A STUDY ON THE IMPACT OF PERCEIVED TEACHING INNOVATIONS ON STUDENTS LEARNING OUTCOMES--TAKING KUNMING ART VOCATIONAL COLLEGE PRESCHOOL EDUCATION MAJOR AS AN EXAMPLE

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Abstract: With the expansion of enrollment and the reform of the vocational education system, the quality of training of students in higher vocational colleges and universities has become increasingly prominent, and students of preschool education in higher vocational colleges and universities, as direct participants in teaching innovation, can provide much rich information for the teaching innovation of preschool education in higher vocational colleges and universities through the survey of their perception of the quality of teaching innovation. However, analyzing the current existing literature, it is found that there are fewer studies on teaching innovation in preschool art courses in higher vocational colleges. Most of them focus on countermeasures and problem studies, lacking empirical studies and the perspective of teaching innovation based on students' perceptions. Therefore, it is particularly important to empirically analyze the impact of current teaching innovation on learning outcomes in higher vocational colleges and universities from the perspective of student-perceived teaching innovation.

Keywords: Perceived Instructional Innovations, Student Learning Outcomes, Preschool Programs

Introduction

Higher vocational education plays a significant role in China's higher education system, serving as a crucial means to develop versatile and innovative individuals with advanced skills. It assumes a dual responsibility of promoting innovation and enhancing technical proficiency, thereby offering substantial support and assurance for the nation's development strategy. Similar to the aforementioned embodiment of exceptional national workmanship, the study pertaining to the outcomes of higher vocational education once again brings the matter of educational outcomes to the forefront of public attention. This observation indicates that there is a growing emphasis on the topic of learning outcomes among students in higher vocational education. The era of outcomes has been embraced by higher vocational education, necessitating the establishment of a distinctive Chinese higher vocational learning outcomes assurance system.

In May 2022, the Ministry of Education convened a conference to present the notable accomplishments of China's vocational education reform since the 18th CPC National Congress. It was reported that in 2021, the enrollment of students in higher vocational schools reached 5.57 million, which represents a growth of 1.8 times compared to the figures from a decade ago. Additionally, significant progress has been made in establishing the "intermediate vocational-vocational specialty-vocational bachelor's degree" integrated vocational school system over the past ten years. Furthermore, the recently revised Vocational Education Law has incorporated provisions that allow regular higher education institutions to establish vocational undergraduate education programs, as well as permitting vocational schools at the specialist level to offer vocational undergraduate education programs.

For an extended period, higher vocational education institutions, particularly the author's pre-school education major, have played a significant role in nurturing a substantial number of early childhood educators in China. However, due to the expansion of the education sector and reforms in the education system, there has been a notable increase in the enrollment of undergraduate and postgraduate students in pre-school education. Consequently, the previous practice of the state providing job placements for college graduates under a planned economy is no longer applicable. Additionally, the qualification requirements for selecting early childhood and primary school teachers have been elevated to the bachelor's and master's degree levels. As a result, the opportunities for students specializing in pre-school education in higher vocational colleges and universities have become increasingly limited. The training process of students specializing in pre-primary education in higher vocational colleges and universities is plagued by several issues, including inadequate theoretical knowledge, limited communication and comprehension skills, and a lack of practical educational experience. These challenges have raised concerns regarding the shortcomings within the training process for students pursuing a specialization in pre-primary education in higher vocational colleges and universities. The innovation of course teaching and learning outcomes is an essential endeavor in enhancing the quality of students in higher vocational colleges and universities, particularly in the training of pre-primary education specialists.

This paper aims to examine the impact of teaching innovation by teachers in higher vocational colleges and universities on student learning outcomes. It focuses on the micro perspective and utilizes a sample study to collect objective information. The research also explores the influence of individual characteristics on perceived classroom teaching innovations and investigates the relationship between background factors of students in pre-primary education specialties and their perception of teaching innovations.

Research Objective (s)

Objective 1: The purpose of this study is to examine the present state of perceived pedagogical

innovations and their impact on students' learning outcomes within the educational context of Kunming Arts Vocational College.

Objective 2: The objective of this study is to examine the relationship between several background variables of students, including gender, age, major, and grade, and their impact on teaching innovation and students' learning results.

Objective 3: This study aims to develop a research model utilizing a theoretical analytical framework to depict the process by which pedagogical innovations influence students' learning outcomes. Additionally, the study seeks to validate and elucidate this mechanism through the implementation of a questionnaire survey and subsequent data analysis using SPSS.

Literature Review

The importance of theory in scientific research cannot be overstated, as it helps researchers to understand and even predict social phenomena with a certain degree of probability and describes and explains the process and sequence of events. In quantitative research, theory is regarded as a set of interrelated concepts (variables), definitions, and propositions that form a systematic view of the phenomenon in question by describing the relationships among the variables (Cook & Campbell 1979), and in some specific domains where a prediction has been tested many times and argued over and over again, the corresponding theories are formed and contribute to the development of knowledge. The way in which theory is used in qualitative research is variable; one encompasses variables, concepts, and hypotheses as much as possible to explain behaviours and attitudes, similar to the use of theory in quantitative research. Others make thematic generalizations from within the information obtained before arriving at general paradigms or principles, in which case theories are usually generated or formed in the final stages of the research. There are also qualitative studies that do not employ explicit theories and only carry out a description of the central phenomenon.

Based on the literature explored in the previous section and the core research questions, the specific theoretical perspectives and scope of application of this study are as follows.

Methodology

The target of this survey is targeted to the current students of Kunming Art Vocational College majoring in preschool education. In order to ensure the convenience of data acquisition, the study chose the total sampling method, and all the students majoring in preschool education in Kunming Arts Vocational College were selected to fill in the questionnaire.

This study samples the overall number of students majoring in pre-school education in the College of Education of Kunming Arts Vocational College, from the College of Education of Kunming Arts Vocational College, the 3-year and 5-year students who are enrolled in the pre-school education

majors in the last five years in the grades of 2019, 2020, 2021, and 2022, which is a total of about 600 students to conduct the research. The questionnaire involved 487 students surveyed, 487 questionnaires were distributed, and 426 valid questionnaires were returned. Therefore, this study will build on the 426 questionnaires sampled for statistical and data analysis.

Results

Table 1: The Conclusion of The Study

Hypothesis	Content	Method of Analysis	Conclusion
Hypothesis 1	There are significant differences in perceived pedagogical innovations across students' age, gender, major, and grade level.	ANOVA	Supports
Hypothesis 2	There is a significant difference between different students' age, gender, major, and grade level in terms of learning outcomes.	ANOVA	Supports
Hypothesis 3	There is a significant positive and linear correlation between perceived instructional innovations and positive student learning outcomes.	Relevance Analysis	Supports

Discussion

1. Perceived pedagogical innovations

1.1 Discussion of students' perceived pedagogical innovations and learning outcomes

Teaching innovation is the subjective desire that causes teachers to carry out teaching activities, which belongs to the subjective category. It is directly related to the teachers' education level, years of teaching experience, and positions and responsibilities in teaching work; teaching effect refers to the objective results produced among students after teachers carry out teaching activities, which belongs to the objective category. (Wang, R., Han, J., Liu, C., & Xu, H. 2021) The content of the lessons given by the teacher, the way they are delivered, the innovative planning and execution of the teaching are the end result of the practice of them. Students' learning motivation and learning effect are interrelated and constrained each other, a certain learning motivation always produces a certain learning effect, and a certain learning effect is always caused by a certain learning motivation.

1.2 for students to create a favorable environment for the cultivation of students' excellent learning outcomes

Individual and environmental interaction theory emphasizes the interaction between individual students and the environment and tries to explain how individuals affect the environment and how they are affected by the environment. That one further explains the impact of the interaction of the individual and the environment on the development of the student. A representative viewpoint includes the research of Astin and Sanford, who state that the 'output' of higher education is the result of the interaction between 'input' and 'environment', with 'input' being the result of the interaction between

'environment' and 'input'. Astin points out that the "output" of higher education is the result of the interaction between "input" and "environment", with "input" mainly referring to the characteristics of students and "environment" mainly referring to the campus environment experienced by students, such as interpersonal relationships and school atmosphere. Through this model, it is possible to analyze the impact of different environmental factors on students' development. Astin's learning participation theory states that the longer the students invest in educational activities, the more effort and energy they put into them, and the more they gain.

2. Discussion of student learning outcomes

Regarding student learning outcomes, research on learning outcomes in China has only really taken off since 2003. It was mainly in Taiwan. Afterwards, it developed rapidly in mainland China, but the breadth and depth of the research are still very limited, especially because most of the current research results are still only from a very small range of surveys and experiments, and the authority of the research is still limited. Therefore, the discussion of learning outcomes the author believes that there are the following 3 points:

2.1 Focus on learning outcomes at the individual student level. Evaluations of 'excellence in higher education teaching and learning outcomes' and 'high quality departmental education' should be based directly on the impact of higher education on students. The traditional 'prestige-based', 'resource-based', 'outcome-based', 'content-based' view of quality has always been a central goal of institutions - and even today, with the increasing emphasis on the personal growth of students, this view does reflect a more meaningful effort to develop and improve the quality of higher education.

2.2 The seven student vectors encompass the following: developing competence, managing emotions, developing interdependence from independence, developing mature interpersonal relationships, establishing self-identity, developing personal goals, and achieving integration. According to Chickering, an American scholar, establishing self-identity is achieved on the basis of the development of competence, emotions, autonomy and interpersonal relationships, and contributes to the development of personal goals and the realization of integrality. He also suggests that students in the lower grades face primarily the first three developmental tasks and students in the upper grades face primarily the last four developmental tasks. However, based on the differences between the Chinese and American cultural environments, some researchers have also pointed out that the specific developmental content referred to by Chickering's theoretical vectors may show some differences in the Chinese context.

2.3 the connotation of social level learning outcomes is emphasized. A catalogue list of higher education objectives on learning outcomes was constructed. The outcomes of university education are categorized into cognitive learning ability, development of emotional morality and practical application ability. Cognitive learning ability includes linguistic ability, quantitative analytical ability, general

knowledge, logical thinking ability, comprehension ability, aesthetic ability, creativity, knowledge synthesis ability, judgement, and lifelong learning ability, etc. Emotional and moral development includes changes in values and aspirations, discovery of self-competence, emotional stability, values and concern for moral and religious values, and personal qualities, etc., and practical and applied ability includes goal-achieving desire, future aspirations, adaptability, and leadership ability. In the studies of past scholars, the research focuses on different educational outcomes at the individual level.

Conclusions

The following research has been conducted through the influence of students in perceiving the impact of teaching creative variables on the dependent variable, the independent variable on the dependent variable, respectively, and found the results as follows:

(1) Students have a clear perception of teaching methods, when students have a perception of the creative teaching methods and teaching content taught by teachers, it will greatly enhance the students' desire for knowledge, and under the role of interest and effective learning methods, students will greatly dabble in their teaching content, and ultimately obtain effective learning outcomes. Therefore, students have a clear understanding of the teaching methods, which has a positive and significant impact on their learning outcomes.

(2) There are significant differences in students' performance in the classroom. Students learn mainly from the classroom teacher's teaching, if the teacher's explanation of knowledge in the classroom, more simple, boring, did not open the student's motivation to learn, and did not inspire students to take the initiative to learn actively, then the classroom teaching is lagging behind, can almost be regarded as no learning efficiency. And students perceive the teacher's teaching innovation, the classroom knowledge combination of elements will be novel, which will stimulate the subjective initiative of students to learn, and thus directly and significantly affect the learning outcomes of students.

(3) Students' knowledge and perception of classmates are different, classmates are the most closely associated with a single individual in the learning behavior, they are the main body of the construction of learning behavior and have a direct relationship with each other in influencing the learning outcomes. Therefore, when the interactive behavior and relationship between a single individual learner and his/her classmates change, it is also when the students' learning outcomes change, which also proves that this variable has a significant impact on learning outcomes.

(4) Students have a clear perception of pedagogical innovation. The learning of unknown knowledge is the driving force of teaching, and in the process of teaching the ways and means of teaching innovation, the role and significance of teaching innovation have a clear understanding and aspiration, which can fundamentally change the learning efficiency of the students, and then enhance

the learning outcomes of the students, which is also clearly have a positive impact on them.

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