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Exploring the Influencing Factors and Driving Mechanism of Learner Satisfaction in Big Idea Teaching in Chengdu, China

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Abstract: There is a burgeoning interest in the concept of 'big-idea' teaching, aimed at refining learning objectives and enhancing the quality of curricula. The objective is to critically assess the pivotal elements contributing to learner satisfaction in 'big-idea' teaching and to further delve into the exploration of management methodologies or strategies through the lens of learner satisfaction.

This research is operationalized through a 'big-idea' teaching experiment conducted over a period of 32 weeks, from September 2022 to July 2023. The study involves 286 senior high school students from Shuangliu Art and Sports Middle School, participating in an English 'big-idea' teaching sample class. The findings indicate that learner expectations, perceived quality, and perceived value are significant determinants of learner satisfaction. These insights not only provide theoretical substantiation for the study of 'big-idea' teaching but also offer practical implications for its implementation, as well as for the broader realm of management and pedagogical strategies in the context of Chinese high school education.

Keywords: *teaching management; learner satisfaction; big idea teaching; learner expectations; quality; value; strategy*

JEL Classification: *C38, M10, I21*

1. Introduction

In 2014, the Ministry of Education (MOE) released the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building Virtue and Cultivating People, which proposed to research and develop the core competence system for students' development (Xe & Miantao, 2017), providing an answer to the question of "who and how to cultivate people," and specifying the essential character and key ability that students should possess to adapt to the demands of lifelong development. The era of core

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competency education has arrived in China (Wei, 2019), and big-idea teaching is unavoidable (Grant & Gradwell, 2009). Big ideas are a new field of study that can shed light on how teachers conceptualize their work (Deehan & MacDonald, 2023) and were proposed in Compulsory Education Curriculum Plan 2022 Edition, specifying that teachers are supposed to "explore big idea teaching and actively carry out comprehensive teaching activities such as themed and project-based learning" (MOE, 2022). With the issue of several documents of the MOE and even the General Office of the State Council about big-idea teaching, the current education situation calls for big-idea teaching. The current practical and theoretical problems (Chengdu Education Bureau, 2022) call for researching big ideas to teach learner satisfaction. As the education center of southwest China, Chengdu has several education problems, though there are achievements. To fill in the research gaps and better improve Chengdu's education as well as other cities in the nation, the research focuses on big-idea teaching in Chengdu, taking the high school English course as an example with a "new curriculum" based on the "new curriculum standard" focusing on core competencies and based on the "new textbook" of big idea teaching. Questionnaires were designed from the ACSI model and constructivism theory perspective to encourage the growth of English teaching in Chengdu. Theoretical and practical support for big idea teaching research, as well as management and teaching strategies in China, were provided by pertinent statistical tests that were conducted.

"Big ideas" refers to the fundamental ideas, presumptions, theories, and methodologies that form the basis of curricula, instruction, and evaluation. Big idea teaching is a style of instructional philosophy and methodology that treats a learning segment as a whole and from a higher level of perspective (Asfaha, Kurvers, & Kroon, 2009), effectively transfers knowledge between grade levels, develops a new knowledge structure that complies with teaching techniques, avoids repetition of classroom content, reduces the size of teaching links, and multiplies classroom content (Deehan & MacDonald, 2023). Big idea teaching's objectives include implementing new curriculum ideas, improving students' overall quality, and creating a solid foundation for long-term happiness (Cui, 2001).

Compared to conventional teaching methods, big idea teaching's learning objectives have significantly shifted from comprehensive language use ability to competence-oriented education in English subjects. The core components and ideas of big-idea teaching are the basis for the fundamental steps of teaching implementation, which are primarily as follows (J. P. Smith & Girod, 2003) (Lv, Wu, Yang & Wang, 2016) (Wang & Rong, 2021): Establish the

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situational task objectives first. Create integrated teaching content second. Third, experience in design and curriculum activities. The fourth is the sharing and assessment of academic experience.

The study will assess important aspects of the learner satisfaction model in big-idea teaching based on the ACSI model (Fornell, Johnson, Anderson, Cha, & Bryant, 1996) and constructivism theory (Bada & Olusegun, 2015) in order to close the research above the gap.

Consequently, this research aims to 1) evaluates the crucial elements of the learner satisfaction model in big-idea teaching based on the ACSI model to investigate the effects of learner expectations, perceived quality, and perceived value on the learner satisfaction model in big-idea teaching. 2) investigates the mechanisms influencing learner satisfaction in big-idea teaching, 3) uncovers management techniques or approaches in big-idea teaching from the standpoint of learner satisfaction.

2. Literature review

The "whole language" ideas in the 1960s and 1970s can be linked to international research on big-idea teaching (Pernai, Pulciani, & Vahle, 2000). Kenneth Goodman and Frank Smith created the language teaching approach to advance learning in American elementary and secondary schools (Smith, Goodman, & Meredith, 1976). In addition to providing some KUD (Knowledge, Understand, Do) models and teaching examples, Eriksson elaborated on the concept-based three-dimensional goal teaching method (Eriksson, 2018). Brinton (1989) proposed that due to the language and vocabulary related to the theme being used in the new environment, which is all meaningful, the materials organized for students according to the theme can create a strong comprehensive learning environment and promote language learning (Brinton, Marguerite, & Wesche, 1989).

The 1990s saw the start of domestic scholars' research on big-idea teaching. The relevant research and experiments on the big-idea teaching of English subjects are primarily conducted in primary, junior high, and senior high schools. According to Liu Hui, designing teaching objectives, learning evaluation, and teaching process, as well as selecting teaching objectives from the macro and micro levels, are the main requirements for a unit of instruction centered around a big idea (Liu, 2020). Building a comprehensive teaching unit around the big idea of the unit theme, with each discourse's topic interconnected and logical, is the unit's overall teaching concept (Schleicher, 2012). Teachers must adopt a new mindset

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and engage in unit-integrated teaching, emphasizing the big idea in the pertinent research on Chinese subjects (Kongyi, 2006).

The research of big-idea-based unit-integrated teaching is still in its infancy; the majority of its articles discuss the design principles and implementation strategies of big-idea teaching and unit-integrated teaching, the majority of which are summaries of the experiences of front-line teachers.

In light of the compilation of junior high school Chinese textbooks and the transition to big-idea teaching, Jin Weiqiang talked about handling single-piece teaching. Wang Qiang and others put forth the "big idea" concept in the pertinent research of the English discipline to guide the organization of curriculum teaching content, the design of teaching activities, and the method of academic evaluation. This information is the most valuable in the discipline education process and, in large part, illustrates the applicability and reliability of the unit's overall instruction (Wang, 2021).

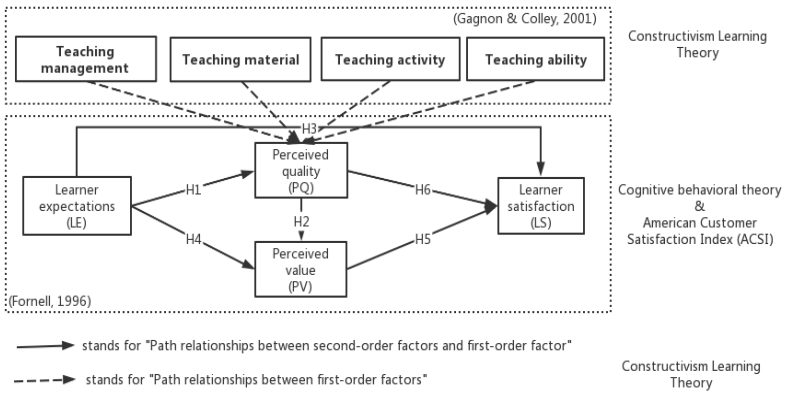

Figure 1 Learner satisfaction model of big-idea teaching based on ACSI and Constructivism Learning Theory（By the author）

Figure 1 depicts the study's conceptual framework. The model is based on constructivism theory and the ACSI model of customer behavior. The primary target variable is learner satisfaction, and the independent variables are learner expectations, perceived quality, and perceived value (Fornell, 1996). Learner satisfaction is influenced by many factors, including attitude and course quality (Albelbisi, 2020). Moreover, users' intentions can be highly influenced by their satisfaction levels (Pozón-López, Higueras-Castillo, Muñoz-Leiva, & Liébana-Cabanillas, 2021).

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Additionally, some research has demonstrated that the course's usefulness, entertainment value, and quality all affect user satisfaction (Littenberg-Tobias & Reich, 2020). It is suggested that learner expectations positively impact perceived quality, value, and satisfaction based on constructivism theory.

The mediating variables are perceived quality and perceived value. Additionally, second-order factors, such as teaching management, teaching materials, teaching activity, and teaching ability, impact perceived quality.

The Learner satisfaction model of big-idea teaching based on ACSI and Constructivism Learning Theory Conceptual Framework served as the foundation for the study's six hypotheses, which were developed to address the research questions raised. Following are some details:

H1: Perceived quality (PQ) is positively impacted by learner expectations (LE).

H2: Perceived quality (PQ) influences perceived value (PV) favorably.

H3: Learner satisfaction (LS) is negatively impacted by learner expectations (LE).

H4: Perceived value (PV) is positively impacted by learner expectations (LE).

H5: Learner satisfaction (LS) is positively impacted by perceived value (PV).

H6: Learner satisfaction (LS) correlates positively with perceived quality (PQ).

3. Research method

Both qualitative and quantitative methods are used in the research. First, the literature research approach is used to identify research gaps by reading plenty of related literature. Additionally, logical reasoning is used by the pertinent theory. Additionally, an experimental approach is used. The researchers established a one-year big idea teaching activity because this research necessitates the teaching practice of big idea teaching. This course's development and design are advantageous for both the creation of instructional activities and understanding learners' learning behaviors through background information for pertinent analysis. What is more, the study uses a questionnaire survey approach. In order to facilitate further investigation of the model's internal workings, questionnaires were distributed at the end of the course, and observation data from the questionnaires was gathered. Finally, regression analysis and the structural equation model are employed.

Before the research, the parental consent form is compiled and signed by participants' parents and minors. There are 32 weeks total in the experimental period from Shuangliu Art

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and Sports Middle School, Grade 2025. The primary teaching resources are the Foreign Language Teaching and Research Press's Senior High School English Textbook Modules 1, 2, and 3 (2019). The big-idea teaching process design of Choi Yun-wrong is called the teaching process (Choi Yun-rong, 2019). The fundamental steps of putting teaching into practice are as follows, and they are based on the tenets and essential components of Big idea teaching:

Establish the situational task objectives first. The curriculum standard objectives should be broken down based on the national curriculum standards, with an understanding of the student's learning needs and levels, using the textbook text wisely to analyze and sort out unit and class objectives. Then, these teaching objectives should be translated into situational task and activity design.

Create integrated teaching content second. Teachers create broad arrangements and imaginative designs based on curriculum standards, textbooks, and other curriculum resources to achieve the organic integration of teaching content. Teachers also intelligently select and apply a variety of curriculum resources.

Third, experience design and curriculum activities. Instead of the customary training exercises geared toward exams, teaching activities, scaffolding, strategies, and processes will be created to help students form effective curriculum experiences.

The fourth is the sharing and assessment of academic experience. It assumes evaluation's leading, directing, and monitoring roles and is positioned in front by the reverse teaching design.

The present study employed advanced statistics tools to test and analyze the survey data to determine student satisfaction with big-idea teaching. The questionnaire items were adapted from studies by Zhai (2016), Chen, Lin, and Kinshuk (2008) (loading values of 0.64 and 0.88, respectively), and Wu, Tennyson, and Hsia (2010) (composite reliability: 0.957; AVE: 0.849). The LIKERT five-level scale was used to rate the questionnaire options. The total number of questionnaire items is 31, including the mandatory information. There are 284 valid questionnaires in total after collation. 99.30% of the questionnaire was effective.

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4. Results

The intrinsic reliability of the scale can be evaluated in various ways. The study's test equation is:

$$a = \frac{k}{k-1}(1 - \frac{\sum \sigma_i^2}{\sigma^2}).$$

In the formula, k stands for the number of questions in the questionnaire, σ_i^2 is the variance of the survey results of question i, and σ^2 is the variance of all survey results. The higher the a value, the more consistent the results of the items in the questionnaire, indicating a higher level of scale reliability.

When the a coefficient is lower than 0.6, it is considered to reformat the questionnaire or screen the controversial indicators in the questionnaire, reliability above 0.9 indicates that the questionnaire data results are very stable, and 0.7 to 0.8 is stable. The overall reliability of each dimension of the influencing factors in the questionnaire have been calculated. Result shows that overall reliability of the questionnaire is 0.914 and each dimension has a reliability value greater than 0.8, and the conclusions are consistent and to some extent credible.

The exploratory factor analysis process evaluates the scale's validity index, and in the exploratory factor analysis results, when the KMO > 0.9 and the significance p< 0.05 of Bartlett's test indicates that the questionnaire is very suitable for principal component analysis, and when 0.8<KMO<0.9, it is suitable; 0.7<KMO<0.8, generally suitable; 0.6< KMO< 0.7, not very suitable; If the value of KMO is less than 0.5, it is not suitable for factor analysis. The data in Table 2 demonstrate that the outcome of this factor analysis is KMO=0.805>0.6, and Bartlett's test result is p<0.001, which shows that it can be used with principal component analysis.

In order to investigate the influence of various variables on learner satisfaction and provide reference opinions for big idea teaching in China, the research team took the three common factors extracted above as independent variables, took the overall satisfaction of the big idea teaching of high school English as the dependent variable, carried out exploratory factor analysis and confirmatory factor analysis, and constructed a structural equation model to explore the explanatory rate of independent variables on the overall satisfaction of big idea teaching.

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AMOS software is used to examine the measurement relationship, polymerization validity, and discrimination validity. When the Standard Load Factor's absolute value is greater than 0.6 and shows significance, it is obvious that a good measurement relationship exists. The study used confirmatory factor analysis (CFA) to analyze 31 analysis items and 6 factors. The result shows that all 6 factors have CR values greater than 0.7 and AVE values greater than 0.5. As a result, the model has a high level of polymerization and good discrimination validity. In addition, most of the fitting indicators of the model are within a reasonable range. For instance, the Criteria for judgment χ^2/df is 1.728, lower than the criteria for judgement 3, and CFI is 0.945, higher than the criteria for judgement 0.9. Hence, the model fitting effect is good, and the model is qualified through the confirmatory factor analysis. More importantly, the structural equation model is constructed. R^2 value of each item are shown in the following sections:

Item	R^2value
Perceived value	0.065
Learner satisfaction	0.020
Learner expectations	0.759
Perceived quality	0.021

Table 1. R^2 value of each item

Fitting indicators of the SEM model show that the model's fitting effect is good. For instance, the chi-square degrees of freedom ratio is 1.735, less than the criteria for judgement 3. In other words, the structural equation model is qualified. The SEM standardized route analysis results show that nearly all of the relevant p-values are less than the 0.05 significance level. The outcome demonstrates the validity of each hypothesis.

5. Discussion and Conclusions

5.1 Theoretical implications

The result shows that perceived quality and learner satisfaction strongly correlate; their correlation coefficient is 0.339. Learner satisfaction (LS) correlates positively and strongly with perceived quality (PQ). With the same study findings as MOOCs, teaching quality must always come first in instructional practice (Du, 2023). China's ordinary high school education is a basic education to improve people's quality based on compulsory education, as proposed by the Ordinary High School English Curriculum Standards (2020) by MOE. Promoting

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students' overall and individual development is the goal, as is laying the groundwork for their lifelong development by helping them to further adapt to social life, higher education, and career development. The objective for regular high school is to enhance the comprehensive quality of students further, concentrating on the development of core competencies, which results in comprehensive students who have ideals and beliefs, social responsibility, scientific and literal fundamental knowledge, as well as lifelong learning awareness, and who not only develop oneself independently but also effectively cooperate with others. The curriculum has since been improved, and the instructional materials have been updated (MOE, 2020).

In the same context as the new reform of big-idea teaching, students who perceive higher quality will have higher learner satisfaction indices, improving student performance and making schools more competitive. Learner satisfaction in teaching bid ideas is significantly influenced by perceived quality (Gao), particularly regarding teaching management, teaching materials, teaching activities, and teaching ability. Utilizing science and technology together requires appropriate and efficient teaching management. According to the various traits and levels of the students, the teaching materials must be updated and modified. Teaching activities are essential to better interact with students and apply their language, though a chaotic classroom environment may leave students dissatisfied. Different teachers may have different teaching philosophies, and improving teaching skills for happier students is important. For instance, in the study, the management team of the school, as well as all the teachers, attended training sessions on big-idea teaching. The required teaching material has been chosen, and the teaching strategy has been communicated through lectures with various teaching activities that serve as scaffolds.

Learner expectations, one of the variables chosen using the ACSI model, can positively or indirectly affect learner satisfaction. The path coefficient is 0.133 between learner expectations and learner satisfaction. Also, learner expectations and perceived quality are correlated with a correlation coefficient of 0.098. Learner expectations and perceived value are correlated with a correlation coefficient of 0.256. Perceived quality positively affects perceived value with a correlation coefficient of 0.163, playing as mediating variables between learner expectations and learner satisfaction since both perceived quality and perceived value also positively affect learner satisfaction, matching the findings of the Western Flipped Classroom Model Teaching study (Zhai and Lin, 2014). Student analysis, including learner expectations, is done during the course preparations. According to research,

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most students had expectations for their instructors and their overall teaching approach. They anticipated new teaching and learning experiences, which were acquired by the teachers and taken into consideration before developing the lessons, as opposed to traditional teaching methods. Before class, teachers informed their students of the requirements of the new curriculum and the new College Entrance Exam, among other things, and informed them of their entrance exam results. Big idea teaching is widely spread among teachers, and students and learners know the learning objectives before each class. According to research, learner expectations may directly or indirectly impact student satisfaction. Additionally, altering the way that instruction is delivered can modify student expectations.

The correlation coefficient between learner expectations and perceived value is 0.256, which shows a significant correlation. Learner expectations positively impact perceived value. Enhancing learners' perceived value can lead to higher levels of learner satisfaction; this is also true in mixed e-learning systems (Wu, Tennyson & Hsia, 2010). The ability to perceive the level of learning efficiency directly impacts the overall assessment of course satisfaction. Developing students' feelings of efficacy is key to creating a strong high school English big-idea teaching appropriate for China. The course itself can accumulate scattered time for learners and redefine knowledge construction through the change of teaching process, correcting our long-standing teaching style of emphasizing input and light knowledge construction. This is not the traditional reduction of learning time and expansion of learning intensity. The research team believes that high-quality teaching management and teaching ability are responsible for the fact that big-idea teaching courses can result in efficient learning efficiency. In addition, the big idea is that teaching mode is a method that is conducive to learners improving their learning efficiency. Since the two variables of perceived value and perceived quality are related, it is even more interesting to find the convergence of the two variables. Therefore, further investigating the influencing factors of perceived value is a research work that must be considered to improve the satisfaction of big idea teaching courses.

5.2 Implication to practices

In order to effectively change teachers' traditional teaching concepts and keep up with the times, provincial and municipal ministries of education or schools should increase opportunities for cross-regional, cross-school, and same-school teacher collaboration and practical exchange (Canagarajah, 2003). Teachers will only be able to learn and use

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instructional strategies that align with the new college entrance exam in this manner. In addition, take full advantage of new media technology. Through networking, it is possible to learn from the expertise of exemplary teachers and schools in regions where the new college entrance exam has been implemented. With the aid of online and offline multimedia, teachers can actively share and learn about the experience of the new college entrance examination in other provinces, discussing real-world issues between schools and teachers to alter the conventional notion of "exam-oriented" teaching.

The success of the new college entrance exam in other provinces can also be used to update the school management system. Flexible solutions to teaching issues can be found based on regional circumstances. To make school administrators, teachers, and students clear on certain key goals for teaching and learning, lectures or meetings about teachers' teaching management, teaching case experience, student experience sharing, etc., can be held in different groups. Teachers or schools can collaborate with like-minded colleagues and learn in pairs.

In short, by maximizing the teaching management mode, teaching resources are utilized rationally, which enhances perceptions of quality and value and learner satisfaction and further enhances school competitiveness.

While teachers clarify unit goals and lesson goals by students' actual circumstances, integrating teaching content, and optimizing teaching design, the school establishes clear academic year goals and semester goals, guiding the updating and iteration of teachers' ideological concepts (Snyder & Hargreaves, 1995). Additionally, schools can use new media technology to recommend or select educational resources that students are interested in using online, giving preference to educational resources favored by other provinces based on an in-depth understanding of the academic situation. Teachers can also suggest, choose, or arrange them according to particular circumstances to encourage the creation of school-based curricula and interdisciplinary courses.

What is more, instead of arranging "ineffective" meetings and setting priorities arbitrarily, schools should thoroughly understand the current state of school teachers and increase meaningful meetings and training sessions. Time must be allocated wisely, meetings must improve in quality, and new media can be used to cut down on ineffective meetings and learning opportunities. The conference format can be changed, and activities with a similar theme can also be planned. Outside the school, activities are conducted to enhance teachers'

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comprehensive ability, such as beginning painting techniques, music appreciation, flower arranging, tea art, etc.

Briefly speaking, existing teaching resources will be wisely utilized by optimizing the particular management mode to raise the quality and value perception of teachers and students, which will raise learner satisfaction and the school's soft power.

The relevant Ministry of Education departments should also do a good job of publicizing the teaching of core competence and big ideas for parents to increase social influence, in addition to school teachers. The school must maintain close communication with parents, taking full advantage of crucial gatherings like home visits, parent meetings, etc. Increase pertinent activities or meetings to foster communication between the home and the school and encourage parents to eschew some archaic educational ideas in favor of modern parenting practices. Collaboration between home and school encourages the development of students' independent learning habits and understanding of lifelong learning.

First, stakeholders will be closely contacted by optimizing school teaching management. This will jointly promote learners' habit and concept formation, improve students' perceptions of value and learner satisfaction, and improve the school's reputation and competitiveness.

In areas where the new college entrance examination has been administered, teachers must actively participate in and exchange learning, explore, and learn more, focusing on the outstanding specific cases of teachers and schools. Learner satisfaction and teaching effectiveness will increase due to improved teacher competence, learner quality perception (Chou, Shen, Shen, & Shen, 2023), and learner value perception.

Extracurricular time should be used to plan and carry out activities to help teachers develop their overall skills, such as learning the fundamentals of painting, appreciating music, arranging flowers, and creating tea art. Classes may also be used during designated times to conduct pertinent on- or off-campus research by instructors and students. Big idea teaching must be carried out per the syllabus requirements using various learning and teaching techniques, with the ultimate goal of finding a teaching approach that works for the teachers themselves while also improving their abilities, learners' expectations, and learner satisfaction.

Teachers must engage students more. In order to enrich the content of the classroom and help students succeed, teachers can add teaching scaffold activities based on the learning

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situation they have fully understood. They can also analyze students' situations and achievements with the students. That is a good way to enhance students' perceptions of quality, value, and overall satisfaction, enhancing teaching effectiveness.

5.3 Conclusion

This study has systematically explored the intricate relationship between learner satisfaction and perceived quality in the context of 'big-idea' teaching in China's high school education system. The empirical evidence, derived from a comprehensive analysis involving senior high school students, underscores the significant correlation between perceived quality and learner satisfaction, with a notable correlation coefficient of 0.339. This finding aligns with the broader educational research, echoing similar patterns observed in MOOCs and flipped classroom models.

Central to our findings is the affirmation that high-quality teaching, encompassing aspects such as teaching management, materials, activities, and teacher competencies, is paramount in enhancing learner satisfaction. The study reveals that learner expectations, a critical component of the ACSI model, exert both direct and indirect influences on learner satisfaction, with a path coefficient of 0.133. Furthermore, the interplay between learner expectations, perceived quality, and perceived value emerges as a pivotal dynamic in shaping learner satisfaction, thereby reinforcing the necessity of a holistic approach in educational practices.

The implications of these findings are profound for instructional practice in China's high schools. The study advocates for a paradigm shift in teaching methodologies, emphasizing the need for continuous updates and modifications in teaching materials and strategies to meet the evolving expectations and needs of learners. The integration of new media technologies and collaborative learning approaches is recommended to enhance the teaching-learning ecosystem, thereby fostering an environment conducive to the development of core competencies and lifelong learning skills among students.

While this study provides valuable insights into the factors influencing learner satisfaction in the context of 'big-idea' teaching, it is not without limitations. Firstly, the study's scope is confined to a single educational institution, which may limit the generalizability of the findings across different educational settings and cultural contexts. Future research could expand the sample size and include diverse educational institutions to

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enhance the representativeness of the results. Secondly, the study primarily focuses on quantitative measures of learner satisfaction, perceived quality, and perceived value. Incorporating qualitative research methods, such as interviews and focus groups, could provide a deeper understanding of the subjective experiences and perceptions of learners, thereby enriching the study's findings. Furthermore, the study predominantly examines learner satisfaction from the perspective of teaching quality and learner expectations. Future research could explore additional factors such as the role of technology, peer interactions, and the school environment in influencing learner satisfaction. Lastly, the study's focus on high school education in China presents an opportunity for comparative studies in different educational stages and in international contexts. Such research could provide a broader understanding of how 'big-idea' teaching approaches are perceived and implemented globally, and how they impact learner satisfaction across diverse educational systems.

In conclusion, this study contributes significantly to the understanding of learner satisfaction in the context of 'big-idea' teaching. It highlights the critical role of perceived quality and learner expectations in shaping learner satisfaction and underscores the need for innovative and adaptive teaching practices. The findings serve as a foundation for future research aimed at enhancing educational practices and outcomes in the rapidly evolving landscape of global education.

Author Contributions

Conceptualization (L. Y，K. S); Methodology (L. Y，K. S); Analysis (L. Y，K. S); Software (L. Y，K. S); Writing, reviewing (L. Y， K. S); Editing (L. Y， K. S); Visualization (L. Y， K. S).

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Conflicts of Interest

The authors declare no conflict of interest.

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