

# Classroom Model of DanceSport in Universities Based on Internet Layered Teaching Method

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**Abstract:** *The purpose of offering dancesport courses is to cultivate sports talents with strong professional and comprehensive qualities. Layered teaching methods have been applied in many disciplines and have achieved significant results, effectively solving the problem of imbalanced classroom teaching caused by individual differences. Therefore, the use of hierarchical teaching methods in university dancesport teaching is an innovative and developmental teaching method. The purpose of this article is to study the classroom mode of dancesport in universities based on the Internet layered teaching method. Combining with the current situation of dancesport teaching in universities, focus has been on the research of dancesport teaching models based on the Internet layered teaching method, in order to make up for the shortcomings of traditional teaching models. Taking M Sports University as a case study, a teaching model was constructed based on multiple factors and the scientific and effective nature of the model was verified through rigorous teaching experiments. Through a comprehensive analysis of a series of evaluation feedback information, it was found that 70% of students are very receptive to the application of internet layered teaching in university dancesport classes.*

**Keywords:** *Internet Age, Layered Teaching Method, College Classroom, Dancesport*

## 1. Introduction

Dancesport is a classic sport that combines art and sports, and it contains rich connotations that are worth exploring [1-2]. At present, the teaching of dancesport in universities is still based on the teaching mode of “teaching and educating people”, with “imparting knowledge” as the main task. Although traditional teaching models have orderly teaching organization, modern college students have higher individualized needs and possess the ability to think independently. However, the current teaching mode of college dancesport is relatively rigid, and the teaching methods are also relatively traditional, which cannot meet the needs of students. Due to the significant differences in students’ personal levels, the use of large class teaching methods cannot effectively carry out targeted teaching. Layered teaching methods can effectively improve the teaching quality of subject and technical courses, enhance students’ learning enthusiasm, and meet the needs of individual development of students [3-4].

The use of internet layered teaching methods in dancesport teaching in sports universities is an inevitable requirement for the construction of “Double First Class” in universities. Ljubojevic A explored the role of proprioception training in improving agility skills in the physical fitness training of dance athletes. The training of ontology has been applied to many different tasks, such as symmetrical flat plates of different sizes, workbenches, etc. A total of 38 male and female athletes were divided into two groups, one being the experimental group and the other being the control group. The experimental group received proprioception training within 12 weeks. At the same time, the control group and the experimental group underwent routine exercise in dancesport. At the beginning and end of the experiment, three different types of agile techniques were tested. The final test results show that the ontology training program has a significant promoting effect on the flexibility ability of the experimental group students. This research result helps teachers adopt more targeted teaching methods in dancesport classes [5]. Hasko J adopted carefully designed teaching methods and textbooks to increase the accuracy of English formal grammar. A multi benchmark single case study design was used to investigate the impact of auxiliary grammar teaching on English learning, with 4 sessions per

week and 20 minutes per session. Regression analysis was used to explain some neglected data in order to provide specific values for studying the learning rate of middle school students. This study makes it easier for teachers to teach at different levels based on students' situations [6]. The application of modern information technology to implement "hierarchical" teaching and adapt to the new situation is a beneficial attempt to implement teaching for dancesport classes in ordinary higher education institutions.

This study investigates the basic situation of the implementation of network layered teaching method in dancesport course teaching in sports colleges, and explores the feasibility of this teaching method in dancesport course teaching. By further promoting and applying the hierarchical teaching method of the Internet, it can not only improve students' learning enthusiasm, but also enhance teachers' teaching ability, and improve the overall level of physical education institutions. It can also provide some reference for the effective implementation of the hierarchical teaching method of the Internet in other subject teaching.

## **2. Internet Layered Teaching Method and Dancesport Classroom**

### ***2.1. Layered Teaching Method***

This paper argues that the tiered approach refers to a teaching method in which schools implement differential teaching practices by addressing differences in knowledge, skills, and thinking of different students in different subjects through individualized teaching management, teaching evaluation, and tiered teaching according to their specific conditions.

The hierarchical teaching method adopted in this article is the teacher divides students with similar levels of ability development in various aspects into three levels using a scientific hierarchical assessment and evaluation system, namely Level 1, Level 2, and Level 3. Each level is a class, and the teacher should develop teaching objectives, content, and methods that are suitable for the students based on their level. After studying for half a semester or more, students would be tested using a hierarchical assessment method. In this process, teachers would assign students to higher or lower levels based on their basic situation, so that each student can achieve optimal development at their own level.

### ***2.2. Necessity of Applying Layered Teaching Method to Dancesport Courses in Universities***

The first is to enhance students' enthusiasm. Due to the different personal qualities of each student, their interest in dancesport classes also varies. Layered teaching methods can combine students' characteristics with their actual needs, set targeted goals, stimulate students' interest in dancesport courses, and make them more active and proactive in participating [7-8].

The second is to respect the differences between students. By adopting a hierarchical teaching approach that fully considers the actual needs of students, targeted teaching is carried out based on their own qualities, acceptance abilities, practical abilities, and other characteristics, truly realizing the teaching concept of teaching according to their aptitude. In this environment, students can tap into their potential, leverage their strengths, and showcase their various abilities, meeting the requirements of practical teaching for them [9-10].

Thirdly, it is conducive to students' strengths and weaknesses. By adopting a hierarchical teaching approach, each student can find their own strengths and weaknesses, allowing them to experience the joy of learning dancesport courses and successfully achieve teaching objectives. For students with high dance skills, they can better leverage their strengths and achieve the most ideal results. For students with poor dance foundation, targeted measures can be taken to supplement their weaknesses and achieve basic teaching objectives [11-12]. It helps to cultivate students' confidence and promote the smooth progress of teaching activities.

The fourth is to meet the requirements for cultivating high-quality talents. The application of hierarchical teaching can enable teachers to pay maximum attention to individual students, teach according to their aptitude, and enable each student to develop on their original foundation. The heterogeneous learning forms within the group promote the establishment of positive interdependence among students, allowing them to master knowledge and skills while exercising language expression, communication, division of labor and cooperation abilities, and also increasing confidence in their own academic performance. In today's rapidly developing economy and society, a high-quality talent with

self-education and self-improvement abilities is a talent that the country and society need [13].

### **2.3. Internet Teaching**

On the Internet, students can participate in learning regardless of location [14]. Its openness is mainly manifested in aspects such as open authorization, open course structure, open learning objectives, and freedom of course registration and exit. It has strong interactivity, with a learning time rhythm and frequent teaching activities such as quizzes and homework. Currently, there are only some simple fitness exercises, yoga, beginner jazz dance, etc. on these screen learning platforms [15-16]. However, this is a trend, and more schools would participate. There would also be more and more diverse courses on the screen teaching platform, including dancesport [17-18]. Major companies can publish their courses on some unpopular live streaming platforms, just like NetEase's live streaming. There are two live streaming modes. One is paid, and the other is free. As long as major companies register and pass NetEase's review, they can publish their courses [19]. It provides a learning platform for students and parents who have not been exposed to dancesport but are interested in it. Announcing paid courses can not only be advanced courses, but also help your school better showcase its strength, expand its influence, and bring economic benefits to the school [20].

## **3. Dancesports Classroom Experiment Based on Internet Layered Teaching Method**

### **3.1. Evaluation Subjects**

This article conducts a survey on the current situation of implementing internet layered teaching in dancesport classes in universities through a questionnaire survey. There are 30 students in the experimental group and 30 students in the control group. In both groups, there are 10 students in the A level, B level, and C level.

Most of the students in Level A have problems such as poor basic knowledge of dancesport, and weak understanding and flexibility. Therefore, in the cultivation of basic abilities, it is necessary to attach importance to it. Most students in the B-level have a 70% grasp of the basic knowledge and skills of dancesport, and have a strong interest in learning. Therefore, it is necessary to pay attention to the training of their imitation ability. Most students in the C-level have shown familiarity and understanding of the course of dancesport, and have good abilities and insights, emphasizing the training of their spiritual vitality.

### **3.2. Experimental Methods**

#### **(1) Experimental group**

The implementation process of hierarchical teaching on the front line of the class: The teaching content of each module has been uploaded, and the levels should be gradually set according to the teaching objectives. Micro courses and online courses are recorded and uploaded to online learning platforms. All students must start learning from basic chapters and complete advanced tasks at each level before they can enter the next module of learning. Moreover, the learning time and objectives of each teaching module are different, and students need to master them based on their own foundation and learning abilities.

When students choose to learn content, the content of the basic module is a compulsory course, while the knowledge points of basic knowledge and skills are essential for every student to learn. In intermediate and advanced modules, students should choose content based on their own characteristics. For example, C-level students need to learn a complete set of challenging dances and use basic learning techniques to stimulate their interest in learning. At the same time, it is necessary to conduct in-depth analysis of the problems that arise in the classroom, deepen the understanding of the difficulties in learning dancesport, and provide better conditions for the teaching of sports dance.

The implementation steps of hierarchical teaching under the middle line of the class: In teaching, the teacher focuses on guiding the basic movements of A-level students; B-level students adopt a problem oriented teaching approach; C-level students focus on training their exercise flexibility. In the process of dancesport teaching, students should be guided by solving practical problems themselves to enhance their corresponding abilities.

The implementation process of online layered review after class: The foundation of post class

review is based on online teaching videos, courseware, and other materials. Teachers can use online platforms to assign homework, and the main way is to collect materials related to learning and complete layered exercises.

## (2) Control group

The control group adopts the traditional dancesport teaching method, which is directly introduced into the physical classroom teaching. Under the guidance of the teacher, students can carry out combined learning and related technical skills exercises, and the combined content and exercise content are the same as the experimental group.

## 4. Evaluation after the Dancesport Classroom Experiment

### 4.1. Comparison of Grades

Before and after this teaching experiment, the students were graded by the same four raters. The content of the test includes four items: technical quality, sports musicality, dance coordination skills, and choreography and presentation. The maximum score for a single indicator is 10 points, with a total score of 40 points. There was no significant difference in the scores of the two groups of students before the experiment.

(1) Comparison of average scores between the experimental group and the control group after the experiment

After the experiment, the comparison of the average scores of the experimental group and the control group students is shown in Figure 1.

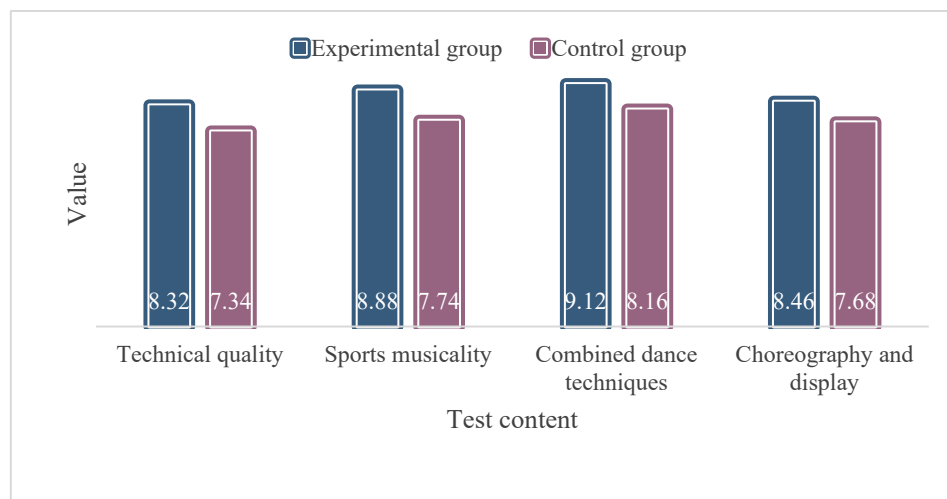


Figure 1: Comparison of average scores between the experimental group and the control group after the experiment.

From Figure 1, it can be seen that after the experiment, the experimental group scored higher in each item than the control group.

(2) Comparison of performance differences between the experimental group and the control group after the experiment

Using SPSS22.0 software, independent sample t-tests were conducted on the average scores of each item in the experimental and control groups after the experiment:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (2)$$

Among them, Formula (1) is a single population test, and n is the number of samples. Formula (2) is a double population test.

The results are shown in Table 1.

Table 1: T-test of independent samples in the experimental and control groups after the experiment.

	Experimental group (n=30)	Control group (n=30)	t	p
Achievement	8.78	7.12	-4.8	0.0021

According to Table 1, in the independent sample T-test,  $p=0.0021 < 0.01$ . The experimental results indicate that there is a significant difference in academic performance between the experimental group and the control group.

#### 4.2 Student Questionnaire Evaluation Feedback

After the experiment was completed, a questionnaire was distributed to the experimental group, with the aim of judging whether the teaching mode is scientific and effective based on students' learning experience and other information. At the same time, its shortcomings can also be identified and timely modifications and supplements can be made. During the survey process, this article distributed 30 survey questionnaires to students, with a recovery rate of 100%. All 30 survey questionnaires were valid, with an effective rate of 100%.

Based on students' evaluation of the value of online resources and the level of support for online platforms, the questionnaire survey results show that 70% of students feel very valuable and relatively valuable, and the answer from 6 people is "average". They feel that the online courses set up during the teaching process cannot meet their learning needs, as shown in Figure 2. Therefore, selecting and creating high-quality online course resources to meet students' needs for online learning is an important aspect of implementing the Internet layered teaching method in the future.

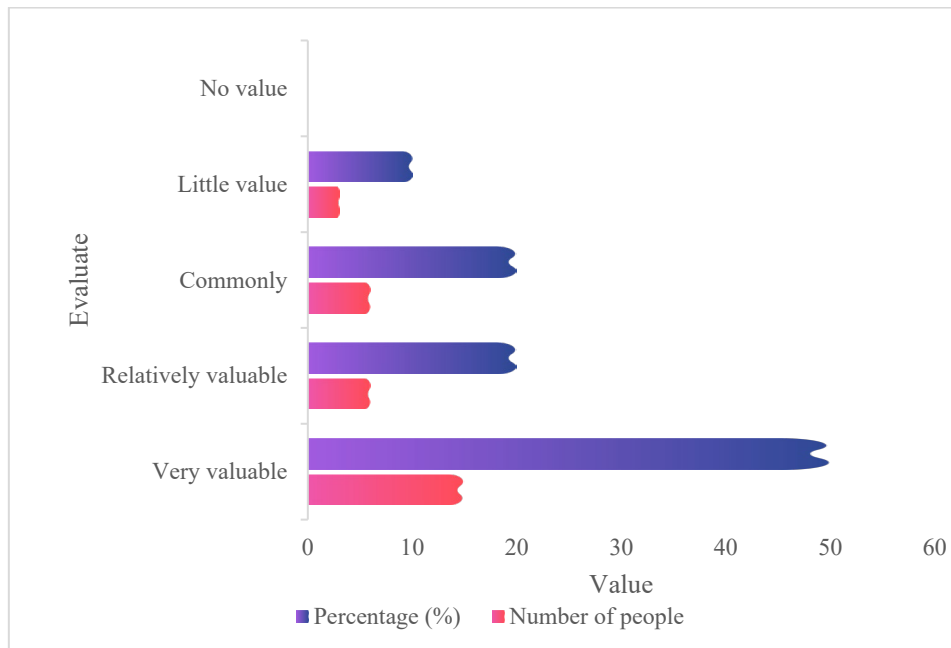


Figure 2: Statistical evaluation of the value of student network resources (n=30).

In terms of mastering dancesport related skills, 30% of students choose "good", and 40% of students feel that the skills they have learned during this period are "very good", as shown in Figure 3. Through interviews, it was found that the unit-based summary and assessment during the teaching

process mainly enabled students to have clearer phased learning goals. At the same time, the construction of internet layered teaching also improved students' technical level, thereby enhancing their learning enthusiasm and confidence.

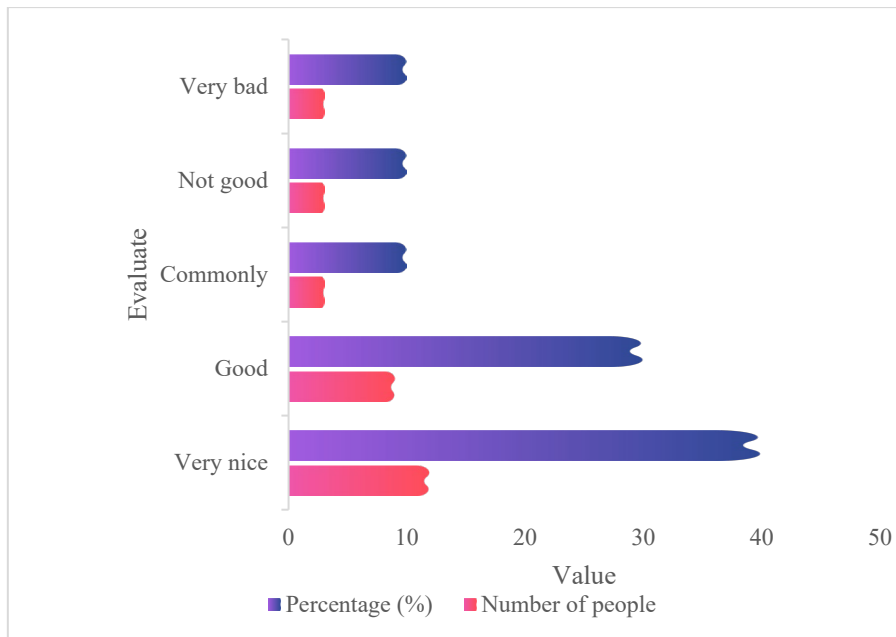


Figure 3: Statistics on student skills mastery (n=30).

From the perspective of students' acceptance of teaching, the majority of students have shown high recognition and satisfaction towards the Internet-based hierarchical teaching method in university dancesport classrooms, as shown in Figure 4. In addition, the students in the experimental class felt that in this teaching activity, their course participation, communication ability, self-learning ability, etc. had been improved, and what most interested them were more flexible time, richer resources, more convenient communication, and unique course design and innovative teaching methods in this mode.

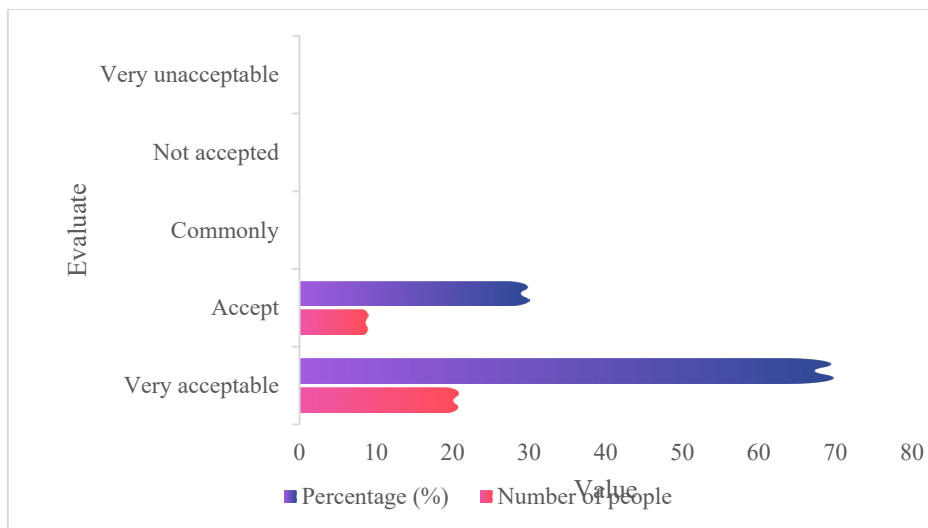


Figure 4: Student acceptance statistics (n=30).

### 5. Conclusions

Currently, in the teaching of dancesport courses in sports colleges, most teachers still use traditional teaching methods, with meeting the learning needs of the majority of students as the main content. They do not pay attention to the individual differences between each student, which is not in line with the demand for personalized training of students in the context of teaching reform in universities, and is not conducive to the comprehensive development of students. Therefore, it is necessary to reform the

teaching methods of sports dance classes. This article investigated the basic situation of the implementation of network layered education method in the teaching of dancesport courses in sports colleges, and discussed the feasibility of implementing network layered education method in dancesport courses. The value of introducing the network layered education method into dancesport courses was extracted, and some problems and suggestions were pointed out, laying the foundation for the application and promotion of the network layered education method in dancesport course teaching. Due to time and other reasons, this article has certain limitations. It is hoped that education managers can fundamentally solve the problem, better utilize the internet, comprehensively present the teaching process, improve parents' participation, and supervise the quality and process of teaching.

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