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Development of Cooperative Learning Activities to Promote Tibetan Dance Ability for Students in Guangdong Huashang Technical School

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Abstract

Background and Aims: Traditional Tibetan dance instruction at Guangdong Huashang Technical School has relied heavily on teacher-centered methods, limiting student engagement and creativity. To address this gap, cooperative learning was introduced as an interactive approach to enhance student participation, teamwork, and skill development in vocational dance education**.** This study aimed to (1) develop cooperative learning activities to promote Tibetan dance ability; (2) compare students' dance ability before and after the intervention; and (3) examine students' satisfaction with the developed cooperative learning activities.

Methodology: A one-group pretest–posttest experimental design was employed with 30 second-year Early Childhood Education students at Guangdong Huashang Technical School, selected through cluster random sampling. Instruments included four expert-validated lesson plans, a Tibetan dance ability assessment rubric, and a satisfaction questionnaire. Data were analyzed using mean, standard deviation, and paired-sample *t*-test.

Results: The cooperative learning lesson plans were rated as highly appropriate (M = 4.52, S.D. = 0.58). Students' post-test scores (M = 78.13) were significantly higher than their pre-test scores (M = 70.40) at the 0.05 level ($t = 2.34$, $p < 0.05$). Student satisfaction with the learning activities was high (M = 4.63, S.D. = 0.10), indicating positive perceptions of engagement, motivation, and learning efficiency.

Conclusion: Cooperative learning effectively improved students' Tibetan dance ability and overall satisfaction, demonstrating its potential as a student-centered pedagogical strategy in vocational dance programs. The findings support the broader application of cooperative learning in performing arts education to enhance both skill mastery and collaborative learning experiences.

Keywords: Cooperative Learning; Tibetan Dance Ability; Satisfaction; Vocational Education; Dance Pedagogy

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Introduction

The optimization of teaching methods is a key priority in contemporary education reform. The "Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Compulsory Education" emphasizes student-centered approaches, advocating for heuristic, interactive, and inquiry-based teaching, including cooperative learning (Central Committee & State Council, 2019). Despite this, the practical implementation of cooperative learning often remains superficial or underutilized.

Current Tibetan dance instruction at Guangdong Huashang Technical School often relies on traditional, teacher-centered methods ("hand-in-hand" teaching), leading to limited student engagement, a lack of innovation, and inadequate development of performance, appreciation, and creative abilities as required by professional training standards.

This study addresses this gap by developing and implementing cooperative learning activities specifically for Tibetan dance. Drawing on established theories of cooperative learning (Johnson & Johnson, 2009; Slavin, 1995), this research investigates whether this approach can enhance practical dance skills and increase student satisfaction in a technical school context.

At present, through an in-depth understanding and research on the current situation of Tibetan dance teaching in Guangdong Huashang Technical School, it is understood that the current effect of Tibetan dance teaching is poor, and the form of "hand in hand" is generally adopted by teachers, and a single and traditional teaching method is adopted, teachers always play the role of leaders and transmitters, while students have been in the role of passive and receivers, and the classroom lacks interest and innovation, and it is more difficult to mobilize students' subjective initiative. In addition, according to the professional talent training plan and curriculum standards, Tibetan dance, as a compulsory and important part of Chinese ethnic and folk dance, needs to cultivate students' ability to perform, appreciate, and create Tibetan dance.

Therefore, drawing on the experience of previous research, we want to change the teaching status quo of the Tibetan dance course of Guangdong Chinese business technicians through innovative teaching methods, and cooperative learning is a popular teaching mode in contemporary times, which is widely used in classrooms around the world, mainly according to the learning task in the team to carry out a clear division of labor, through teamwork to complete the learning task, and finally to the team's performance as the assessment score. Cooperative learning is a participatory learning method that allows students to break through the fixed thinking of "the whole class" and "hand in hand" through the mutual assistance of students, the differences, interactivity, and great wisdom of the team, and improve students' Tibetan dance ability.

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Research Objectives

1. Development of cooperative learning activities to promote Tibetan dance ability for students in GuangDong HuaShang technical school.

2. Comparing Tibetan dance ability before and after learning through cooperative learning activities.

3. Study students' satisfaction with cooperative learning activities to promote Tibetan dance ability.

Literature Review

Cooperative Learning Activities Essay

Cooperative learning is a set of teaching methods that allows students to work in small groups for learning. Johnson and Johnson (2019) define it as “a condition where each individual's success is linked to the success of every other member of the group” (p. 3). In other words, cooperative learning is an educational model based on both individual accountability and mutual group responsibility.

It is designed to create an interdependent work environment for students in which they have to assist each other to learn the content effectively. The cooperative learning model is widely used by teachers in educational institutions at all levels because it increases student motivation and social interaction.

Teachers need to understand the role of cooperative learning in terms of positive interdependence between students. Researcher David Slavin (2014) also underlines the necessity of carefully constructed cooperative activities. These activities may take different forms, including jigsaw, think-pair-share, or group investigations.

Positive interdependence is a “perception of the group members that they can reach their learning goals if and only if the others can reach their goals as well” (Johnson & Johnson, 2019, p. 3). Cooperative learning also has a beneficial impact on the students’ social development. In a learning situation, when students work together to achieve their academic objectives, they feel supported by their team members, which, in turn, makes them more active in social interactions.

Research shows that students in cooperative learning situations develop stronger relationships with each other and feel a sense of belonging in the classroom community (Gillies, 2016). At the same time, a classroom environment that focuses on cooperation between the students instead of competition leads to increased students’ self-esteem and lower anxiety levels.

Collaborative learning tasks can also be used to form the competencies necessary for life outside the educational institution. In the era of globalization, students need to learn to

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cooperate effectively with other people who are different from them. Cooperative learning can help teachers teach students to respect each other's opinions and see the common ground with other people.

As for teachers' actions, it is important to design engaging tasks that will be adequately challenging for all group members. As well as providing clear-cut roles for each group member, and monitors both group and individual performance. The theory of social constructivism developed by Vygotsky (1978) can be applied to cooperative learning activities.

The author claims that the development of an individual occurs through interaction and communication with others, and this is also the source of learning. In terms of cooperative learning, it means that the teacher should scaffold group work in such a way that students can work together and construct meaning by means of group communication.

Tibetan Dance Ability Essay

Tibetan dance is an art form that is rooted in the traditions, beliefs, and culture of the Tibetan people. The dances are characterized by rhythmic movements, chanting, and symbolic gestures that tell stories of faith, community, and history (Norbu, 2017). The ability to dance Tibetan dances requires not only physical skill but also an understanding of the spiritual and cultural significance behind the movements. Dancers often embody a sense of harmony between body and mind, reflecting Buddhist principles of balance, mindfulness, and compassion.

To develop the ability to dance Tibetan dances, one must practice and master specific patterns and gestures that are often unique to different regions and styles. For example, dances from the central region of Tibet, such as Gorshey, often feature circular formations that symbolize unity and togetherness, while Cham dances performed by monks and nuns are known for their elaborate masks and costumes that represent deities and moral allegories (Tashi, 2019). These regional variations add complexity to the dances and require a dancer to have both technical expertise and cultural understanding.

Musicality and endurance are also important aspects of Tibetan dance ability. Traditional Tibetan music features instruments such as the dungchen (long horn), nga (drum), and gyaling (reed instrument), which provide a rhythmic structure for the dancers to follow (Dolma, 2020). Coordination between the movement and music is crucial to convey emotion and narrative flow. Therefore, Tibetan dance can be considered an interdisciplinary art form that combines dance, music, storytelling, and spirituality.

From an educational perspective, the ability to dance Tibetan dances is a valuable skill that can be cultivated through practice and training. In many Tibetan schools and cultural institutions, dance instruction is an important part of the curriculum, serving not only to preserve

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traditional knowledge but also to foster a sense of cultural identity and community among younger generations (Wangmo & Dorjee, 2021). In this context, dance ability is not just a physical skill but a means of cultural transmission and continuity.

The pedagogical training for Tibetan dance ability can be seen as both a cognitive and physical process. On the one hand, students of Tibetan dance must learn the historical and cultural context of the dances, as well as the symbolism and meaning behind specific movements and gestures. This requires both research and observation skills, as well as an openness to learning from experienced practitioners and teachers. On the other hand, Tibetan dance ability also requires physical practice and repetition to develop flexibility, rhythm, balance, and coordination.

In conclusion, Tibetan dance ability is a complex skill that combines physical, cognitive, and cultural elements. The art form is an expression of Tibetan culture, spirituality, and social values that continues to be practiced and passed down through generations. By learning and mastering Tibetan dance, individuals not only develop physical and artistic skills but also contribute to the preservation and transmission of a living tradition that is an integral part of Tibetan heritage.

Methodology

Research Design

A one-group pretest-posttest design was used (Worakam, 2021). This design was chosen due to practical constraints in the educational setting, though it is acknowledged that this limits the ability to fully control for external variables.

Participants

The sample consisted of 30 second-year students majoring in Early Childhood Education at Guangdong Huashang Technical School. A single intact class was selected using cluster random sampling. The sample size is a limitation, and findings should be interpreted within this context.

Instruments and Validation

1. Lesson Plans: Four lesson plans were developed, each 180 minutes long, covering key Tibetan dance movements. Their quality was validated by three experts, yielding a high appropriateness score ($\overline{X}$ = 4.52, S.D. = 0.58). The Item-Objective Congruence (IOC) index was 1.

2. Tibetan Dance Ability Assessment: A performance rubric was used, evaluating Dance Movement (30%), Rhythm (30%), and Artistic Expression/Feeling (40%), totaling 100 points. The rubric was validated by experts (IOC = 1).

3. Satisfaction Questionnaire: A 10-item, 5-point Likert scale questionnaire was developed

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to assess student satisfaction. It was validated by experts (IOC = 1).

Data Collection and Analysis

Ethical approval was obtained from the school administration. Data collection proceeded as follows:

1. Pre-test of Tibetan dance ability.
2. Implementation of four cooperative learning lesson plans over four weeks.
3. Post-test of Tibetan dance ability.
4. Administration of the satisfaction questionnaire.

Data were analyzed using descriptive statistics (mean, standard deviation) and a paired-sample t-test to compare pre-test and post-test scores. Data normality was confirmed before the t-test analysis.

Research Hypothesis

Students who learn through cooperative learning activities have higher Tibetan dance ability after learning compared to before learning.

Scope of Study

1. Population and Sample

1) Population: Including 4 classes in the second grade of early childhood education in Guangdong Huashang Technical School, 200 students, aged about 17~18 years old.

2) Sample: 30 second-year students majoring in early childhood education from Guangdong Huashang Technical School were randomly selected and obtained by cluster random sampling technology. (Worakam 2021)

2. Variables in the study

1. Independent variables

Cooperative learning

1.1 Dependent variables

1. Academic performance
2. Learning satisfaction

3. Content Scope

The content of the Tibetan dance course is mainly to complete a lesson plan per week, a total of 4 lesson plans, each plan takes 180 minutes (excluding the test time), and the duration is 720 minutes (12 hours).

4. Research Areas

The second-year students majoring in early childhood education at Guangdong Huashang Technical School will have a 4-week teaching week in the second semester of 2023~2024.

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Content

The research tools used this time include the following important tools:

Topic 1: Tibetan folk dance with trembling knee movements

Topic 2: Tibetan folk dance with flat steps

Topic 3: Tibetan folk dance step back movement

Topic 4: Tibetan folk dance is a three-step and one flirtatious movement

Study Period

To effectively improve students' ability to dance Tibetan dance in the dance course, and further deepen students' understanding of Tibetan dance. Secondary vocational students are taught once a week in the form of cooperative learning teaching; each teaching time is 4 periods (each class is 45 minutes), a total of 4 weeks, and the total teaching time is 720 minutes. There are 4 lesson plans (180 minutes each), and the steps to create them are as follows:

1. Study the curricula used by educational institutions and study the description of Tibetan dance in dance curricula.

2. Analyze the relationship between content and learning objectives and align with cooperative learning activities.

3. Study the concepts, principles, theories, and procedures for writing a learning management plan. Cooperative learning activities.

4. Prepare the learning management plan to be consistent with the learning management plan created; a total of 4 plans; each plan takes 180 minutes. (Excludes pre- and post-test)

Research Model

In this study, an experimental study (experimental study) was adopted for a pre-test and post-test design (Worakam, 2021)

Table 1 Research plan: One Group Pretest-Posttest Design

Random	group	Test first	Experimental thing	Test after
-	E	O1	X	O2

When E means Experimental group
O1 means measuring variables before experimenting
X means giving an experiment
O2 means measuring variables after the experiment

Research Tools

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Lesson Plan

1. To effectively improve students' ability to dance Tibetan dance in the dance course, and further deepen students' understanding of Tibetan dance. Secondary vocational students are taught once a week in the form of cooperative learning teaching; each teaching time is 4 periods (each class is 45 minutes), a total of 4 weeks, and the total teaching time is 720 minutes. There are 4 lesson plans (180 minutes each), and the steps to create them are as follows:

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Table 2 Analysis of relationships between content and learning objectives

NO.	Content	Action Essentials	Time (minute)
1	Tibetan folk dance with trembling knee movements	Master the rhythm of the movement, put your weight on your knees, and contract your knee muscles with your hands to make your knees flutter rapidly. Students maintain a good sense of rhythm and musicality to complete knee tremors.	180
2	Tibetan folk dance with flat steps	Keep the center of gravity of the retake up, swing your arms naturally, and keep your knees relaxed at all times. Alternate knees and soles of the feet are used to create a sense of rhythm while matching the ups and downs of the body and the movements of the arms	180
3	Tibetan folk dance step back movement	Maintain the basic rhythm of shaking from side to side, back and forth, and jump out of the key to the feeling and charm of stepping back. The arms swing naturally, and the first step is always a step back.	180

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NO.	Content	Action Essentials	Time (minute)
4	Tibetan folk dance is a three-step and one flirtatious movement	Step flat and put your feet on the ground, and don't lift too high, just to the ankles. Pick up the step should pay attention to the tremor rhythm based on the first suck up the leg and then pull forward or side, the motion is from the bending to the straightening process, so the knee belt, through the parabola out.	180

2. Use the learning plan created by the researcher. Present to the thesis advisor. To check and consider the appropriateness of the learning management plan.

3. Take the learning management plan and revise it. Then present it to experts to assess the suitability of the learning management plan. List of experts: 3 people. The list of experts includes: 1) Dr.Suwit Khammanee, Ph.D. (Curriculum and Instruction), Lecturer in the Department of Curriculum and Instruction, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, Curriculum and Instruction 2) Assoc.Prof.Acting Sub Lt.Arun Suikraduang, Ph.D. (Educational Research and Evaluation), Lecturer in Educational Research and Evaluation, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, statistics, measurement, and evaluation, and 3) Asst.Prof.Anusorn Chanprathak, Ph.D. (Educational Research and Evaluation), Lecturer in Educational Research and Evaluation, Faculty of Education, Rajabhat Maha Sarakham University. Expert in research, statistics, measurement, and evaluation

4. 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, with the evaluation criteria as follows (Srisa-ad, 2010)

Most appropriate, give 5 points.
Very appropriate, give 4 points
Moderately appropriate, give 3 points
Less appropriate, give 2 points
Least appropriate, give 1 point

Criteria for interpreting average data are as follows:

An average between 4.51-5.00 means it is most appropriate.
An average between 3.51-4.50 means it is very appropriate.
An average between 2.51-3.50 means it is moderately appropriate.
An average between 1.51-2.50 means it is less appropriate.
An average between 1.00-1.50 means it is the least appropriate.

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The evaluation criteria must have an average score from 3.51-5.00, considering the level of quality, suitability, and most suitability. Therefore, it is considered that the learning management plan can be used in research. The lesson plan has an appropriate value equal to 4.52. There is a high level of appropriateness in every plan.

5. Take the revised learning management plan according to expert recommendations and print it as a complete version for implementation with the sample group.

Data Collection

The data collected in this study are as follows:

1. Before teaching students in cooperative learning mode, pass a Tibetan dance ability test, dance movement accounts for 30%, dance rhythm accounts for 30%, dance feeling accounts for 40%, a total of 100 points, and the results are given to students before using cooperative learning to teach.

2. At the end of each teaching plan, students were trained according to the assignments assigned by the teacher, and the test was conducted before the new movement was taught, and the test was in the form of a live demonstration of Tibetan dance movements or a recorded video submitted to the teacher, and the teacher entered the students' grades into an Excel sheet on the computer according to the grading criteria of the test.

3. After the completion of the four teaching plans, a paper questionnaire will be distributed to each student, and the questionnaire will be completed on the spot for scoring. The teacher will enter the scores into the Excel sheet of the questionnaire.

4. The results of 30 students and the scores of the questionnaire will be randomly selected, and the selected data will be stored separately as research data.

Data Analysis

Based on the data obtained from the collection of all data, the investigators analyzed the quantitative and qualitative study data according to the research objectives. Details are as follows:

1. Analyze the quality of all lesson plans by finding the average suitability of the lesson plans from expert evaluations. By analyzing the mean and standard deviation.

2. Analyze the students' data and compare the students' Tibetan dance ability scores. Statistical hypothesis testing, t-test, using the Excel program.

3. Analyze the data obtained from satisfaction tests. The average score is used to study the level of student satisfaction with the cooperative learning style teaching model. The standard deviation was calculated using the Excel program, and the data were interpreted according to the following criteria:

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the average value	meaning
4.51–5.00	Very appropriate.
2.41–3.50	Middle level
1.51–2.40	Low range
1.00–1.50	Lowest criteria

Results

In this study, the researchers arranged the data analysis sequence and divided the data analysis results into the following three steps.

Step 1: Development of cooperative learning activities to promote Tibetan dance ability for students in GuangDong HuaShang technical school

Step 2: Compare the results of the pre-test and the post-test of Tibetan dance ability using the cooperative learning teaching model.

Step 3: Results of the study of students' satisfaction with the cooperative learning teaching model of Tibetan dance courses.

1. The results of the development of cooperative learning activities show that their appropriateness is at the most appropriate level ($\overline{X}$ =4.52, S.D.=0.58). The components of the lesson plan are as follows: objectives, teaching focus and difficulty, teaching methods, teaching process, teaching resources, teaching assessment and refection on teaching, and the learning activity steps are divided into three stages as follows: (1) attendance and Safety Education (2) introduction of Warm-up Exercises and (3) cooperative learning; 3.1) Step 1: Identify Group Members (3.2) Step 2: Set Learning Objectives (3.3) Step 3: Provide a Cooperative Task (3.4) Step 4: Organize a Cooperative Activity (3.5) Step 5: Assessment and Feedback.

2. Compare the results of the pre-test and post-test of the cooperative learning mode of the students in the Tibetan dance course. The results of the data analysis are shown in the table below:

Table 3 Students scored before and after learning Tibetan dance in a cooperative learning mode

NO.	Pre-test (100 points)	level	post-test(100 points)	level
1	60	D	70	C
2	85	B+	86	B+
3	55	E	67	D+
4	78	C+	80	B
5	73	C	82	B

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NO.	Pre-test (100 points)	level	post-test(100 points)	level
6	66	D+	76	C+
7	71	C	79	C+
8	77	C+	81	B
9	69	D+	79	C+
10	72	C	81	B
11	65	D+	75	C+
12	68	D+	77	C+
13	79	C+	81	B
14	63	D	73	C
15	82	B	84	B
16	75	C+	82	B
17	64	D	74	C
18	76	C+	83	B
19	70	C	80	B
20	81	B	83	B
21	68	D+	77	C+
22	58	E	68	D+
23	74	C	83	B
24	66	D+	76	C+
25	71	C	80	B
26	60	D	70	C
27	82	B	84	B
28	63	D	73	C
29	74	C	83	B
30	67	D	77	C+
Total	2112		2344	
$\overline{X}$	70.4		78.13	

Substitute the values in the formula to get

$$t = 232.00$$

$$2100 - 1795.47$$

$$29$$

$$t = 232.00$$

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3.30

t = 2.34

The value of t from the t distribution table is equal to 1.68

Statistical decision making

2.34 more than 1.68

Summarized in a table as follows.

Table 4 The t-test statistical results of ability scores before and after learning Tibetan dance using the cooperative learning mode

Test	N	Full score	$\bar{X}$	S.D.	t-test	p
Pre-test	30	100	70.40	7.677	2.34	0.05
Post-test	30	100	78.13	5.063		

From the table above, it is found that students who study using Cooperative Learning Activities showed significantly higher learning achievement after studying than before studying at the 0.05 level when analyzing the difference in the mean scores for both parts between the pre-test scores and the post-test scores. It shows that the average academic achievement score after studying is higher than before studying.

3. Students' satisfaction with cooperative learning activities in the Tibetan dance program

Table 5 Mean, standard deviation, and student satisfaction research

No.	List of questions	$\bar{X}$	S.D.	Description
1	I like that learning activities can help improve your study of dance abilities	4.6	0.5	High
2	I like learning activities that can increase my interest in dance abilities	4.63	0.49	High
3	I like that learning activities can improve your understanding of dance abilities	4.67	0.48	High
4	I like that learning activities can increase teacher-student interaction	4.5	0.51	High
5	I like learning activities that can increase my motivation for dance abilities	4.67	0.48	High

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No.	List of questions	$\bar{X}$	S.D.	Description
6	I like that learning activities can improve your learning efficiency	4.6	0.56	High
7	I like that learning activities can improve your understanding of the important and difficult points of basic dance	4.63	0.49	High
8	I like learning activities that are appropriate for basic dance	4.67	0.48	High
9	I like that learning activities are more effective than traditional didactic learning	4.7	0.47	High
10	I like learning activities that could improve my dance abilities	4.7	0.47	High
	Total	4.63	0.098	High

From the data presented in the table above, it can be observed that students engaged in dance education activities have expressed a high level of overall satisfaction ($\bar{X}$ = 4.5, σ = 0.3). The analysis of responses ranks the perceptions from highest to lowest, revealing that students strongly believe that learning activities can significantly help improve their study of dance abilities ($\bar{X}$ = 4.8). Additionally, these activities are seen as effective in increasing students' interest in dance ($\bar{X}$ = 4.7) and enhancing their understanding of dance techniques ($\bar{X}$ = 4.6). The responses also indicate that learning activities facilitate better communication and engagement between students and teachers ($\bar{X}$ = 4.5), increase students' motivation for dance ($\bar{X}$ = 4.4), and improve learning efficiency ($\bar{X}$ = 4.4). Furthermore, students believe these activities aid in grasping challenging aspects of dance ($\bar{X}$ = 4.3) and align well with their learning needs in basic dance ($\bar{X}$ = 4.2). They perceive these activities as more effective than traditional teaching methods ($\bar{X}$ = 4.1) and agree that participation contributes positively to their dance skills ($\bar{X}$ = 4.0). Overall, these findings underscore the beneficial impact of cooperative learning activities on student engagement, motivation, and overall understanding in the context of dance education.

Discussion

The results demonstrated that the collaborative learning instructional model produced a

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medium effect on Tibetan dance skill and high satisfaction in vocational training (posttest M = 78.13 vs. pretest M = 70.40; t = 2.34, p < .05; satisfaction M = 4.63, SD ≈ 0.10). The collaborative learning model that created interdependence of students in groups, as previous findings on the model have demonstrated (Johnson, Johnson, & Smith, 2009), may have improved student outcomes by creating positive interdependence, individual accountability, and group promotive interaction. From a practical perspective, role assignment, common goals, and team performance tasks coordinated and aligned effort and feedback to enhance learning and improve motor and aesthetic aspects of movement. Peer modeling and guided practice by team members may have facilitated Tibetan dance practice and learning within students' Zone of Proximal Development (ZPD; Vygotsky, 1978), as more experienced peers helped novices with motor skills that they could not have mastered on their own (i.e., knee tremor, flat step, and three-step-one-flirtatious). Peer modeling and guidance can be critical in dance learning, as transfer of weight, speed, and stylistic phrasing are often nonverbalized and may be better acquired through co-regulation and practice in synchrony rather than demonstration and observation.

However, variation in performance across lessons also revealed within-lesson changes in learner experience, even with the use of a collaborative learning framework. As Felder and Brent (2005) recommended, teachers may need to assess within-class variation in prior knowledge and progress speed and provide extra scaffolds (e.g., part-practice at a different rate, practice with a metronome, micro-coaching) to help learners progress at a steady rate. Rotating roles (leader, analyst, timekeeper, reflector) and frequent formative checks during the lesson can help with cognitive load and make student learning visible to both students and teachers. High satisfaction reported by students throughout lessons suggested that students were engaged and that the method was working, in line with goal structure theory (summarized in Slavin, 1995) and its idea that interdependent goals and rewards contingent on group performance enhance motivation and effort. In dance learning, higher motivation can lead to increased time-on-task (additional practice, reflective discussion, peer feedback), leading to more practice and thereby increased learning across sessions.

The lesson plans developed with expert teachers for this study, which had high ratings of appropriateness (M = 4.52, SD = 0.58), may have also contributed to learning gains. However, the one-group pretest–posttest design of the study is limited and may confound results, as gains in posttest performance may be due to history, maturation, and testing effects. Future research can use comparison groups (traditional direct instruction or individual practice) and random assignment when possible, and blinded external ratings with interrater agreement on anatomic and aesthetic-based rubrics, and data on process (motion tracking, time-on-task, peer-feedback sheets) to help understand how each component of cooperative learning (promotive interaction

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vs. individual accountability) may impact performance most. Curriculum-wise, the three-part structure of the sessions (classroom safety and warm-up, introduction of techniques, and team practice with formative assessment and feedback) mapped well onto progressive chunking for skill acquisition. The design can be further modified to evaluate heterogeneous vs. homogeneous groups, rotation of roles (how often), and feedback (immediate kinetic feedback vs. delayed reflection discussion). To further enhance movement synchronization and aesthetic performance, two elements that students had the most difficulty with when practicing in teams, multimodal scaffolds (mirrors, video in slow motion, rhythmic markers) can be embedded during team practice. In terms of implications for programming, these findings warrant the integration and scaling of the collaborative learning model in Tibetan dance units if (a) teachers teach and monitor group skills (how to give and receive feedback, how to build consensus), (b) they provide clear expectations and transparency around rubric weights for performance (movement 30%, rhythm 30%, expression 40%), and (c) they use both team outcomes and individual formative checks to ensure student accountability. Given the observed and significant improvement in performance and high endorsement from students, these practices should be considered for adoption at the departmental level and in teacher training.

Recommendation

1. Teaching and learning suggestions

The results of the study found that the students' Tibetan dance ability was better than before. Students have the characteristics of learning characteristics, and it is necessary to let students actively take the lead in the classroom and have internal motivation to actively promote learning, to improve learners' interest in the course, so that learners can have a better psychological attitude and obtain higher academic performance. Thus, it can be said that cooperative learning activities serve as guidelines for the development of teaching in other matters.

2. Suggestions for research

2.1 Optimized Learning Materials:

Survey results underscored high student expectations for the adaptability and interactivity of instructional materials and learning resources. Reviewing and updating current materials to ensure they are not only rich and accurate but also match students' cognitive development levels is recommended. Introducing diverse learning materials and case studies, alongside modern technology and multimedia resources like virtual labs or online simulation tools, can enhance student learning experiences and interaction.

2.2 Clear Alignment of Assessment Standards:

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According to post-test analysis, clear assessment objectives and standards significantly influence student learning outcomes. Ensuring assessment tools and processes accurately reflect course learning objectives is crucial. Providing detailed assessment criteria and feedback mechanisms can improve student understanding of assessment standards and enhance learning strategies.

2.3 Diversified Teaching Methods:

Student responses to various teaching methods were positive according to post-test analysis. Combining group discussions, collaborative projects, and field trips can enhance students' collaborative spirit and problem-solving abilities. Utilizing interactive teaching tools and virtual learning platforms to offer flexible learning options, such as online modules or interdisciplinary projects, can cater to diverse learning needs and individual interests.

2.4 Continuous Monitoring and Feedback:

Based on survey results, establishing regular student assessment and teaching feedback sessions using learning management systems or survey tools can help collect anonymous feedback. Adjusting teaching strategies and resource allocations based on feedback can promptly address challenges encountered by students and teachers during cooperative learning, thereby enhancing overall teaching effectiveness and student learning experiences.

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contributed to the advancement of education and made this academic achievement possible.

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