competency of university teachers includes teaching cognitive, teaching design, teaching management, teaching evaluation, education technology and ethics. It is divided into six following components:

1.1 Teaching cognition refers to the competency to understand, understand and grasp the basic elements of teaching activities (such as tasks, contents, objects, etc.), including the competency to understand the professional objectives and courses at the beginning of the school year, the competency to understand the teaching objects, understand the characteristics of the physical and mental development of university students, the competency to analyze and deal with teaching materials, and be able to focus on discipline development.

1.2 Teaching design refers to the competency to master the design requirements of teaching objectives, highlight the key points and difficult points, the competency to choose teaching strategies and appropriate teaching methods, and the competency to make teaching plans.

1.3 Teaching management refers to the competency to take effective measures to control the smooth progress of classroom teaching according to the teaching needs and the characteristics of the teaching objects. Teachers have a certain personality and charm, in a healthy and beautiful classroom environment has a good classroom discipline, and students to establish a harmonious relationship with students. Teachers can correctly understand and play the role of teachers in teaching management, are good at self-management, have a certain positive persuasion, and can have a positive impact on students' classroom behavior.

1.4 Evaluation refers to the competency of teachers to objectively evaluate their own teaching practice and teaching effect according to certain standards. Teachers can understand students' understanding and acceptance of teachers' classroom teaching content by asking questions, checking homework and written tests. Teachers evaluate students' practical competency through practical activities and experiment report. Teachers evaluate students' competency to use knowledge to analyze and solve problems through classroom discussions, essay writing, and open-book examination. Teachers should be able to correctly understand the examination methods, properly use the examination methods, and explore new

forms of examination methods. At the same time, teachers' competency on self-evaluation and self-reflection competency is also very important.

1.5 Education technology refers to various material media or material conditions for university teachers to transmit teaching information. It is divided into conventional teaching means and modern teaching technology means. It requires teachers to understand the importance of educational technology and to be able to carry out teaching practice and innovation based on technology. Teachers need to master information teaching activities, be able to skillfully use multimedia to carry out teaching, can analyze and evaluate data, and have Strong competency to accept new technologies such as ChatGPT and apply them.

1.6 Ethic refers to the moral principles and values that teachers should follow in their teaching practice. This includes ethical norms that teachers should follow in their interactions with students, teaching decisions, and educational settings. Teachers should uphold a high degree of professional ethics, including honesty, justice and respect for students. Teachers should respect the privacy rights of students and colleagues, responsible social media use, ensure that the teaching environment is fair and inclusive, impart honest and accurate information. supervision and self-supervision are also including it and conscientiously perform their teaching duties.

2. Program to enhance teachers' teaching competency refers to a set of activities related to enhancing the teaching cognition, teaching design, teaching management, evaluation, education technology and ethic of journalism educational management teachers in Zhengzhou, Henan, China, aimed at enhancing teaching competencies. The components of this program include principles, objectives, development activity content, development process, and evaluation.

3. Journalism education refers to mainly cultivated with a firm political direction, Comprehensive development of morality, intelligence, physique, beauty and labor, With a high humanistic quality and social science knowledge structure, a strong

sense of social responsibility, a good professional ethics, a strong spirit of innovation and entrepreneurial consciousness, To systematically master the basic theories and methods of journalism communication, and the basic skills of new media communication, Familiar with China's news and publicity policies and regulations, With good news planning and thinking ability, audio and video content production core technology ability and new media operation ability, High-quality applied talents who can be engaged in news gathering and editing, planning, publicity, management and operation and other news communication work in news media, publishing institutions, cultural communication companies, administrative organs, enterprises and institutions and other departments.

4. Current state refers to the level of practice. About the teachers' teaching competency in journalism education management in Zhengzhou, Henan.

5. Desired state refers to the level of need. That shows the need to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan.

6. Priority needs refers to the wish that there should be, regarding the enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan.

7. Program refers to the elements in developing a program and it comprises principle, objectives, development activities content, development process and evaluation.

7.1 Principle refers to the fundamental principles or values that are followed in the development and implementation of a program. These principles guide the design, implementation, and evaluation processes of the program, ensuring its effectiveness, sustainability, and compliance. Researchers adopt the 70:20:10 development model as development principles, which help ensure that the program's objectives are achieved while enhancing its quality and impact.

7.2 Objectives refers to expectations which describe what the program has to accomplish or what the trainees will learn, achieve or be able to do because of taking part in the training program.

7.3 Development activities content refers to subject matters designed to improve teachers' knowledge, general pedagogy or teaching practices such as classroom management, lesson planning.

7.4 Development process refers to the series of activities undertaken throughout the entire lifecycle of a project, from the initial planning and design stages to implementation and evaluation. During the development process, the project team takes a series of actions based on project objectives and plans to ensure the smooth progression of the project and ultimately achieve its goals.

7.5 Evaluation refers to providing feedback to improve training such as questionnaire, simulations, demonstration, participants' reflection, interview, students and school records and participants, portfolios.

8. Journalism education in Zhengzhou, Henan Province refers to 5 universities in the city majoring in journalism education management, namely Zhengzhou University, Henan University of Technology, Zhongyuan Institute of Technology, Huang He Science and Technology University and Zhengzhou Sias University. Among them, the School of Journalism and Communication of Zhengzhou University is "Project 211", Zhengzhou University was established in June 2004. Huang He Science and Technology University and Zhengzhou Sias University are local undergraduate colleges, whose main task is to cultivate application-oriented journalism talents and serve the local economic and social development.

9. Zhengzhou refers to the central city of China, Zhengzhou is the capital city of Henan Province, it is the main producing area of agricultural products and an important province of mineral resources, population, an important comprehensive

transportation hub and center of people, logistics, information flow, national agricultural province and grain transformation and processing province.
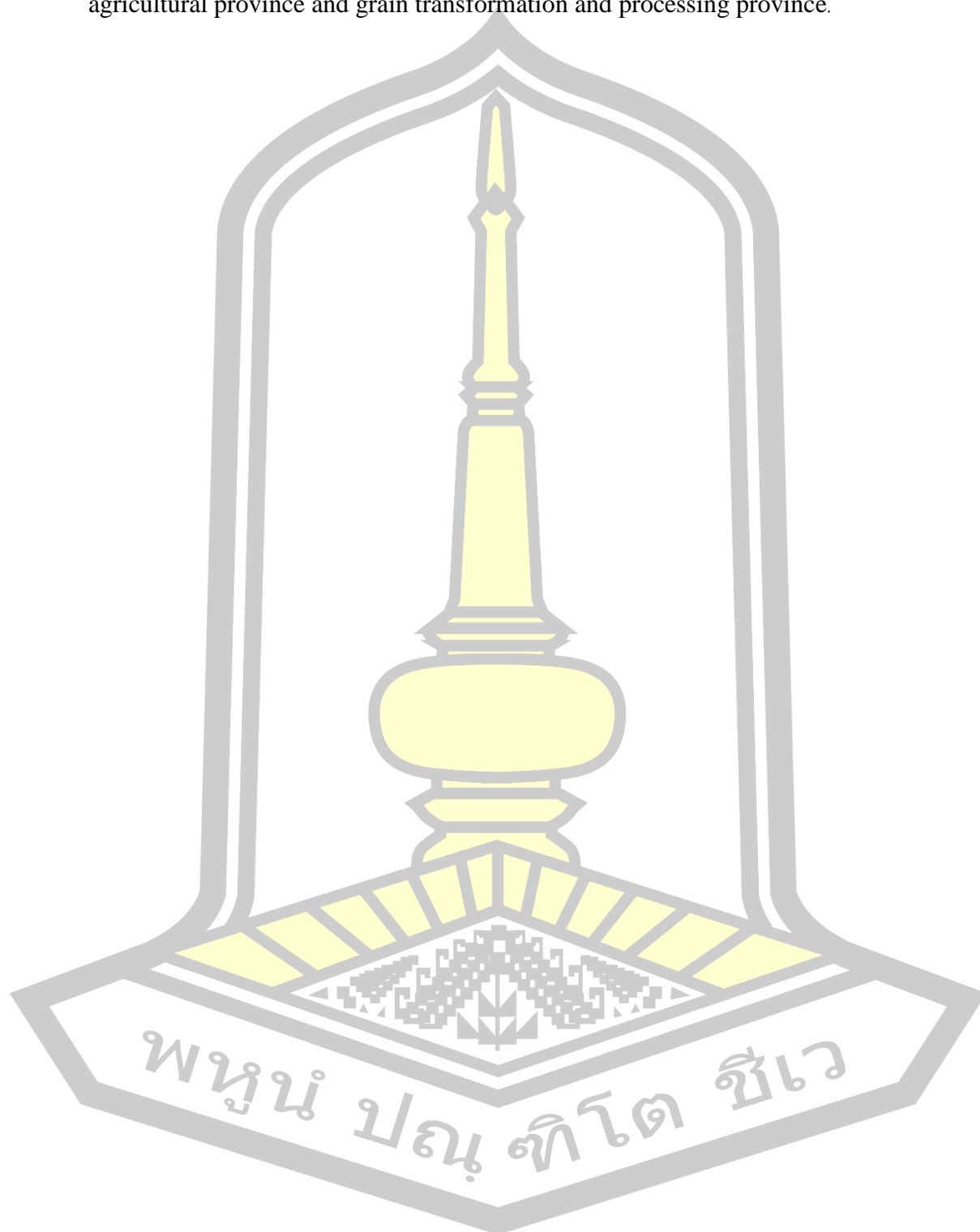
CHAPTER II
LITERATURE REVIEW

In this research, the researcher studied documents, textbooks, and research related to the program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan. The outline of literature review is mentioned below:

1. Teaching Competency

    1.1 Competency

    1.2 The Teaching Competency of university teachers

    1.3 Factors Influencing the Teaching Competency

2. The Teachers' Teaching Competency

    2.1 Teaching Cognition

    2.2 Teaching Design

    2.3 Teaching Management

    2.4 Evaluation

    2.5 Education Technology

    2.6 Ethic

3. Teachers' Teaching Competency Development

    3.1 Principles of teachers' teaching competency

    3.2 Methods of teachers' teaching competency

4. Program and program development

    5.1 Definition of the program

5.2 Components of the program

5.3 Evaluation of the program

5. Contexts of Journalism Education Management in Zhengzhou, Henan

6. Related Researches

Teaching Competency

1. Competency

McClelland, D.C. (1971) proposed the "iceberg model", which is the competency quality model, which is universal for teaching competency. The model is divided into two levels: knowledge and skills floating on the water, the characteristics of sinking in the water, self-concept and motivation. On the basis of the iceberg model, Boyatzis put forward a more hierarchical "onion model". The model includes seven indicators: personality, motivation, self-cognition and values, attitude, knowledge, skills, and social role. They fall into three levels, and the personality characteristics from outside to inside change from obvious to hidden.

Tucker, R., & Cofsky, B. (1994) published a supplementary explanation on this basis that the results of key behaviors are higher performance and performance levels (low, medium, or high) and are always determined by the level of knowledge, skill, and attitude, as shown in Figure 3.
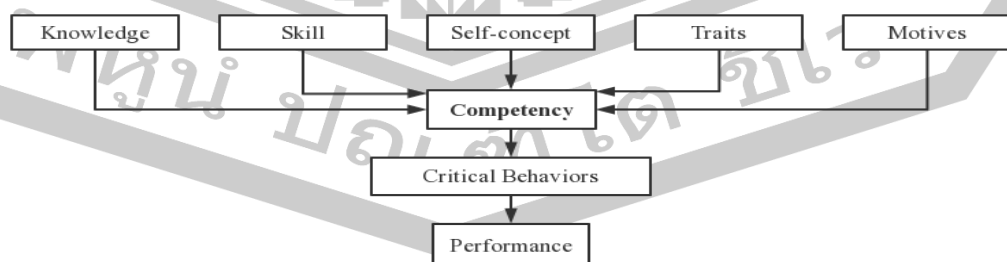
Figure 2 Concept of Competency
(Tucker, R., & Cofsky, B. (1994))

Sanghi, S. (2007), as shown in Figure 2, the obvious characteristics of people are knowledge and skill, which are relatively easy to develop, and training is the most effective way to ensure the competency of staff. Self-concepts, traits, and motivational competencies are more hidden, and the Core personality core of anything is more difficult to develop and evaluate.
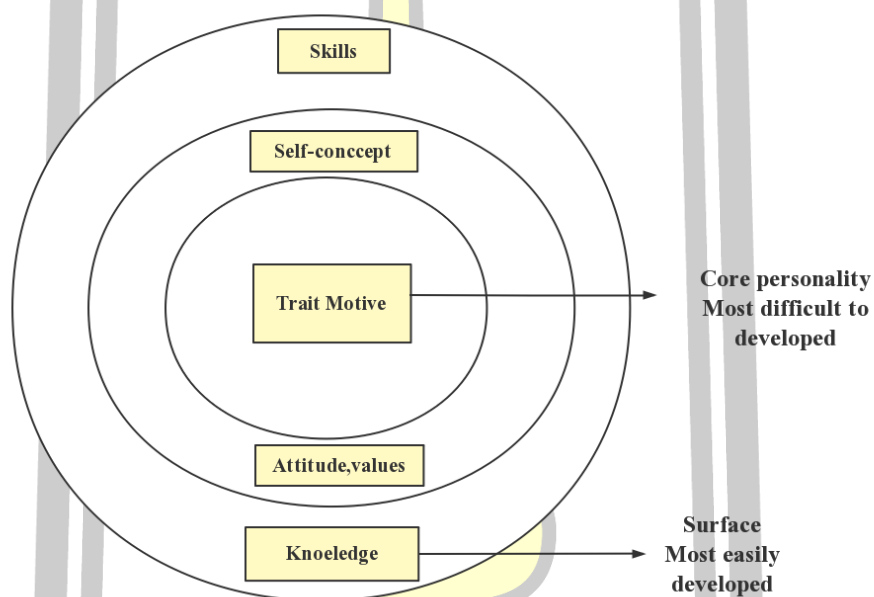
Figure 3 Central and Surface Competency
(Sanghi, S. (2007))

Chouhan, V., & Srivastava, A. (2014) refers to the competency to apply or use knowledge, skills, abilities, behavior, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a role or position. So, competence is the underlying characteristic of people's behavior or way of thinking, which is generalized in a wide range of situations and lasts for a long time.

In summary, "Competence" is a broad concept encompassing a multifaceted array of abilities and traits required for effective performance in specific roles or tasks. It encompasses not only skills and knowledge but also individual attitudes,

emotions, and behaviors. An individual's competence depends on their professional domain, job responsibilities, and the environment in which they operate. In a work setting, competence may include technical skills, communication abilities, leadership qualities, problem-solving skills, among others. In essence, competence refers to the comprehensive set of qualities and traits that enable individuals to effectively function in particular tasks or roles.

2. The Teaching Competency of university teachers

Kaur, J., & Taiwar, R. (2014) defined the competence of faculty members as knowledge, attitudes, skills, and self-perception derived from mixed behaviors and led to consistent behavioral patterns to achieve the desired outcome. Teaching competency has different dimensions, including teachers' enthusiasm, planning, display and evaluation of professional learning.

Zhang, J. N. (2014) put forward the teaching competency structure model of university teachers in her research. This model mainly includes teaching knowledge (culture, professional, teaching method, practice), teaching skills (design, implementation, management, evaluation, education technology application), teaching characteristics (literacy) (consciousness, interest, attitude, intelligence), social responsibility (development, values, fairness, ethics), a total of four main categories and 16 sub categories, form as shown in figure 4 of university teachers teaching ability system, but the structure cannot clearly present the relationship between the elements, it is necessary to three-dimensional.
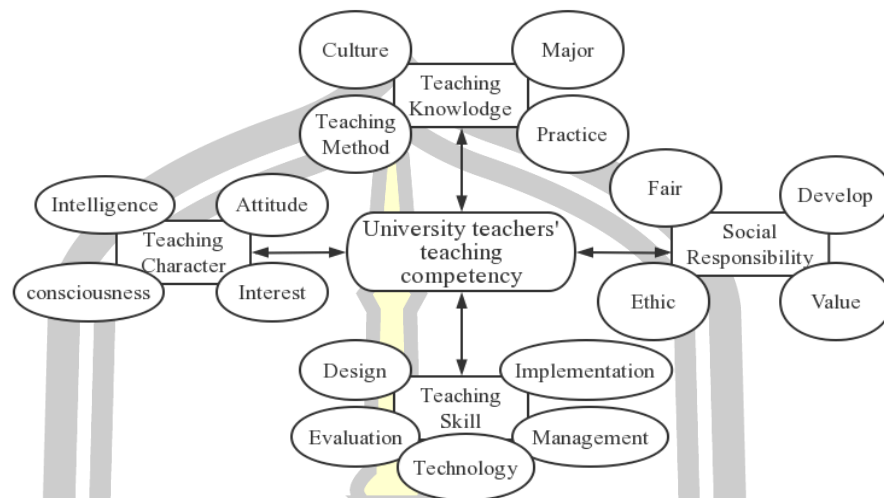
Figure 4 University teachers' teaching competency system

(Zhang, J. N. (2014))

Danielson, C. (2017) proposed a teaching competence framework, which includes four areas of teaching responsibility: planning and preparation, classroom environment, teaching and professional responsibility. In these areas, professional knowledge is to master the content and theme, professional competency is to master the teaching method, classroom management and learners assessment, personal characteristics are positive personal characteristics, such as responsible and punctuality, professional ethics standards and values including sound and moral standards and moral lead to teachers become a good example in school and community and career development is to participate in lifelong learning to hone their competencies.

In summary, according to the above review of the literature on competency, the importance of teachers' professional competency contains many aspects. In order to improve the learning level and quality of all students, it is necessary to adopt an effective teaching method to make all students love learning, active learning, and be able to play their potential.

3. Factors Influencing the Teaching Competency

The Research report of "Learning to Teach in the Knowledge Society" (2005) specifically divides the operational competency of teachers in teaching. The teacher positioning in the report is more like "technicians" and the intermediary of teaching means and teaching purposes. Since the 1980s, the standard of teaching competency has become popular in European and American countries. Such indicators not only provide a reference for the elements of teaching competency, but also provide a basis for the evaluation of teaching competency.

Wei, X.Y. (2011) believes that the personal factors that affect the development of teaching competency include teaching ambition, research competency and teaching preparation. He analyzed the influencing factors of teaching competency from the school level.

Yan, J. (2011) believes that the school system should be improved: "mentoring" system, teaching competition system, teaching evaluation system, teaching training system, incentive system, promotion system and promotion system should be constructed to improve the teaching competency of teachers.

Zhang, B., (2015) believes that the factors that affect the development of teaching competency include teaching activities, training system and evaluation system. However, no scholars have analyzed the factors that affect the teaching competency from a single perspective of society or government.

Chen, M., et al. (2018) believe that the teaching development center of university teachers plays a synergistic function, which greatly promotes the development of university teachers' teaching ability. She analyzed the influencing factors of teaching competency from the organizational perspective,

Yang, X., & Xiao, R. (2018) believe that the construction of grass-roots education trade unions provides organizational support for the exchange of different groups of teachers.

Han, L. (2019) mentioned in his research that the United States is leading the world in the research and implementation of teaching ability, and has formulated four national professional standards for teachers, namely NCATE, INTASC, NBPTS and ABCTE, providing certification rules for teachers in different stages of pre-service, induction, in-service and excellent teacher. Taking NCATE as an example, the standard provides a reference for how teachers teach in practice from 5 competence dimensions, 18 competence items and 97 performance indicators. The British Society of Higher Education has also issued the framework of the Standards for Teaching and Supportive Learning in Continuing Education, which provides 18 teacher competence indicators from three aspects of activity field, core knowledge and professional value.

Some researchers analyze the influencing factors of teaching competency from the individual level.

Jiang, C. (2019) believes that a new institutional system should be built, which includes three aspects: government policy, university norms and university cultural system. He studied the influencing factors of teaching competency based on the institutional perspective or organizational perspective. Analyzing the influencing factors of teaching competency from the perspective of system.

In summary, from studying the meaning of factors influencing teaching competency, the factors encompass educators' educational background and professional knowledge, teaching experience and training, teaching methods and strategies, classroom management and organizational skills, student characteristics and needs, teachers' personal qualities and attitudes, as well as the teaching environment and support. These factors intertwine and mutually influence each other, collectively shaping the level of teaching competency of educators. In summary,

enhancing teaching competency requires educators to develop comprehensively and continuously in various aspects, while also necessitating schools and educational institutions to provide a supportive teaching environment.

The Teachers' Teaching Competency

Shen, J., & Wang, K. R. (2000) defines teachers' teaching competency mainly includes seven aspects: teaching cognitive competency, teaching monitoring competency and teaching operation competency, etc. They pointed out that the connotation of teaching competency is that teachers have the competency to engage in teaching activities and complete teaching tasks. Teaching competency includes teaching design competency, classroom implementation competency and after-class evaluation competency, which is the competency of all-round control from class to after-class. It consists of 7 components: 1) Teaching cognition: teachers' understanding and application of educational theories, pedagogical principles, and teaching methods. 2) Professional skills: This including classroom management, student assessment, curriculum design, and instructional evaluation. 3) Teaching design: teachers design teaching activities and course content based on subject matter and student characteristics. 4) Teaching management: guiding student behavior, and effectively utilizing resources. 5) Communication: Teachers' communication skills include effective communication with students, parents, and colleagues. 6) Education technology: multimedia instruction, online learning platforms, etc. 7) Ethic: Teachers should possess the correct values and behavioral guidelines, care about student development, uphold the principles of fairness and justice, and protect students' rights and interests.

Fink, L. D. (2003) believes that teaching competency refers to the combination of various knowledge and skills that directly affect the smooth completion of their teaching tasks in the practice process of education and teaching activities, and is the comprehensive performance of teachers' comprehensive quality. It

consists of 5 components: 1) Personal characteristics: Ability to inspire and engage students through enthusiasm and passion. 2) Teaching cognition: Understanding of educational theories and pedagogical principles. 3) Teaching management: Skill in organizing and maintaining an orderly learning environment. 4) Methodology: Application of effective teaching strategies and innovative techniques. 5) Assessment: Capability to assess student progress and learning outcomes accurately.

Teng, X. (2006) described teacher training and development need to be adjusted and optimized according to the new core competency structure to meet the demands of modern higher education, involving 7 components as follows. 1) Teaching cognition: Understanding of pedagogical theories and principles to inform instructional practices. 2) Ethic: Adherence to professional and moral standards in teaching interactions and decision-making. 3) Long-life learning: Commitment to continuous professional development and self-improvement as an educator. 4) Technology: Integration of educational technologies to enhance teaching effectiveness and student engagement. 5) Communication: Effective communication with students, colleagues, and stakeholders to facilitate learning. 6) Teaching design: Development of innovative and effective lesson plans and teaching strategies tailored to diverse student needs. 7) Evaluation: Skill in evaluating student progress and providing constructive feedback to support learning outcomes.

Zhang, X, Lin, C, & Shen, J. (2007) explained the components of teaching competence for university teachers, which mainly include the following 7 components: 1) Ethics: The framework of principles and values that guides behavior and decision-making within educational contexts, focusing on the well-being and rights of students and the responsibilities of educators, 2) Technology: The broad range of tools, platforms, and resources that facilitate and enhance learning experiences, not only through digital means but also through innovative approaches to pedagogy and interaction, 3) Evaluation: A reflective process that extends beyond mere assessment of

learning outcomes to include the appraisal of teaching methodologies, curriculum relevance, and the effectiveness of educational technologies in meeting learners' needs, 4) Environment: The comprehensive setting in which learning occurs, encompassing physical spaces, cultural context, social dynamics, and psychological safety, all of which contribute to the educational experience, 5) Teaching management: The strategic approach to orchestrating all elements of the learning experience, including curriculum pacing, learner engagement, and the creation of a supportive educational environment that caters to diverse learning needs, 6) Personal characteristics: The attributes and qualities of educators, such as empathy, resilience, adaptability, and passion for teaching, which significantly influence their effectiveness and the impact on their students, 7) Teaching design: A holistic and iterative process of crafting educational experiences, considering learners' backgrounds, interests, and challenges, and integrating pedagogical theories, content knowledge, and technological tools to foster meaningful learning.

Baeten, M., & Simons, M. (2014) believe that teachers' competencies should be divided into 7 components, including 1) personal skill competency: Mastery of pedagogical skills essential for effective teaching and learner engagement, 2) personal characteristics competency: display of empathy, resilience, and enthusiasm, crucial for fostering a supportive and motivating learning environment, 3) cognition competency: ability to positively impact students' thinking and learning strategies, enhancing their cognitive development, 4) attitude: maintenance of a positive and professional outlook towards teaching, learning, and continuous personal growth, 5) evaluation and reflection: Skill in assessing educational outcomes and reflecting on teaching practices to drive continuous improvement, 6) language expression: Proficiency in clear and effective communication, crucial for teaching and understanding student feedback, 7) professional ethic: Adherence to ethical principles in teaching, ensuring fairness, respect, and integrity in the educational process.

Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) pointed out that what a teacher knows should be ten times more and twenty times more than what he had to say in class, so as to be able to cope and master the textbook freely. In the classroom, selected from a lot of facts the most important, teachers only have rich knowledge, to select the best part to teach students, but also should see the society in advance, science in development, even if their business foundation is solid, teaching experience is rich, or to study hard, expand update knowledge. Mainly includes 7 components: 1) Ethic: Emphasizes adhering to integrity, fairness, and responsibility in educational practice, ensuring the educational process is just and beneficial to all participants, 2) Language expression, 3) Education technology: Covers the design, development, utilization, management, and evaluation of information technology and other learning resources to promote effective learning, 4) Teaching design: a systematic development process aimed at achieving predetermined educational objectives and learning outcomes through carefully designed teaching activities and materials, 5) Professional skill, 6) Teaching cognition: focuses on the psychological processes of how learners process information, construct knowledge, and develop understanding, emphasizing teaching methods that cater to these processes, 7) Evaluation: the systematic process of gauging educational effectiveness through which teachers assess learning outcomes, methodologies, and their own instructional practices, aiming for continual enhancement of teaching competencies and student achievement.

Yu, C. H, Yao, B. H. (2015) explained the components of teaching competence for university teachers, mainly including the following 7 components: 1) Teaching design: The strategic formulation of learning objectives, content, and activities tailored to meet diverse student needs, emphasizing creative and inclusive instructional approaches, 2) Teaching management: The orchestration of classroom dynamics, resource allocation, and the establishment of a conducive learning atmosphere, prioritizing efficiency, and student engagement, 3) Method: A specific approach or technique employed in teaching, characterized by its adaptability to

various learning styles and objectives, aimed at optimizing educational outcomes, 4) Education Technology: The integration of digital tools and innovative solutions into the learning environment, designed to enhance accessibility, engagement, and personalized learning experiences, 5) Long-life learning: The continuous pursuit of knowledge and skills beyond formal education, driven by personal interest or professional development, emphasizing adaptability and growth in a rapidly changing world, 6) Teaching cognition: Understanding pedagogical theories and principles to inform instructional strategies. 7) Professional skills: Demonstrating proficiency in various teaching-related skills such as classroom management and lesson planning.

Ye, L, Bai, Y, Wang, J, et al. (2015) mentioned that teachers must pay attention to grasp the latest development trends and research results of the discipline. Constantly update and improve their own professional knowledge structure, so that they become a fresh and nutritious trickle for students rather than a bucket of stagnant water. Undoubtedly, teachers, as a professional, must have the basic knowledge required by their professional work. They include 8 components: 1) Teaching cognition: Understanding of pedagogical theories and principles. 2) Teaching management: Competency to maintain discipline and create a conducive learning environment. 3) Communication: Effective interaction with students, colleagues, and parents. 4) Methodology: Application of diverse teaching strategies and techniques. 5) Environment: Creating a positive and supportive atmosphere for learning. 6) Assessment: Skill in evaluating student progress and learning outcomes. 7) Long-life learning: Continual professional development and updating of teaching skills. 8) Ethic: Adherence to moral and ethical standards in teaching practices.

Wang, L. (2019) mentioned in his research that teachers must have the basic knowledge and skills to engage in education and teaching, and in the process of teachers' professional development, teachers' attitudes, values, beliefs, knowledge skills and various behaviors need to be constantly adjusted, revised, re-examined and

evaluated. Mainly includes 6 components: 1) Teaching design: Involves the process of planning and constructing teaching activities, course content, and assessment methods aimed at achieving specific learning objectives, 2) Teaching management: The guidance and coordination of the implementation of teaching activities, including classroom management, resource allocation, and time planning, to optimize the learning environment, 3) Teaching cognition: Teacher's understanding and knowledge of how cognitive processes operate in students' learning, and how to promote the development of these processes through teaching strategies., 4) Ethic: Maintaining moral principles and standards of conduct in an educational setting, including mutual respect, honesty, and fairness between teachers and students, 5) Evaluation: The systematic process of collecting and analyzing data on students' learning outcomes using various assessment tools and methods, with the goal of improving teaching effectiveness and student learning, 6) Education technology: The application of information technology and other technical tools in teaching activities to enhance teaching efficiency and learning outcomes.

In view of teachers' teaching competency, the researchers have integrated the components of strengthening teachers' teaching competency through literature and related research, as shown in Table 1:
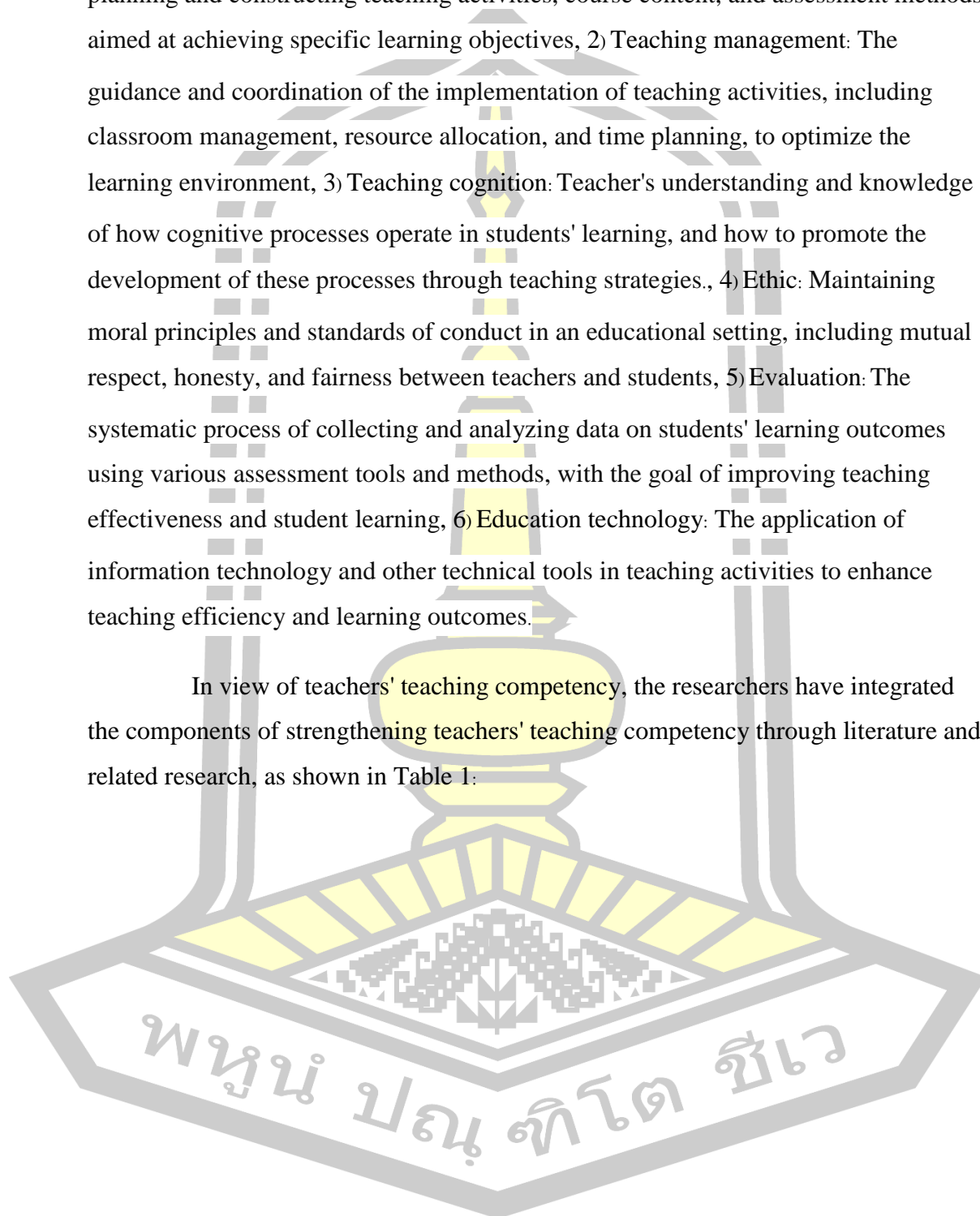
Table 1 The Component of Teachers' Teaching Competency

Scholar / Component	Shen, J., & Wang, K. R. (2000)	Fink, L. D. (2003)	Teng, X. (2006)	Zhang, X, Lin, C, & Shen, J. (2007)	Baeten, M., & Simons, M. (2014)	Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015)	Yu, C.H, Yao, B.H.(2015)	Ye, L, Bai, Y, Wang, J, et al. (2015)	Wang, L. (2019)	Summary
1.Personal characteristics		☐		☐	☐					3
2.Teaching Cognition	☐	☐	☐	☐	☐	☐		☐	☐	8*
3. Professional skill	☐				☐	☐	☐			4
4. Attitude					☐					1
5 Teaching design	☐		☐	☐		☐	☐		☐	6*
6. Teaching management	☐	☐		☐			☐	☐	☐	6*
7. Communication	☐		☐					☐		3
8. Method		☐					☐	☐		3
9. Environment				☐				☐		2
10. Evaluation		☐	☐	☐	☐	☐		☐	☐	7*
11. Education technology	☐		☐	☐		☐	☐		☐	6*
12. Long-life learning			☐					☐		2
13.Language expression				☐	☐	☐				3
14.Ethic	☐		☐	☐	☐	☐		☐	☐	7*

From table 1, following the literature on teachers' teaching competency, six components with more than 50% of the authors agreed to them. The researcher identified 6 components that teachers need to enhance teaching competency. These areas include 1) Teaching cognition, 2) Teaching design, 3) Teaching management, 4) evaluation, 5) Education technology, 6) Ethic. Furthermore, the following section describe these 6 areas as described by the literature and identify key elements for assessing and improving teachers' teaching competencies in journalism education management.

1. Teaching Cognition

1.1 Meaning of Teaching Cognition

Shen, J., & Wang, K. R. (2000) mentioned that the teaching cognition was teachers' understanding and application of educational theories, pedagogical principles, and teaching methods. Fink, L. D. (2003) defined the teaching cognition as understanding of educational theories and pedagogical principles. Teng, X. (2006) defined the teaching cognition as understanding of pedagogical theories and principles to inform instructional practices. Baeten, M., & Simons, M. (2014) mentioned that teaching cognition was what impact teachers should have on students' behavior. Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) defined the teaching cognition as Focuses on the psychological processes of how learners process information, construct knowledge, and develop understanding, emphasizing teaching methods that cater to these processes. Yu, C. H, Yao, B. H. (2015) defined the teaching cognition as understanding pedagogical theories and principles to inform instructional strategies. Ye, L, Bai, Y, Wang, J, et al. (2015) defined the teaching cognition as understanding of pedagogical theories and principles. Wang, L. (2019) mentioned that teaching cognition was Teacher's understanding and knowledge of how cognitive processes operate in students' learning, and how to promote the development of these processes through teaching strategies.

In summary, teaching cognition refers to the competency to understand, understand and grasp the basic elements of teaching activities (such as tasks, contents, objects, etc.), including the competency to understand the professional objectives and courses at the beginning of the school year, the competency to understand the teaching objects, understand the characteristics of the physical and mental development of university students, the competency to analyze and deal with teaching materials, and be able to focus on discipline development.

1.2 Indicators of Teaching Cognition

Hattie, J. A. (2009) believes that teachers need to clarify the curriculum objectives and learning objectives to determine the content and teaching methods to be taught. This includes determining the knowledge, skills, and competencies that students should possess. He believes teaching cognition need involved 6 indicators: 1) Understand professional objectives and courses, 2) Understand the teaching object, 3) Understand the characteristics of the physical and mental development, 4) Analyze and deal with teaching materials, 5) Clear teaching goals to achieve, 6) Focus on discipline development.

Zhong, B.L, & Liu, L. (2012) mentioned that the in-depth insight into teaching cognition and teachers' thinking process is helpful to understand and improve educational practice. Teachers' thinking, decision-making and strategies in classroom teaching, as well as their understanding of students' learning process and difficulties, are all the contents of teachers' cognition. He believed teaching cognition need involved 3 indicators: 1) Understand professional objectives and courses, 2) Understand the teaching object, 3) Analyze and deal with teaching materials.

Lü, J, & Zhang, Y. (2012) explained teaching cognition may involve teachers' comprehension and application of educational theories, teaching methods, and pedagogical principles. This encompasses teachers' awareness of the learning process and how to integrate educational theory with practice to design and

implement effective teaching activities. They believed teaching cognition need involved 2 indicators: 1) Understand the characteristics of the physical and mental development of university students, 2) Cognitive attitude.

Fuller. F. F. (2013) proposed that teachers' teaching cognitive competency refers to the competency to understand, understand and grasp the basic elements of teaching activities (such as tasks, content, objects, etc.), including the competency to understand professional objectives and courses, the competency to understand teaching objects, and the competency to analyze and process teaching materials. It includes 4 elements: 1) Understand professional objectives and courses, 2) Understand the teaching object, 3) Analyze and deal with teaching materials, 4) Clear teaching goals to achieve.

Chen, M., Zheng, F., & Miao, G. (2018) explained the teaching cognition. This encompasses teachers' awareness of the learning process and how to integrate educational theory with practice to design and implement effective teaching activities. He believed that curriculum is the content outline and target system of classroom teaching, and it is the overall planning and process of teaching and students' various learning activities. In a narrow sense, a course refers to a specific subject, such as higher mathematics, university Chinese, logic, etc. Curriculum preparation is to scientifically arrange the curriculum and form a certain structure according to certain procedures and steps, including the establishment of the course objectives, selecting and organizing the course content. Teaching cognition is consisted of 6 indicators: 1) Understand the characteristics of the physical and mental development of university students, 2) Analyze and deal with teaching materials, 3) Analyze the overall structure of the textbook, 4) Analyze the knowledge points of the textbook, 5) Clear teaching goals to achieve, 6) Focus on discipline development.

Jiang, C. (2019) mentioned that teachers are not only craftsmen who can only teach, but also researchers of education and teaching. believes that teachers should give full play to the guiding role of educational theory in educational practice,

so as to maximize the benefit of the combination of educational theory and educational practice, and improve teachers' educational practice competency. He gave the views that teaching cognition has 5 indicators: 1) Understand professional objectives and courses, 2) Understand the teaching object, 3) Understand the characteristics of the physical and mental development of university students, 4) Clear teaching goals to achieve, 5) Focus on discipline development.

In view of teaching cognition, the researchers have integrated the indicators of teaching cognition through literature and related research, as shown in Table 2:
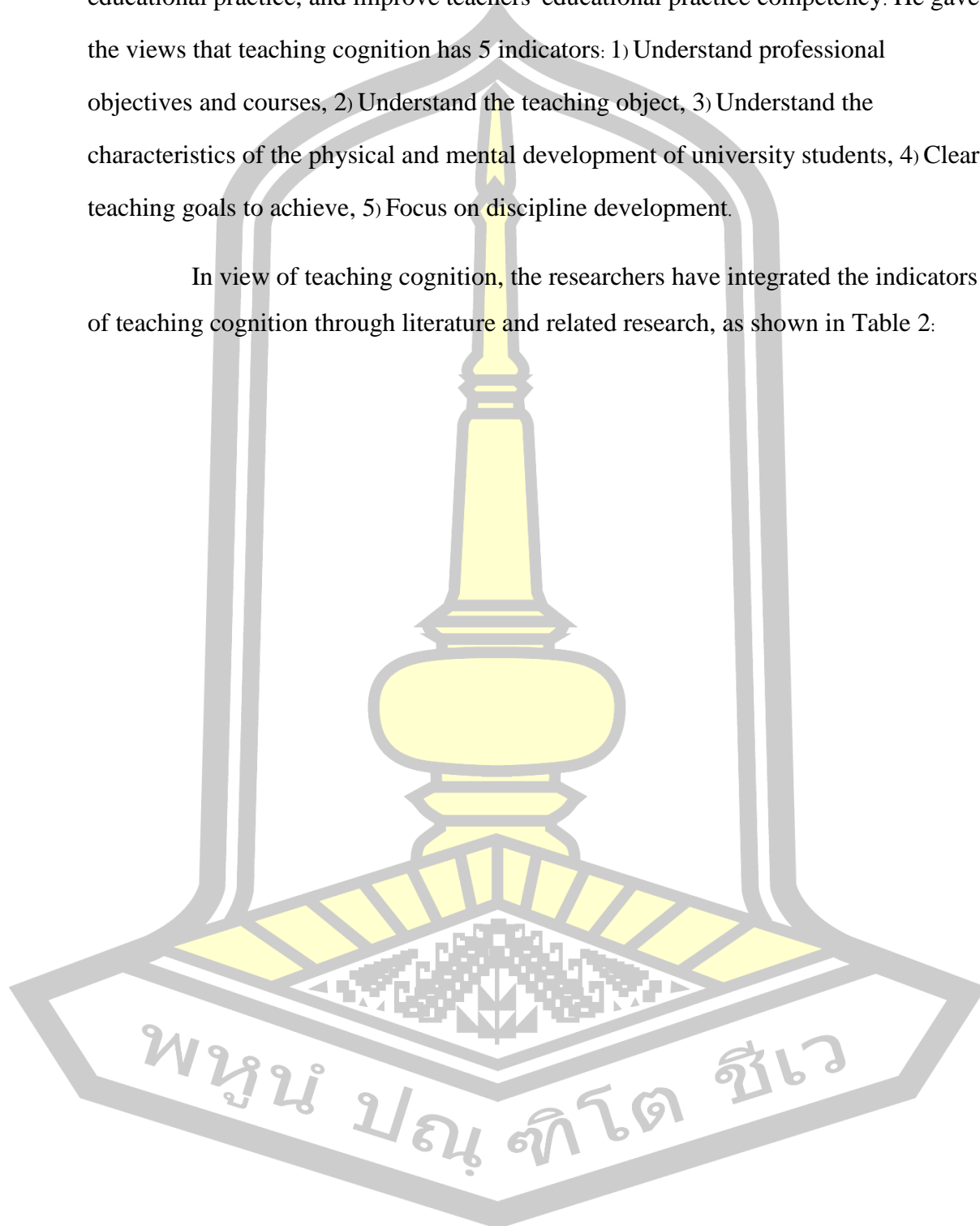
Table 2 The Indicators of Teaching Cognition

Indicators	Hattie, J.A.(2009)	Zhong, B.L, & Liu, L.(2012)	Lü, J, & Zhang, Y.(2012	Fuller.F.F.（2013）	Chen, M., Zheng, F., & Miao, G.(2018)	Jiang, C.(2019)	Summary
1. Understand professional objectives and courses	☐	☐		☐		☐	4*
2. Understand the teaching object	☐	☐		☐		☐	4*
3. Understand the characteristics of the physical and mental development of university students	☐		☐		☐	☐	4*
4. Analyze and deal with teaching materials	☐	☐		☐	☐		4*
5.Analyze the overall structure of the textbook					☐		1
6.Analyze the knowledge points of the textbook					☐		1
7.Clear teaching goals to achieve	☐			☐	☐	☐	4*
8. Cognitive attitude		☐					1
9.Focus on discipline development	☐				☐	☐	3*

In summary, from studying documents and information from various academics, it can be concluded that teaching cognition include: 1) understanding professional objectives and courses, 2) understanding teaching objects, 3) analyze and deal with teaching materials, 4) understand the characteristics of the physical and mental development of university students, 5) clear teaching objectives and 6) focusing on discipline development. They include teacher thinking, decision-making and strategies in classroom teaching, as well as their understanding of students' learning processes and difficulties.

2. Teaching Design

2.1 Meaning of Teaching Design

Shen, J., & Wang, K. R. (2000) defined the teaching design as teachers design teaching activities and course content based on subject matter and student characteristics. Teng, X. (2006) mentioned that teaching design was development of innovative and effective lesson plans and teaching strategies tailored to diverse student needs. Zhang, X, Lin, C, & Shen, J. (2007) defined the teaching design as a holistic and iterative process of crafting educational experiences, considering learners' backgrounds, interests, and challenges, and integrating pedagogical theories, content knowledge, and technological tools to foster meaningful learning. Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) mentioned that teaching design was a systematic development process aimed at achieving predetermined educational objectives and learning outcomes through carefully designed teaching activities and materials. Yu, C. H, Yao, B. H. (2015) explained that the strategic formulation of learning objectives, content, and activities tailored to meet diverse student needs, emphasizing creative and inclusive instructional approaches. Wang, L. (2019) mentioned that teaching design involves the process of planning and constructing teaching activities, course content, and assessment methods aimed at achieving specific learning objectives.

In summary, teaching design refers to the competency to master the design requirements of teaching objectives, highlight the key points and difficult points, the competency to choose teaching strategies and appropriate teaching methods, and the competency to make teaching plans.

2.2 Indicators of Teaching Design

Abd Hamid S R, Syed Hassan S S, Ismail N A H (2012) mentioned that teaching design is very important. Heuristic teaching facing students is not only the object of teaching, but also the subject of teaching understanding activities. Teaching activities should fully reflect the status and role of students, and the selection of teaching methods should pay attention to mobilize their enthusiasm and initiative to participate in teaching. They gave the views that teaching cognition has 4 indicators: 1) Heuristic teaching, 2) The competency to highlight the key points and difficult points, 3) Choose teaching strategies, 4) Choose the appropriate teaching methods.

Zhang, Z., & Li, T. (2013) explained the teaching design competency includes the competency to design teaching objectives, highlight teaching key points, difficult points, choose teaching strategies and teaching methods, and the competency to write teaching plans. involving 5 indicators as follows: 1) Master the design requirements of teaching objectives, 2) The competency to highlight the key points and difficult points, 3) Choose teaching strategies, 4) Choose the appropriate teaching methods, 5) Make teaching plan.

Wu, Z. L. (2014) in the "theory of teachers' professional competency and high education course effective education way", the teacher's practical competency including teaching competency, teaching monitoring, design teaching competency, education teaching organization and management competency, grasp and grasp the competency of education teaching objectives, teaching competency, etc. His understanding of teaching design mainly consists of 6 aspects: 1) Master the design requirements of teaching objectives, 2) The competency to highlight the key points

and difficult points, 3) Teaching monitoring, 4) Choose teaching strategies, 5) Choose the appropriate teaching methods, 6) Make teaching plan.

Baeten M, Simons M. (2014) mentioned that the teaching objectives designed by teachers refer to the specific objectives of classroom teaching, which usually refers to the unit teaching objectives and class hour teaching objectives. He proposes that teaching design is the most crucial component in the entire teaching process. teaching design consists of 4 indicators: 1) Master the design requirements of teaching objectives, 2) The competency to highlight the key points and difficult points, 3) Choose the appropriate teaching methods, 4) Make teaching plan.

He, J. (2015) believes that teaching design is considered the key component in the entire educational process. His theory is based on cognitive learning theory, emphasizing that teachers should design challenging and inspiring teaching activities according to students' cognitive development levels and subject characteristics. Through empirical research on instructional design, he found that adopting personalized and inquiry-based teaching design can significantly improve students' academic performance and learning motivation. It includes 3 indicators: 1) The competency to highlight the key points and difficult points, 2) Choose the appropriate teaching methods, 3) Choose teaching strategies.

Lu, Y. (2017) based on constructivist theory, proposing that teaching design is a crucial factor in shaping students' learning experiences and improving teaching quality. He advocates for teachers to use heuristic teaching methods to solve problems and to design teaching activities by altering teaching strategies, thus promoting students' autonomous learning and knowledge construction. Through empirical research, he concluded that adopting constructivist-based teaching design can significantly enhance students' interest in learning and academic performance. It consists of 5 indicators: 1) Master the design requirements of teaching objectives, 2)

Heuristic teaching, 3) Choose the appropriate teaching methods, 4) Choose teaching strategies, 5) Make teaching plan.

Merrill, M. D. (2022) pointed out that the teaching design should cover many aspects, including curriculum objectives, teaching methods, textbook selection, student evaluation, etc. Teachers need to choose appropriate teaching methods and strategies to meet students' needs and curriculum objectives. This may include lecturing, demonstration, group discussion, problem solving, experimentation, etc. He gave the views that teaching design has 3 indicators: 1) The competency to Teaching organization, 2) Evaluation of teaching effect, 3) Group discussion.

In view of teaching design, the researchers have integrated the indicators of teaching design through literature and related research, as shown in Table 3:

Table 3 The Indicators of Teaching Design

Indicators	Abd Hamid S R, Syed Hassan S S, Ismail N A H（2012）	Zhang, Z., & Li, T. (2013)	Wu, Z.L.(2014)	Baeten M, Simons M.（2014）	He, J.(2015)	Lu, Y.(2017)	Merrill, M.D.(2022)	Summary
1. Master the design requirements of teaching objectives		□	□	□		□		4*
2. Heuristic teaching	□					□		2
3. The competency to highlight the key points and difficult points	□	□	□	□	□			5*
4. Teaching monitoring			□					1
5. Choose teaching strategies	□	□	□		□	□		5*
6. The competency to Teaching organization							□	1
7. Choose the appropriate teaching methods	□	□	□	□	□	□		6*
8. Make teaching plan		□	□	□			□	4*
9. Evaluation of teaching effect							□	1
10. Group discussion							□	1

In summary, according to the literature and related research, the indicators of teaching design include: 1) Master the design requirements of teaching objectives, 2) The competency to highlight the key points and difficult points, 3) Choose teaching strategies, 4) Choose the appropriate teaching methods, 5) Make teaching plan.

3. Teaching Management

3.1 Meaning of Teaching Management

Shen, J., & Wang, K. R. (2000) defined the teaching management as guiding student behavior, and effectively utilizing resources. Fink, L. D. (2003) believed that Skill in organizing and maintaining an orderly learning environment. Zhang, X, Lin, C, & Shen, J. (2007) mentioned that teaching management was the strategic approach to orchestrating all elements of the learning experience, including curriculum pacing, learner engagement, and the creation of a supportive educational environment that caters to diverse learning needs. Yu, C. H, Yao, B. H. (2015) mentioned that teaching management was the orchestration of classroom dynamics, resource allocation, and the establishment of a conducive learning atmosphere, prioritizing efficiency, and student engagement. Ye, L, Bai, Y, Wang, J, et al. (2015) mentioned that the meaning of the teaching management was competency to maintain discipline and create a conducive learning environment. Wang, L. (2019) mentioned that the definition was the guidance and coordination of the implementation of teaching activities, including classroom management, resource allocation, and time planning, to optimize the learning environment.

In summary, Teaching management refers to the competency to take effective measures to control the smooth progress of classroom teaching according to the teaching needs and the characteristics of the teaching objects. Teachers have a certain personality and charm, in a healthy and beautiful classroom environment has a good classroom discipline, and students to establish a harmonious relationship with students. Teachers can correctly understand and play the role of teachers in teaching

management, are good at self-management, have a certain positive persuasion, and can have a positive impact on students' classroom behavior.

3.2 Indicators of Teaching Management

Darling-Hammond, L., & Jones, K. (2011) explain the factors affecting university classroom management. The factors affecting university teaching management mainly include 3 aspects: 1) Teachers have personality charm, 2) The teacher's positive and negative conclusion of the students' classroom behavior, 3) Create a healthy and beautiful classroom environment.

Zhu C, Wang D（2014）mentioned that the competency of teachers in teaching management refers to the competency to take effective measures from the teaching needs and the characteristics of teaching objects according to control the smooth progress of classroom teaching. He gave the views that teaching management has 8 indicators: 1) Teachers have personality charm, 2) The teacher's positive and negative conclusion of the students' classroom behavior, 3) Expert authority, 4) Effective evaluation, 5) Establishing a harmonious teacher-student relationship, 6) Teachers are good at self-management, 7) Develop good persuasion, 8) Correctly understand and play the role of teacher profession.

Chen, W. P. (2019) explained the specific performance of classroom management competency. Based on social learning theory, managing the classroom by establishing positive teacher-student relationships and fostering a collaborative atmosphere. Through on-site observations and questionnaire surveys, he found that implementing proactive teaching management can increase student engagement and learning effectiveness, cultivating teamwork spirit and autonomous learning abilities among students. His understanding of teaching management mainly consists of 7 indicators: 1) Have good classroom discipline, 2) Create a healthy and beautiful classroom environment, 3) Establishing a harmonious teacher-student relationship, 4)

Teachers are good at self-management, 5) Correctly understand and play the role of teacher profession, 6) Develop good persuasion, 7) Interpersonal interaction.

Xu, G. Q., & Wang, H. N. (2022) mentioned that teaching management should involved 4 indicators. 1) Teachers have personality charm, 2) Have good classroom discipline, 3) Teachers are good at self-management, 4) Develop good persuasion.

Luo, C., Liu, Yan, Y., (2023) believe that teachers play an important role in classroom teaching, and the researcher introduces and how to improve students' learning outcomes through effective teaching management. The book also provides many practical teaching strategies and methods, including teachers' positive and negative conclusions on students' classroom behavior, etc., to help teachers to better conduct teaching management. The teaching management consisted of 6 indicators: 1) The teacher's positive and negative conclusion of the students' classroom behavior, 2) Have good classroom discipline, 3) Create a healthy and beautiful classroom environment, 4) Establishing a harmonious teacher-student relationship, 5) Teachers are good at self-management, 6) Develop good persuasion.

In view of teaching management, the researchers have integrated the indicators of teaching management through literature and related research, as shown in Table 4:
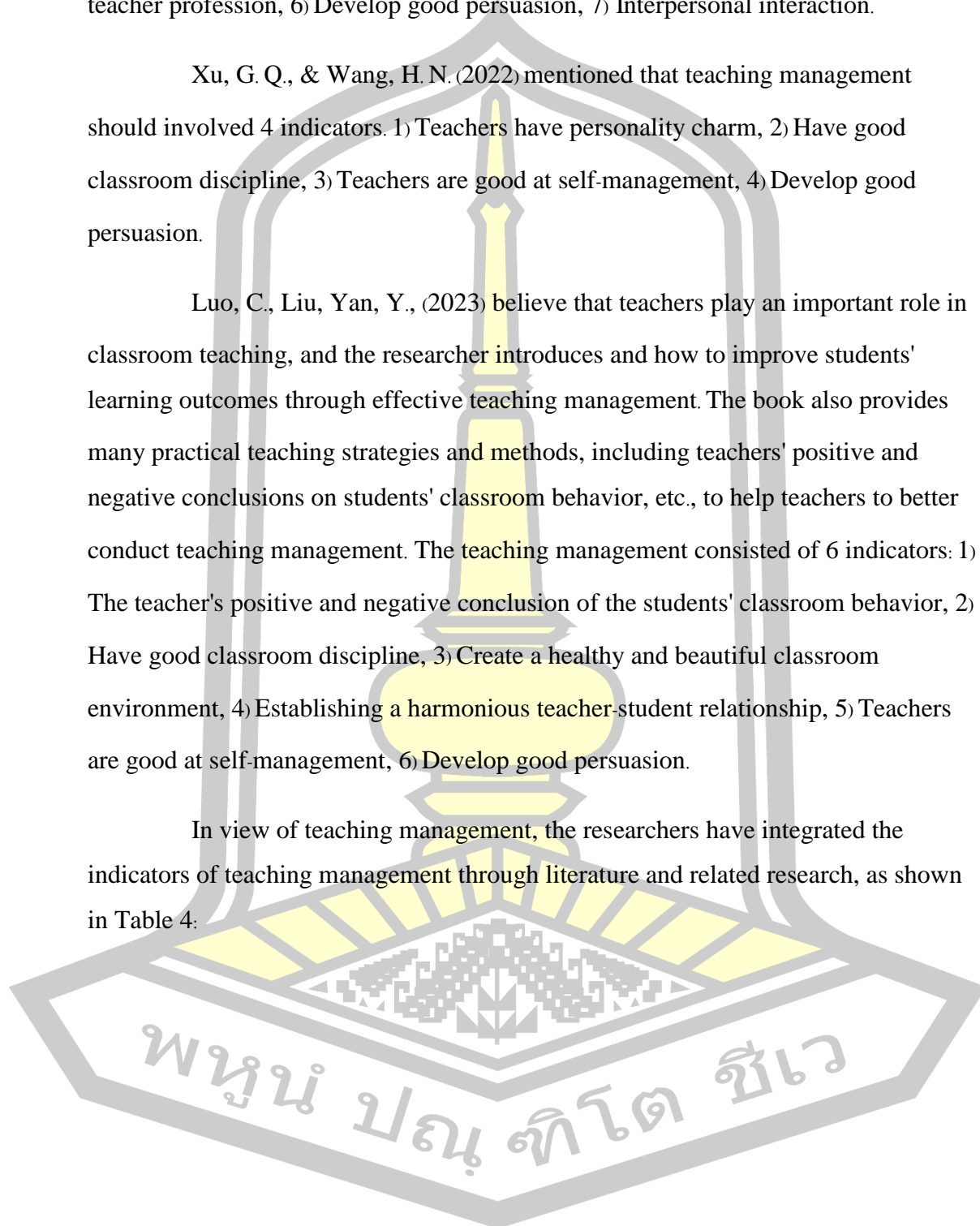
Table 4 The Indicators of Teaching Management

Indicators	Darling-Hammond, L., & Jones, K. (2011)	Zhu C, Wang D (2014)	Chen, W.P. (2019)	Xu, G. Q., & Wang, H. N. (2022)	Luo, C., Liu, Yan, Y., (2023)	Summary
1. Teachers have personality charm	☐	☐		☐		3*
2. The teacher's positive and negative conclusion of the students' classroom behavior	☐	☐			☐	3*
3. Expert authority		☐				1
4. Have good classroom discipline			☐	☐	☐	3*
5. Create a healthy and beautiful classroom environment	☐		☐		☐	3*
6. Effective evaluation		☐				1
7. Establishing a harmonious teacher-student relationship		☐	☐		☐	3*
8. Teachers are good at self-management		☐	☐	☐	☐	4*
9. Develop good persuasion		☐	☐		☐	3*
10. Interpersonal interaction			☐			1
11. Correctly understand and play the role of teacher profession		☐	☐	☐		3*

In summary, according to the literature and related research, the indicators of teaching management include: 1) Teachers have personality charm, 2) The teacher's positive and negative conclusion of the students' classroom behavior, 3) Have good classroom discipline, 4) Create a healthy and beautiful classroom environment, 5) Establishing a harmonious teacher-student relationship, 6) Teachers are good at self-

management, 7) Develop good persuasion, 8) Correctly understand and play the role of teacher profession.

4. Evaluation

4.1 Meaning of Evaluation

Fink, L. D. (2003) mentioned that the meaning of evaluation was capability to assess student progress and learning outcomes accurately. Teng, X. (2006) defined the evaluation as skill in evaluating student progress and providing constructive feedback to support learning outcomes. Zhang, X, Lin, C, & Shen, J. (2007) mentioned that the definition was a reflective process that extends beyond mere assessment of learning outcomes to include the appraisal of teaching methodologies, curriculum relevance, and the effectiveness of educational technologies in meeting learners' needs. Baeten, M., & Simons, M. (2014) defined as skill in assessing educational outcomes and reflecting on teaching practices to drive continuous improvement. Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) defined as the systematic process of gauging educational effectiveness through which teachers assess learning outcomes, methodologies, and their own instructional practices, aiming for continual enhancement of teaching competencies and student achievement. Ye, L, Bai, Y, Wang, J, et al. (2015) defined as skill in evaluating student progress and learning outcomes. Wang, L. (2019) mentioned the meaning of evaluation as the systematic process of collecting and analyzing data on students' learning outcomes using various assessment tools and methods, with the goal of improving teaching effectiveness and student learning.

In summary, evaluation refers to the competency of teachers to objectively evaluate their own teaching practice and teaching effect according to certain standards. Teachers can understand students' understanding and acceptance of teachers' classroom teaching content by asking questions, checking homework and

written tests. Teachers evaluate students' practical competency through practical activities and experiment report. Teachers evaluate students' competency to use knowledge to analyze and solve problems through classroom discussions, essay writing, and open-book examination. Teachers should be able to correctly understand the examination methods, properly use the examination methods, and explore new forms of examination methods. At the same time, teachers' competency on self-evaluation and self-reflection competency is also very important.

4.2 Indicators of Evaluation

Lü, L. H., & Shen, C. (2010) mentioned that teachers' teaching evaluation competency points to both teaching and learning: one refers to the teachers' teaching self-evaluation competency; the other refers to the students' academic performance evaluation competency. Consisted of 5 indicators: 1) The students' competency to practice activities adopts the method of operational examination, 2) Have a correct understanding of the examination method, 3) Be able to use the test methods appropriately, 4) Be able to explore new forms of examination methods, 5) Have certain self-evaluation and self-reflection competency.

Gao Wei (2013) emphasizes that evaluation should go beyond traditional grades and test scores to focus more on cultivating students' critical thinking and innovation abilities. He advocates for the use of diverse assessment methods to encourage teachers to place a greater emphasis on the holistic development of students' abilities in teaching design and practice. Consisted of 8 indicators: 1) Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination, 2) The students' competency to practice activities adopts the method of operational examination, 3) Students' knowledge and skills were assessed by written test, 4) Assess students' abilities through classroom discussion, etc, 5) Use the oral test method to test the students' abilities, 6) Have a correct understanding of the examination method, 7) Be

able to use the test methods appropriately, 8) Be able to explore new forms of examination methods.

Qian, H. F. (2015) Believes that effective evaluation is not only a tool for measuring student learning outcomes but also a crucial means to promote professional growth and teaching improvement for teachers. He suggests that reasonable scoring can help teachers better understand their strengths and weaknesses during the teaching process, thereby enabling targeted adjustments and improvements in teaching. Consisted of 5 indicators: 1) The students' competency to practice activities adopts the method of operational examination, 2) Students' knowledge and skills were assessed by written test, 3) Assess students' abilities through classroom discussion, etc. 4) Use the oral test method to test the students' abilities, 5) Reasonable scoring.

Tao, Y., & Ren, C. (2015) mentioned that organize and evaluate information Values are the role of evaluation in enhancing interaction and communication between teachers and students, considering it key to improving teaching quality and the learning experience. Huang suggests that through effective communication, teachers can obtain valuable feedback, which in turn allows them to adjust teaching methods to meet the individual learning needs of students. Consisted of 8 indicators: 1) Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination, 2) Organize and evaluate information, 3) Students' knowledge and skills were assessed by written test, 4) Assess students' abilities through classroom discussion, etc, 5) Use the oral test method to test the students' abilities, 6) Be able to explore new forms of examination methods, 7) Have certain self-evaluation and self-reflection competency, 8) Be able to use the test methods appropriately.

Huang, B. (2017) believes that evaluation is a multidimensional process, emphasizing that the combination of teacher self-reflection and student feedback can significantly improve teaching effectiveness. Huang proposes that through this

feedback mechanism, teachers can more accurately identify and strengthen their teaching strategies and test methods. Including of 4 indicators: 1) Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination, 2) Adjust teaching strategies, 3) Have a correct understanding of the examination method, 4) Have certain self-evaluation and self-reflection competency.

In view of evaluation, the researchers have integrated the indicators of evaluation through literature and related research, as shown in Table 5:

Table 5 The Indicators of Evaluation

Indicators	Lü, L. H., & Shen, C. (2010)	Gao Wei (2013)	Qian, H. F. (2015)	Tao, Y., & Ren, C. (2015)	Huang, B. (2017)	Summary
1.Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination		□		□	□	3*
2.The students' competency to practice activities adopts the method of operational examination	□	□	□			3*
3.Organize and evaluate information				□		1
4.Students' knowledge and skills were assessed by written test		□	□	□		3*
5.Adjust teaching strategies					□	1

6.Assess students' abilities through classroom discussion, etc.		☐	☐	☐		3*
7.Use the oral test method to test the students' abilities		☐	☐	☐		3*
8.Have a correct understanding of the examination method	☐	☐			☐	3*
9.Be able to use the test methods appropriately	☐	☐		☐		3*

Table 5 (Continue)

Indicator	Lü, L. H., & Shen, C. (2010)	Gao Wei (2013)	Qian, H.F.(2015)	Tao, Y., & Ren, C. (2015)	Huang, B. (2017)	Summary
10.Reasonable scoring			☐			1
11.Be able to explore new forms of examination methods	☐	☐		☐		3*
12.Have certain self-evaluation and self-reflection competency	☐		☐		☐	3*

In summary, according to the literature and related research, the indicators of evaluation include: 1) Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination, 2)

The students' competency to practice activities adopts the method of operational examination, 3) Students' knowledge and skills were assessed by written test, 4) Assess students' abilities through classroom discussion, etc, 5) Use the oral test method to test the students' abilities, 6) Have a correct understanding of the examination method, 7) Be able to use the test methods appropriately, 8) Be able to explore new forms of examination methods, 9) Have certain self-evaluation and self-reflection competency.

5. Education Technology

5.1 Meaning of Education Technology

Shen, J., & Wang, K. R. (2000) mentioned the meaning of education technology was multimedia instruction, online learning platforms, etc. Teng, X. (2006) defined the meaning as integration of educational technologies to enhance teaching effectiveness and student engagement. Zhang, X, Lin, C, & Shen, J. (2007) mentioned as the broad range of tools, platforms, and resources that facilitate and enhance learning experiences, not only through digital means but also through innovative approaches to pedagogy and interaction. Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) mentioned as covers the design, development, utilization, management, and evaluation of information technology and other learning resources to promote effective learning. Yu, C. H, Yao, B. H. (2015) mentioned as the integration of digital tools and innovative solutions into the learning environment, designed to enhance accessibility, engagement, and personalized learning experiences. Wang, L. (2019) mentioned as the application of information technology and other technical tools in teaching activities to enhance teaching efficiency and learning outcomes.

In summary, education technology refers to various material media or material conditions for university teachers to transmit teaching information. It is divided into conventional teaching means and modern teaching technology means. It requires teachers to understand the importance of educational technology and to be

able to carry out teaching practice and innovation based on technology. Teachers need to master information teaching activities, be able to skillfully use multimedia to carry out teaching, can analyze and evaluate data, and have Strong competency to accept new technologies such as ChatGPT and apply them.

5.2 Indicators of Education Technology

Yu C, & Yao B. (2005) mentioned that the integration of education technology and disciplines is a revolution on the road of education and teaching reform, a challenge to the traditional teaching mode, and a way to realize the transformation from exam-oriented education to quality-oriented education. Using computers and networks as learning tools, Using it as a medium for teaching, To realize the informatization and modernization of teaching so as to cultivate innovative and practical talents who can adapt to the development of productive forces of The Times. Consisted of 3 indicators: 1) Digital learning tools, 2) Master the competency of information teaching activities, 3) Strong competency to accept new technologies such as ChatGPT and apply them.

Stronge, J. H, Tucker, P.D (2007) sees education technology as a blend of digital tools and pedagogical strategies that personalize and enhance learning through collaborative and adaptive platforms. Consisted of 6 indicators: 1) Multimedia teaching, 2) Understand the importance of education technology, 3) Technology-based teaching practice and innovation, 4) Digital learning tools, 5) Master the competency of information teaching activities, 6) Strong competency to accept new technologies.

Bates, A. W., & Sangra, A. (2011) mentioned in Teachers College Record the use of data analysis techniques to track the progress of students in order to provide personalized learning support. Use mobile devices (such as smartphones and tablets) to support learning, including mobile applications and mobile-friendly courses. Consisted of 6 indicators: 1) Multimedia teaching, 2) Understand the importance of education technology, 3) Technology-based teaching practice and innovation, 4)

Artificial intelligence, 5) Master the competency of information teaching activities, 6) Strong competency to accept new technologies.

Rivkin, S. G. (2015) considers education technology to encompass transformative systems like data analytics and virtual reality, focusing on tailoring and enriching educational experiences for the digital future. Consisted of 4 indicators: 1) Multimedia teaching, 2) Understand the importance of education technology, 3) Technology-based teaching practice and innovation, 4) Master the competency of information teaching activities.

Kang, W. (2016) pointed out that the information-based teaching competency has become the basic means of survival of the information society, and the application competency of modern educational technology is an important part of teachers' teaching competency, and also an urgent need of teachers' own development. Information technology provides teachers with modern teaching means and management means, digital learning tools and environment, advanced teaching concepts and teaching environment. Consisted of 4 indicators: 1) Understand the importance of education technology, 2) Digital learning tools, 5) Master the competency of information teaching activities, 6) Strong competency to accept new technologies.

Fang, Y., & Feng, Y. (2017) mentioned that education technology is not just about the application of tools, but also the innovation of educational philosophies, aimed at developing learners equipped with 21st-century skills. Consisted of 4 indicators: 1) Multimedia teaching, 2) Understand the importance of education technology, 3) Technology-based teaching practice and innovation, 4) Strong competency to accept new technologies.

In view of education technology, the researchers have integrated the indicators of teaching education technology through literature and related research, as shown in Table 6:

Table 6 The Indicators of Education Technology

Indicator	Yu C, & Yao B. (2005)	Stronge, J.H, Tucker, P.D（2007）	Bates, A. W., & Sangrà, A. (2011)	Rivkin, S. G. (2015)	Kang, W. (2016)	Fang, Y., & Feng, Y. (2017)	Summary
1. Multimedia teaching		☐	☐	☐		☐	4*
2. Understand the importance of education technology		☐	☐	☐	☐	☐	6*
3. Technology-based teaching practice and innovation		☐	☐	☐		☐	4*
4. Digital learning tools	☐	☐			☐		3
5. Master the competency of information teaching activities	☐	☐	☐	☐	☐		5*
6. Strong competency to accept new technologies such as ChatGPT and apply them	☐	☐	☐		☐	☐	5*
7. Artificial intelligence			☐				1

In summary, according to the literature and related research, the indicators of teaching design include: 1) Multimedia teaching, 2) Understand the importance of education technology, 3) Technology-based teaching practice and innovation, 4) Master the competency of information teaching activities, 5) Strong competency to accept new technologies such as ChatGPT and apply them.

6. Ethic

6.1 Meaning of Ethic

Shen, J., & Wang, K. R. (2000) defined the meaning of ethic as teachers should possess the correct values and behavioral guidelines, care about student development, uphold the principles of fairness and justice, and protect students' rights and interests. Teng, X. (2006) mentioned that the meaning of ethic as adherence to professional and moral standards in teaching interactions and decision-making. Zhang, X, Lin, C, & Shen, J. (2007) defined ethic as the framework of principles and values that guides behavior and decision-making within educational contexts, focusing on the well-being and rights of students and the responsibilities of educators. Baeten, M., & Simons, M. (2014) defined ethic as adherence to ethical principles in teaching, ensuring fairness, respect, and integrity in the educational process. Kaendler C, Wiedmann M, Rummel N, et al., & Spada, H. (2015) defined ethic as emphasizes adhering to integrity, fairness, and responsibility in educational practice, ensuring the educational process is just and beneficial to all participants. Ye, L, Bai, Y, Wang, J, et al. (2015) defined ethic as adherence to moral and ethical standards in teaching practices. Wang, L. (2019) mentioned that the meaning of ethic was maintaining moral principles and standards of conduct in an educational setting, including mutual respect, honesty, and fairness between teachers and students.

In summary, ethic refers to the moral principles and values that teachers should follow in their teaching practice. This includes ethical norms that teachers should follow in their interactions with students, teaching decisions, and educational settings. Teachers should uphold a high degree of professional ethics, including honesty, justice and respect for students. Teachers should respect the privacy rights of students and colleagues, responsible social media use, ensure that the teaching environment is fair and inclusive, impart honest and accurate information. supervision and self-supervision are also including it and conscientiously perform their teaching duties.

6.2 Indicators of Ethic

Strike, K. A., & Soltis, J. F. (2004) mentioned that teachers engaged in journalism education should have a series of ethical principles and moral values to guide students to adopt moral and responsible behavior in the field of journalism. Consisted of 7 indicators: 1) Fair and balanced, 2) Privacy and respect, 3) Transparency, 4) Able to skillfully use the multimedia teaching, 5) Responsible use of social media, 6) Anti-corruption and expose, 7) Support for career development.

Strike, K. A. (2008) believes that teachers' ethics should include respect for students, fair treatment of every student, and demonstrating integrity during the teaching process. Consisted of 3 indicators: 1) Authenticity, accuracy and objectivity, 2) Fair and balanced, 3) Transparency.

Derry, S. J., Pea, R. D., Barron, B., et al. (2010) emphasizes that educational ethics is not just about adhering to professional conduct standards, but also about showing respect and care for students' personal development and welfare in daily teaching. Consisted of 3 indicators: 1) Supervision and self-supervision, 2) Authenticity, accuracy and objectivity, 3) Fair and balanced.

Noddings, N. (2010) understands teachers' ethics as maintaining academic integrity and encouraging students' abilities for independent thinking and critical

analysis. Consisted of 4 indicators: 1) Supervision and self-supervision, 2) Authenticity, accuracy and objectivity, 3) Fair and balanced, 4) Privacy and respect.

Zeichner, K. M., & Liston, D. (2013) sees educational ethics as teachers' understanding of social and cultural diversity and the responsible use of social media. Consisted of 4 indicators: 1) Transparency, 2) Responsible use of social media, 3) Supervision and self-supervision, 4) Anti-corruption and expose.

Ward, S. J. A., & Wasserman, H. (2016) believes that teachers' ethics is a dynamic learning process, continuously reflecting on and adjusting teaching practices to align with the best practices of moral and educational principles. Consisted of 4 indicators: 1) Responsible use of social media, 2) Supervision and self-supervision, 3) Authenticity, accuracy and objectivity, 4) Fair and balanced.

In view of ethic, the researchers have integrated the indicators of ethic through literature and related research, as shown in Table 7:
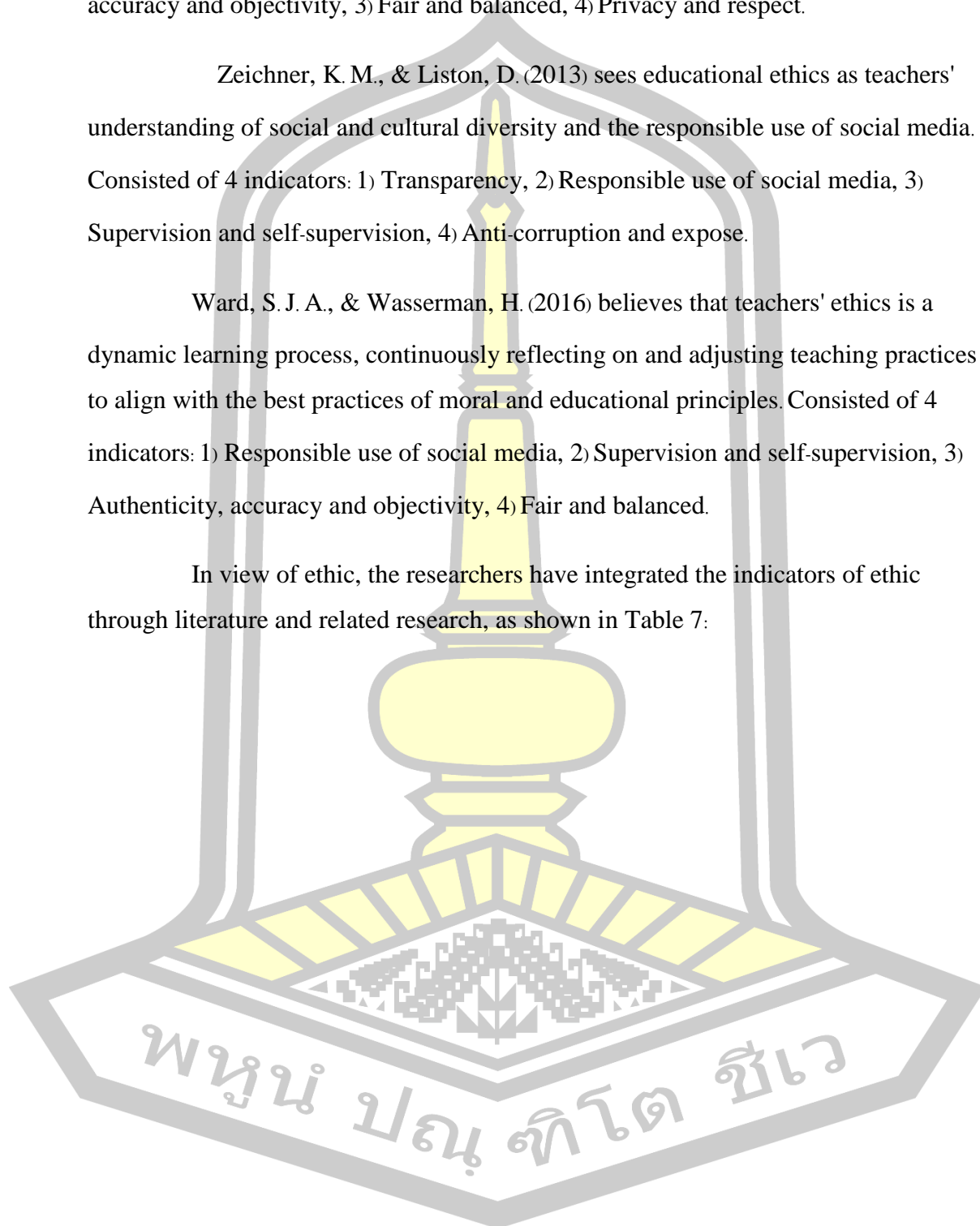
Table 7 The Indicators of Ethic

Indicators	Strike, K. A., & Soltis, J.F. (2004)	Strike, K. A. (2008)	Derry, S. J., Pea, R. D., Barron, B., et al. (2010)	Noddings, N. (2010)	Zeichner, K. M., & Liston, D. (2013)	Ward, S. J. A., & Wasserman, H. (2016)	Summary
1. Authenticity, accuracy and objectivity		☐	☐	☐		☐	4*
2. Fair and balanced	☐	☐	☐	☐		☐	5*
3. Privacy and respect	☐			☐			2
4. Transparency	☐	☐			☐		3*
5. Able to skillfully use the multimedia teaching	☐						1
6. Responsible use of social media	☐				☐	☐	3*
7. Supervision and self-supervision			☐	☐	☐	☐	4*
8. Anti-corruption and expose	☐				☐		2
9. Support for career development	☐						1

In summary, synthesizing the indicators of ethic from various academics, the researcher concludes that there are 5 indicators of ethic: 1) authenticity, accuracy and objectivity, 2) fairness and balance, 3) supervision and self-supervision, 4) transparency, 5) responsible social media use.

Teachers' Teaching Competency Development

        1. Principles of teachers' teaching competency development

        Lawson (2008) stated that the 70-20-10 best practice is a theoretical and practical approach to learning both in the classroom and outside the classroom. with a focus on leadership as the center of development by giving leaders real learning and real action. with correct theories and principles as a basis Without limiting the place and time for learning.

        Aporn Phuwittayaphan (2016) that learning according to the concept of 70:20:10 Learning Model is a human resource development model. There has been additional research and research from various thinkers and academics.

        It is a concept that has been accepted as being truly effective in creating and developing personnel in the organization to truly learn. It is learning through experience from actual practice in the workplace. The efficiency of learning occurs in the actual workplace is about 70%, while learning from others is only 20% effective, and learning from training/participating in various seminar programs is effective. Only 10%, details are as follows:

        70% - Learning by experiences: This segment emphasizes learning through practical experiences and hands-on practice. It suggests that a significant portion of learning occurs in real-world tasks and challenges. Through continuous trial and error, reflection, and adjustment, individuals accumulate valuable experience, leading to skill and knowledge enhancement. In educational and developmental contexts, this translates to learning through actual teaching, practical projects, or solving real-world problems to gain practical application abilities.

        20% - Learning by others: This aspect highlights learning through interactions and collaborations with others. Engaging in conversations and sharing experiences with others can expedite the acquisition of knowledge and insights. In educational

settings, interacting with colleagues, mentors, students, and experts helps teachers approach problems from diverse angles, gaining new perspectives and strategies. Collaboration, discussions, teamwork, and mentorship all fall under the umbrella of interpersonal interaction learning.

10% - Learning by courses: This component underscores learning through formal training, courses, and structured learning activities. Formal learning encompasses participation in classroom training, attending seminars, completing online courses, and the like. While constituting a smaller portion of the overall learning experience, it remains a crucial avenue for acquiring new knowledge, skills, and theoretical foundations. In the education field, teachers can enhance their teaching methods and professional knowledge by participating in specialized training, educational seminars, and courses.

Lombardo and Eichinger (1996) stated that the personnel development model according to the 70:20:10 framework is to develop personnel to develop their own potential. There is a ratio of 70:20:10 important elements that will help develop one's potential, as follows:

1. Learning and Development through Experience: 70 percent is the ratio of activities that will help develop oneself from experience of learning and development through daily work tasks. Working or being assigned challenging work and action

2. Learning and Development through Others: 20 percent is the ratio of activities that will help develop oneself from research of learning and development through teaching. nanny working with the network and learning from working with others

3. Learning and Development through Courses 10 percent is the ratio of activities that will help develop oneself from learning (Education) of education, learning and development through studying in educational institutions. Official or through courses, training, and programs.

In summary, from studying the leadership development and transformation models from various academics, the researcher can conclude that There are 3 formats used to develop transformational leadership: 1) learning by experience, 2) learning by others, and 3) learning by courses.

2. Methods of teachers' teaching competency development

Smith, J. K., & Johnson, L. M. (2018) discussed methods for the development of teaching competence, which refers to the process of imparting knowledge, skills, and attitudes to individuals undergoing training. These training techniques include:

1. Lecture: Lectures delivered by knowledgeable speakers, following topic guidelines established by the organization, serve as guiding principles for personnel development.

2. Coaching: Introduces methods for performing tasks correctly, either individually or in small groups. Content is tailored to the needs of each individual or group.

3. Brainstorming: Facilitates the expression of opinions on topics or issues during group meetings, providing opportunities for everyone to freely share ideas and help each other arrive at conclusions, characterized by the use of creative thinking to solve problems.

4. Small group meetings: Provides a format for addressing issues, whether similar or diverse, with trainees divided into small groups of approximately 2-6 individuals, each with a lecturer available for assistance.

5. Case study learning: Involves gathering scenarios from real events, allowing trainees to study, analyze, and summarize approaches to problem-solving.

Results from case studies, closest to real-life situations, can be applied to actual work contexts.

6. Forum: It is a technique used for large group meetings. The lecturer is the lecturer. For listeners, they can ask questions and express their opinions. This gives attendees the opportunity to express their opinions and participate in the training.

7. Management Games: It is a technique for organizing activities in the form of competition among groups of people. in order to achieve one of the objectives which creates realistic situations or simulations in general, this is a topic about Communication, decision making, planning, leadership, human relations.

8. Role Playing: it is a training technique in which trainees are required to role play a set role in a realistic situation. The story outline is specified and trainees are asked to act according to their roles in the given story and have participants participate. Trainor training or the observer is the one who analyzes and proposes solutions.

9. Seminar: It is a meeting to jointly express opinions and guidelines for solving problems together among those who perform the same work or have similar work characteristics and have the same problems in performing the work. Everyone joins in expressing their opinions. After that, the results of the subgroup discussion will be presented to the general meeting.

10. Field Trip: takes trainees to study outside the field. To allow trainees to encounter real situations that have been prepared well in advance.

11. Workshop: It is a training that allows trainees to learn both theory along with actual practice. The format is generally lecture-based.

Provide basic knowledge first and then allow trainees to actually practice.

12. Sensitivity Training: It is a training method that allows trainees to use behavior that occurs in the training room as an example. then link it to other behaviors while working in organizations, it is an activity to train the senses to understand others by observing other people's gestures. By trying to create an atmosphere while training. To allow each trainee to reveal his or her own personality. There is an analysis of each individual's erroneous behavior. Provide an opportunity to experiment and correct erroneous behavior and have an evaluation.

13. Use of recreational activities aimed at changing attitudes and building relationships as well as creating fun during training By having trainees join together in fun activities such as singing, clapping, playing games, emphasizing group activities and group participation.

In summary, the aforementioned 13 development approaches encompass a variety of training techniques, ranging from traditional lectures and coaching to more interactive forms such as brainstorming, group meetings, and role-playing. Additionally, practical activities like case studies, management games, and field trips are included. Furthermore, there are formats such as seminars, workshops, and sensitivity training, along with the use of recreational activities to change attitudes and promote teamwork. These methods are integrated and aligned with the 70:20:10 development principle, aiming to enhance the skills, knowledge, and attitudes of learners, thereby facilitating the development of teaching competence.

From the perspective of developing teachers' teaching competency, each of the methods mentioned above shares similar developmental objectives and approaches. Personnel development can be achieved through various means, depending on the applicability of the issues to be addressed and the background of each teacher. In this study, considering the suitability and background of the research field, decisions on how to enhance teachers' teaching competency. Modifications can be made as follows.

Table 8 Development principles and Method of developing teachers' teaching competency

Development Principles	Method of development
70%: Learning by experiences	1. Learning from teaching and teaching activity 2. Assignment
20%: Learning by others	1. Coaching 2. Networking
10%: Learning by courses	1. Training

2.1 Learning from teaching and teaching activity

Johnson, M. K., & Liu, S. (2018) discussed the effectiveness of learning through teaching activities, highlighting practical teaching as a key method for improving teachers' professional skills.

Roberts, A., & Thompson, D. (2019) studied how reflective teaching practices help teachers learn from everyday classroom experiences, facilitating personal and professional growth.

Singh, H. (2020) mentioned about the role of peer teaching in educator development, considering it an effective way to foster communication and learning among teachers.

Davis, L. J., & Patel, N. (2021) explored the application of innovative teaching strategies in higher education, emphasizing that experimental teaching activities can enhance the depth and breadth of learning.

Moreno, P., & Sanchez, J. (2022) research a participatory teaching method, arguing that teaching can actually enhance teachers' learning experiences, promoting a deeper understanding and application of knowledge.

In summary, learning from teaching and teaching activity is recognized as a dynamic and reflective approach to professional development. It emphasizes the value of direct engagement in teaching as a means to enhance educators' skills and understanding. Through participatory methods and reflective practices, teachers are encouraged to critically analyze their experiences and peer interactions, fostering a deeper comprehension of pedagogical strategies and their impact on student learning. This approach not only contributes to the personal growth of educators but also promotes the adoption of innovative teaching methods, ultimately benefiting the educational process as a whole.

3.2 Assignment

Thompson, R., & Martinez, L. (2014) mentioned that structured and practical assignments significantly enhance students' critical thinking and problem-solving skills, showcasing the positive impact of assignments on learning outcomes.

Li, M. (2015) explored the effect of assignment design on learning depth, arguing that creative and challenging assignments promote deep learning and self-reflection among students.

Wang, Q. (2017) analyzed the role of assignments in enhancing students' practical skills and self-directed learning from the perspective of experiential learning, advocating for the integration of real-world problems into assignment design.

Zhang, L., & Liu, Y. (2018) studied the role of assignment feedback in improving teaching effectiveness, pointing out that timely and specific feedback helps students better understand the material and boosts learning motivation.

Zhao, Y. (2020) discussed innovative methods of assignment design and evaluation in digital environments, emphasizing that technology tools can increase the interactivity and personalization of assignments, thus more effectively supporting student learning.

In summary, assignments play a critical role in reinforcing experiential learning by providing structured, real-world challenges that enhance critical thinking and problem-solving skills. They serve as a bridge between theory and practice, allowing learners to apply knowledge in practical settings, thus deeply embedding learning experiences. Moreover, innovative assignment design, especially in digital environments, fosters personalized and interactive learning, aligning with the model's emphasis on learning from experience.

3.3 Coaching

Li, Q. (2015) mentioned that teacher coaching can significantly improve students' learning motivation and performance, emphasizing the importance of establishing trust and personalized learning plans.

Anderson, J., & Thompson, W. (2016) mentioned that coaching significantly positively impacts teachers' professional development, especially in enhancing teaching methods and classroom management skills. They highlight the importance of customized coaching programs in meeting individual teachers' needs.

Zhang, H. (2017) explored feedback-based teacher coaching strategies, suggesting they can more effectively guide teaching practice, especially in promoting self-reflection and teaching adjustments.

Liu, X. (2018) studied the importance of coaching throughout teachers' careers, noting its contribution to professional growth and satisfaction. She proposes several effective coaching models to support teachers at different career stages.

Zhao, M. (2020) discussed coaching's role in strengthening teacher teamwork and enhancing team efficacy. He emphasizes coaching's importance for promoting knowledge sharing and professional development among teachers.

In summary, coaching serves as a pivotal development method within the 20% component, focusing on learning by others. It significantly impacts both teachers'

professional growth and student motivation, offering personalized support and feedback to foster skills and knowledge application. Coaching not only enhances individual learning experiences but also strengthens team collaboration and professional satisfaction, embodying the model's emphasis on the transformative power of interpersonal learning and development.

3.4 Networking

Williams, J., & Smith, P. (2014) mentioned that professional networks significantly positively impact teacher development by providing essential resources and support for self-improvement, broadening exposure to diverse educational philosophies and practices, and facilitating knowledge sharing and collaboration among teachers. They recommend that educational institutions encourage and support teachers' efforts to build and engage in professional networks.

Li, T. (2015). highlights the importance of educational professional networks as a crucial resource for teacher professional growth, emphasizing access to new educational technologies and teaching methods, and the positive role of mutual aid and collaboration in these networks for innovative teaching practices.

Zhang, H. (2017) discussed strategies for building effective educational professional networks, underlining the importance of clear objectives, the solution of teaching challenges through network participation, and the special value of these networks for mentoring new teachers.

Liu, Q. (2019) examines the trends in teacher professional networks in the digital age, noting that digital technologies offer broader opportunities for network building and participation, enhancing cross-regional communication among teachers on digital platforms.

In summary, building a network means developing teachers' teaching competency from socializing, joining groups to get to know many different people, to

listen to information and to apply information to work. Build a network of learning relationships.

3.5 Training

Li, H. (2015) mentioned new trends in 21st-century educational training, noting the transformative role of digital tools in traditional training models and the importance of personalized learning paths to improve the learning experience.

Johnson, D., & Carter, S. (2016) explored effective training strategies within modern education, emphasizing the need for training programs to evolve alongside technological advancements to enhance learning efficiency. They advocate for participatory training methods to increase learner engagement and motivation, and suggest a blended learning approach that integrates both online and offline resources. Continual assessment and feedback are highlighted as crucial for the success of training initiatives.

Zhang, W. (2017) discussed the challenges and opportunities in corporate training, highlighting the need for training content to adapt to rapidly changing market demands and the potential of gamification and virtual reality technologies to make training more engaging.

Zhou, L. (2019) analyzed the development and challenges faced by online training platforms, emphasizing the importance of community and interaction for successful online learning and suggesting the integration of more interactive elements and real-time feedback to enhance training effectiveness.

In summary, it can be concluded that Training is a training to increase experience by getting to do real work by transferring knowledge from experienced people who are waiting to pass on knowledge closely.

Program and program development

      1. Definition of the program

      The meaning of the word program to mean schedule and show program. And there are scholars who have given many meanings to the word program as follows:

      Stake, R. E. (2005) defined a program as a structured and intentional set of activities designed to achieve a specific outcome or set of outcomes. He mentioned that a comprehensive evaluation and assessment system is crucial for the success of a program. It can help determine the effectiveness and impact of the program and provide opportunities for improvement. He also advocated for the use of various evaluation methods and tools, such as surveys, focus group discussions, and case studies, to obtain comprehensive assessment data.

      Creswell, J. W. (2014) suggested that clearly defined objectives are among the key elements for the success of a program; they should be specific, measurable, and achievable. Objectives should align with the overall vision and mission of the program to ensure consistency and effectiveness.

      Patton, M. Q. (2015) and Babbie, E. R. (2015) have provided definitions for "program". It typically refers to an organized series of activities or a plan designed to achieve specific goals or address particular issues. It can encompass educational initiatives, training courses, health promotion campaigns, community service projects, or other types of endeavors. A "program" typically includes explicit principles, objectives, activity content, development processes, and evaluation methods to ensure its effectiveness and sustainability. Therefore, a "program" can be defined as an organized and purposeful sequence of activities aimed at achieving specific goals or meeting particular needs, often with detailed planning and implementation strategies.

      Banks, J. A. (2015) proposed that an effective program should be built upon a series of fundamental principles such as fairness, transparency, and sustainability. The

establishment of principled guidelines is crucial for ensuring the achievement of program objectives, providing guidance and direction to the project.

Patton, M. Q. (2015) proposed that the content of a program should be designed based on the objectives and audience needs to ensure its relevance and practicality. Additionally, he suggested integrating diverse teaching methods and resources into the program content to meet the needs of students with different learning styles and ability levels.

Yin, R. K. (2018) proposed that an effective program should include clear developmental processes, such as planning, execution, and evaluation stages, to ensure smooth implementation and continuous improvement of the project. The developmental process of the program should be flexible to adapt to external environmental and internal changes, and adjustments should be made promptly to address challenges.

In summary, the program is a series of organized activities or plans aimed at achieving specific objectives or solving particular problems. These activities may include a range of tasks, events, courses, or projects, typically implemented according to a predetermined schedule and plan. The design of a program often considers resources, time, goals, and expected outcomes to ensure the smooth implementation of activities and the attainment of desired effects.

2. Components of the program

Gagne, R. M. (2005) proposed the theory of nine instructional events, dividing the components of teaching into nine stages. His theory of nine instructional events can be applied to teacher training to help teachers master teaching competency. This includes: 1) capturing the interest of teachers, 2) communicating teaching objectives, 3) providing learning materials and guidance, 4) conducting practice and 5) assessment, and 6) encouraging teachers to apply learned skills in practice.

Hughes, Ginnett, and Curphy (2009) describe several components of the development program:

1. Context: Effective leadership development programs take into account the organizational context in which leaders operate. This includes factors such as organizational culture, strategy, and structure. as well as external factors such as the competitive environment and regulatory landscape.

2. Content: Leadership development programs should focus on developing the specific skills and behaviors most important for success in a given context. This may include skills such as communication, decision-making and strategic thinking. as well as the specific leadership style or approach that is appropriate for the organization.

3. The process is an effective leadership development program using a variety of methods and activities. To help participants learn and practice new skills, this may include teaching in the classroom. experiential learning activities, training, mentoring and self-learning

4. Participants: Leadership development programs should be tailored to the needs and characteristics of participants. This may include considerations such as experience level. learning style and development goals

5. Evaluation: Effective leadership development programs should have a process for evaluating the program's impact on both individual participants and the organization as a whole. This may involve measures such as: Assessment participants Changes in behavior or performance and analysis of organizational results

Kolb, D. A. (2014) explained for teachers, training activities may include the following aspects: 1) experiential teaching: gaining experience and skills through hands-on teaching activities; 2) reflection and discussion: deepening understanding of teaching practices through reflection and communication with others; 3) theoretical

learning: enhancing professional knowledge and skills by studying educational theories and best practices; 4) practical teaching practice: applying acquired knowledge and skills in real teaching environments to continuously improve teaching effectiveness and capabilities.

In summary, from studying the components of the development program from various academics, it can be concluded that the components of the program include 1) principles, 2) objectives, 3) development activity content, 4) development process, 5) evaluation.

3. Evaluation of the program

Gilbert, T. F. (1978) introduced his Behavioral Engineering Model in this book, providing a systematic approach to analyzing work performance issues and identifying possible solutions.

Kirkpatrick, D. L. (1998) divides the components of program training into four levels: 1) Reaction: The reaction phase may include teachers' attitudes and satisfaction towards the training content, 2) Learning: the learning phase focuses on the mastery of teaching skills and knowledge by teachers, 3) Behavior: the behavior phase examines whether teachers can apply the learned skills to actual teaching, and 4) Results: the results phase focuses on teachers' teaching performance and student learning outcomes.. He believes that the success of training can be evaluated through these 4 levels.

Brinkerhoff, R. O. (2003) mentioned his Success Case Method, which is a practical tool for evaluating and enhancing the effectiveness of training.

Kaufman, R. (2006) pointed out that his evaluation theory is more focused on decision-making, but much of his work centers on evaluating how training and development activities support organizational objectives.

In summary, from studying the evaluation of the program from various academics, it can be concluded that the evaluation of the program includes 1) Reaction, 2) Learning 3) Behavior and 4) Results.

Context of Journalism Education Management in Zhengzhou, Henan

1. The Journalism Education Management

Journalism education management refers to the general term of planning, organizing, guiding, coordinating and controlling activities in the process of journalism and communication discipline education. It not only includes the formulation of teaching plan, the update of course content, the innovation of teaching methods, but also includes the construction of teachers, the improvement of experimental and training facilities, the management of students' practice and employment guidance. The fundamental purpose of news education management is to cultivate high-quality news communication professionals who meet the needs of social development.

Bagdikian, B. H. (2000) mentioned in the study that journalism education originated from the late 19th century to the early 20th century, when some western countries led by the United States began to set up journalism related courses and majors. The initial journalism education focused on skills training, such as news writing, editing, typesetting and other practical operations. With the passage of time, news education has gradually introduced theoretical learning, and constantly enriched the course content, forming a relatively complete education system. Journalism education management shows different characteristics in different countries due to the differences in political, economic and cultural background.

Bagdikian, B. H. (2000) put forward the development stage of journalism education management:

Early stage: Journalism education mainly focuses on the cultivation of basic skills, and lacks systematic theoretical support and research depth.

Growth stage: Journalism education begins to pay attention to theoretical research, with a more comprehensive curriculum, and emphasizes the cultivation of critical thinking and innovation ability.

Maturity stage: the news education management is further standardized and specialized, and the course content covers many fields, focusing on the teaching of digital technology and network communication, as well as the social responsibility education of journalists.

McQuail, D. (2010) mentioned the characteristics of journalism and education management in other countries. Such as Australia, Canada and other countries of the news education management also has its own unique. Journalism education in these countries usually combines their own media environment and cultural characteristics to design a curriculum system that meets its own needs. For example, journalism education in Australia emphasizes multicultural understanding and inclusiveness, while journalism education in Canada focuses on communication skills in a bilingual environment.

In summary, journalism education management is significantly different from other majors in terms of educational objectives, course content and teaching methods, practicality and application, evaluation system, and career development path. These differences reflect the unique educational concept and social needs of journalism education management major, and also guide the development and improvement of journalism education management work.

2. The universities in Zhengzhou, Henan

As an important city in central China, Zhengzhou has many universities and educational institutions. Journalism education in Zhengzhou covers journalism, radio and television, advertising, Internet and new media and other directions, providing

students with a wealth of major choices. These schools have a high level of education and research in the field of journalism and communication, and provide a large number of excellent journalism and communication talents for the society. According to the characteristics of these universities, the researchers summarized the basic information of the five universities offering journalism education, which came from the official website of the university.

1. Zhengzhou University

The journalism education of Zhengzhou University began in 1976 with the Chinese Department majoring in journalism. In 1984, Zhengzhou University established the Department of Journalism. In 1993, it was approved as a master degree in journalism, and as a master degree in communication in 2000. In June 2004, the Department of Journalism of Zhengzhou University was restructured into the School of Journalism and Communication. In June 2014, Xinhua News Agency signed a contract with Zhengzhou University to jointly build the Mu Qing Research Center. In December 2014, the Publicity Department of Henan Provincial Party Committee signed a contract with Zhengzhou University to jointly build the School of Journalism and Communication. In 2016, the school was approved as the second-level doctoral program of "Public Communication", in 2018, it was approved as the first-level doctoral program of journalism and communication, and in 2019, it was approved to set up a post-doctoral research station of journalism and communication.

The faculty has 115 faculty members. Among the full-time teachers are 19 professors, 37 associate professors and 49 doctoral degrees. Since its establishment in 2004, the college has undertaken 32 national Social Science fund projects and other national scientific research projects, including 3 major bidding projects and 4 key projects; more than 60 provincial and ministerial projects such as humanities and Social science research projects of the Ministry of Education, major projects of Social Science planning of Henan Province, and soft science projects of Henan Province.

The college has a complete discipline system and professional structure, and the talent training system covers three levels of doctor, master and undergraduate. The college has four undergraduate majors: journalism, advertising, radio and television, Internet and new media. In 2007, the journalism major was selected into the first batch of characteristic specialty construction sites of the Ministry of Education. Journalism and advertising were selected into the first batch and the second batch of national first-class undergraduate major construction sites respectively. Based on the four majors, the college has the department of Journalism, Advertising, Radio and TELEVISION, Department of Internet and New Media, and jointly built the "Excellent Journalism" talent experimental class with Xinhua News Agency and the Publicity Department of Henan Provincial Party Committee. The college is the chairman and secretary-general of the Undergraduate Teaching Steering Committee of Journalism and Communication of Henan Province, and a member of the Teaching Steering Committee of Journalism and Communication of Higher Education of the Ministry of Education.

The faculty has complete experimental and practical teaching conditions. Henan province institutions of higher learning experimental teaching demonstration center ------ Zhengzhou university all media experimental teaching center construction area of 1600 square meters, fixed assets of more than 2000 ten thousand yuan, the existing basic teaching laboratory 10, national and provincial virtual simulation experiment teaching project 2, cameras, cameras, drones and other auxiliary teaching equipment perfect, has a high level of experimental training and integrating media program production capacity.

In terms of international cooperation, the College has established cooperation projects with universities in Russia, United States, Germany, United Kingdom, Korea, Japan, Australia and other countries, and conducted joint training programs with Hong Kong Baptist University and City University; students receive undergraduate, master and doctoral students to study in the institute.

Over the past 40 years, the college has trained more than 10,000 talents of all kinds for the state and society, and the scale of education has maintained a steady growth trend. At present, there are more than 1100 undergraduates, more than 400 master students and more than 30 doctoral students. Undergraduate course graduate takes an examination of grind rate once 40% or so. The college is making great strides towards the construction of a domestic first-class discipline and research-oriented college.

2. Henan University of Technology

It is the first college in Henan Province to train talents in journalism and communication. There are six four-year undergraduate majors: Journalism, Editing and Publishing, Internet and New Media, Advertising, Broadcasting and Host Arts, Radio and Television Director. Among them, journalism and communication is the first-level key discipline of Henan Province, and editing and publishing is the characteristic major of Henan Province.

The faculty has two first-level master's programs in journalism and Communication and Drama, film and television, and master of Journalism and Communication, Master of Publishing and Master of Arts (in the field of radio and television). The first-level Master of Journalism and Communication has four second-level majors: Journalism, Editorial and Publishing, Communication and Advertising and Media Economics. The first-level master program of Drama, Film and Television has two second-level majors: film and television and broadcasting and hosting art.

Faculty of journalism and communication existing staff 83 people, including 14, associate professor, 24 people, Dr 30, the school distinguished professor 1 person, the Ministry of Education in the new century, 1 provincial outstanding experts, 1 outstanding youth social experts, provincial propaganda and cultural front "four batch of" talent 1, province hundreds of outstanding youth social science theory talents, academic technology leader of provincial education department 3 people,

provincial science and technology innovation talents 3 people, provincial university youth backbone teachers 2 people. There are 65 external part-time graduate supervisors and part-time professors. The college has 1,799 students, including 1,427 undergraduate students and 372 graduate students.

Faculty has perfect teaching, scientific research experiment equipment and equipment, in the central region of the only national news and communication experimental teaching demonstration center, including editing laboratory, publishing industry development laboratory, editing, publishing application laboratory, advertising creative and design laboratory, photography, computer room, multimedia classroom, nonlinear editing room and radio and television studio for teachers 'teaching, research, for the cultivation of students' practical ability provides a good condition. The college also has a wealth of newspaper materials, audio and video materials and books.

3. Zhongyuan Institute of Technology

The faculty was established in April 2010, formerly known as the Faculty of Humanities and Social Sciences. Adhering to the educational philosophy of "pursuing the objective truth and spreading the value of civilization", the school adheres to the idea of "taking the subject as the leading, the major as the focus, teaching as the center, scientific research as the support, students as the main body, and teachers as the leading". Now it offers four undergraduate majors: broadcasting and hosting art, radio and television, radio and television writing and directing, and network and new media. There are two master's programs in media creativity and design (academic) and journalism and communication (professional). As of September 2023, the total number of full-time students is 1,168 (including 1,113 undergraduates and 55 graduate students).

The faculty has 86 faculty members, including 57 full-time teachers, 5 senior titles and 16 associate senior titles, 19 doctoral degrees and 23 master supervisors.

There are 1 national first-class undergraduate major, 1 provincial first-class undergraduate major and 2 university first-class undergraduate majors. It has been recognized as 1 national first-class undergraduate course, 7 provincial first-class undergraduate courses, and 2 provincial excellent online open courses. Won the provincial teaching achievement award special prize, first prize, second prize each. Centering on the positioning and development goals of the school, we will refine the telecom + subject direction and professional characteristics.

The faculty has concluded two projects of national Social Science Fund. In the past three years (2020-2022), the college has won one second prize and two third prizes of Social Science Outstanding Achievement Award in Henan Province, one second prize and two second prizes of Outstanding Achievement Award of Philosophy and Social Science in Henan Province. In recent three years, 13 projects of provincial and ministerial level, 20, more than 50 Chinese core papers, 15 works and more than 30 horizontal projects.

The Radio and Television and New Media Experimental Teaching Center of the School of Journalism and Communication is built with the concept of "penetration of arts and science, combination of skills, and both hard and soft". With the goal of cultivating senior applied media talents with excellent practical ability, it has established a relatively perfect practical teaching system of laboratory training and practice base. Gradually built a non-editing room, multi-functional broadcasting training room, news studio, VR laboratory, body training room, all media interactive studio, purchase of high-definition and 4K cameras, full frame, DSLR camera, with multiple lighting system, mobile shooting system, aerial system new media practice training base. The experimental center of the college covers an area of 2296 square meters, and the value of the equipment is more than 15.5 million yuan. It has

undertaken the experimental teaching tasks of 69 courses, and in 2013, it was rated as the university-level teaching demonstration center.

In the 2021-2022 academic year, our school selected 195 students to win various scholarships, with a total scholarship of 381,800 yuan, among which 1 student won the principal's scholarship and 2 students won the national scholarship. A total of 233 students have received various grants, 2 classes have been recommended as school-level advanced classes, 69 students have won the honorary title of school-level advanced individual, and 4 students have won the honorary title of provincial advanced individual. Five others were awarded provincial outstanding fresh graduates and 18 were awarded school-level outstanding fresh graduates. The rate of 2023 graduates is 11.3%, and the rate of 2022 graduates is 10.17%. The passing rate of grade 4 and level 6 has been increasing year after year, and the employment rate has ranked among the top of the university for many consecutive years.

4. Huang He Science and Technology University

The Department of Art and Sports of Huang He Science and Technology was established in May 2019 by the integration of four secondary colleges, including the School of Physical Education, the Faculty of Art and Design, the Faculty of Journalism and Communication, and the faculty of Music. The completion of the department has realized the integration and upgrading of organizational advantages, professional advantages, talent advantages and resource advantages. Department of development orientation and talent training target, closely around the school construction of "high level of applied technology university" and the general direction of "applied talents" training, to cultivate comprehensive development, can adapt to the social development, the needs of local economic and cultural construction, master professional comprehensive skills of innovative, applied advanced art class talents.

The Department of Arts and Sports has 17 undergraduate majors and 8 specialized majors, with more than 7,000 students and more than 400 full-time and part-time teachers, among which 67% are senior professional titles. After long-term

development, the department has made outstanding achievements in the exploration of education mode and the practice of teaching reform, and formed its own school-running characteristics. It has built into an important training base for innovative and application-oriented art and sports talents in Henan Province, and entered the first square of similar majors in universities in the province.

The professional construction of art and Sports Department has achieved fruitful results. Undergraduate majors of music performance were approved as characteristic specialty in Henan Province; radio and television directing, visual communication design and physical education; environmental design, clothing and apparel design were approved as comprehensive reform pilot in Henan Province; undergraduate majors of broadcasting and hosting arts, martial arts and ethnic traditional sports have been approved as demonstration majors in Zhengzhou. It was awarded the "First Class of School" in the evaluation of physical education in Henan Province, and the "Excellent Unit" in the evaluation of dance major of The Department of Education of Henan Province, and has ranked among the best in the evaluation of journalism and communication majors and design art majors of the Education Department of Henan Province. These achievements have set a benchmark for the high-quality construction and development of various majors of the department.

The art and Sports Department has a solid foundation for the integration of production and education. In terms of the integration of industry and education, the department has implemented five strategic cooperation between school and enterprise, school society, school administration, school media and school, creating a practical platform for students' professional training. The department has set up more than 100 off-campus practice and training bases and employment bases, including Henan School Football Office, Henan Radio and Television Station, Henan Speech and Speech Society, Henan Musicians Association, Henan Musicians Association, Henan Dancers Association, Henan Building Decoration Association and other enterprises and institutions. The establishment of these internal and off-campus practical teaching

platforms has laid a solid foundation for the in-depth development of industry-education integration of the department.

The art and Sports department has advanced teaching facilities. The department has built a sports and art comprehensive training center. The center is a comprehensive collection of sports teaching, sports training, art performance, music education, international conference, design art and radio and television art and other functions. At present, there are two professional venues, including sports center and art center, with a total construction area of more than 200,000 square meters, and 425 professional venues of various types. The completeness of these teaching facilities provides sufficient guarantee for the teaching needs, the second course activities and the art practice.

The practical teaching results of the art and Sports department are gratifying. In recent years, students have participated in various kinds of professional practice and discipline competitions at all levels, and achieved excellent results, and won more than 2000 items.

The employment situation of the students in the art and sports department is very good. Division pay attention to khalid ents, emphasize ability cultivation, has for more than 20000 graduates, throughout the country 18 provinces, municipalities, autonomous regions, throughout the central and provincial media, government departments, sports and art education institutions, design packaging companies, performing arts groups, academic research institutions and self-employed team, student employment years above 98%. Employers evaluate graduates as "go, use, do well, stay".

5. Zhengzhou Sias University

The Faculty of Journalism and Communication was founded in 2011. In order to meet the wide demand of communication talents and the vigorous development trend of journalism and communication, the school has continuously

expanded its professional scope. At present, it has 3 undergraduate majors: journalism, advertising and photography; 1 specialized major: News gathering, editing and production. There are five undergraduate majors: Journalism, Journalism (new media), Journalism (digital video), Advertising, and Advertising (image management).

Faculty of journalism and communication adhere to cultivate "English, new knowledge, skills, wide communication, elegant behavior" of the international compound talent for ideas, and jointly with school news center, has established the studio laboratory, digital publishing laboratory, nonlinear editing laboratory, photography laboratory and other modern teaching facilities, create practice platform for students' learning. The college has also set up a news center, allowing students to independently create news newspapers and periodicals, create videos and micro films according to their own interests. "Time newspaper" has been well received and loved by all the teachers and students since its inception.

The Faculty of Journalism and Communication has a team of 76 professional teachers, 5 professors, 12 associate professors, including 4 doctors, and the rest are all master's degree or above.

Teachers graduated from Renmin university of China, communication university of China, Wuhan university, Xiamen university, state university of New York, the Russian people's friendship university key universities at home and abroad, most teachers with overseas learning background, internationalization degree more than 80%, teachers with journalism, communication, art, foreign language and literature, computer science and technology and other professional education background, and from the media line of double teacher eight, formed the internationalization, multidisciplinary, complex team structure.

In order to meet the wide demand of communication talents in the society and the vigorous development of journalism and communication, the School of Journalism and Communication was established in July 2011 on the basis of the original three majors of journalism, advertising and news gathering and editing and

production. In 2013, journalism (new media direction), journalism (film and television post-production direction) and advertising (image design direction) were added. At present, there are a total of six major, specialty and professional directions.

Related Researches

Jiang, L. (2016) studied the role of teacher competency in enhancing student engagement in journalism courses. The objectives of the research were: 1) To investigate the connection between the competency of teachers and the engagement levels of students in journalism classes. 2) To utilize surveys and classroom observations to gather relevant data on teaching methods and student responses. 3) To analyze the relationship between teachers' interactive teaching skills and the engagement of their students. Analyzing data from 300 students, the study found a direct correlation (r=0.65) between teacher competency in interactive teaching methods and higher student engagement scores. The results of the research are as follows: 1) A significant correlation (r=0.65) was identified, indicating that teachers' proficiency in interactive teaching directly influences the degree of student engagement in journalism courses. 2) This outcome underscores the critical role of teacher training in interactive methodologies for enhancing student participation and interest. 3) The study advocates for a greater focus on developing interactive teaching competencies among journalism educators to foster more engaging learning environments.

Kim, Y. H. (2017) conducted a comparative study aimed at evaluating multimedia journalism teaching strategies. The objectives of the research were: 1) To identify effective strategies for integrating multimedia in journalism education. 2) To compare student engagement in courses employing multimedia projects versus traditional lecture-based teaching, through the analysis of case studies from 10 universities. The Data was collected and analyzed from course syllabi and student project outcomes at these universities, employing quantitative methods to assess the

impact of different teaching strategies on student engagement. The study quantitatively measured changes in student engagement by comparing course designs and the completion of student projects. And the results of the research were:1) The findings revealed that hands-on multimedia projects led to an average increase in student engagement by 50%, compared to traditional lecture-based courses, 2) This result highlights the importance of incorporating practical multimedia teaching methods in journalism education to boost student motivation and learning outcomes, 3) The study suggests that journalism educators should consider integrating more practical multimedia elements into their teaching to promote higher levels of student participation and academic achievement.

Patel, S. K. (2018) embarked on a study to scrutinize the ethical dimensions of journalism education from a teaching perspective, objective to shed light on the global state of ethics integration within journalism curricula. With the objectives of mapping the extent to which ethics were incorporated into journalism courses worldwide, assessing the efficacy of existing ethical teaching methods, and suggesting improvements for the inclusion of ethics in journalism education. The researcher undertook a comprehensive comparative analysis. This analysis involved reviewing the curriculum content of 100 universities across the globe using content analysis tools. The results of the research investigation were revealing: a significant variation in the integration of ethics was discovered, with only 30% of the programs surveyed offering in-depth ethics training. This finding underscored a widespread inconsistency in the approach to teaching ethics within the field of journalism, prompting Patel to call for curriculum reforms. Specifically, the researcher advocated for standardized and enhanced ethics education to address the global disparities and ensure a uniform foundation in ethical journalism education.

Li, M., & Zhang, P. (2018) investigated the effectiveness of collaborative learning methods in journalism education. Their study aimed to evaluate how collaborative learning impacts student learning outcomes. Data were analyzed

utilizing experimental design with control and experimental groups involving 400 students, their result of the research findings indicated that students in the collaborative learning group achieved a 30% higher score on knowledge retention tests.

Zhao, L. (2019) embarked on a research project dedicated to weaving critical thinking skills more thoroughly into the fabric of journalism education. The objective was to identify and assess various strategies that could significantly boost critical thinking abilities among journalism students. To achieve this, the researcher was determined to not only pinpoint effective methodologies but also to measure their impact quantitatively. Data were collected to ensure a comprehensive understanding, and employed a longitudinal study design that spanned an entire semester. This involved pre and post-assessment of critical thinking skills in 20 different classrooms, encompassing a total of 400 journalism students. These assessments were designed to gauge the students' abilities in analyzing, evaluating, and creating information in a manner that reflected deep, critical engagement with content. The results of the research were: 1) After the implementation of a targeted critical thinking module, there was a marked improvement across the board. 2) Students exhibited a 25% enhancement in their critical thinking assessment scores by the end of the semester.

Liu, Q., & Xu, R. (2020) delved into diversity in journalism education, focusing on educator perceptions and curriculum design. The objective was to evaluate how well journalism courses incorporate diverse perspectives and the effect of such incorporation on students. They collected data by analyzing curricula and surveying 150 educators about diversity in their teaching. The analysis of this data aimed to correlate curriculum diversity with educator attitudes. The results were significant, revealing that courses with clear diversity and inclusion goals boosted student multicultural awareness by 40%. This finding highlights the importance of integrating diversity into journalism education to enhance student understanding of multicultural issues.

Zhang, W., Liu, J., & Zhao, S. (2020) conducted a study to assess the impact of teacher training on journalism education in China. The objective was to evaluate improvements in teaching methodologies and the sustainability of these changes post-training, aiming to understand how such programs enhance teaching competency. Data were collected through a pre-post design using observation checklists and student feedback, involving 120 teachers. Analysis of this data focused on measuring the qualitative improvements in teaching practices. The results highlighted a substantial 40% enhancement in pedagogical practices among trained teachers, indicating both immediate and sustained improvements. This study underlines the critical role of targeted teacher training in elevating journalism education standards, confirming the significant benefits of customized training programs.

Li, H., & Wang, F. (2021) explored innovations in teaching competencies for journalism educators in China, aiming to identify the emerging competencies required by journalism teachers in the digital age. Employing a mixed-methods research approach, they surveyed 200 journalism teachers and conducted 30 in-depth interviews. Research tools included digital literacy assessments and qualitative interview guides. The objectives were to: 1) Catalog essential competencies for new-age journalism educators, 2) Evaluate the prevalence of these competencies among current educators, 3) Propose a pathway for bridging identified competency gaps. The results revealed: 1) A lack of advanced digital storytelling skills in 85% of surveyed educators, 2) An urgent need for professional development in multimedia journalism was highlighted, 3) Targeted training programs were suggested to enhance educators' digital competency.

Wang, T., & Chen, H. (2022) conducted a comprehensive study to delve into the impact of behavioral competencies on the success of teaching in journalism. The objective of their investigation was to elucidate the influence of teachers' behavioral competencies, such as empathy and communication skills, on their effectiveness in

teaching journalism. To achieve this, data were collected through the method of behavioral analysis alongside gathering feedback from a substantial cohort of their teachers' competencies. The data were analyzed to discern patterns correlating teachers' behavioral traits with teaching outcomes, focusing on the attributes of empathy and communication. The result of the research was: teachers who were rated highly by students for their empathy and communication skills were deemed 45% more effective in their teaching roles by their students. This underscores the critical role that behavioral competencies play in enhancing the quality of journalism education.

In summary, according to the relevant literature research on teaching competency at home and abroad, the researchers summarize the components of their teaching competency. These studies in journalism education emphasize the necessity for educators to update their teaching competencies, particularly in areas such as teaching design, teaching management, digital literacy, ethical understanding, and effective communication. The research findings highlight the significant impact of these skills on enhancing student engagement and learning outcomes. The studies call for the enhancing teachers' training in teaching competencies.
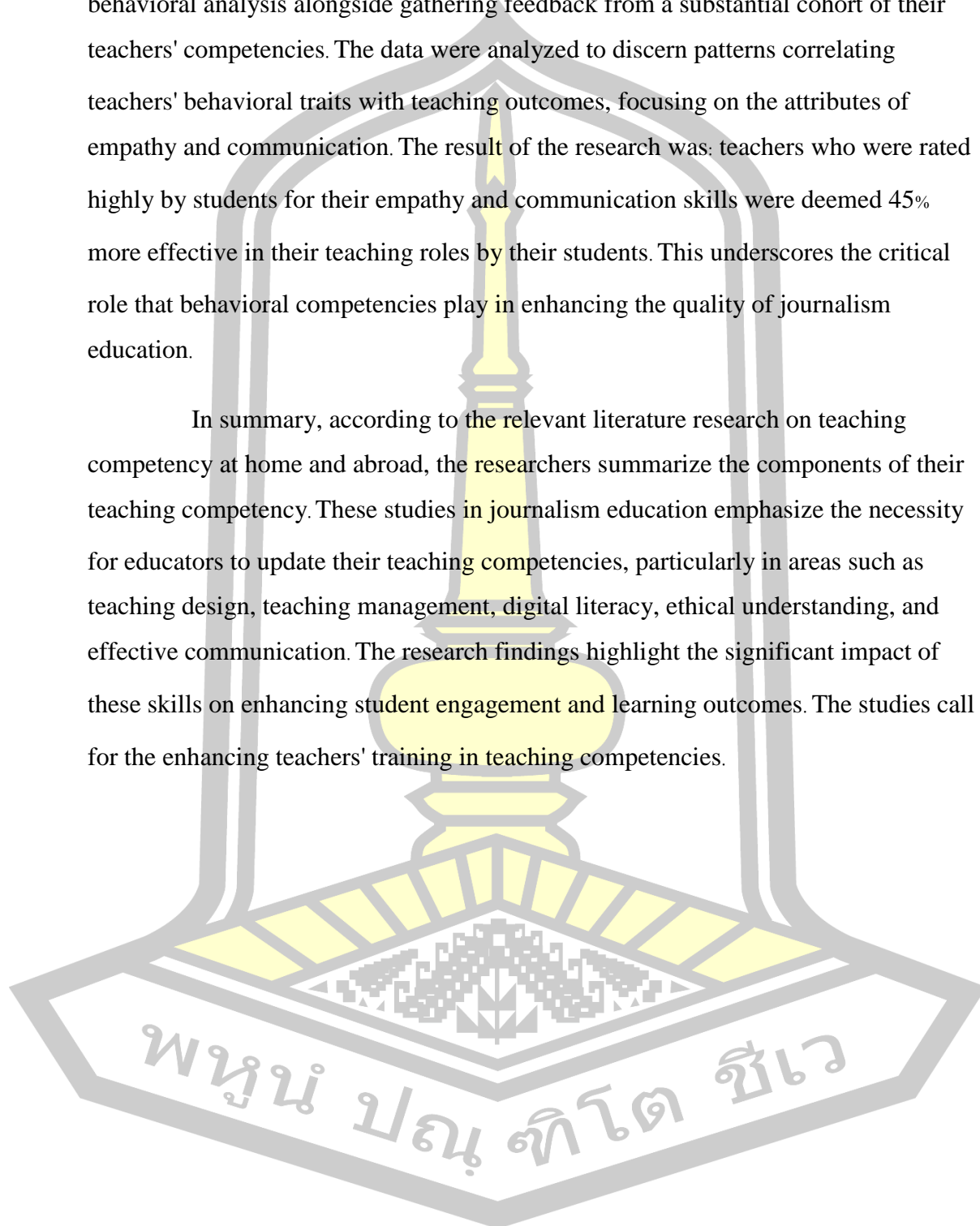
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes research procedures, respondents, population and sample, instruments, data collection and data analysis of present study. This research aimed to develop a program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan. It employed research and development (R & D), The following flow chart shows about the process of the present study.

According to the research questions, researcher was conducted 3 phase to investigate the research answers. They were:

Phase 1: To investigate components and indicators of components and indicators of teachers' teaching competency in journalism education management.

Phase 2: To explore current, desired state, and priority needs of teachers' teaching competency in journalism education management.

Phase3: To design an appropriate program to enhance teachers' teaching competency in journalism education management.

Phase	Procedure	Expected Outcomes
1. To investigate components and indicators of teachers' teaching competency	- Synthesizing teachers' teaching competency by reviewing literature - Experts checked the components and indicators - Assessment the components and indicators	Components and indicators of teachers' teaching competency
2.To explore the current, desired states and priority needs of teachers' teaching competency	- Construct questionnaire - Collect data from 212 teachers in journalism education management in Zhengzhou,Henan - Analyze data using $\bar{X}$, S.D - PNI Modified	Current , desired States and priority needs of teachers' competency
3.To design an appropriate program to enhance teachers' teaching competency	- To study Best practice with Indept- intervew informants - To design the program - To assessment the program	Develop program to enhance teachers' teaching competency

Figure 5 Flow Chart of Research Process

Each phase is mentioned as follows:

Phase I: Investigating the Components and Indicators of Teachers' Teaching Competencies in Journalism Education Management

The researcher studies documents, summarizes, analyzes and synthesizes components and indicators Measured using qualitative data analysis techniques to obtain the components and indicators of the studied variables. The research methods are as follows:

Stage 1 Study of the components and indicators of the studied variables

1. Data sources

Include books, textbooks, documents and research related to the studied variables that can be retrieved from libraries, the Internet, online databases.

2. Research instrument

Documents (record cards) or using Microsoft Word.

3. Data collection

The researcher searched for information from various sources and selected them. Categorize the content according to the variables studied. systematically store data.

4. Data Manipulation and Analysis

4.1 The researcher proceeds as follows. validate Completeness of the data according to the variables studied.

4.2 Data analysis of the documents, the researcher summarizes, analyzes and synthesizes using content analysis techniques and uses the analytical data to classify items into data analysis tables.

Stage 2 Assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts.

1. Experts

Experts who have professional knowledge and experiences of educational management, educational research, or educational psychology; they have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above.

Expert in assessing the suitability of components and indicators including:

1. Assoc.Prof. Dr. Pacharawit Chansirisira, Department of Educational Administration, Faculty of Education, Mahasarakham University.

2. Dr.Surachet Noirid,Department of Educational Administration, Faculty of Education, Mahasarakham University

3. Prof. Dr. Hou D.Q, director of Journalism education Management, Zhengzhou Sias University

4. Dr. Luo Menglan, Faculty of Humanity, Mahasarakham University

5. Prof. Dr. Li H, director of Journalism education Management, Zhengzhou University

2. Research Instrument

2.1 Characteristics of Research Instrument

This was an assessment form, divided into 2 parts:

Part 1 General information of the assesses consisting of 1) Name-Surname. Respondents were given 2 administrative positions, 3) Academic positions, 4) Highest educational background/branch/faculty/university/country, and 5) Work place.

Part 2 Suitability assessment form of the program

Using the 5-level rating scale (Likert Scale). Score values are set to 5 levels as follows.

Level 5 means very suitability, Very high level.

Level 4 means suitability, High level.

Level 3 means suitability, Medium level.

Level 2 means not very Suitability, low level.

Level 1 means not suitability, Very low level.

2.2 Creating and finding quality Research Instrument

1) Study methods for creating assessments.

2) Create an evaluation form by studying program elements; and the process developed into a framework for creating assessments.

3) Take it to the thesis advisor to verify its accuracy. and improve according to recommendations

(4) The researcher prepared a complete evaluation form and used it to collect further data.

3. Data Collection

3.1 The researcher requested official documents to collect data from the Faculty of Education. Mahasarakham University

3.2 Contact and coordinate with experts to schedule a date and time for data collection and collect data

4. Data Manipulation and Analysis

Data organization, the researcher carried out the verification. Completeness of the assessment form, coded, scored, and recorded in the computer.

Evaluating the suitability of teachers' teaching competency in journalism education management. Use statistics to analyze data, including mean and standard

deviation, using Compare the average with the Midpoint criteria (Srisa-at, B. 2010) as follows:

4.51 - 5.00 means it is very suitability. Highest level

3.51 - 4.50 means it is suitability. High level

2.51 - 3.50 mean it is suitability. Medium level

1.51 - 2.50 means it is suitability. Low level

1.00 - 1.50 means it is not suitability. Lowest level

5. Data Manipulation and Analysis

Basic statistics include: Average (Mean), Standard Deviation (S.D).
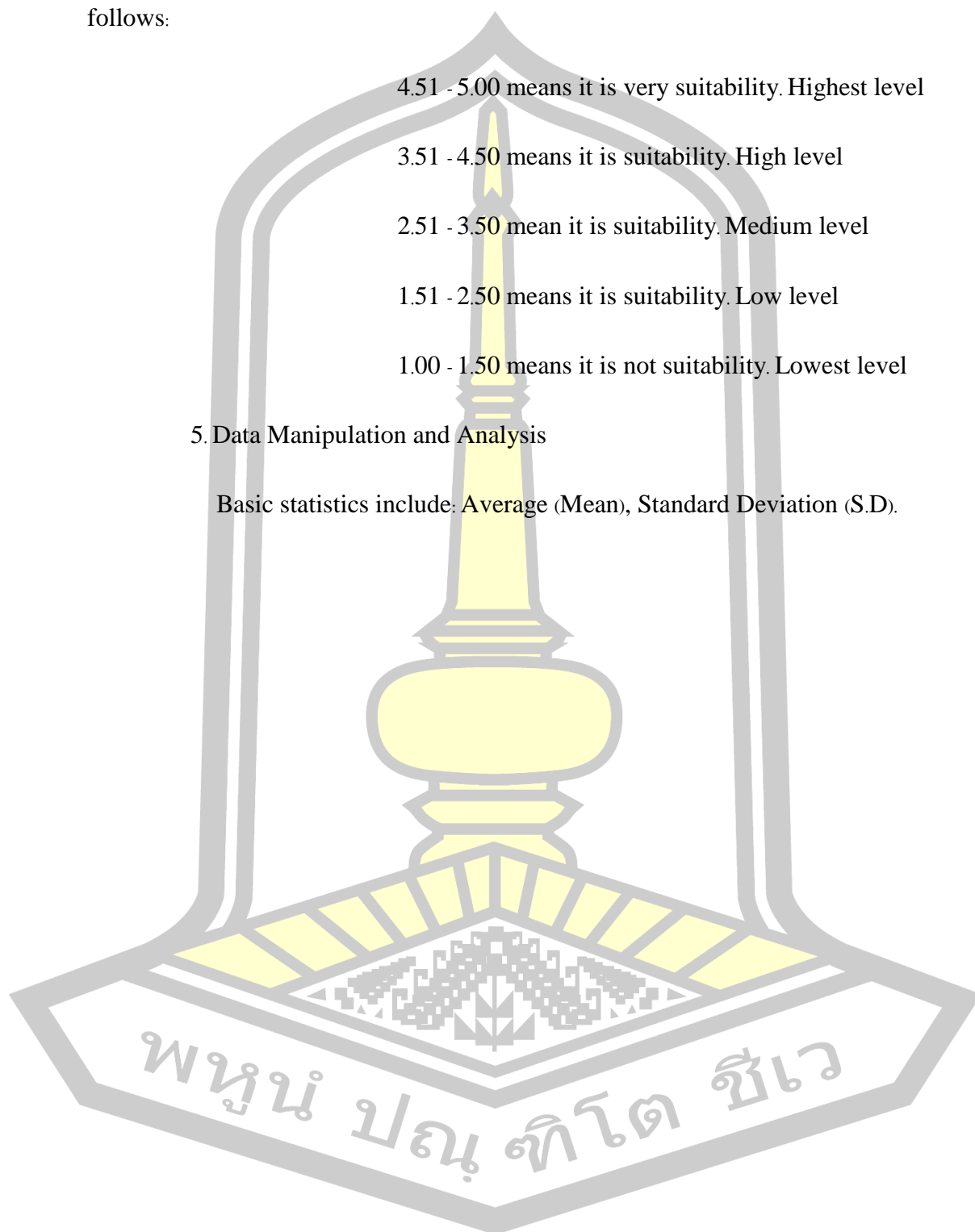
Phase II: **Exploring the Current, Desired States and Priority Needs of Teachers'**

Teaching Competencies in Journalism Education Management

1. Population and sample

The population of this study was 5 universities offer journalism education management teachers in Zhengzhou, Henan. There were 412 teachers. Determine the sample size by comparing the population with the table of Krejcie and Morgan, got a sample size of 212 people. And sample size was calculated by the Taro Yamane formula, and the error percentage was determined as low as 5%.

Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are   n = sample size

N = research population size

e = confidence level (95%)

And the results of sample size of each sample are shown in following table

9.
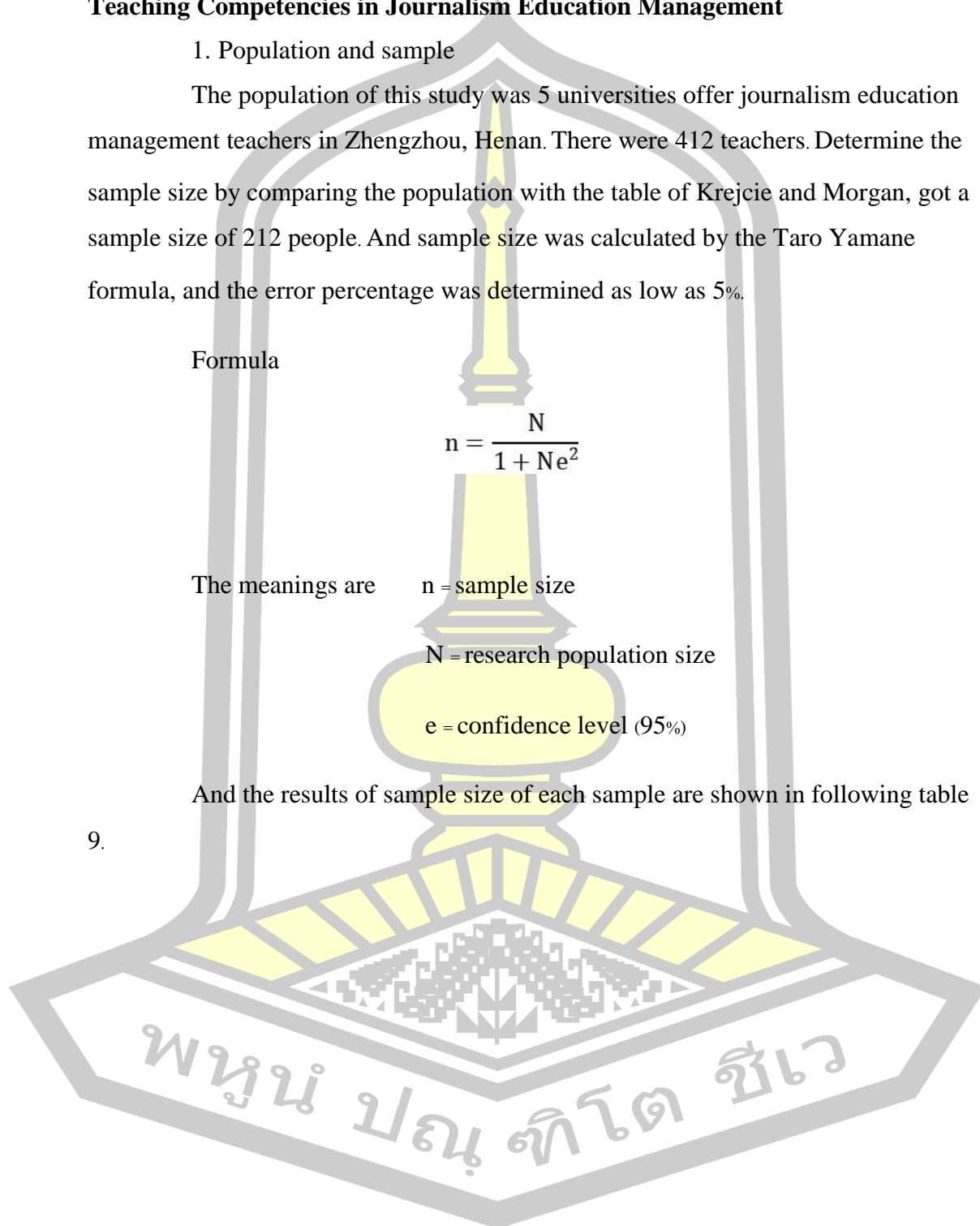
Table 9 Sample Size

Journalism education teachers in Zhengzhou, Henan	Total	Sample size	Sample Method
Zhengzhou University	115	60	Radom Sampling
Henan University of Technology	83	39	
Zhongyuan Institute of Technology	86	42	
Huang He Science and Technology University	52	31	
Zhengzhou Sias University	76	40	
Total	412	212	Taro Yamane

The researcher selected the five universities offer journalism education management teachers in Zhengzhou, Henan. Zhengzhou University has 115 teachers, Henan University of Technology has 83 teachers, Zhongyuan Institute of Technology has 86 teachers, Huang He Science and Technology University has 52 teachers, Zhengzhou Sias University has 76 teachers. A total of 412 teachers are engaged in journalism education management in these five universities, and according to the Taro Yamane formula, 212 people participated.

1. Research Instrument

2.1 Instrument characteristics

To study the current and desired states of teachers' teaching competencies in journalism education management in Zhengzhou, Henan, the survey questionnaire was developed.

Part 1 (**Checklist**): The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including Gender, Age, qualification and experience.

Part 2 (Questionnaire): The close-ended questionnaires was used to measure the existence state and desire state of teachers' teaching competency in journalism education management. The descriptive statistic and a 5 - point rating scales questionnaires was used to rate the level of teachers' teaching competency in journalism education management with the following of 5 - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of the current and desired states of teachers' teaching competency in journalism education management.

To interpret mean score on which the respondents ticked about the existence state and desire state of journalism education management teachers, the researcher interpreted based on the mean score which was proposed by Sri-Saad (2010). Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is very high.

3.51 - 4.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is high.

2.51 - 3.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is medium.

1.51 - 2.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is low.

1.00 - 1.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is very low.

2.2 Creating and finding quality Research Instrument

1) Bring the created questionnaire to the thesis advisor to check and make an offer.

2) The researcher takes the revised questionnaire according to the thesis advisor's recommendation and presents it to the experts. To check the validity of the content (Content Validity) and to find the Index of Congruence (IOC) by considering the text with value. The accuracy of the content validity of questionnaires were valid if the values of IOC criteria that greater than or equal 0.8. Then, the questionnaire was revised based on the experts' suggestions and recommendations, and was returned to the adviser to adjust it before trying it out. The IOC was considered as follows:

+1 The question is consistent with the definition of specific terms.

0 Questions Not sure if they correspond to the definition of specific terms.

-1 The question does not correspond to the definition of specific terms.

Ultimately, researcher acquired the questionnaire within two weeks and result of the level of agreement is +1 for questionnaire, so that the researcher used draft questionnaire fully as real questionnaire.

Experts in reviewing research and development tools give their opinion on consistency of the questions using the IOC (Index of Congruence) technique that the researcher has selected Specific (Purposive Sampling) of 5 experts. Experts who have professional knowledge and experiences of educational management, educational research, or educational psychology; they have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above.

Experts' information was included:

1. Prof. Dr. Song. R.T, Dean of Journalism education Management, Henan University of Technology

2. Prof. Dr. Sun. Q, Dean of Journalism education Management, Zhongyuan Institute of Technology

3. Prof. Dr. Hou D.Q, director of Journalism education Management, Zhengzhou Sias University

4. Prof. Zheng. K.X, President of Journalism education Management, Huang He Science and Technology University

5. Prof. Dr. Li H, director of Journalism education Management, Zhengzhou University

The researcher used a questionnaire on current state and desired state. Let experts consider and give opinions on the consistency of the questions using the IOC (Index of Congruence) technique and select questions with a consistency index greater than or equal to 0.8.

3) The researcher took the questionnaire and tested it out (Try-Out) to find the discrimination and reliability value.

4) The discrimination used to find item classification power by finding the simple correlation coefficient between item scores and total scores (Item-Total Correlation) from Pearson's simple correlation coefficient. By looking at the correlation of item scores and total scores (Item Total Correlation) The researcher took the questions that had discrimination values to find the confidence values for the entire version using the Cronbach's Alpha Coefficient method, criteria of 0.911 and above.

5) Print the complete questionnaire. Then used to collect data from the sample group.

3. Data Collection

1) Memo to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

2) The researcher submitted the letter to the Zhengzhou Education Office, Zhengzhou State to get permission for doing research in Zhengzhou, Henan. After getting permission letter, the researcher distributed the questionnaire to the participating schools. Finally, the researcher collected questionnaires within four weeks. The researcher is a Journalism education management teacher, the researcher distributed questionnaire for 212 people.

4. Data Manipulation and analysis

1) For data analysis, descriptive statistic which included Mean ($\bar{x}$) and standard Deviation (S.D) was used to analyze the data from the survey on questions.

2) As the measurement scales, the following Five-point Likert scales were used for the current states of teachers' teaching competency in journalism education management.

3) Take a completed questionnaire for grades.

4) Analyze necessary needs by priority Need of Index.

To interpret mean score on which the respondents ticked about the existence state and desire state of journalism education management teachers, the researcher interpreted based on the mean score which was proposed by Srisa-ard, B. (2010). Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is very high.

3.51 - 4.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is high.

2.51 - 3.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is medium.

1.51 - 2.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is low.

1.00 - 1.50 refers to the level of current state and desire state of teachers' teaching competency in journalism education management is very low.

5. Statistics for data analysis

In this research, the researchers used statistics to analyze data by computer. By using a statistical package, selecting and analyzing data that is consistent with the aims and using statistics as follows.

1 Average (Mean)

2 Standard Deviation

3 Priority Needs Index = PNI

The needs for teacher competency development in student assessment will be analyzed by modifying Priority Needs Index (PNI modified) (Wongwanich, 2005). PNI modified was calculated by the following formula:

$$PNI_{modified} = \frac{(I - D)}{D}$$

Where   I: Importance or desired performance

D: Degree of success or current performance

The modified PNI analysis could reflect the teachers' teaching competency in journalism education management to be developed. A high index represents high need, which is supposed to be more developed rather than a lower index. The teachers'

teaching competency elements showing a high value of modified PNI would result in the higher priority of that teachers' teaching competency to be further developed. The modified PNI value was normally in the range of 0.00 - 1.00 to facilitate an interpretation. The teachers' teaching competency that had modified PNI value above 0.30 or higher was considered critical (Wongwanich, 2005) and will be required to be improved urgently. In case of the modified PNI values lower than 0.30, the extent of the efforts to improve themselves becomes less.

Phase III: Designing an Appropriate Program to Enhance Teachers' Teaching Competencies in Journalism Education Management

The researcher conducted the study by using qualitative research with the following research methods.

Stage 1 The study method such as a best practice or an in-depth interview, where the researcher proceeds with the following steps:

1. Informants

The researcher sets criteria the informants need have professional knowledge in the field of educational training, educational management, educational research and have doctoral degree at least, and they have experience in journalism education management in the fields mentioned above. The experts' names and qualification:

1. Prof. Dr. Li, J.W, President of Journalism education Management, Henan University of Technology

2. Prof. Dr. Jaing, M. M, Dean of Journalism education Management, Zhongyuan Institute of Technology

3. Prof. Dr. Wang, L. Q, Director of Journalism education Management, Zhengzhou Sias University

4. Prof. Du, F.W, Director of Journalism education Management, Huang He Science and Technology University

5. Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

2. Research Instrument

2.1 Instrument characteristics

The instrument used for data collection was an interview, It has the following components:

Section I: Respondents' Profile

Section II: Components of a program (objectives, content, resources, Length, teaching method and activities and evaluation)

Section III: Comments about likes/strength/things to be continued. Comments about dislike/ weakness/things to be changed.

2.2 Construction and quality determination of tools

The researcher has proceeded to create and find the quality of the tools as follows.

1) Study the concepts, theories and related research.

2) Create an interview questionnaire.

3) Take the interview form to the thesis advisor to check the correctness of the interview form, idioms, and make improvements as recommended.

4) Take the interview form to experts to assess the consistency between the objective questions.

5) Improve the interview form according to the advice of experts. to be published in the complete edition

3. Data Collection

The researcher collects data. (Describe methods for collecting data, such as coordinating with experts. Conduct an interview The details are as follows.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview

3.3 Coordinate with experts to request an interview date and time.

3.4 Interview on the appointed date and time.

4. Data Manipulation and Analysis

4.1 Collect interview data. Organize information group content

4.2 Data were analyzed by qualitative data analysis techniques. Content Analysis

Stage 2 Design the program.

Explain the methods for developing Programs as follows:

1. Study related principles, concepts, and theories.

2. Study the Priority needs form the sample group.

3. In-depth interviews with experts.

Stage 3 Assessment the program.

1. Expert

The researcher sets criteria the informants need have professional knowledge in the field of educational training, educational management, educational research and have doctoral degree at least, and they have experience in journalism education management in the fields mentioned above. The experts' names and qualification:

1) Prof. Dr. Li, J.W, President of Journalism education Management, Henan University of Technology

2) Prof. Dr. Sun, Q, Dean of Journalism education Management, Zhongyuan Institute of Technology

3) Prof. Dr. Wang, L. Q, Director of Journalism education Management, Zhengzhou Sias University

4) Prof. Liu H. L, Director of Journalism education Management, Huang He Science and Technology University

5) Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

2. Research Instrument

2.1 Instrument characteristics

The researcher developed it by studying documents. Relevant research of program components Then determine the key points to be assessed from the information obtained from the study. then used to create questions to cover the issue.

2.2 Construction and quality determination of tools

2.2.1 study the details of the components of the program

2.2.2 Determine the key points to be assessed from the data obtained from the study. used to write questions to cover all issues

2.2.3 Thesis Advisor the correctness of the idioms

2.2.4 Experts verify content validity, suitability. question clarity

3. Data Collection

The researcher coordinated with experts to assess the appropriateness, accuracy and feasibility of the program.

4. Data Manipulation and Analysis

After the construction of the research instruments, to check the components of program. The descriptive statistic and a five - point rating scales questionnaires was used to rate the level of the program with the following of five - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of components of program. The rating is:

4.51 - 5.00 refers to the level of appropriateness, accuracy and feasibility of components in program is very high.

3.51 - 4.50 refers to the level of appropriateness, accuracy and feasibility of components in program is high.

2.51 - 3.50 refers to the level of appropriateness, accuracy and feasibility of components in program is medium.

1.51 - 2.50 refers to the level of appropriateness, accuracy and feasibility of components in program is low.

1.00 - 1.50 refers to the level of appropriateness, accuracy and feasibility of components in program is very low.

CHAPTER IV
RESULTS OF DATA ANALYSIS

According to the statistical analysis of expert data, the teachers' teaching competency in journalism education management and questionnaires are determined. The researcher will introduce the procedures for the data analysis as follows:

1. The symbol representing for data analysis

2. Stages of data analysis

3. Results of data analysis

The Symbols representing for data analysis

$\overline{\mathrm{X}}$:   Mean

S.D: Standard Deviation

n: Population

PNI $_{modified}$: Priority Need Index modified

I: Importance or Desired State

D: Degree of success or Current State

The phase of data analysis

1. To investigate the components and indicators of teachers' teaching competency in journalism education management.

2. To explore the current, desired state and priority needs of teachers' teaching competency in journalism education management.

3. To design an appropriate program to enhance teachers' teaching competency in journalism education management.

Results of data analysis

1. Components and indicators of teachers' teaching competency in journalism education management.

Phase 1: Result of analyzing of components and indicators of teachers' teaching competency in journalism education management.

Table 10 Mean and standard deviation of Components Teachers' Teaching Competency in Journalism Education Management.

Items	Components of Teachers' Teaching competency in Journalism Education Management.	$\overline{X}$	S.D	Level of Suitability
1.	Teaching cognition	4.60	0.49	Very High
2.	Teaching design	4.80	0.45	Very High
3.	Teaching management	4.80	0.48	Very High
4.	Evaluation	4.60	0.46	Very High
5.	Education technology	4.80	0.45	Very High
6.	Ethic	5.00	0.00	Very High
	Total	4.77	0.19	Very High

Table 10 shows that Mean and standard deviation of Components Teachers' Teaching Competency in Journalism Education Management. There are 6 components of teachers' teaching competency in journalism education management were suitability by experts, adjusted according to the opinions of experts, was overall at the very high ($\overline{X}$=4.77). When the order of the components of the average from highest to

lowest is:1) Ethic ($\overline{X}$=5.00), 2) Teaching design, Teaching management and Education technology ($\overline{X}$=4.80), 3) Teaching cognition and Evaluation ($\overline{X}$=4.60).

    2. The current, desired states and priority needs of teachers' teaching competency in journalism education management.

    Phase 2: Result of Analyzing of Exploring current, desire state and PNI of teachers' teaching competency in journalism education management.

    Part 1 (Checklist): The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including educational qualifications, teaching experiences, professional title and industry experience.
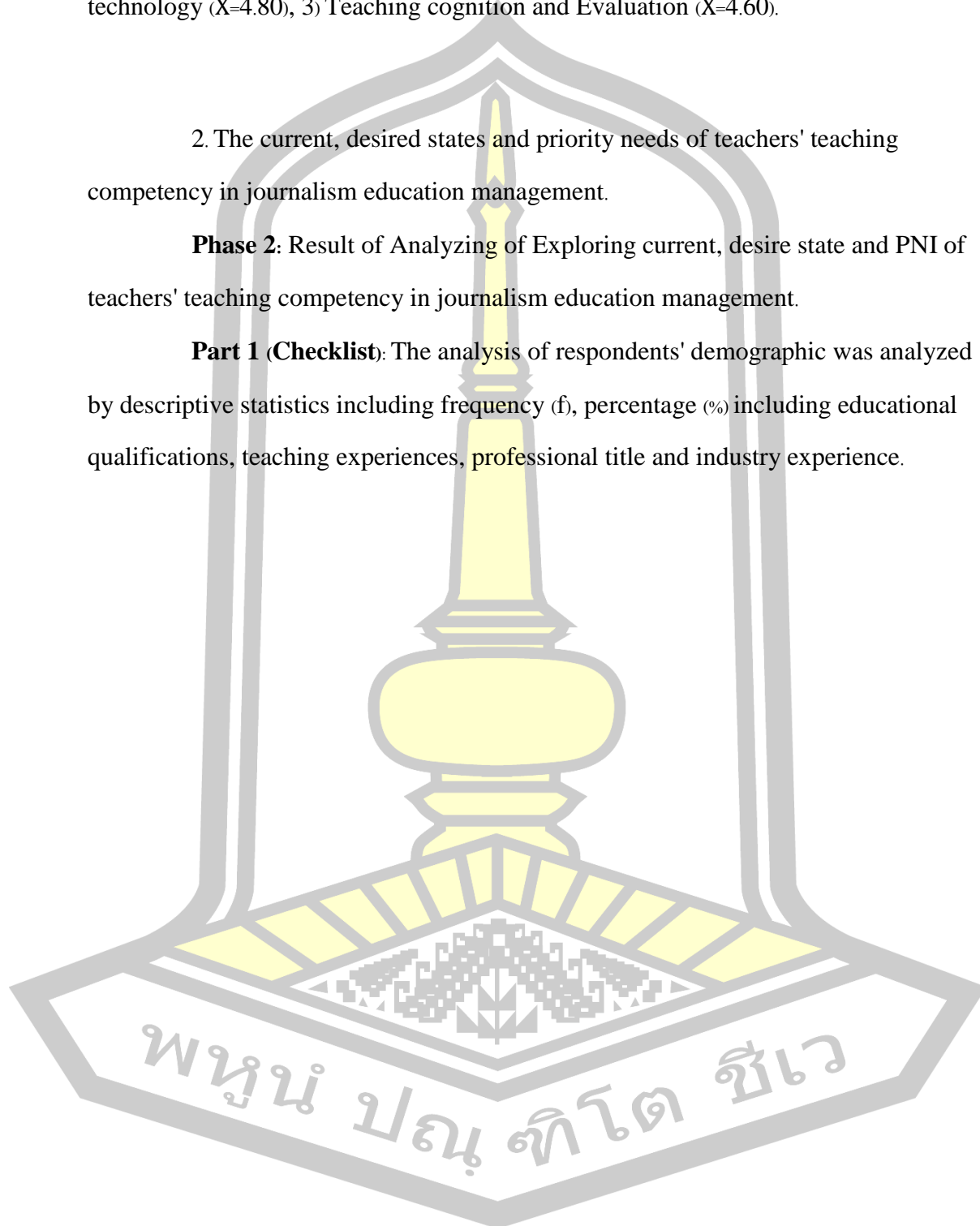
Table 11 Respondents' Profile Analysis

Items	n=212	
	Frequency	Percentage
Educational Qualifications		
Below Bachelor	5	2.4
Bachelor	11	5.2
Master	189	89.1
Doctor	7	3.3
Teaching experiences		
less than 5 years	135	63.7
Between 5 and 10 years	68	32.1
Between 11 and 15 years	6	2.8
More than 15 years	3	1.4
Professional title		
Professor	11	5.3
Associate professor	89	41.9
Lecturer	80	37.7
Teaching assistant	32	15.1
Industry experience of Journalism		
Experience	193	91
No Experience	19	9

Table 11 shown as demographic information about respondents. Among them, 212 respondents were from five journalism education management teachers in Zhengzhou, Henan province.189 people have a master's degree, accounting for 89.1%.135 people (63.7%) have worked for less than 5 years and they are a younger teaching team. Therefore, 89 (41.9%) have the title of associate professor, and 80 (37.7%) have the title of lecturer, with a large space for the professional title to rise. Most of

the teachers had industry experience, and only 19 (9%) had no experience in journalism or internship in companies such as media.

Part 2 (Questionnaire): The close-ended questionnaires was used to measure the existence state and desire state of teachers' teaching competency in journalism education management. The descriptive statistic and a five - point rating scales questionnaires was used to rate the level of teachers' teaching competency in journalism education management with the following of five - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of the current, desired states and priority needs of teachers' teaching competency in journalism education management.

Table 12 Mean Standard Deviations of Current, Desired States and PNI of teachers' teaching competency in journalism education management.

Items	Component	Current State			Desired State			PNI	Rank
		$\overline{X}$	S.D	Interpret	$\overline{X}$	S.D	Interpret		
1.	Teaching cognition	2.53	0.58	Medium	3.98	0.34	High	0.576	4
2.	Teaching design	2.55	0.55	Medium	4.09	0.35	High	0.625	3
3.	Teaching management	2.49	0.29	Low	4.18	0.27	High	0.683	1
4.	Evaluation	2.98	0.26	Medium	4.24	0.28	High	0.428	6
5.	Education technology	3.00	0.31	Medium	4.41	0.23	High	0.477	5
6.	Ethic	2.55	0.35	Medium	4.21	0.35	High	0.654	2
	Total	2.68	0.41	Medium	4.19	0.32	High	0.563	/

Table 12 shows that Mean, Standard Deviations of Current, Desired States and PNI of teachers' teaching competency in journalism education management. The overall current state of teachers' teaching competency in journalism education management was at medium level. The mean in the current state were:1) Education technology ($\overline{X}$=3.00), 2) Evaluation ($\overline{X}$=2.98), 3) Ethic ($\overline{X}$=2.55). The lower mean was that: Teaching management ($\overline{X}$=2.49). The overall desired state of teachers' teaching competency in journalism education management was at high level. The mean in the desire state was:1) Education technology ($\overline{X}$=4.41), 2) Evaluation ($\overline{X}$=4.24), 3) Ethic ($\overline{X}$=4.21). The lower mean was that: Teaching cognition ($\overline{X}$=3.98). The priority needs Index for teachers' teaching competency in journalism education management. In order of priority numbers, they were:1) teaching management (PNI_{mod}=0.683), 2) ethic (PNI_{mod}=0.654), 3) teaching design (PNI_{mod}=0.625), 4) teaching cognition (PNI_{mod}=0.576), 5) education technology (PNI_{mod}=0.477), 6) evaluation (PNI_{mod}=0.428).
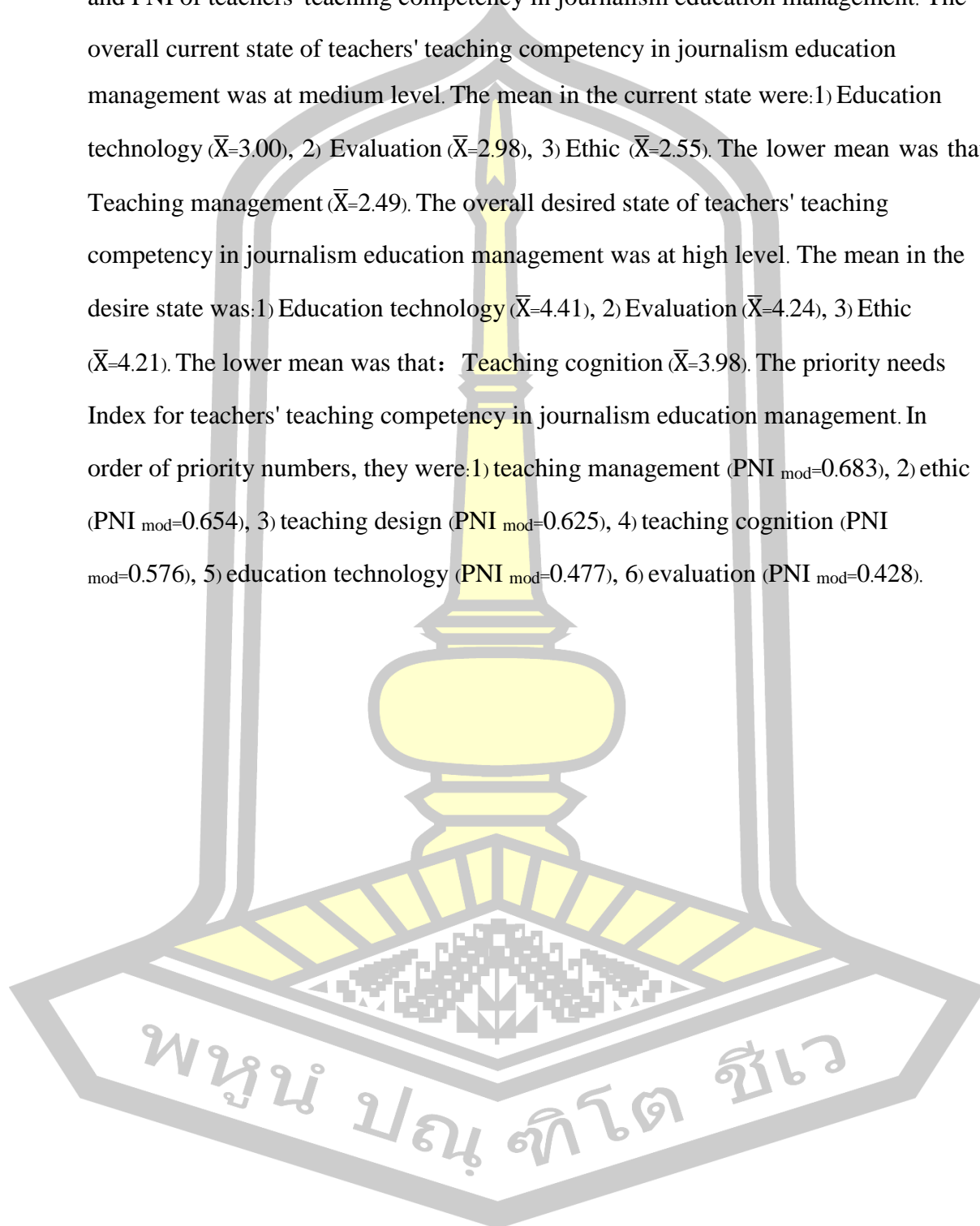
Table 13 Mean and Standard Deviation of Current States, Desired State and PNI of Teaching Cognition

Teaching Cognition	Current State		Desired State		PNI	Rank
	$\overline{X}$	S.D	$\overline{X}$	S.D		
1. Understand professional objectives and courses at the beginning of the school year.	2.56	0.81	4.05	0.21	0.580	3
2. Understand the teaching object.	2.53	0.84	3.94	0.24	0.552	5
3. Analyze and deal with teaching materials.	2.48	0.80	3.88	0.30	0.561	4
4. Understand the characteristics of the physical and mental development of university students.	2.51	0.81	4.00	0.31	0.599	2
5. Clear teaching goals to achieve.	2.49	0.82	4.02	0.22	0.618	1
6. Focus on discipline development.	2.58	0.81	3.98	0.31	0.543	6
Total	2.53	0.58	3.98	0.34	0.574	/

Table 13 shows that the teaching cognition of journalism education management teachers was currently at the medium level. The higher mean in the current state were:1) Focus on discipline development ($\overline{X}$=2.58), 2) Understand professional objectives and courses at the beginning of the school year ($\overline{X}$=2.56), 3) Understand the teaching object ($\overline{X}$=2.53). The lower mean was that: Analyze and deal with teaching materials ($\overline{X}$=2.48). At the same time, Table 14 also shows that the teaching cognition of journalism education management teachers was desire state at

the high level. The higher mean in the desire state were:1) Understand professional objectives and courses at the beginning of the school year ($\overline{X}$=4.05), 2) Clear teaching goals to achieve ($\overline{X}$=4.02), 3) Understand the characteristics of the physical and mental development of university students ($\overline{X}$=4.00). The lower mean was that: Analyze and deal with teaching materials ($\overline{X}$=3.88). The priority needs index of teaching cognition. In order of priority numbers, they were: 1) Clear teaching objectives (PNI $_{mod}$=0.618), 2) Understand the characteristics of the physical and mental development of university students (PNI $_{mod}$=0.599), 3) Understanding professional objectives and courses (PNI $_{mod}$=0.580), 4) Analyze and deal with teaching materials (PNI $_{mod}$=0.561), 5) Understanding teaching objects (PNI $_{mod}$=0.552), 6) Focusing on discipline development (PNI $_{mod}$=0.543).
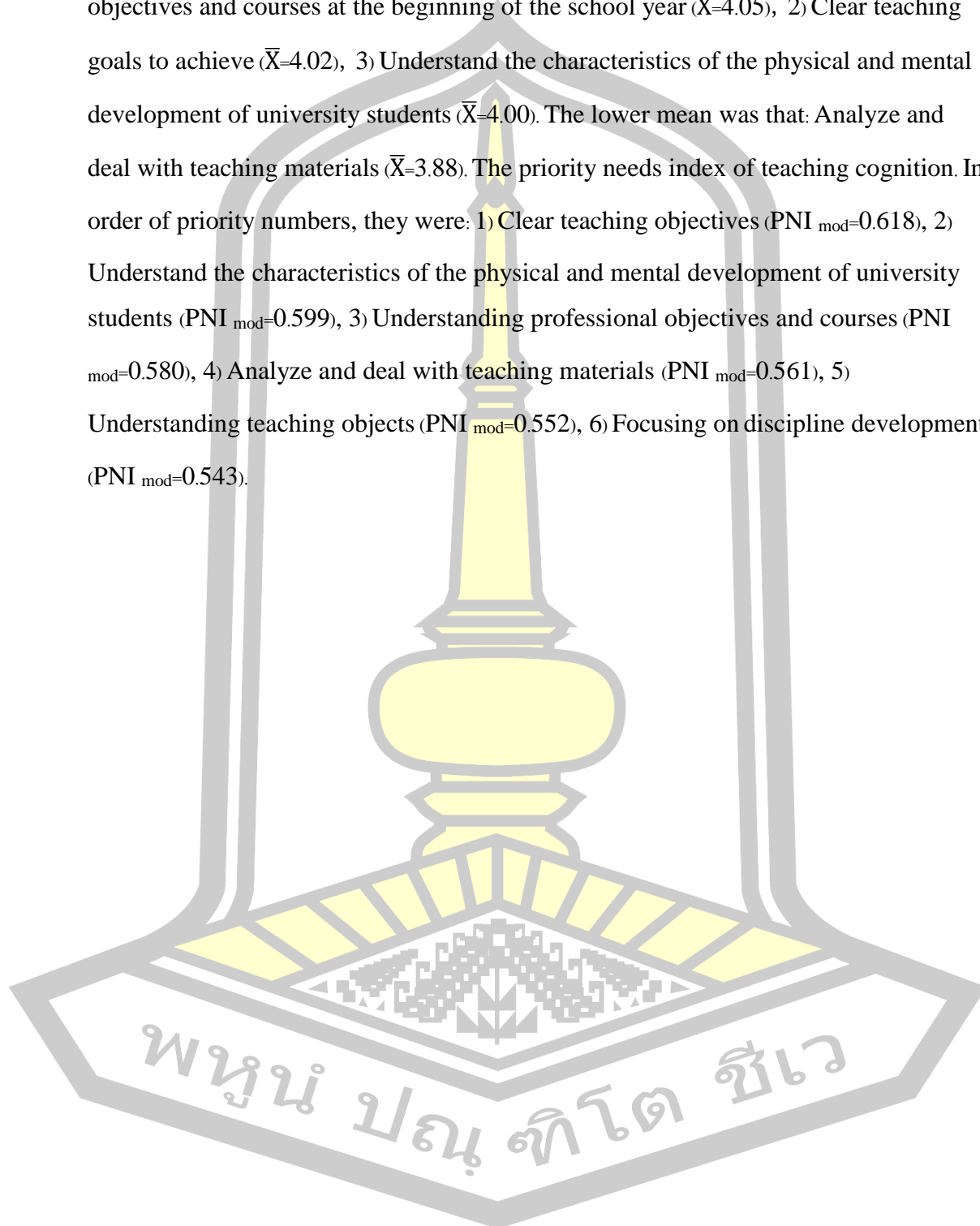
Table 14 Mean and Standard Deviation of Current States, Current State and PNI of Teaching Design

Teaching Design	Current State		Desired State		PNI	Rank
	$\overline{X}$	S.D	$\overline{X}$	S.D		
1. Master the design requirements of teaching objectives.	2.45	0.83	4.08	0.33	0.676	2
2.The competency to highlight the key points and difficult points.	2.63	0.82	4.07	0.32	0.548	4
3.Choose teaching strategies.	2.42	0.82	4.11	0.82	0.705	1
4.Choose the appropriate teaching methods.	2.68	0.78	4.06	0.48	0.529	5
5.Make teaching plans	2.60	0.72	4.13	0.42	0.597	3
Total	2.55	0.55	4.09	0.35	0.601	/

Table 14 shows that the teaching design of journalism education management teachers was at the medium level. The higher mean in the current state were: 1) Choose the appropriate teaching methods ($\overline{X}$=2.68), 2) The competency to highlight the key points and difficult points ($\overline{X}$=2.63), 3) Make teaching plans ($\overline{X}$=2.60). The lower mean was that: Choose teaching strategies ($\overline{X}$=2.42). At the same time. Table 15 also shows that the teaching design of journalism education management teachers was desire state at the high level. The higher mean in the desire state were: 1) Make teaching plans ($\overline{X}$=4.05), 2) Choose teaching strategies ($\overline{X}$=4.11), 3) Master the design requirements of teaching objectives ($\overline{X}$=4.08). The lower mean was:Choose the appropriate teaching methods ($\overline{X}$=4.06). The priority needs index of teaching design. In

order of priority numbers, they were: 1) Choose teaching strategies (PNI mod=0.705), 2) Master the design requirements of teaching objectives (PNI mod=0.676), 3) Make teaching plans (PNI mod=0.597), 4) The competency to highlight the key points and difficult points (PNI mod=0.548), 5) Choose the appropriate teaching methods (PNI mod=0.529).
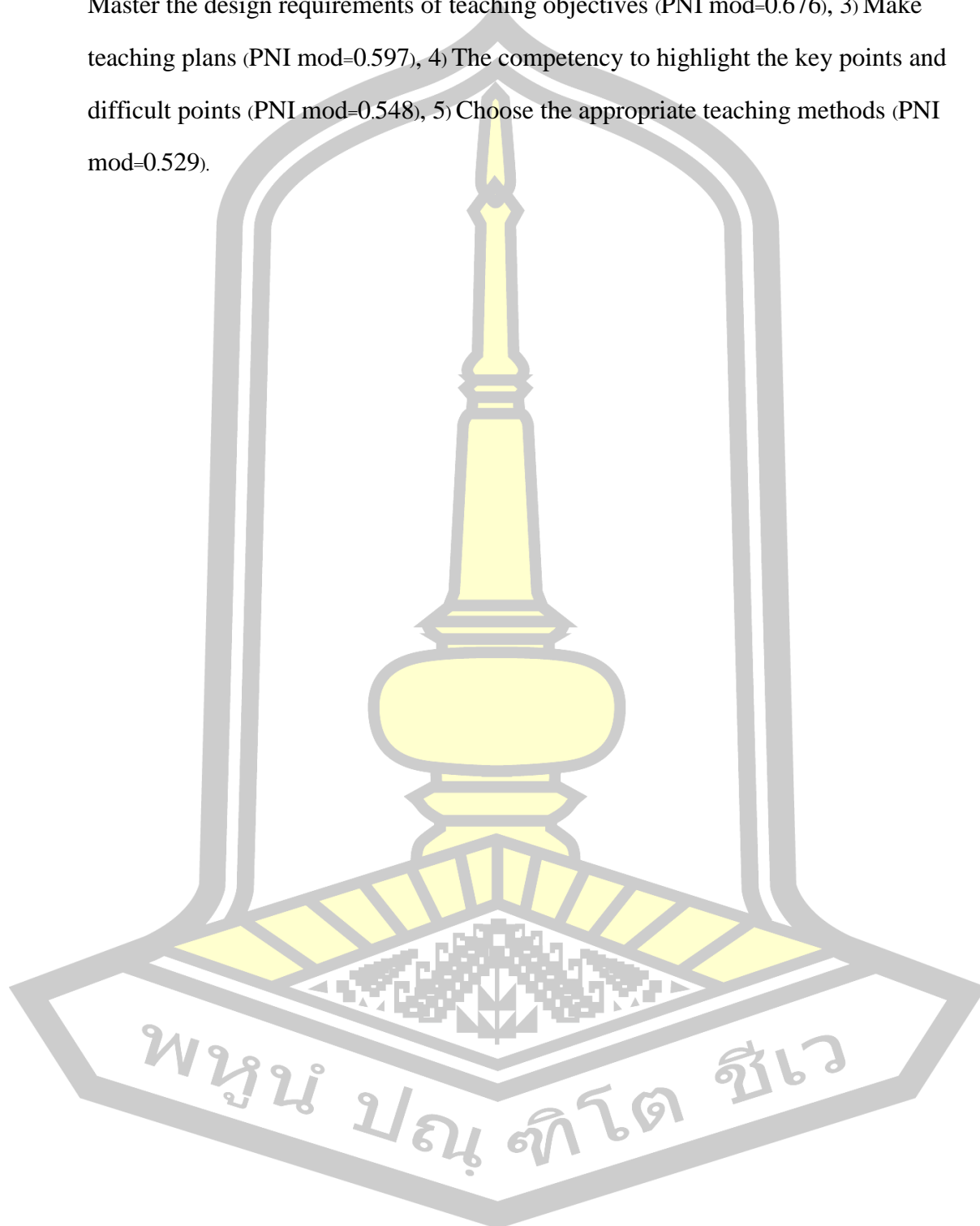
Table 15 Mean and Standard Deviation of Current States, Desired States and PNI of
Teaching Management

Teaching Management	Current State		Desired State		PNI	Rank
	$\overline{X}$	S.D	$\overline{X}$	S.D		
1. Teachers have a certain personality and charm.	2.51	0.78	4.19	0.28	0.677	5
2.The teacher's positive and negative conclusion of the students' classroom behavior.	2.50	0.85	4.01	0.35	0.609	7
3. Have good classroom discipline.	2.58	0.78	4.26	0.38	0.658	6
4. Create a healthy and beautiful classroom environment.	2.52	0.81	4.25	0.21	0.696	4
5. Establishing a harmonious teacher-student relationship.	2.36	0.85	4.09	0.25	0.734	2
6. Teachers are good at self-management.	2.42	0.82	4.21	0.22	0.743	1
7. Have a positive persuasion.	2.61	0.80	4.15	0.20	0.590	8
8. Correctly understand and play the role of teacher profession.	2.47	0.77	4.27	0.27	0.725	3
Total	2.49	0.29	4.18	0.27	0.684	/

Table 15 shows that the overall current state of teaching management was at
the low levels. In particular. The higher mean in the current state were:1) Have a
positive persuasion ($\overline{X}$=2.61), 2) Have good classroom discipline ($\overline{X}$=2.58), 3) Create a

healthy and beautiful classroom environment ($\overline{X}$=2.52). The lower mean was that:
Establishing a harmonious teacher-student relationship ($\overline{X}$=2.36). According to the
statistical results of the respondents on the desired status, Table 16 also shows that the
teaching management of journalism education management teachers was desire state
at the high level. The higher mean in the desire state were:1) Correctly understand and
play the role of teacher profession ($\overline{X}$=4.27), 2) Have good classroom discipline ($\overline{X}$=4.26),
3) Create a healthy and beautiful classroom environment ($\overline{X}$=4.25). The lower mean was
that the teacher's positive and negative conclusion of the students' classroom behavior
($\overline{X}$=4.01). The priority needs index of teaching management. In order of priority
numbers, they were:1) Teachers are good at self-management (PNI $_{mod}$=0.743), 2)
Establishing a harmonious teacher-student relationship (PNI $_{mod}$=0.734), 3) Correctly
understand and play the role of teacher profession (PNI $_{mod}$=0.725), 4) Create a healthy
and beautiful classroom environment (PNI $_{mod}$=0.696), 5) Teachers have a certain
personality and charm (PNI $_{mod}$=0.677), 6) Have good classroom discipline (PNI
$_{mod}$=0.658), 7) The teacher's positive and negative conclusion of the students' classroom
behavior (PNI $_{mod}$=0.609), 8) Have a positive persuasion (PNI $_{mod}$=0.590).
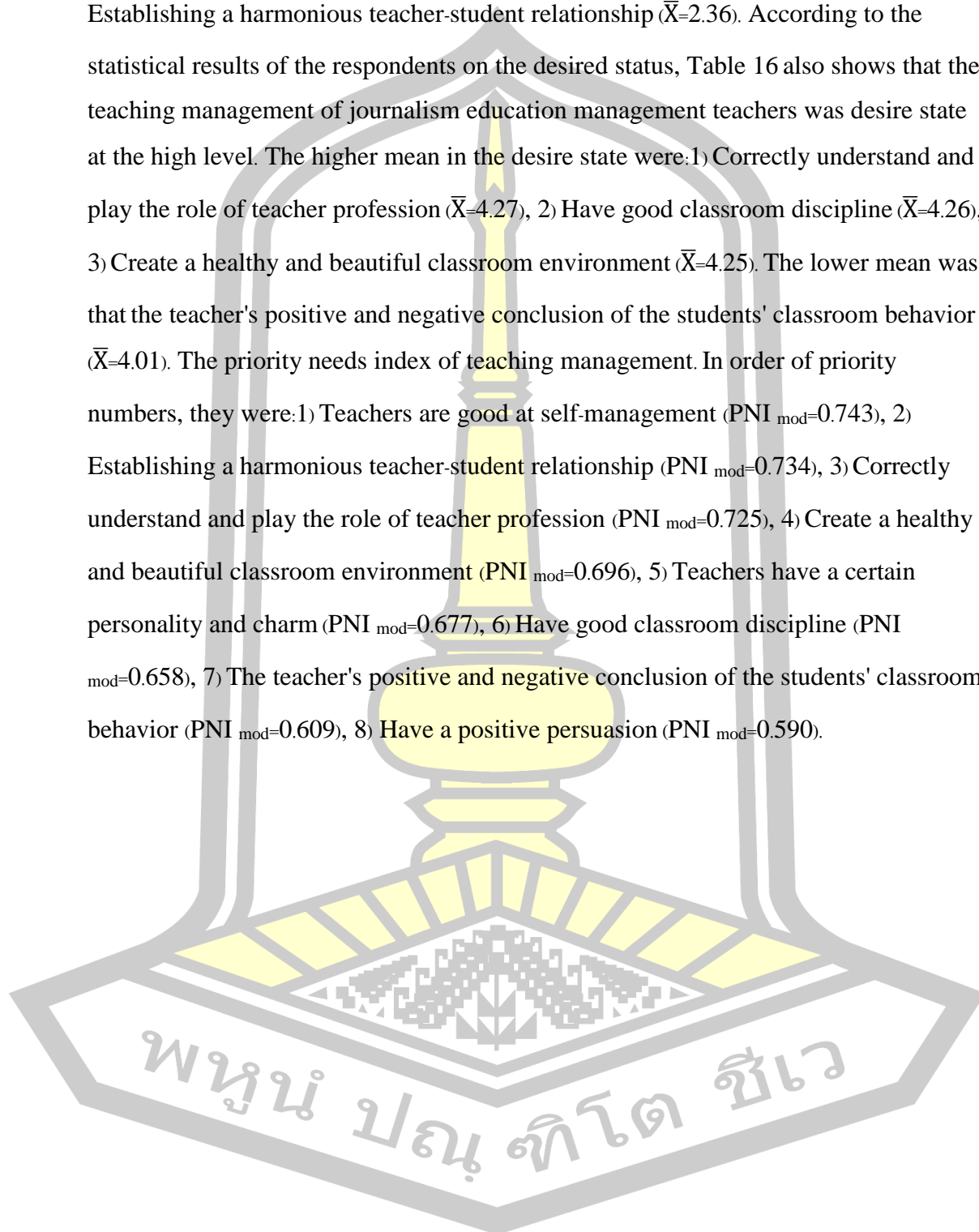
Table 16 Mean and Standard Deviation of Current States, Desired States and PNI of Evaluation

Evaluation	Current State		Desired State		PNI	Rank
	$\overline{\text{X}}$	S.D	$\overline{\text{X}}$	S.D		
1. Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. Such as: ask questions, check the homework, written tests, etc.	2.95	0.70	4.23	0.33	0.436	4
2. The students' competency to practice activities adopts the method of operational examination. Such as practice, practical activities, practice summary and experiment report, etc.	3.01	0.66	4.28	0.32	0.427	5
3. Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of	2.95	0.71	4.15	0.35	0.381	9

written test.					
4. Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination.	3.03	0.72	4.24	0.27	0.390	8
5.Test the students' critical thinking competency and language expression competency by oral examination method.	3.02	0.72	4.26	0.21	0.409	7
6.Have a correct understanding of the examination method.	2.97	0.74	4.27	0.23	0.445	3
7.Be able to use the test methods appropriately.	3.00	0.72	4.23	0.26	0.418	6
8.Be able to explore new forms of examination methods.	2.95	0.70	4.29	0.35	0.454	2
9. Have certain self-evaluation and self-reflection competency	2.93	0.66	4.19	0.34	0.463	1
Total	2.98	0.26	4.24	0.28	0.423	/

Table 16 shows that the current state of the evaluation level in the medium level. The higher mean in the current state were:1) Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination($\bar{X}$=3.03), 2) Test the students' critical thinking competency and language expression competency by oral examination method ($\bar{X}$=3.02), 3) The students' competency to practice activities adopts the method of operational examination. Such as practice, practical activities, practice summary and experiment report, etc. ($\bar{X}$=3.01). The lower mean was that: Have certain self-evaluation and self-reflection competency ($\bar{X}$=2.93). According to the statistical results of the respondents on the desired status. Table 17 also shows that the evaluation of journalism education management teachers was desire state at the high level. The higher mean in the desire state were: 1) Be able to explore new forms of examination method ($\bar{X}$=4.29), 2) The students' competency to practice activities adopts the method of operational examination. Such as practice, practical activities, practice summary and experiment report, etc. ($\bar{X}$=4.28), 3) Have a correct understanding of the examination method ($\bar{X}$=4.27). The lower mean was that: Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test ($\bar{X}$=4.15). The priority needs index of evaluation. In order of priority numbers, they were:1) Have certain self-evaluation and self-reflection competency (PNI $_{mod}$=0.463), 2) Be able to explore new forms of examination methods (PNI $_{mod}$=0.454), 3) Have a correct understanding of the examination method (PNI $_{mod}$=0.445), 4) Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination (PNI $_{mod}$=0.436), 5) The students' competency to practice activities adopts the method of operational examination (PNI $_{mod}$=0.427), 6) Be able to use the test methods appropriately (PNI $_{mod}$=0.418), 7) Test the students' critical thinking competency and language expression competency by oral examination method (PNI $_{mod}$=0.409), 8) Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-

book examination (PNI $_{mod}$=0.390), 9) Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test. (PNI $_{mod}$=0.381).

Table 17 Mean and Standard Deviation of Current States, Desired and PNI of Education Technology

Education Technology	Current State		Desired State		PNI	Rank
	$\overline{X}$	S.D	$\overline{X}$	S.D		
1. Understand the importance of education technology.	2.97	0.73	4.28	0.35	0.448	4
2. Able to carry out teaching practice and innovation based on technology.	2.99	0.70	4.20	0.33	0.409	5
3. Master the competency of information teaching activities.	2.98	0.73	4.54	0.66	0.525	1
4. Able to skillfully use the multimedia teaching.	3.03	0.74	4.59	0.37	0.516	2
5. Strong competency to accept new technologies such as ChatGPT and apply them.	3.01	0.73	4.43	0.29	0.477	3
Total	3.00	0.31	4.41	0.23	0.476	/

Table 17 shows that mean and standard deviation of current states and desired of education technology. It is shows that the education technology current status in a medium level. The mean in the current state were from high to low were: 1) Able to skillfully use the multimedia teaching ($\overline{X}$=3.03), 2) Strong competency to accept new

technologies such as ChatGPT and apply them ($\overline{X}$=3.01), 3) Able to carry out teaching practice and innovation based on technology ($\overline{X}$=2.99), 4) Master the competency of information teaching activities ($\overline{X}$=2.98), 5) Understand the importance of education technology ($\overline{X}$=2.97). According to the statistical results of the respondents on the desired status. Table 18 also shows that the education technology of journalism education management teachers was desire state at the high level. The mean in the desire state were from high to low were: 1) Able to skillfully use the multimedia teaching ($\overline{X}$=4.59), 2) Master the competency of information teaching activities ($\overline{X}$=4.54), 3) Strong competency to accept new technologies such as ChatGPT and apply them ($\overline{X}$=4.43), 4) Understand the importance of education technology ($\overline{X}$=4.28), 5) Able to carry out teaching practice and innovation based on technology ($\overline{X}$=4.20). The priority needs index of education technology. In order of priority numbers, they were:1) Master the competency of information teaching activities (PNI_{mod}=0.525), 2) Able to skillfully use the multimedia teaching (PNI_{mod}=0.516), 3) Strong competency to accept new technologies such as ChatGPT and apply them (PNI_{mod}=0.477), 4) Understand the importance of education technology (PNI_{mod}=0.448), 5) Able to carry out teaching practice and innovation based on technology (PNI_{mod}=0.409).
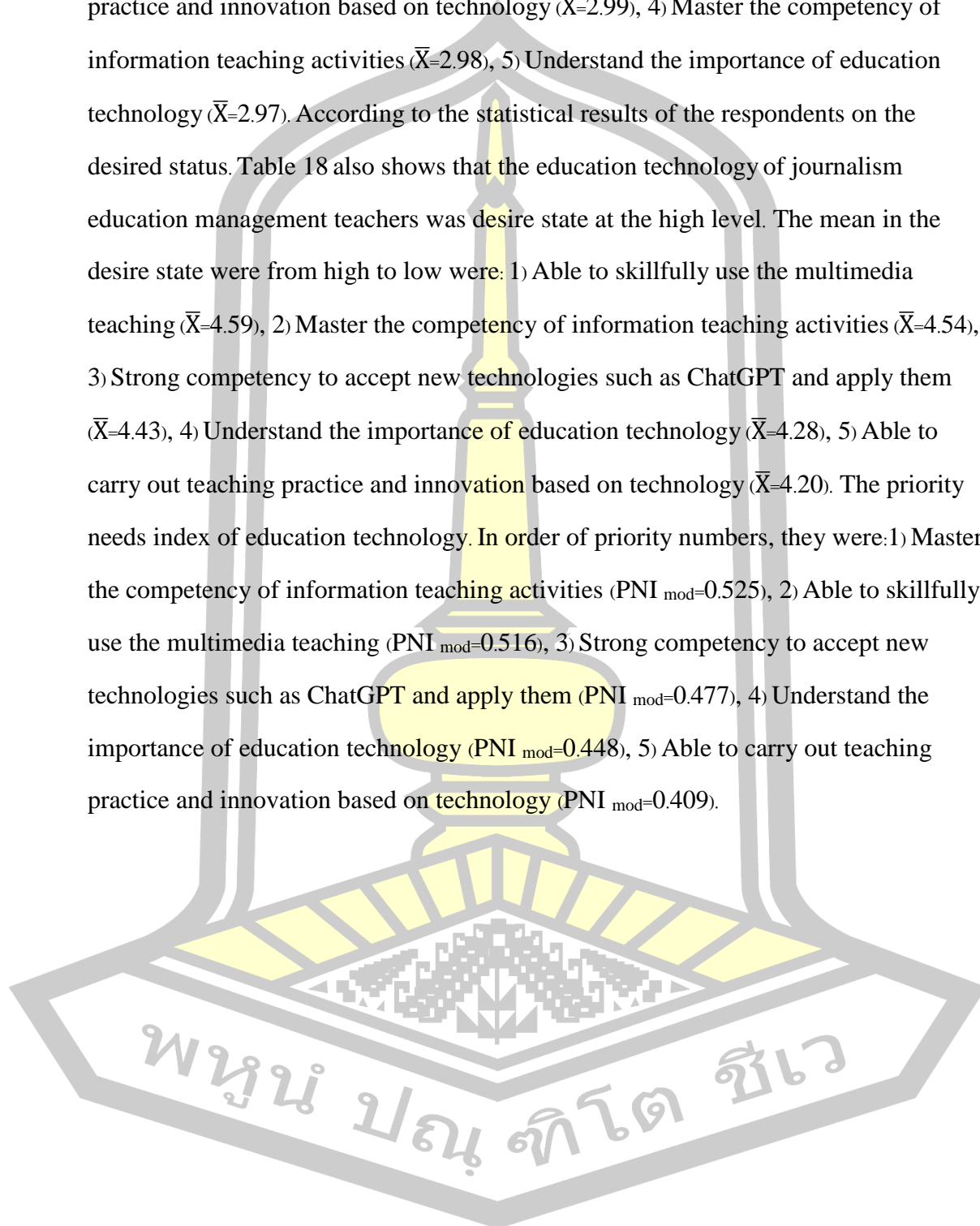
Table 18 Mean and Standard Deviation of Current States and Desired States of Ethic

Ethic	Current State		Desired State		PNI	Rank
	$\overline{X}$	S.D	$\overline{X}$	S.D		
1. Authenticity, accuracy and objectivity	2.44	0.87	4.17	0.27	0.718	3
2. Honesty and justice	2.51	0.81	4.26	0.21	0.707	2
3. Respect the privacy rights of students and colleagues	2.86	0.84	4.13	0.84	0.440	5
4. Responsible use of social media	2.39	0.83	4.24	0.33	0.776	1
5. Supervision and self-supervision	2.52	0.87	4.25	0.27	0.699	4
Total	2.55	0.35	4.21	0.25	0.655	/

Table 18 shows that mean and standard deviation of current states，desired and PNI of ethic. It is shows that the ethic current status in a medium level. The mean in the current state were from high to low were: 1) Respect the privacy rights of students and colleagues ($\overline{X}$=2.86), 2) Supervision and self-supervision ($\overline{X}$=2.52), 3) Honesty and justice ($\overline{X}$=2.51), 4) Authenticity, accuracy and objectivity ($\overline{X}$=2.44), 5) Responsible use of social media ($\overline{X}$=2.39). According to the statistical results of the respondents on the desired status. Table 19 also shows that the ethic of journalism education management teachers was desire state at the high level. The mean in the desire state are from high to low were: 1) Honesty and justice ($\overline{X}$=4.26), 2) Supervision and self-supervision ($\overline{X}$=4.25), 3) Responsible use of social media ($\overline{X}$=4.24), 4) Authenticity, accuracy and objectivity ($\overline{X}$=4.17), 5) Respect the privacy rights of students and colleagues ($\overline{X}$=4.13). The priority needs index of ethic. In order of priority

numbers, they were:1) Responsible use of social media (PNI $_{mod}$=0.776), 2) Honesty and justice (PNI $_{mod}$=0.707), 3) Authenticity, accuracy and objectivity (PNI $_{mod}$=0.718), 4) Supervision and self-supervision (PNI $_{mod}$=0.699), 5) Respect the privacy rights of students and colleagues (PNI $_{mod}$=0.445).

3. Designing Program to Enhance teachers' teaching competency in journalism education management.

Phases 3: Result of analyzing of developing a program to enhance teachers' teaching competency in journalism education management by verifying with 5 experts using In-depth interview.

The data analysis results of the third stage are divided into 3 steps, as shown as follows:

Stage 1: According to the research results obtained in the second phase and according to the needs of the teachers' teaching competency, the researchers reviewed the documents from various sources, designed the In-depth interview questionnaire, and sent to 5 experts to conduct interviews on improving the teachers' teaching competency.

Teachers' teaching competency is a comprehensive concept, covering a wide variety of skills, knowledge and attitudes of teachers in the process of education. Teachers' teaching competency is the competency and quality of teachers to effectively impart knowledge, cultivate skills, and promote students' learning and development in the educational environment. The teaching competency of university teachers includes teaching cognitive, teaching design, teaching management, teaching evaluation, education technology and ethics.

The researcher analyzed the results from the results as follows:

1. Teaching Cognition

Journalism education management teachers should make clear the teaching objectives at the beginning of the school year, so that students can clearly understand the learning direction. Understand the individual differences of students, and adopt flexible and diverse teaching methods to meet the learning needs of different students. Pay attention to the physical and mental development of college students, provide psychological support and care, and create a positive learning atmosphere. Careful analysis and processing of teaching materials, to ensure that the teaching content has practical application, keep pace with The Times. Pay close attention to the development of the discipline, participate in academic seminars and constantly improve the level of the discipline, and provide students with rich discipline resources. By adopting these suggestions, journalism education management teachers will be able to better improve teaching cognition, improve teaching effect, and promote the all-round development of students.

The following is the interview materials:"...At the beginning of the school year, journalism education management teachers should make clear their teaching objectives, including cultivating students' journalism literacy and improving their writing and interview skills. Clear teaching objectives can help teachers to design course content and teaching methods more targeted, and improve students' learning effect. When making school year plans, teachers should make clear the teaching objectives of each semester and share with students, so that students can know their learning direction. At the same time, teachers can regularly check students' learning conditions and adjust teaching strategies in time to ensure the goal..."

（Expert 1, Interview, December 2,2023）

"...Understanding the teaching object is the key to improving the teaching results. At the beginning of the year, journalism education management teachers should spend time with a deep understanding of students' background, interest and learning style, so as to better adjust the teaching content and way and make the

teaching more targeted. Journalism education management teachers can learn about students' academic background, interests and subject specialties by carrying out entrance questionnaires and individual interviews. In teaching, different teaching methods are flexibly used to meet the learning needs of different students and stimulate students' interest in learning..."

（Expert 2, Interview, December 4,2023）

"...College students are at a critical stage of their physical and mental development. Teachers of journalism education management should pay attention to students' physical and mental health, and integrate relevant care and guidance into their teaching. Teachers of journalism education management should understand the psychological characteristics of college students, pay attention to their pressure and distress, and provide appropriate psychological support. Journalism education management teachers can help students to better cope with the challenges in their studies and life by carrying out regular mental health education courses and organizing psychological counseling activities. In the classroom teaching, pay attention to students' emotional experience and create a positive learning atmosphere..."

（Expert 3, December 7,2023）

"...Journalism education management teachers should carefully analyze and process the teaching materials at the beginning of the school year to ensure that the teaching content keeps pace with The Times and has practical application. Journalism education management teachers should not only be familiar with the content of teaching materials, but also be able to combine theoretical knowledge with practical cases to improve the effectiveness of teaching. Teachers can update the textbook regularly to introduce the latest cases and research results. In classroom teaching, through case analysis, group discussion and other ways, stimulate students' interest in the teaching content, and cultivate their ability to analyze and solve practical problems..."

（Expert 4, Interview, December 13,2023）

"...Journalism education management teachers should pay close attention to the development of the subject, and keep abreast of the latest developments and research results in the field of journalism education. Journalism education management teachers participate in academic seminars, writing textbooks or papers to improve their subject level and provide students with more abundant subject resources. Journalism education management teachers can continuously expand their academic horizons by subscribing to academic journals and participating in academic exchange activities. In the teaching, the latest subject research results should be timely integrated into the course, so that students can have access to the most cutting-edge knowledge..."

（Expert 5, Interview, December 20,2023）

2. Teaching Design

The teaching design should be student-centered, clarify the teaching objectives, highlight the key points and difficult points, choose the appropriate teaching strategies and methods, and make flexible teaching plans. Experts emphasized the application of educational technology, innovation in teaching practices, the importance of interdisciplinary integration, and the need for teacher professional development. Through these specific suggestions, we can provide a reference framework for news education management teachers to comprehensively improve their teaching competency.

The following is the interview materials:

"...It is very important to define the teaching objectives. An effective teaching design first needs to establish clear, specific and measurable teaching objectives. These goals should be combined with students' needs, curriculum requirements, and social development trends. In order to highlight the key points and difficulties in teaching, teachers should make full pre-class preparation and identify the key contents through data analysis and student feedback. When choosing teaching strategies and methods, I advocate a variety of means such as case teaching, group discussion and media convergence to adapt to different students' learning styles. In my opinion, the

teaching plan should be adjusted flexibly, with an overall plan, and also be able to make immediate responses according to the actual situation..."

（Expert 1, Interview, December 2,2023）

"...The core of instructional design is how to effectively transfer knowledge and develop students' abilities. The design requirements of mastering the teaching objectives should not only include the accurate understanding of the knowledge content, but also include the cultivation of students' comprehensive qualities such as critical thinking, innovation ability and social responsibility. When dealing with the key points and difficult points in teaching, I suggest using problem-oriented learning (PBL) and other methods to encourage students to actively explore and solve problems. When choosing teaching strategies and methods, teachers should make personalized design according to the teaching content and students' characteristics, and pay attention to the integration of technical means, so as to improve the interactivity and interest of teaching. In terms of making teaching plans, I think we should pay attention to the combination of long-term and short-term goals to ensure the continuity and systematization of teaching activities..."

（Expert 2, Interview, December 4,2023）

"...The design of teaching objectives should not only be based on theory, but also based on the practical needs of the news industry to cultivate students' practical operation competency. When highlighting the key points and difficulties in teaching, I suggest that example analysis and interactive teaching methods such as role playing can help students deeply understand complex concepts. For the choice of teaching strategies and methods, I advocate the adoption of modern teaching models such as project-based learning and flipped classroom to improve students' participation and self-directed learning ability. In terms of making teaching plans, I think the flexibility and adaptability of the course should be taken into account, so as to adjust the teaching content and methods in time to meet the students' learning needs..."

（Expert 3, December 7,2023）

"...The design of teaching objectives should be a process that

comprehensively considers student knowledge, skills, and attitudes. When dealing with the key points and difficulties in teaching, teachers should use multimedia resources and information technology to make the abstract concepts concrete and make it easier for students to understand and remember them. Cooperative learning and interdisciplinary integration are very important when choosing teaching strategies and methods, and teachers should be encouraged to break disciplinary boundaries and create a more open and diverse learning environment. In terms of teaching planning, I advocate the establishment of a dynamic evaluation and feedback mechanism to ensure that teaching activities can be continuously improved and optimized…"

（Expert 4, Interview, December 13,2023）

"…The design of teaching objectives should focus on the all-round development of students, including the cultivation of knowledge, ability and values. When highlighting the key points and difficulties in teaching, teachers should use the methods of story telling and situational simulation to stimulate students' interest in learning and emotional investment. When choosing teaching strategies and methods, we should attach importance to the important role of educational technology, and encourage teachers to use tools such as online platforms and social media to expand teaching space and resources. In terms of making teaching plans, I think teachers should pay attention to their professional development and lifelong learning, and teachers should be encouraged to constantly update their knowledge and skills to meet the needs of educational reform…"

（Expert 5, December 20,2023）

3. Teaching Management

Teachers need to correctly understand their own roles, be good at self-management, have some persuasion, and be able to have a positive impact on students' classroom behavior. The experts emphasized the importance of teachers' personality and charm, as well as the need for maintaining good classroom discipline in a healthy and beautiful classroom environment and building a harmonious teacher-student relationship with student.

The following is the interview materials：

"...When discussing teaching management, I think understanding the role of teachers is crucial. As journalism educators, we are not only the transmitter of knowledge, but also the guide of values and the bridge of industry practice. In terms of self-management, I always maintain a strict schedule and teaching plan, which helps to keep course progress and quality. At the same time, I focus on cultivating my own persuasion, enhancing the depth of classroom discussion by using facts and data to support ideas, as well as showing real news cases. In order to create a positive classroom environment, I will regularly change the classroom layout and encourage students to participate in the classroom design. I also try to show my personality and charm, so that students can feel the vitality of the news industry. As for classroom discipline, I tend to promote students' self-discipline by establishing a culture of mutual respect. Finally, building a harmonious relationship with students is an integral part of my teaching. I often communicate one-on-one with students to understand their needs and expectations..."

（Expert 1, Interview, December 2,2023）

"...In my opinion, teachers should be the facilitators and tutors of learning in teaching management. A correct understanding of this role is crucial to improving teaching quality. Self-management is the foundation of effective teaching, and I constantly improve my teaching skills through reflective diaries and peer review. My persuasion comes from my sincere care for my students and my passion for journalism, and I always try to pass it on to my students. In terms of classroom behavior management, I believe in the power of setting examples, and I encourage ideal student behavior through positive reinforcement. I am also committed to creating a healthy and inclusive learning space that makes every student feel valued. In addition, I build a harmonious teacher-student relationship through listening and empathy, which is crucial for students' learning effectiveness..."

（Expert 2, Interview, December 4,2023）

"…I think the role of teachers in journalism teaching management is multifaceted. We are the transmission of knowledge, the psychological guide and the model of behavior. Self-management for me means continuous learning and adapting to new teaching tools and methods. I keep my teaching methods modernized by participating in professional development courses and seminars. In class, I use story telling and emotional engagement to improve their persuasiveness, which can help students better understand and remember the teaching content. I also focus on creating a positive and healthy learning atmosphere, and maintain classroom discipline through clear rules and consistent behavior expectations. Through patience and open attitude, I established a trust-based relationship with students, which is crucial to promoting their active participation and learning growth…"

（Expert 3, December 7,2023）

"…Self-management is a continuous process for me, and I ensure the effectiveness of my teaching activities through time management and goal setting. I strive to show a positive impact in the classroom, stimulating students' interest by providing interactive learning experiences and challenging tasks. I also pay special attention to creating a beautiful and functional teaching environment, because I believe that physical space has a direct impact on students' learning attitude and behavior. Classroom discipline is maintained for me by establishing clear expectations and consistent consequences. I build a harmonious relationship with students through respect and understanding so that they are more willing to receive guidance and advice…"

（Expert 4, Interview, December 13,2023）

"…I think the role of teachers in teaching management is diversified. We are the navigators of knowledge, the trainers of skills and the builders of values. In terms of self-management, I pay great attention to personal emotional regulation and stress management, which is crucial to maintaining the consistency and efficiency of teaching. I improve my persuasion by using vivid examples and engaging narratives

that can better attract students' attention. I also strive to create a dynamic and supportive classroom environment that encourages students to express their views and respect others' ideas. Classroom discipline is maintained through a fair and transparent manner, and I ensure that every student understands the rules of the classroom and its importance. Through sincerity and care, I have established a harmonious relationship with my students based on mutual respect..."

（Expert 5, Interview, December 20,2023）

4. Evaluation

Teachers need to properly understand the exam methods and properly use a variety of exam forms to comprehensively assess students' learning outcomes. The experts also stressed the importance of teachers' self-evaluation and self-reflection competency, which is crucial to improving the quality of teaching and promoting students' development.

The following is the interview materials：

"...In my opinion, the core of teaching evaluation is to promote students' learning and development. I evaluate students' ability to use knowledge analysis and problem solving through a variety of evaluation methods, such as classroom discussions, essay writing, and open-book exams. I also encourage students to make self-evaluation, so that they can be more actively involved in the learning process. For myself, I also conduct regular self-reflection to ensure that my teaching methods meet the needs of my students..."

（Expert 1, Interview, December 2,2023）

"...I think teaching evaluation is a dynamic process that requires teachers to constantly learn and adapt. I try to integrate project-based learning, peer review, and self-reflection into my teaching evaluation system. These methods can not only help me to more accurately understand the students' learning status, but also promote the interaction and cooperation between them. Self-evaluation and self-reflection are an integral part of my teaching process, and they have helped me to continuously

improve my teaching strategies..."

<div align="right">（Expert 2, Interview, December 4,2023）</div>

"...In my teaching practice, I have always been committed to exploring and innovating examination methods. I believe that the exam should not only be a test of students' memory ability, but also an examination of their ability to analyze and solve problems. Therefore, I tend to evaluate the students' comprehensive ability by combining practical activities and practical reports. At the same time, I also pay attention to cultivating students' self-evaluation ability, so that they can independently identify their own learning progress and shortcomings..."

<div align="right">（Expert 3, Interview, December 7,2023）</div>

"...For teaching evaluation, I emphasize the diversified methods. In addition to the written test, I also used a lot of class discussions, group assignments and paper writing to comprehensively evaluate students' learning outcomes. In particular, open-book exams, which can help students learn how to use existing knowledge to analyze and solve problems. I also pay special attention to the process of self-evaluation and self-reflection, which can not only help me improve the quality of teaching, but also enhance students' self-learning competency..."

<div align="right">（Expert 4, Interview, December 13,2023）</div>

"...When it comes to teaching evaluation, I think it is crucial to understand the test method correctly. We should not only use traditional closed-book exams to test students' knowledge mastery, but also explore new forms of examination methods such as open questions and case analysis to evaluate students' critical thinking and application ability. I often ask questions and check my homework to understand how students understand and accept my classroom content. Furthermore, I encourage students to participate in practical activities and evaluate their practical competencies through practice reports. Self-evaluation and reflection are equally important to me, and I regularly review my teaching methods and adjust them to student feedback..."

<div align="right">（Expert 5, Interview, December 20,2023）</div>

5. Education Technology

Teachers need to understand the importance of educational technology and to be able to carry out technology-based teaching practices and innovations. The experts emphasized the importance of teachers' ability to master information teaching activities and skillfully use multimedia to teach, analyze and evaluate data. At the same time, they also believe that teachers should have a strong ability to accept new technologies and apply them.

The following is the interview materials:

"...In my opinion, education technology is the cornerstone of modern education. I always try to keep up with the development of technology and integrate it into my teaching practice. I use multimedia teaching resources to create a dynamic learning environment and improve teaching efficiency through online assignments and testing platforms. I also attach importance to the analysis of teaching data, which helps me to adjust the teaching content and methods in time. For new technologies, such as ChatGPT, I actively explore its application in assisted teaching and personalized learning..."

（Expert 1, Interview, December 2,2023）

"...I encourage teachers to master information teaching activities and to use multimedia resources skillfully. In my classroom, I often use interactive whiteboards and online quiz tools to facilitate student engagement. Data analysis is also my focus, helping me to quantify students' learning outcomes and make sound teaching decisions accordingly. I am always curious about new technologies and encourage my colleagues to explore their potential educational value together..."

（Expert 2, Interview, December 4,2023）

"...I believe that education technology is a key factor in improving the quality of teaching. In my teaching process, I continue to try and implement technology-based teaching innovation. For example, I often use online discussion boards and virtual labs to enhance student engagement and practice skills. I also used

teaching analysis tools to track students' learning trajectory and use this data to optimize my teaching plan. For new technologies, I am always actively involved in training and workshops to ensure that I am able to effectively apply these tools to my teaching…"

（Expert 3, Interview, December 7,2023）

"…The development of educational technology provides unprecedented opportunities for teaching. I know that as teachers, we need not only to master the traditional teaching methods, but also to be able to skillfully use modern information technology for teaching. In my course, I use a variety of multimedia resources, including video, audio, and animation, to help students better understand complex concepts. In addition, I also attach importance to the analysis and evaluation of data, which helps me to more accurately understand students' learning progress and needs. For emerging technologies, I always maintain a learning attitude and integrate them into my teaching practice…"

（Expert 4, Interview, December 13,2023）

"…In the current field of education, the importance of understanding and mastering educational technology is self-evident. I think teachers must be able to carry out technology-based teaching practice and innovation. In my class, I actively use multimedia tools, such as intelligent projection and online collaboration platform, to enrich the teaching content and enhance the interactivity. I also pay attention to the cultivation of data analysis skills, evaluate the teaching effect through the learning data collected by the student management system, and adjust the teaching strategies accordingly. For new technologies, such as ChatGPT, I maintain an open attitude and constantly explore their possible application in teaching…"

（Expert 5, Interview, December 20,2023）

6. Ethic

Teachers should adhere to a high degree of professional ethics, including honesty, impartiality and respect for students. Experts highlighted the importance of teachers respecting the privacy rights of students and colleagues, making use of social

media responsibly, ensuring fair and inclusive teaching environments, and delivering honest, accurate information. In addition, they also believe that teachers should supervise and self-supervise, and conscientiously perform their teaching duties.

The following is the interview materials:

"...Ethics is indispensable for journalism education management teachers. Throughout my teaching career, I have always been committed to maintaining an honest and fair teaching environment. I respect students' opinions and privacy, and promote an open and respectful discussion culture in class. I also actively use social media as a teaching tool, but I also alert students to the impact of online behavior. I believe that through continuous self-supervision and reflection on teaching practice, we can constantly improve our level of professional ethics..."

（Expert 1, Interview, December 2,2023）

"...In my opinion, ethics is the foundation of journalism education. I always adhere to the principle of fairness and selflessness, and set an example in teaching, to show the compliance of moral norms. I respect each student's personality and background, and strive to eliminate any form of prejudice and discrimination, in order to promote a diverse and inclusive teaching atmosphere. I also attach great importance to the honest dissemination of information, encouraging students to think critically about the source of information, and cultivating them to become responsible journalists. In order to ensure that my teaching behavior meets high standards, I also regularly conduct self-reflection and accept supervision from my peers..."

（Expert 2, Interview, December 4,2023）

"...I know the importance of maintaining professional ethics. In my work, I always maintain respect for my students and do my best to provide them with a safe and supportive learning environment. I also focus on conveying the values of integrity and transparency in teaching and encourage students to adhere to ethical principles in news reporting and dissemination. I am very careful when using social media to avoid sharing anything that could violate the privacy of others. I also self-monitor and

improve by participating in peer review and education seminars…"

（Expert 3, Interview, December 7,2023）

"…Ethics are crucial for journalism education management teachers. In my teaching practice, I always adhere to the principle of honesty, whether in class or in academic publishing, I ensure that the message transmitted is accurate. I also place a special emphasis on impartiality, which means that I want to provide equal learning opportunities for all students and remain objective in the assessment and feedback. Respecting students' privacy is also an important aspect of my work, and I will strictly abide by relevant laws and regulations when collecting and using student data. In addition, I am also active in supervision and self-supervision activities to ensure that I can conscientiously perform my teaching duties…"

（Expert 4, December 13,2023）

"…In the field of journalism education, ethics is a core part of teachers' professional quality. I always believe that as teachers, we must adhere to a high level of professional ethics, which means honesty, fairness and respect for every student in the teaching and research process. I think it is our basic duty to protect the privacy of our students and colleagues, which also includes responsible use on social media. In my class, I strive to create a fair and inclusive environment that encourages students to express their views while ensuring the accuracy and authenticity of the information. I also regularly conduct self-supervision to ensure that my teaching behavior meets the requirements of professional ethics…"

（Expert 5, Interview, December 20,2023）

From the above interviews about the teaching competency of journalism education management teachers, the researchers summarized some outstanding best practices. In the interviews with the 5 experts, the researchers integrated the results to enhance the teachers' teaching competency in journalism education management, and then put forward a program to enhance the teaching competency, which is suitable for the 5 universities in Zhengzhou, Henan Province. These recommendations will be used to develop program to enhance the teachers' teaching competency in journalism

education management. Please refer to Tables 19 to 24 for details.

Table 19 Analysis Results of Teaching Cognition in Program to Enhance Teachers' Teaching Competency in Journalism Education Management.

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 1 The competency to understand professional objectives and courses 1. Understand professional objectives and courses at the beginning of the school year. 2.Clear teaching goals to achieve.	Indicator 1 Understand professional objectives and courses 1. Understand professional objectives and courses 2.Clear teaching goals to achieve.	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparation before development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)

Table 19 (Continue)

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 2 The competency to understand the teaching object 3.Understand the teaching object. 4.Understand the characteristics of the physical and mental development of university students.	Indicator 2 Understand the teaching object 3.Understand the teaching object. 4.Understand the characteristics of the physical and mental development of university students.			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes) 2. Group work activities / Brainstorm (30 minutes) 3. Conduct worksheet activities (20 minutes)
Indicator 3 The competency to analyze and deal with teaching materials 5.Analyze and deal with teaching materials. 6.Focus on discipline development.	Indicator 3 Analyze and deal with teaching materials 5.Analyze and deal with teaching materials. 6.Focus on discipline development.			4. Team presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours) Step 3: Track post

				developmental results and feedback (6 hours)

Table 19 shows that analysis results of teaching cognition in program to enhance teachers' teaching competency in journalism education management., the contents of teaching cognition include: 1) Understand professional objectives and courses at the beginning of the school year. 2) Clear teaching goals to achieve,3) Understand the teaching object, 4) Understand the characteristics of the physical and mental development of university students, 5). Analyze and deal with teaching materials. 6) Focus on discipline development. Through these studies, it should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training, 6) Workshop, 7) Group work activities.

Table 20 Analysis Results of Teaching Design in Program to Enhance Teachers'
Teaching Competency in Journalism Education Management.

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 1 The The competency to design the teaching objectives 1. Master the design requirements of teaching objectives.	Indicator 1 The The competency to design the teaching objectives 1. Master the design requirements of teaching objectives.	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparation before development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)
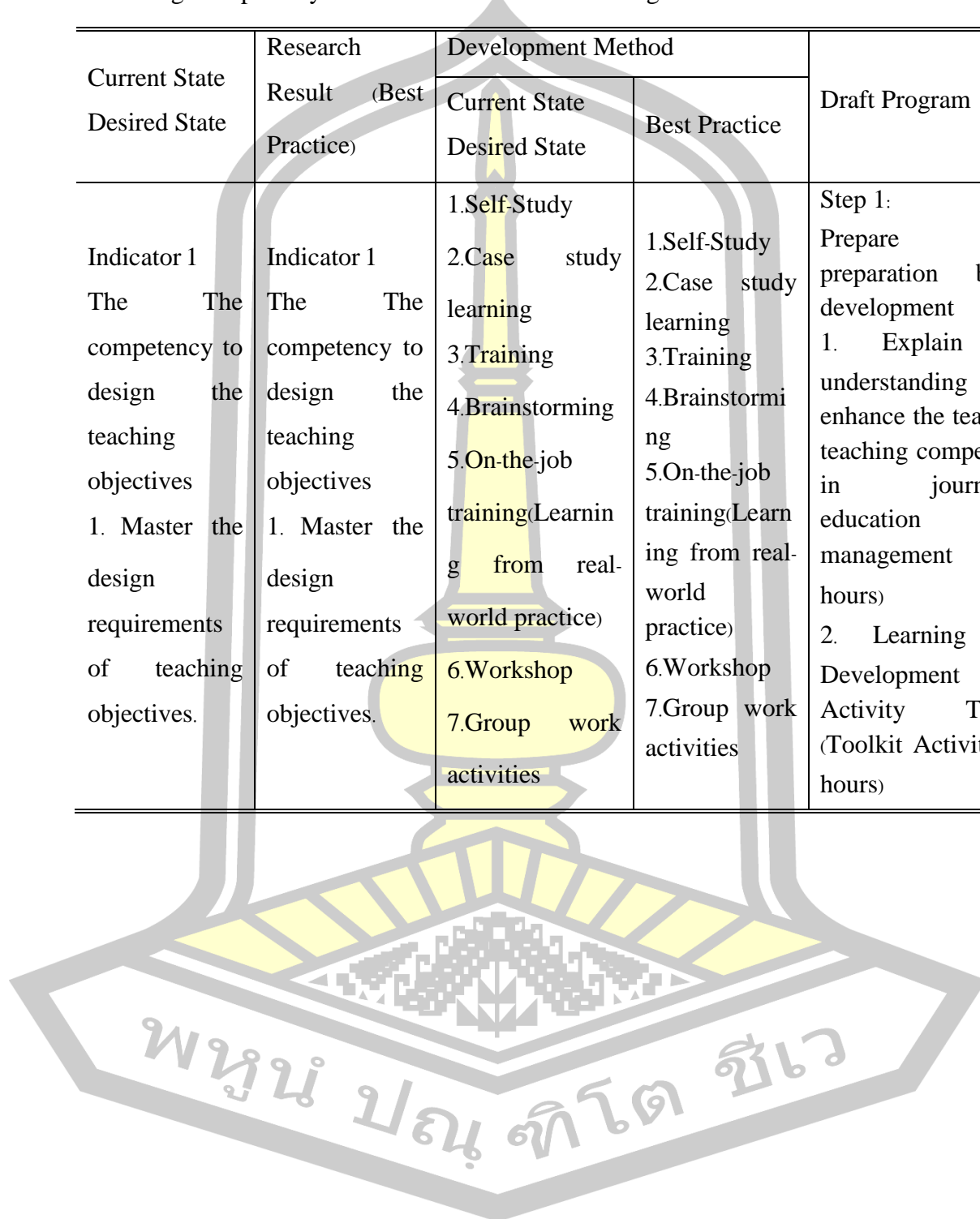
Table 20 (Continue)

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 2 The competency to highlight the key points and difficult points 2.The competency to highlight the key points and difficult points.	Indicator 2 The competency to highlight the key points and difficult points 2.The competency to highlight the key points and difficult points.			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes) 2. Group work activities / Brainstorm (30 minutes)
Indicator 3 The competency to choose teaching strategies and teaching methods 3.Choose teaching strategies. 4.Choose the teaching methods.	Indicator 3 The competency to choose teaching strategies and teaching methods 3.Choose teaching strategies. 4.Choose the teaching methods.			3. Conduct worksheet activities (20 minutes) 4. Team presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours) Step 3: Track post
Indicator 4 The competency to write lesson plans 5.Make teaching plans.	Indicator 4 The competency to write lesson plans 5.Make teaching plans.			developmental results and feedback (6 hours)

Table 20 shows that analysis results of teaching design in program to enhance teachers' teaching competency in journalism education management., the contents of teaching cognition include: 1) Master the design requirements of teaching objectives. 2) The competency to highlight the key points and difficult points, 3) Choose teaching strategies, 4) Choose the appropriate teaching methods, 5) Make teaching plans. It should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training (Learning from real-world practice), 6) Workshop, 7) Group work activities.

Table 21 Analysis Results of Teaching Management in Program to Enhance Teachers' Teaching Competency in Journalism Education Management.

| Current State Desired State | Research Result (Best Practice) | Development Method | | Draft Program |
		Current State Desired State	Best Practice	
Indicator 1 Expert authority and personality charm 1. Teachers have a certain personality and charm. 2.The teacher's positive and negative conclusion of the students' classroom behavior.	Indicator 1 Expert authority and personality charm 1. Teachers have a certain personality and charm. 2.The teacher's positive and negative conclusion of the students' classroom behavior.	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparations before the development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)

Table 21 (Continue)

| Current State Desired State | Research Result (Best Practice) | Development Method | | Draft Program |
		Current State Desired State	Best Practice	
Indicator 2 Establish a positive classroom atmosphere 3.Have good classroom discipline. 4.Create a healthy and beautiful classroom environment. 5.Establishing a harmonious teacher-student relationship. 6.Teachers are good at self-management.	Indicator 2 Establish a positive classroom atmosphere 3.Have good classroom discipline. 4.Create a healthy and beautiful classroom environment. 5.Establishing a harmonious teacher-student relationship. 6.Teachers are good at self-management.			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes) 2. Group work activities / Brainstorm (30 minutes) 3. Conduct worksheet activities (20 minutes) 4. Team presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours)
Indicator 3 Effective communication skills 7.Have a positive persuasion. 8.Correctly understand and play the role of teacher profession.	Indicator 3 Effective communication skills 7.Have a positive persuasion. 8.Correctly understand and play the role of teacher profession.			Step 3: Track post developmental results and feedback (6 hours)

Table 21 shows that analysis results of teaching management in program to enhance teachers' teaching competency in journalism education management, the contents of teaching cognition include: 1) Teachers have a certain personality and charm. 2) The teacher's positive and negative conclusion of the students' classroom behavior, 3) Have good classroom discipline, 4) Create a healthy and beautiful classroom environment. 5) Establishing a harmonious teacher-student relationship. 6) Teachers are good at self-management 7) Have a positive persuasion. 8) Correctly understand and play the role of teacher profession. It should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training (Learning from real-world practice), 6) Workshop, 7) Group work activities.

Table 22 Analysis Results of Evaluation in Program to Enhance Teachers' Teaching
Competency in Journalism Education Management.

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 1 The competency to use the evaluation methods correctly 1. Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. 2.The students' competency to practice activities adopts the method of operational examination. 3.Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test.	Indicator 1 The competency to use the evaluation methods correctly 1. Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination 2.The students' competency to practice activities adopts the method of operational examination. 3.Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test.	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparation before development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)

Table 22 (Continue)

4.Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination. 5.Test the students' critical thinking competency and language expression competency by oral examination method. 6.Have a correct understanding of the examination method.	4.Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination. 5.Test the students' critical thinking competency and language expression competency by oral examination method. 6.Have a correct understanding of the examination method.			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes)2. Group work activities / Brainstorm (30 minutes) 3. Conduct worksheet activities (20 minutes) 4. Team presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours) Step 3: Track post developmental results and feedback (6 hours)
Indicator 2 The competency to objectively assess students' academic performance 7.Be able to use the test methods appropriately. 8.Be able to explore new forms of	Indicator 2 The competency to objectively assess students' academic performance 7.Be able to use the test methods appropriately. 8.Be able to explore new forms of			

examination methods.	examination methods.			

Table 22 (Continue)

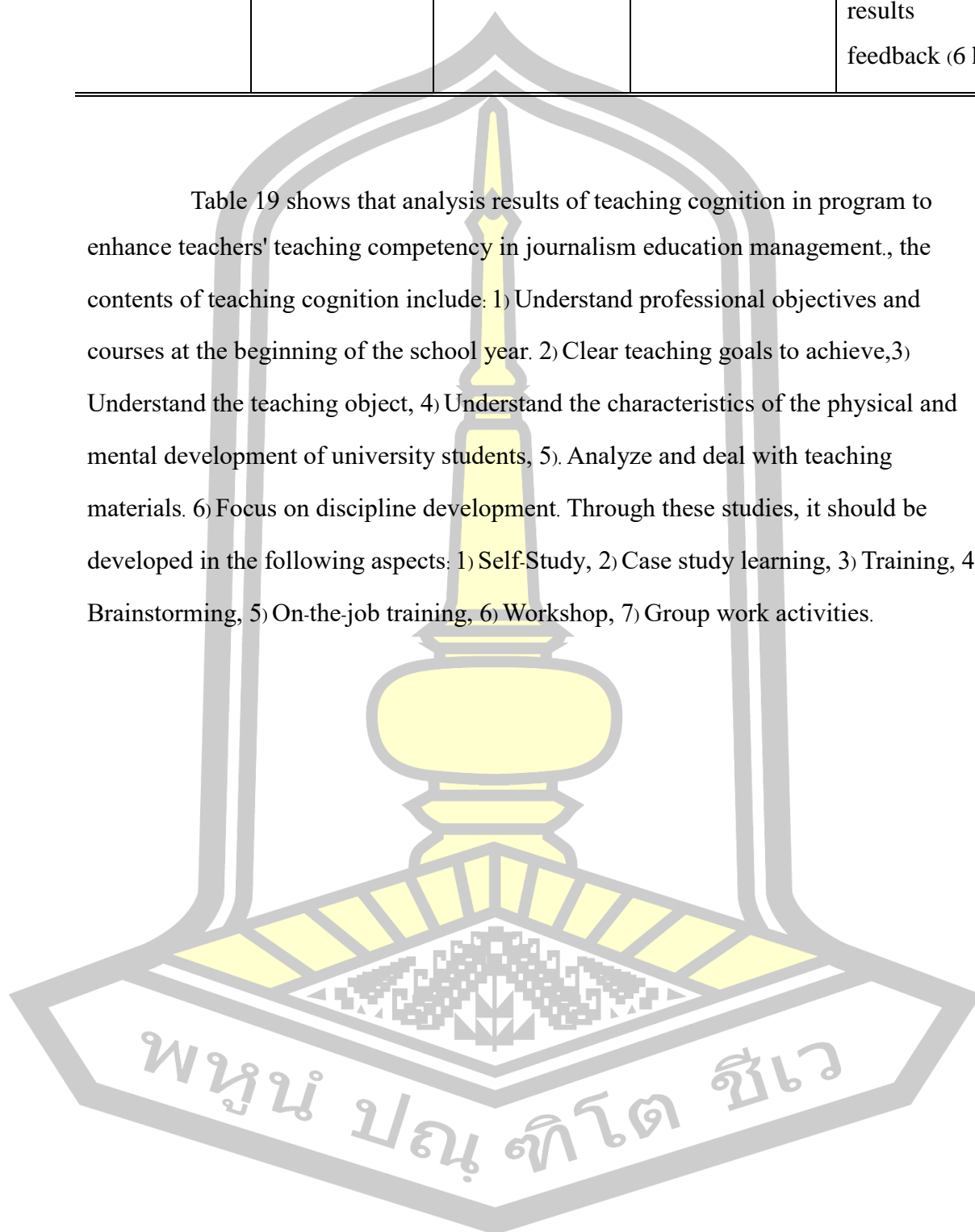| Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 3 The competency of the teachers to conduct the self-evaluation 9.Have certain self-evaluation and self-reflection competency.	Indicator 3 Effective communication skills 7.Have a positive persuasion. 8.Correctly understand and play the role of teacher profession.			

Table 22 shows that analysis results of evaluation in program to enhance teachers' teaching competency in journalism education management., the contents of teaching cognition include: Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. 2) The students' competency to practice activities adopts the method of operational examination. 3) Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test. 4) Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination. 5) Test the students' critical thinking competency and language expression competency by oral examination method. 6) Have a correct understanding of the examination method. 7) Be able to use

the test methods appropriately. 8) Be able to explore new forms of examination methods. 9) Have certain self-evaluation and self-reflection competency. It should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training (Learning from real-world practice), 6) Workshop, 7) Group work activities.

Table 23 Analysis Results of Education Technology in Program to Enhance Teachers' Teaching Competency in Journalism Education Management.

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 1 The importance and necessity of educational technology 1. Understand the importance of education technology. 2.Able to carry out teaching practice and innovation based on technology.	Indicator 1 The importance and necessity of educational technology 1. Understand the importance of education technology. 2.Able to carry out teaching practice and innovation based on technology.	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training (Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training (Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparations before the development Step 1 Prepare the preparation before development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)

Table 23 (Continue)

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 2 The application competency of multimedia information technology 3.Able to carry out teaching practice and innovation based on technology. 4. Master the competency of information teaching activities. 5.Able to skillfully use the multimedia teaching.	Indicator 2 The application competency of multimedia information technology 3.Able to carry out teaching practice and innovation based on technology. 4. Master the competency of information teaching activities. 5.Able to skillfully use the multimedia teaching			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes) 2. Group work activities / Brainstorm (30 minutes) 3. Conduct worksheet activities (20 minutes) 4. Team presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours)
Indicator 3 Enabling of new artificial intelligence technologies 6.Strong competency to accept new technologies such as ChatGPT and	Indicator 3 Enabling of new artificial intelligence technologies 6.Strong competency to accept new technologies such as ChatGPT and			

apply them.	apply them.			Step 3: Track post developmental results and feedback (6 hours)

Table 23 shows that analysis results of teaching cognition in program to enhance teachers' teaching competency in journalism education management., the contents of teaching cognition include: 1) Understand the importance of education technology. 2) Able to carry out teaching practice and innovation based on technology. 3) Able to carry out teaching practice and innovation based on technology. 4) Master the competency of information teaching activities. 5) Able to skillfully use the multimedia teaching. 6) Strong competency to accept new technologies such as ChatGPT and apply them. It should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training (Learning from real-world practice), 6) Workshop, 7) Group work activities.
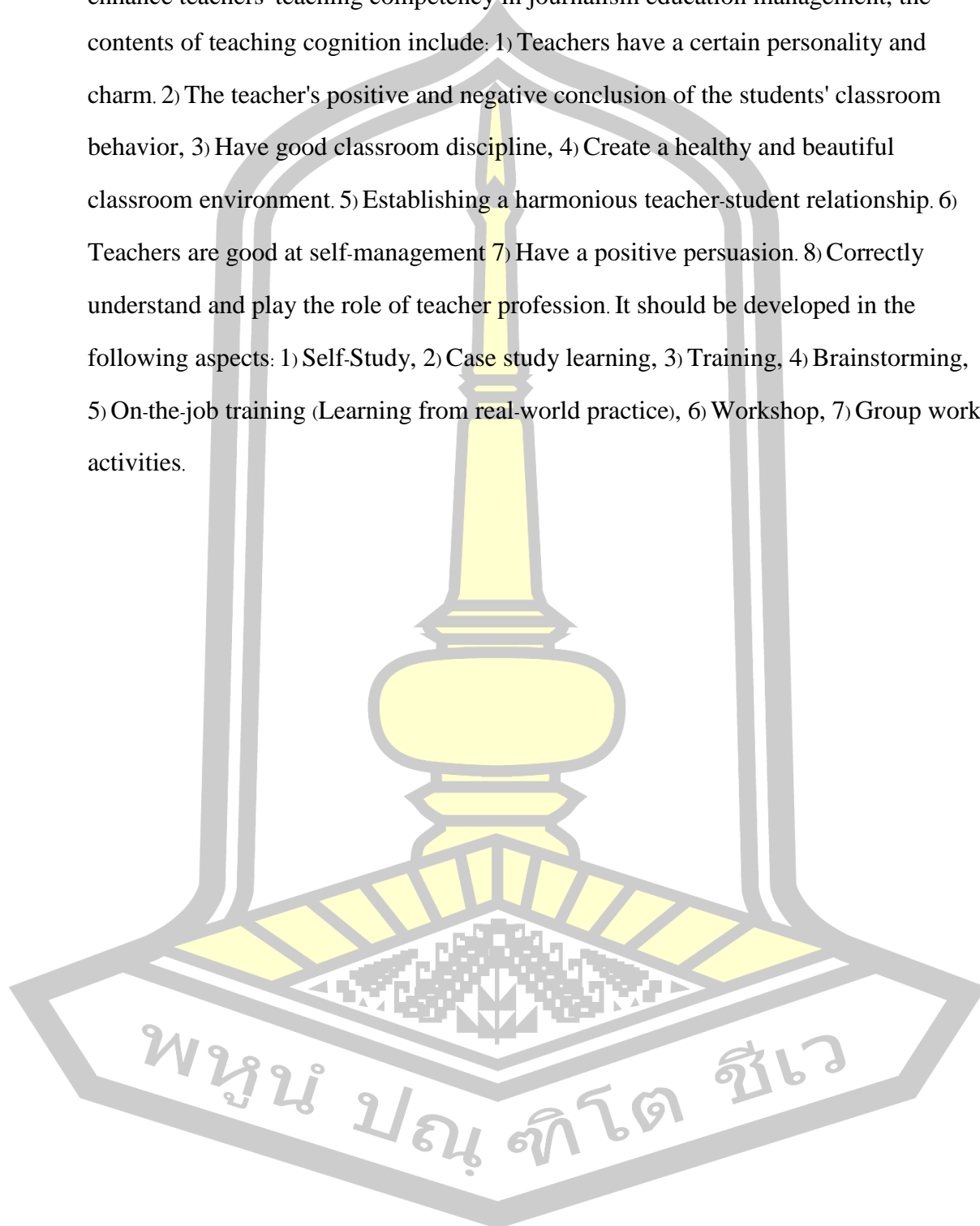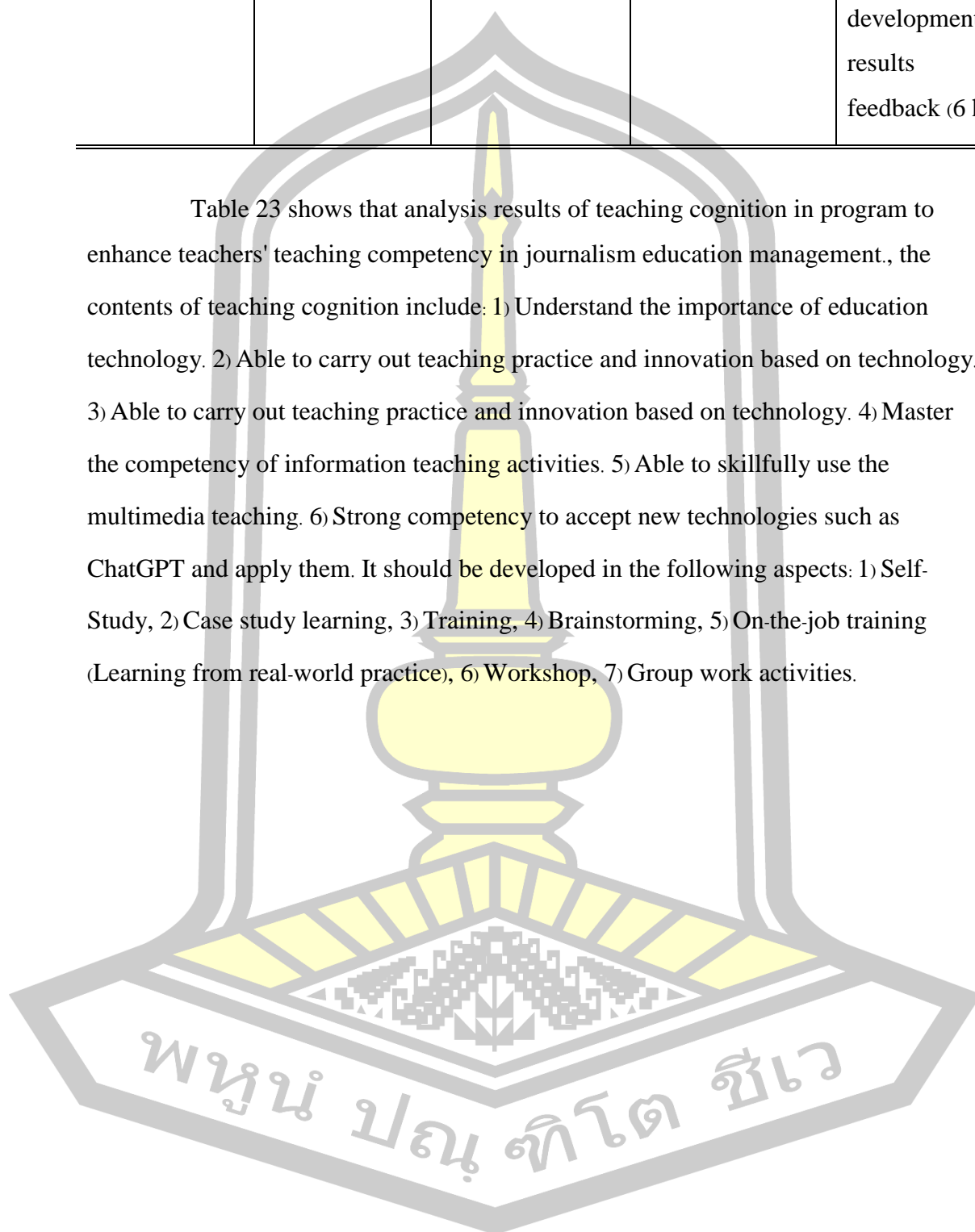
Table 24 Analysis Results of Ethic in Program to Enhance Teachers' Teaching Competency in Journalism Education Management.

Current State Desired State	Research Result (Best Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
Indicator 1 Honesty, justice and respect for students 1. Authenticity, accuracy and objectivity 2.Honesty and justice 3.Respect the privacy rights of students and colleagues	Indicator 1 Honesty, justice and respect for students 1. Authenticity, accuracy and objectivity 2.Honesty and justice 3.Respect the privacy rights of students and colleagues	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	1.Self-Study 2.Case study learning 3.Training 4.Brainstorming 5.On-the-job training(Learning from real-world practice) 6.Workshop 7.Group work activities	Step 1: Prepare the preparation before development 1. Explain the understanding of enhance the teachers' teaching competency in journalism education management (2 hours) 2. Learning and Development Activity Toolkit (Toolkit Activity) (18 hours)
Indicator 2 Sense of responsibility and mission 4.Responsible use of social media 5.Supervision and self-supervision	Indicator 2 Sense of responsibility and mission 4.Responsible use of social media 5.Supervision and self-supervision			Step 2: 2.1 Training 1. Lecturers' speech (60 minutes) 2. Group work activities / Brainstorm (30 minutes) 3. Conduct worksheet activities (20 minutes) 4. Team

				presentation (10 minutes) 2.2 Learn from practical work (42 hours) 2.3 Group work activities (12 hours) Step 3: Track post developmental results and feedback (6 hours)

Table 24 shows that analysis results of ethic in program to enhance teachers' teaching competency in journalism education management, the contents of teaching cognition include: 1) Authenticity, accuracy and objectivity. 2) Honesty and justice. 3) Respect the privacy rights of students and colleagues 4) Responsible use of social media. 5) Supervision and self-supervision. It should be developed in the following aspects: 1) Self-Study, 2) Case study learning, 3) Training, 4) Brainstorming, 5) On-the-job training (Learning from real-world practice), 6) Workshop, 7) Group work activities.

From the table 19-24, They comprehensive analysis that Journalism education management of the development direction of teachers' teaching competency, the researcher found that: 1) teachers have teaching cognitive competency, 2) teachers have teaching design competency, 3) teachers have teaching management competency, 4) teachers have education technology competency, 5) teachers have evaluation competency, 6) teachers have ethic. According to the research, the following aspects of teachers should be developed: 1) self-study, 2) case study, 3) training, 4) brainstorming, 5) on-the-job training (learning from real-world practice), 6) workshop, 7) group work activities.

All in all, through best practice methods and expert interviews, the

conclusion of enhance the teachers' teaching competency in journalism education management is as follows: 1) Training: provide training for journalism education management teachers, so that they can have the skills and knowledge of teaching competency. 2) Learning in practical operation: let teachers learn through practical work to accumulate experience. 3) Group work activity: Teachers should participate in the group discussion and exchange opinions and experiences. These three aspects include the following activities: 1) Self-study: stimulate teachers' enthusiasm of self learning, 2) Case study: through example study and share practical experience, 3) Brainstorming: through exchange ideas and innovation activities, 4) Workshop : guided by experts, coaches or mentors, through practice, discussion and interaction to promote participants' learning and skills development, 5) Group work activities: composed of three or more study group, discussion, 6) On-the-job training: through post learning, mutual lectures to promote the participants' learning and skills development, 7) Training: through classroom training to improve the teaching competency of participants.

The researchers have studied the research documents related to enhance the teaching competency, and analyzed the procedural strengthening methods applicable to managing teachers' teaching competency in journalism education. Including: 1) Training: to provide training for journalism education management teachers, so that they have the skills and knowledge of teaching competency. 2) Learning in practical operation: let teachers learn through practical work to accumulate experience. 3) Group work activity: Teachers should participate in the group discussion and exchange opinions and experiences. These research results provide effective information for enhance the teachers' teaching competency in journalism education management.

The results of the data analysis of these 5 experts can be seen in Table 25.

Table 25 Mean and Standard Deviation of Procedural Reinforcement Methods for
Teachers' Teaching Competency in Journalism Education Management

Methods of enhancing and cultivating teaching competency	Suitability		Level of Priority
	$\overline{X}$	S.D	
Step 1: Prepare the preparations before the development			
1.Prepare the preparation before development	4.80	0.45	Very High
Step 2: Intensive development according to the plan			
1.Training	4.80	0.45	Very High
2.Learn from practical work	4.60	0.55	Very High
3. Group work activities	5.0	0.00	Very High
Step 3: Track post development results and feedback			
1.Track post development results and feedback	4.60	0.55	Very High
Total	4.76	0.17	Very High

Table 25 shown that the examination and confirmation of the
appropriateness of methods of enhancing and cultivating teaching competency, as
evaluated by experts, indicate that each method is deemed highly suitable. Experts
also provided additional recommendations, suggesting that each method should
incorporate supplementary activities such as self-study, feedback gathering, practical
teaching, counseling, group discussions, and more.

Stage 2 The researcher designed the program.

The researcher has utilized the results of the Priority Needs Index (PNI)
analysis from Phase 2 as data for outlining a program to enhance the teachers'
teaching competency in journalism education management. It was found that the
prioritized needs for the teachers' teaching competency in journalism education
management are ranked in descending order, as follows: 1) teaching management, 2)
ethic, 3) teaching design, 4) teaching cognition, 5) education technology, 6) evaluation.

1. Components of Program

The results of the study of or In-depth interview with experts on key issues in teachers' teaching competency development. Adjusting using the 70:20:10 Learning Model. Experts have consistent opinions on using the 70:20:10 Learning Model in developing the teachers' teaching competency. Based on the views of research, literature, teaching materials and researchers, the development plan to enhance the teachers' teaching competency in journalism education management includes 5 components, namely 1) Principles, 2) Objectives, 3) Developmental activity content, 4) Program development processes, and 5) Evaluation, which is consistent with the opinions of the experts.

"...The enhancement program for teachers' teaching competency in journalism education management is a program specially developed for journalism education management teachers in 5 universities in Zhengzhou, Henan province. This is a continuous development program. It is mainly used to enhance teachers' teaching competency..."

（Expert 1, Interview, December 4,2023）

"...The principle in development is to recognize the importance of development. The objective of development is crucial. The development process must be appropriate and diverse. When development is completed, evaluation must be conducted to ensure appropriateness..."

（Expert 2, Interview, December 5,2023）

"...I agree with the components of the program, which include principles, objectives, content, development process, and evaluation. These elements contribute to completeness..."

（Expert 3, Interview, December 5,2023）

"...I think the content of this program is complete. Under the guiding principle of the 70:20:10 development model, after a certain activity content, under the

guidance of certain development methods, this project will be successful..."

<div align="right">（Expert 4, Interview, December 7,2023）</div>

"...This is a meaningful development project, which is very helpful and instructive for journalism education administrators. If the project is successful, hopefully it can be promoted in other areas..."

<div align="right">（Expert 5, Interview, December 7,2023）</div>

2.Program Principles

Through interviews with experts about using the 70:20: 10 Learning Model to develop the teaching competency, they unanimously agreed to adopt this model in the process of developing their teaching competency. Here are their views:

"...The most crucial aspect of learning is experiential learning. Merely attending lectures or training sessions alone may not suffice to effectively apply acquired knowledge or skills..."

<div align="right">（Expert 1, Interview, December 4,2023）</div>

"...Teachers' teaching competency in journalism education management should give priority to practical training and practical experience. This should cover a wide range of different contexts and include preceptorship to provide guidance and direction in a practical work scenario..."

<div align="right">（Expert 2, Interview, December 5,2023）</div>

"...On-the-job training and training are very important. On-the-job training is more about learning from the good experience of others. The training is to complete the improvement of teaching competency in the classroom..."

<div align="right">（Expert 3, Interview, December 5,2023）</div>

"...Group discussions can help the training go on better. Group members can consolidate their learning, share their own experiences and experiences with others, and create different sparks in the discussion..."

<div align="right">（Expert 4, Interview, December 7,2023）</div>

"…This learning model is scientific, meaningful, accessible and accessible to practice. Training should be conducted in more schools…"

（Expert 5, Interview, December 7,2023）

3. Development Methods

From the discussion with the school administrators of the education bureau managing the school, they agreed that various methods should be adopted to develop the teaching competency. Such as: 1）Self-study: stimulate teachers' enthusiasm of self learning, 2）Case study: through example study and share practical experience, 3）Brainstorming: through exchange ideas and innovation activities, 4）Workshop : guided by experts, coaches or mentors, through practice, discussion and interaction to promote participants' learning and skills development, 5）Group work activities: composed of three or more study group, discussion, 6）On-the-job training: through post learning, mutual lectures to promote the participants' learning and skills development, 7）Training: through classroom training to improve the teaching competency of participants.

"…The development methods should be clearly defined to match the content to be developed…"

（Expert 1, Interview, December 4,2023）

"…Developing teaching competency should be based on various forms and in various environments, such as learning in a practical educational environment or in a real workplace…"

（Expert 2, Interview, December 5,2023）

"…In the process of development, the most important thing is to have enough knowledge first. Therefore, knowledge training should always be provided in developing anything, however some school administrators may have rich knowledge but may not be able to apply it to practice. Therefore, it is important to ensure training and task assignment in the practical operating environment, along with research and

understanding of the operational process. Knowledge is an inherent trait of the individual, while experience is a product of practice, which allows knowledge to be applied..."

（Expert 3, Interview, December 5,2023）

"...Some school administrators learn not necessarily from textbooks, but from what we see. It is important to have a good paradigm and have experienced people to guide and help to ensure that these experiences can run throughout the process..."

（Expert 4, Interview, December 7,2023）

"...Promote participant learning and skill development through practice, discussion, and interaction in a small, interactive learning or collaborative environment. This development method is easy to implement and is effective. This activity allows participants to simulate real scenes and play specific roles in order to learn how to handle various situations in practice. Participants may be split into groups to solve problems, complete tasks, or conduct team programs to promote collaboration and interaction..."

（Expert 5, Interview, December 5,2023）

4. Time Frame

According to the discussions with the relevant experts, they agreed that about 90 hours should be spent in the process of improving teachers' teaching competency in journalism education management. Here are the experts' comments:

"...When we train teachers to teach lessons, if we want to see serious results, we have to continuously monitor the development process. Therefore, the training program should usually last for 15 or 30 days..."

（Expert 1, Interview, December 4,2023）

"...In teaching competency, 6 aspects of journalism education management teachers are equally important, but their importance may vary between school administrators. More emphasis should be placed on developing management competency, as extensive knowledge resources are available both inside and outside

the school, including human resources and community learning resources. Therefore, the development of teaching management competency and professional ethics is the most important priority..."

"...Teaching design is the basic skill for teachers to manage journalism education. Only by clarifying the teaching objectives and doing a good job in teaching design can we improve their teaching competency. Thus, the third most important priority is to spend time to develop teaching design..."

（Expert 2, Interview, December 5,2023）

"...Teaching cognition determines the level of teaching competency. Journalism education management teachers should have a clear understanding of teaching itself, they need to know who to teach for, and understand the meaning of teaching from the ideological perspective. Therefore, the fourth important priority is to develop teaching cognition..."

（Expert 3, Interview, December 5,2023）

"...Education technology is the requirement of The Times and the inevitable need for the rapid development of new media technology. For a journalism education management teacher, if he wants to keep up with the pace of The Times, he must update his new technology application competency in time. Therefore, the fifth important priority is to develop education technology..."

（Expert 4, Interview, December 7,2023）

"...Evaluation is equally important in the process of improving teaching competency. It can allow managers to have a measurement standard anytime and anywhere, and help teachers improve their teaching competency through different evaluation methods and standards. Therefore, evaluation is the sixth important priority..."

（Expert 5, Interview, December 7,2023）

5. Evaluation

Discuss with the experts about the program evaluation, about the teachers' teaching competency in journalism education management, the experts have the following views:

"...Program evaluation of the development process is very important, because we need to understand whether the program can improve the teaching competency of journalism education management teachers, and the degree of improvement. Therefore, teaching competency should be evaluated both before and after development for comparison..."

（Expert 1, Interview, December 4,2023）

"...In the development process, the assigned activities and tasks should be evaluated to test the effect of the training development and use it for the improvement of future activities. In addition, the trainees should be informed about their progress in the development process, so that they are aware of their own challenges and growth in the development process..."

（Expert 2, Interview, December 5,2023）

"...There should be various tools in measuring and evaluating performance. For example, assessment forms for journalism education management teachers, and for development satisfaction, and previously assessed. Before development, it is necessary to assess and review the level of teaching competence. During development, it is necessary to identify and resolve problems and obstacles. After development, it is necessary to evaluate and review the level of the teachers' teaching competency in journalism education management..."

（Expert 3, Interview, December 5,2023）

"...When evaluating the teachers' teaching competency in journalism education management, multi-dimensional evaluation methods should be adopted, including but not limited to student feedback, peer review, teaching observation, etc. Such a comprehensive evaluation can provide a more comprehensive understanding of teachers' teaching effect and competency level, so as to provide targeted training

and support..."

<div align="right">（Expert 4, Interview, December 7,2023）</div>

"...The pre-training assessment should focus on teachers' existing teaching competencies and needs, and learn about their teaching background, skill level and what they want to improve. In this way, the training content and objectives can be designed to improve the effectiveness of training. In the evaluation stage of the training, attention should be paid to the teachers' learning situation and participation. Teachers can understand the learning situation and feedback through classroom observation, group discussion, homework evaluation and other ways, and adjust the training content and methods in time to ensure the smooth progress and the effect of the training. Post-training assessments should consider teacher learning outcomes and training outcomes. Data can be collected through questionnaires, teaching observation, student feedback and other methods to evaluate whether teachers' teaching competency has been improved and whether the training has achieved the expected goals..."

<div align="right">（Expert 5, Interview, December 7,2023）</div>

According to the observation of the researchers, supplementary program to enhance the teachers' teaching competency in journalism education management can be summarized to meet the needs of journalism education management in Zhengzhou, Henan province. Through the survey of journalism education management teachers with Best Practice, the researchers can conclude, as shown in Tables 34-35:
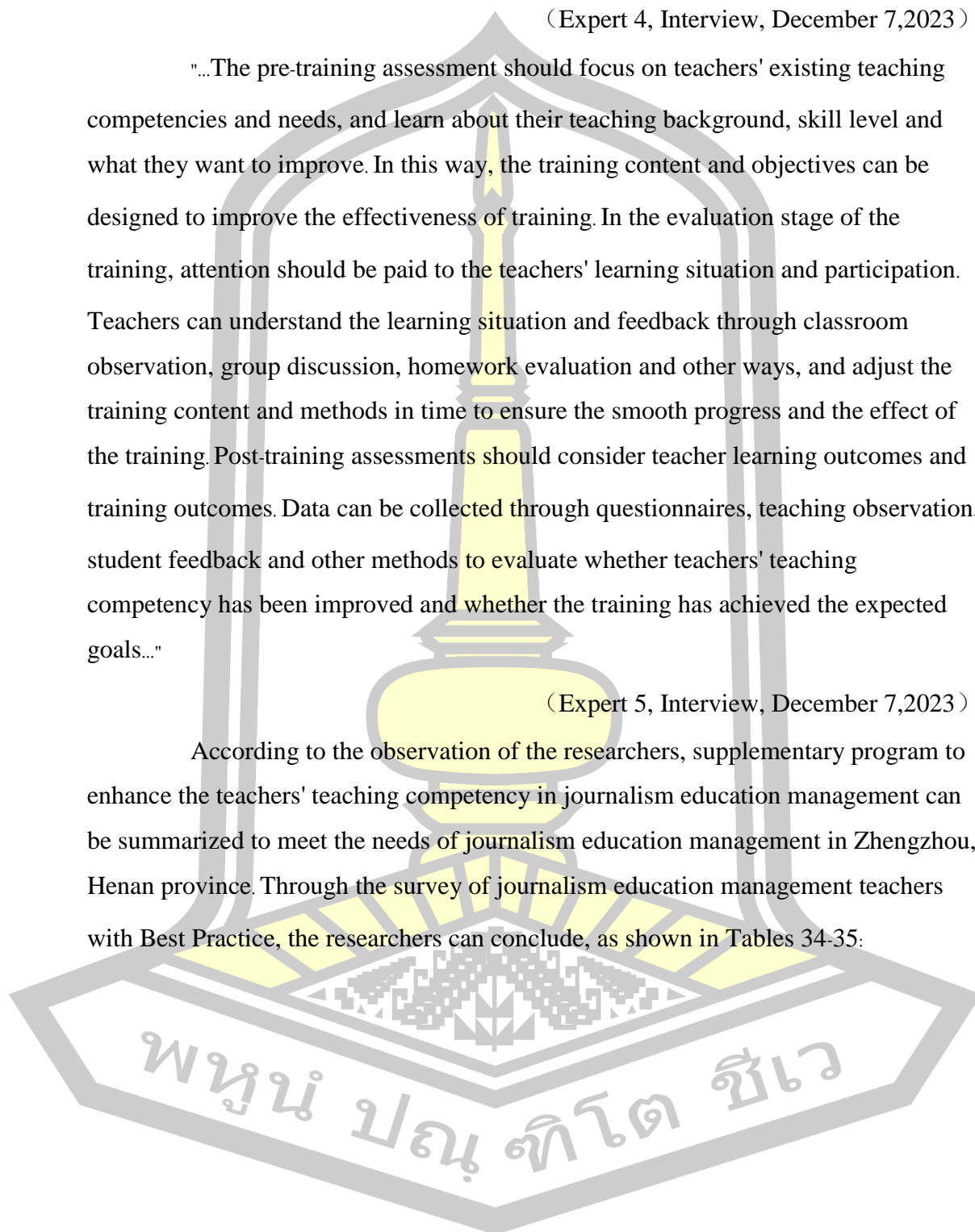
Table 26 Guidelines for developing the programs to teachers' teaching competency in journalism education management

	Content	Principles	Methods	Duration
Expert 1	Module 1 Teaching Cognition	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15
	Module 2 Teaching Design	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Training	15
	Module 3 Teaching Management	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15
	Module 4 Evaluation	70:20:10 learning model t	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15

Table 26 (Continue)

	Content	Principles	Methods	Duration
Expert 1	Module 5 Education Technology	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking	15
	Module 6 Ethic	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Networking 4.Training	15
Expert 2	Module 1 Teaching Cognition	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	10
	Module 2 Teaching Design	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Training	20

Table 26 (Continue)

	Content	Principles	Methods	Duration
Expert 2	Module 3 Teaching Management	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	20
	Module 4 Evaluation	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking	10
	Module 5 Education Technology	70:20:10 learning model	1.Assignment 2.Coaching 3.Networking 4.Training	15
	Module 6 Ethic	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15

Table 26 (Continue)

	Content	Principles	Methods	Duration
	Module 1 Teaching Cognition	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15
	Module 2 Teaching Design	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Coaching 3.Networking 4.Training	17
Expert 3	Module 3 Teaching Management	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	18
	Module 4 Evaluation	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	10

Table 26 (Continue)

	Content	Principles	Methods	Duration
Expert 3	Module 5 Education Technology	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	17
	Module 6 Ethic	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	13
Expert 4	Module 1 Teaching Cognition	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Training	15
	Module 2 Teaching Design	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Networking 3.Training	15
	Module 3 Teaching	70:20:10 learning model	1.Learning from	15

			teaching and teaching activity 2.Assignment 5.Training	
	Management			

Table 26 (Continue)

	Content	Principles	Methods	Duration
Expert 4	Module 4 Evaluation	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	15
	Module 5 Education Technology	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Coaching 3.Networking 4.Training	15
	Module 6 Ethic	70:20:10 learning model	1.Assignment 2.Coaching 3.Training	15
Expert 5	Module 1 Teaching Cognition	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching	15

			4.Networking 5.Training	
	Module 2 Teaching Design	70:20:10 learning model t	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 5.Training	15

Table 26 (Continue)

	Content	Principles	Methods	Duration
	Module 3 Teaching Management	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	18
Expert 5	Module 4 Evaluation	70:20:10 learning model	1.Learning from teaching and teaching activity 2.Assignment 3.Coaching 4.Networking 5.Training	12
	Module 5 Education Technology	70:20:10 learning model	1.Learning from teaching and teaching activity	13

		2.Assignment	
		3.Networking	
		4.Training	
Module 6 Ethic	70:20:10 learning model	1.Learning from teaching and teaching activity	17
		2.Assignment	
		3.Coaching	
		4.Networking	
		5.Training	
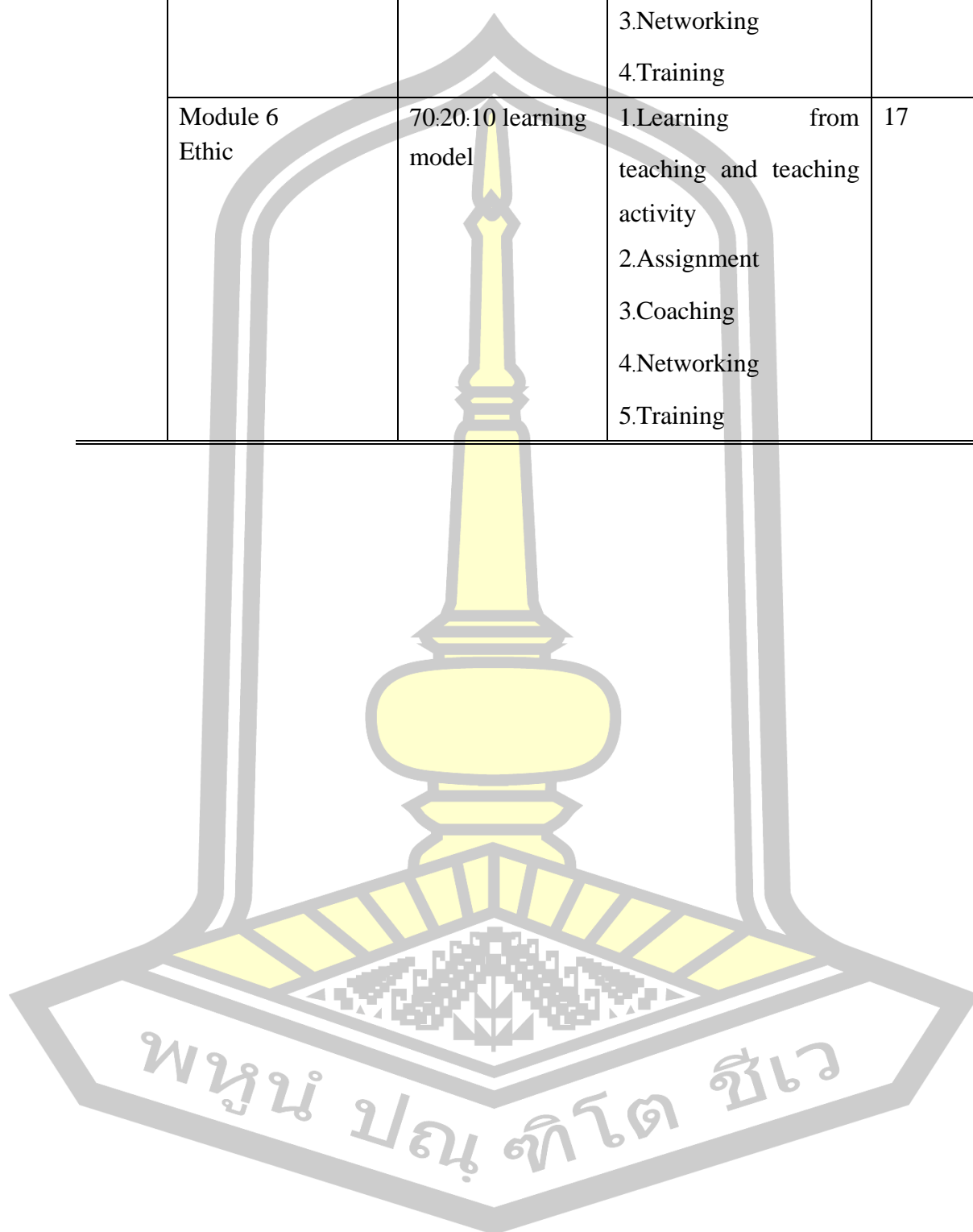
Table 27 Summary of key findings in designing the programs to teachers' teaching competency in journalism education management

Interview Issues	Summary of findings from interviews
1.Program Composition	1) Principles 2) Objectives 3) Development activity content 4) Program development processes 5) Evaluation
2.Program Principles	70:20:10 model for learning and development 70%- Learning by experiences 20%- Learning from others 10%- Learning by courses
3.Development Methods	1) Learning from teaching and teaching activity 2) Assignment 3) Coaching 4) Networking 5) Training
4.Time Frame	90 Hours
5.Evaluation	- Evaluation of teachers' teaching competency in journalism education management among journalism education management teachers using the teaching competency assessment before and after development. - Assessment of participant satisfaction in development using a satisfaction assessment form for the teaching competency development program in teaching competency.

Based on the study results, Formulation or constructed programs to enhance teachers' teaching competency program.

Part 1: Introduction to the Program for Developing teachers' teaching competency in journalism education management. The components of the program are as follows:

1. Principles

The enhancement program for teachers' teaching competency in journalism education management is a program specially developed for journalism education management teachers in 5 universities in Zhengzhou, Henan province, aiming to improve teachers' teaching competency. Its important principles are listed as follows:

1.1 This is a continuous development program. It is mainly used to enhance teachers' teaching competency.

1.2 There are diverse development methods available. Journalism education management teachers have the opportunity to exchange knowledge, skills and experience between universities and choose the methods used to enhance their teaching competency.

1.3 This is a flexible program that can adjust the development methods and patterns according to the situation and needs.

1.4 This is a systematic program with a continuous learning process, with guidelines for using the program, which participants can use for self-development, job development, and cost savings in teacher development.

1.5 This is a program with assessments, feedback, and measures. Teachers are able to continuously develop and improve themselves in the program training.

2. Objectives

2.1 The objective of the program is to enable journalism education management teachers to effectively develop and enhance their teaching competency according to the teaching competency promotion program.

2.2 To Enhance the program for teachers' teaching competency in journalism education management, which has 6 components: 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) education technology, and 6) ethic.

2.3 The objective of the program is to enhance the teaching competency of journalism education management teachers, so that they can have a higher level of teaching competency in journalism education management after participating in the designated strengthening and development program.

3. Developmental activity content

The development activities of the program are as follows:

Module 1: Teaching cognition.

Including: 1) understand professional objectives and courses, 2) Clear teaching goals to achieve, 3) Understand the teaching object, 4) Understand the characteristics of the physical and mental development of university students, 5) Analyze and deal with teaching materials, 6) Focus on discipline development.

Module 2: Teaching design.

Including: 1) master the design requirements of teaching objectives, 2) the competency to highlight the key points and difficult points. 3) choose teaching strategies, 4) choose the appropriate teaching methods, 5) make teaching plans.

Module 3: Teaching management.

Including: 1) teachers have a certain personality and charm, 2) the teacher's positive and negative conclusion of the students' classroom behavior, 3) have good classroom discipline, 4) create a healthy and beautiful classroom environment, 5) establishing a harmonious teacher-student relationship, 6) teachers are good at self-management, 7) have a positive persuasion, 8) correctly understand and play the role of teacher profession.

Module 4: Evaluation.

Including: 1) understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. 2) the students' competency to practice activities adopts the method of operational examination, 3) comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test, 4) assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination, 5) test the students' critical thinking competency and language expression competency by oral examination method, 6) have a correct understanding of the examination method, 7) be able to use the test methods appropriately, 8) be able to explore new forms of examination methods, 9) have certain self-evaluation and self-reflection competency.

Module 5: Educational technology.

Including: 1) understand the importance of education technology, 2) able to carry out teaching practice and innovation based on technology., 3) master the competency of information teaching activities, 4) able to skillfully use the multimedia teaching, 5) strong competency to accept new technologies such as ChatGPT and apply them.

Module 6: Ethic.

Including: 1) authenticity, accuracy and objectivity, 2) honesty and justice, 3) respect the privacy rights of students and colleagues, 4) responsible use of social media, 5) supervision and self-supervision.

4. Program development processes

When the teaching competency training program used for journalism management teachers enters into practical operation, the following development process and improvement methods should be included:

4.1 Development Principles

From the study and synthesis of documents from academics and educators, the concept of 70: 20: 10 learning is Lawson (2008), Aporn Phuvitayaphan, (2016), Patchara Wanichawasin (2017), and Sutham Thamtasananon (2020) consists of 3 important learning principles:

1) 70%- Learning by experience

The learning model that arises from work experience, through observation or actual hands-on work in the real workplace, enables school administrators to quickly acquire knowledge. Effective learning, gained through effective observation, leads to efficient learning. Administrators assimilate experiences into memory and behavior, akin to the "Experience is the Bridge" concept, bridging practice and theory or concepts that individuals already possess or acquire. Increased experiences or situations that demand adaptation leads to further learning, modeling, and actions based on previous behaviors, evolving according to new experiences. This process contributes to the development of new competencies or competencies among school administrators, resulting in more effective performance in their assigned tasks. The tools used for personnel development in this learning approach tend to focus on tools that do not rely on classroom training.

2) 20%- Learning by others

Learning from Others is a learning model that occurs through interaction with others. It does not necessarily involve direct authority or hierarchical relationships. Colleagues within the same organization or across different units can influence and learn from each other. It is a form of learning that occurs through dialogue, consultation, exchanging information, and relying on a good interpersonal relationship between conversing parties. It typically involves scheduling conversations and exchanging perspectives at convenient times for both parties. The development tools used in this approach tend to focus on personnel development tools that do not rely on classroom training.

3) 10%- Learning by courses

This learning approach combines classroom training with non-classroom training, including learning through e-learning and various documentation. It may involve learning through prepared procedures or courses, which is another important and necessary form of development. Canceling this form of learning may not always be possible, as it promotes mixed and effective learning outcomes.

4.2 Development Processes/Methods

The methods to enhance teachers' teaching competency in journalism education management:

4.2.1 70%- Learning by experience

Take a time of 63 hours, using the following methods:

Learning from teaching and teaching activity - 21 hours.

1) Classic teaching activity sharing of teaching cognition (Module 1)

2) Exchange of teaching activity design cases in the teaching competition (Module 2)

3) Advanced teaching management activity sharing (Module 3)

4) Appropriate and highly applicable evaluation system activity learning (Module 4)

5) Advanced education technology sharing and experience (Module 5)

6) Good professional ethics study (Module 6)

Assignment - 31 hours.

1) View, sharing and collision on teaching cognition (Module 1)

2) Case discussion of different teaching design (Module 2)

3) Discussion on the teaching management of journalism education management at home and abroad (Module 3)

4) Communication of different evaluation systems in 5 universities (Module 4)

5) Sharing of education technologies such as artificial intelligence (Module 5)

6) Professional ethics exchange (Module 6)

4.2.2 20% -Learn by others

Take a time of 18 hours, using the following methods:

Coaching - 7 hours.

1) Visit other universities to gain a further understanding of teaching cognition (Module 1)

2) Conduct teaching design competitions between different universities to learn the experience from them. (Module 2)

3) Visit the advanced teaching management content of other universities (Module 3)

4) Good professional ethics study (Module 6)

Networking - 11 hours.

1) Learning network activity in teaching cognition (Module 1)

2) Teaching design activity (Module 2)

3) Teaching management activity (Module 3)

4) Multicultural learning in evaluation activity (Module 4)

5) Learning network activity in education technology (Module 5)

6) Ethics development activity (Module 6)

4.2.3 10%-Learning by courses

Take a time of 9 hours, using the following methods:

Training - 9 hours.

1) Teaching cognition activity (Module 1)

2) Teaching design activity (Module 2)

3) Teaching management activity (Module 3)

4) Evaluation activity (Module 4)

5) Education technology activity (Module 5)

6) Ethics activity (Module 6)

5. Evaluation

5.1 Make evaluation prior to development, by assessing the teachers' teaching competency in journalism education management.

5.2 Assess during the development process, through the assessment of self-study, case study learning, training, brainstorming, On-the-job training (learning from real-world practice), workshops, group work activities, using the satisfaction evaluation form of the teaching competency development program.

5.3 After the development, using teaching competency assessment of the teachers' teaching competency in journalism education management is evaluated.

The researchers summarized the details of the program to enhance the teachers' teaching competency in journalism education management. As shown in Figure 6.
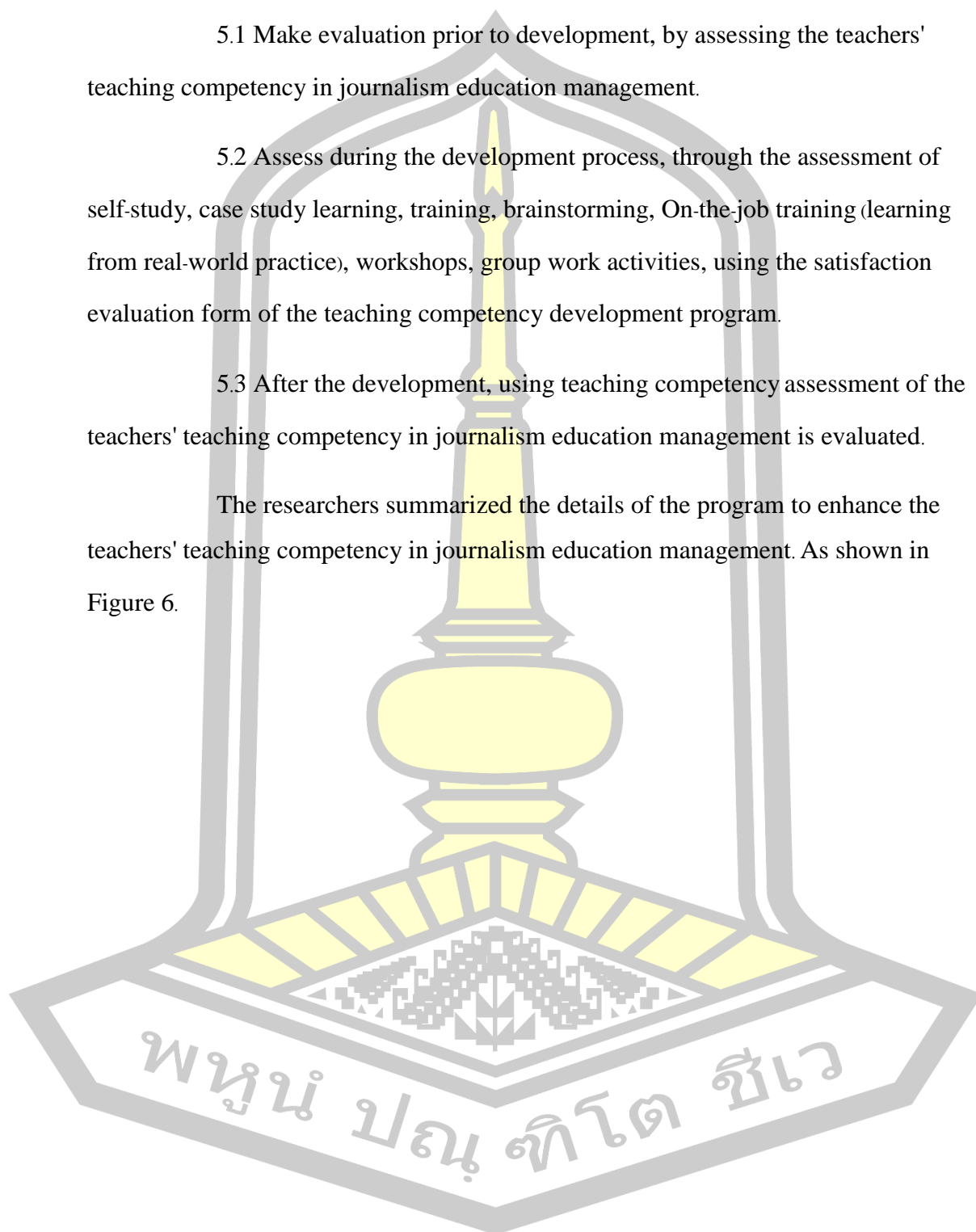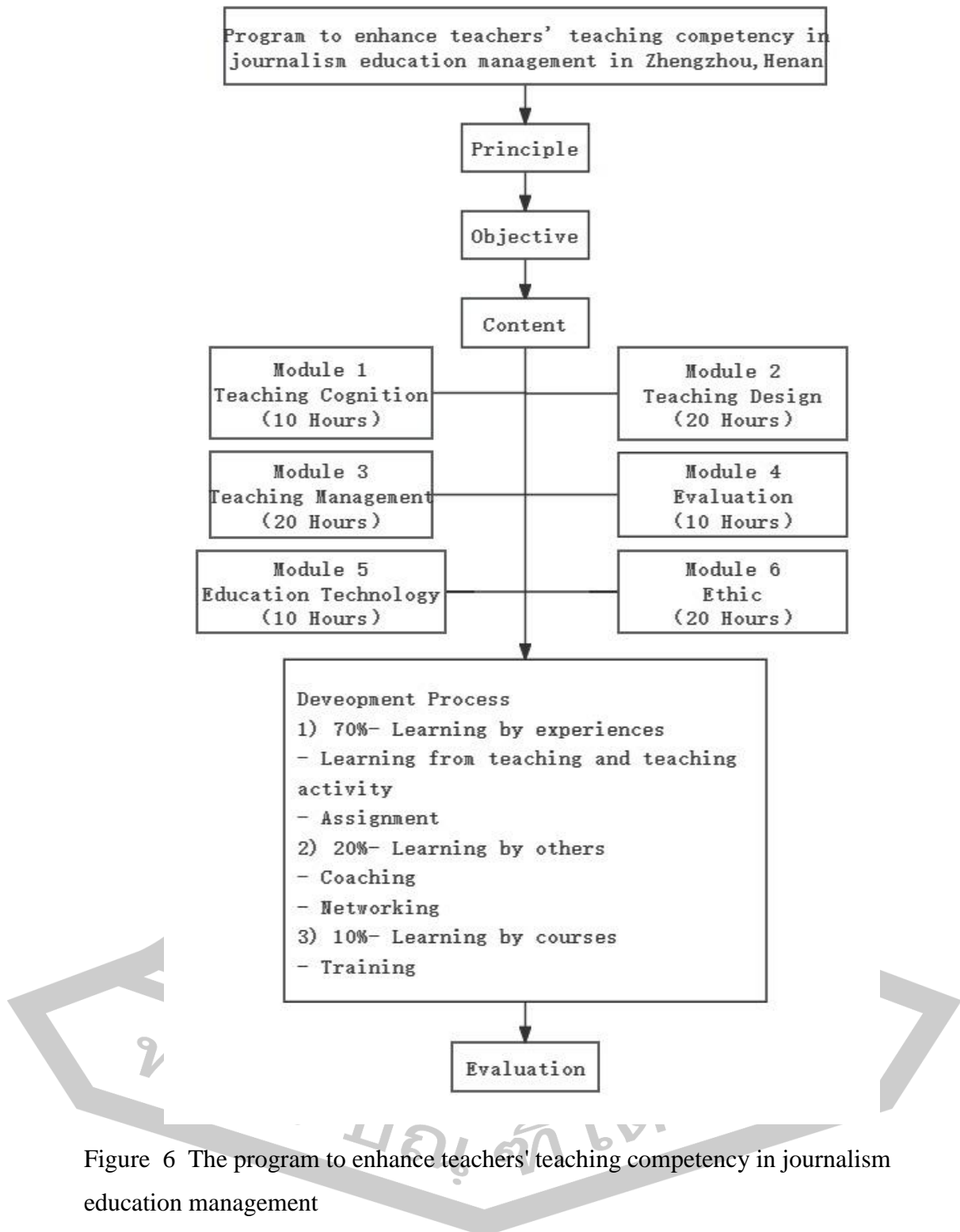
Figure 6 The program to enhance teachers' teaching competency in journalism education management

Part 2: Program Content Details

The program to enhance teachers' teaching competency in journalism education management, Zhengzhou, Henan, comprises the following components:

1. Teaching cognition

1.1 Principle

Teaching cognition refers to the competency to understand, understand and grasp the basic elements of teaching activities (such as tasks, contents, objects, etc.), including the competency to understand the professional objectives and courses at the beginning of the school year, the competency to understand the teaching objects, understand the characteristics of the physical and mental development of university students, the competency to analyze and deal with teaching materials, and be able to focus on discipline development.

1.2 Objective

For journalism education administrators to understand and master the basic elements of teaching activities (such as tasks, content, objects, etc.), understand the characteristics of the physical and mental development of universities students, analyze and deal with teaching materials, and focus on the development of subjects.

1.3 Development activity content

1.3.1 Learn the content, definition and importance of teaching cognition

1.3.2 Understand the steps of teaching cognition

1.3.3 Tools for collecting teaching cognition

1.3.4 The practice of teaching cognition in different universities

1.4 Development process

The development process of teaching cognition, as shown in Table 28:

Table 28 The development process of teaching cognition

Development Methods	Development Activities (10 Hours)
Learning by experience: 7 Hours	
Learning from teaching and teaching activity (2 Hours)	Classic teaching activity sharing of teaching cognition
Assignment (3 Hours)	View, sharing and collision on teaching cognition
Learning by others: 2 Hours	
Coaching (1 Hour)	Visit other universities to gain a further understanding of teaching cognition
Networking (1 Hour)	Learning network activity in teaching cognition
Learning by courses: 1 Hours	
Training (1 Hour)	The process of training in teaching cognition includes the following steps: 1. Lecture by instructors to provide knowledge on: - Meaning and significance of teaching cognition - Processes involved in teaching cognition - A tool for collecting teaching cognition 2. Engaging in group discussions to exchange learning and design teaching cognition processes using various tools for collecting diverse knowledge. 3. Discussion and presentation of activity outcomes, including teaching cognition.

1.5 Evaluation

1.5.1 Evaluate the results of teaching cognition.

1.5.2 Assess the outcomes of drafting program and teaching cognition plans.

1.5.3 Evaluate the results of monitoring teaching cognition practices.

1.5.4 Assess the outcomes of presenting teaching cognition activities.

2. Teaching Design

2.1 Principle

Journalism education management teachers should follow a series of principles in their teaching design to ensure the effectiveness of teaching and students' learning effectiveness. First, they need to master the design requirements of the teaching objectives. This includes clearly identifying teaching objectives and ensuring that they align with curriculum standards and students' learning needs. For example, in a journalism education management curriculum, teachers may set goals that include developing students' journalism literacy, critical thinking skills, and teamwork skills. Secondly, teachers need to be able to highlight the key points and difficult points in the curriculum, in order to better guide students to learn. In the course of news education management, there may be difficulties and key contents such as news value judgment and media ethics. Teachers need to design targeted teaching activities and provide support to help students understand and master these contents. In addition, teachers also need to be able to choose the appropriate teaching strategies and methods. According to different teaching contents and students' characteristics, teachers can adopt various teaching methods, such as teaching, discussion, case analysis, group discussion, role playing and so on, to promote students' active learning and deep understanding. Finally, teachers also need to have the competency to make teaching plans, including the reasonable arrangement of course content, time and teaching resources, to ensure the coherence and effectiveness of the teaching process. By following these principles, news education management teachers can better design and implement teaching activities to improve students' learning effect and satisfaction.

2.2 Objective

For journalism education managers to have the competency to design teaching objectives, to highlight key points and difficult points, the competency to choose teaching strategies and teaching methods, and the competency to write teaching plans.

2.3 Development activity content

2.3.1 The importance and meaning of teaching design.

2.3.2 Components of teaching design.

2.3.3 Instructional design process and achieving successful outcomes.

2.4 Development process

The development process of teaching design, as shown in Table 29:
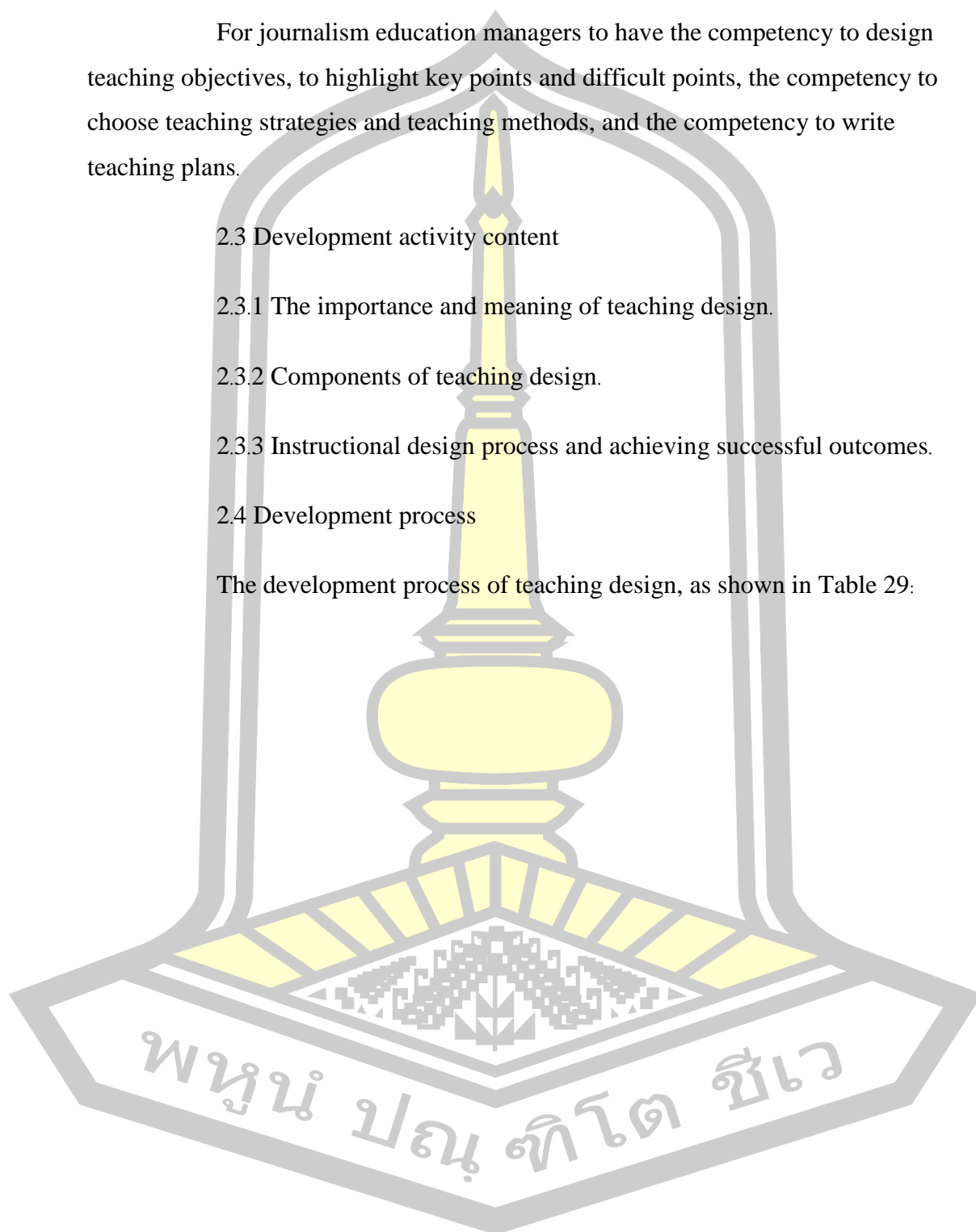
Table 29 The development process of teaching design

Development Methods	Development Activities (20 Hours)
Learning by experience: 14 Hours	
Learning from teaching and teaching activity (7 Hours)	Exchange of teaching activity design cases in the teaching competition
Assignment (7 Hours)	Case discussion of different teaching design
Learning by others: 4 Hours	
Coaching (2 Hour)	Conduct teaching design competitions between different universities to learn the experience from them
Networking (2 Hours)	Teaching design activity
Learning by courses: 2 Hours	
Training (2 Hour)	The process of teaching design training includes the following steps: 1. Lecturer lectures, with the following knowledge: -The importance and significance of teaching design -Components of the teaching design -Teaching design process and achieving successful outcomes 2. Participate in group discussion and develop the competency of teaching design 3. Discuss and show the results of the activity, and exchange experience and learning

2.5 Evaluation

2.5.1 Evaluating the outcomes of teaching design

2.5.2 Access the results of teaching design program plans

2.5.3 Evaluate the outcomes of monitoring team work projects

2.5.4 Access the results of presenting teaching design activities

3. Teaching management

3.1 Principle

Teaching management refers to the competency to take effective measures to control the smooth progress of classroom teaching according to the teaching needs and the characteristics of the teaching objects. Teachers have a certain personality and charm, in a healthy and beautiful classroom environment has a good classroom discipline, and students to establish a harmonious relationship with students. Teachers can correctly understand and play the role of teachers in teaching management, are good at self-management, have a certain positive persuasion, and can have a positive impact on students' classroom behavior.

3.2 Objective

Make the journalism education management teachers have expert authority and personality charm, in a healthy and beautiful classroom environment with students to establish a harmonious relationship between teachers and students. By correctly understanding and playing the role of a teacher, good at self-management, with a certain positive persuasion, can have a positive impact on students' classroom behavior.

3.3 Development activity content

3.3.1 Importance and significance of teaching management

3.3.2 Expert authority and personality charm

3.3.3 Establish a positive classroom atmosphere

3.3.4 Effective communication skills

3.4 Development process

The development process of teaching management, as shown in Table 30:
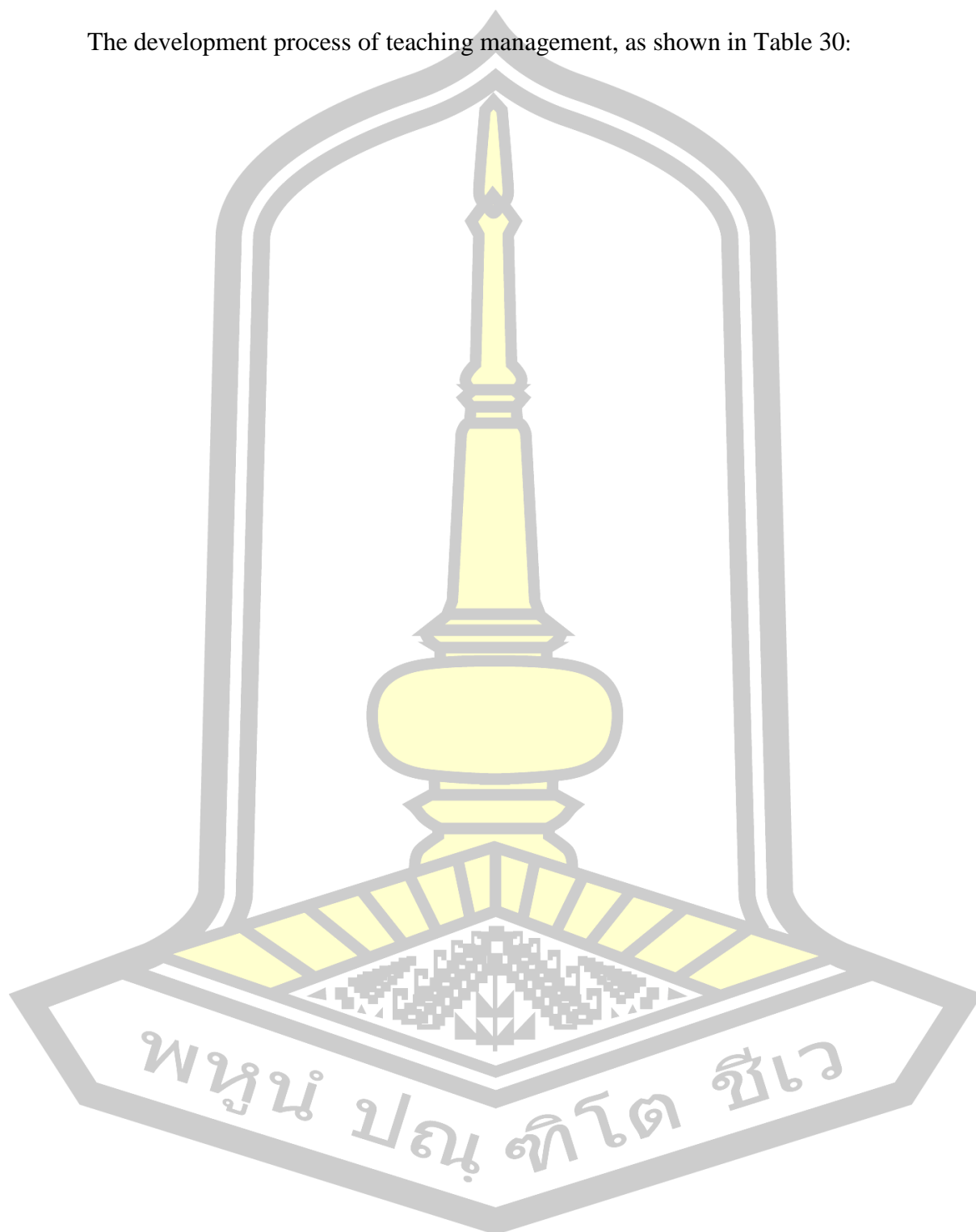
Table 30 The development process of teaching management

Development Methods	Development Activities (20 Hours)
Learning by experience: 14 Hours	
Learning from teaching and teaching activity (7 Hours)	Advanced teaching management activity sharing
Assignment (7Hours)	Discussion on the teaching management of journalism education management at home and abroad
Learning by others: 4 Hours	
Coaching (2 Hour)	Visit the advanced teaching management content of other universities
Networking (2 Hours)	Teaching management activity
Learning by courses: 2 Hours	
Training (1 Hour)	The process of teaching management training includes the following steps: 1. Lecturer lectures, with the following knowledge: -The importance and significance of teaching management -Expert authority and personality charm -Create a positive classroom atmosphere -Effective communication skills -Teaching management process and achieving successful outcomes 2. Participate in group discussion and develop the competency of teaching management 3. Discuss and show the results of the activity, and exchange experience and learning

3.5 Evaluation

    3.5.1 Evaluate the outcomes of teaching management

    3.5.2 Assess the results of teaching management program plans

    3.5.3 Evaluate the outcomes of monitoring teaching management program

    3.5.4 Assess the results of presenting teaching management activities

4. Evaluation

4.1 Principle

Evaluation refers to the competency of teachers to objectively evaluate their own teaching practice and teaching effect according to certain standards. Teachers can understand students' understanding and acceptance of teachers' classroom teaching content by asking questions, checking homework and written tests. Teachers evaluate students' practical competency through practical activities and experiment report. Teachers evaluate students' competency to use knowledge to analyze and solve problems through classroom discussions, essay writing, and open-book examination. Teachers should be able to correctly understand the examination methods, properly use the examination methods, and explore new forms of examination methods. At the same time, teachers' competency on self-evaluation and self-reflection competency is also very important.

4.2 Objective

So that the journalism education management teachers have the competency to correctly use the evaluation methods, master the competency to objectively evaluate the students' academic performance, and learn to self-evaluation.

4.3 Development activity content

Importance and significance of teaching evaluation

Components of teaching evaluation

Teaching evaluation process and achieve successful results

4.4 Development process

The development process of evaluation, as shown in Table 31:

Table 31 The development process of evaluation

Development Methods	Development Activities (10 Hours)
Learning by experience: 7 Hours	
Learning from teaching and teaching activity (4 Hours)	Appropriate and highly applicable evaluation system activity learning
Assignment (3 Hours)	Communication of different evaluation systems in 5 universities
Learning by others: 2 Hours	
Networking (2 Hours)	Multicultural learning in evaluation activity
Learning by courses: 2 Hours	

Training (1 Hour)	Training for the evaluation, a process including the following steps:
	1. Lecturer lectures, with the following knowledge:
	    -The significance and significance of teaching evaluation
	    -The process involved in the process of teaching evaluation
	    -A tool for collecting teaching evaluation
	2. Participate in group discussion and cultivate teaching and evaluation competency
	3. Discuss and show the results of the activity, and exchange experience and learning

4.5 Evaluation

   4.5.1 Evaluate of the results of the teaching evaluation

   4.5.2 Evaluate the results of teaching evaluation project plan

   4.5.3 Evaluate and display the results of teaching evaluation activities

5. Education Technology

5.1 Principle

Education technology refers to various material media or material conditions for university teachers to transmit teaching information. It is divided into conventional teaching means and modern teaching technology means. It requires teachers to understand the importance of educational technology and to be able to carry out teaching practice and innovation based on technology. Teachers need to master information teaching activities, be able to skillfully use multimedia to carry out teaching, can analyze and evaluate data, and have Strong competency to accept new technologies such as ChatGPT and apply them.

5.2 Objective

Teachers need to understand and agree with the importance and necessity of educational technology. At the same time, journalism education management teachers should have the competency to apply multimedia information technology, especially the competency to accept and apply new technologies such as ChatGPT.

5.3 Development activity content

5.3.1 The Importance and Significance of educational technology

5.3.2 Components of educational technology

5.3.3 Application process and successful results of educational technology

5.4 Development process

The development process of education technology, as shown in Table 32:
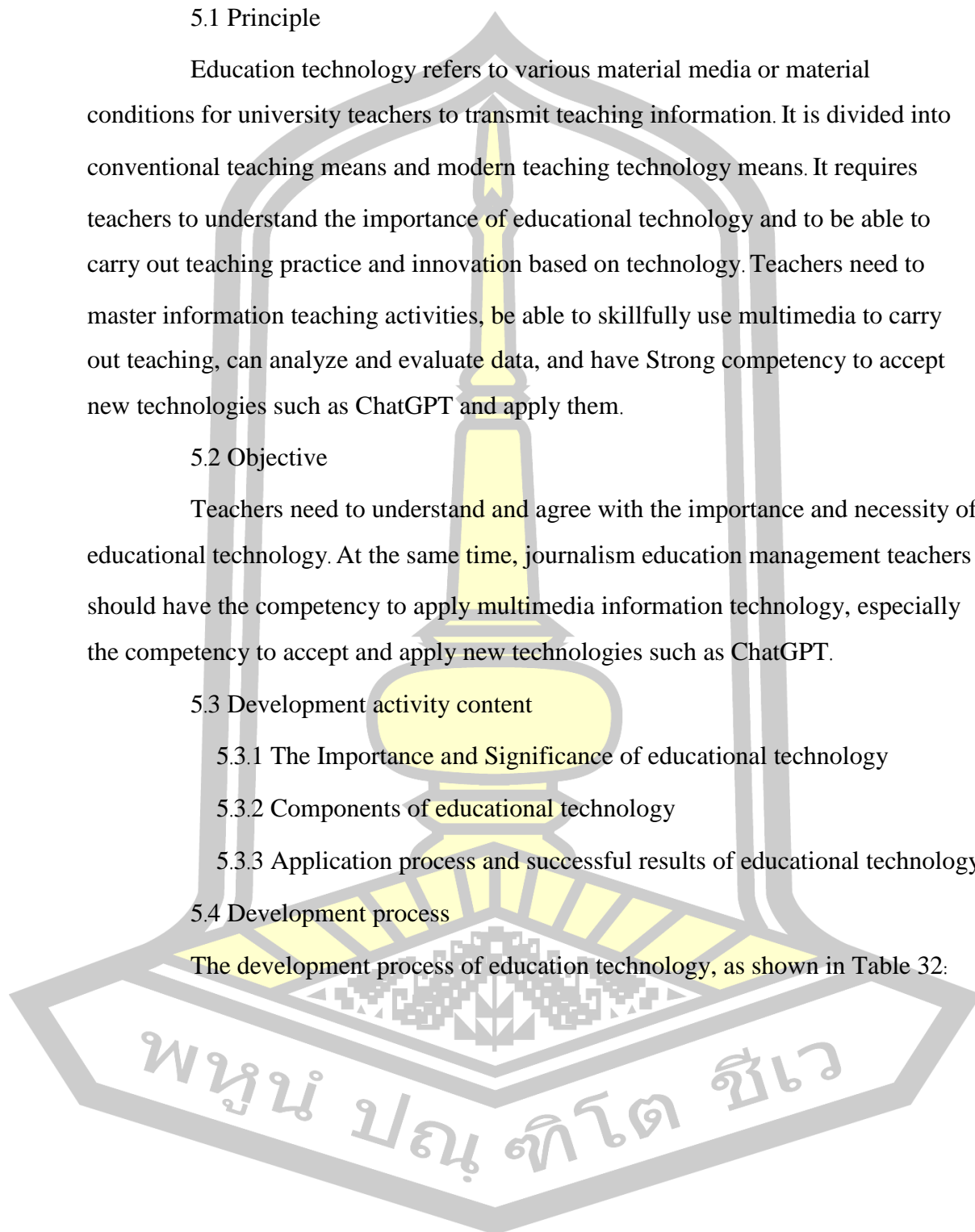
Table 32 The development process of education technology

Development Methods	Development Activities (10 Hours)
Learning by experience: 7 Hours	
Learning from teaching and teaching activity (3 Hours)	Advanced education technology sharing and experience
Assignment (4 Hours)	Sharing of education technologies such as artificial intelligence
Learning by others: 2 Hours	
Networking (2 Hours)	Learning network activity in education technology
Learning by courses: 2 Hours	
Training (1 Hour)	Training for the education technology, a process including the following steps: 1. Lecturer lectures, with the following knowledge: -The significance and significance of teaching education technology -The process involved in the process of education technology -A tool for collecting education technology 2. Participate in group discussion and cultivate education technology competency 3. Discuss and show the results of the activity, and exchange experience and learning

5.5 Evaluation

5.5.1 Evaluate the results of educational technology.

5.5.2 Assess the outcomes of educational technology program plans.

5.5.3 Evaluate the outcomes of showcasing educational technology

activities.

6. Ethic

6.1 Principle

Ethic refers to the moral principles and values that teachers should follow in their teaching practice. This includes ethical norms that teachers should follow in their interactions with students, teaching decisions, and educational settings. Teachers should uphold a high degree of professional ethics, including honesty, justice and respect for students. Teachers should respect the privacy rights of students and colleagues, responsible social media use, ensure that the teaching environment is fair and inclusive, impart honest and accurate information. supervision and self-supervision are also including it and conscientiously perform their teaching duty.

6.2 Objective

Make journalism education management teachers abide by moral principles and correct values in teaching practice. Teachers should adhere to a high degree of professional ethics, including honesty, impartiality and respect for students. Teachers should have a sense of responsibility and mission.

6.3 Development activity content

6.3.1 The Importance and Significance of ethic

6.3.2 Components of ethic

6.3.3 Application process and successful results of ethic

6.4 Development process

The development process of ethic, as shown in Table 33:
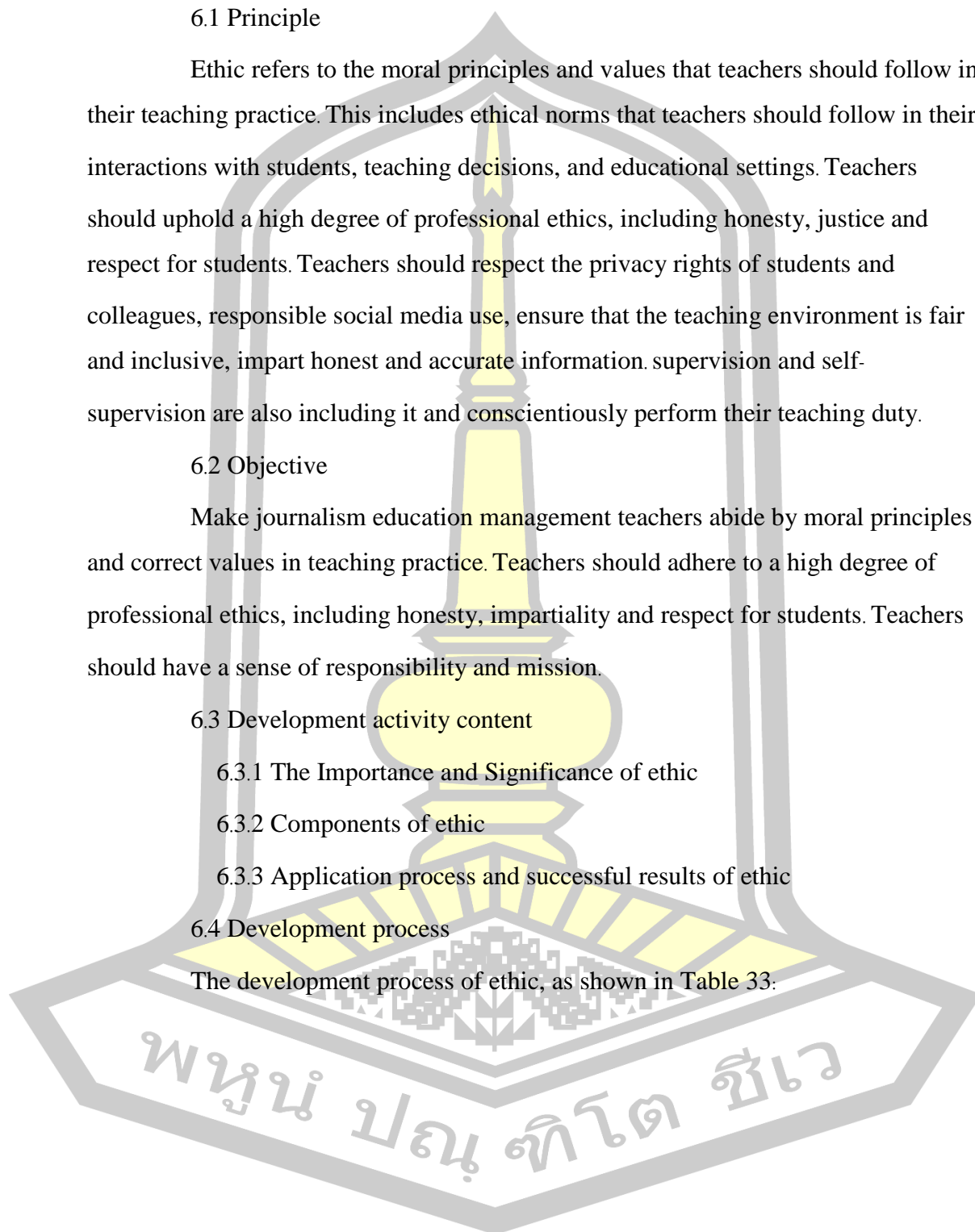
Table 33 The development process of ethic

Development Methods	Development Activities (20 Hours)
Learning by experience: 14 Hours	
Learning from teaching and teaching activity (7 Hours)	Good professional ethics study
Assignment (7 Hours)	Professional ethics exchange
Learning by others: 4 Hours	
Coaching (2 Hour)	Good professional ethics study
Networking (2 Hours)	Ethics development activity
Learning by courses: 2 Hours	
Training (2 Hour)	Training for the ethic, a process including the following steps: 1. Lecturer lectures, with the following knowledge: -The significance and significance of ethic -The process involved in the process of ethic -A tool for collecting ethic 2. Participate in group discussion and cultivate ethic competency 3. Discuss and show the results of the activity, and exchange experience and learning

6.5 Evaluation

6.5.1 Evaluate the results of ethic.

6.5.2 Assess the outcomes of ethic program plans.

6.5.3 Evaluate the outcomes of showcasing ethic activities.

Stage 3 Sent the interview questionnaire to 5 experts to assess the appropriateness, accuracy, and feasibility of the implementation of the program in Zhengzhou, Henan Province.

The appropriateness of training program was examined by the experts and the level of appropriateness of training program was as follows：

Table 34 Mean，Standard Deviation，Level of Appropriateness， Accuracy and Feasibility of Components of Training Program

Evaluation List	level of appropriateness			Level of accuracy			Level of feasibility		
	$\overline{X}$	S.D	Interpre tation	$\overline{X}$	S.D	Interpre tation	$\overline{X}$	S.D	Interpre tation
Principle	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Objective	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Development activity content									
1.Teaching cognition	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
2.Teaching design	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Teaching management	4.80	0.45	Very high	5.00	0.00	Very high	5.00	0.00	Very high
4.Eveluation	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
5.Education technology	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
6.Ethic	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high

Table 43 (Continue)

Evaluation List	level of appropriateness			Level of accuracy			Level of feasibility		
	$\overline{X}$	S.D	Interpretation	$\overline{X}$	S.D	Interpretation	$\overline{X}$	S.D	Interpretation
Development process									
1.Self-Study	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Case study learning	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Training	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
4.Brainstorming	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
5.On-the-job training(Learning from real-world practice)	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
6.Workshop	5.00	0.00	Very high	4.80	0.45	Very high	4.80	0.45	Very high
7.Group work activities	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Evaluation									
1.Pre-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Mid-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Post-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high

Total	4.99	0.03	Very high	4.99	0.03	Very high	4.97	0.08	Very high

From Table 34, it can be observed that the supplementary program designed to enhance the teachers' teaching competency in journalism education management in Zhengzhou City, Henan Province has achieved the highest level of appropriateness, accuracy, and feasibility. Specifically, it includes the following aspects: 1) Principles, 2) Objectives, 3) Content, 4) Development processes, and 5) Evaluation. Overall, it is highly suitable for promoting the improvement of teachers' teaching competency in journalism education management. The average scores for appropriateness, accuracy, and feasibility are 4.98, 4.98, and 4.97 respectively, which are all at very high levels.
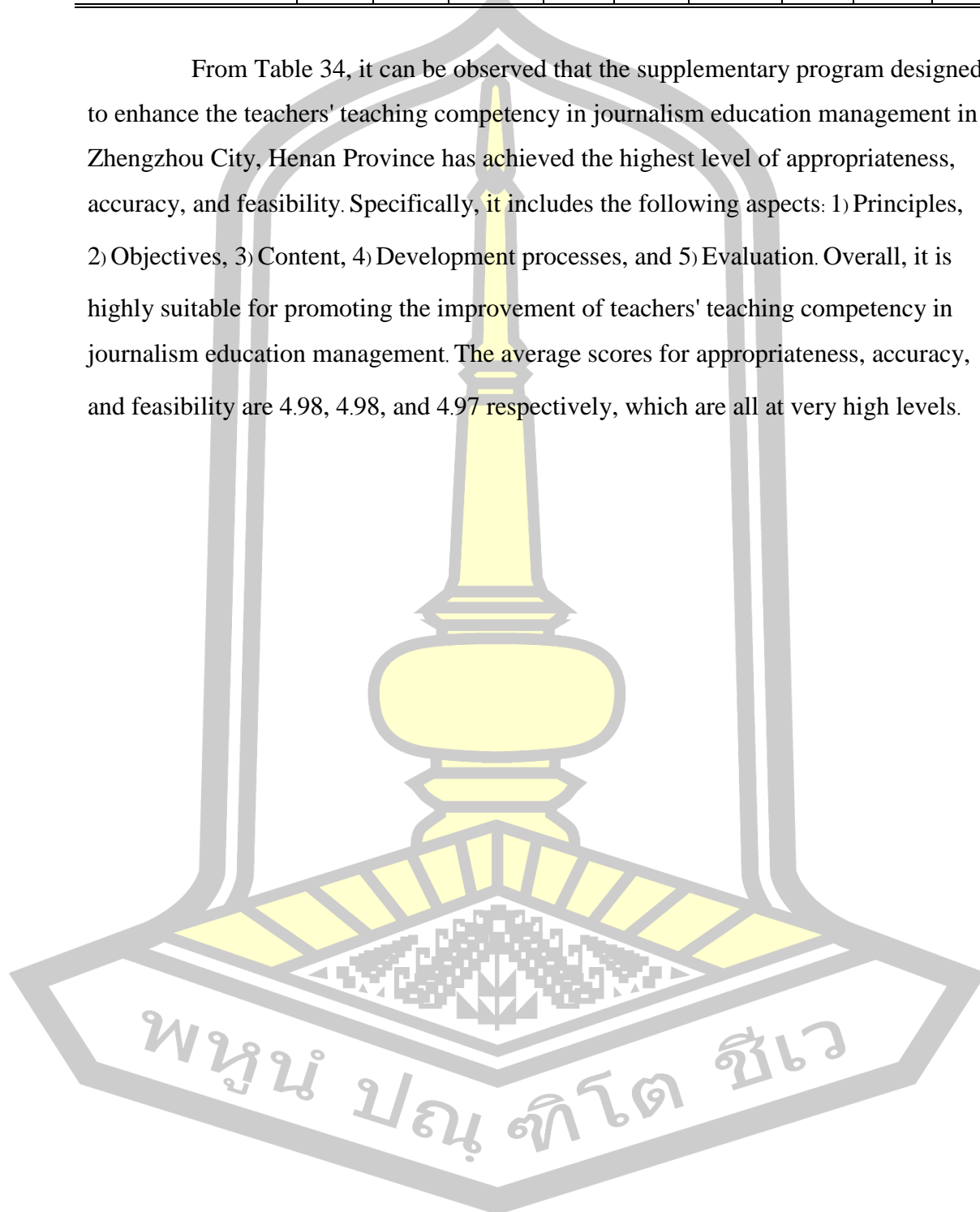
CHAPTER V
CONCLUSION

The research on the supplementary program for enhancing teachers' teaching competency in journalism education management, Zhengzhou, Henan, was conducted by the researcher who summarized the results. This chapter contains research objectives, the summary of the major findings of the study, conclusions and suggestions to solve some of the problems found out. The outline of research is described as follows:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

Research Objectives

The objectives of this study were:

1. To investigate the components and indicators of teachers' teaching competency in journalism education management.

2. To explore the current, desired state and priority needs of teachers' teaching competency in journalism education management.

3. To design an appropriate program to enhance teachers' teaching competency in journalism education management.

Research results

The entire results of this study were reported according to the research questions sequence as follows:

1. The result of the research found the components and indicators of

teachers' teaching competency in journalism education management. About the teachers' teaching competency in journalism education management, there are 6 components, namely: 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) educational technology and 6) ethics. According to the opinions of experts, overall were at the very high level. When the order of the components of the average from highest to lowest is:1) Ethic, 2) Teaching design, Teaching management and Education technology, 3) Teaching cognition and Evaluation.

2. The result of the research found the current, desired state and priority needs of teachers' teaching competency in journalism education management. The research results are as follows: In the teachers' teaching competency in journalism education management in Zhengzhou, Henan province, the current state was at medium level ($\overline{X}$=2.68). The mean in the current state were: 1) Education technology ($\overline{X}$=3.00), 2) Evaluation ($\overline{X}$=2.98), 3) Ethic ($\overline{X}$=2.55), 4) Teaching design ($\overline{X}$=2.55), 5) Teaching cognition ($\overline{X}$=2.53), 6) Teaching management ($\overline{X}$=2.49). The desired state was at high level ($\overline{X}$=4.19). The mean in the desired state were: 1) Education technology ($\overline{X}$=4.41), 2) Evaluation ($\overline{X}$=4.24), 3) Ethic ($\overline{X}$=4.21), 4) Teaching management ($\overline{X}$=4.18), 5) Teaching design ($\overline{X}$=4.09), 6) Teaching cognition ($\overline{X}$=3.98).

The demand for adjusting the teachers' teaching competency in journalism education management is ranked by importance as follows: 1) teaching management (PNI $_{mod}$=0.68), 2) ethic (PNI $_{mod}$=0.65), 3) teaching design (PNI $_{mod}$=0.62), 4) teaching cognition (PNI $_{mod}$=0.57), 5) education technology (PNI $_{mod}$=0.47), 6) evaluation (PNI $_{mod}$=0.42).

3. To design an appropriate program to enhance teachers' teaching competency in journalism education management. The result of the research found the program to enhance teachers' teaching competency includes 5 components: 1) principles, 2) objectives, 3) development activity content, 4) development process and

5) evaluation. The program lasts 90 hours and follows a 70：20：10 learning model with various development methods, including 1) Learning from teaching and teaching activity, 2) Assignment, 3) Coaching, 4) Networking, 5) Training. In addition, there are early, interim and late development assessments to assess the appropriateness, accuracy and feasibility of the program. Overall, the average scores were 4.98, 4.98, and 4.97, which were all at very high levels.

Discussion

From the study on enhance teachers' teaching competency in journalism education management, Zhengzhou, Henan, the researcher discussed the findings as follows:

1. The components and indicators of teachers' teaching competency in journalism education management

The first question was executed by studying literature that verified by 9 experts. This research study was pointed on developing teachers' teaching competency that consists of 6 components: 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) educational technology and 6) ethics. Because these components are very helpful to the improvement of teaching competency. Consists with the research result of Shen, J., & Wang, K. R. (2000) opinion. They pointed out that the connotation of teaching competency is that teachers have the competency to engage in teaching activities and complete teaching tasks. Also, and is consistent with the findings of Fink, L. D. (2003), He mentioned in his research that teachers must have the basic knowledge and skills to engage in education and teaching, and in the process of teachers 'professional development, teachers' attitudes, values, beliefs, knowledge skills and various behaviors need to be constantly adjusted, revised, re-examined and evaluated. Also, and is consistent with the findings of Ye, L., Bai, Y., Wang, J., et al. (2015), They mentioned that teachers must pay attention to grasp the latest development trends and research results of the discipline. Constantly update and improve their own professional knowledge structure, so that they become a fresh and

nutritious trickle for students rather than a bucket of stagnant water. These research results are consistent with the results of the teaching competency.

2. The current, desired state and priority needs of teachers' teaching competency in journalism education management.

At present, the current state and satisfaction level of the teachers' teaching competency in journalism education management in Zhengzhou, Henan province were found to be generally medium ($\overline{X}$=2.68). When reviewing the data, it was noted that each aspect was rated as moderate. However, the statistics of the desired state showed that the respondents had high satisfaction with the adjustment of teaching competency ($\overline{X}$=4.19). It is necessary to develop the following components: 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) educational technology, and 6) ethics.

2.1 The current state of teachers' teaching competency in journalism education management

The results of the study showed, the current state of teaching competency was medium level ($\overline{X}$=2.68). Because teachers of journalism education management do not pay enough attention to teaching cognition, teaching management, teaching design, evaluation and other aspects, they need to further improve in teaching practice. The order of the mean of the 6 components is:1) Education technology ($\overline{X}$=3.00), 2) Evaluation ($\overline{X}$=2.98), 3) Teaching design ($\overline{X}$=2.55), 4) Ethic ($\overline{X}$=2.55), 5) Teaching cognition, ($\overline{X}$=2.53), 6) Teaching management ($\overline{X}$=2.49). Consists with the research result of Wu Zhihua, Liu Haimin (2014), they in the "theory of teachers' professional competency and high education course effective education way", the teacher's practical competency including teaching competency, teaching monitoring, design teaching competency, education teaching organization and management competency, grasp and grasp the competency of education teaching objectives, teaching competency, etc. According to the research of Fuller. F. F. (2013), he proposed that teachers' teaching cognitive competency refers to the competency to understand,

understand and grasp the basic elements of teaching activities (such as tasks, content, objects, etc.), including the competency to understand professional objectives and courses, the competency to understand teaching objects, and the competency to analyze and process teaching materials. Moreover, consists with the research result of Teng Xiangdong (2006) mentioned that the competency of teachers in classroom management refers to the competency to take effective measures from the teaching needs and the characteristics of teaching objects according to control the smooth progress of classroom teaching. And consists with the research result of Cha Wenqiong (2018) Summary: The evaluation competency of students 'academic performance refers to teachers' competency to judge whether students' academic performance reaches the teaching objectives. According to the research result of Stronge, J. H, Tucker,P.D (2007), they explained in the research that teaching techniques are also important teaching communication media. According to the research result of Kovach, B., & Rosenstiel, T. (2007), they believed that teachers should emphasize that news reports must be based on facts, that students should pursue authenticity and accuracy, and avoid false information and inaccurate statements. This is consistent with the research findings.

2.2 The desired state of teachers' teaching competency in journalism education management.

The results of the research showed, the desired sate of teaching competency is high level ($\overline{X}$=4.19). Due to the changes in technology and societal developments, journalism education management should evolve accordingly, and teachers need to keep pace with the times. They should enhance themselves in various aspects of educational management. The order of the mean of the 6 components is:1) Education technology ($\overline{X}$=4.41), 2) Evaluation ($\overline{X}$=4.24) , 3) Ethic ($\overline{X}$=2.21), 4) Teaching management ($\overline{X}$=4.18), 5) Teaching design, ($\overline{X}$=4.09), 6) Teaching cognition ($\overline{X}$=3.98). Consists with the research result of Hattie, J. A. (2009), he believes that teachers need to clarify the curriculum objectives and learning objectives to determine the content and teaching

methods to be taught. According to He Jing (2015), master the key points, difficult points and key points of the teaching materials on the basis of mastering the teaching materials, so that the knowledge points of the teaching materials are scattered, different, clear and clear. Consists with the research result of Schon, E. (2006), he believed in the review of educational research that there are four key criteria for education success, including effective teaching management. The authors believe that teaching management should focus on students' academic achievement, social and emotional development, and the development of lifelong learning competency. Moreover, consists with the findings of Gao Wei (2013), he mentioned in his research that the competency to correctly use evaluation methods means that teachers can choose appropriate evaluation methods from their own teaching requirements, so as to achieve the purpose of understanding students' real learning status. According to the research result of Kang, W. (2016), he pointed out that the information-based teaching competency has become the basic means of survival of the information society, and the application competency of modern educational technology is an important part of teachers' teaching competency, and also an urgent need of teachers' own development. Also, consistent with the findings of Kovach, B., & Rosenstiel, T. (2007), they believed that teachers should emphasize that news reports must be based on facts, that students should pursue authenticity and accuracy, and avoid false information and inaccurate statements. Teachers should encourage students to maintain an objective position in news reports, and try to avoid personal prejudice and position intervention, so as to ensure the objectivity and neutrality of news reports. Teachers should also be aware of the industry ethics. This is consistent with the research findings.

     2.3 The priority needs of teachers' teaching competency in journalism education management.

     The results of the research showed, the order of the PNI of the 6 components is: 1) teaching management (PNI $_{mod}$=0.68), 2) ethic (PNI $_{mod}$=0.65), 3) teaching design (PNI $_{mod}$=0.62), 4) teaching cognition (PNI $_{mod}$=0.57), 5) education

technology (PNI $_{mod}$=0.47), 6) evaluation (PNI $_{mod}$=0.42). Because teaching management

plays a vital role in the teaching process, it can effectively organize, manage and

guide teaching activities to ensure the smooth progress of teaching. Therefore, the

teaching management ranks the first in the priority ranking, which reflects its

importance and necessity in the teaching ability. Ethical literacy is equally crucial in

the teaching process, ranking second in the prioritization. Teachers should have good

ethical concepts and moral quality, be able to treat students honestly and fairly, create

a good relationship between teachers and students, and provide a good moral

demonstration for the growth and development of students. Teaching design is an

important part of teaching work, which can help teachers to effectively design and

organize teaching activities and improve the teaching effect. Thus, it is ranked third in

the prioritization ranking. Teaching cognition refers to the teacher's cognition degree

of teaching theories and methods. It affects the teaching level and ability of teachers.

Teachers need to have solid teaching theoretical knowledge and methods to better

guide students to learn. The application of educational technology in teaching is

increasingly valued, but may not be fully valued or applied in some educators relative

to other components. Thus, educational technology ranks slightly lower in priority.

Evaluation is equally important in teaching, but may be less demanding by educators

relative to other components. This is related to the imperfect evaluation system or the

insufficiency of the teacher evaluation mechanism in the current education system.

Consistent with the findings of Luo Shuhua and Li Hongzhen (2000), they pointed out

that the connotation of teaching competency is that teachers have the competency to

engage in teaching activities and complete teaching tasks. Teaching competency

includes teaching design competency, classroom implementation competency and

after-class evaluation competency, which is the competency of all-round control from

class to after-class. Also, consistent with the findings of Sui Bin (2015), he believes

that teaching competency refers to the combination of various knowledge and skills

that directly affect the smooth completion of their teaching tasks in the practice

process of education and teaching activities, and is the comprehensive performance of teachers' comprehensive quality. This is consistent with the research findings.

3. The program to enhance teachers' teaching competency in journalism education management

Based on the research findings, training Program to enhance teachers' teaching competency in journalism education management was developed consists of 1) principle, 2) objectives, 3) development activities content, 4) development process and 5) evaluation. The overall plan assessment showed the highest level of applicability, with a mean score of 4.98. The principles of the program as 70:20:10 learning model. Consisting of 70% learning by experience, 20% learning by others, and 10% learning by course. Methods to teachers' teaching competency development including learning from teaching and teaching activity, assignment, coaching, networking, training.

The definition of program, which are consistent with the concepts of Patton, M. Q. (2015) and Babbie, E. R. (2015), they have provided definitions for "program". It typically refers to an organized series of activities or a plan designed to achieve specific goals or address particular issues. It can encompass educational initiatives, training courses, health promotion campaigns, community service projects, or other types of endeavors. The basic concept is based on principles, objectives, content, development process, measurement and evaluation, and ethics. Banks, J. A. (2015). The program composition according to Suwannathat Tanatip (2018) consists of principles, objectives, content, methods of development, evaluation, and ethics. The summary indicates that the program composition consists of principles, objectives, content, and methods of development in Part 1 Introduction, which includes historical background, significance, objectives, concepts, principles, and program components. Part 2 Program Details consists of the content of each module. Part 3 Evaluation reveals that the level of teachers' teaching competency in journalism education management

overall is at a high level, and school administrators' satisfaction with the program is at the highest level.

Suggestions and Recommendations

The research results show that the teachers' teaching competency in journalism education management in Zhengzhou, Henan province is at a middle level. However, respondents had the highest satisfaction with the desired state of teaching competency of journalism education management teachers. Although respondents had relatively consistent knowledge of the components of teaching competency, the priorities varied slightly. The first 3 areas identified that need to be strengthened are:1) Teaching management, 2) Ethic, 3) Teaching design.

1. In order to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan province, the following suggestions are put forward:

1.1 It is suggested that 5 universities in Zhengzhou, Henan province with journalism and education management majors should comprehensively enhance the improvement of teachers' teaching competency. This includes focusing on the areas of teaching cognition, teaching design, teaching management, evaluation, educational technology, and ethics, ensuring that each aspect is fully noticed and developed.

1.2 Program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan is a very suitable program as a whole. It covers not only basic aspects, but also objectives, development activities, development processes, and assessments. Therefore, journalism education management teachers should use this program to enhance teachers' teaching competency. The program may need to be tailored to each school to fit its context.

1.3 Educators should note the importance of teaching competency and provide effective training for university teachers to become attractive classroom teaching administrators, leading to successful teaching

2. Recommendations for future research

2.1 Studies on different methods of developing journalism education management teachers should be conducted.

2.2 Research should be studied in other regions or other universities with different backgrounds to enable research with broader applicability, clearer definition and broader scope.
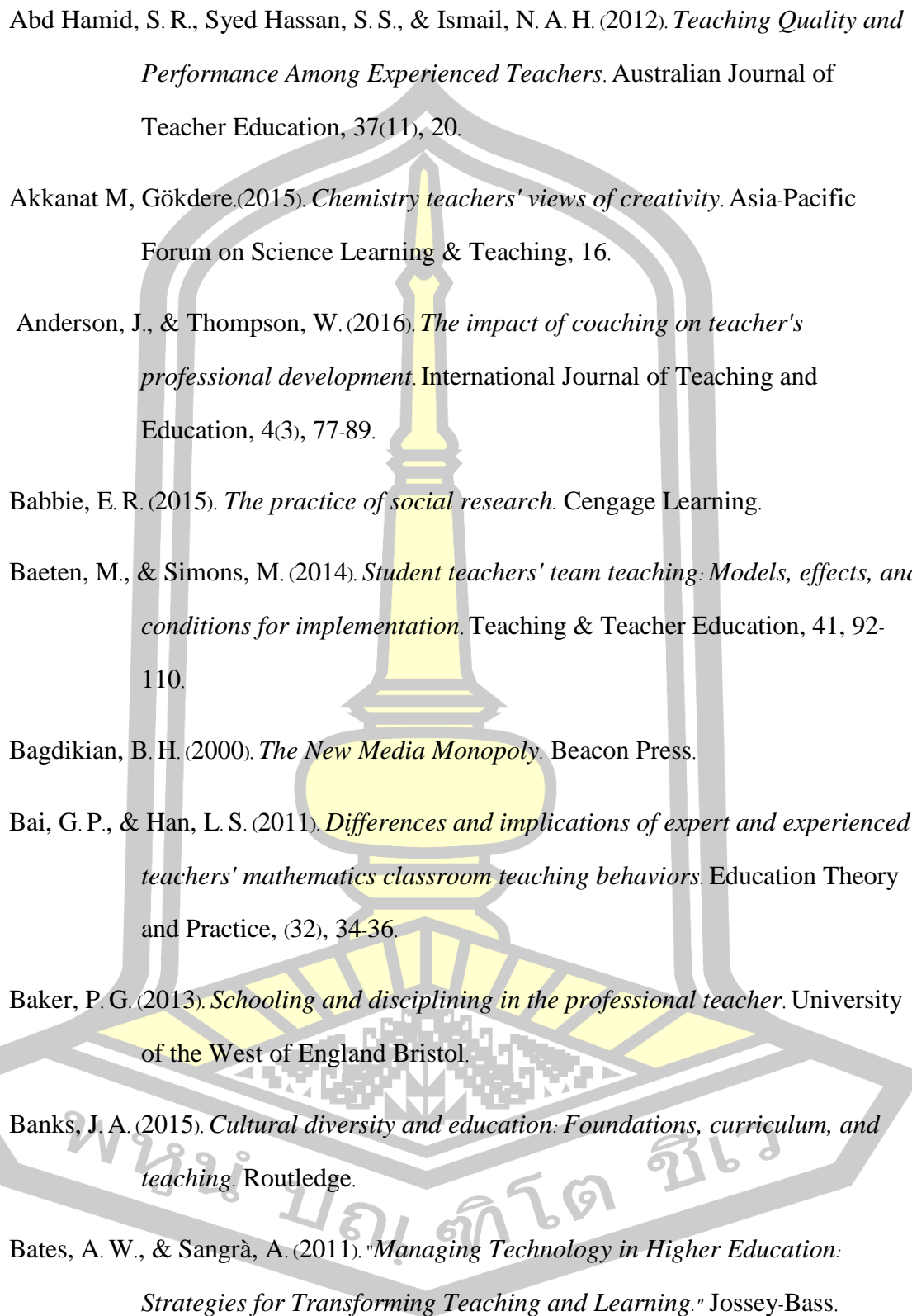
2.3 Studies suggests further research from the aspects of student work management and the management of students in special groups.

2.4 Establish a teaching resource sharing platform, so that teachers can share teaching experience, teaching plans, courseware and other resources, to promote communication and mutual learning. This allows the findings to improve and refine future plans.
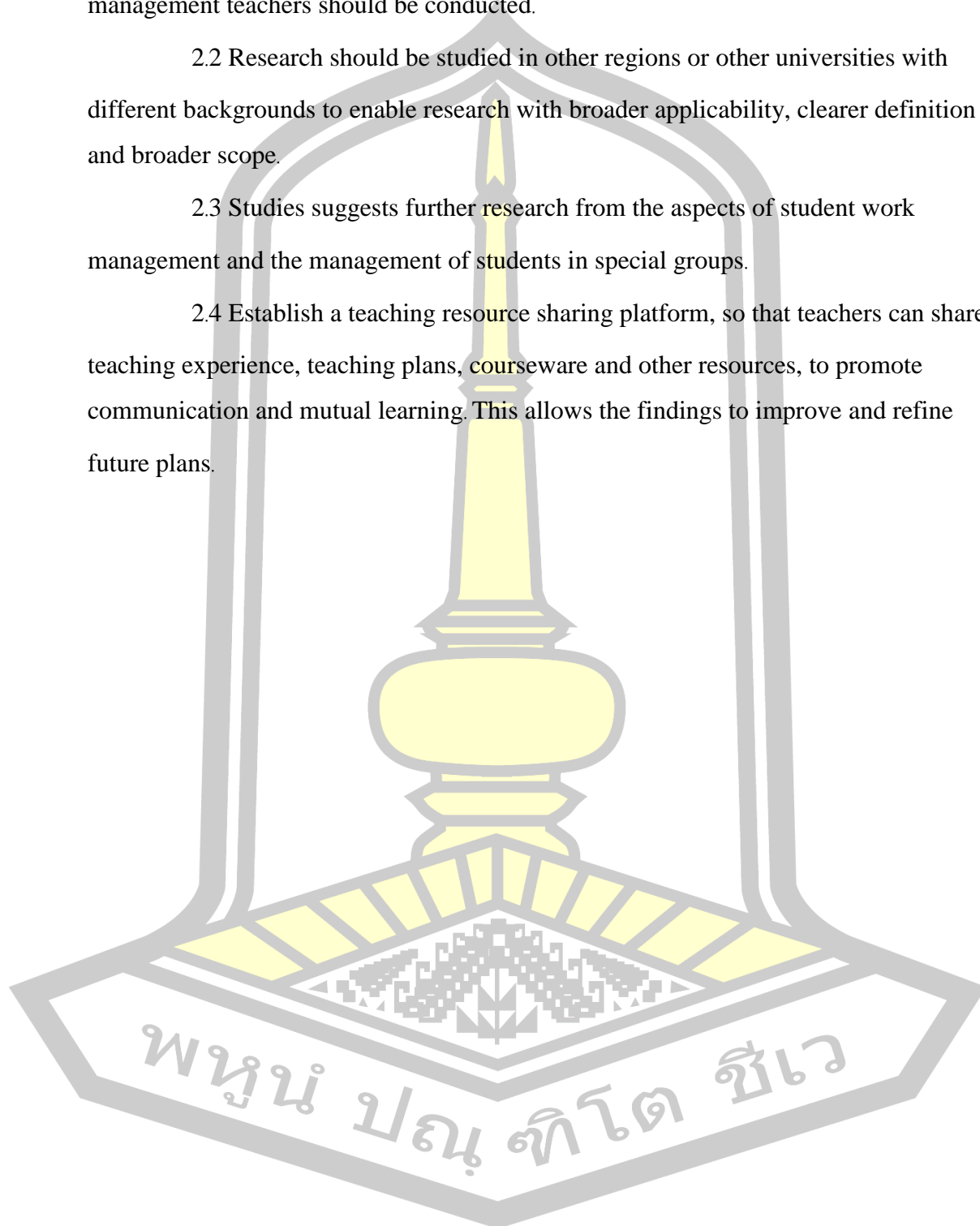
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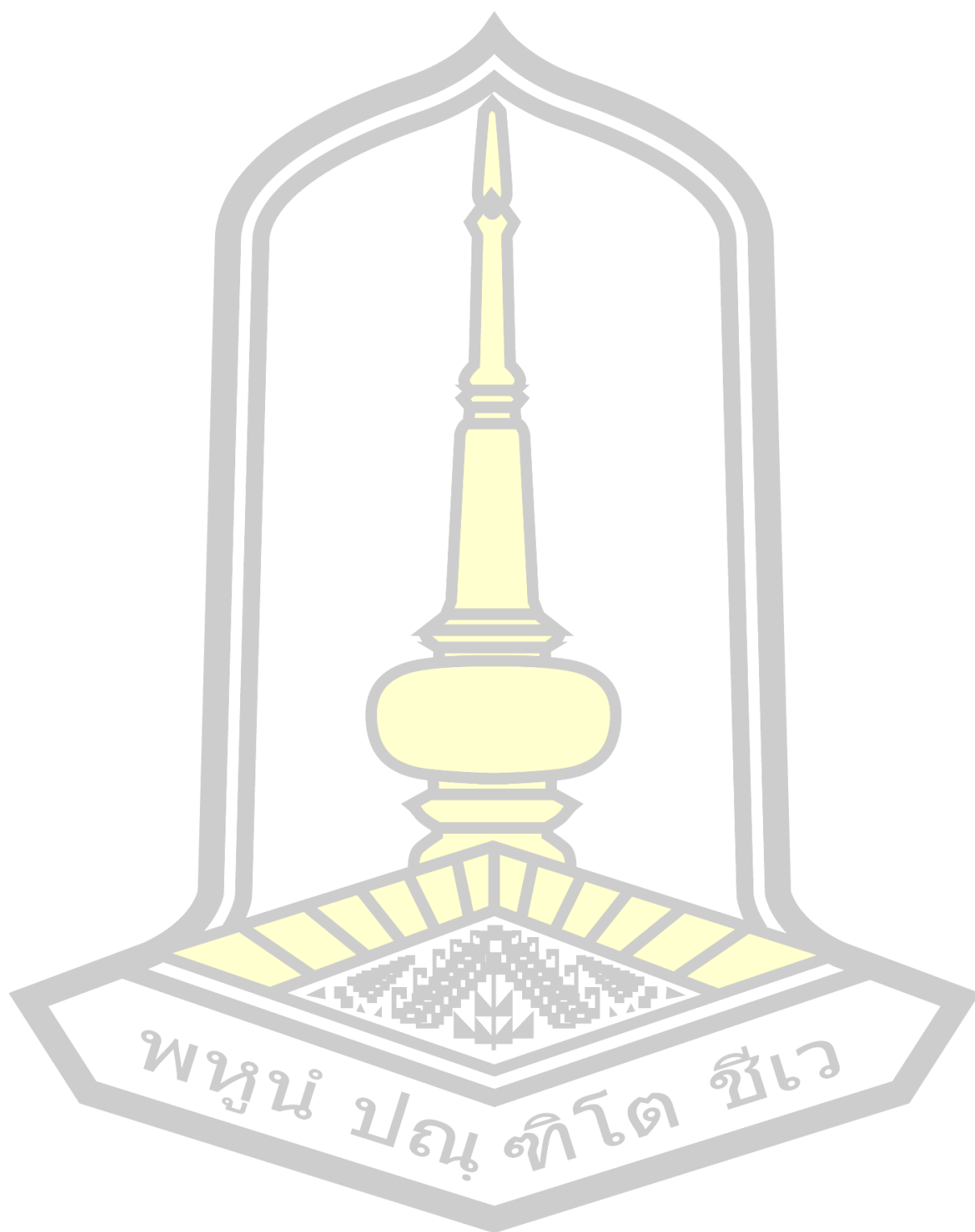
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APPENDIX

Appendix A Expert Information
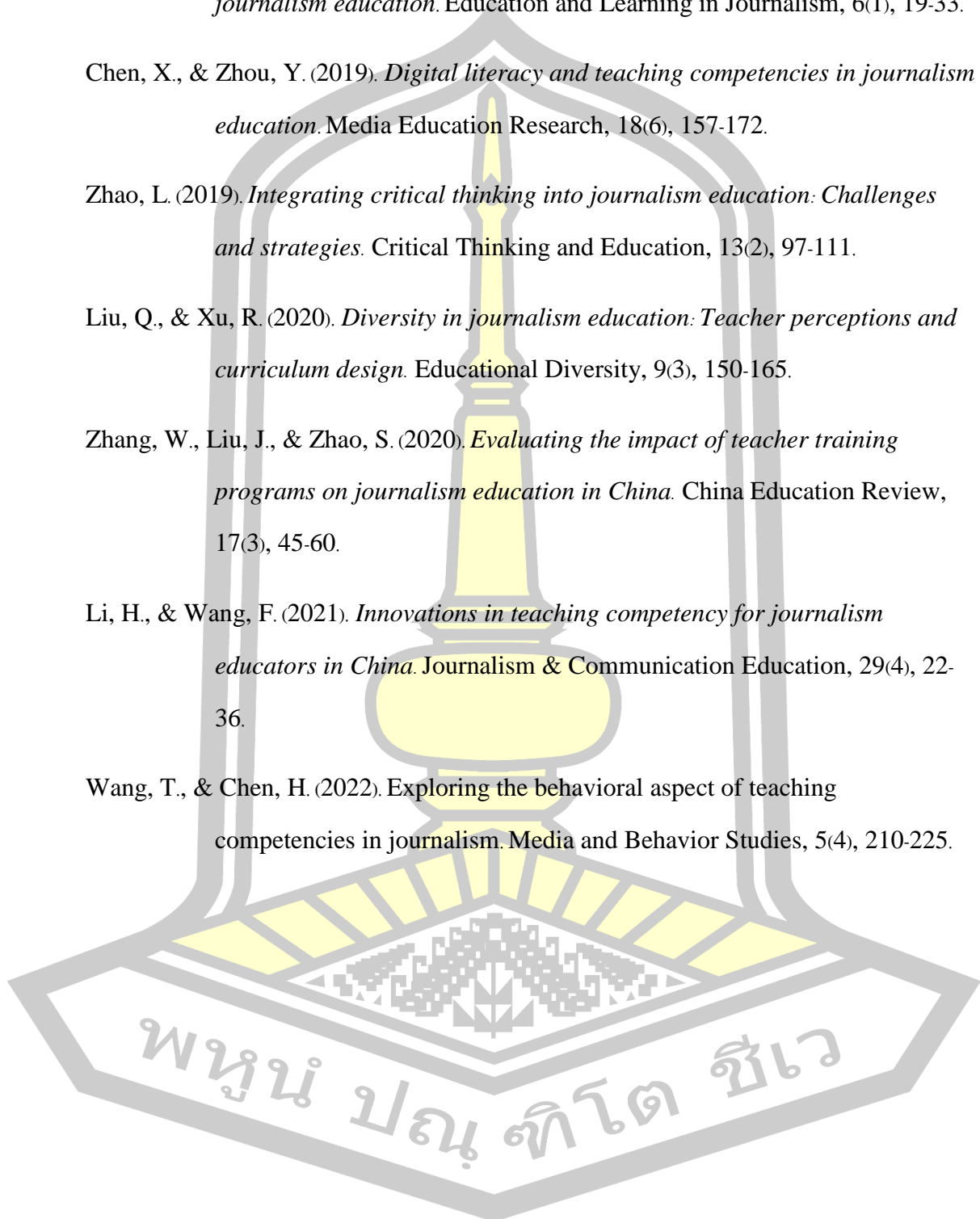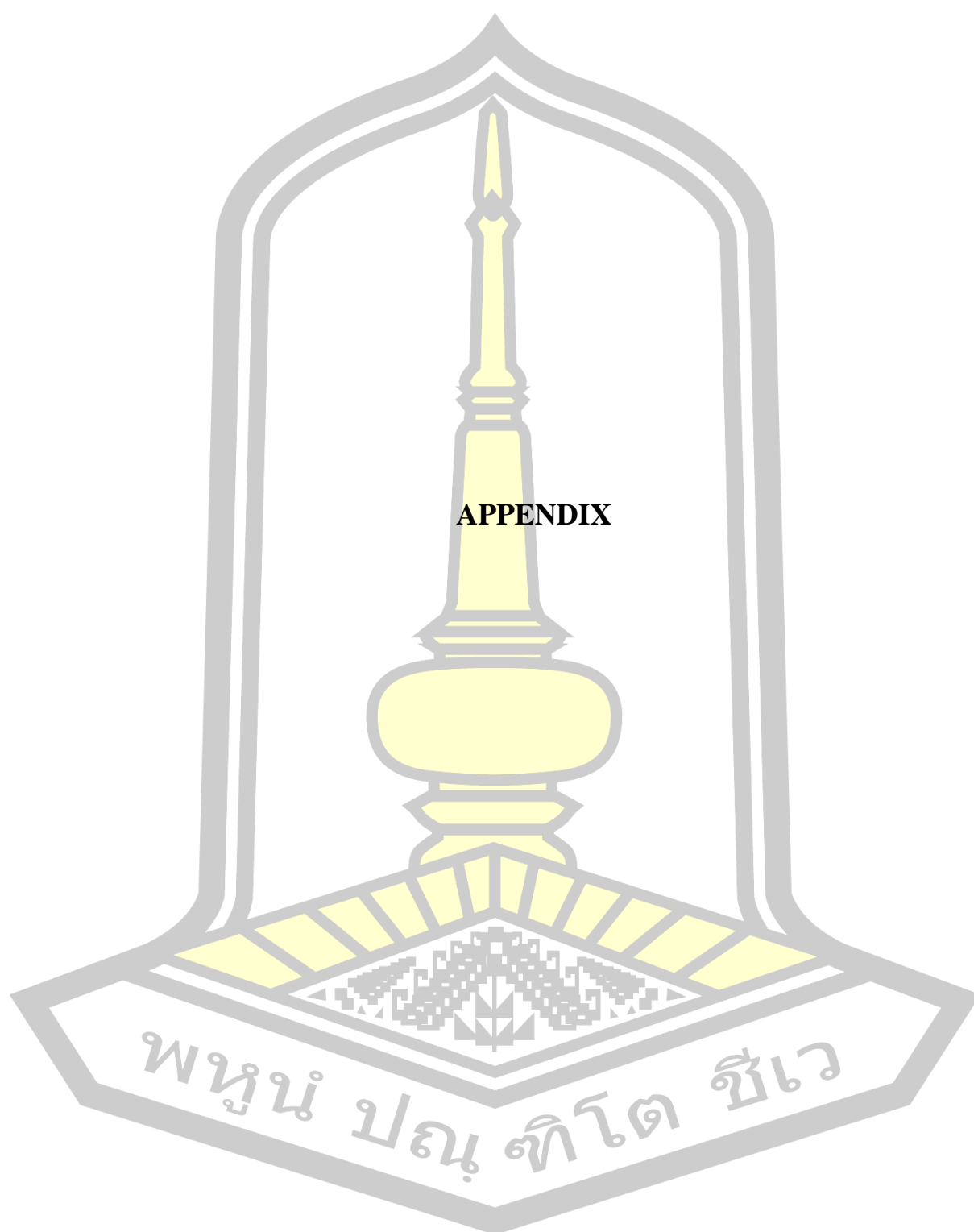
Group 1: Assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts:

1. Assoc. Prof. Dr. Pacharawit Chansirisira, Department of Educational Administration, Faculty of Education, Mahasarakham University

2. Dr. Surachet Noirid, Department of Educational Administration, Faculty of Education, Mahasarakham University

3. Prof. Dr. Hou D.Q, Director of Journalism education Management, Zhengzhou Sias University

4. Dr. Luo Menglan, Faculty of Humanity, Mahasarakham University

5. Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

Group 2: Evaluation for the research and development tools, including 5 experts:

1. Prof. Dr. Song. R.T, Dean of Journalism education Management, Henan University of Technology

2. Prof. Dr. Sun.Q, Dean of Journalism education Management, Zhongyuan Institute of Technology

3. Prof. Dr. Hou D.Q, Director of Journalism education Management, Zhengzhou Sias University

4. Prof. Zhang. K.X, President of Journalism education Management, Huang He Science and Technology University

5. Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

Group 3: In-depth interview, including 5 experts:

1. Prof. Dr. Li, J.W, President of Journalism education Management, Henan University of Technology

2. Prof. Dr. Jaing, M. M, Dean of Journalism education Management, Zhongyuan Institute of Technology

3. Prof. Dr. Wang, L. Q, Director of Journalism education Management, Zhengzhou Sias University

4. Prof. Du, F.W, Director of Journalism education Management, Huang He Science and Technology University

5. Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

Group 4: Assessment the program, including 5 experts:

1. Prof. Dr. Li, J.W, President of Journalism education Management, Henan University of Technology

2. Prof. Dr. Sun, Q, Dean of Journalism education Management, Zhongyuan Institute of Technology

3. Prof. Dr. Wang, L. Q, Director of Journalism education Management, Zhengzhou Sias University

4. Prof. Liu H. L, Director of Journalism education Management, Huang He Science and Technology University

5. Prof. Dr. Li H, Director of Journalism education Management, Zhengzhou University

Appendix B Research Instruments

Questionnaire for Research on Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan

Direction:

1. The questionnaire is divided into two parts.

Part I: Questions about general information about respondents.

Part II: Questions about current and desired states of teachers' teaching competencies in Journalism Education Management in Zhengzhou, Henan

Your answers to all questions are highly important for the data analysis and the completion of this research study.

2. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.

3. You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotion, or indeed professional conduct.

4. The results of this self-assessment will be used to determine areas for professional development. The findings are meant to help you plan your "professional" development activities.

5. Your participation is voluntary and you are free to withdraw from the process at any point for the survey questionnaire.

6. Should you have any inquiries regarding this research study, please contact the researcher, Chen Bei, Faculty of Education, Mahasarakham University, Thailand +660910994862, E-mail: 45190711@qq.com

Thank you for taking to answer this questionnaire survey.

Chen Bei

Doctor of Educational Administration and Development

Faculty of Education

Mahasarakham University
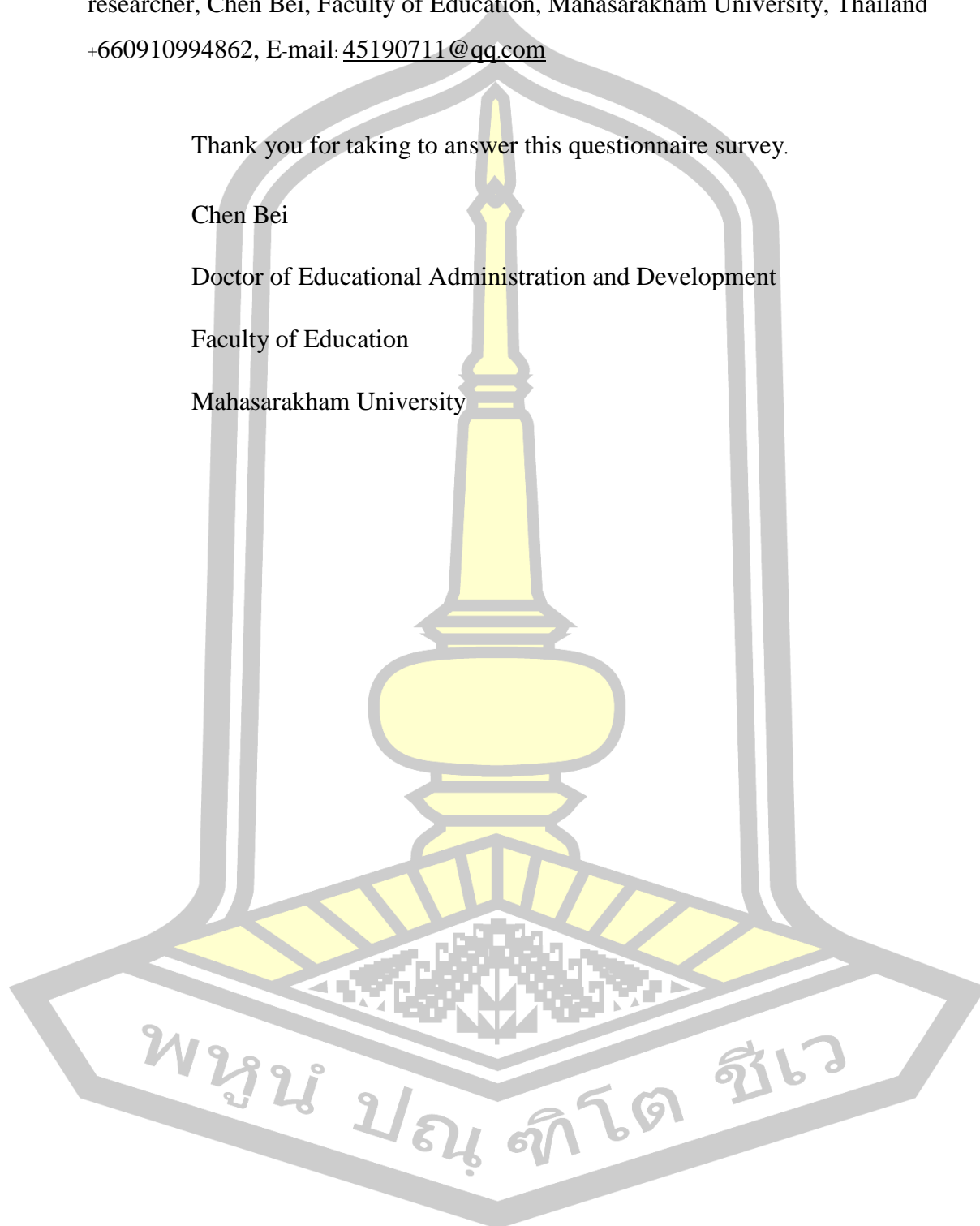
Title: Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan

Part I: Respondents' Profile

Direction: Please check (☐)into on the answer that is mostly responding to your information.

1. Educational Qualifications

☐ Bachelor ☐ Master ☐ Doctor ☐ N/A

2. Teaching experiences

☐ less than 5 years   ☐ Between 5 and 10 years

☐ Between 11 and 15 years   ☐ More than 15 years

3. Professional title

☐ Professor   ☐ Associate professor

☐ Lecturer   ☐ Teaching assistant

☐ N/A

4. Industry experience

☐ YES   ☐ N/A

part II: Questions about the current and desired states of teachers' Teaching competencies in Journalism Education Management in Zhengzhou, Henan

Directions:

1. Review each of the competencies in Column 2.

2. Assess your competencies in column 1. Please check (□) that you feel your competencies are poor, fair, good, very good, and excellent with each competency provided.

3. Assess whether the competency is a priority for you in column 3. Please check (□) your priority in column 3 that the competency is not a priority for you, the competency is low priority for you, the competency is medium priority for you, the competency is high priority for you and the competency is essential for you.
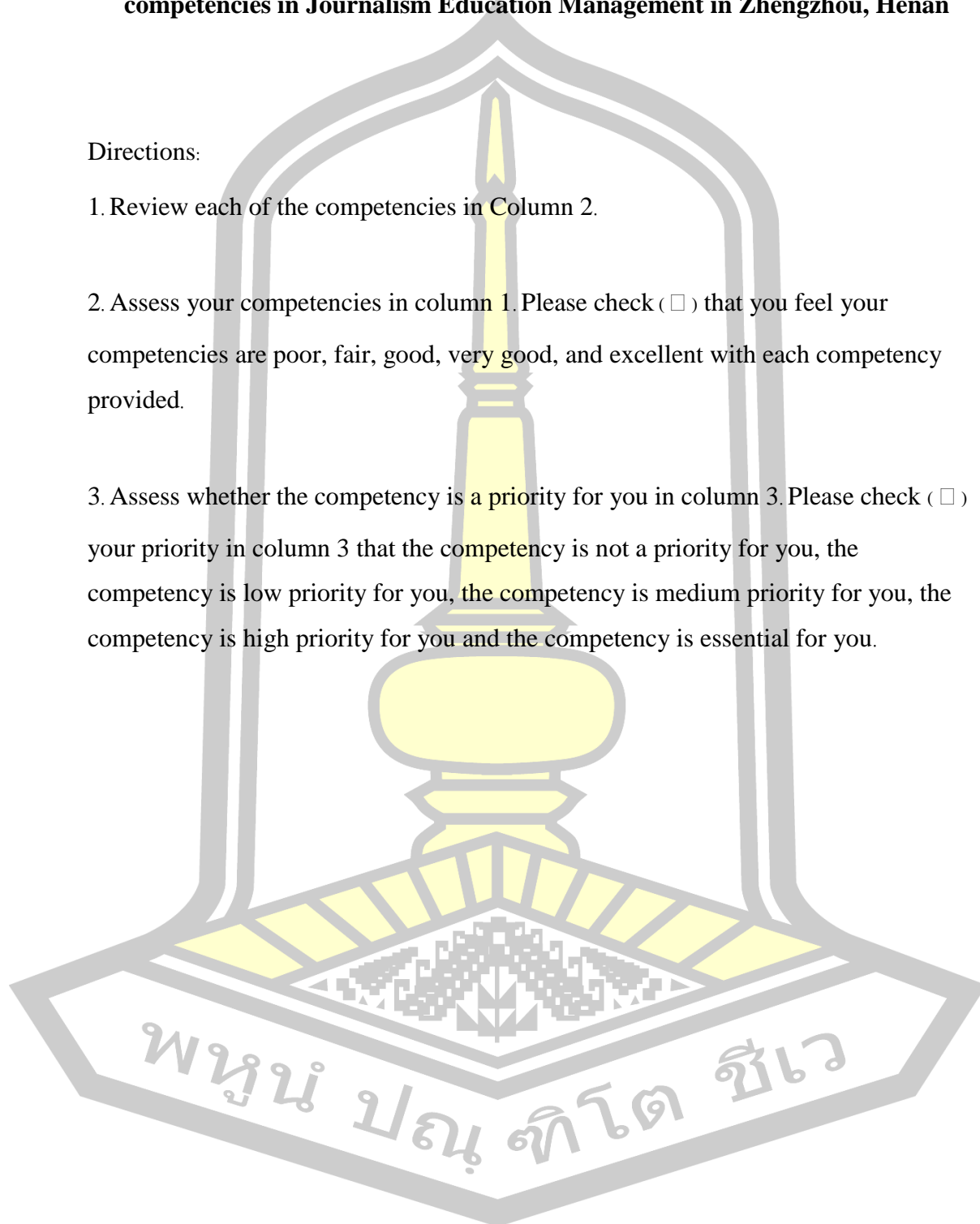
Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					1. Teaching Cognition					
					1. Understand professional objectives and courses at the beginning of the school year.					
					2. Understand the teaching object.					
					3. Analyze and deal with teaching materials.					
					4. Understand the characteristics of the physical and mental development of university students.					
					5. Clear teaching goals to achieve.					
					6. Focus on discipline development.					

Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					2. Teaching design					
					1. Master the design requirements of teaching objectives.					
					2. The competency to highlight the key points and difficult points.					
					3. Choose teaching strategies.					
					4. Choose the appropriate teaching methods					
					5. The importance of innovation in teaching materials.					

Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					3. Teaching management					
					1. Teachers have personality charm.					
					2. The teacher's positive and negative conclusion of the students' classroom behavior.					
					3. Have good classroom discipline.					
					4. Create a healthy and beautiful classroom environment.					
					5. Establishing a harmonious teacher-student relationship.					
					6. Teachers are good at self-management.					
					7. Develop good persuasion.					
					8. Correctly understand and play the role of teacher profession.					

Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					4. Evaluation					
					1. Understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. Such as: ask questions, check the homework, written tests, etc.					
					2. The students' competency to practice activities adopts the method of operational examination. Such as practice, practical activities, practice summary and experiment report, etc.					
					3. Comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test.					

					4. Assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination.					
					5. Test the students' critical thinking competency and language expression competency by oral examination method.					
					6. Have a correct understanding of the examination method.					
					7. Be able to use the test methods appropriately.					
					8. Be able to explore new forms of examination methods.					
					9. Have certain self-evaluation and self-reflection competency					

Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					5. Education technology					
					1. Understand the importance of education technology.					
					2. Able to carry out teaching practice and innovation based on technology.					
					3. Master the competency of information teaching activities.					
					4. Able to skillfully use the multimedia teaching.					
					5. Strong competency to accept new technologies such as ChatGPT and apply them.					

Current State					Teachers' Teaching Competencies in Journalism Education Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not a Priority	Low Priority	Medium	High Priority	Essential
					6. Ethic					
					1. Authenticity, accuracy and objectivity					
					2. Fair and balanced					
					3. Master the competency of information teaching activities					
					4. Responsible use of social media					
					5. Supervision and self-supervision					

Thank You Very Much for Your Cooperation

Chen Bei

In-depth Interview Questionnaire

Title: Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan

This interview questionnaire is designed for the teachers of journalism education management in five universities in Zhengzhou city, Henan province, mainly to understand the teachers' teaching competency in journalism education management and how to develop their teaching competency.

Instructions

1. The information gathered from this questionnaire will be used to develop a program for enhancing teachers' teaching competency in journalism education management.

2. This questionnaire is divided into 2 parts as follows:

Part 1: General information of the respondents.

Part 2: Questionnaire items.

3. The researcher hopes to receive your kindness and thanks you in advance for this opportunity.

Part I: General information about respondents

1. Name of the Respondent:
....

2. Work Place:
....

3. Teaching Experiences:

....

4. Professional Title:

....

Part II: Questions

      How to enhance teachers' teaching competency in journalism education management?

1. What principles should guide the competency development of teachers' teaching competency in journalism education management?

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2. What is the objectives of enhance teachers' teaching competency in journalism education management?

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3. What activity can be used to enhance teachers' teaching competency in journalism education management, and what time frame should be used to develop this competency?

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4. What component in the project to cultivate teachers' teaching competency in journalism education management?

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5. Do you agree to adopt a 70:20:10 learning model to enhance teachers' teaching competency in journalism education management, and what principles should be followed?

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6. What methods can be used to enhance teachers' teaching competency in journalism education management?

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7. How to enhance the teaching cognition of teachers' teaching competency? What time frame should be used to develop this competency?

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8. How to enhance the teaching design of teachers' teaching competency? What time frame should be used to develop this competency?

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9. How to enhance the teaching management of teachers' teaching competency? What time frame should be used to develop this competency?

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10. How to enhance the Education technology of teachers' teaching competency? What time frame should be used to develop this competency?

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11. How to enhance the Evaluation of teachers' teaching competency? What time frame should be used to develop this competency?

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12. How to enhance the Ethic of teachers' teaching competency? What time frame should be used to develop this competency?

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13. How to evaluate the project of teachers' teaching competency? What time frame should be used to develop this competency?

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Thank you for your cooperation!

Chen Bei
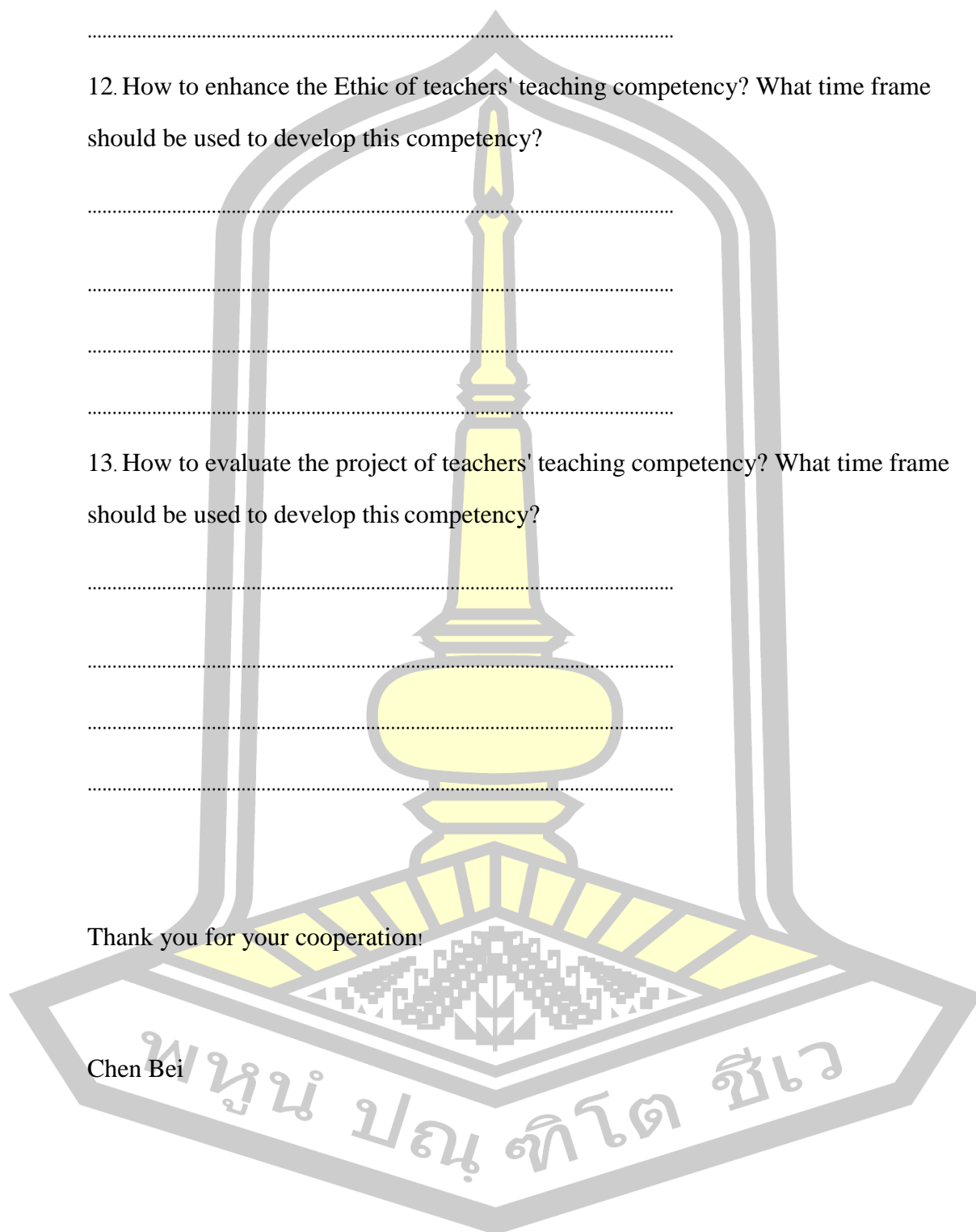
Program Evaluation Form

Title: Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan

Direction:

1. The purpose of the program evaluation eable is to interview experts to understand the program of enhance teachers' teaching competency in journalism education management are appropriately, accuracy and feasibility.

2. The evaluation aims to evaluate the components in program whether matching degree or correctness. By performing the analysis of the data results, the researchers put forward the relevant components of the program：1) Principle, 2) Objective, 3) Development activity content, 4) Development process, 5) Evaluation.

The information obtained in this questionnaire will help to enhance the teachers' teaching competency in journalism education management in Zhengzhou, Henan. Therefore, please answer the questions as accurately as possible.

If you have completed the questionnaire, please submit it to the investigator. If you have any questions, please contact Chen Bei, Tel: 0910994862

Thank you very much for your cooperation!

Section I: Respondents' Profile

1. Name: ....

2. Working place：..

3. Professional field：...

Section II: Components of a program

Evaluation List	Level of Appropriately					Level of Accuracy					Level of Feasibility				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Principle															
Objective															
Development activity content															
1. Teaching cognition															
2. Teaching design															
3. Teaching management															
4. Eveluation															
5. Education technology															
6. Ethic															
Development process															
1. Self-Study															
2. Case study learning															
3. Training															
4. Brainstorming															
5. Learning from real-world practice															
6. Workshop															

7.Group work activities																
Evaluation																
1. Pre-development assessment																
2. Mid-development assessment																
3. Post-development assessment																

Signature...

(   )
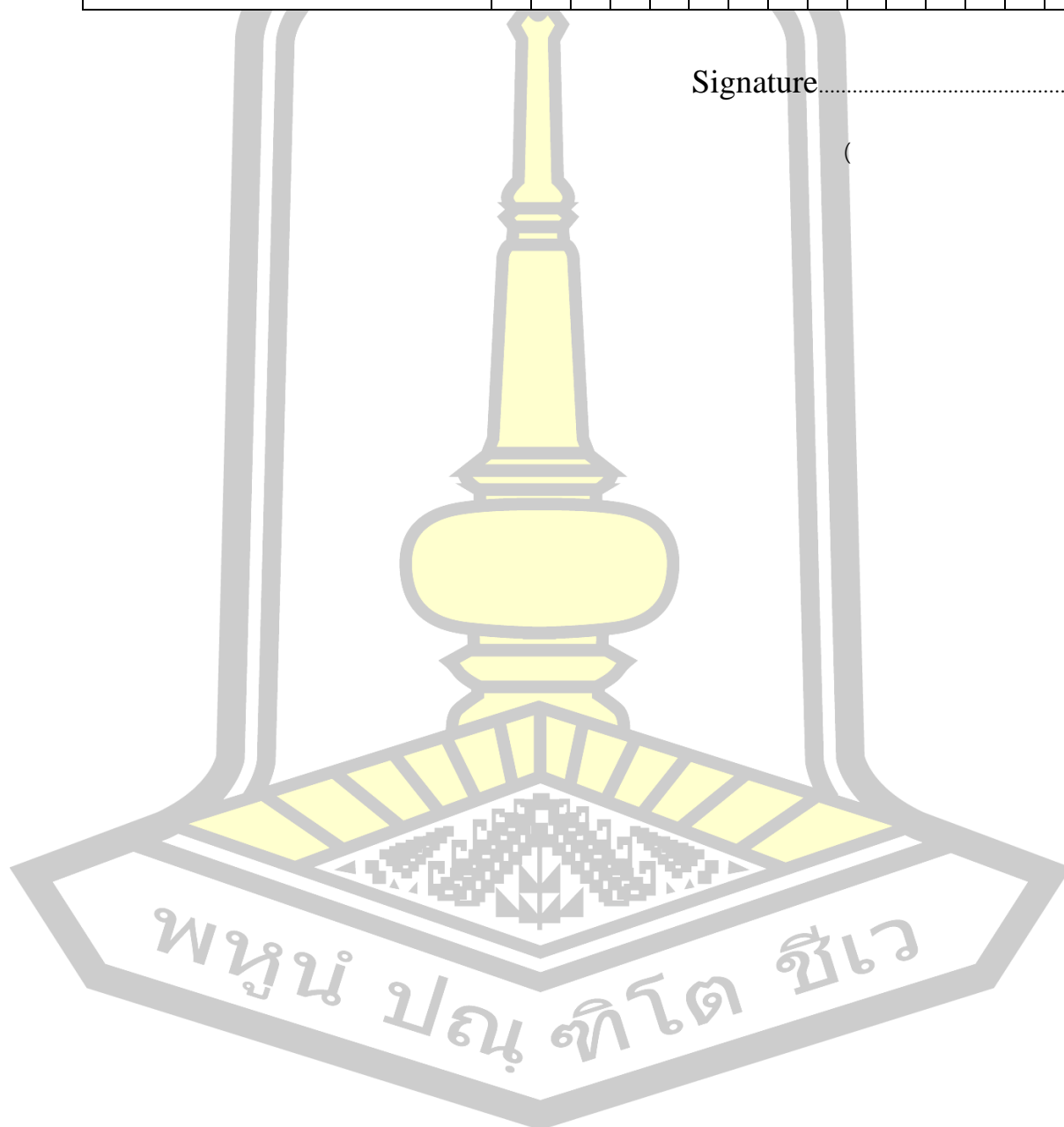
Appendix C Instruments Validation
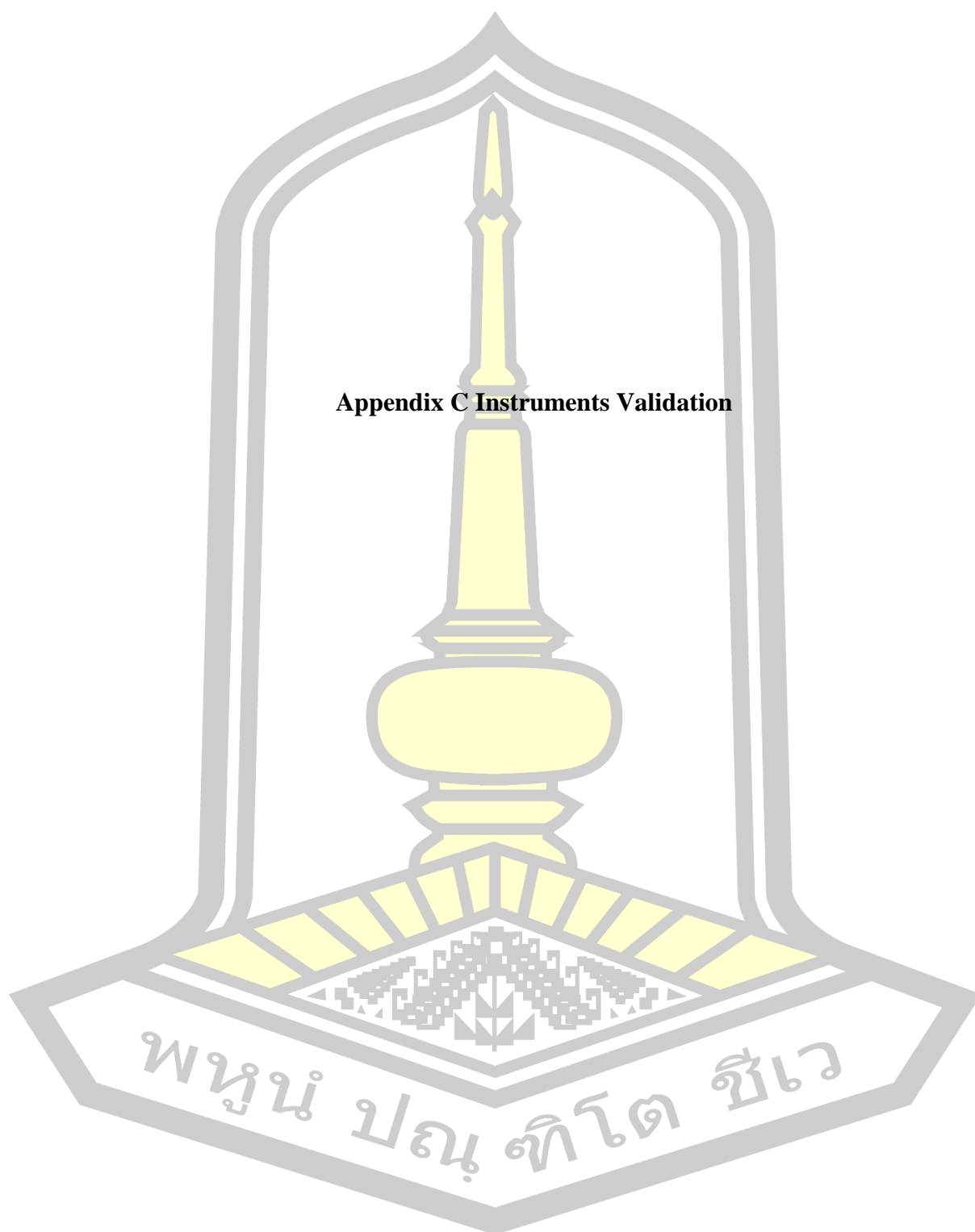
Table   Level of Agreement of Indicators Teachers' Teaching Competency in
Journalism Education Management

| Items | Experts | | | | | X | S.D | Level of Sutibility |
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
1	5	5	5	5	5	5.00	.00	very high
2	5	5	5	5	5	5.00	.00	very high
3	5	5	5	5	5	5.00	.00	very high
4	4	5	5	5	5	4.80	.45	very high
5	5	5	5	5	5	5.00	.00	very high
6	4	5	5	5	5	4.80	.45	very high
7	5	5	5	5	5	5.00	.00	very high
8	5	5	4	5	5	4.80	.45	very high
9	4	5	5	5	4	4.60	.55	very high
10	4	5	5	5	5	4.80	.45	very high
11	5	5	5	5	4	4.80	.45	very high
12	5	5	5	5	5	5.00	.00	very high
13	5	5	5	5	5	5.00	.00	very high
14	4	5	5	5	5	4.80	.45	very high
15	5	5	5	5	5	5.00	.00	very high
16	5	5	5	5	5	5.00	.00	very high
17	5	5	5	4	5	4.80	.45	very high
18	5	5	5	5	5	5.00	.00	very high
19	5	5	5	5	5	5.00	.00	very high
20	5	4	4	4	4	4.20	.45	very high
21	5	5	5	5	4	4.80	.45	very high

22	5	4	4	4	5	4.40	.55	very high
23	4	5	5	5	5	4.80	.45	very high
24	5	5	5	5	5	5.00	.00	very high
25	5	5	5	4	5	4.80	.45	very high
26	5	5	5	5	5	5.00	.00	very high
27	5	5	5	4	5	4.80	.45	very high
28	5	5	5	5	5	5.00	.00	very high
29	5	5	5	5	5	5.00	.00	very high
30	5	5	5	5	5	5.00	.00	very high
31	5	5	5	5	4	4.80	.45	very high
32	5	4	5	4	5	4.60	.55	very high
33	5	5	5	5	5	5.00	.00	very high
34	5	4	5	5	5	4.80	.45	very high
35	5	5	5	4	5	4.80	.45	very high
36	5	5	5	5	5	5.00	.00	very high
37	5	5	5	5	5	5.00	.00	very high
38	5	5	5	5	5	5.00	.00	very high
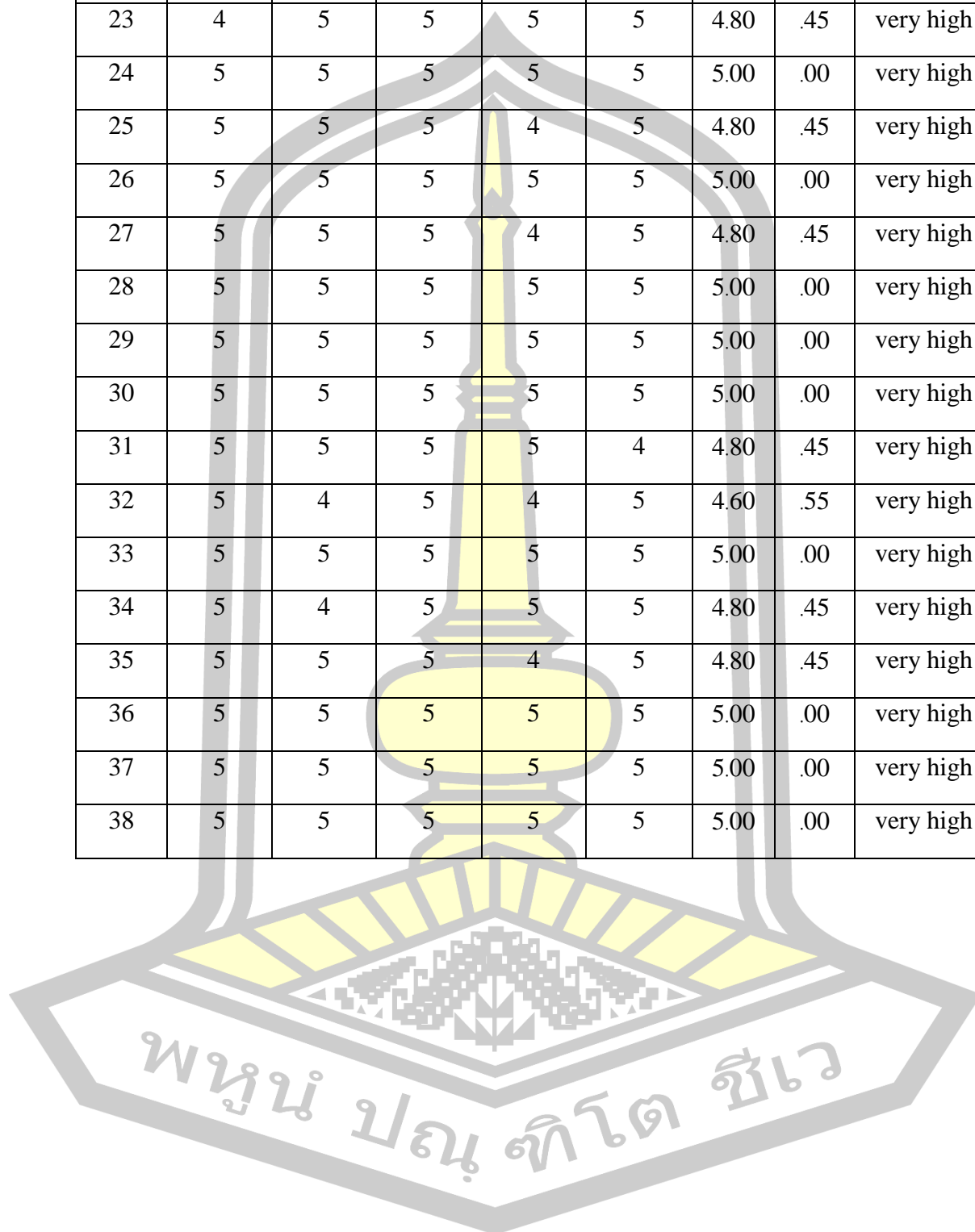
Table **Pearson's correlation coefficient of the questionnaire on the current status and desired state of teachers' teaching competency in journalism education management**

No	Pearson's correlation coefficient (rxy)		No	Pearson's correlation coefficient (rxy)	
	Current status	Desired state		Current status	Desired state
1	.490	.791	20	.760	.785
2	.443	.798	21	.698	.615
3	.650	.798	22	.735	.791
4	.540	.791	23	.715	.607
5	.690	.798	24	.725	.798
6	.797	.791	25	.625	.589
7	.698	.798	26	.679	.791
8	.715	.450	27	.985	.715
9	.698	.791	28	.921	.658
10	.670	.798	29	.795	.798
11	.667	.589	30	.868	.615
12	.791	.791	31	.670	.670
13	.780	.798	32	.569	.715
14	.653	.791	33	.788	.798
15	.701	.798	34	.757	.450
16	.670	.791	35	.789	.650
17	.677	.689	36	.690	.791
18	.589	.615	37	.614	.705
19	.760	.791	38	.645	.650

Table   Confidence level of the current state and desired state query

Reliability Statistics	
Cronbach's Alpha Coefficient (current state)	Number of items
.928	38
Cronbach's Alpha Coefficient (desired state)	Number of items
.911	38
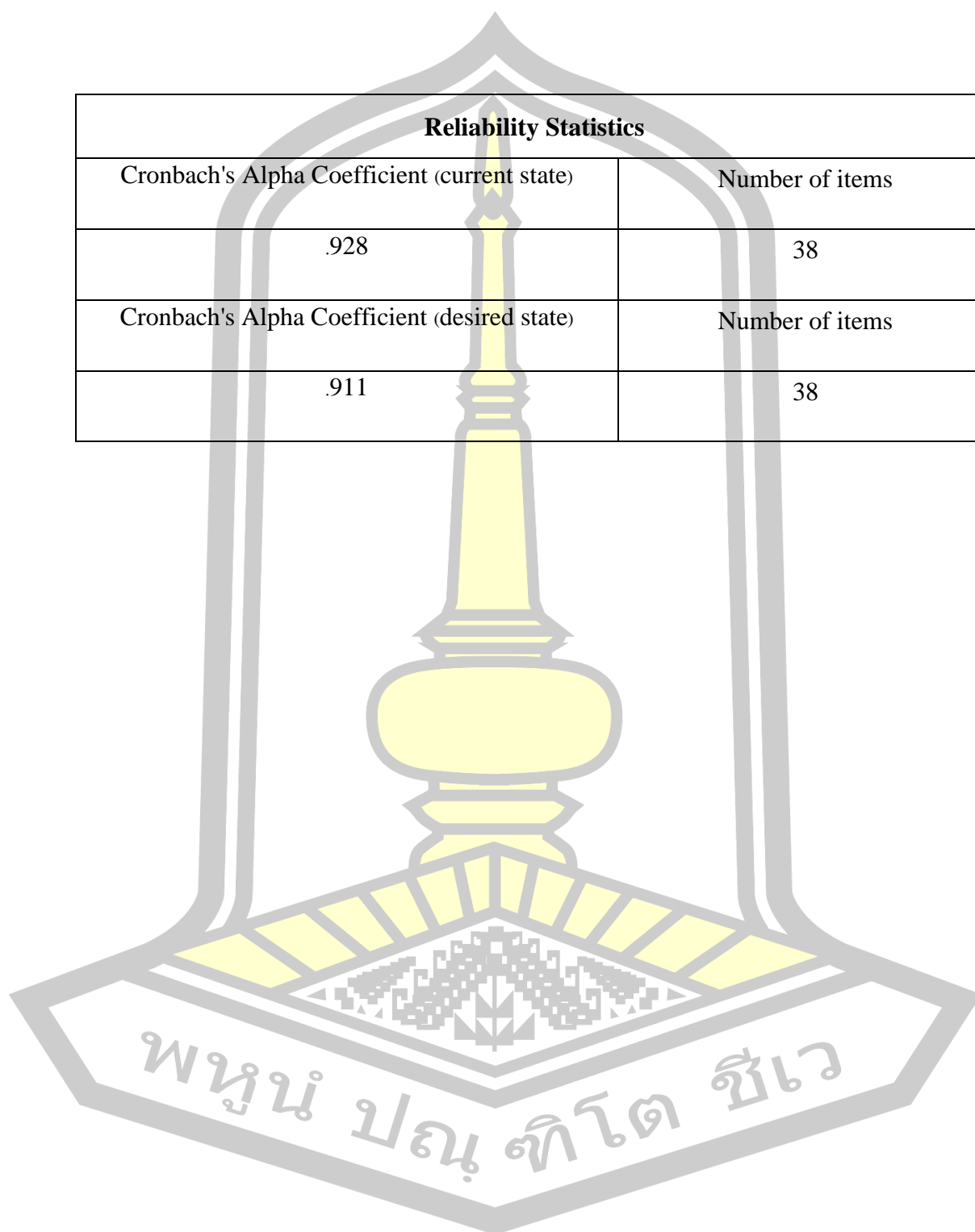
Appendix D Trainer,s Handbook

(Program to enhance teacher,s teaching competency in journalism education

management in Zhengzhou, Henan)

Introduction

This program, entitled "program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan," is a part of the thesis project. The purpose of this program is to serve as a guide for enhancing the teachers' teaching competency. The content of this volume consists of two main parts: Part 1 - Introduction, comprising principles, objectives, content, developmental principles, and evaluation; Part 2 - program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan, which details each module. It includes Module 1: Teaching cognition, Module 2: Teaching design, Module 3: Teaching management, Module 4: Evaluation, Module 5: Education technology, Module 6: Ethic, and Appendices, comprising consent forms for development, pre- and post-development teachers' teaching competency assessment questionnaires.

This teachers' teaching competency enhancement program can be used by schools or educational institutions interested in using it as a development guideline for universities in Zhengzhou, Henan. It aims to provide knowledge, understanding, skills, and enhance the teachers' teaching competency of school administrators, ultimately improving their teaching competency and contributing to the enhancement of educational quality in schools.

Bei Chen

A doctor's degree student in Educational Administration and Development,
Faculty of Education, Mahasarakham University.

Part 1 Introduction

Principles

The enhancement program for teachers' teaching competency of journalism education management teachers is a program specially developed for journalism education management teachers in 5 universities in Zhengzhou, Henan province, aiming to improve teachers' teaching competency. Its important principles are listed as follows:

1. This is a continuous development program. It is mainly used to enhance teachers' teaching competency.

2. There are diverse development methods available. Journalism education management teachers have the opportunity to exchange knowledge, skills and experience between universities and choose the methods used to enhance their teaching competency.

3. This is a flexible program that can adjust the development methods and patterns according to the situation and needs.

4. This is a systematic program with a continuous learning process, with guidelines for using the program, which participants can use for self-development, job development, and cost savings in teacher development.

5. This is a program with assessments, feedback, and measures. Teachers are able to continuously develop and improve themselves in the program training.

Objectives

1. The objective of the program is to enable journalism education management teachers to effectively develop and enhance their teaching competency according to the teaching competency promotion program.

2. To Enhance the program for teachers' teaching competency in journalism education management, which has 6 components: 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) education technology, and 6) ethic.

3. The objective of the program is to enhance the teaching competency of

journalism education management teachers, so that they can have a higher level of teaching competency in journalism education management after participating in the designated strengthening and development program.

Developmental activity content

The program to enhance the teachers' teaching competency of journalism education management teachers in Zhengzhou, Henan has a content scope divided into 6 Modules include:

Module 1: Teaching cognition.

Including: 1) understand professional objectives and courses, 2) Clear teaching goals to achieve, 3) Understand the teaching object, 4) Understand the characteristics of the physical and mental development of university students, 5) Analyze and deal with teaching materials, 6) Focus on discipline development.

Module 2: Instructional design.

Including: 1) master the design requirements of teaching objectives, 2) the competency to highlight the key points and difficult points. 3) choose teaching strategies, 4) choose the appropriate teaching methods, 5) make teaching plans.

Module 3: Teaching management.

Including: 1) teachers have a certain personality and charm, 2) the teacher's positive and negative conclusion of the students' classroom behavior, 3) have good classroom discipline, 4) create a healthy and beautiful classroom environment, 5) establishing a harmonious teacher-student relationship, 6) teachers are good at self-management, 7) have a positive persuasion, 8) correctly understand and play the role of teacher profession.

Module 4: Evaluation.

Including: 1) understand the students' understanding and acceptance of teachers' classroom teaching content, and adopt the method of daily examination. 2) the students' competency to practice activities adopts the method of operational examination, 3) comprehensive and systematic assessment of students' mastery of knowledge and skills using the method of written test, 4) assessment of students' competency to use knowledge to analyze and solve problems through classroom discussion, writing paper and open-book examination, 5) test the students' critical thinking competency and language expression competency by oral examination method, 6) have a correct understanding of the examination method, 7) be able to use the test methods appropriately, 8) be able to explore new forms of examination methods, 9) have certain self-evaluation and self-reflection competency.

Module 5: Educational technology.

Including: 1) understand the importance of education technology, 2) able to carry out teaching practice and innovation based on technology., 3) master the competency of information teaching activities, 4) able to skillfully use the multimedia teaching, 5) strong competency to accept new technologies such as ChatGPT and apply them.

Module 6: Ethics.

Including: 1) authenticity, accuracy and objectivity, 2) honesty and justice, 3) respect the privacy rights of students and colleagues, 4) responsible use of social media, 5) supervision and self-supervision.

Development processes

1. Development principle

From the study and synthesis of documents from academics and educators, the concept of 70: 20: 10 learning is Lawson (2008), Aporn Phuvitayaphan, (2016),

Patchara Wanichawasin (2017), and Sutham Thamtasananon (2020) consists of 3 important learning principles:

1) 70%- Learning by experience

The learning model that arises from work experience, through observation or actual hands-on work in the real workplace, enables school administrators to quickly acquire knowledge. Effective learning, gained through effective observation, leads to efficient learning. Administrators assimilate experiences into memory and behavior, akin to the "Experience is the Bridge" concept, bridging practice and theory or concepts that individuals already possess or acquire. Increased experiences or situations that demand adaptation leads to further learning, modeling, and actions based on previous behaviors, evolving according to new experiences. This process contributes to the development of new competencies or competencies among school administrators, resulting in more effective performance in their assigned tasks. The tools used for personnel development in this learning approach tend to focus on tools that do not rely on classroom training.

1) 20%- Learning by others

Learning from Others is a learning model that occurs through interaction with others. It does not necessarily involve direct authority or hierarchical relationships. Colleagues within the same organization or across different units can influence and learn from each other. It is a form of learning that occurs through dialogue, consultation, exchanging information, and relying on a good interpersonal relationship between conversing parties. It typically involves scheduling conversations and exchanging perspectives at convenient times for both parties. The development tools used in this approach tend to focus on personnel development tools that do not rely on classroom training.

3) 10%- Learning by courses

This learning approach combines classroom training with non-classroom training, including learning through e-learning and various documentation. It may involve learning through prepared procedures or courses, which is another important and necessary form of development. Canceling this form of learning may not always be possible, as it promotes mixed and effective learning outcomes.

4.2 Development Processes/Methods

The methods to enhance teachers' teaching competency in journalism education management:

4.2.1 70%- Learning by experience

Take a time of 63 hours, using the following methods:

Learning from teaching and teaching activity - 21 hours.

1) Classic teaching activity sharing of teaching cognition (Module 1)

2) Exchange of teaching activity design cases in the teaching competition (Module 2)

3) Advanced teaching management activity sharing (Module 3)

4) Appropriate and highly applicable evaluation system activity learning (Module 4)

5) Advanced education technology sharing and experience (Module 5)

6) Good professional ethics study (Module 6)

Assignment - 31 hours.

1) View, sharing and collision on teaching cognition (Module 1)

2) Case discussion of different teaching design (Module 2)

3) Discussion on the teaching management of journalism education management at home and abroad (Module 3)

4) Communication of different evaluation systems in 5 universities (Module 4)

5) Sharing of education technologies such as artificial intelligence (Module 5)

6) Professional ethics exchange (Module 6)

4.2.2 20% -Learn by others

Take a time of 18 hours, using the following methods:

Coaching - 7 hours.

1) Visit other universities to gain a further understanding of teaching cognition (Module 1)

2) Conduct teaching design competitions between different universities to learn the experience from them. (Module 2)

3) Visit the advanced teaching management content of other universities (Module 3)

4) Good professional ethics study (Module 6)

Networking - 11 hours.

1) Learning network activity in teaching cognition (Module 1)

2) Teaching design activity (Module 2)

3) Teaching management activity (Module 3)

4) Multicultural learning in evaluation activity (Module 4)

5) Learning network activity in education technology (Module 5)

6) Ethics development activity (Module 6)

4.2.3 10%-Learning by courses

Take a time of 9 hours, using the following methods:

Training - 9 hours.

1) Teaching cognition activity (Module 1)

2) Teaching design activity (Module 2)

3) Teaching management activity (Module 3)

4) Evaluation activity (Module 4)

5) Education technology activity (Module 5)

6) Ethics activity (Module 6)

5.Evaluation

5.1 Make evaluation prior to development, by assessing the teachers' teaching competency in journalism education management.

5.2 Assess during the development process, through the assessment of self-study, case study learning, training, brainstorming, On-the-job training (learning from real-world practice), workshops, group work activities, using the satisfaction evaluation form of the teaching competency development program.

5.3 After the development, using teaching competency assessment of the teachers' teaching competency in journalism education management is evaluated.

Part 2 Details of the program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan

Module 1

Teaching Cognition   **10 Hours**

Principle

Teaching cognition refers to the competency to understand, understand and grasp the basic elements of teaching activities (such as tasks, contents, objects, etc.), including the competency to understand the professional objectives and courses at the beginning of the school year, the competency to understand the teaching objects, understand the characteristics of the physical and mental development of university students, the competency to analyze and deal with teaching materials, and be able to focus on discipline development.

Objective

For journalism education administrators to understand and master the basic elements of teaching activities (such as tasks, content, objects, etc.), understand the characteristics of the physical and mental development of universities students, analyze and deal with teaching materials, and focus on the development of subjects.

Development activity content

1. Learn the content, definition and importance of teaching cognition

2. Understand the steps of teaching cognition

3. Tools for collecting teaching cognition

4. The practice of teaching cognition in different universities

Development process

Learning by experience: 7 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (2 Hours)	Classic teaching activity sharing of teaching cognition
Assignment (3 Hours)	View, sharing and collision on teaching cognition

Learning by others: 2 Hours

Development Methods	Development Activities
Coaching (1 Hour)	Visit other universities to gain a further understanding of teaching cognition
Networking (1 Hour)	Learning network activity in teaching cognition

Learning by courses: 1 Hour

Development Methods	Development Activities
Training (1 Hour)	The process of training in teaching cognition includes the following steps: 1. Lecture by instructors to provide knowledge on: - Meaning and significance of teaching cognition - Processes involved in teaching cognition - A tool for collecting teaching cognition 2. Engaging in group discussions to exchange learning and design teaching cognition processes using various tools for collecting diverse knowledge. 3. Discussion and presentation of activity outcomes, including teaching cognition.

Evaluation

1. Evaluate the results of teaching cognition.

2. Assess the outcomes of drafting program and teaching cognition plans.

3. Evaluate the results of monitoring teaching cognition practices.

4. Assess the outcomes of presenting teaching cognition activities.
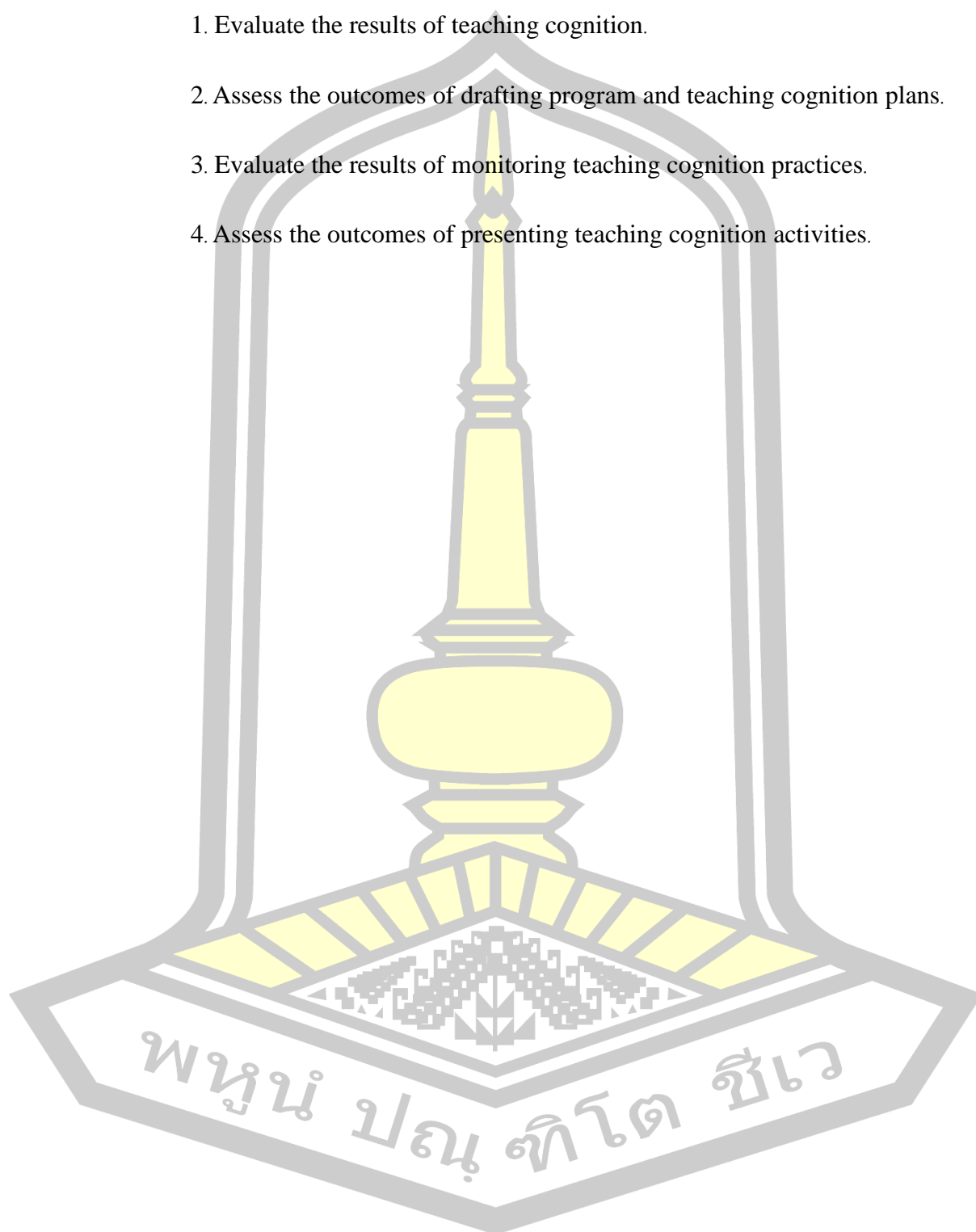
Module 2

Teaching Design   **20 Hours**

Principle

Journalism education management teachers should follow a series of principles in their teaching design to ensure the effectiveness of teaching and students' learning effectiveness. First, they need to master the design requirements of the teaching objectives. This includes clearly identifying teaching objectives and ensuring that they align with curriculum standards and students' learning needs. For example, in a journalism education management curriculum, teachers may set goals that include developing students' journalism literacy, critical thinking skills, and teamwork skills. Secondly, teachers need to be able to highlight the key points and difficult points in the curriculum, in order to better guide students to learn. In the course of news education management, there may be difficulties and key contents such as news value judgment and media ethics. Teachers need to design targeted teaching activities and provide support to help students understand and master these contents. In addition, teachers also need to be able to choose the appropriate teaching strategies and methods. According to different teaching contents and students' characteristics, teachers can adopt various teaching methods, such as teaching, discussion, case analysis, group discussion, role playing and so on, to promote students' active learning and deep understanding. Finally, teachers also need to have the competency to make teaching plans, including the reasonable arrangement of course content, time and teaching resources, to ensure the coherence and effectiveness of the teaching process. By following these principles, news education management teachers can better design and implement teaching activities to improve students' learning effect and satisfaction.

Objective

For journalism education managers to have the competency to design teaching objectives, to highlight key points and difficult points, the competency to

choose teaching strategies and teaching methods, and the competency to write teaching plans.

Development activity content

    1. The importance and meaning of teaching design.

    2. Components of teaching design.

    3. Instructional design process and achieving successful outcomes.

Development process

Learning by experience: 14 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (7 Hours)	Exchange of teaching activity design cases in the teaching competition
Assignment (7 Hours)	Case discussion of different teaching design

Learning by others: 4 Hours

Development Methods	Development Activities
Coaching (2 Hour)	Conduct teaching design competitions between different universities to learn the experience from them
Networking (2 Hours)	Teaching design activity

Learning by courses: 2 Hours

Development Methods	Development Activities
Training (2 Hour)	The process of teaching design training includes the following steps:

	1. Lecturer lectures, with the following knowledge: -The importance and significance of teaching design -Components of the teaching design -Teaching design process and achieving successful outcomes 2. Participate in group discussion and develop the competency of teaching design 3. Discuss and show the results of the activity, and exchange experience and learning

Evaluation

1. Evaluating the outcomes of teaching design
2. Assess the results of teaching design program plans
3. Evaluate the outcomes of monitoring team work projects
4. Assess the results of presenting teaching design activities

Module 3

Teaching Management **20 Hours**

Principle

Teaching management refers to the competency to take effective measures to control the smooth progress of classroom teaching according to the teaching needs and the characteristics of the teaching objects. Teachers have a certain personality and charm, in a healthy and beautiful classroom environment has a good classroom discipline, and students to establish a harmonious relationship with students. Teachers can correctly understand and play the role of teachers in teaching management, are good at self-management, have a certain positive persuasion, and can have a positive impact on students' classroom behavior.

Objective

Make the journalism education management teachers have expert authority and personality charm, in a healthy and beautiful classroom environment with students to establish a harmonious relationship between teachers and students. By correctly understanding and playing the role of a teacher, good at self-management, with a certain positive persuasion, can have a positive impact on students' classroom behavior.

Development activity content

1. Importance and significance of teaching management
2. Expert authority and personality charm
3. Establish a positive classroom atmosphere
4. Effective communication skills

Development process

Learning by experience: 14 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (7 Hours)	Advanced teaching management activity sharing
Assignment (7Hours)	Discussion on the teaching management of journalism education management at home and abroad

Learning by others: 4 Hours

Development Methods	Development Activities
Coaching (2 Hour)	Visit the advanced teaching management content of other universities
Networking (2 Hours)	Teaching management activity

Learning by courses: 2 Hours

Development Methods	Development Activities
Training (2 Hour)	The process of teaching management training includes the following steps: 1. Lecturer lectures, with the following knowledge: -The importance and significance of teaching management -Expert authority and personality charm -Create a positive classroom atmosphere -Effective communication skills -Teaching management process and achieving successful outcomes 2. Participate in group discussion and

| | develop the competency of teaching management |
| | 3. Discuss and show the results of the activity, and exchange experience and learning |

Evaluation

1. Evaluate the outcomes of teaching management
2. Assess the results of teaching management program plans
3. Evaluate the outcomes of monitoring teaching management progeam
4. Assess the results of presenting teaching management activities
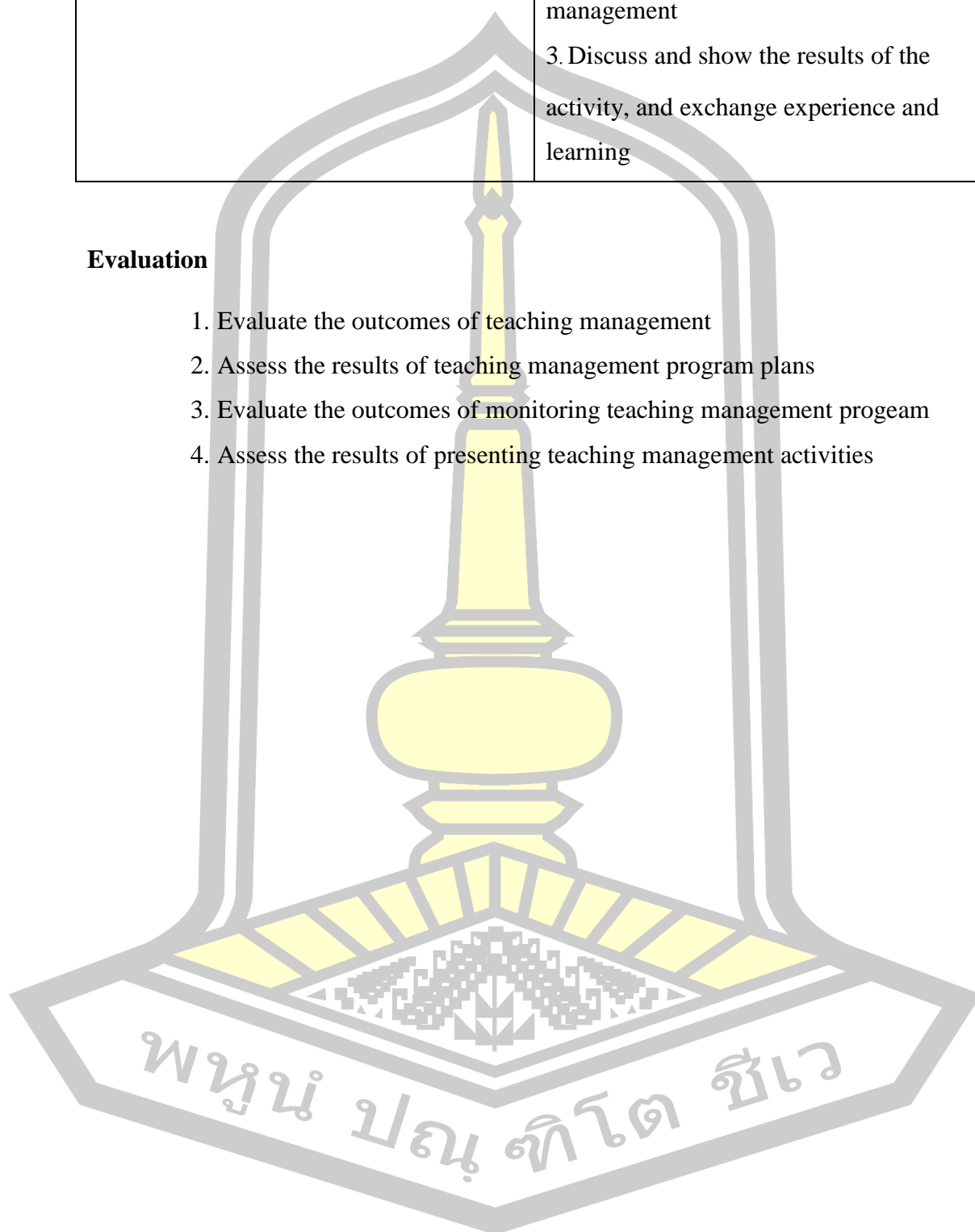
Module 4

Evaluation   **10 Hours**

Principle

      Evaluation refers to the competency of teachers to objectively evaluate their own teaching practice and teaching effect according to certain standards. Teachers can understand students' understanding and acceptance of teachers' classroom teaching content by asking questions, checking homework and written tests. Teachers evaluate students' practical competency through practical activities and experiment report. Teachers evaluate students' competency to use knowledge to analyze and solve problems through classroom discussions, essay writing, and open-book examination. Teachers should be able to correctly understand the examination methods, properly use the examination methods, and explore new forms of examination methods. At the same time, teachers' competency on self-evaluation and self-reflection competency is also very important.

Objective

      So that the journalism education management teachers have the competency to correctly use the evaluation methods, master the competency to objectively evaluate the students' academic performance, and learn to self-evaluation.

Development activity content

    1. Importance and significance of teaching evaluation
    2. Components of teaching evaluation
    3. Teaching evaluation process and achieve successful results

Development process

Learning by experience: 7 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (4 Hours)	Appropriate and highly applicable evaluation system activity learning
Assignment (3 Hours)	Communication of different evaluation systems in 5 universities

Learning by others: 2 Hours

Development Methods	Development Activities
Networking (2 Hours)	Multicultural learning in evaluation activity

Learning by courses: 1 Hours

Development Methods	Development Activities
Training (1 Hour)	Training for the evaluation, a process including the following steps: 1. Lecturer lectures, with the following knowledge: -The significance and significance of teaching evaluation -The process involved in the process of teaching evaluation -A tool for collecting teaching evaluation 2. Participate in group discussion and cultivate teaching and evaluation competency 3. Discuss and show the results of the activity, and exchange experience and learning

Evaluation

1. Evaluate of the results of the teaching evaluation

2. Evaluate the results of teaching evaluation project plan

3. Evaluate and display the results of teaching evaluation activities

Module 5

Education Technology **10 Hours**

Principle

Education technology refers to various material media or material conditions for university teachers to transmit teaching information. It is divided into conventional teaching means and modern teaching technology means. It requires teachers to understand the importance of educational technology and to be able to carry out teaching practice and innovation based on technology. Teachers need to master information teaching activities, be able to skillfully use multimedia to carry out teaching, can analyze and evaluate data, and have Strong competency to accept new technologies such as ChatGPT and apply them.

Objective

Teachers need to understand and agree with the importance and necessity of educational technology. At the same time, journalism education management teachers should have the competency to apply multimedia information technology, especially the competency to accept and apply new technologies such as ChatGPT.

Development activity content

1. The Importance and Significance of educational technology
2. Components of educational technology
3. Application process and successful results of educational technology

Development process

Learning by experience: 7 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (3 Hours)	Advanced education technology sharing and experience
Assignment (4 Hours)	Sharing of education technologies such as artificial intelligence

Learning by others: 2 Hours

Development Methods	Development Activities
Networking (2 Hours)	Learning network activity in education technology

Learning by courses: 2 Hours

Development Methods	Development Activities
Training (2 Hour)	Training for the education technology, a process including the following steps: 1. Lecturer lectures, with the following knowledge: -The significance and significance of teaching education technology -The process involved in the process of education technology -A tool for collecting education technology 2. Participate in group discussion and cultivate education technology competency 3. Discuss and show the results of the activity, and exchange experience and learning

Evaluation

1. Evaluate the results of educational technology.

2. Assess the outcomes of educational technology program plans.

3. Evaluate the outcomes of showcasing educational technology activities.

Module 6

<u>**Ethic**</u>   <u>**20 Hours**</u>

Principle

       Ethic refers to the moral principles and values that teachers should follow in their teaching practice. This includes ethical norms that teachers should follow in their interactions with students, teaching decisions, and educational settings. Teachers should uphold a high degree of professional ethics, including honesty, justice and respect for students. Teachers should respect the privacy rights of students and colleagues, responsible social media use, ensure that the teaching environment is fair and inclusive, impart honest and accurate information. supervision and self-supervision are also include it and conscientiously perform their teaching dutie.

Objective

       Make journalism education management teachers abide by moral principles and correct values in teaching practice. Teachers should adhere to a high degree of professional ethics, including honesty, impartiality and respect for students. Teachers should have a sense of responsibility and mission.

Development activity content

      1. The Importance and Significance of ethic

      2. Components of ethic

      3. Application process and successful results of ethic

Development process

Learning by experience: 14 Hours

Development Methods	Development Activities
Learning from teaching and teaching activity (7 Hours)	Good professional ethics study
Assignment (7 Hours)	Professional ethics exchange

Learning by others: 4 Hours

Development Methods	Development Activities
Coaching (2 Hour)	Good professional ethics study
Networking (2 Hours)	Ethics development activity

Learning by courses: 2 Hours

Development Methods	Development Activities
Training (2 Hour)	Training for the ethic, a process including the following steps: 1. Lecturer lectures, with the following knowledge: -The significance and significance of ethic -The process involved in the process of ethic -A tool for collecting ethic 2. Participate in group discussion and cultivate ethic competency 3. Discuss and show the results of the activity, and exchange experience and learning

Evaluation

    1. Evaluate the results of ethic.

    2. Assess the outcomes of ethic program plans.

    3. Evaluate the outcomes of showcasing ethic activities.

Assessment Form Before and After the Development of teachers' teaching competency in journalism education management in Zhengzhou, Henan

Instructions:

1. This assessment form is designed to assess the teachers' teaching competency in journalism education management in Zhengzhou, Henan.

2. The assessors for this evaluation include:

2.1 School administrators self-assessment: Assess your own behaviors regarding the level of teachers' teaching competency.

2.2 Teacher representatives assessment: Evaluate the teachers' teaching competency in journalism education management regarding their level of teaching competency.

3. This assessment form consists of 2 sections as follows:

Section 1: General information of the assessors

Section 2: Specific questions regarding the teachers' teaching competency in journalism education management in Zhengzhou, Henan. You are required to address each question in detail and then make a decision by marking/checking the box that corresponds most accurately to your actual behavior with a single mark. The assessment form follows a 5-level rating scale as follows:

5 indicates: Behavior is exhibited to the highest extent.

4 indicates: Behavior is exhibited to a great extent.

3 indicates: Behavior is exhibited to a moderate extent.

2 indicates: Behavior is exhibited to a low extent.

1 indicates: Behavior is exhibited to the lowest extent.

Section 1: General information of the assessors

Instructions: Please check (☐)into on the answer that is mostly responding to your

information.

1. Educational Qualifications

☐ Bachelor   ☐ Master   ☐ Doctor   ☐ N/A

2. Teaching experiences

☐ less than 5 years   ☐ Between 5 and 10 years

☐ Between 11 and 15 years   ☐ More than 15 years

3. Professional title

☐ Professor   ☐ Associate professor

☐ Lecturer   ☐ Teaching assistant

☐N/A

4. Industry experience

☐ YES   ☐ N/A
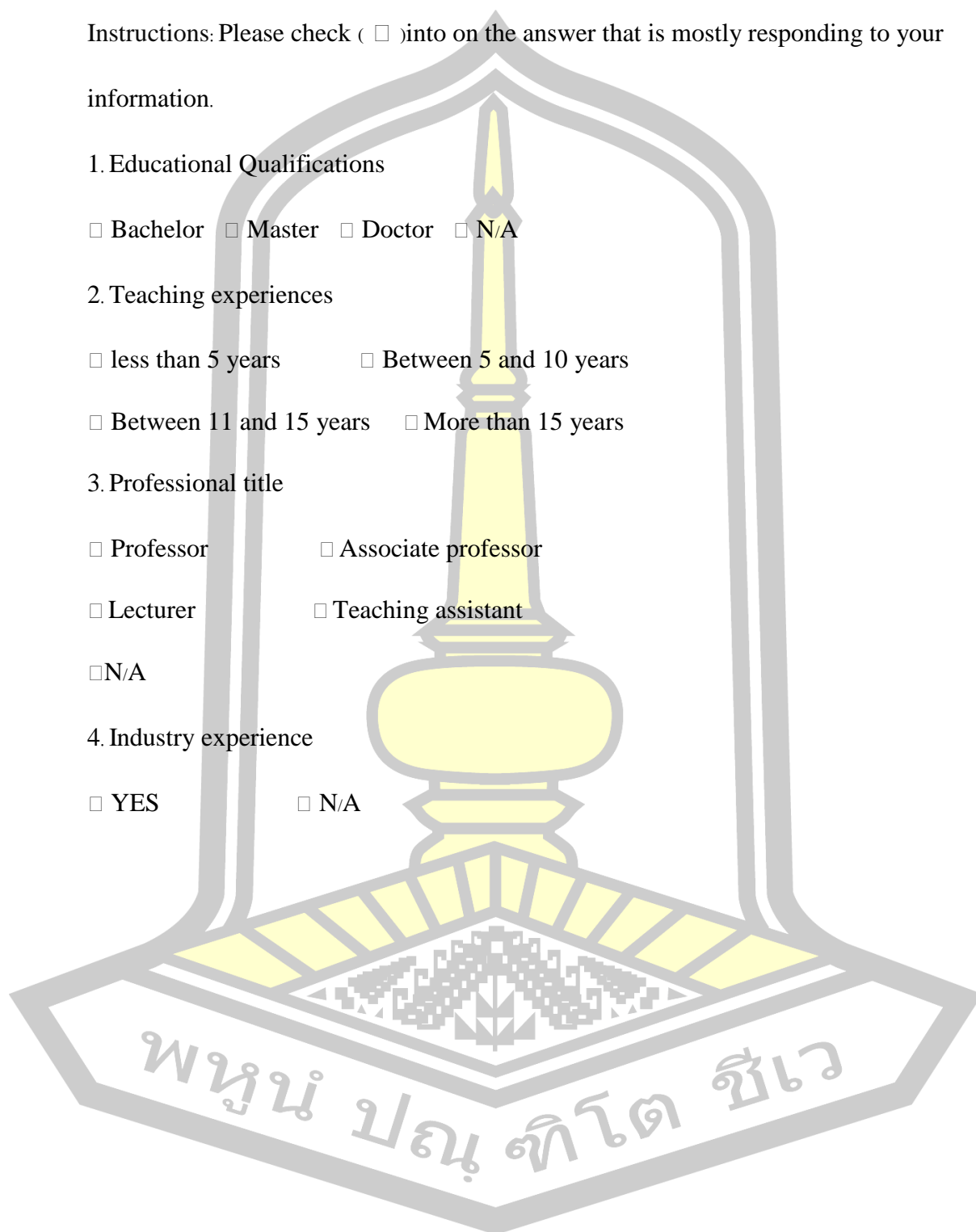
Section 2: Assessing the teachers' teaching competency in journalism education management in Zhengzhou, Henan

Instructions: Please address each question separately, concerning the characteristics of transformational leadership exhibited by educational institution administrators. Then, indicate the symbol (□) in the column for the behavior level that most accurately reflects reality, using only one box.

No.	List of assessments	Behavioral levels exhibited				
		Very High	High	Medium	Low	Very Low
		5	4	3	2	1
Teaching Cognition						
1.	Journalism education administrators are able to understand and master the tasks, content, and objectives of teaching activities.					
2.	Journalism education administrators are able to understand the characteristics of the physical and mental development of universities students.					
3.	Journalism education administrators are able to analyze and deal with teaching materials.					
4.	Journalism education administrators are able to focus on the development of subjects.					
Teaching Design						
5.	Journalism education administrators are able to have the competency to					

	design teaching objectives.					
6.	Journalism education administrators are able to highlight key points and difficult points.					
7.	Journalism education administrators are able to have the competency to choose teaching strategies and teaching methods.					
8.	Journalism education administrators are able to have the competency to write teaching plans.					
Teaching Management						
9.	Journalism education administrators are have expert authority and personality charm.					
10.	Journalism education administrators are able to in a healthy and beautiful classroom environment with students to establish a harmonious relationship between teachers and students.					
11.	Journalism education administrators are able to playing the role of a teacher.					
12.	Journalism education administrators are able to good at self-management.					
13.	Journalism education administrators are able to have a positive impact on students' classroom behavior with a certain positive persuasion.					
Evaluation						

14.	Journalism education administrators are able to have the competency to correctly use the evaluation methods					
15.	Journalism education administrators are able to master the competency to objectively evaluate the students' academic performance.					
16.	Journalism education administrators are able to learn to self-evaluation.					
Education Technology						
17.	Journalism education administrators are able to understand and agree with the importance and necessity of educational technology.					
18.	Journalism education administrators are able to have the competency to apply multimedia information technology.					
19.	Journalism education administrators are able to have competency to accept and apply new technologies such as ChatGPT.					
Ethic						
20.	Journalism education administrators are able to bide by moral principles and correct values in teaching practice.					
21.	Journalism education administrators are able to adhere to a high degree of professional ethics, including honesty, impartiality and respect for students.					

22.	Journalism education administrators are able to have a sense of responsibility and mission.					
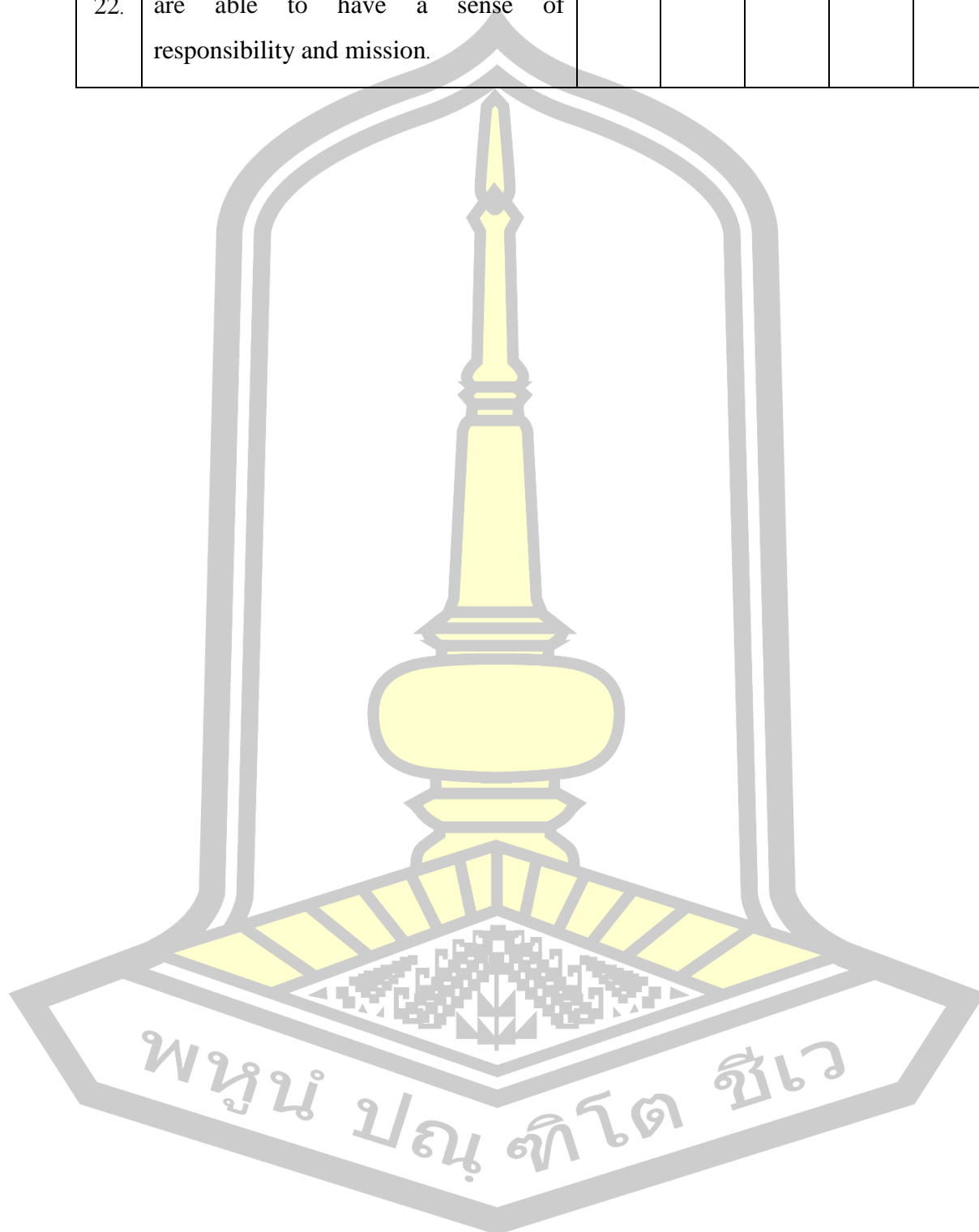
Appendix E Request for Permission Book

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5673

Date: December 28, 2023

To: Whom It May Concern

School of Journalism & Communication, Zhenzhou University,
Zhengzhou City, Henan Province, China

Subject: Data Collection Permission Request

Our student, **Ms. Chen Bei**, student number **64010561015**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan "** under the guidance of Asst. Prof.Thatchai Chittranan.

To ensure this project's success and quality, we seek your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:
Thesis title: **Program to Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan**
The period of data collection: **December 2023 to January 2024**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

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Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

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MHERSI No. 0605.5 (2)/CL5673

Date: December 28, 2023

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School of Journalism & Communication, Henan University of Technology,
Zhengzhou City, Henan Province, China

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MHERSI No. 0605.5 (2)/CL5673

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Zhengzhou City, Henan Province, China

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MHERSI No. 0605.5 (2)/CL5673   Date: December 28, 2023

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Dr. Luo Menglan,
Faculty of Humanity and Social Sciences, Mahasarakham University

Subject:
Thesis Reviewer Invitation

Our student, **Ms. Chen Bei**, student ID **64010561015** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Program To Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou, Henan "** under the guidance of Asst. Prof. Thatchai Chittranan.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Dr.Surachet Noirid,
Faculty of Education, Mahasarakham University

Subject:
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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34

Date: January 3, 2024

To:
Prof. Dr. Hou D.Q,
Director of Journalism education Management, Zhengzhou Sias University

Subject:
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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Prof. Dr. Jaing, M. M,
Dean of Journalism education Management, Zhongyuan Institute of Technology

Subject:
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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34

Date: January 3, 2024

To:
Prof. Dr. Li Hong,
Director of Journalism education Management, Zhengzhou University

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Prof. Dr. Li, J.W,
President of Journalism education Management, Henan University of Technology

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Prof. Dr. Sun, Q,
Dean of Journalism education Management, Zhongyuan Institute of Technology

Subject:
Thesis Reviewer Invitation

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MHERSI No. 0605.5 (2)/CL34

Date: January 3, 2024

To:
Prof. Du, F.W,
Director of Journalism education Management, Huang He Science and Technology University

Subject:
Thesis Reviewer Invitation

Our student, **Ms. Chen Bei**, student ID **64010561015** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Program To Enhance Teachers' Teaching Competency in Journalism Education Management in Zhengzhou， Henan "** under the guidance of Asst. Prof. Thatchai Chittranan.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Prof. Liu H. L,
Director of Journalism education Management, Huang He Science and Technology University

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MHERSI No. 0605.5 (2)/CL34

Date: January 3, 2024

To:
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Faculty of Education, Mahasarakham University

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Center for International Affairs

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To:
Prof. Zheng. K.X,
President of Journalism education Management, Huang He Science and Technology University

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Mahasarakham University

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL34   Date: January 3, 2024

To:
Prof. Dr. Song. R.T,
Dean of Journalism education Management, Henan University of Technology

Subject:
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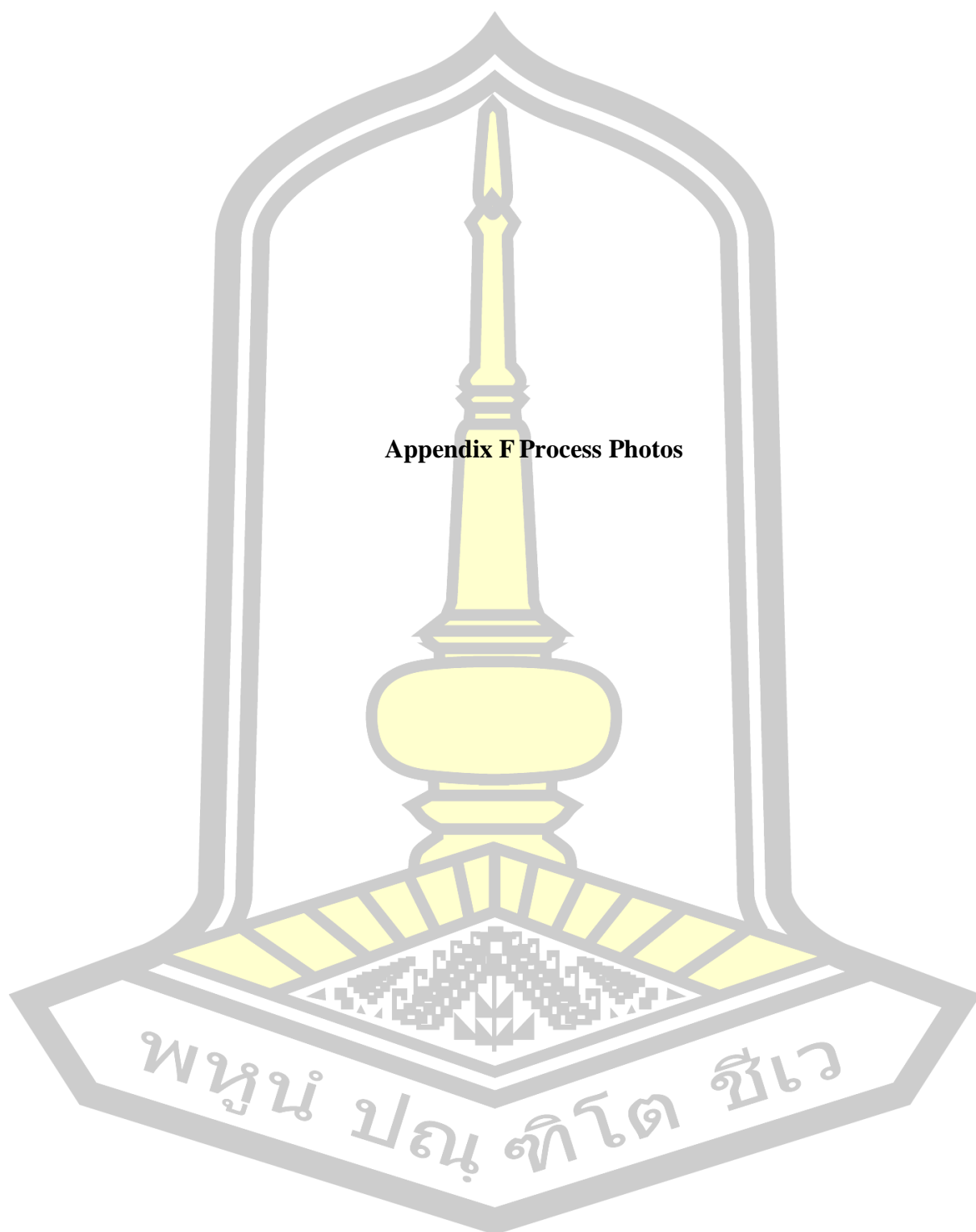
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Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

Education is GROWTH

Appendix F Process Photos

Participate in the 'Teaching Competency Exchange Conference

Attend the seminar on 'Enhancing Teaching Competency in Journalism Education

Management Teachers

Interviews with Expert and Take Photo

Interviews with Expert

Interviews with Expert

Interviews with Expert

Interviews with Expert

Questionnaire Survey among 212 Journalism Education Management Teachers

Exchanges and Discussions with experts on the enhancement of teaching Competency in Journalism Education Management Teachers

Exchanges and Discussions with experts on the enhancement of teaching Competency in Journalism Education Management Teachers
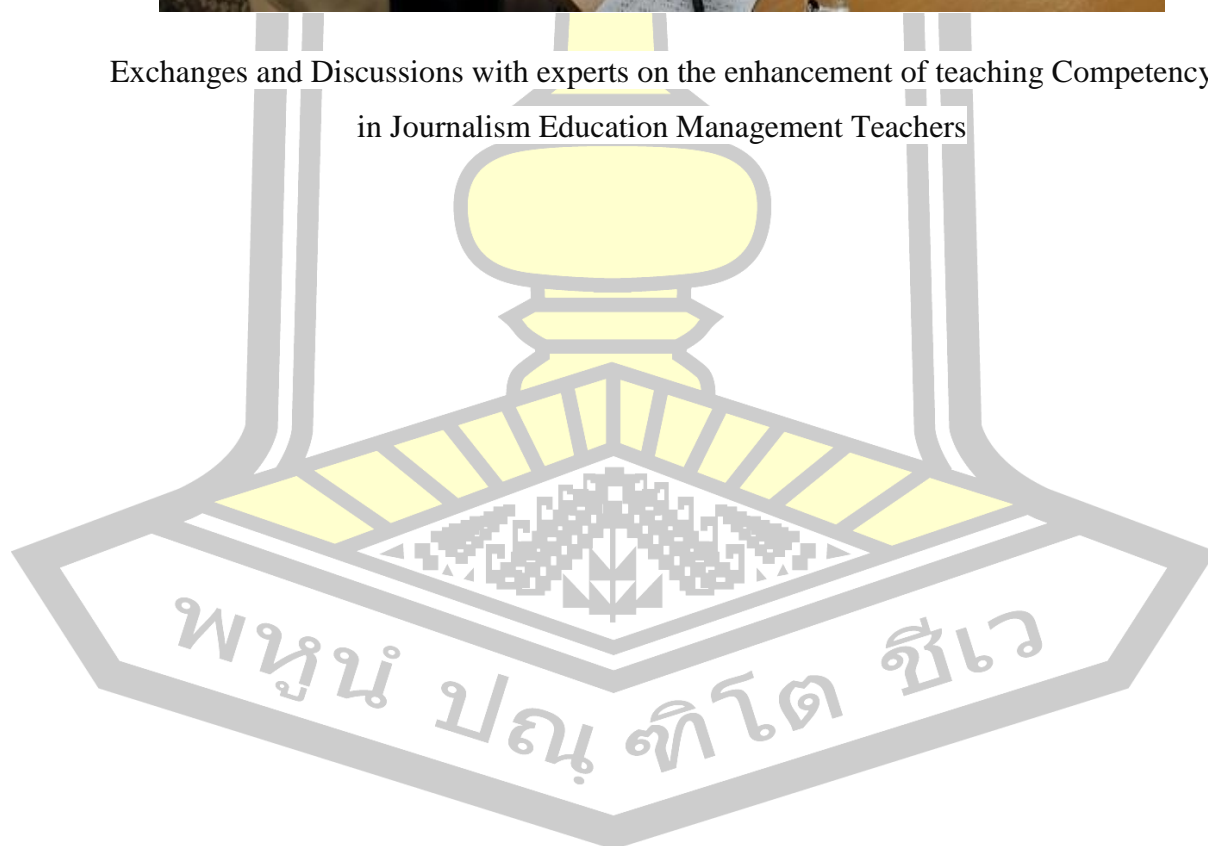
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Exchanges and Discussions with experts on the enhancement of teaching Competency in Journalism Education Management Teachers

BIOGRAPHY

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                       2002 No. 8 Middle School, Zhengzhou, China
                       2006 Bachelor of HuangHe Science & Technology
                       University, Journalism and Comunication
                       2009 Master of Henan University, Journalism and
                       Comunication
                       2024 Doctor of Educational Administration and
                       Development, Faculty of Education, Mahasarakham
                       University, Thailand