A Systematic Academic and Policy Review of Chinese Higher Education Pedagogies in the Social Sciences and Humanities

SRHE Scoping Award Final Report

Miguel Antonio Lim

Zhuo Sun

Limanzi Xu

Yaqiao Liu

Manchester Institute of Education, University of Manchester

Cite as: Lim, MA, Sun Z, Xu L, Liu Y (2023), A Systematic Academic and Policy Review of Chinese Higher Education Pedagogies in the Social Sciences and Humanities. Society for Research into Higher Education

A Systematic Academic and Policy Review of Chinese Higher Education Pedagogies in the Social Sciences and Humanities.

Executive Summary

This research uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach to review academic and policy literature to identify pedagogies used in the humanities and social sciences in Chinese higher education. The review adopted a broad understanding of pedagogies comprising classroom activities and broader teaching approaches. Seven pedagogies were identified after the implementation of PRISMA: (1) Flipped classroom, (2) English Medium Instruction, (3) Massive Online Open Course, (4) Case study pedagogy, (5) Experiential pedagogy, (6) Problem- posing, and (7) Task-driven pedagogy. We discuss the similarities and differences between these pedagogical approaches according to characteristics, purpose, application, and impact. We further highlight two themes: the pedagogies we found in use were not developed from scratch in China but rather adapted from approaches in use in non-Chinese contexts and that the pedagogies have been adapted not only to the Chinese educational but also its political context. All the pedagogies are adopted to facilitate political and ideological education in Chinese HE. Future research will look into the learning and societal outcomes of these pedagogies particularly as China's HE expands and as further education programmes are offered in the area of humanities and social sciences in Chinese HE.

Contents

A Systematic Academic and Policy Review of Chinese Higher Education Pedagogies in the Social Sciences and Humanities.

Introduction

Internationalization of education has many agendas worldwide (Ayoubi and Massoud, 2007; Guo and Guo, 2016). Current studies have attempted to define internationalization in Chinese higher education (HE), including the approaches and strategies that the Chinese government and local institutions have taken to realise higher levels of internationalization and the obstacles in this path (Chen and Huang, 2013; Larbi, et al., 2020; Liu, 2021; Liu and Metcalfe, 2016; Ma and Yue, 2015; Wu and Yu, 2006). Whilst there is a considerable amount of literature on this topic, studies focusing on the processes of internationlisation in the social science and humanities in Chinese HE remain limited. Current studies focus on the differences in the internationalization approaches between STEM and humanities (Wen, 2004; Zhu and Liu, 2016; Xu, 2020; Xu, 2021). The potential ways to narrow the gap in the internationalization of the humanities discipline between China and the world, and the implications and influences of this are hardly discussed. In this review, the authors investigate the influences that the Chinese HE can generate through its traditional and transformed educational norms, with a particular focus on pedagogy in use in the humanities and social sciences in Chinese HE.

Most of the articles and studies focus on the internationalisation of Chinese education with international students as the main topic (Heng, 2017; Heng, 2019; Huang and Turner, 2018; Wang-Dufil and Hari, 2023; Su and Harrison, 2016). There is also a large body of literature on pedagogies, mostly in the areas of STEM subjects and English language teaching, which discusses internationalisation of Chinese education within these subjects (Hu and Lei, 2014; Ismailov et al., 2021; Liu and Willis, 2021; Perrin and Wang, 2022; Yang, 2005). However, there is less research on pedagogies for intenationalisation in the humanities and social sciences in China. This is of interest in particular because a high proportion of Chinese students studying abroad are graduates of humanities and social science programmes, and there is a large and growing interest in their student experience abroad (Cross and Hitchcock, 2008; Crawford and Wang, 2015; Gu and Maley, 2008).

Brandenburg and Wilson (2013) suggested that teaching is the core reason for existence of a university, which implies the importance of teaching methods given their possible impact students ' and teachers' experience. Entz (2007) further argues that the social interactions between teachers and students can have detrimental impact on the quality of teaching and learning. However, her study focuses on school children and further studies are required on this topic in HE. In addition, pedagogy does not simply mean teaching methods, it conveys the connection of teaching and learning (Loughran, 2013). Therefore to 'offer insights into the science of educating' (ibid.), the intertwined

and mutual effects of teaching and learning is stressed in this review.

In the UK, Chinese students enroll for the postgraduate programmes in the humanities and social sciences increasingly every year, and our review will contribute to the debate on whether the pedagogies that these students receive at undergraduate level in China have an impact on their studies in the UK. This research topic is likely to be of interest to the UK HE institutions and schools. In this study, the authors adopt a systematic literature review to identify the teaching methods that currently exist in social sciences and humanities at different Chinese universities. Furthermore, the digital era denotes the necessity of adapting pedagogies, such as the application of internet and online technologies (Corban and Bugden, 2018; Philip and Garcia, 2013) especially given the challenges of the global pandemic.

Literature review

It is important to clarify the definition of pedagogy. Best (1988) defined it as 'the science of education', and he also pointed out that the value of pedagogy is demonstrated within the educational process rather than theorising it. In other words, pedagogy is a collective term of how to educate learners. Young and Lucas (1999) further suggested pedagogy could be regarded as 'a model of transmission/acquisition of knowledge', depends on who is the receiving end of this definition, such as the educator or the educated. Murphy (2008, p.35) suggested pedagogy can be seen as a form of connection, in which he identifies the four key elements 'interactions between teachers, students and the learning environment and the learning tasks.' Furthermore, Shah and Campus (2021) pointed out the differences between teaching and pedagogy: teaching, they argued, is activity based, yet pedagogy embeds the holistic 'social and cultural values within the learning relationship'. Hence, in this review, the discussion of pedagogy is not limited within classroom activities, but the analysis of the cultural and social context is included to rationalise the teaching methods, the initiatives of adopting the listed pedagogies and their implications.

Teaching and Pedagogy

The largest number of international students in UK universities come from China (Can et al., 2016). Brooks and O'Shea (2021) suggested that owing to the diversity of the international student body, how they function in different societies and the influences they could bring to the host institution are crucially important. Gaulee (2020) also pointed out that there are three common categories of Chinese international students' in international HE: 'consumers in international higher education markets; learners across borders; and human capital in society; which indicates different aspects of influences Chinese international students could cast in the host countries. In this vein, Hyehyun et al. (2020) suggested that the perceptions of Chinese international students could have a significant influence on the host institution. Their study focusessed on the political and economic aspects and the educational influences on Chinese international students are left under-investigated. Furthermore, Bhandari and Blumenthal (2021) highlight that recruiting Chinese international students not only brings benefits from China's perspective, but positive impacts can also be experienced in the host countries.

Regarding Chinese domestic students, Zhang (2018) summarised the most effective pedagogies in Chinese political courses based on the characteristics of Chinese students, are case study, experientialteaching and multimedia teaching. Because they can cope with the low participation in classroom activities, lack of creative thinking and interactions with teachers (ibid.). However, her study was only based on personal observations and experiences, which undermines the reliability of her arguments.

In a similar vein, Gao (2021) stressed the importance of political and ideological education by stating

the characteristics of Chinese students in HE, including the prioritisation of monetary value and easy to be influenced by internet information. Hence, she believed that emphasising political and ideological education can address these issues. To achieve this, the content of it should be updated and the implemented pedagogies should be student centred. Her study pointed out the significance of pedagogies in promoting political and ideological content. However, she failed to pinpoint the impacts casted by the specific pedagogies, which means the suggestions she made are rather vague, also the lack of empirical evidence undermines the credibility of the study. Tian and Chen (2020) conducted a survey regarding the features of Chinese university students, which highlighted that these students had a low self-motivation to study, high tendency of utilitarianism and low self- discipline, however they did not explore if these characteristics may have been an outcome of poor pedagogical practice. Therefore, the connection between the adopted pedagogies and how they can influence the domestic students in Chinese HE remains undiscovered.

Loughran (2013) suggested there are two lenses of positioning teaching: the transmission of information and teachers' thinking. To elaborate, the former refers to the general perception that teaching is passing on knowledge, the latter means given the importance of teachers' decisions in classroom praxis, multiple approaches to teach exist. Hence, teaching is 'dynamic' and it relies on the teachers' decisions in classroom. In higher education, Strang (2013) pointed out a strong connection between test performance and the adopted pedagogy, which means better test scores can be achieved provided appropriate pedagogy is adopted by the teacher. Despite his study being not specifically targeted within humanities and social science, its conclusion is valuable given how it proves how teachers 'decisions can impact learning outcomes. In other words, teachers are a key actor when examining learning outcomes and pedagogies.

The context of Chinese policies and pedagogies

Li (2018) suggested that based on the cultural hybridisation theory, international student mobility could influence the international academic norms, which implies that the effect the international students are exerting are the concomitant result of the increasing international student flow. In other words, the diverse cultural milieu and education international students possessed could have cross-broader effects. In addition, cultural hybridization theory suggests that in the post-colonial society, new cultures can be created when people from diverse cultural background socialise, which recognizes the value of global identities (Stockhammer, 2012). In China's case, at the beginning of the 21st century, the Chinese government issued a series of educational reform policies covering the primary, secondary and tertiary level of education, aiming to develop an education system that can meet the challenges and make use of the opportunities offered by globalization (Mingyue, 2013). China's Shenhua Kecheng Gaige (deepening curriculum reform), which is henceforth referred to as

CSKG, can be seen as the necessary resulting action under the following socioeconomic, political and educational settings (Ministry of Education, 2014).

Firstly, globalization has impacted Asian countries to a deeper level in the 20th century, especially after China's Open-Door policy in 1978, the global competition faced by China has intensified yet the education system cannot meet the challenges, such as the promotion of English education. Secondly, the economic system has been transformed into a market economic system, which stresses the importance of the knowledge economy. Thirdly, the original education system is flawed: it cannot meet the demands for diverse education; it failed to respect and inspire individuals ' characteristics; the pedagogy, the teaching content and materials are outdated (Qun and Wanjin, 2007). Consequently, CSKG has been implemented for catering to the challenges and opportunities of global economy and communication, internalization in education; and CSKG has influenced all stages of the education system, including basic education and higher education from governance structure, education content and materials, evaluation criterion and pedagogy. It is noteworthy that as a programmatic policy, CSKG has not proposed coercive and specific pedagogies for various disciplines within Chinese higher education. However, it emphasized the importance of promoting students' creativity, equipping students with socialist ideologies with Chinese characteristics, adapting teaching materials and 'suitable' pedagogies in the undergraduate level (Liu, 2021). Further, Ke Cheng Si Zheng (curriculum ideological and political education) proposed by President Xi Jinping in 2016, aims to reinforce the leading status of Marxism and socialism with Chinese characteristics, in particular, humanities and social sciences can demonstrate this more evidently (Zhang et al., 2021). Curriculum ideological and political educationshould achieve synergies between all disciplines in Chinese HE, and it differs from the traditional ideological and political courses in the Chinese education system, it is a conception and teaching method that can be applied in any classroom teaching instead of a specific discipline (Pu and Zhang, 2021; Zhang et al., 2021). Bearing this in mind, the studies exploring the impact of ideological and political education should be explored in a series of disciplines teaching in Chinese HE, especially humanities and social science.

Spencer-Oatey (2007) pointed out that with the rapid increase in the number of people who need education, the Ministry of Education (MoE) in China has introduced pedagogic reforms to improve the efficiency of teaching and learning, including revision of teaching materials and alteration of teacher-centered classrooms; moreover, English education has been emphasised in this reform. To summarise, the influence of the significantly growing number of Chinese international students on host countries cannot be ignored. However, the current studies are generally focused on the political and economic aspects, and the educational influences are mainly concentrated on the acculturation of

Chinese international students in western countries (Bhandari and Blumenthal, 2011; Brooks and O'Shea, 2021; Cao et al., 2017; Gaulee, 2020; Heng, 2019; Li, 2018; Wang et al., 2015). The impact of Chinese pedagogies which could be manifested and imparted by Chinese international students are seldom studied, which suggests further research is needed in this field. Therefore, in order to address the academic gap on this topic, a systematic literature review was employed in the present study and the following research questions were investigated:

1. What are emerging pedagogies in use in Chinese HE in the fields / disciplines of social sciences and humanities?

2. Are there any particular pedagogies in Chinese HE for social science and humanities that have Chinese characteristics? If so, what are the pedagogies and what Chinese characteristics are contained?

3. In what way, do the ideological and political factors influence the adoption of the identified pedagogies?

Methodology

This research used desk-based methods, which mainly involved reviewing published research papers and undertaking a policy analysis. The aim of desk-based research is to develop new understanding or theories about existing literature or documents, which is suitable to address the identified research gaps and aims.

There is a particular lack of systematic reviews on the pedagogies in the humanities and social sciences in Chinese HE. In addition, there is a relative lack of summaries of pedagogical approaches in both English and Chinese. Our study will (where relevant) identify 'new' and emerging pedagogies with Chinese characteristics in these areas.

Some academic papers are written for purposes other than research so it is essential to set eligibility criteria and research limits for finding research papers and policies. First, the context of the study is the humanities and social sciences in Chinese higher education, which were used to focus the literature search. Secondly, according to the previous section, the new pedagogical reforms in China were carried out under the CSKG policy, which was implemented in 2007, so we included information and literature not older than 20 years.

It is worth noting that desk-based research is based on a large body of relevant literature, and at the same time, in the further selection process, the search for literature did not find relevant literature on the only use of desk-based methods in several pedagogical approaches that had been identified for the topic. Therefore, the desk-based approach was effective in finding and analysing a large body of literature quickly, as it was able to identify the characteristics of Chinese social science pedagogy in a particular topic.

In addition, three of the researchers in this project are native speakers of Chinese and proficient in English as a foreign language. Therefore, all the Chinese literature was obtained from CNKI, and the English literature was obtained from Google scholar. As Chinese users, we could better understand the authors' ideas and reflect them in this paper when searching for literature and summarising the findings. More importantly, we could check the consistency of the coding content with each other in the process of coding with the advantages of our mother tongue .

Research Steps

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines were applied in the literature search process, which could be seen in Figure 1. Figure 1 and the literature search process are mainly referenced to Page et al (2020). Firstly, the main database source was identified, as the research context was determined to be in the field of higher education in China, CNKI, the most influential and authoritative website in China at present, was chosen as the main source for

the search. This website contains almost all relevant journals and literature in the Chinese academic field. Using this site, therefore ensures that we have access to a wealth of data and maximises the benefits of our knowledge of Chinese, rather than using only a small number of good core journals.
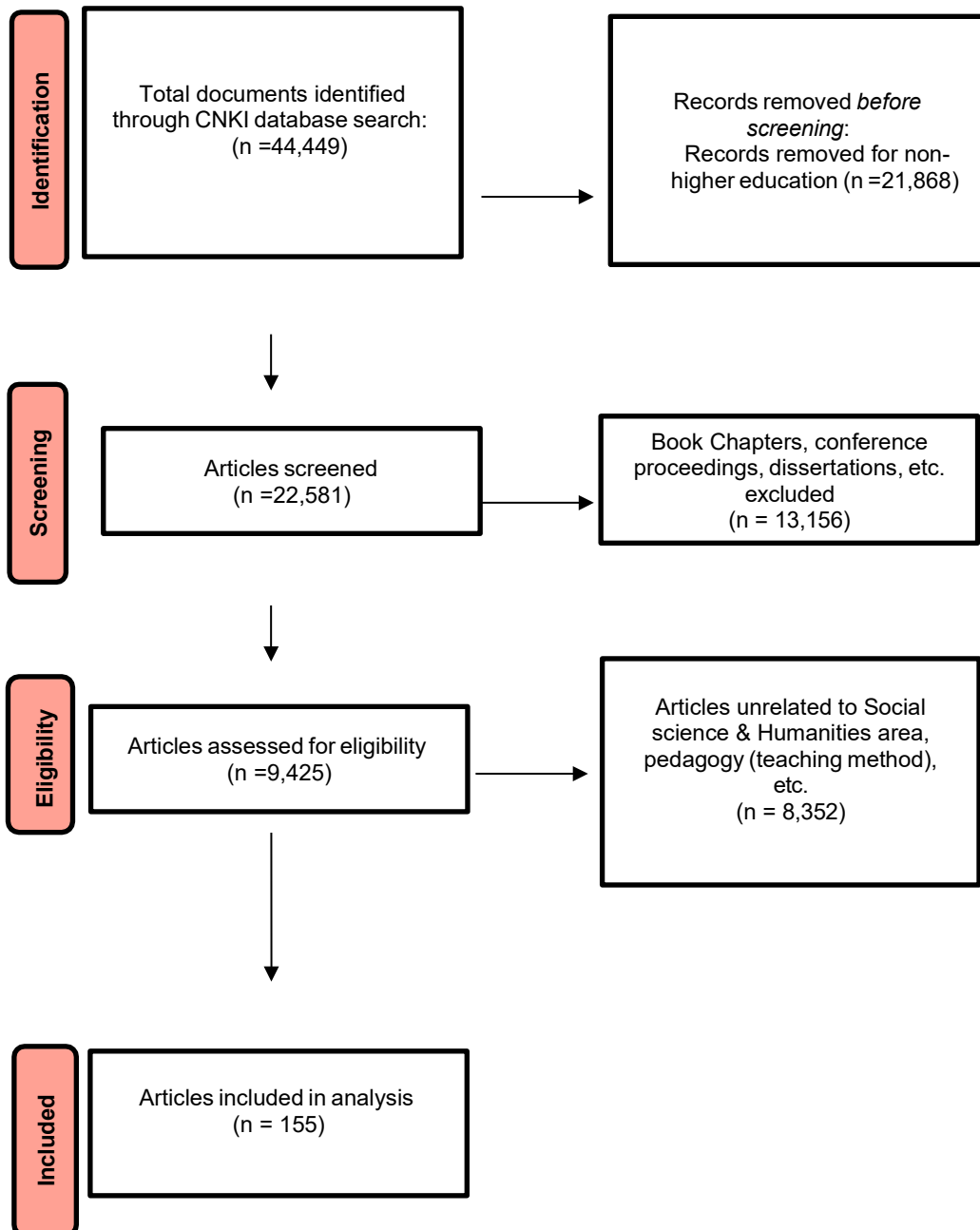
Identification

Total documents identified through CNKI database search: (n =44,449)

Records removed *before* screening: Records removed for non-higher education (n =21,868)

Screening

Articles screened (n =22,581)

Book Chapters, conference proceedings, dissertations, etc. excluded (n = 13,156)

Eligibility

Articles assessed for eligibility (n =9,425)

Articles unrelated to Social science & Humanities area, pedagogy (teaching method), etc. (n = 8,352)

Included

Articles included in analysis (n = 155)

Figure 1. PRISMA flow diagram detailing steps in the identification and screening of sources.

Source: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ2021;372:n71. doi: 10.1136/bmj.n71

Literature search

The identification of keywords and eligibility criteria for the literature search follows the PRISMA checklist (Page et al., 2020). Based on our preliminary statistics of the social science and humanities literature from Chinese universities that meet the requirements, we can conclude that these seven pedagogies are the most frequently occurring and well-described research in practice. The other excluded pedagogies are those without detailed empirical studies, or they are not new pedagogies.

	Flipped classroom	English Medium Instruction	Massive Online Open Course	Case study pedagogy	Experiential pedagogy	Problem-posing pedagogy	Task-driven pedagogy	
Original number from CNKI	12,849	91	7538	6369	17320	141	141	
After confirming the literature is related to higher eduction	8892	58	5721	3359	4390	81	80	
After confirming the type of literature	4935	25	3904	349	148	21	43	
After confirming that the literature is related to the field of humanities and social sciences	6	19	39	15	34	12	26	

(1) Flipped classroom

Firstly, the keyword *Flipped classroom* was used to identify 12,849 related papers on CNKI. The keyword "higher education" was added, and 8892 relevant papers were sieved. Secondly, according to the type of literature, 3957 theses and conference proceedings were excluded from the search, and 4935 journal articles were obtained. After that, 4925 articles in non-social science fields and non-pedagogy related articles were excluded according to their relevance. The final number of validly coded articles was 6.

(2) English Medium Instruction

Firstly, we set the keyword as *English Medium Instruction.* 91 related papers were identified on CNKI website. The keyword "*higher education*" was added to the list, and 58 related papers were sifted. Secondly, according to the type of literature, 33 theses and conference proceedings were excluded from the search, and 25 journal articles were obtained. After that, 6 articles were eliminated according to their relevance to non-social science fields and non-pedagogy related articles. The final number of articles with valid codes was 19.

(3) Massive Online Open Course

Firstly, we set the keyword as *MOOC,* and identified 7538 related documents on CNKI website. The

keyword "*higher education*" was added, and 5721 related documents were sifted. Secondly, according to the type of literature, 1817 theses and conference proceedings were excluded from the search, and 3904 journal articles were obtained. After that, 3865 articles in non-social science fields and non-pedagogy related articles were excluded according to their relevance. The final number of validly coded articles was 39.

(4) Case study pedagogy

Firstly, we set the keyword as *case study,* and identified 6369 related papers on CNKI website. The keyword "*higher education*" was added and 3359 related papers were found. Secondly, according to the type of literature, 3010 theses and conference proceedings were excluded from the search, and 349 journal articles were obtained. After that, 334 non-social science and non-pedagogy related articles were excluded according to their relevance. The final number of validly coded articles was 15.

(5) Experiential pedagogy
Firstly, the keyword was set as *experiential study*. 17320 articles were searched on CNKI, and the keyword *"higher education"* was added. 4390 articles were sifted. Secondly, according to the type of literature, 4242 theses and conference proceedings were excluded from the search, and 148 journal articles were obtained. After that, 114 articles were eliminated according to their relevance to the field of social sciences and non-pedagogy. The final number of validly coded articles was 34.

(6) Problem- posing pedagogy
Firstly, we set the keyword as *Problem-posing*. We searched 141 articles on CNKI website and added the keyword *"higher education"*. 81 articles were sifted. Secondly, according to the type of literature, 60 articles of thesis and conference proceedings were excluded from the search, and 21 articles of journal literature were obtained. After that, 9 articles were excluded according to the relevance of the documents, which were not in the field of social sciences and not related to pedagogy. The final number of validly coded articles was 12.

(7) Task-driven pedagogy
Firstly, the keyword was *Task-driven*. 141 articles were searched on CNKI, and the keyword *"higher education"* was added. 80 articles were sifted. Secondly, according to the type of literature, 37 articles of thesis and conference proceedings were excluded from the search, and 43 articles of journals were obtained. After that, 17 articles were eliminated according to their relevance to the field of social sciences and non-pedagogy. The final number of validly coded articles was 26.

Data coding and analysis

After identifying the sources and the literature to be used for the analysis, we downloaded 155 articles on seven relevant topics and coded the abstracts of all articles using the coding software, Nvivo. The coding categories conceptually move from the more concrete to the more abstract (Given, 2008), which is in line with the need to extract refined data from large amounts of information. Subsequent analysis of the data is usually done by comparing and contrasting to

extract themes and patterns, and finally refining and testing revised theoretical models based on the data (Given, 2008). Thus, the subject will be categorised, and similarities in cohorts and differences in subjects will be derived from the coding through comparison and contrast. It is worth noting that this process will be reviewed by two members of this study and fine-tuned to find the most appropriate codes. The researchers will then select the parts that fit the research questions to be explored in more detail and depth. This means that the data are relevant to the research questions that this research seeks to address.

As all the literature studies cited in this study are based on the field of social sciences, and each of them is also rooted in a specific subject or programme. For example, *the practice of case study pedagogy in the administrative management programme* . The practice and findings of these literature are based on specific disciplines and specialisations. Based on the coded contents, it can be summarised that the common elements of these pedagogical research contents, including

(1) The background to the adoption of the pedagogy in the course
(2) The reasons for adoption in the course;
(3) The specific characteristics (strengths and weaknesses) of the pedagogical approach in practice in the course
(4) Suggestions and conclusions on the adoption of the pedagogy approach in the specific course, based on the characteristics of the pedagogy approch

The main coding elements include the above, and depending on the pedagogy, some of the literature may also include specific research methods, practices, etc. Other coding content will be added depending on the pedagogy and the literature.

Ethical Procedures

This study was based on desk-based methods, and the credibility of the source materials were evaluated. Researchers collected and coded literature on seven different themes on humanities & social science pedagogies. To ensure the reliability of the study after the first coding, the researchers

randomly reviewed the others' coding themes and contents in the research group, which helped to ensure the accuracy and matching of the codes. More specifically, each member of the group cross checked the codes produced by the other member of the group randomly. In the process, it is verified that the documents included are in accordance with the specifications. Secondly, it will also be verified that the manual coding of the text by Nvivo is accurate and valid. For example, whether the coded content involves a practical process rather than just conceptual content. It is also checked that there is no overlap with other people's coded texts.

Meanwhile, it is worth noting the potential political implications of this study, starting with the policy context of the CSKG, which is a document issued by the relevant Chinese authorities. The main idea of the CSKG is also to adhere to the statement of the Chinese President and his policies, which means that the findings of the study, such as the impact of Chinese pedagogy of C&S on other countries, may have some policy and contextual constraints. It is presented in this place because this document has a certain political significance, and the content of the practical research guided by the document will also be recognised in the ethical procedures. Secondly, the policy was promulgated and implemented relatively early, initially to reform primary and secondary education in China, and has since evolved and improved to affect higher education. This may result in a mismatch between the research findings and the intentions of the enacted policies, or in less than perfect results in practice. In addition to this, it is worth noting that most of the pedagogical implementation data collection and analysis processes in this experiential study were also concluded in the context of non-native English speakers.

Findings

Task-driven pedagogy

As an emerging pedagogy

From the coding results, the problem-posing pedagogy and the task-driven pedagogy are considered innovative approaches in Chinese HE. Both of these pedagogies are grounded in a theoretical framework of the innovative pedagogy and constructivist teaching method, despite their origins not being in China. In Chinese HE, the factors that promote the innovation of pedagogy can be classified into three areas, namely information technology, learning science and social culture. The evolution of pedagogy ensures that education in social science and humanities remains dynamic, responsive, and effective in preparing students to navigate the multifaceted, ever-changing world of human societies, cultures, and behaviors. It draws inspiration from recent advancements in.learning science and enables educators to continually refine their teaching strategies to meet the evolving needs of students and the demands of these disciplines(Wang, 2019). Innovation pedagogy is also a complex interaction between teaching and learning, and the design and implementation of innovative pedagogy involve five elements: combination, identification, content, context, and change (Jin et al., 2018). Within this conceptual framework, scholars in China have been examining the transformation and advancement of pedagogical approaches in the Chinese educational context, influenced by Western educational paradigms (e.g., constructivism) and adapted to local needs. Constructivism mainly refers to the educational concept of "teacher-based knowledge and student-centred" (Ge, 2020). Chinese scholars have realised that this is different from the teacher-centred teaching model in traditional classrooms, which is influenced by the educational concept of Confucianism. This pedagogical innovation is primarily applied in the development and reform of teaching methods. Examples include discussions on the utilization of the constructivist teaching method in distance learning (Tian, 2018), comparisons between the constructivist teaching method and flipped classroom teaching method (Wang, 2014), as well as the examinations of the constructivist teaching method in relation to the task-driven teaching method (Liu, 2014). The combination of the two theoretical frameworks can explain the purpose and direction of pedagogy reform at the theoretical level.

The task-driven teaching method has been widely used in many fields, such as tourism management (Cheng, 2019), but it has been most widely used in language teaching (Li, 2010). The task-driven teaching method emphasises that students in meaningful task situations, through the completion of leaning tasks, integrate the knowledge, skills and attitudes implicit in the tasks (Cheng,2019).

Application in humanities and social science

The application of the task-driven teaching method in Chinese higher education within the humanities and social science primarily involves the deep integrations of task-driven and case-based teaching. This approach utilizes tasks as the central instructional tool, seamlessly blending project cases with relevant theoretical knowledge and fundamental principles in the course learning. It aims to foster learner autonomy through a task-driven approach. It is a teaching method for learning, collaborating to complete a given task, and building a curriculum knowledge system (Liu, 2016).

Scholars have made a specific analysis of the advantages of applying the task-driven method in teaching different subjects. Based on the coding results, we can identify key themes, including advantages, characteristics, application steps, main modes, challenges in implication, and illustrative task examples. The advantages are mainly reflected in the application of task-driven pedagogy that can mobilise the enthusiasm and initiative of students, making passive learning into active exploration. Although the specific tasks set among subjects are different, their practical application mainly depend on how teachers would like to design tasks. Normally, the process includes putting tasks related to subject learning, finding information by students themselves, discussing with each other, analysing problems, and solving problems at the end. During the whole process, students could develop their learning autonomy and could give full play to their subjective initiative, and teachers complete collaborative work at the end. The specific applications are mainly reflected in the task content according to the syllabus. The application steps and design of the task-driven pedagogies are coherent, including the pre-set tasks and the evaluation effect of the task completion after the learning is over. The key to applying the task-driven teaching method is to create a suitable task-driven teaching method, which means the software and hardware environment of the teaching environment are equally important. Several scholars also recognised that Chinese students are often accustomed to the traditional classroom teaching mode and are not accustomed to discussion-based learning (Xu et al., 2021; Tang and Wang, 2011). The significance of discussions-based learning in the task-driven method lies in its capacity to foster active engagement and collaborative task-solving among students. The absence of discussions can result in difficulties in properly implementing the task-driven method. Therefore, creating a conducive atmosphere is the key to the successful application of task-driven pedagogies. The discussions about task-driven pedagogy highlight the challenges Chinese students may face when exposed to pedagogical approaches that differ from the traditional classroom teaching mode. It suggests that Chinese students may not be accustomed to discussion-based learning, which is a common component of task-driven pedagogy.

The coding results highlight the difficulty of using task-driven pedagogy in English classrooms (see

Kai and Wang, 2021; Fan, 2015) . They mention the lack of diversified teaching modes, the teaching level of English teachers needs to be improved, and the lack of rich and diverse teaching content. In the marketing major, the importance of rich task resources and teacher guides to the successful practice of this pedagogy is very important in terms of applying this pedagogy successfully (Wang et al., 2012).

Ideological and political factors influencing the application of this pedagogy

Before 2020, ideological education in higher education included four required courses undertaken by undergraduate students: 'The Fundamentals of Marxism', 'Maoism and Chinese Characteristic Socialism', 'The Outline of Modern Chinese History', and 'Moral Thoughts, Legal and Civic Education' – which influence Chinese students in terms of their political and cultural values and how they performance when studying abroad (Zhang, 2017). In 2020, MoE announced the *Notice of the Ministry of Education on Printing and Distributing the Guiding Outline of Ideological and Political Construction of Higher Education Courses*, the ideological education is not referred to as the course system in higher education, but as a wider mindset in all subjects' teaching and learning. Under this new approach, Zhang (2021) suggests that task-driven pedagogy can be implemented to promote ideological factors in several ways. It aligns with the broader ideological goals of the curriculum, encouraging students to apply ideological principles to real-world tasks and challenges. Secondly, task-driven pedagogy promotes problem-solving skills, enabling students to analyze issues from different ideological perspectives. Thirdly, it can foster collaboration and interdisciplinary approaches, reflecting the multidimensional nature of ideological education. Task-driven pedagogy can encourage students to engage in tasks that address contemporary societal issues, allowing them to apply ideological concepts to practical contexts.

Problem-posing pedagogy

As an emerging pedagogy

From coding results, the influence of innovative pedagogy and constructivism in using problem-posing pedagogy in the classroom can be further identified, and the connections between them have been discussed under task-driven pedagogy. Technically, the problem-posing pedagogy provides a feasible approach to thinking for the development of the constructivist classroom. This pedagogy is implemented in some subjects of humanities and social science, including language studies, history studies and ideological curriculum. It has emerged in Chinese classrooms to change traditional classroom settings in China, where teachers primarily transmit knowledge to students (Xu, 2016). With ongoing educational reforms and innovations in Chinese higher education, problem-posing pedagogy has gained prominence in recent years due to the encouragement of interactive and exploratory teaching methods by MOE (Liu, 2019). These reforms aim to encourage active

engagement and self-directed learning. Problem-posing pedagogy reflects a shift from traditional knowledge transmission to a more interactive classroom engagement approach.

Application in humanities and social science

The problem-posing pedagogy is one of the important teaching methods often used in teaching and learning, which reflects the most direct teacher-student interaction. The reverse classroom dialogue structure formed by questions has a strong constructive positive impetus for students to accept knowledge and improve their judgment and core literacy (Li, 2019). Under the guidance of teachers, students' understanding of knowledge is integrated with their own experiences to generate the constructive meaning of classroom teaching (Zhang, 2019). The coding themes mainly include advantages, practical applications, requirements for classrooms, comparison with traditional teaching methods, areas for improvement, constructivist teaching methods, difficulties in application, and types of problems. The main advantage is that the problem-posing pedagogy conforms to people's way of thinking and the laws of psychological activities, and it is easy to be accepted by students. Problem-posing classroom speeches, exchanges and discussions, classroom debates and other activities have improved students' learning consciousness and exploration. Through independent thinking and mutual communication, students can solve confusion in terms of learning this subject. Combined with the students' self- learning situation, the teacher would summarize and answer questions at the end of the class.

Problem-posing pedagogy is a teaching method that conforms to the concept of modern teaching and the requirements of higher education reform. Instructors propose questions related to personal life experiences, current societal issues (social hotspots), contradictory or problematic scenarios, and challenges to established theories (theoretical negatives). These questions aim to engage students by connecting course material to relatable life situations, prompting discussions on contemporary events, encouraging critical analysis of complex problems, and challenging traditional theories. Incorporating these diverse questioning techniques enriches classroom interactions, fosters critical thinking, and broadens students' perspectives. And teachers can use different approaches to encourage students to engage in the questions. For example, the explanatory, transposition, and praise approaches can be applied to those students who are not willing to join in the problem-posing classroom. The application of problem-posing pedagogy usually requires teachers to be able to grasp the students' psychology and to select content with discussion value, which means being aware of students' attitudes, interests, motivations, and potential challenges or barriers to learning. To design open-ended questions that students can pose problems is an essential factor in terms of how to design effective questions. The main difficulty in the application of problem-posing pedagogy is also reflected in the ideological

education in the curriculum. Because the content of ideological and political courses is boring from the perspective of students and the assessment method is mainly paper-based examinations, they think that it is of little significance to actively participate in the classroom teaching of the problem-posing pedagogy. Remarkably, this is also the first time that scholars have used student feedback as one of the references in the application of pedagogy (Wu and Li, 2013).

Ideological and political factors influencing the application of this pedagogy

In the application in the courses related to ideological education, the coding reflected that the problem-posing pedagogy can effectively facilitate higher education students in gaining a comprehensive understanding of essential knowledge and fundamental theories related to patriotism. This approach helps elevate students' awareness of patriotism from a mere perceptual level to a more profound and rational comprehension, ultimately enabling them to translate this understanding into practical action.

From the perspective of coding content, it becomes evident that both problem-posing and task-driven pedagogy, exhibit remarkable versatility in their application across diverse disciplines within humanities and social sciences. The literature further highlights the strategies for facilitating active student engagement with these pedagogical approaches (Wang et al., 2012). However, the findings underscore the persistent challenge of effectively mobilizing students' enthusiasm, which remains a crucial factor in pedagogy. Consequently, these findings hold particular implications for Chinese undergraduate students studying within their native higher education institutions, as they encounter the potential benefits and challenges associated with these pedagogical approaches. The coding contents show how the two teaching pedagogies can be applied to the teaching of different disciplines in humanities and social science in Chinese higher education. It also reflects how to enable students to actively participate in the application of these teaching pedagogies. Meanwhile, the coding also shows that the application of the two teaching pedagogies lacks empirical research from students' perspectives to illustrate the effect of its application.

Case study

As an emerging pedagogy

Case study teaching is a method of teaching that was developed at Harvard Business School and is often used in higher education in China today. It is also an important teaching method under CSKG, which can make abstract theoretical knowledge concrete and enable students to understand it, and apply it in concrete cases (Su, 2017). The case- based pedagogy is used in social sciences, including public administration, law, marketing, economics, Master of Business Administration (MBA) and Master of Public Administration (MPA) education, as well as in ideological education.

Application in humanities and social science

Case study approach has a significant impact on students' thinking and problem-solving skills (Chen, 2014 & Zhao, 2021). Specifically, case-based pedagogy can combine abstract knowledge with real-life situations, which is an important reason why Logic courses in a Chinese Normal university have adopted this approach. Logic is a fundamental course for developing students' creative thinking, and the case study pedagogical approach helps draw connections between theory and real life situations to promote students' motivation and interest in learning (Zheng, 2018). Similarly, Su (2017) and Zhao (2021) argued that the case study method can make abstract theoretical knowledge concrete, enabling students to understand and apply it in real life situations. In addition, the case study is also used to improve students' motivation. Zhang (2021) argues that case study pedagogy is an important method for ideological education in universities, and it can play an important role in improving students' motivation, strengthening the relationship between teachers and students, and increasing the effectiveness of teaching.

The characteristics of the case study method include case selection, class environment, and teacher competence. For example, Li (2016) reported in his study of public administration courses, identified the selection of cases, the design of interactive classrooms, and the preparation of teaching scenarios as the characteristics of public administration case teaching method. Similarly, in Deng, Zuo & Sun's (2015) interview study of business administration courses, they analyzed that case selection, case classroom construction, case teaching faculty and case teaching assessment are important factors that influence students' expectations of case teaching in practice. Similarly, in Shan (2021) study on MPA teaching, it is found that the number of cases selected, and teacher skills are important factors in meeting students' needs. In addition, for tutors, choosing the 'case' is very important. It could be found that suggestions for case selection, regardless of discipline, are particularly evident and important in the social science field under investigation. Chen (2014) argues that case selection plays an important role in case teaching, focusing on the horizontal and vertical comparison of teaching and learning processes, which means how the cases and how they are presented in the classroom can cast an influence on the learning results. In case selection, it is also important to avoid selection bias. He gives several specific methods for case selection, namely extreme cases, unusual cases, typical cases, diverse cases, very similar cases, very different cases, and critical cases.

Ideological and political factors influencing the application of this pedagogy

The teachers' lack of knowledge of the new teaching methods could hinder the teaching outcomes; and if the chosen cases are not localised, it may negatively affect the acceptance of this pedagogy as well. Zhang (2021) argued that there are some problems in Law education, including and not limited to the low motivation of students to participate in case discussions and the low number of creative

responses from students, which do not meet the expectation of using the case teaching method, and the same situation is also found in the study of MBA education. From the perspective of both teachers and students through questionnaires and interviews, Jin, Zhou and Zhang (2020) analysed the main reasons why the case study method, which was developed in the United States, cannot be transposed into the Chinese university classroom. Therefore, firstly, the case study method needs to be improved, such as selecting actual cases in China instead of borrowing cases out of Chinese contexts, also orgainsing teachers' training in the implantation of the pedagogy. Secondly, there is lack of confidence/skills amongst teachers' to use the case study teaching methods as reported by Jin, Zhou and Zhang (2020) in their study of MBA education, Shan (2021) in the study of MPA education, and LI, Qu and Meng (2019) in their study of ideological education, all mentioned that there is a lack of teachers who can meet the requirements of case teaching and that there is a need to improve the relevant teacher training programme. Some scholars have suggested more specific methods for teacher capacity development. Xiang & Chen (2018) suggest that the most important reason for this is the lack of awareness among teachers and the lack of incentive systems in schools, and that measures need to be taken to address the misalignment of teachers in terms of classroom status, content and delivery.

However, Zhang (2021) also argues that although the case study method important in enhancing students' interest in ideological education, it is worth noting that its role is limited and should not be overstated. It is necessary to follow the realities and specific requirements of the teaching process and to grasp the reasonable limits of ideological and political theory classes and case teaching. Nevertheless, such an opinion may be based on the status of China, or on the specific nature of Chinese ideological education.

Experiential study

As an emerging pedagogy

The literature reveals that experiential teaching methods are mostly used in highly theoretical courses of the field of social sciences, both to increase students' motivation and to improve teaching effectiveness. This is particularly the case in subjects such as ideological education, finance and law education. In addition, most of the literature takes the perspective of teachers or administrators.

Yuan, Yang and Li (2018) argued that universities would optimise the teaching content, adjust curriculum concepts, improve teaching methods and strengthen practical teaching in three areas. In detail, the tutors should create situations that meet students' cognitive and emotional needs, designing and carrying out some characteristic practical teaching activities, guiding and stimulating students to explore and think in social practice (She, 2012; Liu, 2018).

Application in humanities and social science

Zhou (2020) argues that experiential teaching method plays an important role in the public administration courses. This is because it focuses on students' practice and participation, the self- help construction of their cognition, and the enhancement of their abilities and emotions. More importantly, it not only meets the objective requirements of modern quality education in China, the development of the discipline of public administration and the improvement of students' administrative skills, but also serves as an effective means of mobilising students' interest in learning and an important bridge for the delivery the invisible knowledge (Zhou, 2020). Similarly, Peng (2019) researched the new media marketing courses, also considered that experiential teaching methods are effective in improving students' professional skills. In particular, students are guided to internalise theoretical knowledge by creating situations related to the teaching content, so that students are the main focus. In addition, in order to improve students' application skills in English language teaching. As an innovative teaching method, the experiential teaching model can stimulate students' active learning and improve their practical language skills (Cao, 2019; Liu, 2021).

The interest of students in learning and the improvement of teaching quality are important reasons for the use of experiential teaching methods in the field of business. Gao (2020) argues that for finance courses, the main characteristics are professionalism, deep theoretical foundation and practicality. Experiential teaching can stimulate students' interest in learning and lead to active learning, thus improving learning outcomes and the quality of the course (Gao, 2020. Zhang et al., 2021). Similarly, Li (2021) argues that experiential teaching and learning could play an essential role in improving the effectiveness of teaching and learning. This is especially true for business subjects, where the emphasis is not only on the acquisition of knowledge and skills, but also on the application of skills. This requires teachers to be able to teach not only the textbook but also to find a teaching method that is appropriate to the objectives of business studies. The experiential approach is a good fit. In addition, in studies of law courses, Ma & Jian (2018) and Wang & Wang (2020) have identified the need for innovative and complex talents in the relevant courses, for example, in commercial law courses, the orderly and normative nature of legal thinking differs significantly from the innovative, profit-oriented and balanced nature of commercial thinking.

Traditional teaching methods do not facilitate the integration of the two. In contrast, experiential teaching is student-centred and career-oriented, and can create a simulated company environment to break the dilemma of teaching business law and achieve a perfect integration of the two mindsets (Ma & Jian, 2018).

Ideological and political factors influencing the application of this pedagogy

As one of the most used teaching methods in Chinese theory courses, Civic Studies, which is influenced by policy and ideology, is also one of the most used courses. Compared to other subjects, the application of experiential teaching methods is the most common in ideological education research. Liu (2018) and Zhou (2020) argue that experiential teaching methods not only meet the needs of students' ability development and teaching in the new era, but also, allow students to experience the "course content" in an immersive way, which gives the course itself a more soul. This not only solves the challenges and dilemmas faced by the curriculum, but also makes it more effective (Wang, 2019. Zhou, 2020; Tang & Wang, 2022). Similarly, Yuan. Yang & LI (2018) argue that the national curriculum and the functional objectives of the university's Civics course require the course to meet the actual needs of students. Experiential teaching can deepen students' understanding of the subject course and stimulate their interest in learning (Chen, 2010. Tang & Wang.2022). Ideological education classes are also characterised by a high degree of theoreticality. Li (2020) found that many students in ideological classes may not be able to find the focus of the whole class because the class is too theoretical.

Experiential teaching, however, is effective in improving the overall effectiveness of teaching because it can turn theory into practice and help students to identify and solve problems in the process of practice.

Flipped classroom

As an emerging pedagogy

The concept of flipped classroom approach is proposed by Baker (2000), under the trend of promoting student-centered classrooms. This teaching approach stressed the preparatory work before classes, using videos and reading assignments to activate students 'initiatives in finding answers on their own (Green et al., 2017). Based on the searching of databases, there are 10 articles identified that discuss the implementation of flipped classroom in Chinese HE. These range from offering literature on background to the adoption of this pedagogy, how this pedagogy brings about a shift in classroom activities, the various disciplines involved, and this pedagogy is frequently incorporated with Ke Cheng Si Zheng. To elaborate, flipped classroom approach has been adopted in Chinese HE since the beginning of the 21st century, not only it has been adopted in STEM disciplines, but also it has been used for teaching humanities and social sciences to stimulate the learning interests of the students and develop student-centred classroom (Diao, 2021; Hu, 2021; Liu, 2021; Wang et al., 2014). Apart from that, in some cases, Massive Open Online Course (MOOC) is used to facilitate the implementation of flipped classroom to increase interactivity of online teaching, and MOOC is elaborated in the following section.

Application in humanities and social science

Hu (2021) suggested that implementing flipped classroom in teaching humanities and social science in the Chinese HE could have a comprehensive educational effect on students, which means the teaching content can be absorbed more efficiently and holistically; also it is in line with the requests of promoting Ke Cheng Si Zheng and 'ideological and political education in course studies 'proposed in the CSKG. Regarding the incorporation of flipped classroom and Ke Cheng Si Zheng, Han (2020) pointed out that the implementation of flipped classroom enables deeper learning amongst students because the core of this pedagogy relies on cooperation among multiple parties, which means students can internalise the teaching content and the essence of Ke Cheng Si Zheng can be gained.

Moreover, Tan (2019) pointed out that under the premise of CSKG, flipped classroom approach can fulfill the demands of altering students' role in classrooms and it could deepen the feeling of 'acquisition' of the teaching content in Chinese HE, particularly within the social sciences. Flipped classroom plays a significant role in developing characteristic demonstration class, which is proposed in CSKG with the requirement of promoting 'ideological and political education in course studies 'in Chinese HE (MOE, 2021). In other words, the implementation of the flipped classroom allows teachers to combine the course knowledge with political education, it can promote national and individual development at the same time.

Ideological and political factors influencing the application of this pedagogy

The promotion of characteristic demonstration class in Chinese HE aims to consolidate the status of Marxism in philosophy and social science teaching, further promote President Xi Jinping's ideology of socialism with Chinese characteristics (Tan, 2019). She also pointed out that the requirements of characteristic demonstration classes: the core course of this class should be social science, the design of the class should implement the Marxism ideology, the teachers should possess proper teaching skills and support the Communist Party of China (CPC). Furthermore, she demonstrated the application of this teaching approach in a law classroom in a Chinese university. For example, the ideology education is integrated into the teaching content, watch the recordings of the conferences of CPC is part of the teaching routine. Han (2020) suggests that teachers should play the leading role in adapting flipped classroom under the premise of curriculum ideology. To elaborate, the classroom content should be regulated by teachers to prevent students 'subjective experience to hinder the learning process; the after-class assignments ought to be in a practical approach and examined by teachers. Despite Han and Tong (2021) pointed out that Chinese students who accept ideological and political education in universities could impart Chinese values as Chinese diaspora and part of the

internalization of education in Chinese HE when they abroad, the international influence of this pedagogy is not discussed yet.

English-medium instruction

There are 19 pieces of literature located from the databases, ranging from the general introduction/background of EMI implementation in Chinese HE, concerns of employing this pedagogy, its combination with ideological education, how EMI shapes Chinese HE and suggestions regarding improving its implementation.

As an emerging pedagogy

English-Medium Instruction (EMI) in HE in the Asian Pacific region is widely adopted and its implementation is varied from country to country, in China's case, Project 211 and Project 985 are the representative programs to promote EMI courses, the ultimate goal of these projects is to promote national and institutional prestige academically (Fenton-Smith, 2018). Cai (2010) also stated that promoting EMI in Chinese HE is in line with the requirement of CSKG and it can provide future talents. In this vein, Ji and Qi (2019) pointed out that adopting EMI is one of the most important ways to elevate the level of internationalisation of Chinese universities. Especially, the Chinese government and universities support the development of EMI in STEM courses, economics and law-related courses (Cai, 2010). Apart from that, based on the statements of Yang (2020), the implementation of EMI courses is regulated within serval universities by MOE.

Application in humanities and social science

The implementation of EMI in social science disciplines could broaden the horizons of Chinese students, especially for students whose majors are management and economy, because it can equip them with international perspectives and learn Western experience from a deeper level (Ji and Qi, 2019; Zheng and Yang, 2016; Zhou, 2019). Regarding the general advantages of EMI, Doiz et al. (2011) stated that implementing EMI as an institutional policy can promote student mobility and the variety of faculty, hence, it is in line with the global trend of the internationalization. Besides, the upsurge of EMI courses is vital to appeal to domestic students, because EMI is also supposed to increase their competitiveness in the global market (ibid). Also, their work identified the existing pros and cons of EMI courses in a European country, although it cannot be applied in this research context, i.e., China, it is valuable as a reference. In this regard, in China, the adoption of EMI in HE has been reviewed as a national policy to promote Chinese universities 'international rankings, and it is linked to the external pressure of knowledge economy internationalization (Rose et al., 2020).

However, the praxis of EMI in China is generally problematic owing to multiple reasons, such as the inherent hierarchy in the Chinese education system, the imbalance of educational resources and needs, and the English skills possessed by Chinese undergraduate and graduate students (Hu, 2013). Although Hu (2013) pointed out certain conflicts in Chinese universities regarding EMI, this research is restricted to a sole university and solutions have not been offered. In summary, the implementation of EMI policies in China may need additional and great support of English as a subject (EaS) course. Given the English skills of Chinese undergraduate or graduate students are not sufficient to fully comprehend the course context, as a result, the teaching effects of EMI courses tend to be seen as not ideal (Curle et al., 2020; Hu, 2013).

Regarding the rationale of adopting EMI in Chinese HE, they can be discussed from several aspects: firstly, formulating and adopting EMI as a national policy in Chinese institutions is rooted in the education reform two decades ago (MOE, 2001). From the perspective of national policy-making, the aim of EMI courses is to cultivate better workforces, for the purpose of accommodating the ever-changing societies through school transformation (Tan et al., 2017). From stakeholders' viewpoints, EMI is reckoned as an appropriate approach to promote English skills and disciplinary skills synchronously (Roas and Galloway, 2019). Secondly, as for the implementation of educational policies, which is the most difficult part of a successful transformation, institutions bear the greatest responsibility (Holmes, 1965; Schleicher, 2018). In this case, the implementation of EMI policies has relied on Chinese universities, and the current limitations are hindering successful implementation of EMI at the institutional level, such as the problem of institutional leadership, inadequate or imbalance in the resources allocated within different schools and regions (including qualified faculties and teaching materials) (Hu, 2013), which means the implementation of EMI policies in China requires further joint up efforts from school leaders, local and national government. In addition, under the background of 'Belt and Road' policy proposed in 2016 (MOE, 2016), EMI courses are required to convey ideological and political education in Chinese HE (Chang, 2021).

Ideological and political factors influencing the application

Chang (2021) elucidated that the teaching content in EMI courses is supposed to promote Chinese culture, moreover, render students to perceive the international trades and trends from a relative 'fair' perspective rather than a Western perspective. However, despite a series of studies regarding English teaching with ideological and political education in Chinese HE, they are focused on general English teaching, instead of analysing the combination of ideological education with any particular pedagogies (Li and Fu, 2020; Li and Guan, 2020; Li and Li, 2020; Zhang and LI, 2021). The main research outcomes are the necessity of combining ideological education with English education in China; the difficulties of advocate ideological education in English courses such as teaching content

and training programmes for teachers; the potential benefits for the Chinese government of implementing ideology into English education.

In respect of integrating ideological education and EMI, Yang (2021) pointed out that in China, English teaching conveys a serious of western narratives which could lead to hegemonic infiltration and prevalence of western ideologies, hence, promoting ideological education in any form of English teaching is necessary. However, they fail to clarify 'western narratives', 'hegemonic infiltration' and 'western ideologies' in their study, which implies the rigour could be impacted negatively. Furthermore, Li and Fu (2020) suggested serval approaches to combine ideological education with courses contain English teaching, including updating the content of textbooks, implementing a top-down course planning with ideological education elements and relative trainings for teachers. In particular, their study aims at promoting ideological education and English courses in humanities and social science disciplines, which means it holds value towards this review.

MOOCs

There are 39 pieces of literature regarding MOOC in Chinese HE from databases searching, including the background of implementing MOOC, the adoption of it in 8 disciplines, its integration with Ke Cheng Si Zheng, the benefits and concerns of implementing it and how this pedagogy impacts course model in Chinese HE.

As an emerging pedagogy

McClure (2016) summarized that MOOC has the following traits: firstly, it can accommodate geographically diverse students without the limitation of numbers; secondly, it can be free or low cost, which means it can reach people with 'limited means'; also, there are two forms of MOOC, 'time delimited' or 'student self-paced'. In addition, although the majority of MOOC courses are in English, it has been developed in various nations in different languages, and it has positive influences in HE, such as promoting life-long learning and decreasing the obstacles of students who are financially disadvantaged (ibid.; Alhazzani, 2020; Porter, 2015). Regarding the Chinese context, under the premise of the rapid development of internet technologies, the teaching norms in Chinese HE has been shifted gradually, in which MOOC has been promoted as the major supplementary teaching mode since 2012, especially during the global pandemic, COVID-19 (Liu, 2020; Tian et al., 2022; Xue, 2021; Yi and Wang, 2021; Zhang et al., 2021). Moreover, during the searching process, the author has founded that hybrid learning (online and offline) is frequently discussed within the application of MOOCs. For example, Zhang (2021) suggested that the global pandemic has accelerated the development of digital learning, therefore the advantages of MOOC has been reflected in Chinese HE, such as without restrictions of quarantine. Particularly, even the restrictions have been lifted, students still can choose hybrid learning, namely having lectures online and group discussions

offline to decrease the possibility of being affected of the COVID-19. In this respect, Yang et al. (2021) also proposed that this teaching mode can stimulate independent learning, the interactions between teachers and students can be diversified, sharing resources among universities can be achieved as well.

Application in humanities and social science

Yang and Ke (2021) conducted a study specifically regarding humanities and social science teaching and learning. In which they pointed out that employing MOOC in Chinese HE can optimise educational resources, at the same time, multiply channels of learning are offered to the students. On the other hand, Yang et al. (2021) stated the potential obstacles faced by the Chinese universities in the process of adopting MOOC. To elaborate, it requires teachers to redesign the curricula to accommodate online teaching and discussions, also the assessment system of learning results should be reconsidered. Apart from that, regarding the implementation of MOOC in specific social science disciplines, it is mostly in business studies, law and second language studies (Li et al., 2021; Zhou and Li, 2021; Li and Tu, 2021; Qiao, 2022; Shi, 2021; Li, 2021; Wu, 2021; Zhu and Yao, 2021). However, the homogeneity in their studies exist, which means their studies are not empirical, and they suggest implementing MOOC in Chinese HE is generally positive in resources sharing, breaking time and geographical limitations and innovative in teaching, yet with certain flaws, such as low participation and difficulties in evaluating learning results.

Sui (2020) suggested a series of general approaches to improve the teaching quality of MOOC in Chinese HE: firstly, 'improve the learning management methods for students', which suggests the online performance of students should be assessed via a standard criterion, further the teachers ought to combine their online and offline evaluation together, to gain a holistic review of students' learning needs and results. Secondly, 'improvement of the teaching management system', which means the online teaching processes and resources should be able to adapt various learning needs of students, also the teaching quality needs to be supervised by a professional team. However, she failed to point out how to build this 'teaching management system' and which aspects should be considered into supervision, which implies certain ambiguity in her arguments. Thirdly, 'innovative teaching mode', which means hybrid learning is necessary in enabling independent learning of students. However, these approaches are not specifically proposed for humanities and social science disciplines, which denotes more studies are required in this field. In addition, Tian et al. (2022) also suggested to incorporate deep learning with MOOC to boost the learning outcomes and decrease the dropout rate, yet it is not particularly targeted at social science teaching and learning. To summarise, despite MOOC has been advocated as a supportive pedagogy in Chinese universities, there are various aspects that need to be improved, but the advices provided in the current Chinese literature providing are

significantly vague.

Discussion

In the literature review, we stated that our use of the term 'pedagogy' is not confined within the classroom, which means it includes the teaching approaches and the rationale for adopting them. After examining the literature using the PRISMA approach, we applied a revision to the term 'pedagogy'. We use it broadly to include the teaching approaches and the justifications and also to the comprehensive delivery methods of the teaching content in classrooms. Further distinctions are identified based on their main implementing purposes, and expected teaching and learning effects, hence we propose a framework for the most widely adopted and emerging pedagogies in Chinese HE, humanities and social science. Figure 2. illustrates the framework which we explain in greater detail below.
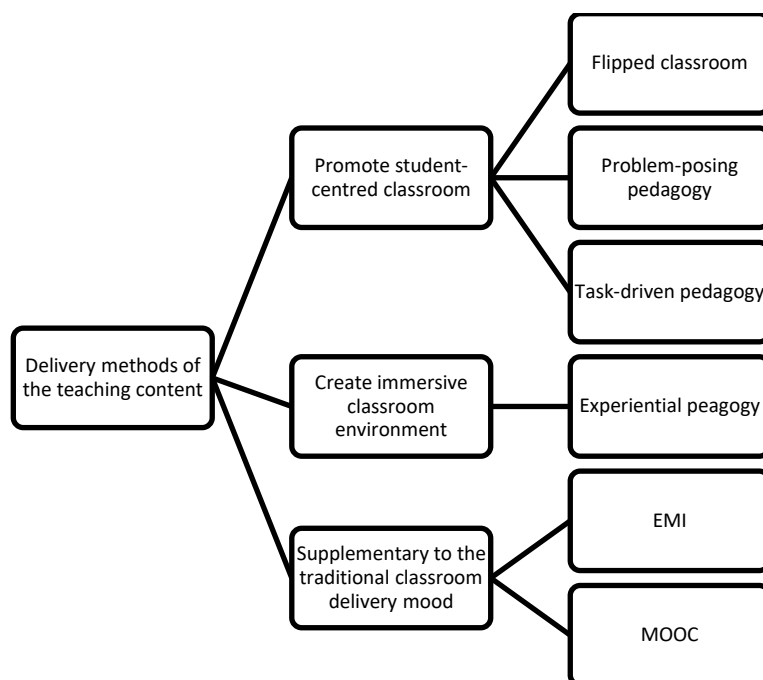
Figure 2. Pedagogies in Chinese HE within humanities and social science

Commonalities among adopted pedagogies in Chinese HE

In this study, we identified the seven most widely adopted and emerging pedagogies to answer the research questions. Especially, based on the amount of literature from searching, frequently used pedagogies include EMI, MOOC, case study, flipped classroom and experiential pedagogy; task-driven and problem-posing pedagogies appear to be the emerging pedagogies given the limited number of studies on these two pedagogical approaches, yet still frequently discussed.

The commonalities among the identified pedagogies are reflected in the following aspects: they are not innovative in the sense of being generated from scratch, yet they are introduced to improve

students' motivations generally; all of them have been implemented in facilitating a political agenda, which is to promote values of socialism and patriotism (MOE, 2014); they tend to be implemented in language teaching courses, business courses, political and ideological education courses.

The results show that all the identified pedagogies are not created, i.e., they are not unique, but rather adapted to Chinese HE in various ways, hence they are relatively 'new' in Chinese context. For example, the case study method was first developed in Harvard Business School before its introduction in Chinese universities; the flipped classroom was developed by Baker (2000) to further promote student-centered classroom. However, they were introduced into Chinese HE under the premise of CSKG, to improve students' learning outcomes. Similarly, task-driven and problem solving were introduced to diversify the interactions among teachers and students, and in Chinese HE, they were implemented under a 'constructivist' teaching orientation and originate from European countries exccept for the adoption of EMI, which is meant for internationalising Chinese HE (Ji and Qi, 2019; Zheng and Yang, 2016; Zhou, 2019). Therefore, they are not uniquely created in Chinese HE, but rather 'borrowed' and adopted for various reasons.

Language teaching and business courses have been given great importance among Chinese HE's humanities and social sciences, which can be reflected in the pedagogies that have been implemented to improve teaching results. For instance, task-driven pedagogy has been implemented for English teaching and it is based on ample teaching experiences in Chinese HE (Li, 2010). She suggested there are four steps of applying this in English teaching: first is to design tasks with considering students' needs. For example, when studying 'University English Unit Two: Sailing Round the World', the class was divided into small groups and each group was given five minutes to choose a representative, then the representative of each group was asked to draw a road map of Chichester's journey around the world on the blackboard, and to state what he had drawn in English. This task implies several knowledge points from the unit: (1) how to find out the route by reading; (2) how to describe the route in English; (3) how to express the main idea of the text clearly in English. The knowledge points of the unit are implicitly included in 3 small tasks. Each task is based on the students' current knowledge and the content of the lesson. Then students are guided to analyse the task and ask questions; teach new knowledge in a timely manner, based on the questions asked; allowing cooperative group learning to be central to the development of task-based teaching.

Despite the global pandemic changing the landscape for adoption of MOOCs, it was originally delivered in Chinese HE to facilitate English and various subjects' teaching (Alhazzani, 2020; Porter, 2015; Yang et al., 2021). Despite this, certain barriers have been identified in adopting these

pedagogies in language teaching, such as challenges regarding language skills of teachers and students, dated teaching materials etc. (Hu, 2013). Among business courses, it manifests in the following aspects: firstly, the case study method has been applied in marketing, economics, MBA and MPA education (Su, 2017), in which the importance of case selection is emphasised (Shan, 2021). Also, Peng (2019) and Gao (2020) pointed out that experiential pedagogy is particularly advantageous in business courses compared with other subjects' teaching and learning. Peng and Gao used marketing and finance courses to illustrate how experiential study can facilitate students' understanding of abstract concepts and apply them in real life situations. In addition, MOOCs have been promoted particularly since the outbreak of COVID-19 in Chinese HE regardless of disciplines (Liu, 2020; Tian et al., 2022; Xue, 2021; Yi and Wang, 2021; Zhang et al., 2021), yet regarding its application in humanities and social science, business and language teaching courses are the main disciplines (Li et al., 2021; Zhou and Li, 2021; Li and Tu, 2021; Shi, 2021; Li, 2021). Especially, Li et al. (2021) pointed out that a total of 241 accounting courses are available on China's MOOC platform (http://www.icourse163.org), which is the largest number of courses on it. Hence, language and business courses can be regarded as 'prioritised' respecting implementing 'new' pedagogies in humanities and social science in Chinese HE. Furthermore, it may indicate that not only there is a hierarchy exists between STEM and social science in Chinese HE, but also within the field of social science, which is not denoted in the previous reviewed literature.

Another commonality identified is the emphasis on political and ideological education in implementing the emerging pedagogies in Chinese HE. There are two reasons for this: requirement of Ke Cheng Si Zheng and CSKG. Ke Cheng Si Zheng is proposed by president Xi Jinping in 2016, which guides the national education curriculum changes (Zhang et al., 2021). As a result, it influences which pedagogies can be implemented in humanities and social science and how they are implemented. All of the discussed pedagogies are adopted for ideological and political courses in Chinese HE. For example, flipped classroom is designed for students to internalise the teaching content, in this case, it is expected to enable Chinese students to have a deeper awareness from the ideological and political materials (Han, 2020; Hu, 2021). However, the adopted pedagogies are not carried out the for ideological and political education, they are adapted to accommodate the requirements of CSKG. Experiential pedagogy is suggested as the most effective and the common pedagogy for teaching ideological and political content in Chinese HE, yet it was adopted to serve multiple disciplines in the first instance (Liu, 2018; Zhou, 2020). For example, Tang and Wang (2022) pointed out that teachers can use field trips for students to conduct ideological and political lessons. The places they can go include but are not limited to revolution museums and memorials, Communist Party history museums and martyrs' cemeteries etc. By doing so, students can be immersed with political and ideological dialogues, thereby they can combine the teaching content with personal

experiences to maximum the learning results.

Moreover, EMI is initially implemented to improve the level of the internationalisation in Chinese HE, after CSKG. It is used for ideological and political teaching as well. For instance, Cai (2010) studied the application of EMI in Fudan University on public relation course. He suggested that several reforms are needed to facilitate the promotion of EMI in Chinese HE, such as teaching materials should be updated, preparing students for accepting EMI mentally. In addition, Zhou (2019) presented the application of EMI in Shanghai Customs College, the goal of this application is two folded: firstly, the study materals are in English; secondly,the university wants to familiarise students with international rules. She also pointed out in doing so, it can cultivate more educated people with international perspectives, thereby facilitate China's active participation in globalisation. Nevertheless, implementing EMI in humanities and social sciences in Chinese HE carries ideological and political undertones. Chang (2021) under the premise of national policy "belt and road", aims to tighten the connection with neighbouring countries, which has led to significant growth in the number of international students in Chinese HE. Consequently, EMI is necessary for teaching international students given their first languages may not be the same. In addition, to better integrating them into Chinese teaching environment and culture, teaching political and ideological content is also required for international students in Chinese HE (ibid.).

A further rationale for EMI is to consolidate Chinese values and prevent students to be misled by "foreign narratives" (Yang, 2021). This echoes with Zhang (2017), who suggested that to equip Chinese students with Chinese values and cultures, is important that when they go abroad to study they are aware of the "foreign narratives" and can potentially influence the local students (ibid.). This aligns with Li's (2018), cultural hybridisation theory which can apply to Chinese students studying overseas. In this case, Chinese international students may cast various influences on local students, in terms of ideological and political notions. In addition, given the implementations of different pedagogies are the means to achieve the ideological and political education ends, pedagogical impact of Chinese international students could bring remains undiscovered.

Differences among adopted pedagogies in Chinese HE
As the reviewed pedagogies differ in their scope of application, population and purpose, in order to have criteria for comparison. This research has classified the pedagogies that had elements in common and compared the differences on the basis of the commonalities. The criteria for classification are based on the commonalities of the pedagogical approaches that had been coded,

such as the characteristics of the pedagogy, the framework of application, the purpose and the impact.

Characteristics of the pedagogical approach

Task-driving and problem solving are two pedagogical approaches that, in terms of their coding results, are theoretically framed by constructivist and innovative pedagogies. However, the implementation of these approaches in Chinese humanities and social sciences is also different. This is linked to the traditional Chinese pedagogical practices, students' learning habits, teachers' teaching abilities and professional curricula. The common denominator between these two approaches is that they both involve learning to accomplish something with a 'problem'. The difference is that task-driven approach is more about students finding information and analysing it themselves, with the teacher taking on the final role of collaborative work. The main expectation is that students will develop their own initiative in learning. Of course, the teacher also takes on the task design and prep work. Problem solving has similarities to task-driven approach. In practice, however, it is the teacher who leads or guides the students in this approach, even if it is a reverse dialogue formed by the problem. Nevertheless, because it is mainly teacher-led, it is more acceptable in the Chinese context than a completely student-led approach. This approach is more gradual and requires a moderate level of personal competence on the part of the teacher. It is also an improvement on the teaching environment for the humanities and social sciences in Chinese higher education, which requires, for example, a relatively mature ability to discuss and think independently. But with encouragement or guidance from teachers, students are more receptive of these pedagogical approaches. In contrast to the latter, task-driven approaches require a higher level of student motivation. For example, Chinese students are not used to discussion and are more accustomed to the traditional classroom model, which places demands on their individual abilities.

A student-centered pedagogy

Experiential pedagogy and flipped classroom pedagogy are both student-centered and stimulate active learning. The experiential pedagogy is more experiential and practical for students. Compared to the flipped classroom pedagogy, the experiential approach is more practical and interesting. This has to do with the curriculum and its application. The experiential pedagogy is clearly career and practice-oriented and is commonly found in courses that require strong practical outcomes. Even as Liu (2018) and Zhou (2020) suggest, experiential pedagogy can address the challenges and dilemmas faced by courses, not only by adapting well to the curriculum and teaching habits, but also by enhancing student interest in the practice of the pedagogy and improving the effectiveness of the course.

Shuai (2023) from Guangzhou Institute of Technology wrote on the use of experiential pedagogy in

organisational behaviour. This study describes the implementation of the experiential pedagogy in the teaching of organisational behaviour by describing specifically,

'The traditional teaching mode cannot effectively stimulate and motivate students' motivation and interest in learning theoretical knowledge, making students unable to accurately understand and grasp the theoretical knowledge of the course, and unable to effectively improve their practical application ability. The experiential teaching method can combine abstract theoretical knowledge with students' practical life, which is close to students' real life and can stimulate students' learning interest and enthusiasm. The experiential teaching method is a new teaching method born out of the reform. Applying this teaching method to the teaching of organisational behaviour can cultivate applied talents with the spirit of exploration and innovative thinking.'

According to Shuai (2023), students deepen their understanding of theoretical knowledge through concrete experience and practice, making theoretical knowledge relatively simple through practical activities and increasing interest in learning.

The flipped classroom pedagogy is also student-centered, but unlike other teaching methods, this research method requires students to prepare for the course by undertaking a research process from the very beginning (Green et al., 2017). The ability and motivation of students to learn on their own is more developed than the experiential approach. The interaction between teacher and student is also different. The flipped classroom pedagogy enquires a high level of overall student competence, including the ability to search for information before class. Unfortunately, this review did not find any specific empirical studies in the field of humanities and social sciences showing the concrete application of the flipped classroom pedagogy. A study on the foundations of social networking applications at a university in Ningbo with descriptive course development is therefore used as an analogical case. In this study, the main stages of course preparation for the flipped classroom are described. The teacher's tasks are described, including preparing the materials for pre-course distribution to students, answering students' questions in class, and evaluating the class afterwards (Pan, 2017). Pan (2017) suggests that although students' satisfaction with independent learning has increased, there has also been an increase in learning stress. This means that the flipped classroom approach requires a high level of student competence.

A framework for the application of pedagogy

Both the case study pedagogy and experiential pedagogy are clearly aligned to the more practical aspects of the course. These two pedagogies are based on a scene or case study as an aid to teaching. They also overlap in terms of their application to courses such as business and management. However,

the experiential pedagogy focuses more on practical skills than the other one. In the experiential approach, the emphasis is not only on the application of knowledge but also on the application of skills. In the case study approach, however, the case study is used as a tool to help students to concretize abstract knowledge and to better understand it (Su, 2017 & Zhao, 2021). It could be concluded that the case study pedagogy is less demanding than the experiential approach in terms of practicality.

Zhaotong College (2021) used the case study pedagogy in its administration programme. In the results of their study, it is evident that the case study pedagogy has advantages in developing students' application skills. But most importantly, case studies help students to better understand and apply theories. According to Zhao (2021), good cases are those that meet students' interests, are closely related to local economic and social development, and contain basic theories, laws and principles. Second, good cases are beneficial to students' understanding of theories, their application and their ability to analyse and solve problems. However, the study also showed that the choice of case studies is very important for the effectiveness of this teaching method. By comparison, experiential methodology has been used in the field of management studies. The research is in the field of organisational behaviour. Shuai (2023) from Guangzhou Institute of Technology (GIT) published a study on the use of experiential teaching methods in organisational behaviour. This example, described in detail in the previous section, demonstrates that experiential teaching methods can be very effective in improving students' practical skills.

The impact of pedagogy

Both MOOC and EMI can be considered as very influential pedagogical methods, especially in terms of their spread. EMI as a pedagogical approach is important in promoting student mobility and teacher diversity as well as the trend towards globalisation (EMI, Doiz et al., 2011). This is consistent with the aim of this pedagogy, which is to prepare a better workforce for a changing society (Tan et al., 2017). However, this approach requires a high level of institutional management, competence of teachers, and comprehension of students. Similarly, the MOOC is also a widespread pedagogy, which was highlighted during the COVID-19. But the wide reach of MOOC is due to the development of science and technology, and the way in which they are delivered both online and offline. The advantage is that there is virtually no limit to the number of participants and the cost is free or very low. Thus, although MOOC and EMI both have a strong influence and dissemination, the underlying reasons are different.

A very specific study published by Tsinghua University in 2021 was based on the way EMI is taught

in their professional courses, it did not focus on any one subject field. In this study, Lv, Wu, Liu and Zhang (2021) described the current situation and reasons for the development of EMI. The main focus was on globalisation and the development of technology. The rapid growth of EMI courses in China is also linked to the relevant educational policies. The findings of their research, based on a questionnaire, indicate that students at Tsinghua University are generally supportive of EMI, although the use of EMI in classes can be stressful for students. Expectations for a better EMI curriculum were also expressed, and details emerged for further training of teachers in EMI competencies. Similarly, in the research of Zhong (2023) on the practice of MOOC in modern Chinese language education in China. A similar point is also mentioned that *'[i]n modern Chinese teaching, the use of MOOC is actually an innovation and a new way of teaching, which is conducive to improving the effectiveness of teaching and thus producing more talents to meet the needs of social development'.* The advantages of MOOC are that it allows for large-scale learning, unlimited time and location, and the integration of superior resources, which is very advantageous for modern Chinese courses with redundant content and knowledge (Zhong, 2023).

Finally, the applicability of the pedagogy to different courses needs to be clarified. Since the above-mentioned pedagogies were coded as being relatively widely used in the field of humanities and social sciences in China HE, the findings are rooted in some courses, but it cannot be said that other courses that were not mentioned do not have relevant pedagogical approaches. Therefore, the scope of application of the different pedagogies is not compared in detail here. Furthermore, the differences derived from this study are based on coded journals and therefore may not be applicable to other fields.

Concluding Remarks

Bell (2022) suggested pedagogies can affect the level of students' satisfaction. Kettle (2017) further suggested that the nuanced cultural background can result in the differences in the adopted pedagogies. Students coming from China who have studied humanities and social science courses can experience various pedagogies when they study abroad. The way they experience and learn in their new pedagogical contexts should be a matter of great interest for their teachers. Although we have shown that pedagogies in use in China bear many similarities to those used elsewhere, we feel it is important to stress the importance of understanding the previous pedagogical experiences of students and to bring this understanding to bear on how lecturers carry out their own teaching.

The second theme we raised in this review is the use of these pedagogies in ways linked to Chinese policies and particularly in areas of political and ideological education. Given the influences that Chinese international students could have on their host countries (Han and Tong, 2021), Chinese

international students can also be regarded as a way of exerting China's soft power (ibid) even though this is not an approach or lens that the authors endorse. . Edney et al. (2020) investigate this topic from a holistic and historical perspective. They explained the origin of promoting China's soft power as rooted in the study of Nye (2005), the traditional relation between China and its neighbouring counties, the tension between socialism countries and capitalist countries; the intention of promoting this concept is to advocate a doctrine of benevolent and peaceful development of China. On top of that, they incorporated Chinese characteristics with China's soft power by referencing corpus and conference resources, such as speeches of President Xi and studies of both Chinese and foreign scholars. Without framing Chinese students as instruments of international politics, it is still possible to advocate for a deeper understanding of how their political and ideological education can influence foreign students in China as well as the environments they study in when they go abroad.

This review has offered a good analysis of what pedagogies – classroom activities and broader teaching approaches - are used in the humanities and social sciences in HE. It has shown the similarities and differences between these pedagogical approaches between and among each other and highlights how they are not so different from approaches made in non-Chinese contexts. Nevertheless, it has also shown the important role localization plays in pedagogy – and how these pedagogies have been adapted both to the Chinese educational but also, political context. Future research will look into the learning and societal outcomes of these pedagogies particularly as China's HE broadens and expands and as resources are potentially re-balanced and more is directed into the area of humanities and social sciences in Chinese HE.

References

Alhazzani, N. (2020). MOOC's impact on higher education. *Social sciences & humanities open*, 2(1), p.100030–.

Ayoubi, R.M. and Massoud, H.K. (2007). The strategy of internationalization in universities. *International journal of educational management*, 21(4), pp.329–349.

Best, F. (1988). The metamorphoses of the term 'pedagogy'. *Prospects*, (18), pp.155–166

Bell, K. (2022). Increasing undergraduate student satisfaction in Higher Education: the importance of relational pedagogy. *Journal of Further and Higher Education*, *46*(4), pp. 490–503.

Bhandari, R. and Blumenthal, P. (2011). *International students and global mobility in higher education : national trends and new directions / .* 1st edition. Basingstoke: Palgrave Macmillan. pp.40-55.

Brandenburg, R., Wilson, J.Z. (2013). Pedagogies for the Future. In: Pedagogies for the Future. SensePublishers, Rotterdam.

Brooks, R. and O'Shea, S. (2021). *Reimagining the higher education student : constructing and contesting identities* . First edition. London;: Routledge, Taylor & Francis Group. pp.1-9.

Cao, C., Zhu, C. and Meng, Q. (2016). A Survey of the Influencing Factors for International Academic Mobility of Chinese University Students: International Academic Mobility of Chinese Students. *Higher education quarterly*, 70(2), pp.200–220.

Cao, C., Zhu, C. and Meng, Q. (2017). Predicting Chinese international students 'acculturation strategies from socio-demographic variables and social ties. *Asian journal of social psychology*, 20(2), pp.85–96.

Chen, L. and Huang, D. (2013). Internationalization of Chinese Higher Education. *Higher education studies*, 3(1).

Corbin, L., and Bugden, L. (2018). Online teaching: The importance of pedagogy, place and presence in legal education. Legal Education Review, (28), pp. 1–21.

Crawford, I., Wang, Z. (2015). The effect of work placements on the academic performance of Chinese students in UK higher education. Teaching in Higher Education, 20(6), pp.569–586.

Cross, J., Hitchcock, R. (2007). Chinese students' (or students from China's) views of UK HE: Differences, difficulties and benefits, and suggestions for facilitating transition. The East Asian Learner, 3(2), pp.1–31.

Curle, S. et al. (2020). English in higher education:English medium instruction literature review.

Diao, X.Q. (2021). '翻转课堂在大学语文教学中的价值和实施.'[The Value and Implementation of Flipped Classroom in College Chinese Teaching]. Extracurricular Chinese. (15),pp.43-44.

Doiz, A., Lasagabaster, D. and Sierra, J.M. (2011). Internationalisation, multilingualism and English-medium instruction. World Englishes, 30(3), pp.345–359.

Edney, K., Rosen, S. and Zhu, Y. (2020). *Soft power with Chinese characteristics : China's campaign for hearts and minds* . Abingdon, Oxon;: Routledge. pp.25-44.

Entz, S. (2007). Why pedagogy matters: the importance of teaching in a standards-based environment. *Forum on Public Policy*.

Fenton-Smith, B. (2018). English medium instruction in higher education in Asia-Pacific : from policy to pedagogy . Cham, Switzerland: Springer.pp.21-36.

Gao, C.Y. (2021). '高校学生思想特点和思想政治教育方法研究'.[Research on the characteristics of students' thoughts and ideological and political education methods in colleges and universities]. Journal of HUBEI Open Vocational College, 34(15), pp.73-75.

Gaulee, U. (2020). *Rethinking education across borders: emerging issues and critical insights on globally mobile students.* Singapore: Springer. pp.141-153.

Guo, Y. et al. (2021). Internationalization of Chinese Higher Education: Is It Westernization? *Journal of studies in international education*, p.102831532199074–.

Guo, S. and Guo, Y. (2016). *Spotlight on China: Chinese Education in the Globalized World*. Rotterdam: Birkhäuser Boston. pp.19-106.

Han, C. and Tong, Y. (2021). Students at the Nexus between the Chinese Diaspora and internationalization of higher education: the role of overseas students in China's strategy of soft power British journal of educational studies, pp.1–20.

Hesser, G. (Ed.). (2013). Strengthening experiential education: A new era. Mt. Royal, NJ: National Society of Experiential Education.

Heng, T.T. (2017). Voices of Chinese international students in USA colleges: 'I want to tell them that ... '. *Studies in higher education (Dorchester-on-Thames)*, 42(5), pp.833–850.

Heng, T.T. (2019). Understanding the Heterogeneity of International Students 'Experiences: A Case Study of Chinese International Students in U.S. Universities. *Journal of studies in international education*, 23(5), pp.607–623.

Holmes, B., (1965). Problems in Education: a Comparative Approach. Routledge and Kegan Paul, London.

Hu, L. (2013). English-medium instruction in Chinese higher education: a case study. Higher education, 67(5), pp.551–567.

Hu, G. and Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher education*, 67(5), pp.551–567.

Hu, Z. F. and Song, J. W. (2022). '"项目任务驱动+线上线下混合"教学法在"网络营销"课程中的应用. '[The application of 'project task-driven + online and offline hybrid' teaching method in the course of 'Internet Marketing']. *Journal of Shaoxing College of Arts and Sciences (Education Edition)* , (02), pp.87-92.

Huang, R. and Turner, R. (2018). International experience, universities support and graduate employability - perceptions of Chinese international students studying in UK universities. *Journal of education and work*, 31(2), pp.175–189.

Hyehyun Hong, Suman Lee and Qianqian Tian. (2020). The Influence of International Education Experience on Host Country-Related Outcomes: An Analysis of Chinese Students 'Relationships with South Korean Universities. *Sustainability (Basel, Switzerland)*, 12(9703), p.9703–.

Ismailov, M., Chiu, T. K. F., Dearden, J., Yamamoto, Y., & Djalilova, N. (2021).Challenges to internationalisation of university programmes: A systematic thematic synthesis of qualitative research on learner-centred english medium instruction (emi) pedagogy. *Sustainability (Basel, Switzerland)*, 13(22), p.12642–.

Jing, H.F., Wang, J.F. and Zhang, Y. (2021). '高校经济管理类专业课程思政元素及教学路径分析.'[Analysis of Ideological and Political Elements and Teaching Path of Economic Management Specialty Course in Colleges and Universities]. Shaanxi Education (Higher Education), (06), pp.45-46.

Kettle, M. (2017). *International Student Engagement in Higher Education: Transforming Practices, Pedagogies and Participation*. Bristol, Blue Ridge Summit: Multilingual Matters, pp.116-142.

Larbi, F. O., Zaoming, M., Xianzhe, C., & Yating, H. (2020). The financial strategies and approaches of Chinese Government towards the internationalization of higher education in China. *Amfiteatru Economic*, *22*(53), pp. 179–196

Li, F. and Fu, H. (2020). Study on College English Teaching Based on the Concept of Ideological and Political Education in All Courses. *Creative education*, 11(7), pp.997–1007.

Li, M. (2010). '浅析任务驱动型教学法在大学英语教学中的应用.' [An analysis of the application of "task-driven" teaching method in college English teaching]. *Science & Technology Information*, (10). pp.587.

Li, J. (2018). *Conceptualizing Soft Power of Higher Education : Globalization and Universities in China and the World* . 1st edition.. Singapore: Springer Singapore. pp.189-210.

Liu, F.R. (2021). '《工程流体力学》课程全面深化教学改革研究.' [A study on the comprehensive deepening teaching reform of the course <Engineering Fluid Mechanics>]. *Becoming Talented*, (12), pp. 59-60.

Liu, W. (2021). The Chinese definition of internationalisation in higher education. *Journal of higher education policy and management*, 43(2), pp. 230–245.

Liu, H. and Metcalfe, A.S. (2016). Internationalizing Chinese higher education: A glonacal analysis of local layers and conditions. *Higher education*, 71(3), pp.399–413.

Liu, T. and Willis, K. (2021). Cut and paste pedagogy?: Academic mobility, teaching practices and the circulation of knowledge. *Geoforum*, 119, pp.11–20.

Lovett, K. (2020). Diverse pedagogical approaches to experiential learning multidisciplinary case studies, reflections, and strategies. Cham: Palgrave Macmillan. pp.1-11.

Loughran, J. (2013). Pedagogy: Making Sense of the Complex Relationship Between Teaching and Learning. *Curriculum Inquiry*, *43*(1), pp.118–141.

Lv, Z. S., Wu, B., Liu, M. H., & Zhang, W. X. (2021). '高等教育国际化背景下专业课英语授课的实证研究——基于清华大学的案例调查.'[An empirical study of English language teaching in professional courses in the context of internationalization of higher education - a case study based on Tsinghua University]. *Tsinghua University Educational Research* , (06), pp.118-128.

Ma, Z. and Li, L. (2013) 提问式教学法在"思想道德修养与法律基础"课中的运用探究 [Research on the application of problem-posing pedagogy in the course of "Ideological and Moral Cultivation and Legal Foundation"]. Journal of Ideological and Theoretical Education Guide, 170(2), pp. 95-99.

Ma, W. and Yue, Y. (2015). Internationalization for quality in Chinese research universities: Student perspectives. *Higher education*, 70(2), pp.217–234.MOOC

Mingyue, G. (2013). Curriculum reform in China: Changes and challenges. Yin, Hong-Biao, and Lee, John Chi-Kin (Eds.). New York: Nova Science Publishers, 2012. 265 pp., (hardcover), $148.50, ISBN 976-1-61470-943-5. Frontiers of education in China, 8(4), pp.631–634.

Ministry of Education of the People's Republic of China. (2001). 关于加强高等学校本科教学工作提高教学质量的若干意见. [Guidelines for Strengthening College Undergraduate Programs and Enhancing the Quality of Instruction].

http://www.moe.gov.cn/s78/A08/gjs_left/s5664/moe_1623/201001/t20100129_88633.html

Ministry of Education of the People's Republic of China. (2014). 教育部关于全面深化课程改革落实立德树人根本任务的意见. [Ministry of Education on Comprehensively Deepening Curriculum Reform Opinions on Implementing the Fundamental Task of Establishing a Moral Education]. http://www.moe.gov.cn/srcsite/A26/jcj_kcjcgh/201404/t20140408_167226.html

Ministry of Education of the People's Republic of China. (2016). 推进共建'一带一路'教育行动的通知. [Notice on Promoting the Joint Construction of One Belt And One Road Education Action].

http://www.moe.gov.cn/srcsite/A20/s7068/201608/t20160811_274679.html

Ministry of Education of the People's Republic of China. (2021). 教育部办公厅关于开展课程思政示范项目建设工作的通知. [Notice of the General Office of the Ministry of Education on the Construction of Ke Cheng Si Zheng Demonstration Projects].

http://www.moe.gov.cn/srcsite/A08/s7056/202103/t20210322_521681.html

Murphy, P. (2008). Defining Pedagogy. In K. Hall, P. Murphy and J. Soler (Eds.), *Pedagogy and Practice: Culture and Identities,* (pp. 28-39). UK: The Open University and SAGE

Nye, J. S. (2005). The rise of China's soft power. *Wall Street Journal Asia,* (29), pp.6–8.

Pan, L. (2017). '基于 MOOC 的翻转课堂教学模式在跨学科课程中的实践研究——以《社交网络应用基础》为例.'[A study on the practice of MOOC-based flipped classroom teaching model in an interdisciplinary course: the example of 'Fundamentals of Social Networking Applications'].

Talent, (15), pp. 165.

Perrin, S., Wang, Y. (2022). The Impact of 'Western Teaching Practices' on Chinese Language Teachers Working in EMI Institutions in China: Perspectives, Application and Evaluation. In: Lock, D., Caputo, A., Hack-Polay, D., Igwe, P. (eds) Borderlands. Springer, Cham. https://doi-org.manchester.idm.oclc.org/10.1007/978-3-031-05339-9_5

Philip, & Garcia, A. D. (2013). The importance of still teaching the iGeneration: New technologies and the centrality of pedagogy. *Harvard Educational Review*, *83*(2), pp. 300–319. *MOOCMOOC*

Qun, G. and Wanjin, M. (2007). China's New National Curriculum Reform: Innovation, challenges and strategies. Frontiers of education in China, 2(4), pp.579–604.

Ran, H.(2020).情景体验式教学法在大学心理学课教学中的应用[The application of situational experiential teaching method in college psychology teaching]. The monthly psychological issue, (07), pp.58.

Rose, H & Galloway, N (2019) Global Englishes for Language Teaching. Cambridge University Press.

Rose, H, McKinley, J, Xu, X & Zhou, S (2020) Investigating policy and implementation of English medium instruction in higher education institutions in China. London: British Council.

Schendel, McCowan, T., Rolleston, C., Adu-Yeboah, C., Omingo, M., & Tabulawa, R. (2020). Pedagogies for critical thinking at universities in Kenya, Ghana and Botswana: the importance of a collective 'teaching culture. *Teaching in Higher Education*, pp. 1–22.

Schleicher, A., (2018). Making education reform happen. World Class: How to Build a 21st Century School System. OECD, Paris.MOOC

Shuai, L.H. (2023). '体验式教学法在组织行为学教学中的应用研究.'[A study on the application of experiential pedagogy in the teaching of organizational behavior]. *Modern vocational education,* (04),29-32.

Singh, R. and Ramdeo, S. (2020). Case Study Teaching and Learning. In Leading Organizational Development and Change. Cham: Springer International Publishing, pp. 471–481.

Shah, R.K. and Campus, S. (2021). Conceptualizing and Defining Pedagogy. *Journal of Research &Method in Education*, 11(1), pp.6-29.

Spencer-Oatey, H. (2007). E-Learning initiatives in China: pedagogy, policy and culture. Hong Kong: Hong Kong University Press. pp.3-10.

Strang, K.D. (2013). University accreditation and benchmarking: Pedagogy that increases student achievement. *International Journal of Educational Research*, (62), pp. 210–219.

Stockhammer, P.W. (2012). *Conceptualizing Cultural Hybridization : A Transdisciplinary Approach*. P. W. Stockhammer, ed. Berlin, Heidelberg: Springer Berlin Heidelberg. pp.5-25.

Tan, J., Choo, S., Kang, T., Liem, G., (2017). Educating for twenty-first century competencies and future-ready learners: research perspectives from Singapore. Asia Pacific J. Educ, 37 (4), pp.425– 436.

Tang, X.H., Wang, T.T. (2011). 高校政治理论课课堂讨论教学技巧探究 [Research on classroom discussion teaching techniques in political theory courses in colleges and universities]. Journal of National Academy of Education Management. 72(4), pp. 72-75.

Tian, N. and Chen, M.L. (2020). '新时代高校学生思想行为特点研究'. [A Study on the Ideological and Behavioral Characteristics of College Students in the New Era]. *Student work*, (20), pp. 177-179.MOOC

Wang, L., Wu, Y., Ye, S. (2012). 应用型本科院校市场营销专业任务驱动教学法的实践及启示. [Practice and Enlightenment of Task-Driven Teaching Method for Marketing Major in Applied Undergraduate Colleges]. Journal of Kaifeng Institute of Education. 32(2), pp.53-56

Wang, X.-M. and Hwang, G.-J. (2017). A problem posing-based practicing strategy for facilitating students 'computer programming skills in the team-based learning mode. Educational technology research and development, 65(6), pp.1655–1671.

Wang, K.T., Wei, M. and Chen, H.-H. (2015). Social Factors in Cross-National Adjustment: Subjective Well-Being Trajectories Among Chinese International Students. *The Counseling psychologist*, 43(2), pp.272–298.

Wang, J.X. and Wang, H.H.(2020).'体验式教学法在大学法学类课程中的运用.'[The application of experiential teaching method in university law courses]Journal of Inner Mongolia Normal University (Education Science Edition), 33.(05), pp.151-156.

Wang, Y.J. and Wu, C.L. (2021). '浅谈案例教学法在线性代数中的应用.'[On the application of case teaching method in linear algebra]. China New Communications, 23(06), pp.206-207.

Wang, X.Q., Han, F., Gong, T.W. (2014). '基于翻转课堂的企业管理研究性教学模式及策略.'[Research Teaching Model and Strategy of Enterprise Management Based on Flipped Classroom]. China's trade, (02), pp.182-183.

Wang-Dufil, C. and Hari, A. (2023). Being 'top-ranked' without 'causing troubles': Comparing federal and provincial immigration pathways for Chinese international students in Canada. *International migration*, 61(2), pp.226–240.

Wen, X.F. (2004). '我对人文教学的理解.'[My understanding of humanist education]. *Zhongguo daxue jiaoyu,* (09), pp.21-23.

Wu, C.L. (2021). '基于学生需求的"大学英语"慕课内容构建研究.'[A study on the construction of content for the "English for University" catechism based on students' needs]. *Heilongjiang Education (Theory & Practice)*, (6), pp. 86-87.

Xu, L.N., Zhang, J., Jiawudati, AY. (2021). 高校课堂讨论式教学模式研究 [Research on discussion-based teaching model in college classrooms]. Journal of Science & Technology Vision, 26(15), pp. 37-38.

Xu, X. (2020). China 'goes out' in a centre–periphery world: Incentivizing international publications in the humanities and social sciences. *Higher education*, 80(1), pp.157–172.

Xu, X. (2021). A policy trajectory analysis of the internationalisation of Chinese humanities and social sciences research (1978–2020). *International journal of educational development*, (84), p.102425–.

Xue, W. (2021). '数字时代的高校教育模式创新路径探索——评《幕客：互联网+教育时代的学习革命》.' [Exploring the innovation path of university education model in the digital era - Review of "Makuhari: A Learning Revolution in the Internet+ Education Era]. *China Sciencepaper*, 16(10), pp.1158.

Yang, H.L. and Ke, J.L. (2021). '高校文科线上线下混合教学的路径探索——基于知识分类的视角.'[Exploring the pathway of online and offline hybrid teaching of liberal arts in higher education - based on the perspective of knowledge classification]. *Journal of Mudanjiang College of Education*. (10), pp. 75-77.

Yang, H. M. (2021). '课程思政与高校英语课程的融合研究.' **[**A Study on the Integration of "Curriculum Ideological and Political Education" and College EMI Courses]. *Education and Teaching Forum,* (52), pp.109-112.

Yang, R. (2005). Internationalizing Chinese Higher Education: A Case Study of a Major Comprehensive University. In: Ninnes, P., Hellstén, M. (eds) Internationalizing Higher Education. CERC Studies in Comparative Education, vol 16. Springer, Dordrecht. https://doi-org.manchester.idm.oclc.org/10.1007/1-4020-3784-8_6

Yang, L. (2020). '非英语专业硕士研究生课程全英语教学模式改进初探.'[A preliminary study on the improvement of the all-English teaching model for non-English majors]. Education and Teaching Forum, (31), pp.232-233.

Yang, Q., Cai, S. and Wang, X. (2021). '基于慕课的高校思政课混合式教学模式特点探究.' [Exploring the characteristics of the blended teaching mode of university Civic Science course based on MOOCs]. *The Science Education Article Collects*, (31), pp. 55-57.

Yang, S.J., (2019). '高校"中国特色社会主义民主"示范课堂的探索与实践.'[Exploration and practice of "socialist democracy with Chinese characteristics" demonstration class in colleges and universities]. Heilongjiang Education (Theory and Practice), (06), pp.11-13.

Yi, R. and Wang, C. (2021). '慕课在高校思想政治理论课中的应用与反思' [The Application and Reflection of MOOC in the Ideological and Political Theory Course of Universities]. *Modern Communication*, (23), pp. 45-46.

Young, M., & Lucas, N. (1999). Pedagogy in further education: new contexts, new theories and new possibilities. In P. Mortimore (Ed.), *Understanding pedagogy and its impact on learning* (pp. 98-114). SAGE Publications Ltd.

Zhang, B.G., Wang, X. D. and Song, W. (2021). '我国课程思政领域研究热点及通识教育实践研究.'[Curriculum-based ideological and political education: research focuses and its application in liberal education]. Journal of Shandong University of Technology (Social Science Edition), 37(04), pp.2-107.

Zhang, C. (2022). Strategy of Course Ideological and Political Teaching Based on Task-driven Teaching Method: Taking Introduction to Art Course as an Example. Journal of Contemporary Teacher Education. 2022(03), pp:89-93.

Zhang, R. (2018). '"问题解决"教学法在数值分析教学中的应用研究.'[A study on the application of "problem solving" teaching method in teaching numerical analysis]. *Journal of Higher Education,* (24), pp.127-129.

Zhang, R. Y. (2021). '马克思主义基本原理概论课程数字教学模式探究.' [Exploration on Digital Teaching Model in the Course of Introduction to the Basic Principles of Marxism: Taking D University as an Example]. *Education and Teaching Forum*, (31), pp. 120-123.

Zhang, Y.Y. (2018). '高校思想政治理论课教学法探析'.[A Probe into the Teaching Method of Ideological and Political Theory in Colleges and Universities]. *Journal of Jiamusi Vocational Institute*, (9), pp. 188.

Zheng, C.F. and Yang, Y. (2016). '商务本科全英语教学人才培养模式的构建与实践.'[Construction and practice of all-English training mode for business undergraduate student]. Beijing Education (Higher Education), (Z1), pp.107-109.

Zhong, L. (2023). '慕课背景下如何构建现代汉语教学模式.'[How to build a modern Chinese teaching model in the context of catechism]. *Journal of Heilongjiang Institute of Teacher Development*, (01), pp.61-63.

Zhou, H, and Li, J.J. (2021). '产教融合背景下大学品牌课程建设策略研究——以管理学慕课为例.' [The Promotion Strategy Research of Brand Course Construction on the Integration of Industry and Education Theory—— Taking the Management MOOC as Example]. *Journal of Tianjin Academy of Educational Science*, (04), pp. 86-91.

Zhou, X. (2019). '全球化背景下供应链管理课程全英语教学探索——以上海海关学院为例.'[An English teaching exploration of supply chain management under the background of globalization—take Shanghai Customs College as an example]. Foreign economic and trade, (10), pp.127-129.

Zhu, M. J. (2002). 理解新课改:与实施对话 [Understanding New Curriculum: Dialogue with Implementers.]. Beijing: Beijing Normal University Press.

Zhu, J. and Liu, S. (2016). Internationalization of Humanities Disciplines in Chinese Higher Education. *International Journal of Chinese Education*, 5(1), pp.41–57.

Zhu, Y. J. and Yao, Z. F. (2021). '基于慕课的'翻转课堂' 教学模式在经济法课程中的应用.' [The application of 'flipped classroom' teaching model in economic law course based on MOOC]. *Old Brand Marketing*, (7), pp. 127-128.

Appendix: List of reviewed texts

Number	Author	Tittle	Language
1	Lu, Z.W. (2021).	公安院校思政课案例教学的应用——以"毛泽东思想和中国特色社会主义理论体系概论"课为例. '[The Application of Case Teaching in Civics and Political Science Courses in Public Security Colleges and Universities - An Example of "Introduction to Mao Zedong Thought and Socialist Theory System with Chinese Characteristics].	Chinese
2	Zhao,S.K.（2021）.	'应用型人才培养的案例教学法优化研究——以昭通学院行政管理专业为例. '[Study on the Optimization of Case Teaching Method for the Cultivation of Applied Talents - An Example of Administrative Management Major in Zhaotong College].	Chinese
3	Zhang, R. (2021).	'试探案例教学法在法学教学中的应用路径——以侵权法教学为例.'[Experimenting with the application of case teaching method in law teaching - taking the teaching of tort law as an example].	Chinese
4	Zhang,M.M.(2021).	'论思想政治理论课案例教学的原则与限度.'[On the principles and limits of case teaching in ideological and political theory courses].	Chinese

5	Wu,S. (2021).	案例教学法在经济课程双向交流教学模式中的研究.'[A Study of the Case Study Method in a Two- way Communication Teaching Model for Economics Courses].	Chinese
6	Shan, F.F. (2021).	'新形势下推动 MPA 案例教学的挑战与思考.'[Challenges and Reflections on Promoting MPA Case Teaching in the New Situation].	Chinese
7	Jin, L., Zhou, X.M., and Zhang, J. (2020).	'案例教学法在我国 MBA 教育中的应用现状及问题探析——基于教与学双视角的问卷调查与访谈数据.'[The current situation and problems of the application of the case teaching method in China's MBA education: A questionnaire survey and interview data based on both teaching and learning perspectives].	Chinese
8	Li, C., Qu, D.W., and Meng, W, J.(2019).	'案例教学法在专业课"课程思政"中的应用.'[The application of case study teaching method in the professional course "Curriculum Civics].	Chinese
9	Xiang, J. J. and Chen, W. (2018).	高校案例教学中教师角色错位问题研究' [A study on the misplaced role of teachers in case teaching in higher education].	Chinese
10	Zheng, C. J.(2018).	'试论高校逻辑学课程的案例教学.'[Experimenting with the teaching of cases in university logic courses].	Chinese

11	Wang, Y. Y. (2017).	浅谈案例教学法在物流管理教学中的运用.'[The use of case teaching method in the teaching of logistics management].	Chinese
12	Li, Y. L. (2016).	公共管理教学中案例教学法的理论与实践研究.'[A theoretical and practical study of the case method in public management teaching].	Chinese
13	Deng, X. M., Zuo, K. R., and Sun, Y. J. (2015).	'工商管理专业案例教学质量学生满意度探讨——基于一项案例教学实践调查.'[Exploring Student Satisfaction with the Quality of Case Teaching in Business Administration - Based on a Case Teaching Practice Survey].	Chinese

14	Chen, H. R. (2014).	案例教学的方法论基础——以公共管理教学为例.'[Methodological foundations of case teaching - the example of teaching public administration].	Chinese
15	Ma, D. H. (2014).	'论公安情报分析的案例研究与教学.'[On the Case Study and Teaching of Public Security Intelligence Analysis].	Chinese
16	Zhang, Y. Y.	体验式教学在高校市场营销专业教学中的应用研究.'[Research on the application of experiential teaching in the teaching of marketing in universities].	Chinese

		(2 0 2 1).		
17	Wang, J. G. (2021).	'体验式教学在大学思想政治理论课中的实践. '[The practice of experiential teaching in university ideological and political theory courses].	Chinese
18	Liu, X. (2021).	'体验式教学理论在高校英语教学中的应用现状研究. '[A study on the current situation of the application of experiential teaching theory in the teaching of English in colleges and universities].	Chinese
19	Li, H. X. (2021).	'体验式教学在高职市场营销专业教学中的应用探索. '[Exploring the application of experiential teaching in the teaching of marketing in higher education].	Chinese
20	Wang, Y. D., Jin, Y. X., Cheng, L. (2021).	'互联网+"组织行为学体验式教学研究. '[Internet+" Experiential Teaching in Organizational Behaviour].	Chinese
21	Zhou, Y. (2020).	'中国近现代史纲要"体验式教学逻辑与意义赜探. '[Exploring the logic and meaning of experiential teaching in "Outline of Modern Chinese History].	Chinese

22	Li, E. M. (2020).	'体验式教学在高校思想道德修养与法律基础中的应用．'[The application of experiential teaching in the foundation of ethics and law in universities].	Chinese
23	Zhou, D. C. (2020).	体验式教学模式在《公共管理学》课程中的应用．'[The application of experiential teaching model in the course "Public Administration].	Chinese
24	Peng, J. Y. (2019).	《新媒体营销》课程的体验式教学模式探索与研究．'[Exploration and research on the experiential teaching model of the course "New Media Marketing] .	Chinese
25	Wang, R. L. (2019).	体验式教学方法在高职思政教育中的作用和实践．'[The role and practice of experiential teaching methods in higher education Civic Education].	Chinese
26	Ma, Q. L. and Jian, Y. Q. (2019).	'一流学科"背景下商法教学改革研究——以体验式教学为切入点．'[A study on the reform of commercial law teaching in the context of "first- class academic discipline"--Taking experiential teaching as an entry point].	Chinese
27	Cao, H. M. (2019).	'体验式教学在大学英语精读课教学中的应用研究．'[A study on the application of experiential teaching in the teaching of intensive reading in university English].	Chinese

28	Jiang, J. (2019).	'互联网+背景下大学英语体验式教学的开展. '[The development of experiential teaching of English in universities in the context of Internet+].	Chinese
29	He, J. (2019).	'体验式教学在高职思想政治理论课中的实践与探索——以天津电子信息职业技术学院为例. '[Practice and Exploration of Experiential Teaching	Chinese
		in Higher Vocational Ideological and Political Theory Course--Tianjin Electronic Information Vocational Technology College as an Example].	
30	Dong, Y. (2018).	'体验式教学在市场营销学教学中的运用. '[The use of experiential teaching in the teaching of marketing].	Chinese
31	She, S. H. (2012).	'关于思想政治理论课体验式教学的思考. '[Reflections on experiential teaching in ideological and political theory courses].	Chinese
32	Yang, T. Z., and Wang, J. Z. (2011).	'体验式教学在市场营销学教学中的应用. '[The application of experiential teaching in the teaching of marketing].	Chinese
33	Chen, An. T.	'体验式教学模式在高校思想政治理论课中的运用. '[The use of experiential teaching model in ideological and political theory courses in universities].	Chinese

	(2 0 1 0) .		
34	Tang, H. L. and Wang, M. M. (2022).	'红色体验式教学在高校思政课教学中的运用. '[The use of red experiential teaching in the teaching of Civics in colleges and universities].	Chinese
35	Wang, Y. X. (2021).	'民族地区高校商科类课程体验式教学质量监控与评价体系构建研究——以吉首大学为例. '[A Study on the Construction of Experiential Teaching Quality Monitoring and Evaluation System for Business Courses in Universities in Ethnic Regions-- Jishou University as an Example].	Chinese
36	Luo, Q. F. (2021).	'基于游客角色的旅游管理专业体验式教学模式创新研究. '[Innovative research on the experiential teaching mode of tourism management majors based on the role of tourists].	Chinese
37	Zhang, W. W., Bo, L., Wang, Y. Y., Wang, S. L., Liu, Z. J. and Kang. P (2021).	'基于体验式教学的经管类课程教学改革探索——以"金融市场与金融机构"课程为基础. '[Exploring the Teaching Reform of Economics and Management Courses Based on Experiential Teaching - Based on "Financial Markets and Financial Institutions" Course].	Chinese

38	Gao, C. H. (2020).	'高校金融学课程中体验式教学策略.'[Experiential teaching strategies in finance courses in higher education].	Chinese
39	Zhu, Y. P. (2020).	'新时代高校思想政治理论课采纳体验式教学的机理分析.'[An analysis of the mechanism of adopting experiential teaching in the ideological and political theory courses of universities in the new era].	Chinese
40	Bai. J. L. (2019).	'浅析体验式教学在市场营销教学中的运用.'[An analysis of the use of experiential teaching in marketing teaching].	Chinese
41	Hu, Y. S. (2019).	'浅论高校军事理论课体验式教学模式的构建.'[The construction of experiential teaching mode of military theory course in colleges and universities].	Chinese
42	Zhao, X. and Cui, S. D. (2018).	'关于高校思想政治课体验式教学模式的实践与探索.'[Practice and exploration on the experiential teaching mode of ideology and politics courses in colleges and universities].	Chinese
43	Zhao, C. J. and Li, H. T. (2018).	'新媒体背景下高校思政课"课内外一体化"体验式教学模式的构建.'[The construction of "integrated teaching mode inside and outside the classroom" of Civic Studies in universities under the background of new media].	Chinese

44	Yuan, H. J., Yang, Y. S. and Li, X. G. (2018).	'高校思想政治理论课开展主体体验式教学的现实诉求及对策分析. '[Analysis of the realistic demands and countermeasures of carrying out subject experiential teaching in ideological and political theory courses in higher education].	Chinese
45	Ding, J (2016).	'高职思政课体验式教学模式的实践探索. '[Practical Exploration of Experiential Teaching Mode in Higher Vocational Civics Course].	Chinese
46	Guo, Q. Y. and Li, Y. D. (2011).	'基于能力的人力资源管理课程体验式教学体系的研究与实践. '[Research and Practice of Competency-based Experiential Teaching System for Human Resource Management Courses].	Chinese
47	Zhang, T. L., Li, X. L. and Hu, R. (2008).	'大学英语体验式教学的教育原理探究. '[Exploring the educational principles of experiential teaching of English at university].	Chinese
48	Chen, L. H. (2022).	'体验式教学模式在高校日语教学中的应用. '[The application of experiential teaching model in Japanese language teaching in universities].	Chinese
49	Wang, Y. J. and Zhang, W. F. (2022).	'"人力资源管理"课程体验式教学方法研究. '[A study of experiential teaching methods in "Human Resource Management" course].	Chinese
50	Alhazzani, N. (2020).	MOOC's impact on higher education.	English

51	Zhu, Y. J. and Yao, Z. F. (2021).	'基于慕课的'翻转课堂' 教学模式在经济法课程中的应用.' [The application of 'flipped classroom' teaching model in economic law course based on MOOC].	Chinese
52	Zhou, X. (2019).	'全球化背景下供应链管理课程全英语教学探索——以上海海关学院为例 .'[An English teaching exploration of supply chain management under the background of globalization—take Shanghai Customs College as an example].	Chinese
53	Zhou, H, and Li, J.J. (2021).	'产教融合背景下大学品牌课程建设策略研究——以管理学慕课为例.' [The Promotion Strategy Research of Brand Course Construction on the Integration of Industry and Education Theory——Taking the Management MOOC as Example].	Chinese
54	Zheng, C.F. and Yang, Y. (2016).	'商务本科全英语教学人才培养模式的构建与实践 .'[Construction and practice of all-English training mode for business undergraduate student].	Chinese
55	Zheng, C.J. (2018).	. '试论高校逻辑学课程的案例教学法.'[On the Case Teaching Method of Logic Course in Colleges and Universities]	Chinese
56	Zhang, R. Y. (2021).	'马克思主义基本原理概论课程数字教学模式探究 .' [Exploration on Digital Teaching Model in the Course of Introduction to the Basic Principles of Marxism: Taking D University as an Example].	Chinese

57	Yang, H. M. (2021).	'课程思政与高校英语课程的融合研究.' [A Study on the Integration of "Curriculum Ideological and Political Education" and College EMI Courses]	English
58	Yi, R. and Wang, C. (2021).	'慕课在高校思想政治理论课中的应用与反思' [The Application and Reflection of MOOC in the Ideological and Political Theory Course of Universities].	Chinese
59	Yang, Q., Cai, S. and Wang, X. (2021).	'基于慕课的高校思政课混合式教学模式特点探究.' [Exploring the characteristics of the blended teaching mode of university Civic Science course based on MOOCs].	Chinese
60	Yang, L. (2020).	'非英语专业硕士研究生课程全英语教学模式改进初探.'[A preliminary study on the improvement of the all-English teaching model for non-English majors].	Chinese
61	Yang, H.L. and Ke, J.L. (2021).	'高校文科线上线下混合教学的路径探索——基于知识分类的视角.'[Exploring the pathway of online and offline hybrid teaching of liberal arts in higher education - based on the perspective of knowledge classification].	Chinese

62	Xue, W. (2021).	'数字时代的高校教育模式创新路径探索——评《幕客：互联网+教育时代的学习革命》.' [Exploring the innovation path of university education model in the digital era - Review of "Makuhari: A Learning Revolution in the Internet+ Education Era].	Chinese
63	Wu, S. (2021).	'案例教学法在经济课程双向交流教学模式中的研究.'[Study on case teaching method in two-way communication teaching mode of economic course].	Chinese
64	Wu, C.L. (2021).	'基于学生需求的"大学英语"慕课内容构建研究.'[A study on the construction of content for the "English for University" catechism based on students' needs].	Chinese
65	Wang, X.Q., Han, F., Gong, T.W. (2014).	'基于翻转课堂的企业管理研究性教学模式及策略.'[Research Teaching Model and Strategy of	Chinese

		Enterprise Management Based on Flipped Classroom].	
66	Wang, X.-M. and Hwang, G.-J. (2017)	A problem posing-based practicing strategy for facilitating students 'computer programming skills in the team-based learning mode.	English
67	Tian, Y., Sun, Y.J., Zhang, L.J., Qi, W.Q. and Ding, B.Y. (2022).	Research on MOOC Teaching Mode in Higher Education Based on Deep Learning.	English

68	Tan, J. (2019).	'翻转课堂教学法在"特色示范课堂"中的应用研究 ——以广西民族大学"反不正当竞争法"课堂为例.' [A Study on the Application of Flipped Classroom Teaching Approach in "Characteristic Demonstration Class":A Case Study of the "Anti-unfair Competition Law" Course of Guangxi University for Nationalities]	Chinese
69	Spencer-Oatey, H. (2007)	.E-Learning initiatives in China: pedagogy, policy and culture.	English
70	Shi, X.W. (2021).	'慕课教学在高校经济管理专业中的应用分析.' [Analysis of the application of MOOC in economic management in universities].	Chinese
71	Qiao, H.J. (2022).	'高校在线教学的探索与实践——以法学专业课程为例.' [Exploration and Practice of Online Teaching in Higher Education - A Case Study of Law Courses].	Chinese
72	Pu, B.L. and Zhang, Y. (2021).	'课程思政"的混合式教学探索与实践——以酒店管理专业"宴会设计与管理"为例.'[Exploration and practice of blended-teaching of curriculum ideology	Chinese
		and politics--taking banquet design and management as an example].	
73	Porter, S. (2015).	*To MOOC or Not to MOOC : How Can Online Learning Help to Build the Future of Higher Education?,*	English

74	Liu, X.J. (2021).	'翻转课堂在高校英语教学中的模式研究.' [Research on Flipped Classroom Model in College English Teaching].	Chinese
75	McClure, M.W. (2016).	Investing in MOOCs: 'Frenemy' Risk and Information Quality.	English
76	Liu, C. (2020).	The adoption of e-learning beyond MOOCs for higher education.	English
77	Li, F. and Fu, H. (2020).	Study on College English Teaching Based on the Concept of Ideological and Political Education in All Courses.	English
78	Li, F.P. and Li, Q. (2020).	Strategies of Native Culture Integration in College English Teaching Based on 'English of Chinese Ethics and Culture in All Courses.	English
79	Li, F.P. and Guan, C. (2020).	The Integration of Socialist Core Values with College English Teaching under the Concept of 'Ideological and Political Theory Teaching in All Courses'.	English
80	Li, M.J. and Tu, J.J. (2021).	'基于慕课与翻转课堂的经管类专业实践教学探究.' [Exploring the practical teaching of economics and management based on catechism and flipped classroom].	Chinese
81	Li, H., Wu, C.N. and Lin, Y.C. (2021).	'会计专业课程慕课的现状及其应用评析——以中国大学慕课平台为例.' [Application of MOOCs in the core course teaching of accounting major—— case study of Chinese University MOOCs].	Chinese

82	Li, G. F. (2021).	'基于 MOOC 的高校英语翻转课堂教学模式探究.' [Research on the Flipped Classroom Teaching Mode of College English Based on MOOC].	Chinese
83	KEEN, M.F. (1990).	Objectivity and Pedagogy: 'Freire's Problem-Posing Model in Theory and Practice'.	English
84	Ji, L. And Qi, J.W. (2019).	'全英语课程的教学评价探究——以《外国税制》为例.'[Research on Teaching Evaluation of English-only Curriculum -- Taking Foreign Tax System as an Example].	Chinese
85	Hu, X.L. (2021).	'中国古代文学类课程翻转课堂教学模式的建构.' [Construction of Flipped Classroom Teaching Mode of Chinese Ancient Literature Course].	Chinese
86	Han, P.Y. (2020).	'高校翻转课堂与课程思政建设的耦合及协同策略.'[The coupling and collaborative strategy of flipped classroom and the construction of curriculum ideology].	Chinese
87	Green, L.S., Banas, J.R. and Perkins, R.A. (2017).	The flipped college classroom: conceptualized and re-conceptualized.	English
88	Diao, X.Q. (2021).	'翻转课堂在大学语文教学中的价值和实施.'[The Value and Implementation of Flipped Classroom in College Chinese Teaching].	Chinese
89	Chan	'一带一路"背景下国际贸易课程全英语教学探索.'[An English teaching exploration of international trade under the background of Belt and Road].	Chinese

		g , T . N . (2 0 2 1) .		
90	Cai, J.G. (2010).	'全英语教学可行性研究——对复旦大学"公共关系学"课程的案例分析.'[The Feasibility Study of EMI: A case analysis of public relation course of Fudan].	Chinese

91	Cheng, X., (2019).	'任务驱动教学法在中职《餐饮服务与管理》课堂教学中的应用研究.' [Research on the application of task-driven pedagogy in the classroom teaching of "Catering Service and Management" in secondary vocational schools].	Chinese
92	Ge, L.Y., (2020).	'基于支架教学法的对外汉语中级综合课教学设计.' [Teaching Design of Intermediate Comprehensive Course of Chinese as a Foreign Language Based on Scaffolding Teaching Method].	Chinese

93	Jin, Q.Q., Ding, X., Sheng, Q.L., (2018).	'教师如何变革教学——OECD 创新教学法"5C"框架探析.' [How teachers can transform teaching: An analysis of the "5C" framework of the OECD innovative pedagogy].	Chinese
94	Liu, H.M., (2016).	'任务驱动式案例教学法的构建与应用.' [Construction and application of task-driven case pedagogy].	Chinese
95	Tian, s.l., (2018).	'语文思维的问题表征思考研究.' [Research on Problem Representation Thinking in Chinese Thinking].	Chinese
96	Wang, B. (2019).	'任务驱动教学法在普通高校网球普修课中的应用研究.' [Research on the application of task-driven pedagogy in general college tennis courses].	Chinese
97	Wang, Z.L., (2014).	'系统学习与碎片式学习.'[System Learning and Fragmented Learning].	Chinese
98	Zhang, T. (2017).	Why do Chinese postgraduates struggle with critical thinking? Some clues from the higher education curriculum in China.	Chinese

99	Liu, Y.K. (2021)	'MOOC 教育背景下高校英语翻转课堂教学改革研究'[Research on Flipped Classroom Teaching Reform of College English under the Background of MOOC Education].	Chinese
100	Wang, K. and Zhu, C. (2019)	MOOC-based flipped learning in higher education: students' participation, experience and learning	English

		performance	
101	Wang, P. (2021)	'"慕课"背景下高校英语教学模式的创新策略研究'[Research on the innovation strategy of English teaching mode in colleges and universities under the background of "MOOC class"].	Chinese
102	Xu, M. (2021)	'"慕课"视阈下的高校思政理论课教学探究'[Exploring the Teaching of Civic Theory Classes in Universities under the Threshold of "MOOC"].	Chinese
103	Zhang, Q.Y.; Liu, M.Z.; Shen, L.; Tian, J.Q. and Wu, X. (2021)	'后疫情时代高校教学模式改革研究.'[On the Reform of Teaching Modes in the Post-pandemic Era].	Chinese
104	Hu, J. (2021).	'商务英语专业经济学慕课建设探索'[On the Development of Economics MOOC for Business English Majors].	Chinese
105	Li, M.J. and Tu, S.S. (2021)	'基于慕课与翻转课堂的经管类专业实践教学探究'[Exploring the Practical Teaching of Economics and Management Based on MOOC and Flipped Classroom].	Chinese
106	Wang, X.Q. and Shao, B.W. (2021)	'大学生心理健康翻转课堂教学模式研究'[A study on the flipped classroom teaching model for college students' mental health].	Chinese

107	Qi, H.K. and Li, J.J. (2020)	'大数据时代高校思政课创新研究'[Research on the Innovation of College Civics Course in the Era of Big Data].	Chinese
108	Wu, H. and Cheng, L.J. (2021)	'慕课时代下课程教学方法改革探究 ——以《意大利语语音基础》课程为例'[Exploring the reform of course teaching methods in the era of MOOCs --- Take the course "Italian Phonetics Foundation" as an example]	Chinese
109	Zhang, X. (2021)	'慕课混合教学模式在 开放英语教学中的应用研究 ——以"媒体辅助英语教学"在人文英语的教学为例'[The Application of MOOC Teaching Mode in Open English Teaching --The application of "media-assisted English teaching" in the teaching of humanities English as an example].	Chinese
110	Tang, Y.M. (2017)	'慕课环境下高校英语教学模式的转变'[The transformation of English teaching mode in colleges and universities under the MOOC environment].	Chinese
111	Qin, H.L. (2021)	'慕课背景下高校英语教师角色转型策略研究'[A Study on the Role Transformation Strategies of English Teachers in Universities in the Context of MOOC].	Chinese
112	Ye, D. (2021)	'慕课视角下高校英语的混合式教学模式探究'[Exploring the Blended Teaching Model of College English from the Perspective of	Chinese

		MOOC].	
113	Guan, Y.Z. and Jiang, R. (2021)	'我国对外汉语慕课的调查与思考'[Investigation and Reflections on Chinese as a Foreign Language MOOOC in China].	Chinese
114	Zhang, R.L. and Li, H.H. (2021)	'政治学与行政学专业慕课混合式教学模式的影响因素分析 ——以西南大学为例'[Analysis of the Influencing Factors of the Blended Teaching Model of Political Science and Administrative Science MOOC - A Case Study of Southwest University]	Chinese
115	Ma, T. and Wang, F.H. (2021)	'新文科背景下高校管理学混合式教学改革探索'[Exploring the reform of blended teaching of management in universities in the context of new liberal arts].	Chinese
116	Yan, L. and Wang, H.Y. (2021)	'新闻学专业在线开放课程互动模式探析'[Exploring the interactive mode of online open courses in journalism].	Chinese
117	Wang, J. (2021)	'混合式教学模式在高校思政课教学中的应用'[The application of blended teaching mode in the teaching of Civics and Political Science in colleges and universities]	Chinese

118	Zeng, X.J. (2021)	'翻转课堂与信息化教学的融合探究 ———以高校英语教学为例'[Exploring the integration of flipped classroom and information-based teaching -- - Taking English teaching in colleges and universities as an example]	Chinese
119	Hu, G.W. and Jun, L. (2014)	English-medium instruction in Chinese higher education: a case study	English
120	Zhou, X.Q., Li, H., and Ye, A.S. (2018)	'任务驱动式项目案例教学法在课程教学改革中的探索与实践' [Exploration and Practice on Task‐driven Project Case Teaching Method in Revolution of Course Teaching]	Chinese

121	Wang, L.，Wu Y.，and Ye, S. (2012)	'应用型本科院校市场营销专业任务驱动教学法的实践及启示'[Practice and Enlightenment on Task-driven Approach of Major in Marketing in Application-oriented Universities]	Chinese
122	Liu, W.Y. (2019)	'任务驱动教学法在金融营销教学中的研究与应用'[Research and application of task-driven teaching method in financial marketing teaching]	Chinese
123	Wang, S.M. (2016)	'高校思想政治理论课教学中任务驱动教学法运用研究' [Research on the application of task-driven pedagogy in the teaching of ideological and political theory courses in colleges and universities]	Chinese

124	Sun, Q.M. and Wang, L.L. (2021)	'任务驱动教学法在英语教学中的应用 ——以《琵琶行》英译本为例' [The application of task- driven pedagogy in English teaching——Taking the English translation of "Pipa Xing" as an example]	Chinese
125	Sun, Q.L. (2014)	'项目导入任务驱动教学法在互联网营销与管理专业教学中的应用'[The Application of the Pedagogy of Item Importation Based Task Driving in the Major of Internet Marketing]	Chinese
126	Wu, J.Q. and Liu, M. (2015)	'"任务驱动"法在高校翻转课堂中的应用研究——以"网络教育资源设计与开发"课程为例' [Research on the application of "task-driven" method in flipped classroom in colleges and universities——Taking the course "design and development of network educational resources" as an example]	Chinese
127	Zhang, X.L (2017)	'跨学科视域下的任务驱动 教学模式创新设计与实践 研究——以《现代教育技术教程》为	Chinese

		例'[The innovative design and practice of task driven teaching model in the interdisciplinary perspective -Taking the modern educational technology as a example]	
128	Wang, Y. (2011)	'任务驱动教学法在高等教育中的实践与策 略'[The Practice and Policy of Task Teaching in Higher Education]	Chinese

129	Ren, X.Z. (2013)	'高等学校管理类课程任务驱动教学法的框架设计'[Framework design of task-driven pedagogy for management courses in colleges and universities]	Chinese
130	Fan, Q. (2015)	'以"任务驱动教学法"为例探究在大学英语教学中渗透跨文化交际意识'[Taking "task-driven pedagogy " as an example to explore the penetration of cross-cultural communication awareness in college English teaching]	Chinese
131	Luo, L. and Liu, D.F. (2018)	'任务驱动式案例教学法在《金融与保险》课程中的研究与应用'[Research and application of task- driven pedagogy in the course of "Finance and Insurance"]	Chinese
132	Liu, L. and Li, S.N. (2020)	'任务驱动式案例教学法在市场营销学课程教学中的应用研究'[Research on the application of task- driven pedagogy in the teaching of marketing courses]	Chinese
133	Zhang, X.H. (2013)	'任务驱动式案例教学法应用实例'[Application example of task-driven pedagogy]	Chinese
134	Du, L.H. (2021)	'任务驱动教学法在商务英语专业课程教学中的运用——以综合英语课程为例' [The application of task-driven pedagogy in the teaching of business	Chinese
		English major courses——Taking the comprehensive English course as an example]	

135	Yuan, W.N. (2020)	'任务驱动教学法在本科英语课堂教学中的应用与实践研究' [Research on the application and practice of task-driven pedagogy in undergraduate English classroom teaching]	Chinese
136	Zhang, Y. (2016)	'任务驱动教学法在英语课堂教学中的应用研究' [Research on the application of task-driven pedagogy in English classroom teaching]	Chinese
137	Dai J.P. and Fang, J.	'在高等教育商务英语教学中的应用" 任务驱动教学法" 的应用的可行性' [The Feasibility of the Application of "Task-Driven Pedagogy" in Higher Education Business English Teaching]	Chinese
138	Fan, K. and You, W.J. (2018)	'基于任务驱动教学法和项目教学法的研究生课程教学探讨———以"电子商务研究专题"课程为例' [Discussion on Postgraduate Course Teaching Based on Task-Driven pedagogy and Project Teaching Method —Taking the course of "E-commerce Research Special" as an example]	Chinese
139	Ge, A.H. and Sun, L.Y. (2019)	'基于任务驱动法的市场调查与分析课程的教学探索' [Teaching exploration of market research and analysis course based on task-driven pedagogy]	Chinese

140	Zhao, H.Y. (2011)	'基于任务驱动的高师 《现代教育技术 》公共课教学的优化研究' [Research on optimization of public course teaching of "Modern Educational Technology" in higher normal schools based on task-driven pedagogy]	Chinese
141	Zhou, Y.M., Zhang, K.P., Wand, S.W., and Li, D.Y. (2020)	'混合教学模式下任务驱动式教学法在留学生教学中的应用———以土木工程专业汉语教学为例' [The application of task-driven pedagogy in the teaching of foreign students under the mixed teaching mode——Taking Chinese teaching for civil engineering majors as an example]	Chinese
142	Xu, L.L. (2016)	'"提问式教学法"在大学人文课程的应用和意义 ' [The application and significance of "problem- posing pedagogy" in university humanities courses]	Chinese
143	Zhang, J (2020)	'提问式教学法在大学世界中世纪史教学中的应用 ' [The application of problem-posing pedagogy in the teaching of world medieval history in universities]	Chinese
144	Liu, C.Y. (2019)	'高校思想政治理论课问题教学法效果提升研究'[Research on the improvement of the effect of problem posing pedagogy in ideological and political theory courses in universities]	Chinese

145	Du, J. (2020)	'应用型本科院校课堂教学方法改革研究' [Research on the Reform of Classroom Teaching Methods in Applied Undergraduate Universities]	Chinese
146	Ma, Z. and Li, L. (2013)	'提问式教学法在"思想道德修养与法律基础"课中的运用探究' [Research on the application of problem-posing pedagogy in the course of "ideological and moral cultivation and legal basis"]	Chinese
147	Liang, H.J. and Xu, L.L. (2010)	'提问式教学法在大学法语教学中的应用'[The application of problem-posing pedagogy in college French teaching]	Chinese
148	Li, X.G. (2011)	'提问式教学法在高校"马克思主义基本原理概论"课的有效运用探究' [Research on the effective application of problem-posing pedagogy in the course of "Introduction to the Basic Principles of Marxism" in colleges and universities]	Chinese
149	Dou, L.Y. and Wand, L.M. (2019)	'论"提问式"教学法在大学对分课堂的重要地位' [On the important position of "problem-posing pedagogy" in the university split classroom]	Chinese
150	Zhen, X.Y. (2015)	'论互动式教学法在高校思想政治理论课教学中的运用' [On the application of interactive teaching method in the teaching of ideological and political theory courses in universities]	Chinese

151	Li, F. (2019)	'问题式教学法在"思想道德修养与法律基础"课教学中的应用 —以大学生爱国主义教育为例' [The application of problem-posing pedagogy in the teaching of "Ideological and Moral Cultivation and Legal Foundation"——Taking the patriotism education of college students as an example]	Chinese
152	Zhang, J. (2020)	'基于主动式教学视角的马克思主义基本原理课程改革' [The curriculum reform of the basic principles of Marxism based on the perspective of active teaching]	Chinese
153	Tao, L (2016)	'高校思想政治理论课教学中的学生学习投入研究' [Research on students' learning input in the teaching of ideological and political theory courses in universities]	Chinese
154	Tang, J. and Yao, L.M. (2011)	'国外课堂教学方法对我国高校课堂教学方法的启示' [The Enlightenment of Foreign Classroom Teaching Pedagogy to my country's Colleges and Universities' Classroom Teaching Methods]	
155	Fan, D.Y. (2021)	'新任务驱动模式下的《电子商务基础》课堂教学设计研究' [Research on the classroom teaching design of "Basics of Electronic Commerce" under the new task-driven model]	Chinese