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Developing Learning Activities using Harrow's Instructional Model Combined with Mixed Media to Promote Dance Abilities in the College of Nanjing University of the Arts

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Abstract

Background and Aims: Because it offers a taxonomy for the psychomotor domain, Harrow's Instructional Model (1972) is significant because it aids teachers in creating goals that systematically improve students' motor abilities. Along with the cognitive and affective domains, it highlights the importance of integrating movement, coordination, and motor abilities as integral components of holistic education. The objectives of this study are: 1) To develop learning activities using Harrow's instructional model combined with mixed media to promote dance abilities, 2) To study the dance abilities of students studying using Harrow's Instructional Model combined with mixed media, and 3) To study student satisfaction with learning activities using Harrow's instructional model combined with mixed media.

Methodology: The sample included 20 second-year students from the Department of Dance Education, Nanjing University of the Arts. In the second semester of 2023. The research tool was used for course planning, a basic skills test of Chinese classical dance, and a satisfaction questionnaire. Use the evaluation results from experts. The average value was analyzed. To compare with the evaluation criteria of the rating scale (Rating Scale) according to the Likert method, a 5-level option type, the Data analysis included percentages, mean, and standard deviation.

Results: The results of the study were as follows: 1) The development of learning activities using Harrow's instructional model combined with mixed media to promote dance abilities has an average suitability value for all plans equal to 4.38, which is at a high level. 2) Students who received learning activities using Harrow's Instructional Model combined with mixed media had an overall excellent dancing ability of 88.15%. This was divided into 15 students, or 75 % of all students, who had excellent dancing ability, and 5 students, or 25 % of all students, who had good dancing ability. And 3) Students who learned using Harrow's Instructional Model combined with mixed media had overall satisfaction at a very high level.

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Conclusion: Development of learning activities using Harrow's teaching model and multimedia to promote dance skills in colleges, Nanjing University of the Arts has a moderate level of suitability.
Keywords: Harrow's Instructional Model; Mixed Media; Dance Abilities; Learning Activities; College of Nanjing University of the Arts

Introduction

The rapid development of science and technology in today's information society has affected every aspect of human life, including education. The social changes that have taken place have also given impetus to the need to rethink how educational institutions work. The key to modern education, especially in the teaching of art, is innovation in the learning process. The digital revolution in society not only enables new approaches to the use of technology but also creates completely new technical tools for the development of creativity. Digital technology in dance is an important catalyst for "mediating" between traditional culture and the rapidly changing educational needs of the modern age (Davis, 2020; Zhang, 2024). It provides rich sources of artistic information, new tools, and innovative technologies for improving student learning outcomes. The unique opportunities of modern technology can be actively used to transition from the "teacher speaks, student listens" model and implement a new paradigm for developing a student-centered approach in dance instruction (Wall & Xie, 2017). However, a big challenge to the development of dance teaching is to understand the real possibilities of digital technology.

An important, perhaps the most important element of dance is a performance that preserves and passes on traditional cultural heritage from generation to generation. It is not an exaggeration to say that the choreographic process in China is focused on the only available method, the voice. When learning a dance performance, the traditional method of oral instruction with the use of demonstrations is the most important component in terms of transmitting the cultural value and authenticity of the dance itself (Anderson & Krathwohl, 2001). It is the best way to present the dance. This approach not only maintains the "strength" of cultural knowledge and heritage but also provides students with a strong technical and figurative foundation. But an overdose of oral and performance instructions has a negative side. This one-sided approach makes the learning process rather one-dimensional and "fixes" it in the past, not related to modern dance education (Harrow, 1972).

In recent years, the single "ideal" model of teaching has been questioned more and more often. As the diversity of people's needs for self-development has increased, it has become obvious that the traditional teacher-centered model does not allow for a personalized approach to the student, timely corrective feedback, and sufficient cognitive engagement with complex material (Hsia & Sung, 2020). For this reason, the use of digital technology in learning to dance is

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considered to be one of the best ways to make it more personal, build a reflective approach, and generally have a positive impact on students. Otherwise, in the absence of adaptation to these processes, dance as an area of human activity is at risk of limiting people's development and potential for the comprehensive transfer of knowledge (Li, 2020; Heyang & Martin, 2022).

The traditional teaching methods of Chinese classical dance are deeply rooted in the teaching of oral teaching and play a key role in protecting the authenticity of art and cultural inheritance (Wall & Xie, 2017). However, these methods have inherent limitations in meeting individual learning needs, providing real-time feedback, and facilitating a comprehensive understanding of complex dance movements.

The global novel coronavirus outbreak further emphasizes the need for a digital approach to dance education, which forces educators to explore distance and hybrid teaching models (Heyang & Martin, 2020). Faced with the restrictions of the epidemic, the traditional face-to-face teaching mode has been forced to be interrupted, and dance education is also facing unprecedented difficulties. Yet crisis often breeds change. The outbreak has forced educators to quickly adapt to new environments and explore the possibilities of distance and blended teaching models. The forced innovation in this period not only verified the feasibility and effectiveness of digital technology in dance technology-intensive learning but also highlighted the importance of maintaining the continuity and accessibility of education in the crisis period (Hsia & Sung, 2020).

However, although the prospect of digital dance education seems bright, there are still many unsolved mysteries in the concrete implementation process, especially in the context of basic training of Chinese classical dance. Most of the existing studies focus on technical research, with less emphasis on curriculum integration, teaching strategies, and the impact on learning outcomes (Zhang, 2024). Most existing research focuses on the technical aspects, but less attention is paid to the integration of these technologies into the curriculum content, teaching strategies, and students' learning outcomes. This research gap not only limits the deep application of digital technology in the teaching of Chinese classical dance but also hinders the modernization of dance education. The urgency and relevance of this research are obvious.

Harrow (1972) presented Harrow's Instructional Model, a teaching model developed by Ruth M. Harrow in 1972, which emphasizes the development of practical skills and learning related to teaching in various areas, especially in the development of physical skills and thinking skills. Harrow's Instructional Model (or Taxonomy of Psychomotor Domain) emphasizes the development of skills in the Psychomotor Domain or learning related to physical activities and movement, including skills in using tools and equipment. He mentioned the advantages or benefits of Harrow's Instructional Model as follows: 1) Physical skills development helps to practice complex movement skills, which are important in many fields. 2) Clear sequencing helps

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to divide the learning stages, allowing teachers to set learning goals and monitor students' development effectively. 3) Adapting skills to real situations allows students to use the learned skills in various situations. With better confidence and adaptability, and 4) systematic learning, this model sequentially helps in teaching skills with relationships between the steps, which can help learners develop their skills effectively. This type of teaching focuses on the development of skills that require movement or work related to the body. Steps of teaching in Harrow's Instructional Model are 1) Perception, 2) Set, 3) Guided Response, 4) Mechanism, 5) Complex Overt Response, 6) Adaptation, and 7) Origination. To be used in developing physical skills with an emphasis on students' dance and Chinese classical abilities. Kolb (1984) mentioned the application of constructivist concepts in integrating into dance teaching, which can be summarized as follows: 1) Experiential Learning: Learners will learn postures and movements through actual practice, which helps them to understand and remember better than theoretical learning. 2) Discovery Learning: Learners have the opportunity to experiment and discover the appropriate movement methods for themselves, which promotes creativity and problem-solving. 3) Reflection and Refinement: After practice, learners will reflect on their learning results and improve their skills. And 4) Collaborative Learning: Working in groups allows learners to exchange ideas and learn from each other, which strengthens social skills and teamwork. Anderson and Krathwohl (2001) mentioned the advantages or benefits that can be derived from the link as follows: 1) Creation of new knowledge: Both models promote learning that emphasizes skills and thinking processes. 2) Development of both physical and cognitive skills: Harrow's Instructional Model helps to develop skills related to movement, while Revised Bloom's Taxonomy can be used as a guideline for teaching that emphasizes thinking processes. And 3) Flexibility of application: Using both models allows teachers to adapt them to a variety of fields, such as sports or medical science.

Based on the above-mentioned problems, the researcher developed learning activities using Harrow's instructional model combined with mixed media to promote dance abilities, selecting the second-year male dance education students of Nanjing University of Arts as the research object. This study aims to fill the research gap and provide valuable insights for the development of strengthened teaching methods. We will explore how digital technology can be systematically integrated into the basic training of Chinese classical dance to overcome the limitations of traditional teaching methods, meet the learning needs of individual students, provide immediate feedback and guidance, and promote a comprehensive and deep understanding of dance art. Through this research, we hope to create a more interactive, more precise, and more student-focused learning environment for college dance students, improve their teaching effects and learning outcomes, and promote new strengths in inheriting and developing Chinese classical

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dance. Of course, the following is an extension of the background for further research. It aims to elaborate in more detail on the importance, urgency, and potential contributions of future research.

Objectives

1. To develop learning activities using Harrow's instructional model combined with mixed media to promote dance abilities.

2. To study the dance abilities of students studying using Harrow's Instructional Model combined with mixed media.

3. To study student satisfaction with learning activities using Harrow's instructional model combined with mixed media.

Literature Review

Zhao Qiang's (2019) research, titled "Research on the Impact of New Media Technology on the feedback mechanism of Dance Teaching". With the change of educational ideas, the interaction between teachers and students has become an important link to improve the quality of education. Zhao Qiang is committed to exploring how to optimize this feedback mechanism through new media technology. He selected 30 dance school teachers and their students as the research objects, and the research adopted the method of pre- and post-test comparison to evaluate the teaching effect without using new media technology, and after using new media technology. By creating an online feedback platform, Zhao collected real-time feedback from students about the class and combined it with satisfaction. At the stage of data analysis, Zhao Qiang combined descriptive statistics and correlation analysis and found that the use of new media technology significantly increased the communication between teachers and students, and significantly improved the timeliness and personalized feedback. The research results show that this direct feedback mechanism not only improves the learning effect of students but also helps teachers to have a deeper understanding of students' needs and learning status, which significantly improves the teaching quality and provides an empirical basis for future teaching reform.

Li Ming (2020) published a research paper, "Innovative Practice of Dance Teaching in the Context of New Media", the purpose of which is to explore how new media can break through the time and space limitations of traditional dance teaching to enhance the personalization and flexibility of learning. Li selected 50 young people who had received dance training at an art training institution as his research subjects. The students' dance backgrounds ranged from beginner to intermediate level. The research methodology includes observations of actual dance classes,

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online questionnaires, and interviews, with a special focus on student feedback and performance during the learning process after using online classes, instructional videos, and social platforms. After data collection, the results were comprehensively considered through a combination of qualitative and quantitative analysis. The study found that through new media technology, students can get teaching support anytime and anywhere, which is richer than the face-to-face teaching experience in the past. For example, Li Ming observed that many students showed greater creativity and initiative in extracurricular exercises when using online platforms, which greatly improved their enthusiasm for learning. This study provides important implications for the field of dance education, highlighting the potential of new media in personalized learning.

Davis (2020) published a study titled "The Role of Social Media in Enhancing Dance Education" to explore how social media can promote interactivity and engagement in dance education. Davis's study included a sample of 30 dance students who were active on social media and engaged in a variety of dance styles. Using activity records from social media platforms, interviews, and online questionnaires, Davis analyzed how students learn and communicate about dance on social media. The research found that social media can not only provide a platform for dance performance but also promote communication and feedback among students, thereby improving their learning efficiency and artistic creation ability. According to the survey, most students believe that social media has increased their motivation to practice outside of the classroom and their passion for dance.

The development learning activities using Harrow's instructional model, combined with mixed media to promote dance abilities, have an average suitability value for all plans equal to 4.38, which is at a high level.

Conceptual Framework

The researcher, therefore, summarizes the research idea as follows.

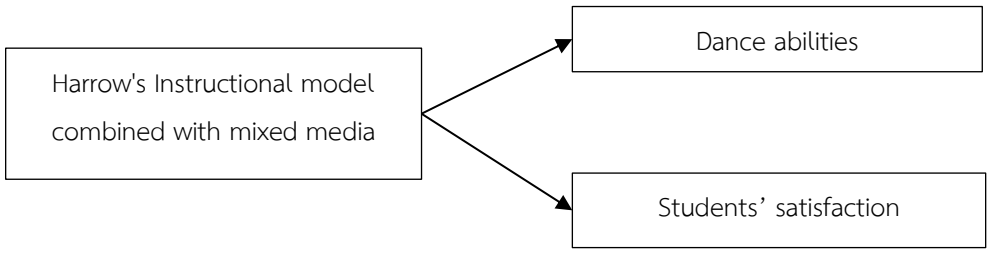


Figure 1 Conceptual Framework

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Methodology

The research model for this study integrates the Harrow teaching model with experiential learning theory, providing a comprehensive framework for exploring the application of new media technology in dance education.

1.1 This model is designed to investigate how these technologies impact student learning outcomes, acceptance, usage, and creativity development within the realm of Chinese classical dance education. The Harrow teaching model is renowned for its emphasis on structured, yet flexible learning environments that encourage active and engaged learning. It is particularly suited to the arts, where both creativity and disciplined practice are essential. In dance education, this model promotes an integrated approach, combining traditional techniques with innovative technological tools to enhance both the learning process and outcomes. Key aspects of the Harrow model relevant to this study include:

1.2 Structured Flexibility: While maintaining a structured approach to dance training, the model adapts to incorporate new media technologies that offer enhanced ways to visualize, analyze, and understand dance movements.

1.3 Active Learning: The model advocates for a learner-centered approach where students are not mere recipients of information but active participants in creating their learning experiences. New media technologies such as interactive software and virtual reality simulations play a crucial role here, facilitating more dynamic interaction with the learning material.

1.4 Experiential learning theory

As developed by Kolb and furthered by educators like Rogers, it emphasizes learning through experience. It is particularly effective in dance education, where physical and expressive skills are developed through continual practice and performance. The theory proposes a four-stage cycle of learning:

1.5 The application of new media technology in dance teaching provides many possibilities for strengthening the traditional teaching methods and expanding the scope of dance education. This study will explore the following technical applications

1.6 This research will assess the impact of new media technologies on learning outcomes and creativity in dance education. The findings from this research will contribute significantly to understanding how new media technologies can be integrated effectively into dance education, particularly in training programs for Chinese classical dance. By adopting a comprehensive approach that combines theoretical frameworks with practical applications, the study aims to offer insights that could revolutionize dance education, making it more dynamic, accessible, and aligned with contemporary technological advancements.

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Results

The Results of Combining the Harrow Teaching Model with Blended Media to Develop a Learning Activity-based Teaching Model.

To develop a learning activity-based teaching model combining the Harrow teaching model with blended media, the researcher studied the curriculum framework of the Dance Education Department at Nanjing Art Institute and analyzed the relationship between content and learning objectives by combining Harrow's teaching model with blended media. The researcher also studied dance basic skills tests and student satisfaction questionnaires, which lasted for 180 minutes/schedule.

The researchers developed lesson plans with important elements: 1) learning objectives, 2) course content, 3) learning activities using the Harrow instructional model, and 4) assessment and measurement. Then, the lesson plans were submitted to the mentor teacher to consider overall accuracy and provide additional suggestions. After that, the teaching plans were submitted to experts for evaluation to determine the suitability of all teaching plans. Three experts participated in the evaluation, each with expertise in curriculum and instruction, educational measurement and evaluation, and statistics and research. The evaluation criteria were compared to those based on educational measurement and evaluation. The evaluation value of the teaching plan was 4.46, which was at a high level among all plans. The researchers made adjustments to the teaching plan based on the experts' suggestions to improve its quality and make it suitable for proper use.

The study of the dance abilities of students studying using Harrow's Instructional Model, combined with mixed media.

Table 1 Students' dance abilities scores.

Number	Post-test (100 points)	Quality level
1	89	Excellent
2	84	Good
3	93	Excellent
4	87	Excellent
5	87	Excellent
6	87	Excellent
7	85	Good
8	90	Excellent
9	95	Excellent
10	86	Excellent
11	87	Excellent
12	83	Good

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Number	Post-test (100 points)	Quality level
13	90	Excellent
14	92	Excellent
15	84	Good
16	89	Excellent
17	84	Good
18	90	Excellent
19	95	Excellent
20	86	Excellent
Sum	**1763**	
Average	**88.15**	**Excellent**

From the table above, it was found that students who received learning activities using Harrow's Instructional Model combined with mixed media had an overall excellent dancing ability of 88.15%. This was divided into 15 students, or 75 percent of all students, who had excellent dancing ability, and 5 students, or 25 percent of all students, who had good dancing ability.

Table 2 The influence of mixed media on learning experience and outcomes

Student ID	Q1: Helpfulness	Q2: Most Helpful Part	Q3: Quality of Online Resources	Q4: Effectiveness of Combination	Q5: Improvement Suggestions
1	Very helpful	A bit of both	Very good	Works well, room for improvement	More interactive content
2	Very helpful	A bit of both	Very good	Works very well together	N/A
3	Helpful	Online video self-study	OK	Works just fine	More varied video content
4	General	Offline classroom teaching	OK	No effective combination	Better video quality

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Student ID	Q1: Helpfulness	Q2: Most Helpful Part	Q3: Quality of Online Resources	Q4: Effectiveness of Combination	Q5: Improvement Suggestions
5	Very helpful	A bit of both	Very good	Works very well together	N/A
6	General	Offline classroom teaching	OK	No effective combination	Better video quality
7	Helpful	Offline classroom teaching	OK	Works well, room for improvement	More practice sessions
8	No help	Online video self-study	Poor	No effective combination	More engaging material
9	Helpful	Offline classroom teaching	Good	Works just fine	N/A
10	Very helpful	A bit of both	Very good	Works very well together	None
11	Helpful	Offline classroom teaching	Good	Works just fine	N/A
12	General	Offline classroom teaching	Good	Works just fine	More real-time interaction
13	Helpful	Online video self-study	OK	Works well, room for improvement	Updated resources
14	Not helpful at all	Online video self-study	Very bad	No effective combination	Better quality videos
15	Helpful	Online video self-study	OK	Works well, room for improvement	Updated resources

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Student ID	Q1: Helpfulness	Q2: Most Helpful Part	Q3: Quality of Online Resources	Q4: Effectiveness of Combination	Q5: Improvement Suggestions
16	Very helpful	A bit of both	Excellent	Works very well together	N/A
17	Helpful	Offline classroom teaching	OK	Works just fine	More interactive tools
18	General	A bit of both	General	Works well, room for improvement	More cultural content
19	Helpful	Offline classroom teaching	OK	Works just fine	More interactive tools
20	Helpful	Offline classroom teaching	Good	Works well, room for improvement	More comprehensive assessments

It illustrates the impact of mixed media on learning experience and outcomes among male sophomores from the Dance Department of Nanjing University of the Arts. The chart is divided into three sections: 'Learning Experience Improvement' (70%), 'Learning Outcome Improvement' (85%), and 'No Significant Change' (5%).

The study's primary objective was to evaluate whether the use of various media tools, such as videos, interactive software, and digital resources, could enhance students' overall learning experience and improve their academic outcomes.

Learning Experience Improvement (70%): A significant portion of the students reported that the incorporation of mixed media significantly enhanced their learning experience. They felt more engaged, motivated, and found the learning process more enjoyable and effective.

Learning Outcome Improvement (85%): An even higher percentage of students indicated that their learning outcomes improved due to the use of mixed media. This improvement was reflected in their performance in tests, practical evaluations, and overall comprehension of the subject matter.

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No Significant Change (5%): A small percentage of students reported no noticeable change in their learning experience or outcomes with the use of mixed media. This could be due to various factors such as personal learning preferences or familiarity with traditional teaching methods.

The results from this survey suggest that the use of mixed media in the educational process can significantly enhance both the learning experience and academic performance of students, thus validating the second hypothesis of the study.

Table 3 Evaluation scores for each aspect according to the student dancing ability assessment form

Student ID	Dance basic skills (20%)	Technical skills (20%)	The degree of action completion (20%)	Quality physical fitness (20%)	The overall impression(20%)	total
1	19	19	17	18	16	89
2	18	18	16	17	15	84
3	20	19	18	19	17	93
4	19	18	17	17	16	87
5	18	19	17	18	15	87
6	19	18	16	18	16	87
7	18	18	17	17	15	85
8	19	19	18	18	16	90
9	20	20	19	19	17	95
10	18	19	16	18	15	86
11	19	18	17	17	16	87
12	18	17	16	17	15	83
13	19	19	18	18	16	90
14	20	19	17	19	17	92
15	18	18	16	17	15	84
16	19	19	17	18	16	89
17	18	18	16	17	15	84
18	19	19	18	18	16	90
19	20	20	19	19	17	95
20	18	19	16	18	15	86
Sum	376	373	341	357	316	1763
Average	18.8	18.65	17.05	17.85	15.8	88.15

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Student ID	Dance basic skills (20%)	Technical skills (20%)	The degree of action completion (20%)	Quality physical fitness (20%)	The overall impression(20%)	total
%	94.00	93.25	85.25	89.25	79.00	88.15
Quality level	Excellent	Excellent	Good	Excellent	Good	Excellent

From the table above, it was found that when considering the students' dancing abilities in each aspect according to the 4 assessment forms, it was found that the students had excellent dancing abilities, ranked as follows: Dance basic skills (94.00%), Technical skills (93.25%), and Quality physical fitness (89.25%). The students with good dancing abilities ranked as follows:

The degree of action completion (85.25%) and the overall impression (79.00%).

Results of the study show student satisfaction with Harrow's instructional model, combined with mixed media, to promote dance abilities.

Results of the study of student satisfaction with Harrow's instructional model combined with mixed media. The results of the data analysis appear in the following table.

Table 4 Mean, Standard deviation, questions on the Satisfaction of Students at satisfaction of Harrow's instructional model combined with mixed media.

List of questions	$\overline{X}$	S	Description
1. I like the teaching activities because they help to improve participation in the course.	4.82	0.38	Very high
2. I like the teaching activities because they can increase interest in the course.	4.90	0.30	Very high
3. I like the teaching activities because they help to develop more dance skills.	4.88	0.32	Very high
4. I like the teaching activities because they help to improve the basic skills of dance.	4.92	0.23	Very high
5. I like the teaching activities because they help to improve the learning efficiency of the basic skills of dance.	4.84	0.37	Very high

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List of questions	$\overline{X}$	S	Description
6. I like the teaching activities because they help to improve the movement norms of the basic skills of dance.	4.84	0.37	Very high
7. I like the teaching activities because they help to improve the movement quality and beauty of the basic dance skills.	4.82	0.38	Very high
8. I like the teaching activities because they help to enhance the quality and physical fitness.	4.90	0.30	Very high
9. I like activities that can increase my understanding and cognition of basic dance skills.	4.86	0.35	Very high
10. I can improve my participation and enthusiasm with my classmates and my classmates.	4.82	0.38	Very high
Total	**4.86**	**0.34**	Very high

From the table above, it is found that students who study using Harrow's Instructional Model combined with mixed media. Overall satisfaction was at a very high level. ($\overline{X}$ = 4.86, S.D. = 0.34). Motivation test questions analysis results sorted from highest to lowest as follows: Students like the teaching activities because they help to improve the basic skills of dance ($\overline{X}$ = 4.92, S.D. = 0.23). Students like the teaching activities because they can increase their interest in the course. ($\overline{X}$ = 4.90, S.D. = 0.30). Students like the teaching activities because they help to enhance the quality and physical fitness ($\overline{X}$ = 4.90, S.D. = 0.30). And students like the teaching activities because they help to develop more dance skills. ($\overline{X}$ = 4.88, S.D. = 0.32).

Discussion

This Research. The researcher can summarize the results of the research study according to the following objectives:

1. The development learning activities using Harrow's instructional model combined with mixed media to promote dance abilities have an average suitability value for all plans equal to 4.38, which is at a high level.

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2. Students who received learning activities using Harrow's Instructional Model combined with mixed media had an overall excellent dancing ability of 88.15%. This was divided into 15 students, or 75 % of all students, who had excellent dancing ability, and 5 students, or 25 % of all students, who had good dancing ability.

3. Students who learned using Harrow's Instructional Model combined with mixed media had overall satisfaction at a very high level ($\overline{X}$ = 4.86, S.D. = 0.34).

Discussion

In this Research, the researcher can discuss the research results as follows.

The assessment showed that the students rated the procedure of developing the learning activities with Harrow's Instructional Model and mixed media as very suitable, obtaining a mean rating of 4.38 out of five points. The result indicates the high quality of the process, which employed the established taxonomy of psychomotor learning with stages of skill development from simple to complex, as per Harrow (1972). The model allowed including both digital and multimedia resources as supplements to the tasks, in line with current trends towards more interactive and engaging approaches in dance pedagogy (Davis, 2020).

The learning outcomes of the students were evaluated by comparing their pre- and post-tests in dance performance, with 88.15% of the participants achieving the excellent or very good levels after completing the lessons with the model activities. The data point to the role of individualized teaching, which is an essential aspect of Harrow's (1972) approach, as it accounts for the variation in physical ability, prior knowledge, and learning speed. Wall and Xie (2017) discuss the potential of a blended learning strategy in developing student-centered settings where more effective problem-solving and performance are achieved. The evidence from the study supports the applicability of Harrow's model and the mixed media as a solution to the general issue of over-standardization of instruction in teacher-centered learning. It creates the opportunity for focused and adaptable teaching that can benefit the students' learning.

The satisfaction level was assessed as very high (M = 4.86, SD = 0.34), and the data on motivation were processed to show that all respondents approved of the teaching method. The specific activities were also evaluated on several criteria, and the highest scores were assigned to the tasks that the students stated helped to improve the basic skills (M = 4.92, SD = 0.23) and increased the interest in the course in general (M = 4.90, SD = 0.30). The explanation of the correlation between satisfaction and the learning results can be found in Kolb's (1984) experiential learning theory, which postulates that the significant engagement in the learning process is based on the active participation and the following reflection by the learner. It is shown that the use of

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the instructional model, which includes practice, feedback, and self-assessment, might be the key factor for the development of both motivation and mastery.

The impact of psychomotor abilities on learning performance can be explained with the aim of dance education. Anderson and Krathwohl (2001) discuss the version of Bloom's taxonomy that views the cognitive, affective, and psychomotor domains of the learner as closely related, and, consequently, creating lessons and activities should involve these three aspects. The research into the pedagogy of dance should consider the subject-matter context, where psychomotor training can be seen as an essential component of basic learning but insufficient for more complex skills such as critical thinking, emotional engagement, and creativity. The use of multimedia and digital tools as a supplement to the traditional instruction in Harrow's (1972) model, in this case, can support a more holistic perspective on teaching.

The findings also point to the general applicability of blended and traditional instructional frameworks for the enhancement of student motivation and outcomes. The recent article by Hsia and Sung (2020) in this area provides empirical evidence of the positive impact of a technology-supported self-regulated learning environment on students' achievement and motivation, as they allow for the adaptation of teaching to individual needs. The benefits of this process can be seen in this study as the combination of Harrow's Instructional Model with mixed media. In the future, the framework, or its modifications, can be applied in other settings of dance education, both traditional and experimental, to ensure students' excellence and satisfaction.

Recommendation

In order to give full play to the advantages of the Harrow teaching mode in the training of basic skills of Chinese classical dance, it is suggested to further strengthen the combination of theory and practice. Teachers should deeply study the theoretical basis of the Harrow teaching mode, understand its core concepts and teaching methods, and combine it with the actual teaching situation of Chinese classical dance to create a teaching program that conforms to the characteristics of Chinese classical dance and embodies the essence of the Harrow teaching mode. In the Harrow teaching model, students' subjectivity is very important. Therefore, in the training of the basic skills of Chinese classical dance, special attention should be paid to the cultivation of students' subjectivity. Teachers should encourage students to actively participate in the teaching process, actively explore dance skills, and express their creativity and ideas. Through project-based learning, cooperative learning, and other ways to stimulate students' learning interest and motivation, so that they can continuously improve their dancing level through active learning.

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Step 1: Deep Theoretical Integration. Action: Conduct a comprehensive literature review on the Harrow teaching model. Focus Areas: Core concepts (e.g., student subjectivity, experiential learning). Key methods (e.g., project-based learning, task-based instruction). Outcome: Establish a strong theoretical foundation to justify the model's application in dance training.

Step 2: Contextualization in Chinese Classical Dance Action: Analyze the characteristics of Chinese classical dance basic skills (e.g., posture, flexibility, rhythm, expression). Focus Areas: Which aspects align with Harrow's principles (e.g., focus on creativity and learner autonomy)? Cultural and physical elements are unique to Chinese classical dance. Outcome: Customize the Harrow model to suit this traditional art form.

Step 3: Design the Integrated Teaching Program Action: Develop a detailed instructional framework. Components: Learning objectives (theoretical and practical). Teaching strategies (use of cooperative learning, exploration-based activities). Learning tasks and dance drills. Outcome: A structured program embodying both Harrow's model and classical dance requirements.

Step 4: Implementation and Data Collection Action: Apply the program in a real-world dance training environment. Methods: Pre- and post-training skill assessments. Observation of student engagement and creativity. Reflective journals or interviews with students and teachers. Outcome: Gather data to evaluate effectiveness and relevance.

Step 5: Evaluation and Reflection Action: Analyze data and assess the impact on students' Basic dance skills. Subjective participation and creativity. Learning motivation. Outcome: Offer insights and evidence on the benefits and limitations of this teaching mode in the dance context.

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