



Research Article

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How to Effectively Carry Out Online Teaching of Chinese National and Folk Dance

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ABSTRACT

In recent years, due to the impact of the novel coronavirus epidemic in China and even the world, many schools have been unable to carry out offline teaching activities normally, and they have changed from offline to online home class teaching models. In this new situation, dance teaching, as a practical class, has been more suitable for the traditional offline teaching model. However, due to the popularity and development of Internet classrooms, as well as responding to the requirements of national policies, dance education needs to face innovation and reform. As a basic professional course of dance performance major in Chinese colleges and universities, how to effectively carry out online teaching is particularly important. This article studies the problems encountered in the network class of college folk dance course and finds the corresponding solutions.

1. Introduction

Under the background of the Internet era, online course education is adopted to analyze the current situation and existing problems for dance education, find a feasible path, optimize and improve the efficiency of dance education in colleges and universities, and improve the quality of talent training. In her article "Online and Offline Research on Dance Education from the Perspective of the Internet", Dong Jing (2022) from Qu Jing Normal University discussed the advantages of combining the Internet with dance education, combined with the limiting factors of the online and offline modes of dance education from the perspective of the Internet, and analyzed the optimization strategy of the online and offline modes of dance education from the perspective of the Internet. The article wrote, "Because on the Internet platform, educators can share resources, but also can carry out comprehensive learning, communication and interaction" (Kop, 2011), effectively combined with the Internet dance education platform, to carry out the communication and exchange of resources on the Internet. By using mobile terminals, teachers' teaching activities are more convenient and safe, and educators have sufficient resource support and technical support. In the sharing of teaching resources, they can refer to other excellent teaching methods and advanced teaching experience, and introduce new ideas and new methods, so as to improve the quality and efficiency of dance teaching (Cuellar & Caballero, 2019). It is also a good opportunity for teachers to improve their professional ability and promote their career development. In the mode of combining online and offline, people who love dance concentrate their strength together and promote the development of dance careers towards a broader space. Teachers can also learn excellent culture and advanced skills in the platform combining online and offline, improve their professional ability, optimize dance education or start a business under the Internet thinking, promote the development of personal dance career" (Dongjing, 2022). With the increasing prevalence of online classrooms, Chinese folk dance instructors in colleges and universities should consider and innovate their teaching methods to advance Chinese ethnic and folk dance online education, exploring and developing new approaches to dance instruction.

2. Objectives

1. To study college students' views and experiences on online classroom.
2. To analyze the current teaching status of Chinese folk dance courses in colleges and universities, and find the existing problems and deficiencies.
3. To study the teaching methods of Chinese folk dance in online classes.

3. Research Methodology

1. Investigation method; a questionnaire survey, students' opinions on the offline and online folk dance class are collected, and effective suggestions for improvement are put forward.
2. Interview method; Interview national and folk dance teachers in universities and colleges in Guangxi, the difficulties in network classroom teaching, and the solutions.
3. Literature research method; to study the teaching methods and innovation of online Chinese folk dance classrooms by consulting materials, books, and papers.

4. Results

4.1 Study college students' views and experiences on online classroom

The research to investigate the freshmen and sophomores of dance performance in Chongzuo Preschool Normal College a questionnaire survey three times in one semester. Comments and suggestions on online and offline classes are received.

The reason why students prefer online classes is the learning atmosphere. They believe that teachers can pay more attention to each student in online classes, and they will do their homework more attentively. Usually, a dance class in a dance performance major has about 20-25 students. A small number of students are easy to be ignored by the teacher during part of the class time, so the teacher cannot pay attention to the learning progress of each student all the time. However, in the online class, the method of returning to class alone is usually adopted, so that the students can hear the teacher's evaluation, have time to communicate with the teacher one-on-one, and have more interaction with the teacher in class. More clearly understanding their learning methods are correct, more understanding of their own strengths and weaknesses, so that students can from their perspective to look at their problems and improve, so that students can more attentively to practice, to better understand their shortcomings to practice targeted progress, change the traditional teaching methods, In the process of online class, each student can communicate with the teacher more, get closer to the teacher, think the class is interesting, and gain more knowledge.

Interviewed two Chinese national and folk dance teachers at Chongzuo Preschool Teachers College and Guangxi Arts University to understand their views on Internet dance education. In the interview, two teachers of folk dance believed that the transformation of the education mode in the online classroom of folk dance would make dance teachers think about a new classroom teaching, and they would think about the innovation of the class mode. How to conduct classroom teaching more effectively? The first is the teaching environment of teachers' home online classes and students' home learning environment. A small number of students cannot find a suitable dance class space during the home online classes, but through the active communication and cooperation between teachers and parents of students, basically, all parents can create a learning space for students at home, and arrange enough places for online dance classes at home. The floor can be laid with yoga mat or floor glue, so as to optimize the students' home dance practice and class conditions, to solve the most important dance online classroom learning problems. Secondly, in the teaching of online classes, the teaching content chosen by teachers should also be adjusted. For example, the movements that require the cooperation of two or more people in dance combinations should be changed to those that can be completed by a single person, and some combinations that require drastic changes in formation should be avoided as far as possible in online courses, and the teaching combinations suitable for students who can complete by themselves at home should be selected. Finally, in the teaching of online class, teachers should improve their language expression ability. Compared with offline traditional class, online class tests teachers' language expression ability more. What kind of words, words and precise words should be used to let students intuitively understand the feeling and strength of the dance movement, and what kind of state students' body should present. Therefore, teachers should have and improve their language expression ability in online class. Therefore, teachers also gain the progress of

teaching ability and the improvement of teaching level in online class. (Luzhenbiao (2023), full-time teacher of Chinese folk dance, Chongzuo Preschool Normal College and Qinwenwen, (2023) full-time teacher of Chinese folk dance, Guangxi Arts University.)

2. Analyze the current teaching status of Chinese folk dance courses in colleges and universities, and find the existing problems and deficiencies

In practice, the teaching design and teaching methods of online classroom of Chinese folk dance are studied. The classroom is divided into three steps: pre-class preparation, textbook selection, students' return to class and homework check. Preparation before class; First of all teachers and students should joint online course communication tools ready, clear picture quality, keep the class in advance before class unblocked, check the network communications equipment capacity adequacy, ready to put a class communication tools shift of the rack in case in the network classroom or shot camera can't clear, It is crucial for online dance classes to ensure that teachers and students can see each other clearly during online teaching.



Figure1: As shown in the figure, teachers and students need to prepare mobile phone holders before starting online classes, so as to ensure the stability of screen images in online classes (Photo from Baidu, 2023).

The choice of teaching materials; First of all, in colleges and universities, teachers should not teach only routinized teaching. "Professor Pu Yongguang of Minzu University of China took folk dance teaching as an example and pointed out that the teaching material of Chinese folk dance is actually a textbook (Oakes, 2013). Pu Yongguang believed that, From the current academic folk dance teaching practice, the teaching behavior of folk dance falls into homogeneity. Because of the same way, similar structure and the same style of textbook construction, different folk dances that were originally diversified are forced into the same mold for processing, and thus form the basic mode, basic context, basic grammar and authoritative discourse of current textbook construction of folk dances." (Mengmeng, 2022, cited in Piaoyongguang, 2018: 9).

3. The teaching methods of Chinese folk dance in online classes

Teachers in colleges and universities should also pay attention to the cultivation of students' individuation and creativity of their independent thinking, and strengthen students'

innovative ability of independent thinking and self-understanding. In addition, Brahler, et al. (1999) research on developing on line learning materials for higher education mention to the selection of teaching materials for online classes, since students in online classes are independent, the teaching content we choose should conform to the students' class environment and conditions, and avoid the dance combinations that are too large in running and jumping, have many formations, and require the cooperation of two or more people. In the arrangement of teaching materials, we should choose the teaching materials with a small range of formation but which can fully improve students' professional ability to complete alone. Kassing and Jay (2020) mentioned in their research names "Dance teaching methods and curriculum design: comprehensive K-12" involving to developing observation skill to understand characteristics of different learners, as sidelining the problems of students' sites, we should choose the teaching materials with a large degree of completion.



Figure2: It is shown in the figure that most students study at home during online classes, and the study space is generally relatively small, so appropriate and more suitable for home learning materials are needed for teaching. (The picture is taken from the author's online course.)

Students return to class and check homework; in the online course, students are all independent individuals, so if each student checks the homework individually, this link will occupy a lot of class time. Teachers can record homework videos by students offline in advance. The recorded video homework will be sent to the teacher in advance. After receiving the video, the teacher will group the students into question groups, make comments according to different problem groups in turn, and point out targeted explanations to students in each group to improve the time efficiency of the class.

5. Discussion

1) Student Perspectives on Online Classroom

The study explored the viewpoints of freshmen and sophomores majoring in dance performance at Chongzuo Preschool Normal College regarding online classrooms. It was found that students appreciate online classes primarily for the conducive learning atmosphere they provide. Students perceive that online platforms facilitate enhanced teacher-student interaction and personalized feedback, which they find lacking in traditional classroom settings. This personalized approach allows students to better comprehend their learning methods, strengths, and weaknesses. Consequently, they can focus more attentively on practicing and improving, thereby altering traditional teaching methods to suit their needs. The one-on-one interaction with teachers in online classes is highlighted as a significant factor that makes the learning process more engaging and enriching.

Additionally, interviews with Chinese national and folk dance teachers at Chongzuo Preschool Normal College and Guangxi Arts University provided valuable insights into internet-based dance education. These interviews revealed that educators are contemplating innovative approaches to adapt to the online classroom environment effectively. Issues such as optimizing home learning spaces and adjusting teaching content to suit individual student environments were recognized as crucial for improving the efficacy of online dance education. Furthermore, teachers acknowledged the need to enhance their language expression abilities in online classes to effectively convey dance techniques and movements.

2) Analysis of Current Teaching Practices in Chinese Folk Dance Courses

The study analyzed the current teaching strategies and methods employed in Chinese folk dance courses at colleges and universities. It identified three critical phases in the online classroom: pre-class preparation, textbook selection, and student engagement through return-to-class and homework assessment.

Pre-class preparation involves ensuring that both teachers and students are equipped with suitable online communication tools and stable internet connections. This preparation is essential to facilitate clear audiovisual communication during online dance classes, as depicted in Figure 1, illustrating the necessity of mobile phone holders to stabilize screen images.

Moreover, the selection of teaching materials was scrutinized to avoid routine teaching practices. Professor Pu Yongguang emphasized the uniformity in current textbook constructions for Chinese folk dance, which tends to homogenize diverse dance forms. The study advocates for the adoption of teaching materials that cater to varied student learning environments and avoid complex dance formations requiring extensive coordination among students (Figure 2).

3) Teaching Methods in Online Chinese Folk Dance Classes

Effective teaching methods in online Chinese folk dance classes must prioritize fostering students' individuality, creativity, and independent thinking. The study cited research by Brahler et al. and Kassing and Jay, underscoring the importance of selecting teaching materials that enhance students' professional capabilities and accommodate their independent learning

styles. Teachers are encouraged to design course content that allows for individual completion and avoids overly complex dance combinations.

Furthermore, the study proposed strategies for optimizing student engagement through efficient homework management. In online environments, where students are independent learners, teachers can enhance class efficiency by pre-reviewing recorded video homework submissions and providing targeted feedback to student groups.

6. Suggestion

1) Enhancing Online Classroom Experience

Based on students' positive perceptions of online classes, it is recommended to further enhance the online classroom experience through the following strategies:

Enhanced Interaction Tools, implement and encourage the use of interactive tools that facilitate real-time communication and engagement between students and teachers. This could include virtual whiteboards, breakout rooms for group activities, and chat functions specifically designed for educational purposes.

Personalized Feedback Mechanisms, develop structured systems for providing personalized feedback to students on their performance and progress. This can include regular one-on-one sessions, detailed written feedback on assignments, and peer review activities that encourage constructive critique among students.

Training for Teachers, provide continuous training and support for teachers to improve their skills in online teaching, particularly focusing on effective use of language to convey dance techniques and movements. Workshops and seminars could be organized to enhance their proficiency in online communication and teaching methodologies.

Optimizing Learning Environments, collaborate closely with students and their families to optimize home learning environments. Provide guidance on setting up adequate space for dance practice, such as using yoga mats or adhesive flooring, as suggested by teachers in the study.

2) Improving Teaching Practices in Chinese Folk Dance Courses

To address the identified challenges in teaching practices in Chinese folk dance courses, the following recommendations are proposed:

Diversification of Teaching Materials, Encourage the development and adoption of diverse teaching materials that reflect the richness and diversity of Chinese folk dance traditions. This could involve creating multimedia resources, interactive tutorials, and digital archives of dance performances to enrich students' learning experiences.

Flexibility in Curriculum Design, Promote flexibility in curriculum design to accommodate different learning styles and environments. This includes offering both synchronous and

asynchronous learning options, allowing students to engage with course materials at their own pace while still maintaining high standards of learning.

Incorporation of Student-Centered Activities, Integrate more student-centered activities into the curriculum that foster creativity and independent thinking. For example, assignments could involve choreographing their own dance routines based on learned techniques, which enhances both technical skills and artistic expression.

3) Optimizing Student Engagement and Assessment

To optimize student engagement and ensure effective assessment in online Chinese folk dance classes, consider the following suggestions:

Structured Homework Management, implement a structured system for managing homework submissions and assessments. This could include using online platforms for submitting video assignments, providing clear guidelines for task completion, and scheduling regular feedback sessions to discuss student progress.

Peer Learning Opportunities, facilitate peer learning opportunities where students can collaborate on projects, critique each other's performances, and share insights. This promotes a sense of community among students and enhances their learning through active participation and collaboration.

Continuous Evaluation and Feedback, establish a continuous evaluation process that includes ongoing feedback loops between students and teachers. This ensures that students receive timely guidance and support to improve their skills and understanding of Chinese folk dance techniques.

These suggestions aim to build upon the insights gained from your research, emphasizing the importance of enhancing interaction, diversifying teaching methods, and optimizing student engagement in online Chinese folk dance education. By implementing these recommendations, institutions can further improve the quality and effectiveness of online dance education, fostering a dynamic and enriching learning environment for students.

7. Conclusion

To sum up, in the online classroom of Chinese folk dance, college teachers should encourage students to make independent innovations, become active learners, encourage students to use network knowledge correctly and highlight their ideas and personalities. Secondly, teachers should design interesting and vivid online classroom teaching methods for students. Through online classrooms, students can also understand the charm of Chinese national and folk dances, making the classroom content lively and interesting. In this way, our college national and folk dance network class can be effectively developed.

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