

THE IMPACT OF THE INNOVATION OF CURRICULUM INTERNSHIP ON STUDENTS' WILLINGNESS TO PARTICIPATE UNDER THE FRAMEWORK OF "ONE BELT, ONE ROAD": TAKING QINGDAO A VOCATIONAL COLLEGE AS AN EXAMPLE

Chuang Wang ¹, Shizhao Wang ^{2*}, Ou Bai ³, Luxi Ren ⁴, Zhicheng Zhang ⁵

^{1 2 3 4 5} Innovation College, North-Chiang Mai University

* **Corresponding Author, E-mail:** shizhao.wang@northcm.ac.th

Abstract: In this study, a core conceptual framework was constructed by introducing the demographic variables of gender and age, with students' willingness to participate as the dependent variable and the innovation of course internships in the framework of "One Belt, One Road" as the independent variable. In an attempt to analyze the differences in the mean values of the respondents' perceptions of the demographic variables grouped in the variables of course internship innovation and students' willingness to participate in the framework of "One Belt, One Road" and the influence of the independent variables on the dependent variables, this study puts forward the research hypotheses and takes Qingdao A vocational college as a case study in the study population, using the simple random sampling method to calculate the sample size of 2,700, and the sample size of this study is 2,700. The sample size is 2700, 400 questionnaires were distributed in this study, and 336 questionnaires were returned with a recovery rate of 84% using simple random sampling method.

This study found that there is a positive correlation between different innovative variables of course internships and students' willingness to participate in the framework of "One Belt, One Road". The results of the study clearly show that there is a significant positive correlation between the innovation of course internships and students' willingness to participate in the framework of "One Belt, One Road". This implies that increased innovation in course internships will promote students' more active participation, and this study provides a reference basis for subsequent research, discusses the future direction of course internship innovation in colleges and universities and educational institutions, as well as the outlook for the future and research recommendations.

Keywords: "One Belt, One Road" Framework, Curricular Internship Innovations, Student Willingness to Participate

Introduction

The Belt and Road Initiative, an international cooperation initiative put forward by China, has

already had a far-reaching impact in a number of fields. In this era of globalization, it has become crucial to cultivate talents with international perspectives, cross-cultural communication skills and innovative abilities. The field of education must also continue to adapt to this challenge in order to cultivate students adapted to the Belt and Road context. The purpose of this paper is to provide insights into how innovations in curricular internships affect students' willingness to participate, with a special focus on practice and research within the Belt and Road framework. This theme not only contributes to the understanding of how innovative education shapes future international talent, but also provides important insights into the success of the Belt and Road Initiative and the development of international education.

The Belt and Road Initiative was proposed to promote economic cooperation, cultural exchanges and human mobility among countries along the route. This initiative is not only about cooperation at the economic and political levels, but it has become crucial to raise students with cross-cultural communication and innovation skills. In this context of globalization, students need to be more internationally competitive, and the innovation of course internships is seen as a powerful and innovative educational approach that can help students better adapt to the needs of the globalization era.

The relationship between curricular internship innovation and students' willingness to participate can be explained from several theoretical perspectives. These include social cognitive theory, self-determination theory, and learning motivation theory. These theories emphasize the importance of student autonomy, engagement, and goal setting in the learning process, as well as the potential of innovative education to stimulate students' willingness to participate. Through this approach, students are given the opportunity to apply their acquired knowledge and skills in real-world situations, while also being encouraged to think about and solve real-world problems. This hands-on approach to education can effectively develop intercultural communication skills, innovative thinking and problem-solving skills, which are particularly important in the context of the Belt and Road Initiative.

In Belt and Road countries and regions, an increasing number of educational institutions are introducing innovations in curricular internships to enhance students' willingness to participate. These practicums typically include the following elements:

Cross-cultural communication and cooperation: Students' participation in international course placements, where they work with classmates and mentors from different cultural backgrounds, promotes the development of cross-cultural awareness and communication skills.

Project-driven learning: By engaging in innovative projects, students are able to practically apply the knowledge and skills they have learned, increasing their interest and initiative in learning.

Mentor and peer support: Providing mentor and peer support regarding internships and innovative projects helped students to overcome challenges and increase their willingness to participate.

The factors influencing the willingness of students to participate in course internships and innovations are complex and varied, including personal factors (e.g., students' level of self-determination, interest, and motivation), environmental factors (e.g., support and resources of the educational institution), program design, and mentor quality. Research suggests that there are interactions between these factors and that an integrated approach can be used to assess and improve students' willingness to participate.

Overall, the impact of curricular internship innovations on students' willingness to participate in the Belt and Road framework is an important and complex area of research, and by continuing to explore this topic, we can better understand how innovative education can cultivate globally minded and innovative students, and thus provide useful experiences and insights for the successful implementation of the Belt and Road Initiative and the development of international education, and promote the development of global education for the cooperation among Belt and Road countries and regions.

Research Objective (s)

With the advancement of the Belt and Road Initiative, China is playing an increasingly important role in international cooperation. In this context, Chinese higher education institutions, especially Qingdao A vocational colleges, are actively responding to the national strategy and exploring ways to better cultivate high-quality talents to meet the needs of the Belt and Road. Curriculum internship innovation is considered a key way to develop students' willingness to participate, cross-cultural communication skills and innovation ability. Therefore, this study will explore the impact of course internship innovation on students' willingness to participate in Qingdao A vocational colleges under the Belt and Road framework, and specify the following research objectives:

To investigate how course internship innovation promotes students' willingness to communicate across cultures: there are many countries along the Belt and Road, involving multiple cultures and languages, so intercultural communication skills are crucial. The purpose of this study is to analyze the specific impact of course internship innovations on students' willingness to communicate across cultures in Qingdao A vocational college. Attention will be paid to whether there are opportunities to work with people from different countries and cultures in the internship program, and whether these opportunities promote students' more active participation in intercultural communication.

Exploring how curricular internship innovations can stimulate students' willingness to innovate: the Belt and Road Initiative faces numerous complex challenges, including issues of infrastructure development, environmental protection, and sustainable development. The purpose of this study is to analyze the impact of course internship innovations on problem solving and innovative thinking of students in Qingdao A vocational college. We will focus on whether the internship program provides

opportunities to solve real-world problems and examine whether students develop problem-solving motivation and innovative ways of thinking during the internship.

Assessing the Impact of Curricular Internship Innovations on Students' Self-Determined Motivation: Self-determination theory emphasizes the importance of intrinsic motivation for learning and behavior. This study will assess whether the course internship innovation enhances the self-determined motivation of students in Qingdao's A vocational institution to engage more actively in practice-based learning. Attention will be paid to whether students perceive the internship program as aligned with their personal development goals and whether they are more willing to actively engage in internship activities.

Examining the Long-Term Impact of Curricular Internship Innovations on Student Engagement: this study will not only focus on short-term effects, but will also examine the long-term impact of curricular internship innovations. A long-term follow-up study will be conducted to see if students are able to maintain high levels of engagement after their internships and translate the skills and experiences, they have learned into opportunities for career advancement. This will help assess the lasting impact of internship programs on students' future careers.

Provide actionable policy recommendations and guidance on educational practices: The ultimate goal is to provide actionable policy recommendations and guidance on educational practices to maximize the potential of curricular internship innovations and to promote the willingness of students to participate in Qingdao's A vocational institutions. These recommendations and guidance will help schools to better respond to the needs of the Belt and Road Initiative, cultivate future talents with a global perspective and comprehensive literacy, and make positive contributions to the country's international cooperation and development.

By studying the impact of curriculum internship innovations on students' willingness to participate under the Belt and Road framework, we can gain a more comprehensive understanding of the effectiveness of this educational approach, and provide valuable experiences and recommendations for Qingdao A vocational colleges and other educational institutions. These research objectives will help cultivate high-quality talents to meet the needs of the era of globalization, promote the successful implementation of the Belt and Road Initiative, and contribute more to China's international cooperation and development.

Literature Review

"The Belt and Road Initiative is a global cooperation framework proposed by China to promote infrastructure development, trade cooperation and humanistic exchanges among countries along the route. This framework has not only had a profound impact on economic cooperation, but has also triggered a wave of innovation and reform in the field of education. As a key initiative in the field of

education, the innovation of course internships has a strong relationship with students' willingness to participate. This paper explores the relationship between innovation in course internships and students' willingness to participate in the Belt and Road Initiative through a theoretical review, and how they influence and support each other.

Educational innovation in the Belt and Road Initiative

Under the Belt and Road Initiative, educational innovation is seen as an important means of achieving sustainable development and regional cooperation. The framework encourages countries to cooperate on educational projects and share educational resources to promote cultural exchange and talent development. Educational innovation plays a key role in this process, especially in the area of course placements.

Relationship between innovations in course internships and students' willingness to participate

1. Increasing students' interest and motivation in learning

Innovations in course placements can stimulate students' interest and motivation in learning by providing attractive learning opportunities. Research has shown that the use of innovative educational methods, such as problem-based learning, project-based learning, and hands-on courses, can lead to more active student engagement in learning (Fredricks et al., 2004). In countries along the Belt and Road, the introduction of cross-cultural and interdisciplinary curricular internships can engage students as they are able to experience an international learning experience first-hand.

2. Providing practical opportunities

Innovative course internships provide students with practical opportunities to apply their theoretical knowledge to real-world situations. This hands-on learning experience enhances students' willingness to participate because they can see that their learning has a direct impact on solving real-world problems. Under the "Belt and Road" framework, course internship programs can be closely integrated with practical projects such as infrastructure construction, trade cooperation and cultural exchanges, providing students with more attractive practical opportunities.

3. Promoting cooperation and interaction

Innovations in course internships often emphasize cooperation and interaction, which can help promote communication and cooperation among students. Cooperative learning, group projects and team work are common educational innovations that can stimulate students' willingness to participate as they feel part of a learning community. In countries along the "Belt and Road", the multicultural and multilingual background makes cooperation and interaction particularly important, and the innovation of course internships can promote exchanges among international students and improve their cultural sensitivity and cross-cultural communication skills.

4. Personalized learning and students' willingness to participate

Personalized learning is an innovative approach to education that pays attention to students'

individual differences, and it can improve students' motivation and willingness to participate. In countries along the Belt and Road, students' learning needs and backgrounds vary greatly, and personalized learning can customize learning paths according to students' needs, making learning more personalized and attractive to students.

5. Improving the quality of education

One of the goals of innovations in course placements is to improve the quality of education, which can stimulate students' interest in learning and thus their willingness to participate. High-quality educational practices often stimulate students' interest in learning because they feel that their learning has practical meaning and application. Under the Belt and Road Initiative, improving the quality of education is crucial for engaging students and developing human resources.

In the Belt and Road Initiative, there is a strong relationship between innovations in course internships and students' willingness to participate. Innovations in course placements can stimulate students' interest and motivation, provide opportunities for practice, promote collaboration and interaction, support personalized learning, and improve the quality of education. Together, these factors influence students' willingness to participate, which in turn advances the field of education. However, realizing the full potential of this relationship requires the concerted efforts of policy makers, educational institutions, and educators to ensure that curricular practicum innovations and students' willingness to participate are effectively supported and promoted.

The strong relationship between innovations in course placements and students' willingness to participate can help shape the future of education. By innovating educational methods, providing opportunities for practice, encouraging collaboration and interaction, personalized learning, and improving the quality of education, we can stimulate students' interest in learning, increase their willingness to participate, and create more internationally competitive human resources. This relationship is not only beneficial to the development of individual students, but also has a positive impact on the sustainable development of the country and the region. Therefore, an in-depth study and promotion of the relationship between innovation in curricular internships and students' willingness to participate is crucial to achieving breakthroughs and development in the field of education.

Methodology

Sampling method, sample size was determined through the collection process, Example: sample size, sample capacity used in the study was determined using the Cochran formula (1977). Sample size was determined using 95% confidence level. The sampling error was 5%. The overall sample size was 2700. When n =number of samples used in the study. n =overall sample size, e =random sample error was set at 0.05.

The sample size and the formula for calculating it are given below:

$$n = \frac{p(1-p)}{\frac{e^2}{z^2} + \frac{p(1-p)}{N}}$$

$$n = \frac{0.5(1-0.5)}{\frac{0.05^2}{1.96^2} + \frac{0.5(1-0.5)}{2700}} \approx 336$$

In order to increase to increase the accuracy of the findings and the generalizability of the conclusions, this study conducted a questionnaire study on the teachers of Qingdao a Vocational College. A total of 336 valid questionnaires were distributed and returned.

Results

The purpose of this study is to investigate the impact of course internship innovations on students' willingness to participate in the "One Belt, One Road" framework, and to examine whether personal characteristics have an impact on this relationship. Based on the data collected and analyzed, the following conclusions were drawn:

H1: There is a positive correlation between the different variables of course internship innovations and students' willingness to participate in the Belt and Road framework. The results of the study clearly show that there is a significant positive correlation between the innovation of course internships and students' willingness to participate in the "One Belt, One Road" framework. This implies that an increase in the innovation of course internships will lead to more active participation and higher willingness of students to participate in the Belt and Road Initiative. This finding underscores the importance of the innovation of course internships in fostering students' willingness to participate, especially in the context of globalization.

H2: Individual trait variables do not differ on the innovation variable of course internships within the Belt and Road framework. The results of the study failed to find significant differences in personal trait variables on the innovation of course internships in the Belt and Road framework. This suggests that there is a generalization of curricular internship innovations in promoting students' willingness to participate regardless of their personal attributes. This result emphasizes the universality and comprehensiveness of the curricular internship innovation, which is not significantly affected by individual student differences.

H3: There is no difference between different personal trait variables on the variable of students' willingness to participate. The results of the study show that personal trait variables do not produce significant differences on students' willingness to participate. This means that students' willingness to participate in the One Belt, One Road framework is relatively consistent regardless of their personal characteristics. This may reflect the attractiveness of the Belt and Road Initiative, which is able to

stimulate a wide range of student interest and motivation.

Discussion

This study aims to investigate the impact of course internship innovations on students' participation in the "One Belt, One Road" framework and assess the role of personal characteristics in this relationship. Based on the data analyzed, the following conclusions were reached:

Course internship innovations are positively correlated with students' willingness to participate in the Belt and Road framework. The study's results clearly indicate a significant positive correlation between innovative course internships and students' eagerness to engage in the "One Belt, One Road" initiative. This underscores the pivotal role of innovative course internships in enhancing students' willingness to participate, especially in a global context.

Individual trait variables do not significantly affect the innovation of course internships within the Belt and Road framework. The study found no substantial differences in how personal traits impact curricular internship innovations within the Belt and Road context. This suggests that curricular internship innovations have a universal and comprehensive effect on promoting students' participation, regardless of their individual attributes.

Different personal trait variables do not result in significant variations in students' willingness to participate. This indicates that students' willingness to participate in the One Belt, One Road framework remains relatively consistent across various personal characteristics. It reflects the broad appeal of the Belt and Road Initiative, capable of piquing the interest and motivation of a diverse range of students.

Conclusions

In this study, while we have drawn significant conclusions and insights, it's essential to acknowledge some limitations and express hopes for future research.

First, a limitation of this study is the sample size. We primarily used teachers from Qingdao A Vocational College as our sample, which may restrict the generalizability of our findings. Future research should consider broadening the sample to encompass educators and students from various schools, regions, and backgrounds. This expansion will contribute to a more comprehensive understanding of the connection between curriculum internship innovations and student participation in the Belt and Road framework.

Second, we should address the constraints of our research methodology. Although we employed quantitative research methods, we didn't conduct an in-depth qualitative study. Future research could employ various data collection methods, including semi-structured interviews and observations, to gain a more thorough understanding. Qualitative data will help elucidate the intricate mechanisms and

rationales underlying the quantitative data.

Moreover, we didn't explore the influence of various cultural backgrounds on student participation. Considering the Belt and Road Initiative's global scope, cultural factors may significantly affect student willingness to participate. Future research should pay more attention to the role of cultural factors to gain a deeper understanding in diverse cultural contexts.

This study focused on the relationship between course practicum innovations and student willingness to participate, but it didn't delve into the impact of other potential factors, such as educational policies and family backgrounds. Future research should consider introducing more variables for a more comprehensive analysis of the factors influencing student participation.

Lastly, our study is limited to the context of Qingdao A Vocational College, potentially limiting the generalizability of our findings. Future research may explore similar studies in different educational institutions and regions to validate our conclusions. While this study has provided valuable insights, it also has the mentioned limitations. We encourage future research to address these gaps, delve deeper into the connection between course internship innovations and student participation in the Belt and Road framework, and offer more valuable insights for the advancement of globalized education. Researchers should continue their efforts to advance the field of education, better preparing future talents for the era of globalization.

References

- Cochran, W.G. (1977). *Sampling techniques*. 3rd Ed. New York: John Wiley & Sons.
- Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109.
- Guo, J., & Zhang, Y. (2018). The Exploration of Multilingual Teaching Mode in the Background of the "Belt and Road" Initiative. *Educational Studies*, 39(1), 12-17.
- Hao, Q. (2019). Belt and Road Initiative, Global Value Chains, and East Asian Economic Integration. *China Economic Review*, 56, 101275.
- IMF. (2019). *Regional Economic Outlook: Asia and Pacific*. International Monetary Fund.
- Li, J., & Li, Y. (2020). The Development of Sino-European Higher Education Cooperation under the Background of the "Belt and Road" Initiative. *Higher Education Exploration*, 6(3), 39-46.
- Van Laar, E., Van Deursen, A.J., Van Dijk, J.A., & De Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72, 577-588.
- Wu, J. (2020). *The Belt and Road Initiative and Infrastructure Development in Asia*. Asian Development Bank.
- Xu, L., & Wang, X. (2019). Challenges and Opportunities for International Research Collaboration in

- the Belt and Road Initiative. *International Journal of Educational Development*, 66, 144-151.
- Yang, J., & Sun, H. (2019). Sustainability of Higher Education Cooperation in the Belt and Road Initiative: A Comparative Study of the "Silk Road" and the 21st Century Maritime Silk Road. *Higher Education Policy*, 32(1), 123-143.
- Yuan, H. (2018). *The Belt and Road Initiative and Its Impact on Higher Education*.