

Integrated Teaching Model: Teaching Sports Dance in Tertiary Education in China

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Abstract: In China, dance sports took a while to catch on but advanced quickly. The education system has to be improved, and its professional positioning is still unclear. Thus, it was timely to conduct a study on the teaching of sports dance. Using quantitative descriptive comparative correlational study, the study involved college students from five universities in China. It investigated the potential of an integrated teaching model in teaching sports dance in colleges and universities there. The study revealed that college students have high learning gains in dance sports courses regardless of their age, but low learning gains in class resources, learning attitudes, and integration. Moreover, they have different learning gains in sports dance courses in terms of class resources where 18 to 21 years old college students had a higher rating than those who were 21 to 23 years old. In terms of the teaching set, the college students evaluated high remarks to the teaching attitudes and interaction with students, unlike in the teaching methods where female students outperformed male students. Furthermore, this initiative offered a paradigm shift in teaching sports dance from a traditional to a student-centered approach. Also, the proposed study provided a significant contribution to the dearth of literature on teaching sports dance to college students. Lastly, the results of this study were the basis for the design of the integrated teaching model plan for sports dance courses in colleges and universities.

Keywords: College Students; Teaching Dance Sports; Integrated Teaching Model.

1. Introduction

Sports is a very popular area of study which gave way for other physical activities to be considered as a sport. Sports gave birth to sports dance – the use of movements and elements in an appropriate rhythm and sequence to predetermined music. Sports dance requires graceful dancing that harmoniously develops the body and personality performing a less traumatic sports directions. Over the centuries, sports dance has been known also as dance sport as entertainment which was influenced by salon dance culture. For example, strip dance is a mixture of pole dance moves and private dance with sporty elements and classical movements. Strip dance is a real art of seduction based on dance moves. Strip dance classes are held in small groups with the participation of exclusive girls. Another type is breakdance which is an entirely different direction of dance with complicated tricks that are performed both in a standing position and in a lying position. These types of sports dances have become widespread due to the promotion of the mass of rap culture. Breakdance includes complex, sometimes even acrobatic movements in combination with standard dance plastics and rhythm. And the most popular sports dance is "ballroom dancing" which has been narrowed down to the term "sports dance" (Vasiutiak et al., 2021).

Sports dance, as a popular national fitness exercise has sound health promotion effects. At present, domestic and foreign research mostly focus on the impact of sports dance on young men and women. It was found out that sports dance as a regular physical dance exercise can decrease weight for both male and female individuals. In particular, women's body fat rates have changed significantly, suggesting that long-term moderate-intensity, long-term aerobic sports, and dance exercise can better improve middle-aged and older people's body shape. Second, it can lower high blood pressure of male and female middle-aged and elderly individuals and

the maximum oxygen uptake increased. Although the systolic blood pressure of men was still higher than the normal range after exercise, the long-term adherence to the reduction effect would be more significant. In other words, it reflected that sports dance can effectively improve the cardiovascular function of middle-aged and elderly subjects. Male and female middle-aged and elderly subjects improved significantly in sitting forward flexion. Female grip strength changed significantly, and arm muscle strength increased, suggesting that middle-aged and older people participating in sports dance can increase physical fitness (Wang et al., 2021).

Academically, sports dance has been the main content of physical education classroom teaching in colleges and universities. Under the background of the new curriculum reform, the optimization of sports dance teaching model, the supplement of teaching content and the study of teaching strategies are carried. The targeted action guidance was carried out according to the students' physical conditions. Meanwhile, cultivating students' psychological quality and aesthetic was a difficult task that teachers must accomplish. Specifically, the practical significance of teaching sports dance in colleges and universities is to: (1) Promote students' healthy development; (2) Guide students' appreciation sentiment; and (3) Advance the socialization process (Yang, 2019).

Ensuring healthy growth with high cultural quality in the population is an important part of Chinese revitalization. University students, as a group of high cultural quality, have the mission and responsibility entrusted by the state and the people. It is believed that these goals can be achieved by using sports dance, which has a wide range and high demands; dancers should have motor skills, physical qualities, understanding of the art of dress, and psychological balance as basic requirements. The combination of sports and femininity in exercise has a good fitness effect, improves the artistic feelings of college women, and is conducive to the

healthy development of the physical quality of college women (Tang & Guan, 2022). However, it will also be interesting to discover its effect to male college students. Hence, in the proposed study, both male and female college students will be invited to participate in the study to provide a heterogeneous data for sports dance course.

Aside from that, current challenges, including economic factors and cultural perceptions were explored offering insights into the ongoing transformation of sports dance in China. Historically, following the establishment of the People's Republic of China, dance sports underwent ideological transformation and shifted its focus from elites to the general population. During the Cultural Revolution, it was completely prohibited. In the era of Reform and Opening up, ballroom dance re-emerged and started to align with international standards, evolving into dance sport. From the 1990s onward, the competitive, artistic, educational, and gender interaction aspects have experienced rapid expansion through the development of organizations, talent cultivation, and innovative approaches (Duan et al., 2024). Nevertheless, the potential of sports dance education as a catalyst for local economic development and its impact on individuals' quality of life can serve as a foundational reference for policymakers, educators, and enthusiasts seeking to understand and further the cause of sports dance education in China (Wang & Hao, 2023).

The development of mobile communication technology in detail was focused on improving the user experience and service quality of sports dance. On the basis of the analysis of the current situation, corresponding countermeasures and measures were put forward, aiming to provide reference for the development of sports dance and made a modest contribution to promoting the widespread development of national fitness movements and promoting social harmony and civilization progress in the region. The results of the survey showed that the residents' sports dance programs have obvious age characteristics, and most of the students were 10-20 years old and over 50 years old. In the investigation of the main restrictive factors of sports dance development, sports dance coaches and students both put the restrictive factor of the teaching staff in the first place (Zhang and Li, 2022).

Furthermore, frequent sports dance may prevent mental disorders including anxiety and depression among college students in China (Zhang et al., 2021). It was found out that frequent sports dance college students had significantly lower depression scores compared with non-frequent ones. According to the multiple logistic regression models, when potential confounding factors were all adjusted, frequent sports dance was also significantly associated with less depression. Frequent sports dance may serve as a protective factor for preventing depression and it can be recommended for college students (Zhang et al., 2021).

For this reason, a new teaching model for teaching sports dance was recommended since the current traditional teaching mode has been unable to meet the needs of modern students. Thus, it is imperative to carry out teaching reform of physical education that proposes a new teaching routine, integrates the ideological and political elements with sports, carries out the teaching idea of "focusing on students' development", creates "cooperative learning" environment for students, establishes a "stage" classroom, constantly develops the students' performance ability and innovation ability, teaches students the learning method, changes the traditional learning mindset, and prepares students for faster

and better integration into the society (Gao & Cao, 2021).

This study proposes integrated teaching model in teaching sports dance in colleges and universities. The integrated teaching model is a learning approach which starts with practice as the main line, competition as an opportunity, and evaluation as the purpose, which can enable students to master knowledge, improve skills, and enhance practical abilities in practice. It integrates the four links of learning, training, competition, and evaluation in the teaching of physical education courses, improve students' skill level through the practice link, improve students' competitive awareness through the competition link, and finally improve students' self-awareness and self-improvement through the evaluation link. From the perspective of the nature of physical education courses, the integrated elements of "learning, practice, competition, and evaluation" better correspond to the study of classroom teaching, the practice of extracurricular activities, the competition of campus events, and the evaluation of learning evaluation, which is conducive to comprehensive understanding of the physical education curriculum and curb the degeneration of teaching.

In fact, sports dance, specifically ballroom dancing was introduced for dance competitions by the British Association of Teachers of Dancing (B.A.T.D.). At the beginning of the last century, competitions began to be held among dancers performing ballroom dances. Then, to comply with ethical standards, separate competitions were held among dance teachers and separately among their students. Hence, there was a division of competitions into 2 types - competitions for amateurs and professionals (Vasiutiak et al., 2021).

From the perspective of the physical education module level, the integrated logical structure of "learning, practice, competition, and evaluation" which fully reflects the interrelationship between the study of technical units, the practice of physical fitness units, the competition of application units, and the evaluation of unit assessments. This model makes it easy to build in depth teaching units to prevent superficial teaching. Moreover, the integrated progressive process of "learning, practicing, competing, and evaluating" fully demonstrates the learning of single body exercises, the practice of combined exercises, and the competition of games or competitions in the "Three Ones" of the teaching materials that may facilitate innovation and optimization of classroom teaching and avoid monotonous teaching.

2. Statement of the Problem

This study investigated the sports dance teaching in colleges and universities and proposes the integrated teaching model to support the implementation of school sports-related policy documents, and for the systematic and scientific development of sports disciplines.

Specifically, this study provided evidence and answer to the following questions:

(1) What is the profile of the college students enrolled in sports dance courses:

- 1) Sex
- 2) Age

(2) What is the students' assessment of their learning gains in sports dance courses in terms of the following:

- 1) Class overall
- 2) Class activities
- 3) Assessments
- 4) Class resources
- 5) Information

- 6) Assistance to develop learner autonomy
- 7) Content knowledge
- 8) Skill development
- 9) Learning attitudes
- 10) Learning integration

(3) Is there a significant difference in the assessment of college students on their learning gains in sports dance course when they are grouped according to the profile?

(4) What is the college students' evaluation of teaching set in sports dance course in terms of the following:

- 1) Teaching methods
- 2) Teaching attitudes
- 3) Interaction with student

(5) Is there a significant difference in the college students' evaluation of teaching set in sports dance course when they are grouped according to their profile?

(6) Is there a significant relationship between the assessment of college students on their learning gains and evaluation of teaching set in sports dance course?

(7) Based on the results, what integrated teaching model plan can be designed for sports dance courses in colleges and universities?

3. Hypotheses

1) There is a significant difference in the assessment of college students on their learning gains in sports dance course when they are grouped according to the profile.

2) There is a significant relationship between the assessment of college students on their learning gains and evaluation of teaching set in sports dance course.

4. Scope and Delimitation of Study

This study explored the potential of an integrated teaching model in teaching sports dance in colleges and universities in China. The respondents were college students from varying courses and levels who were enrolled in sports dance as their physical education course. They were pre-selected from the five universities in China namely Zhanjiang University of Science and Technology, Lingnan Normal University, Guangdong Ocean University, Guangdong Medical University, and Hunan University of Science and Technology.

It collected and presented the demographic characteristics of the respondents such as their age and sex. They assessed their learning gains and evaluated the teaching set in the sports dance course. The study investigated the disparities in the college students' assessments and evaluation based on their demographics. The result of the study was the basis for the design of the integrated teaching model plan for sports dance courses in colleges and universities.

Another parameter was the adopted research tools such as the Students' Assessment of Learning Gains (SALG) and Student Evaluation of Teaching SET from the study of Lu and Wu (2018). They have modified these tools which have been used in different contexts in various disciplines for decades. It could provide considerable and revealing insights on the integrated teaching model. Specifically, twenty-two items in SALG measured the learning factors, and the other 26 measure the learning-assistance factors. Four constructs could be identified for the learning factor: (A) content knowledge, (B) skill development, (C) learning attitudes and (D) learning integration. Each construct has several corresponding question items. The learning assistance factor has six constructs: (E) class overall, (F) class activities, (G)

assessments, (H) class resources, (I) information and (J) assistance to develop learner autonomy. These six constructs were related to the guided process that the student went through to acquire knowledge.

Similarly, each construct also had several corresponding questions. SALG had 48 questions, for each of which students was asked to select statements of agreement or disagreement on a five-point Likert scale reflecting their degree of learning and learning assistance. The original version of SALG was written in English; therefore, translation from English into Chinese was considered for reading convenience of the respondents. Examples and explanations were supplied to make the terminology and concepts easier to comprehend and understand.

On the other hand, SET was meant to evaluate teaching. Students were asked to evaluate whether the teacher had a serious attitude towards teaching, whether the teacher arranged the learning contents based on the course outline, whether the teacher could effectively deliver the course, and so on, using a five-point Likert scale. The student's role in SET was quite passive, as nearly all the questions were designed to evaluate teaching. Such questions were characteristic of the knowledge-transmission model. SET had three constructs: (K) teaching methods, (L) teaching attitudes and (M) teacher interaction with the student. Each construct also has several corresponding question items which total to 10 questions (p. 4).

Lastly, the respondents' choices and the study's interpretations could be influenced by many limitations. The possibility for self-report bias may influence both the respondents' selection in their learning gains and teaching of sports dance. The statistical power and generalizability of findings may be compromised due to the limited sample size. Due to the inherent subjectivity of students' learning experience, the diverse interpretations of integrated teaching model across teachers may lead to variations in response consistency. Moreover, external elements such as personal situations, current life events, and environmental changes, have potential impact on the students' assessment and evaluation. It was considered that the findings of the proposed study may be influenced by the distinct features of the ITM and sports dance teaching, which may limit the generalizability of the results to a broader range of situations. Thus, systematic and objective data collection and analysis were monitored to control these limitations.

5. Research Design

This study evaluated the teaching of sports dance in colleges and universities using the integrated teaching model. It employed quantitative research design which provided a sophisticated, complex approach at a practical level. Its procedure was a useful strategy to have a more complete understanding of research problems/questions to compare different perspectives drawn from quantitative data and explain quantitative results with the follow-up data collection and analysis.

Specifically, it employed descriptive comparative correlational method to analyze the association between the respondents' evaluation of the SALG and SET as basis for the integrated teaching model plan for sports dance in colleges and universities. First, the descriptive method was used to analyze the quantitative data of the sample population such as the respondents demographics based on their age, sex, and course. It helped organize these data to describe further

understand the profile of the college students.

Second, the comparative method quantitatively compared the varying and similar data sets to distinguish the respondents profile and their assessment of SALG in sports dance courses based on the constructs of: (1) Class overall; (2) Class activities; (3) Assessments; (4) Class resources; (5) Information; (6) Assistance to develop learner autonomy; (7) Content knowledge; (8) Skill development; (9) Learning attitudes and Learning integration; and SET in sports dance course based in the constructs of: (1) Teaching methods; (2) Teaching attitudes; and (3) Interaction with student. The comparative method showed the possible disparities of the students' assessment of their learning gains and students' evaluation of teaching.

Lastly, the correlational method measured and understood the statistical relationship between the assessment of SALG and SET in sports dance course in a non-experimental way using categorical and numerical data consists of measurable quantities. Thus, it gave meaningful insights into integrated teaching model plan for teaching sports dance in colleges and universities.

6. Results and Discussion

1) Profile of the Respondents

Table 1. Frequencies and Percentage of Demographic Factors of Faculty

Sex	Counts	% of Total
Female	256	96 %
Male	12	4 %
Age		
18-20 years old	198	74 %
21-23 years old	70	26 %

Table 1 shows the frequencies and percentages of demographic variables for a sample of college students enrolled in sports dance courses, including their gender and age. According to the tabulated data, 96% were female and only 4% were male. The findings show that the majority of respondents are female.

Regarding their age distribution, 74% were between the ages of 18 and 20, while 26% were between the ages of 21 and 23. The analysis of the data revealed that the vast majority of the respondents are 18 to 20 years old.

The results support the baseline characteristics of college students enrolled in sports dance in China. The enrolled students' age was between 19-21 years old, with 56.38% female and 43.62% male students (Zhang et al., 2021). This finding posited the commonality of age and gender sports dance students in colleges in China.

2) Respondents' Assessment of their Learning Gains in Sports Dance Courses

Table 2 shows students' evaluations of their learning gains in sports dance classes in terms of class overall. Based on the tabulated data, the overall mean score is 3.92 with a standard deviation of 0.30, indicating a high ranking. This suggested that they firmly agreed that they learned much, especially from the instructional style used in class ($M = 3.93$), that they understood how the class subjects, activities, readings, and assignments fit together ($M = 3.93$), and that they could keep

up with the class pace ($M = 3.90$). The results indicated progressive learning gains for college students from sports dance instructions, assessments, and classes.

Table 2. Assessment of Learning Gains in Sports Dance Courses in terms of Class Overall

Indicators	Mean	SD	V.I	Rank
I learn the instructional approach taken in the class.	3.93	0.31	High Learning	1.5
I understand how the class topics, activities, readings, and assignments fit together.	3.93	0.32	High Learning	1.5
I can follow the pace of the class.	3.90	0.36	High Learning	3
COMPOSITE MEAN	3.92	0.30	High Learning	

Legend: 1.00-1.50: No Learning (Very Low); 1.51-2.50: Low Learning (Low); 2.51-3.50; Moderate Learning (Average); 3.51-4.00: High Learning (High).

The results were relative to the results of experiments with college students who engage in sports dance workouts which were reported to have a 7.8% boost in psychological well-being. Flexibility and cardiorespiratory endurance both increase as a result. Modern college students benefit from physical and mental development through sports dance practice (Huang, 2022). Moreover, college students considerably reduced levels of somatic and cognitive anxiety while dramatically increased levels of contentment and self-confidence. College students' satisfaction in sports dance courses was inversely correlated with their self-confidence and favorably correlated with

to anxiety related to cognition for both males and females (Filippou et al., 2018). Undeniably, these findings were influenced by their progressive learning gains from sports dance classes.

7. Conclusion

Based on the research findings on teaching dance sports in colleges and universities, the following conclusions were drawn:

- 1) The sports dance courses were mostly appealing and interesting to young female students.
- 2) The college students enrolled in sports dance courses have high learning which reflects a bright future for sports dance in China.
- 3) The learning gains of college students in sports dance courses do not influence their age and sex.
- 4) The teaching set in sports dance courses for college students was generally high, though the teaching methods need to be enhanced.
- 5) The teaching set in sports dance courses has no significant difference in the college students' age and sex, but male students need more enhancement.
- 6) The learning gains and teaching set in sports dance courses are associated and equally significant for college students.

8. Recommendations

Based on the conclusions, the following actions are

recommended:

1) Dance sports courses should be promoted to male students to break the traditional gender norm that dancing is a feminine sport. Males should be encouraged to view dance sports as a feasible activity that can enhance their general health and fitness by highlighting the athleticism and physicality of dance. It can also support and enhance other physical pursuits, like sports, by emphasizing the same skill sets needed, such as resilience, perseverance, and teamwork.

2) To maintain students' learning gains in dance sports courses, class resources, learning attitudes, and integration into other disciplines should be intensified by enhancing the pedagogical development of its instructors.

3) To maintain the high teaching set in sports dance courses, instructors should be progressive in their teaching methods specifically employing a student-centered approach.

4) To help male students perform equally with female students, the instructors' teaching methods should integrate masculine elements in choreography and provide male role models in class.

5) Since learning gains and teaching sets in sports dance courses are correlated, program developers and instructors should provide continuing development in all their areas.

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