International Journal of Religion
2024
Volume: 5| Number 11 | pp. 8337 – 8346
ISSN: 2633-352X (Print) | ISSN: 2633-3538 (Online)
ijor.co.uk
DOI: https://doi.org/10.61707/f3s2sb85

The Role of Technology in Enhancing Work-Study Integration for Chinese Students

Chunmei Li[1] and Lim Seong Pek[2]

Abstract

The rapid integration of technology into education and the workforce demands innovative approaches in order to the gap between classroom learning and real-world experience. This review paper analyses the growing role of technology in enhancing work-study integration for Chinese students, specifically focusing on virtual internships, online learning platforms, and AI-powered assessments. In the context of higher education, the integration of work and study is one of the key components, as a result of which the students not only study theoretical materials but also receive practical knowledge and first-hand experience. The Chinese students' perception of technology is of paramount importance because apart from merely creating an integrated relationship between work and study, the latest technological advancements enable an individual to pursue new ways of learning, cooperation, and sharpening particular abilities. This paper reveals the complex nature of technology-related integration between work and in-school study for Chinese learners and contributes to the wider holistic view of education. The analysis of the existing research and successful initiatives coupled with how these technologies facilitate workplace learning, and develop essential skills is core to improving overall work-study experiences for Chinese students.

Keywords: *Education, Vocational Schools, Work-Study Integration, China*

Objectives

To explore how technological advancements are impacting work-study programs

To discuss the use of virtual internships, online learning platforms, and AI-powered assessments in facilitating workplace learning and skill development.

To assess the role of online learning platforms in supplementing work-study experiences and enhancing professional skills.

To explore the potential of AI-powered assessments in evaluating and improving work-study performance.

Research Questions

What role does the emergence of certain technology, including virtual reality, artificial intelligence, and cloud computing, specifically play in the design and implementation of work-study programs for Chinese students?

What is the comparisons of virtual internships with the mainstream internships when it comes to workplace learning, psychomotor skill development, and the exposure of the Chinese students to the fields of industries?

What are the main aspects and intended purposes of online learning web applications that promote successful implementation of work-study programs most effectively, what is the impact of those alternative professional skill training of Chinese students?

What are the issues of ethicality, as well as potential biases, that might be caused by those AI-powered assessments in work-study programs and how can they be prevented?

[1] Faculty of Social Science, Arts and Humanities, Lincoln University College, 47301 Petaling Jaya, Selangor Darul Ehsan, Malaysia. E-mail: 18018761476@163.com (Corresponding Author)

[2] Faculty of Social Science, Arts and Humanities, Lincoln University College, 47301 Petaling Jaya, Selangor Darul Ehsan, Malaysia. E-mail: limsp@lincoln.edu.my

What trends are on the horizon regarding opportunities to incorporate new technologies into work-study programs in China and how will they solve the challenges today's programs have, and benefit today's students in programs now?

INTRODUCTION

The landscape of the global workforce is undergoing a seismic shift with the automation and technological advancements rapidly reshaping industries. The education sector is hugely demanding a skilled workforce equipped not just with theoretical knowledge and the need for these adaptable skills honed through real-world experience is steadily rising. In the Chinese students' context, the traditional model of vocational education has a critical challenge with how to bridge the gap between theory and practice so as to ensure that the students graduate with the essential skills and adaptability required to thrive in the ever-evolving job market. In rapidly developing Asian countries China where vocational education plays a crucial role in nurturing skilled professionals, a revolution is brewing. In modern world, technology is emerging as a powerful tool to reimagine work-study integration and is thus blurring the lines between classroom learning and the professional world. This review paper delves into this exciting frontier and at the same time explores how innovative technologies like virtual internships, online learning platforms, and AI-powered assessments are impacting work-study experiences for Chinese students.

The analysis of this existing research and dissecting successful initiatives exposes the landscape of technology-enhanced work-study integration. This study expounds on various ways these technologies are facilitating workplace learning, fostering essential skill development, and empowering students to become confident, industry-ready professionals. This study gives not only an exploration of how equipping students for the future is successful in enhancing the transformative potential of the tech industry but also identifying the remaining challenges and charting a path towards continuous improvement. The embracement of technology is not simply an option but a necessity for the future of work-study integration in China and as such this paper expounds on harnessing the economy I key for the growth of the whole global workforce.

Research Background

Driven by technological advances, the education and work landscape is undergoing rapid transformation. According to a report by the World Economic Forum (2020), by 2025, 85 million jobs worldwide may be replaced, while 97 million new jobs may emerge. In this context, vocational training that provides students with practical skills and real-world experience becomes the key to success in the modern workplace.

In China, vocational education plays an important role. According to statistics from the Ministry of Education of China (2023), the number of students in vocational education in China reached 28.3 million in 2022, accounting for 47.3% of the total scale of higher education. However, there is a key challenge: finding a balance between the well-thought-out theoretical knowledge acquired in a classroom environment and the requirements of modern jobs. A survey by McKinsey Global Institute (2021) showed that 43% of Chinese employers believe that the skills of new graduates do not match the job requirements. This gap causes individuals to become powerless in the world of work because their qualifications do not match reality, thereby hindering their employability and career development.

Traditional work-study approaches, such as internships and apprenticeships, while valuable, also face limitations. According to the Ministry of Human Resources and Social Security of China (2022), only 28% of vocational college students are able to obtain internships related to their majors. These approaches often provide limited opportunities due to geographical boundaries, secondary placement options, and students' inability to apply due to poor fit with company needs. In addition, traditional approaches may be a bit lacking in overall skill development and non-technical capabilities development, such as communication skills, teamwork skills, and digital literacy. LinkedIn's (2023) "2023 Global Talent Trends Report" pointed out that 96% of HR professionals believe that soft skills will become more important in the future.

Today's booming technology provides a good solution module to address these challenges. Emerging innovative technologies such as virtual internships for home learning, online learning platforms, and artificial

intelligence assessment systems have opened up multiple avenues for better work-study opportunities. According to Coursera (2023), China's online learning participation increased by 132% in 2022, with the most significant increase in participation in vocational skills courses, reaching 197%. Additionally, a 2023 Accenture study found that 83% of companies that adopted virtual internship programs reported that they were able to access a more diverse talent pool, and 76% said it improved cost-effectiveness.

In addition, when it comes to overall skill development and non-technical competency development, such as communication skills, teamwork, and digital literacy, traditional approaches can fall a bit short. Today's booming technology offers a good solution module to address these challenges. Emerging innovations such as virtual internships for home-based learning, online learning platforms, and AI-powered assessment systems have opened up multiple avenues for better work-study opportunities.

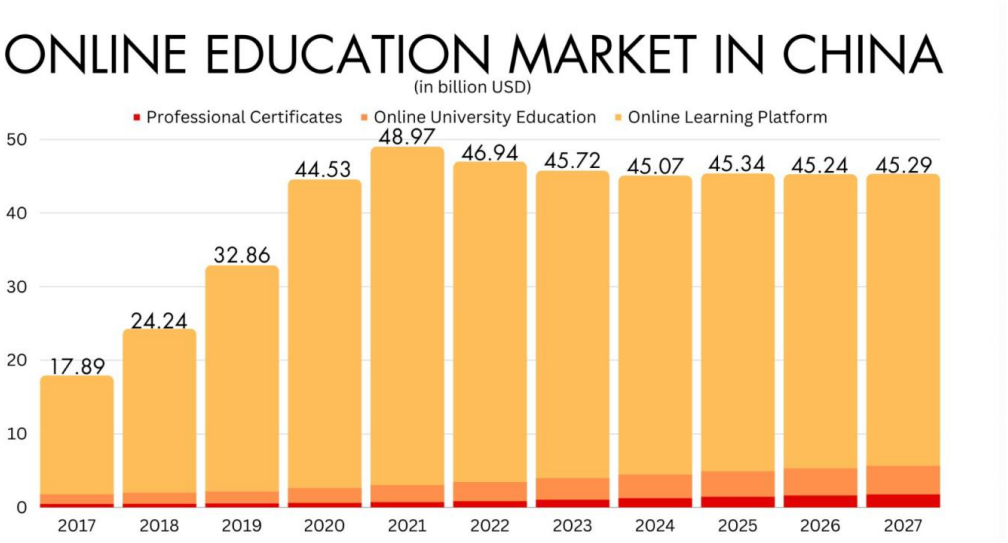

Figure1 China Online Education Market Overview

Conceptual Framework

Independent Variable and Dependent Variable

This review paper utilises a sociotechnical approach to study the effect of technology on work and study fusion for Chinese students and this framework addresses the reciprocity existing between social factors such as students' needs, priorities of stakeholders and differences in technological factors which determine the success of work-study programs.

Independent Variables

Type of technology integration- These comprise of the variety of technologies used, including virtual internships as the simulated work platform and the project based practice of learning.

The online learning platforms-The online learning platforms are providing content that is industry-tailored, engaging simulation experiences, and individual learning pathways.

AI algorithms -Using AI algorithms to assess skills, provide feedback, and creating individual learning experiences based on the skill areas that require additional attention and this includes the adoption of technology in established workplace-based and hospital experiences.

Pedagogical approaches- Individualization, social interaction, gapping, personalized pathways.

Institutional support- For instance, deals with faculty training, infrastructure development, and student support services.

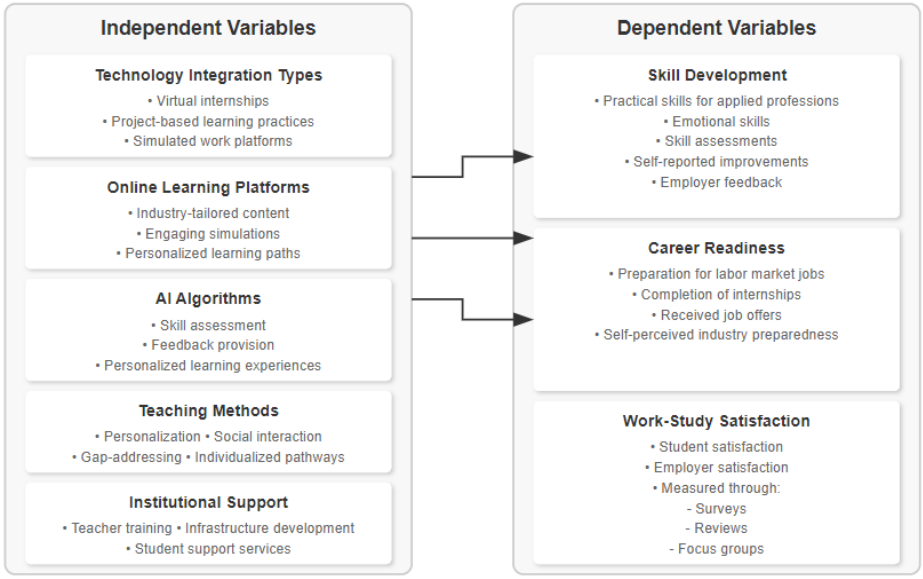

Figure 2 Conceptual Framework of this study

Dependent Variables

Skill development- This includes the learning of practical and emotional skills for the applied occupations, which is correlated to skills assessments, self-reported improvements, and feedback from the employers.

Career preparation- The extent to which college students are prepared for available jobs in the labor market involves readiness as measured by internship completion, job offers received, and self-perceived preparedness for the industry.

Work-study satisfaction- This includes student and employer satisfaction on work- study, measured through outcomes like surveys, comments and focus group.

REVIEW OF EXISTING LITERATURE

The past researches posit that there exist lots of positive impacts of technology in enhancing work-study integration for Chinese students. For instance, these studies across diverse countries such as Asia and China demonstrated that technology-enhanced work-study programs positively impact skill development, employability, and student satisfaction. These studies have found that Virtual internships help a lot as they improve access to diverse work experiences and in the process enhance collaboration and communication skills, and increase student engagement. However, the application of technology in enhancing work-study integration for Chinese Students through the usage of Virtual internships poses challenges such as replicating workplace dynamics and ensuring quality supervision persists, (Mason, 2020).

It has also been found in the study by Eryong, & Li, (2021) that online learning platforms enhance work-study integration for Chinese. The study highlighted the efficacy of platforms in bridging theoretical knowledge with practical application, offering personalized learning pathways, and fostering self-directed learning skills. Additionally, the digital literacy gaps and potential lack of interaction necessitate careful platform design and training (Liang, 2021). The AI-powered assessments also enhance the lives of the children. These AI-powered assessments personalize feedback, identify skill gaps, and tailor learning recommendations. However, ethical concerns surrounding data privacy and potential bias require careful consideration.

Technology development with breathtaking speed, redesigning the environment of education and jobs (Huang et al., 2019). This is especially applicable to vocational training where the employees must be imparted with

practical skills and real-world application for assured success in a modern work environment. In China, where vocational education plays a prominent role, there exists a critical challenge: closing the practical skill set demanded by modern work to knowledge theory (Kosmas & Zaphiris, 2023). The lack of links between university and industry ignores the reality that few students manage to attain excellent employment when they graduate, and this may lead graduates to be ill-equipped to deal with realistic situations, contributing to their poor employment opportunities and career development (Teng & Wang, 2021). Different research efforts have pointed out this challenge, and some have considered possible remedies to it. According to Li et al. (2020), it is observed that traditional internship placements are bound by limited accessibility and are not matched with students' knowledge and skills along with company needs. Zhang and Wang (2022) demarcated how technical skills are needed not just soft skills would also put into strategy the latur with skills communication adding teamwork and digital literacy. Luckily, several emerging technologies are promising to provide answers to these challenges. Virtual internships, various online education tools and new AI-assisted educational programs can shape a more complete educational system, which will allow Chinese students to gain access to work-study programs. The virtual interns are a mock working environment in which students learn to practice project–based education. The manifestations like Chen and Lee (2021), some evidence that virtual internship has helped acquire technical skills and career preparedness and so actually, giving a proper feedback mechanism and mentorship.

Online learning platforms provide occupationally suitable learning materials, essential interactive simulations and personalized learning paths. Wang et al. (2023) found that these platforms can revolutionize skill development and bridge the gap between theory and practice much better than the traditional practice of informal learning. As well, researchers such as Liu and Li (2022) point out that they can facilitate better access to work-study for students in small geographical areas or with few suitable placements for internships. With AI-assisted assessment, in combination with algorithms, one can evaluate the skill sets and give the appropriate personal feedback. According to Lin and Zhu (2024), such assessments can deliver real insight into the particularities of an individual, attracting attention to distinctive strengths and weaknesses, which can help to determine the most efficient directions for developing work-study skills. However, issues on fairness and biases in the AI models also need to be considered as Sun and Zhang (2023) point out. In this way, we can use technologies benefit from technologies to achieve a more productive and equitable work-study situation for Chinese students who are attuning to the modern job market.

Theoretical Frameworks and Models

The constructivism model underpins online learning platforms, emphasizing active learning and knowledge construction through interactive modules and simulations. The study by Eryong, & Li, (2021) also found that situated learning informs the design of virtual internships, advocating for learning through authentic participation in simulated work environments. Additionally, competency-based learning drives AI-powered assessments and focuses on identifying and developing specific skills required for success in specific professional roles.

In addition to the criticism above, it is possible to be a mediator for further integration between work and study in a Chinese student's life by studying some theoretical frameworks and models. Social constructivism (Vygotsky, 1978 puts a major focus on interaction and collaboration as the basis of knowledge construction. It also correlates with the fact that websites generally tend to have discussion boards, group projects, and peer evaluations. Research such as Garrison and Anderson (2000) brings to the fore critical social interaction value in online learning – platforms can help to facilitate. The connective concept is based upon connectivism, where learning is reflected in the networks produced from the experience of connectedness (Siemens, 2005). With this framework supporting this, platforms that allow students to network with their industry experts, mentors or peers can aid this framework.

Learning takes place within authentic environments, according to situated learning theory (Lave & Wenger, 1991). Through virtual internships, learners can get situated learning by acquiring experience working in simulated workplace environments that are similar to a real-world situation. According to Kolb (1984), experiential learning theory refers to reflecting upon experience in its attempt to explain how the individual

learns. It is virtually provided by internships that have also aligned with this theory which gives a chance to reflect and also hypothesizes that internships have also been given as feed-forward loops. In CBL, levels of competence are defined according to the required specific skills and knowledge for specific posts. The AI assessments can value performance and summarise it with insights in terms of the data created for the novel CBL frameworks. From the belief that if a person can put in his effort, good results can be achieved, the concept of self-efficacy arises (Bandura, 1977). The personalized assessments which produce their own personalized feedback and progress tracking, through AI mechanisms can significantly increase self-efficacy.

The Technological Pedagogical and Content Knowledge (TPACK) framework is elaborated by Mishra and Koehler (2006) and speaks of the interrelationship among technology, pedagogy, and the knowledge of the material in terms of learning. It contributes to the analysis of how certain technologies such as online platforms, virtual internships, and AI assessments play a productive role in the design of curriculum and pedagogy to achieve productive work-study experiences. The Diffusion of Innovations Theory (Rogers, 1983) theoretical pitch highlights on how innovations spread in a given environment. It may be of great help in analyzing components which determine the use and acculturation of these technologies into Chinese work-study programs (Zheng, 2024).

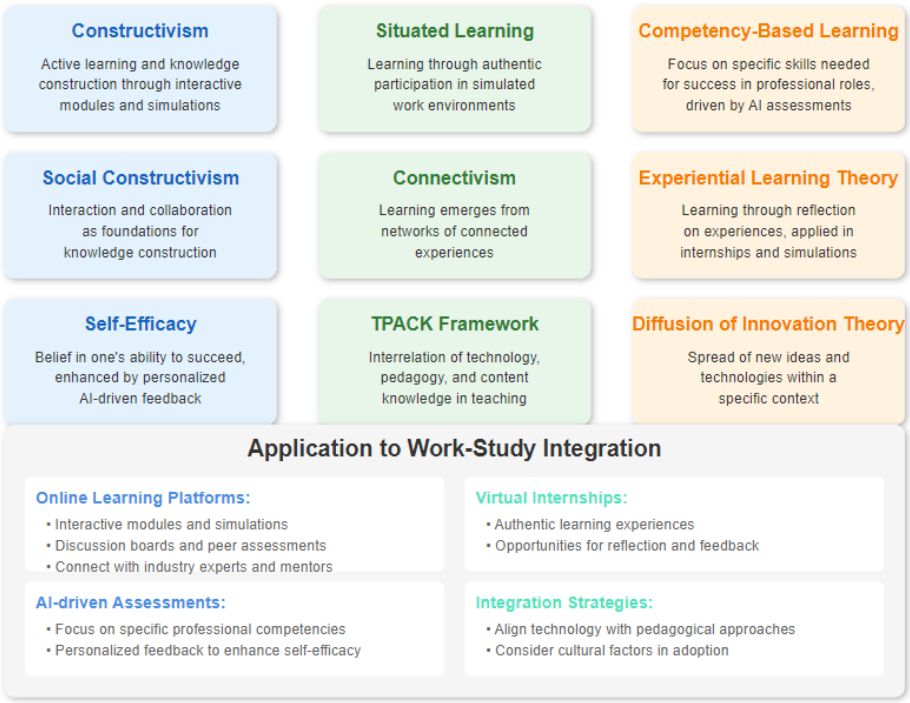

Figure 3 Theoretical Frameworks and Models of this Study

Empirical Evidence

The studies done by Eryong, & Li, (2021) found that technology in enhancing work-study integration for Chinese Students found that there are significant improvements in technical and soft skills through virtual internships and online learning platforms. This was also replicated by the study by 2023 study by Wu et al., (2023) on Chinese engineering students, who reported significant improvements in technical and soft skills through virtual internships and online learning platforms. Turning on the matter of employability, a 2022 study conducted by Wang and Li suggested that the hiring performances of graduates from the work-study programs with built-in AI-powered assessments were higher than the same corporate peers where traditional assessments were used. As compared to traditional programs, students reported relatively higher satisfaction being engaged in technology-enhanced work-study programs as observed in the international study 2021 carried out by Chen et al., (2021); with convenience and personalized learning being among the reasons mentioned.

McGrath, et al., (2020) report research that asserts that technology has also closed some of the digital literacy gaps. The implication of bridging the digital literacy gaps was highlighted in Zhao and Sun's (2020) study in which the researchers said that this would help to promote equity in receiving technology services for work and adult learning. The studies, such as Zhang et al. (2022), emphasized the desirability of virtual internships and online learning platforms that would integrate collaborative elements and offer opportunities for interaction to overcome alienation and help share more knowledge. A set of other issues surrounds the preservation of integrity in data protection, elimination of bias due to the use of AI-powered assessments, and how one could offer proper virtual supervision, also requiring attention and policy development. The writings that currently exist—in fairly consistent tones—suggest that technology can change the form of work-study accurately, improve the development of skills, employability, and overall betterment of student satisfaction (Jacques et al., 2021). The a need to provide ethical implementation to ensure that the gaps in digital literacy and collaboration are not a continuous challenge. Wang and Wang (2022) through the redress of these issues and subsequent technological developments, work-study programs can become a significant tool in preparing Chinese students for a bright future in the changing workforce in the world .

Apart from simple generalized statements, list the particular research done that specifically analyzes the growth of focused technical skills that fall under the categories of specific industries or occupations using standardized evaluation questions or employer feedback (Xie et al., 2019). Gong, Gao, and Lyu (2020) think that although China is the main point of focus, occasional comparisons with other countries are appropriate to determine whether the findings are contingent upon the context or are meant for technology-centred work-study programs internationally (Falloon, 2020). Consider evidence of ideal ways to cope with digital literacy gaps, including training courses, individual guidance, and configurable interfaces for desktop applications or other pieces of technology. Assess the effectiveness of various interventions in ensuring equal opportunities for initiating the technology-moved work-study programs. According to Médecine et al., (2018), in such a situation, it would be crucial to seek studies that offer solutions to reduce isolation and promote collaborative processes in virtual environments using integrated communication tools, group projects, and, feedback mechanisms by peers. The AR and VR technologies can be further utilized in the question of making the virtual internship more immersive and realistic. The information provided can be used; therefore analyze the future of collaborations between institutions of education and industrial partners who are coming together to jointly prepare and test the technology-based programs that are aimed at fulfilling the expectations of an industry in the matter of the skills required for work (Kasperski et al., 2022). The following sentence can provide a more detailed delving into the current field and the detailed structuring of these significant fields, and thus, a more encompassing picture of the Chinese students work–study integration the force of technology will be pure human (Dandachi, 2023).

Key Technologies for Work-Study Integration

Virtual internships and remote work- Technology also aids in virtual internships, which break barriers in the form of distance. Students do get virtual internships which give them hands-on experiences, which still leaves them with the luxury of time to allow them to pursue their academic responsibilities without any commitments. In addition to familiarizing students with some global work environments, remote work is also shaping them up to be adaptive and have various digital literacy skills.

Online learning platforms- Long before blogs, social media, Facebook, and YouTube, websites such as Quora and Stack Overflow existed as places people could go with questions and engage in community problem-solving informally. Chinese students can use such platforms to learn other more useful skills that will aid them to achieve their desired career. Coding, data analysis, language abilities, and other technical competencies are taught to students via e-learning as well as key project-management skills; students can learn at their own pace and by doing this, adjust their 'package' to a particular industry and approach it from a different angle.

AI-Powered assessments- By using collaborative tools and platforms, the element of teamwork is enhanced among the Chinese students who are involved in work-study programs. Documents sharing, video conferencing, and project management tools, which can be used in the cloud make it easy to collaborate without actually meeting and regardless of location. These technologies not only simplify the communication approach

but a community is also created among the students who share similar engaging academic and professional fields. The social media platforms offer the best for Chinese students where they can gain chances to interact with experts in their areas of choice (Liu et al., 2019). The platforms such as LinkedIn provide the networking, and mentoring that they allow for and learners can easily access books. A digital professional presence will help a student find contacts that can develop into a perfect internship, first job position, and valuable inside information about a major (Folgieri et al., 2024). The time tracking, task management, and productivity on some mobile apps can contribute considerably by helping Chinese students manage well their work-study commitments. Using these apps, the students tend to stay focused, organized well and be in control of their time leading to successful performance in college, as well as in the professional sphere.

Table 1 The key technological integration and their respective benefits

Technology Integration	Key Features and Benefits
Virtual Internships and Remote Work	• Transcends geographical barriers• Provides practical experience without compromising academic commitments• Cultivates adaptability and digital literacy skills• Exposes students to global work environments
Online Learning Platforms	• Leverages established Q&A platforms (e.g., Quora, Stack Overflow) for informal community problem-solving• Facilitates acquisition of industry-relevant skills (coding, data analysis, languages)• Enables self-paced learning and customization of skill sets• Promotes project management competencies
Collaborative Technologies	• Enhances teamwork through cloud-based tools• Facilitates location-independent collaboration• Streamlines communication processes• Fosters community building among students with similar academic and professional interests
Professional Networking Platforms	• Provides opportunities for expert interaction in chosen fields• Offers mentorship and knowledge exchange (e.g., LinkedIn)• Aids in developing a digital professional persona• Assists in identifying internship and employment opportunities
Productivity Applications	• Incorporates time tracking and task management features• Enhances work-study commitment management• Promotes focus and systematic time allocation• Contributes to academic and professional success

Challenges and Opportunities

Digital Literacy Gap- The human and collaborative personal development have been physical qualities that have to be bridged via the digital literacy chasm for those who will support the equality of access to computer technology development work-study programs. This can be achieved through initiatives such as government-funded training programs, workshops that are targeted only towards schools and communities, and alliances with NGOs which can arm students with critical digital skills (Chen et al., 2021). Moreover, creating humanized interfaces and providing accessibility on technology platforms will widen this divide even more (UNESCO, 2023).

Cultural and regional variations- Technological adoption and use could vastly differ with the whole broad spectrum of cultures and regional diaspora seen in China. In this regard, an essential aspect is the inclination to bring context-sensitive perceptions on technology integration strategies (Lai & Lin, 2020). This includes local telecommunications about media infrastructure, available technology devices, and personal preferences regarding the use of technology as such. The local stakeholders and teachers' collaboration should help ensure that the implementation is culturally mature but also contextually relevant.

Sustainability And Cost-Effectiveness- For long-term sustainability and efficiency in costs, these are the issues of most concern. The pursuit of development through innovations that cut across open-source, partnerships from different technology companies and discounts, and implied government or international funding stands to enhance the programming sustainability levels (World Bank, 2022). Moreover, the cost-savings and evidence of student performance increases from the resource allocation to be can be used as a basis for future investments.

Recommendations and Future Directions

Policy Recommendations

It is recommended that educational institutions to some extent, train students and teachers on the use of technology to integrate the application of technology in their curricula and to provide support to students who face challenges of digital literacy, also to invest in upgrading the infrastructure to support technology-driven programs. The industry partners with higher learning institutions to participate in work-study partnerships,

sponsor funding to implement technology and conduct a mentorship program that helps students attain skills. Specifically, create national policies that support technology integration in work-study programs, set allocation for infrastructure development and digital literacy initiatives, and enforce ethical data usage guides.

Future Research Directions

There is a need for emerging technologies that include investigating the possibilities of using immersive technologies such as AR and VR to create work-study experiences and resolve ethical issues and sensitivities while discussing accessibility-related issues. There is also a need for research on the possibilities of using Artificial Intelligence (AI) for personalized learning pathways that may be provided through online and virtual internship platforms seeking for fair and bias-free algorithms. There is also a need to increase investigation into ethics in data accumulation and staff application and build standards of data management and antithrombin need for secrecy inside the service–study programs. Through the implementation of appropriate technological mechanisms for work-study programs, China breaks these challenges and emerges a path for seizing the benefits technology can offer for work-study programs, especially to students with better skills and abilities.

CONCLUSION

In conclusion, as the world becomes increasingly interconnected, the role of technology in work-study integration for Chinese students becomes more pronounced. By embracing virtual internships, e-learning platforms, collaboration tools, social media, and productivity applications, students can enhance their educational journey and seamlessly integrate theoretical knowledge with practical experiences. As technology continues to evolve and to provide innovative and unique solutions, Chinese students can take advantage of these new tools that enable them to be resilient in a global arena that is constantly dynamic and competitive. Also, the perception of technology development is considered to be one of the most important values in the life of Chinese students as technology helps not just to create an integrated bond between work and learning but, along with the most recent achievements, a person not only acquires new approaches to study, cooperate, and develop particular abilities. The revolution is brewing in fast-evolving Asian nations such as China where VA land is a vital instrument in the development of professionals. Thus, it is emerging in the modern world as a very prominent medium to innovate the outlook towards work-study integration and is becoming the main cause for the amalgamation of school-based learning and the professional world. It looks into this cutting-edge terrain and meanwhile examines how emerging technologies such as virtual internships, e-learning systems as well as AI-driven evaluation solutions, are changing employment study practices among Chinese learners. Moreover, the digital literacy gaps and the absence of proper communication lead to the fact that the platform design and content should be properly developed and designed as well as take into account their training.

REFERENCES

Dandachi, I. E. (2023). AI-powered personalized learning: Toward sustainable education. In H. El-Chaarani, I. El Dandachi, S. El Nemar, & Z. El Abiad (Eds.), Navigating the intersection of business, sustainability and technology (Contributions to Environmental Sciences & Innovative Business Technology). Springer. https://doi.org/10.1007/978-981-99-8572-2_5

Eryong, X., & Li, J. (2021). What is the ultimate education task in China? Exploring "strengthen moral education for cultivating people"("Li De Shu Ren"). Educational Philosophy and Theory, 53(2), 128-139.: http://en.moe.gov.cn/

Falloon, G. (2020). From digital literacy to digital competence: The teacher digital competency (TDC) framework. Education Technology Research and Development, 68(6), 2449–2472. https://doi.org/10.1007/s11423-020-09767-4

Folgieri, R., Gil, M., Bait, M., & Lucchiari, C. (2024). AI-powered personalised learning platforms for EFL learning: Preliminary results. In Proceedings of the 16th International Conference on Computer Supported Education (Vol. 2, pp. 1–7). Science and Technology Publications.

Gong, Y. (F.), Gao, X. (A.), & Lyu, B. (2020). Teaching Chinese as a second or foreign language to non-Chinese learners in mainland China (2014–2018). Language Teaching, 53(1), 44–62. https://doi.org/10.1017/S0261444819000387

Huang, F., Teo, T., & Zhou, M. (2019). Factors affecting Chinese English as a foreign language teachers' technology acceptance: A qualitative study. Journal of Educational Computing Research, 57(1), 83–105.

Jacques, S., Ouahabi, A., & Lequeu, T. (2021). Synchronous e-learning in higher education during the COVID-19 pandemic. In 2021 IEEE Global Engineering Education Conference (EDUCON) (pp. 1102–1109). IEEE. https://doi.org/10.1109/EDUCON46332.2021.9453887

Kasperski, R., Blau, I., & Ben-Yehudah, G. (2022). Teaching digital literacy: Are teachers' perspectives consistent with actual pedagogy? Technology, Pedagogy and Education, 31(5), 615–635. https://doi.org/10.1080/1475939X.2022.2091015

Kosmas, P., & Zaphiris, P. (2023). Improving students' learning performance through technology-enhanced embodied learning: A four-year investigation in classrooms. Education and Information Technologies, 28, 11051–11074. https://doi.org/10.1007/s10639-022-11466-x

Lai, S. C., & Lin, C. Y. (2020). The effect of the use of multimedia technology on year three students' Chinese vocabulary learning. Muallim Journal of Social Sciences and Humanities, 87–92.

Li, J., & Pilz, M. (2023). International transfer of vocational education and training: A literature review. Journal of Vocational Education & Training, 75(2), 185-218. https://www.tandfonline.com/doi/pdf/10.1080/13636820.2020.1847566

Liang, W. (2021). University teachers' technology integration in teaching English as a foreign language: Evidence from a case study in mainland China. SN Social Sciences, 1(219). https://doi.org/10.1007/s43545-021-00223-5

Liu, H., Wang, L., & Koehler, M. J. (2019). Exploring the intention-behavior gap in the technology acceptance model: A mixed-methods study in the context of foreign-language teaching in China. British Journal of Educational Technology, 50(5), 2536–2556.

Mason, G. (2020). Higher education, initial vocational education and training and continuing education and training: where should the balance lie?. Journal of Education and Work, 33(7-8), 468-490. https://www.springer.com/series/6969

McGrath, S., Ramsarup, P., Zeelen, J., Wedekind, V., Allais, S., Lotz-Sisitka, H., ... & Russon, J. A. (2020). Vocational education and training for African development: a literature review. Journal of Vocational Education & Training, 72(4), 465-487. https://www.tandfonline.com/doi/pdf/10.1080/13636820.2019.1679969

Owais, A., Alabidi, S., Hatamleh, Z., & Hussein, E. (2020). Technical and Vocational Education and Training in the UAE. International Journal of Emerging Technologies in Learning (iJET), 15(13), 264-288. https://www.learntechlib.org/p/217608/article_217608.pdf

Petrenko, L., Kravets, S., Bazeliuk, O., Maiboroda, L., & Muzyka, I. (2020). Analysis of the current state of distance learning in the vocational education and training institutions. In E3s web of conferences (Vol. 166, p. 10010). EDP Sciences. https://www.e3s-conferences.org/articles/e3sconf/pdf/2020/26/e3sconf_icsf2020_10010.pdf

Rageth, L., & Renold, U. (2020). The linkage between the education and employment systems: Ideal types of vocational education and training programs. Journal of Education Policy, 35(4), 503-528. https://www.econstor.eu/bitstream/10419/167649/1/895006448.pdf

Statti, A., & Torres, K. M. (2020). Digital literacy: The need for technology integration and its impact on learning and engagement in community school environments. Peabody Journal of Education, 95(1), 90–100. https://doi.org/10.1080/0161956X.2019.1702426

Teng, Y., & Wang, X. (2021). The effect of two educational technology tools on student engagement in Chinese EFL courses. International Journal of Educational Technology in Higher Education, 18(1), 27. https://doi.org/10.1186/s41239-021-00263-0

Mahmut, Ö. Z. E. R. (2020). Vocational education and training as "a friend in need" during coronavirus pandemic in Turkey. Bartın University Journal of Faculty of Education, 9(2), 1-7. https://dergipark.org.tr/en/download/article-file/1038547

Wang, G., & Wang, Z. (2022). Vocational education: A poor second choice? A comparison of the labour market outcomes of academic and vocational graduates in China. Oxford Review of Education, 49(3), 408–427. https://doi.org/10.1080/03054985.2022.2096583

Xie, Y., Ryder, L., & Chen, Y. (2019). Using interactive virtual reality tools in an advanced Chinese language class: A case study. TechTrends, 63(3), 251–259. https://doi.org/10.1007/s11528-019-00389-z

Zheng, Y. (2024). A review of using educational technology to teach Chinese language in Canada. In W. Cai (Ed.), Researching and teaching the Chinese language (Vol. 47, pp. [page range]). Springer. https://doi.org/10.1007/978-3-031-59793-0_3