



The Development of Learning Achievement in Military Theory Course Through Integrated Learning Activities of the Sophomore at Guang Zhon Huashang Vocational College

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Abstract

Background and Aims: In the current educational environment, military theory classes have always been regarded as a special learning experience. Guangzhou Huashang Vocational College offers military theory courses for sophomore students, aiming to improve students' military accomplishment and national defense awareness through systematic theoretical study and practical operation. However, there are several issues concerning the setting and implementation of this curriculum that are worth exploring in depth. For example, does military theory have an impact on the academic success of sophomore students? Is the effect positive or negative? How satisfied are students with the course? Based on the concern of these problems, this study takes the sophomore students of Guangzhou Huashang Vocational College as the research object, analyzes the teaching practice of military theory courses, and discusses the influence of military theory courses on academic achievement. The objectives of this research were 1) To compare academic achievement in Development of Learning Military Theory Course subjects before and after the blended learning. 2) Study on students' satisfaction towards integrated learning activities. 3) Study students' interest in interactive games in integrated learning activities.

Methodology: The research tools include 1) A blended by traditional learning management plans, a total of 6 plans. 2) Academic achievement with multiple choice test before class - after class total of 30 items. 3) A questionnaire on students' satisfaction towards integrated learning activities totals 10 items. 4) A questionnaire on students' interest in interactive games in integrated learning activities totals 5 items.

Results: The results of the research found that 1) Academic achievement after the blended learning arrangement was higher than before with statistical significance at the .05 level. 2) Students were satisfied with the integrated teaching and learning arrangement. at a high level 3) Students' interest in interactive games in integrated learning activities at a high.

Conclusion: The study discovered that the use of blended learning greatly increased academic achievement and that students expressed great satisfaction with both the integrated teaching strategy and the interactive games incorporated into the learning activities.

Keywords: Participation; Development

Introduction

This paper mainly discusses the influence of the integrated learning activities of the sophomore students in Guangzhou Huashang Vocational College on the academic achievement of the military theory course. In today's diversified learning environment, students' learning activities become more complex and diversified, and military theory, as a course of higher education, plays an important role in the cultivation of students' integrated quality. Therefore, it is of great significance to study the influence of integrated learning activities on the academic achievement of military theory courses. Learning situationality plays a significant role in the integrated learning activities of military theory courses. During the learning process, students are placed in real or simulated real-world situations, which allows them to better understand and apply what they have learned. Through situational simulation and role-playing, students can not only deepen their understanding of theoretical knowledge but also develop their practical operation ability and problem-solving abilities (Zhao, 2019). The communicative nature of learning is another key element of integrated learning activities. In the study of military theory, students need to communicate with peers and teachers. Such an interactive process can not only improve their communication skills but also help them





understand and learn from different perspectives. At the same time, the process of communication is also a process of knowledge sharing and mutual learning, which is conducive to the in-depth understanding of knowledge and the cultivation of innovative thinking (Li, 2020). Students' subjectivity has been fully reflected in the study of military theory courses. In integrated learning activities, students are no longer passive receivers of knowledge but become active knowledge builders. They need to be self-directed, self-tuned, and actively involved in the learning process. This way of learning cannot only enhance students' understanding and mastery of knowledge but also cultivate their independent learning ability and self-management abilities. (Wang, 2019).

In the current educational environment, military theory classes have always been regarded as a special learning experience. Guangzhou Huashang Vocational College offers military theory courses for sophomore students, aiming to improve students' military accomplishment and national defense awareness through systematic theoretical study and practical operation. However, there are several issues concerning the setting and implementation of this curriculum that are worth exploring in depth. For example, does military theory have an impact on the academic success of sophomore students? Is the effect positive or negative? How satisfied are students with the course? Based on the concern of these problems, this study takes the sophomore students of Guangzhou Huashang Vocational College as the research object, analyzes the teaching practice of military theory courses, and discusses the influence of military theory courses on academic achievement.

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Research Objectives

- 1: To compare academic achievement in Development of Learning Military Theory Course subjects before and after the blended learning.
- 2: Study students' satisfaction with integrated learning activities.
- 3: Study on students' interest in interactive games in integrated learning activities.

Research Hypothesis

Integrated activity learning can improve student's knowledge of basic military theory.

Integrated activity learning is a kind of teaching mode that combines theoretical knowledge with practical operation through practice, inquiry, and interaction. This way of learning can help students better understand and master the basic military theory, thereby improving their awareness level.

In integrated activity learning, students can have an in-depth understanding of the basic military theories by simulating military operations, analyzing war cases, and conducting tactical exercises. These practical activities can make students understand military theory more intuitively, master military skills and find and solve problems in practical operations.

Scope of Study

Population and Samples

1) Population



In this study, the sophomore students of Guangzhou Huashang Vocational College, total 200 students.

2) Samples

For the sophomore students of Guangzhou Huashang Vocational College, one sample group included 60 students.

1. The variables studied in the research

1) Independent variable

Integrated learning activities.

2) Dependent variable :

1. Academic achievement.

2. Student' satisfaction.

3. Student interest.

3) Scope of content

Course content from the curriculum of Guangzhou Huashang Vocational College was 6 contents:

1) China's national defense.

2) Introduction to military science.

3) Military thinking.

4) Security environment around China.

5) Military high technology.

6) Information-based warfare.

Research period

Teach 6 content about 45 minutes per week total of 4.5 hours in 6 weeks.

Research area

A sophomore at Guangzhou Huashang Vocational College.

Literature Review

Integrated Learning Activities

A pedagogical strategy that integrates several subject areas into a seamless learning experience is represented by integrated learning activities. This approach is different from traditional education, which teaches each subject separately. Through connections across disciplines, integrated learning helps students gain a deeper comprehension of the subject matter. Fogarty (1991) asserts that by exposing students to challenging, real-world issues requiring interdisciplinary knowledge and abilities, this method can improve cognitive development.

Encouraging critical thinking is one of the main advantages of integrated learning activities. When students are faced with cross-disciplinary problems, they have to use a wide range of skills and knowledge to solve them. This comprehensive approach helps students gain a deeper understanding of individual subjects as well as a more nuanced perspective on the intersections between various fields of knowledge. Integrated learning activities, as noted by Beane (1997), foster critical and creative thinking in students, which are critical skills for success in the twenty-first century.

Activities that incorporate learning can also boost students' motivation and engagement. These activities can stimulate students' interest in learning by making it more relevant to their lives and interests. For example, students are more likely to find the material engaging and meaningful when they see how their studies apply to real-world situations. According to Drake and Reid (2010), students become much more motivated and engaged when they believe that what they are learning has application to actual problems.

The improvement of teamwork abilities is a key benefit of integrated learning activities. These exercises frequently call for group work, which calls on students to cooperate and speak clearly with one another. This cooperative setting is modeled after real-world situations where cooperation is crucial.





Cooperative learning experiences, in the opinion of Johnson and Johnson (1994), not only raise academic achievement but also develop social and communication skills.

Lastly, integrated learning exercises help students acquire skills for lifelong learning. These exercises support the development of a flexible and adaptive mindset in students by encouraging them to investigate connections between various fields and to apply their knowledge in a variety of contexts. This flexibility is essential in a world that is changing quickly, where the capacity to absorb and use new knowledge is a great advantage. According to Jacobs (1989), integrated learning equips students to prosper in a world that is getting more complicated and interconnected by the day.

Conceptual Framework

In the existing research, a variety of integrated learning activities such as extracurricular activities, practical activities, and military training are considered to have a positive impact on students' academic performance. (Liu, 2020). These activities can not only improve students' knowledge level but also cultivate students' practical ability, teamwork ability, leadership, etc., to achieve better results in military theory course learning. (Wang, 2019). However, studies have also pointed out that not all integrated learning activities have a positive impact on students' academic performance. Some students may be involved in too many activities, resulting in insufficient preparation for the study of military theory courses, thus affecting their academic performance.

Conceptual Framework

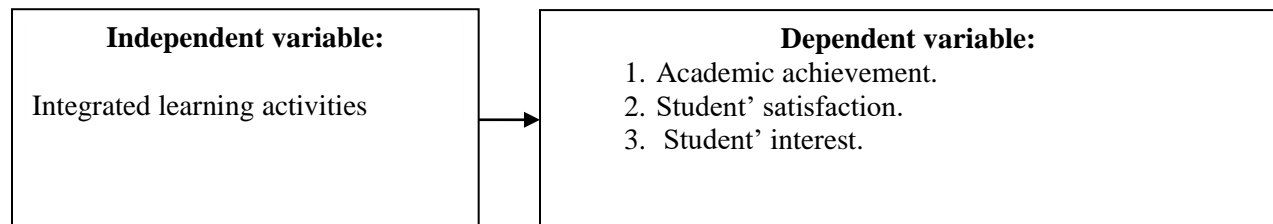


Figure 1 Conceptual Framework

Methodology

Population and sample

1) Population In this study, the sophomore students of Guangzhou Huashang Vocational College, a total of 200 students

2) Sample The sophomore students of Guangzhou Huashang Vocational College, one sample group including 60 students

Research model

Population Sum Sample

In this study, sophomores from Guangzhou Huashang Vocational College, population total of 200 students, sample is 60 students.

Research Tools

1. Lesson plans total 6 plans
2. Academic achievement total 30 items.
3. A questionnaire on students' satisfaction totals 10 items.
4. A questionnaire on students' interest in interactive games totals 5 items.



Creation and quality determination of research tools

Lesson plans

To effectively improve students' performance in military theory courses and enhance students' deep understanding and cognition of military theory, the teaching and development of military theory courses will be carried out in the form of comprehensive learning activities, once a week for a total of 6 weeks. Each lesson lasts 45 minutes.

Data Collection

1. Before this study, we selected 60 sophomore students as experiment subjects and recorded their pre-class test results. The students scored at comparable levels in pre-class tests in military theory courses to ensure the accuracy of the study results.

2. We conducted a six-week teaching experiment, completing one chapter of a military theory course each week. Students in the experimental participated in the course, in terms of interactive activities, knowledge focus tests, and satisfaction surveys.

3. At the end of the six-week course, students in the experimental were given an after-school test and their scores were recorded. We compared the students' performance before and after class to assess the effectiveness of the teaching.

4. We also conducted a satisfaction survey to find out how satisfied students are with their military theory courses. In addition, we conducted an interest survey on interactive activities to see how receptive students were to them. Finally, we conducted a knowledge focus test to assess students' mastery of the course content

Data Analysis

1. Analysis to compare academic achievement in the development of learning achievement in military theory course subjects before and after blended learning.

2. Analysis of students' satisfaction with integrated learning activities.

3. Analysis of students' interest in interactive games in integrated learning activities.

Statics For Data Analysis

For the evaluation of the development of learning achievement in the military theory courses through integrated learning activities of the sophomore at Guangzhou Huashang Vocational College uses of statics: t-test, S.D.

Results of research

This study uses academic achievement tests and satisfaction surveys as research tools. The academic achievement test consists of pre - and post-class tests to measure changes in students' academic achievement before and after the course. The satisfaction survey includes the satisfaction of the course content, the satisfaction of the teacher teaching

According to the needs of the research, the following teaching schedule was formulated (a class of 60 students was selected to attend classes, each class time was 45 minutes, and each class time was 2 classes per week, a total of 12 classes were completed in 6 weeks)

From the academic achievement test by analyzing learning achievement development scores in the first and subsequent experiments, the average scores of both tests were compared by testing Hypothesis 1. The average academic achievement test scores in the field of education were significantly different from the experimental groups. at the.05 level and test hypothesis 2, mean achievement test scores in terms of education of the experimental group the results of the second test were significantly higher than the results of the first test 05 level.

The results of the analysis to determine the efficiency of study skills training according to the 70/70 criteria have the following details.



Table 1 Efficiency of study skills training according to the 70/70 criteria has the following details.

	Before (100 point)	After (100 point)		D		D^2
sum	3088.00	4553.00	$\sum D$	1465.00	$\sum D^2$	36407.00
average	51.47	75.88	$(\sum D)^2$	2146225.00		
S.D.	4.85	4.83				
n	60					

Therefore, the score after studying is higher than before studying with statistical significance at the 0.05 level. Summarized in a table as follows.

Table 2 Development of student's knowledge and understanding

Test	n	Full score	\bar{X}	S.D.	t-test
Before	60	100	51.47	4.85	57.58
After	60	100	75.88	4.83	

It was found that the development of student's knowledge and understanding was significantly different at the .05 level. Students tested according to integrated learning activities had knowledge, understanding and can do higher exams than before. This makes students' educational behavior according to their wishes and achievement after reaching higher than before learning according to academic achievement development standards. Improve academic achievement of 75% or higher with statistical significance on a scale of .05

Classroom scored an average score of 75.88 out of 100, equivalent to 75.88 of the total score, which is higher than the required score. Learners' satisfaction with teaching activities management.

Table 3 Learners' satisfaction with teaching activities management.

No.	questionnaire on learners' satisfaction with teaching activities management	\bar{X}	S.D.	Description
1	The teacher informs the learning purpose in advance.	4.30	0.64	satisfactory
2	Teachers use a variety of skills and methods, combined with community/regional wisdom and context, to provide activities and environments suitable for learning.	4.36	0.55	satisfactory
3	Teachers organize activities to cultivate students' thinking ability, let students have ideas, and students practice in individual or group activities, emphasizing the importance of students.	4.41	0.53	satisfactory
4	Teachers provide opportunities for students to discuss, ask questions, and make comments together to clarify issues and establish knowledge exchange with students for practical application.	4.35	0.54	satisfactory
5	Teachers care for, guide, counsel and facilitate students, carry out integrated activities and make the learning atmosphere pleasant while teaching and carrying out various activities.	4.20	0.57	satisfactory



No.	questionnaire on learners' satisfaction with teaching activities management	\bar{X}	S.D.	Description
6	Teachers use books, technology, or innovation to arrange lessons to facilitate student learning.	4.13	0.56	satisfactory
7	Teachers encourage students to explore knowledge, the Internet, or other resources, such as local wisdom and social context.	4.18	0.62	satisfactory
8	Teachers inform measurement and assessment standards in advance, and learners participate in the planning of measurement and assessment of learning outcomes.	4.26	0.57	satisfactory
9	Teachers use a variety of techniques, methods, and measuring instruments to make assessments based on the actual situation.	4.35	0.57	satisfactory
10	Overall satisfaction with learning management/ technology/ teaching methods/teaching activities	4.38	0.55	satisfactory
	Total	4.29	0.57	satisfactory

Analysis results sorted by every item from highest to lowest as follows: Teachers organize activities to cultivate students' thinking ability, let students have ideas, and students practice in individual or group activities, emphasizing the importance of students. ($\bar{X} = 4.41$). Overall satisfaction with learning management/ technology/ teaching methods/teaching activities ($\bar{X} = 4.38$). Teachers use a variety of skills and methods, combined with community/regional wisdom and context, to provide activities and environments suitable for learning. ($\bar{X} = 4.36$). Teachers provide opportunities for students to discuss, ask questions, and make comments together to clarify issues and establish knowledge exchange with students for practical application. ($\bar{X} = 4.35$). Teachers use a variety of techniques, methods, and measuring instruments to make assessments based on the actual situation. ($\bar{X} = 4.35$). The teacher informs the learning purpose in advance. ($\bar{X} = 4.30$). Teachers inform measurement and assessment standards in advance, and learners participate in the planning of measurement and assessment of learning outcomes. ($\bar{X} = 4.26$). Teachers care for, guide, counsel and facilitate students, carry out integrated activities and make the learning atmosphere pleasant while teaching and carrying out various activities. ($\bar{X} = 4.20$). Teachers encourage students to explore knowledge, the Internet, or other resources, such as local wisdom and social context. ($\bar{X} = 4.18$). Teachers use books, technology, or innovation to arrange lessons to facilitate student learning. ($\bar{X} = 4.13$).

4.3.3 Learners' interest in interactive games in integrated activities.

Table 4 Learners' interest in interactive games in integrated learning activities.

No.	questionnaire on learners' interest in interactive games in integrated learning activities	\bar{X}	S.D.	Description
1	Interest in knowledge solitaire games	4.36	0.55	interested
2	Interest in watching military movies, recalling the plot of the movies, and acting in groups	4.30	0.53	interested
3	Interest in watching military movies, recalling the plot in the movies, and acting in groups	4.36	0.51	interested
4	Interest in watching, writing, and reading military movies	4.18	0.56	interested
5	Interest in key knowledge answering games	4.23	0.49	interested
	Total	4.28	0.52	interested



Analysis results sorted by every item from highest to lowest as follows: Interest in watching military movies, recalling the plot in the movies, and acting in groups ($\bar{X} = 4.36$). Interest in knowledge solitaire games ($\bar{X} = 4.36$). Interest in watching military movies, recalling the plot of the movies, and acting in groups ($\bar{X} = 4.30$). Interest in key knowledge answering ($\bar{X} = 4.23$). Interest in watching, writing, and reading military movies ($\bar{X} = 4.18$).

Conclusion

The objectives of this research were 1) To compare academic achievement in Development of Learning Military Theory Course subjects before and after the blended learning. 2) Study on students' satisfaction towards integrated learning activities. 3) Study students' interest in interactive games in integrated learning activities.

The research tools include 1) A blended by traditional learning management plans, a total of 6 plans. 2) Academic achievement with multiple choice test before class - after class total of 30 items. 3) A questionnaire on students' satisfaction towards integrated learning activities totals 10 items. 4) A questionnaire on students' interest in interactive games in integrated learning activities totals 5 items.

The results of the research found that 1) Academic achievement after the blended learning arrangement was higher than before with statistical significance at the .05 level. 2) Students were satisfied with the integrated teaching and learning arrangement, at a high level ($\bar{x} = 4.29$, S.D. = 0.57). 3) Students' interest in interactive games in integrated learning activities at a high level ($\bar{x} = 4.28$, S.D. = 0.52).

Discussion

The results of this study show differences in the development of academic achievement. After using integrated learning activities in the Develop the ability students' knowledge of military theory efficiency through integrated activity-based learning methods which the researcher discussed the results of data analysis in the research are as follows:

1. Achievements of integrated learning activities in developing the ability students' knowledge of military theory efficiency through integrated activity-based learning methods according to the curriculum criteria significantly statistics at the .05 level show that students have developed knowledge. Understanding the content of the lesson and the purpose of learning is better than before studying as the learner does the study himself. Although it is human nature to have opinions on Developing the ability students' knowledge of military theory efficiency through integrated activity-based learning methods, therefore it may be the cause. One of the reasons why students tend to lack enthusiasm. Not preparing for learning in advance before entering the school, together with the old teaching methods, found that Students lack interest and participation therefore resulting in achievement. The academic performance of students is below the standard. (Satisfactory standard is 70% or more). (Wang, 2019) They need to be self-directed, self-tuned, and actively involved in the learning process. This way of learning cannot only enhance students' understanding and mastery of knowledge but also cultivate their independent learning ability and self-management abilities. (Zhao, 2019) This paper aims to explore the cultivation of military theory course learning results by integrated learning activities of second-year students in Guangzhou Huashang Vocational College and analyzes from four aspects: students' subjectivity, learning situation, learning reflection, and learning communication.

Achievement in theoretical studies and practical skills after using the integrated learning activities, students who learned the integrated learning activities in the curriculum were different. According to suggested activities and tools of participatory learning, the researcher found that happy students have fun with the activities provided Students learn the theoretical part that has been studied If practical skills are used according to the suggested activities allow students to exchange experiences and present It is something that makes students enthusiastic, understand the lesson and be able to remember it and what



students normally learn in their daily lives about. There is a need for theoretical study in the classroom and as a result, students' results on the second test were higher than those on the first test. Students develop Learning about modern Chinese history according to the specified curriculum and another important thing that the researcher found from the development of academic achievement. By using integrated learning activities, students are happy and have fun with participatory learning plan activities as well.

The experimental group had 60 people with test results before Develop the Ability Students' knowledge of military theory efficiency through integrated activity-based learning methods 51.74 percent and test results after Develop the Ability Students' knowledge of military theory efficiency through integrated activity-based learning methods 75.88 percent, which passed the Criteria 70 percent of the full score.

2. Questionnaire on learners' satisfaction with teaching activities management analysis results sorted by every item from highest to lowest as follows: Teachers organize activities to cultivate students' thinking ability, let students have ideas, and students practice in individual or group activities, emphasizing the importance of students. ($\bar{x} = 4.41$). Overall satisfaction with learning management/ technology/ teaching methods/teaching activities ($\bar{x} = 4.38$). Teachers use a variety of skills and methods, combined with community/regional wisdom and context, to provide activities and environments suitable for learning. ($\bar{x} = 4.36$). Teachers provide opportunities for students to discuss, ask questions, and make comments together to clarify issues and establish knowledge exchange with students for practical application. ($\bar{x} = 4.35$). Teachers use a variety of techniques, methods and measuring instruments to make assessments based on the actual situation. ($\bar{x} = 4.35$). The teacher performs the learning purpose in advance. ($\bar{x} = 4.30$). Teachers inform measurement and assessment standards in advance, and learners participate in the planning of measurement and assessment of learning outcomes. ($\bar{x} = 4.26$). Teachers care for, guide, counsel and facilitate students, carry out integrated activities, and make the learning atmosphere pleasant while teaching and carrying out various activities. ($\bar{x} = 4.20$). Teachers encourage students to explore knowledge, the Internet, or other resources, such as local wisdom and social context. ($\bar{x} = 4.18$). Teachers use books, technology, or innovation to arrange lessons to facilitate student learning. ($\bar{x} = 4.13$). Integrated: integrated activity learning is not a single learning style, but integrates the characteristics of a variety of learning styles, such as discussion, practice, reflection, etc., to achieve an integrated learning effect (Li, 2020).

3. Questionnaire on learners' interest in interactive games in integrated learning activities analysis results sorted by every item from highest to lowest as follows: Interest in watching military movies, recalling the plot in the movies, and acting in groups ($\bar{x} = 4.36$). Interest in knowledge solitaire games ($\bar{x} = 4.36$). Interest in watching military movies, recalling the plot of the movies and acting in groups ($\bar{x} = 4.30$). Interest in key knowledge answering ($\bar{x} = 4.23$). Interest in watching, writing and reading military movies ($\bar{x} = 4.18$).

Recommendation

1. Teaching and learning Recommendations

The results of the research found that the results Theoretical learning and practical skills of Students are better than before studying according to the curriculum criteria. Students have learning behavior characteristics Positive mental attitudes and morality of students that are desired. It shows that integrated learning activities affect the learning of students in terms of knowledge, memory, and application. It creates a new teaching method that makes learning fun and lively. Motivate students to follow the process. Learning as mentioned above can be developed and the learner's interest in the lesson will be increased and developed, resulting in the learner having a better mental attitude and leading to higher academic achievement than before. Therefore, it can be said that integrated learning activities are used as a guideline for developing teaching and learning in other matters. or another subject. It will be useful for further study.

Recommendations Research

Teaching and learning suggestions



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Suggestions for research

1. In the next research, results should be compared. Theoretical learning and practical skills of students during teaching to develop academic achievement through integration with other teaching methods.
2. In the next research, it should be a textbook or a model for developing academic achievement in an integrated manner for all subjects.
3. In the next research, research and learning achievement should be integrated through the internet network.
4. A learning management plan should be used to teach integrated military theory. to use with students at other schools to comparatively study the context that is different from this study, such as the number of students in the class.
5. Research should be done on teaching integrated military theory. with other subjects or other grade levels to study the academic achievement and attitude toward learning of students.

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