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Development of Learning Activities Using Integrated Teaching Approach to Promote Chinese Folk Dance Abilities of Students in Art College

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Abstract

Background and Aims: With the growing integration of culture and tourism, the preservation and promotion of traditional Chinese culture—particularly folk dance—has become a priority in arts education. This study aimed to: (1) develop learning activities based on an integrated teaching approach to enhance students' Chinese folk-dance abilities; (2) evaluate the effectiveness of these activities in improving dance performance; and (3) assess student satisfaction with the learning experience.

Methodology: The study involved 20 first-year students from the Department of Folk Dance, School of Dance, Nanjing University of the Arts, during the second semester of 2023. Research instruments included lesson plans, a Chinese folk dance ability assessment, and a student satisfaction questionnaire. Data were analyzed using descriptive statistics, including percentages, means, and standard deviations.

Results: Expert evaluation indicated that the integrated teaching approach lesson plans were highly suitable (mean = 4.42). Post-intervention assessment showed that 45% of students achieved outstanding performance, 35% met the standard, and 20% performed at a good level, with an overall average score of 80.30%. Student satisfaction with the learning activities was very high (mean = 4.80, S.D. = 0.30), with the highest ratings given to activities that developed dance skills and enhanced dance quality and fitness.

Conclusion: The integrated teaching approach proved to be a highly effective instructional strategy for improving Chinese folk-dance abilities and achieving exceptional student satisfaction. It offers a viable model for blending traditional and modern teaching methods in the preservation and advancement of cultural heritage through dance education.

Keywords: Integrated Teaching Approach; Chinese Folk-dance; Dance Performance; Student Satisfaction; Cultural Heritage

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Introduction

The fusion of culture and tourism is deeper and deeper with the development of society. The promotion of excellent traditional Chinese culture has become a greater concern for scholars. Intangible cultural heritage contains the unique spiritual core of the Chinese nation and is an important carrier for inheriting and disseminating excellent traditional Chinese culture. It not only maintains the continuation of the cultural lifeline but also plays a vital role in meeting the spiritual and cultural needs of human beings and promoting the development of the social economy and culture. (Li et al. 2023) As an important carrier of traditional culture, arts education, including national folk-dance education, has its unique importance in modern educational practices. This is not only because it carries the heritage of a rich national cultural tradition but also because it faces the historical mission of inheriting and innovating dance education in the context of globalization. National folk dance, as an important element of Chinese traditional culture, carries important cultural value and historical value. (Zhang, 2023) It is not only a form of artistic expression but also an important carrier of national spirit and cultural identity.

In the background of globalization and technologization, the traditional mode of cultural and arts education is also in the midst of profound changes. In the traditional educational model, arts education often emphasizes face-to-face teacher-student interactions and practical operations, which, to some extent, restrict the spatiotemporal conditions of teaching and the scope of educational resources. However, with the introduction of information technology such as the Internet, multimedia, virtual reality (VR), and augmented reality (AR) technologies, arts education has gained new teaching methods and learning platforms. Through the Internet and multimedia, students can learn different forms of art anytime and anywhere. Virtual reality and augmented reality technologies allow them to break through the traditional limitations of time and space, enabling them to participate in online courses, online workshops, and even virtual interactions. This not only greatly enriches the form and content of learning but also provides teachers with more diversified means of imparting knowledge. (Zhao, Y., & Frank, K. A..2021)

Education in national folk dance is faced with the same problem, and at the same time not only needs to inherit the traditional dance technique and cultural spirit, but also hopes to find innovation and development in the form of a modern educational system. Faced with the trend of modernized education, how to effectively integrate traditional art and modern educational technology into national folk-dance education is an urgent problem to be solved. For example, through the digitization and reproduction of traditional dances, not only can more people be given more opportunities to learn and appreciate such dances, but the data analysis of the whole process can also be used to study and spread dance teaching methods. At the same time, using virtual reality technology to digitally reproduce the historical scene and dance performance

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environment can also help students in the learning process and artistic engagement, so that students can better understand the cultural background and artistic value of the dance. (Li & Wang, 2023) In addition, with the deep development of science and technology, various data on dance and student learning can be collected and utilized for targeted curriculum design and teaching guidance.

In addition, the digital environment is also a cultural carrier that the current college students are immersed in and familiar with, so they have a natural affinity and receptiveness to new technologies. Students today, especially those studying art disciplines, have a greater desire and expectation for new educational methods and more diverse and flexible learning modes. The forms of using new media, such as video tutorials, online learning, online communication, and social media for learning, are also favored by more students. In the process of national folk-dance education, teachers should also rethink and redesign the teaching strategy based on students' learning needs and lifestyle, not only from the content of teaching but also from the method and means of teaching; the design needs to be more innovative and appropriate to students' digital cultural context. (Brown & Green, 2022) For example, Peng (2021) took Chinese folk dance education in colleges as the research object and put forward the improvement path of educational efficiency based on information technology. The problem is that traditional education cannot effectively promote learning. They took teaching evaluation and cultural experience education as the foundation, and then explored ways to combine online and offline teaching, and put forward corresponding solutions such as Bilibili online broadcast and Tencent Conference software live broadcast to make the teaching process more flexible and accessible. Feng and Zong (2025) used virtual reality (VR) technology to study its impact on the education of Chinese folk dance. The results show that VR technology can create an immersive and interactive experience for students, which can help them better understand and absorb the culture.

The teacher's experience in research came from experience as a teacher of Chinese classical dance. The researcher did a survey about the problems of teaching Chinese classical dance to vocational students. As a result, the main problems are: Some students still do not have much enthusiasm and interest in learning, because they have to learn Chinese classical dance with high skills, and must have patience. In addition, the art content is also very complicated, which needs to be repeatedly practiced, so students' behaviors that consider Chinese classical dance as a difficult, old, and boring art will reduce the learning motivation. Schools still have no teachers with good techniques and expertise to transfer knowledge and help students understand clearly. The resources, equipment, and learning media are not modern and are lacking, so the teaching and learning of Chinese classical dance become uninteresting and do not meet the learning behavior of modern students who love technology. The teaching and learning activities are still

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limited to the old teaching format, without any innovation, and are monotonous. They still focus too much on the traditional teaching methods, on the repetition and memorization, or the teacher demonstrating and following the teacher only, a lack of creativity that does not match the digital-raised students' needs.

According to People's Daily Online Education. (2020), Integrated teaching is the integration of traditional face-to-face teaching with modern online learning. It is not just a technical overlay but a pedagogical transformation that weaves digital tools with classroom practices to enhance learning outcomes. This model redefines the traditional teaching approach by emphasizing flexibility, accessibility, and interactivity. It fosters a learner-centered environment and caters to the diverse learning needs of students in the digital age. It is advantageous for promoting engagement through multimedia content, offering flexible learning time and space, and encouraging individualized and independent learning. Support continuous assessment and feedback. The integrated teaching has four key teaching steps: 1) Preparation before class, to provide media (videos, readings) to students through online channels, for students to preview and establish background knowledge before class. 2) Classroom interaction, use the face-to-face class time to solve the problem, ask and answer questions, and do group work based on online pre-learning. 3) Post-class improvement, after the face-to-face class, students can do homework or consolidate their knowledge and understanding of concepts via an online platform. 4) Assessment and feedback, provide individualized testing, data analysis, and timely feedback through digital platforms to adjust the next teaching plan. In response to these new educational demands, the integrated teaching model has emerged. It synergizes traditional face-to-face teaching with elements of modern online instruction, aiming to enhance teaching effectiveness and students' learning experience by diversifying teaching methods. In national folk dance education, the integrated teaching model can be expanded to include online video instruction, in-person class interactions, and simulated dance practices using AR/VR technology. The model's strengths lie in offering students a more diverse range of learning resources, flexible learning time and space, and individualized learning paths, while also boosting student engagement and innovation capabilities (Wang & Liu, 2023). In addition, Khaemmani (2014) points out the principle of learning management to develop psychomotor skills, and this research is about the activities of the brain and various parts of the body. Behavior in this domain can be seen through the movement, which directly shows the practice result. The time and quality of the work are the indicators of the level of skills acquired. If the teacher needs to teach to develop or promote the practical ability or skill of the student, the teacher must use the principle called Learning by Doing, that is, learning by practicing or doing.

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From the above, the researcher has designed an integrated learning management system to use to create a variety of teaching methods to promote students' learning activities to study Chinese national folk dances, let the students practice and develop their abilities in Chinese classical dance by learner-centered activity, with important theoretical and practical meaning, and become more in line with the times. On the one hand, this not only promotes the improvement of national folk-dance education, but it also meets the learning needs of contemporary students in colleges and universities, providing new impetus and development opportunities for the inheritance and development of traditional culture. This study's purpose is to provide new insights and practical strategies for the study of national folk dances through systematic assessment and analysis.

Objectives

1. To develop learning activities using an integrated teaching approach to promote the Chinese folk dance abilities of students.

2. To study the results of Chinese folk-dance abilities of students learning using the Integrated teaching approach.

3. To study student satisfaction with learning activities using the Integrated teaching approach to promote the Chinese folk-dance abilities of students.

Literature Review

Chongqing University Journal Society (2018) states that integrated teaching is a learning management model that "integrates the traditional face-to-face classroom teaching with online teaching into a single and inseparable whole teaching model" (para. 1). It is a method of teaching with two modes to maximize student-centered learning and interaction. This model was created to increase the efficiency of learning and make it more flexible and convenient. On the one hand, this method of teaching gives a student access to face-to-face interaction with the teachers. On the other hand, it also provides the comfort of online access to learning and materials.

People's Daily Education (2020) believes that integrated teaching can digitize the existing teaching process using a variety of information technologies, such as online video and digital teaching platforms, and new types of tools like VR and AR. Such tools increase the effectiveness of teaching and learning as they help to make the abstract more visual, provide a stimulating space for students' practice, and increase access to content.

Furthermore, the scholars Liu et al (2019) from Peking University state that this type of teaching is flexible and can be used by different learners. It is efficient as it increases interaction between teachers and students and their peers, and also between theory and practice. For

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instance, in a performance-based major like dance, theory content can be taught online through recorded lectures and tutorials, while practice is done offline in the classrooms and other physical spaces. Online learning can also be added for the purpose of practice using digital technology for feedback on iterative practice.

Methodology

For this study, a specific class of 20 students was intentionally selected as the sample. This size is considered optimal for several reasons:

1. Manageability: A smaller sample allows for more manageable data collection and analysis, ensuring that each student's progress can be meticulously monitored and evaluated.

2. Depth of Data: With 20 students, it is feasible to collect in-depth qualitative data through methods such as interviews, focus groups, and extensive observation, without overwhelming the research process.

3. Representativeness: The selected class is intended to represent a microcosm of the broader freshman dance population at the university, reflecting a range of backgrounds and prior dance experiences, which are crucial for assessing the mixed teaching model's applicability and effectiveness across diverse student profiles.

Sampling Technique (Creswell,2018)

The sampling technique employed in this study is intentional sampling, which is particularly suited to qualitative and exploratory research where the aim is to generate deep insights rather than generalize findings to a larger population. This method allows researchers to select individuals who are especially knowledgeable about or experienced with the phenomena of interest, which in this case is the reception and effect of mixed teaching methods.

1. Purpose-driven Selection: Each student in the sample was chosen based on specific criteria relevant to the study's objectives. These criteria include their background in dance, openness to new learning methods, and technological proficiency, ensuring that the sample adequately reflects the target population's diversity in terms of both capabilities and experiences.

2. Strategic Inclusion: Students with varying levels of exposure to dance and different learning styles were included to gauge the mixed teaching model's effectiveness across a spectrum of student characteristics and learning needs.

By carefully selecting a representative sample and focusing on a specific, relevant population, this study aims to derive meaningful insights into the application and effectiveness of mixed teaching methods in folk dance education. The targeted approach not only enhances the study's relevance and applicability to educational practice but also contributes to a nuanced understanding of how such teaching strategies can be optimized to benefit students at the outset

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of their higher education journey. Through this detailed exploration, the research seeks to provide valuable contributions to the pedagogy of dance education, particularly in leveraging new technologies to enrich traditional arts education Teddlie & Yu, 2007).

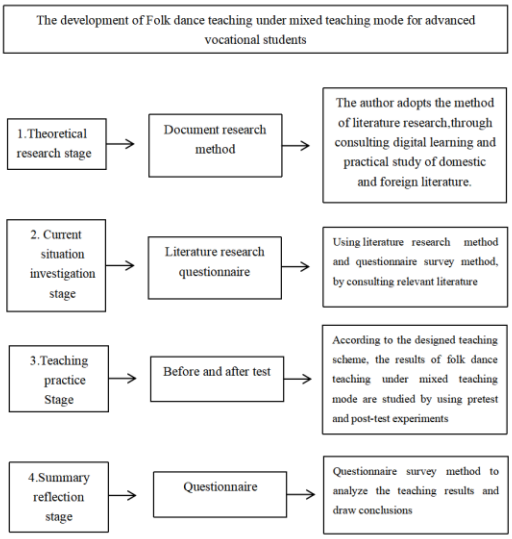


Figure 1 Research methods

Results

To develop a learning activity-based teaching model combining the Integrated teaching approach, the researcher studied the curriculum framework of the Chinese folk-dance course in the Education Department at Nanjing Art Institute and analyzed the relationship between content and learning objectives by combining the Integrated teaching approach. The researcher also studied the Chinese folk dance abilities assessment form and the student satisfaction questionnaire, which took 6 hours per lesson plan, 4 lessons, totaling 24 hours.

The researchers developed lesson plans using Integrated teaching methods with important elements:

1) Concepts
2) Learning objectives
3) Course content
4) Learning activities using Integrated teaching methods (4 steps)
5) Learning media or learning resources
6) Measurement and evaluation.

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

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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 4.42, 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.

1. Results of the study on the dance abilities of students learning using the Integrated teaching approach. The details are as follows:

Table 1 Students' Chinese folk dance abilities scores.

Number	Post-test (100 points)	Quality level
1	86	Outstanding
2	79	Good
3	90	Outstanding
4	97	Outstanding
25	62	Up to standard
6	94	Outstanding
7	76	Good
8	63	Up to standard
9	89	Outstanding
10	86	Outstanding
11	74	Up to standard
12	65	Up to standard
13	95	Outstanding
14	64	Up to standard
15	66	Up to standard
16	100	Outstanding
17	65	Up to standard
18	76	Good
19	93	Outstanding
20	85	Good
Sum	1605.00	
Average	80.30	Good

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From the table above, it was found that the students who received the learning activities using the integrated teaching approach to promote Chinese folk dance ability had an overall good dancing ability of 80.30%, divided into 9 students with outstanding dancing ability, accounting for 45% of all students, 7 students with up to standard dancing ability, accounting for 35% of all students, and 4 students with good dancing ability, accounting for 20 % of all students.

Table 2 Evaluation scores for each aspect according to the student dancing ability assessment form

Student ID	Movement Accuracy (30)	Style Features (20)	Emotional Expression (20)	Artistic Expression (20)	Overall Impression (10)	Total
1	27	18	16	17	8	**87**
2	23	16	18	15	7	**79**
3	27	17	19	18	9	**90**
4	27	20	20	20	10	**97**
5	20	12	12	12	6	**62**
6	30	19	17	19	9	**94**
7	23	16	15	16	6	**76**
8	21	14	10	12	6	**63**
9	28	18	18	17	8	**89**
10	26	18	17	17	8	**86**
11	24	15	14	15	6	**74**
12	20	13	13	13	6	**65**
13	27	20	19	19	10	**95**
14	20	12	12	14	6	**64**
15	19	14	15	12	6	**66**
16	30	20	20	20	10	**100**
17	21	13	14	12	5	**65**
18	23	16	15	15	7	**76**
19	29	19	18	18	9	**93**
20	26	18	16	17	8	**85**
Sum	491.00	328.00	318.00	318.00	150.00	**1605.00**
Average	24.55	16.40	15.90	15.90	7.50	**80.30**
%	81.83	82.00	79.50	79.50	75.00	**80.30**

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Student ID	Movement Accuracy (30)	Style Features (20)	Emotional Expression (20)	Artistic Expression (20)	Overall Impression (10)	Total
Quality level	Good	Good	Good	Good	Good	**Good**

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 having good dancing abilities were ranked as follows: The degree of action completion (85.25%) and the overall impression (79.00%).

3. Results of the study on student satisfaction with the Integrated teaching approach.

Results of the study of student satisfaction with using the Integrated teaching approach. The results of the data analysis appear in the following table.

Table 3 Mean, Standard deviation, questions on the satisfaction of Students with the satisfaction of the Integrated teaching approach.

List of questions	$\bar{X}$	S	Description
1. I like the teaching activities that improve the folk-dance ability, because they help to improve participation in the course.	4.80	0.30	Very high
2. I like the teaching activities because they can increase interest in the course.	4.82	0.38	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.	4.84	0.37	Very high
5. I like the teaching activities because they help to improve the learning efficiency of the basic dance skills.	4.68	0.59	Very high
6. I like the teaching activities because they help to improve the movement norms of the basic skills of dance.	4.72	0.34	Very high

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List of questions	$\bar{X}$	S	Description
7. I like the teaching activities because they help to improve the movement quality and beauty of the basic dance skills.	4.76	0.32	Very high
8. I like the teaching activities because they help to enhance the quality and dance fitness.	4.86	0.35	Very high
9. I like activities that can increase my understanding and cognition of basic dance skills.	4.84	0.37	Very high
10. I can improve my participation and enthusiasm with my classmates and my classmates.	4.80	0.37	Very high
Total	**4.80**	**0.30**	**Very high**

From the table above, it is found that students who study using the Integrated teaching approach. Overall satisfaction was at a very high level. ($\bar{X}$ = 4.80, S.D. = 0.30). Motivation test questions analysis results sorted from highest to lowest as follows: Students like the teaching activities, because they help to develop more dance skills. ($\bar{X}$ = 4.88, S.D. = 0.32). Students like the teaching activities because they help to enhance the quality of dance fitness. ($\bar{X}$ = 4.86, S.D. = 0.35). Students like the teaching activities because they help to improve the basic skills of dance. ($\bar{X}$ = 4.84, S.D. = 0.37). And students like activities that can increase their understanding and cognition of basic dance skills. ($\bar{X}$ = 4.84, S.D. = 0.37).

Conclusion

The total score of the expert evaluation results was 4.42, indicating that the integrated teaching approach was a highly appropriate instructional method. It was found that after implementing the approach, 45% of the students had outstanding Chinese folk-dance skills, 35% had reached the expected level, and 20% had a good level. Therefore, the overall rating of the students' Chinese folk-dance skills level was "good." In addition, the students were highly satisfied with the learning outcomes, indicating that they had a strong learning motivation, positive learning experience, and perceived that the integrated teaching approach was able to coordinate traditional and modern teaching methods to help them develop skills and contribute to cultural preservation.

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Discussion

1. The Integrated Teaching Approach learning activities that has has an average suitability value for all plans equal to 4.42, which is at a high level. This is because the researcher has studied books and research documents related to the design and organization of Integrated Teaching Approach learning activities to be used in teaching to promote Chinese folk dance abilities of students until the teaching plan that can be used appropriately has been checked for quality by experts in the curriculum, measurement and evaluation, making the developed teaching plan effective and applicable for teaching, allowing students to learn systematically, with clear steps, and also integrating with the use of technology to enhance teaching to be more interesting. The integrated teaching model that combines theoretical knowledge with practical application and utilizes both online and offline resources creates a more comprehensive and interactive learning environment for students. This model facilitates a blended learning approach in which theoretical lectures are supplemented with digital content, such as video tutorials and interactive online workshops, enhancing the learning experience and providing students with different ways to engage with the content. This is consistent with the concept of Fogarty (1991), who introduced the integration method by creating a spider web. The spider web curriculum will be a picture showing the process of integrating learning with the content that children need. The benefits are that teachers know the direction of the content and teaching methods, can check the scope of the content, and also help teachers plan the content and distribute activities comprehensively. The researcher has linked it to teaching Chinese folk dance in various ways, and it is consistent with the concept of Wang (2022). The main benefits of integrated teaching are that it is a method that increases flexibility in learning, promotes responsibility for self-learning, and creates a more diverse and interesting learning experience. This is consistent with the research of Zhang (2023), who conducted research on the path analysis of the integration of traditional culture education into dance teaching in colleges and universities. The results showed that integrating traditional culture into dance teaching can improve the diversity of the curriculum and promote students' understanding of culture. This is consistent with the research of Zhang (2025), who conducted research on the development of a dance creation curriculum using Labanotation to develop body language understanding and dance creativity. The results found that the developed curriculum helps students better understand and express themselves through body language and promotes creativity in creating dance pieces.

2. Students who received integrated learning activities had overall Chinese folk-dance abilities at a good level, divided into Outstanding abilities at 45%, Up to standard at 35% and Good at 20%. This was because the integrated teaching method combined theoretical knowledge with practical application and utilized both online and offline resources. Data analysis showed

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significant improvements in students' dance skills, including movement accuracy, rhythmic sense, and expressiveness. These improvements were due to the model's ability to provide repeated practice and immediate feedback via digital tools, allowing students to view and edit their performances in real time. Students reported increased engagement and participation. This is consistent with the concept of Khaemmani (2014), who mentioned the integrated learning management, Interdisciplinary type, in bringing the content of the same subject or the same experience group together. The teacher can relate all the content to a single thing. And it is consistent with the principle of learning management to develop psychomotor skills, that learning in this area is about the activities of the brain and different parts of the body. Behavior in this area can be seen from the actions, which show the results of the practice directly. With time and quality of work as indicators of the level of skills that have occurred, how much or how little. And the concept of Qin & Zhang (2024), who stated that integrated teaching is a practice that emphasizes teaching by integrating the content of multiple lessons or units into a single structure, eliminating the separation into short lessons, teaching one topic at a time, but organizing learning as a large unit that is consistent and continuous, stimulating students to understand basic concepts as a whole from multiple dimensions. This is consistent with the concept of Zhang (2020), who emphasized that integrated teaching can improve the quality of learning, especially in arts and culture courses. It requires creativity and a deep understanding of the socio-cultural context. Wang & Zhou (2022) added that this approach helps students take ownership of their learning and develop critical thinking. This is consistent with the research of Feng (2022), who researched the integrated teaching model of Chinese dance in colleges and universities in the information age. The results showed that the integrated online and offline teaching of Chinese dance can strengthen the development of Chinese dance education and the design of online and offline movement teaching-related courses. This is consistent with the research of Saeho and Saenboonwet (2024). Development of teaching and learning activities by organizing integrated learning activities emphasizing cultural diversity to promote cultural intelligence for Grade 2 students. The research results found that the cultural intelligence skills of students after studying with integrated learning activities emphasizing multiculturalism to promote cultural intelligence were overall at a very high level ($\bar{X}$= 4.71, S.D.=.16).

3. Students who received integrated learning activities had overall satisfaction at a very high level. The results of the motivation test question analysis were sorted from highest to lowest as follows: The student likes the teaching activities, because they help to develop more dance skills. The next is that students like the teaching activities, because they help to enhance the quality and dance fitness. And the Student likes the teaching activities, because they help to improve the basic skills of dance. And the students like the activities that can increase their understanding

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and cognition of basic dance skills. This is because integrated learning activities allow students to immediately apply what they have learned in theory to dance practice, helping to bridge the gap between understanding and application. Applying theoretical knowledge to practical demonstrations helps students better understand and remember information. For example, a discussion on the historical and cultural significance of folk dances is paired with a practical demonstration of traditional movements, which enhances students' appreciation and understanding of the content. This is consistent with the idea that Khaemmani (2014) explained the benefits of integrated learning management as helping students understand content holistically, see the relationship between subject content, and giving them a broader perspective. Students learn from real experiences by combining knowledge, morality, values, and desirable characteristics. This increases the potential of the learners to the fullest. Students learn how to learn throughout their lives and can apply the knowledge they have gained to real life appropriately and effectively. And in line with the concept of Tang & Xie (2023), who also found that integrated teaching can connect learners' knowledge and life experiences, which helps to enhance their motivation and problem-solving abilities. This is consistent with the research of Li and Dapat (2024), who conducted research on the Application of an integrated teaching model in teaching dance sports in higher education in China. The results show that students evaluated teaching attitude and interaction with students highly. Integrated teaching changes teaching from traditional to student-centered.

Recommendation

Practice Recommendation

Schools should provide adequate technical support, including high-quality online learning platforms and hardware equipment. For example, high-speed Internet, high-definition camera equipment, and professional audio equipment are provided to ensure the quality of online courses. At the same time, regular technical maintenance and upgrades to ensure the stable operation of teaching equipment. In addition, virtual reality (VR) and augmented reality (AR) technologies can be introduced to provide a more immersive dance learning experience.

Design individualized teaching plans and activities based on students' individual backgrounds and learning needs. For example, differentiated teaching content and exercises are provided to students at different levels, and personalized tutoring and feedback are provided through online platforms. It is also possible to design a variety of learning activities, such as group cooperation projects, individual creative exhibitions, etc., to meet the different learning styles and interests of students. At the same time, regular assessment of learning effects and timely

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adjustment of teaching strategies to ensure that each student can receive effective guidance and support.

Further Research Recommendation

The research and recommendations on the development and application of technology for dance learning have had a number of positive effects on learners, teachers, and schools. The main points are summarized as follows:

1. Developing all-around learner skills

Students have a more diverse and higher-quality learning experience through modern learning technologies (VR/AR) that stimulate learning motivation and imagination in a realistic dance scene, effectively developing movement skills, physical coordination, and artistic expression.

2. Supporting personalized learning.

Designing activities and exercises according to each student's abilities and backgrounds allows students to learn better at their own pace and style, reducing the inequality in learning levels and increasing their confidence in development.

3. Enhancing teacher competence.

Teachers have the opportunity to develop their potential in applying technology to more effective teaching management, including media management, online teaching, and personalized feedback, thus creating more flexible teaching formats that are more responsive to learners' needs.

4. Developing the school's digital infrastructure.

Procuring and maintaining hardware and software for teaching and learning gives schools a modern and stable technical support system, helping them become a truly "Smart School".

5. Promoting innovative learning approaches.

Dance learning combined with new technologies. This is an innovative learning model that can be applied to other subjects such as music, drama, and even other creative subjects requiring interactive participation.

6. Creating a Learning Community

Through group activities, collaborative projects, and individual exhibitions, these are all fostered to facilitate learning exchanges between students, teachers, and parents, to build positive relationships, and to promote learning in and out of the classroom.

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