

Research on the Application of Micro-courses in Colleges and Universities Sports Dance Teaching

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Abstract: This paper investigates the application of micro-courses in higher education sports dance teaching. It highlights the advantages of micro-courses in fostering a semi-structured learning environment that enhances student's genuine interest in learning sports dance. Furthermore, the article analyzes the existing pedagogical issues encountered in sports dance teaching at colleges and universities, including limited course content, outdated teaching methods, insufficient educational resources, incomplete assessment practices, and students' weak foundational knowledge. Additionally, it examines the challenges and constraints associated with employing micro-courses in sports dance instruction, such as the ambiguous role of micro-courses in teaching and the level of design and production. To address these concerns, the article proposes specific strategies for effectively applying micro-courses in college physical education dance teaching. These strategies encompass stimulating students' interest in learning, delivering key content effectively, enhancing effectiveness through content comparison, leveraging resources for self-directed learning, and identifying learning problems through micro-course analysis. In conclusion, the article emphasizes the importance of a meticulous implementation of the micro-curriculum model and its integration with traditional teaching methods to establish high-quality sports dance classrooms in college settings.

Keywords: Micro-courses, Colleges and universities, Sports dance, Application

1. Introduction

The term micro-courses, also called micro-teaching, mini-course, micro-lecture, and micro-lesson originated in the United States in the 1960s, which was first proposed by an affiliated school of the University of Iowa in 1960 (Hu, 2014). Micro-courses are commonly utilized to teach specific knowledge points and address targeted instructional concerns. In comparison to traditional courses, micro-courses are more brief and efficient, typically employing short micro-videos as instructional materials. These resources can be accessed by students at any time and from anywhere, allowing for knowledge preview or review to ultimately achieve learning objectives. The main components of micro-courses include instructional videos, as well as teaching materials related to the instructional theme, such as teaching plans, instructional assessments, and other resources[1]. When combined with teachers and students, micro-courses create a semi-structured learning environment where the micro-course resources serve as the bridge between subjects and learning content[2]. As a result, there are both similarities and differences between micro-courses and traditional teaching resources, such as instructional slides and teaching plans. Micro-courses have evolved from traditional teaching methods and multimedia teaching formats, representing a compact and content-rich model for course instruction[3]. In this research, micro-courses are developed based on the principles of mobile learning and fragmented learning to conduct relevant teaching activities. The duration of sports dancing micro-courses is approximately 8 to 10 minutes, using concise and clear methods to explain the key and challenging aspects of the sports dancing course. The micro-course videos focus on specific knowledge points and use a variety of teaching formats to enhance the learning experience in sports dancing. This creates a visual and auditory environment that promotes heuristic and immersive learning. The micro-course system consists of a series of videos that cover different topics in sports dancing.

2. Teaching Problems of sports Dance in Colleges and Universities

Through extensive research, it has been discovered that the current state of sports dance teaching in university dance classes is facing several noticeable issues that significantly hinder the development of student's individual abilities. Firstly, there is a lack of diversity in the curriculum content. Currently, sports dance courses in colleges and universities primarily focus on teaching dance movements, neglecting the cultural significance and historical context of sports dance. Consequently, students' understanding and knowledge of sports dance are not comprehensive enough. Secondly, the teaching methods employed in these courses are outdated. Many instructors still rely on traditional teaching techniques, such as lectures and demonstrations, which lack innovation and variety. As a result, these methods fail to engage students' interest and enthusiasm for learning. Lastly, there is a shortage of teaching resources available. In many colleges and universities, there is a lack of extensive teaching resources for sports dancing. This includes teaching videos and materials, which hinder the learning and practice of students. Additionally, the evaluation system for sports dancing teaching is not comprehensive. Currently, it mainly focuses on students' performance and completion of dance movements, without considering their overall quality and artistic expression. Furthermore, some students have a weak foundation in basic skills and techniques when they enter the sports dance program in colleges and universities. These students require more time for basic training and improvement.

In summary, sports dancing teaching in colleges and universities is faced with issues such as limited content, outdated methods, insufficient resources, incomplete evaluation, and students' weak foundation. These challenges need to be addressed through targeted improvements and refinement.

3. Analyzing the Problems When Teachers Use Micro-courses in Teaching sports Dance in Colleges and Universities

3.1. The role of micro-courses in teaching and learning is still unclear

Currently, there is no established scientific system for micro-courses, and both students and teachers are actively exploring their proper role in education[4]. One issue that often arises is the tendency for teachers to overly rely on micro-lessons, resulting in a loss of focus on the overall learning objectives. Excessive time is spent on playing micro-lesson videos, which hinders the imparting of new knowledge and content. Additionally, the roles of teachers and students in micro-courses are not well-defined. While micro-courses aim to shift the traditional teacher-centered approach to a more student-centered approach, there are still instances where teacher dominance persists. Teachers are responsible for creating and presenting micro-lesson videos, while students passively receive knowledge, and there may even be cases where teachers simply play videos without providing explanations. This indicates that teachers have not fully grasped the role, advantages, and functions that micro-courses should fulfill in the classroom.

Micro-courses serve as valuable tools for implementing flipped learning, fragmented learning, and various forms of autonomous learning[5]. They are innovative digital teaching resources that offer the advantages of brevity and focus. Due to their engaging and situational nature, micro-courses facilitate the acceptance and enjoyment of instructional content among students. However, it is essential to recognize that micro-courses should only serve as supplementary resources in the classroom. They can enhance the appeal of sports dance instruction by incorporating appropriate references, but they should not replace the entire traditional teaching process.

3.2. There are limitations in the level of design and production of micro-courses

When teachers create micro-lesson videos, they often design the content based on their judgments, without considering the teaching plan and the specific learning needs of the students. This limited understanding of micro-lessons can lead to a lack of awareness of their role and application in teaching sports dancing[6]. As a result, when creating videos, teachers prioritize the visual appeal and interesting content, rather than focusing on the practicality of the content and the quality of the video itself. This can result in disjointed and inconsistent micro-lesson content. Additionally, due to a lack of technical and financial support for micro-lesson teaching, as well as the heavy workload and mental stress of teachers, they are often unwilling to invest significant time and effort into educational research and development.

4. Specific application strategies of micro-course in the teaching of sports dancing in colleges and universities

Based on the analysis provided, it is evident that the introduction of micro-lessons has been beneficial in facilitating the teaching of sports dance at the university level. Consequently, teachers can strategically incorporate micro-lessons to effectively utilize their practical advantages and enhance the overall quality of sports dance instruction in universities. In light of this, the following application strategies are proposed, with a particular focus on the specific utilization of micro-lessons in sports dance teaching.

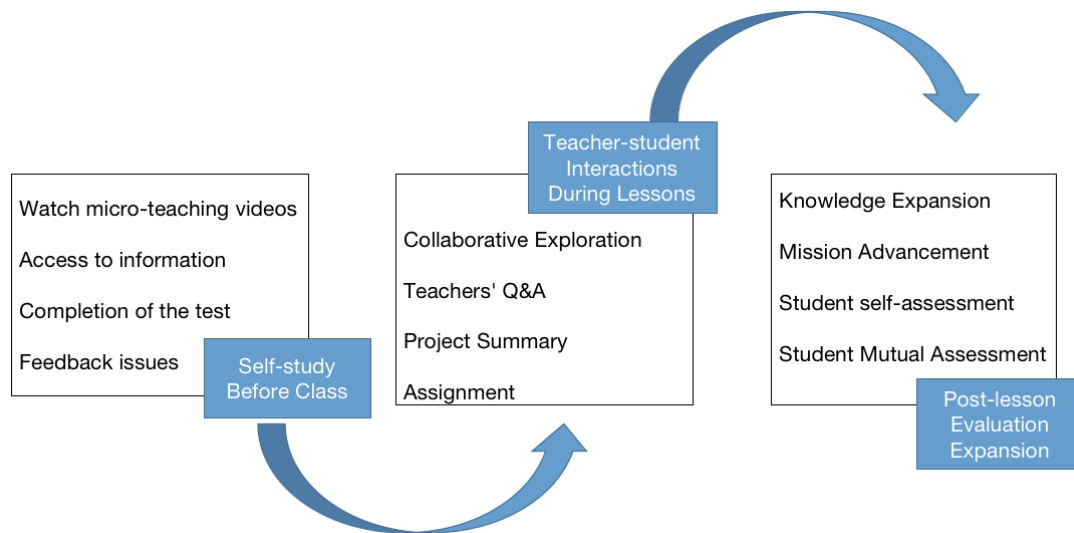


Figure 1: Micro-courses process

4.1. Introduce with the help of Micro-courses to effectively stimulate students' learning interest

In the realm of university-level sports dancing education, it is important for instructors to avoid placing too much emphasis on teaching dance skills alone. Instead, it is crucial to stimulate students' genuine interest in the subject matter. Given the fact that this is a public physical education course, most students have little to no prior experience or knowledge of sports dancing. Consequently, many students tend to adopt a passive attitude in the classroom, and some may even be reluctant to actively engage in learning dance. Therefore, in the current stage of university sports dancing education, instructors can utilize the flipped classroom model with the assistance of micro-lessons, as shown in Figure 1 below.

Prior to commencing the instructional sessions, instructors can assign the course material in advance, allowing students to engage in self-directed learning. During classroom instruction, instructors can provide guidance and establish an intelligent interactive platform that revolves around the teacher-student dynamic, focusing on activities before, during, and after class, and incorporating both online and offline elements. By incorporating knowledge previews, group discussions, and sharing of outcomes, the effectiveness of smart classroom learning can be continually enhanced. Through this approach, students can develop a genuine interest in sports dancing and actively participate in the learning process.

Additionally, in the initial phase of instruction, teachers can effectively showcase the diverse attributes of sports dancing. For instance, sports dancing encompasses a wide range of genres including waltz, tango, and others. Throughout the teaching process, instructors can appropriately introduce different dance genres, allowing students to appreciate the breadth of dance content and cultivate a more optimistic approach toward learning[7].

4.2. Reasonable presentation of the key points for effective assimilation

Sports dance offers a wide range of variety, with different dance styles requiring different methods of generating force. Students must synchronize their body rhythm with the music, adjust their posture,

and standardize their dance movements in order to perform with greater precision[8]. During this learning process, some students may struggle, as certain dance movements require repeated practice to achieve mastery. However, some students may find it challenging to grasp the essential movements during the learning process. Due to limited classroom teaching time, teachers often demonstrate the movements and allow students to practice independently. However, students with a weak foundation may struggle to quickly memorize these movements. As a teacher, one effective way to help students better understand dance movements is by using micro-course videos. These videos can specifically focus on explaining the challenging parts step by step. For instance, during the explanation of difficult content, the teacher can break down complex movements and demonstrate the movement trajectory through pictures or slow-motion videos. After watching the video, the teacher can then guide the students to practice on their own and closely observe their progress. This allows the teacher to provide timely corrections and guidance. By following this approach, students can efficiently practice and master difficult movements.

4.3. Make content comparisons to improve results

In the process of learning sports dance, some students may encounter difficulties while performing seemingly simple movements. Additionally, during practice, some students may struggle with certain details. To enhance the effectiveness of dance movement practice, as a teacher, I can utilize micro classes. For example, I can provide students with micro-course videos for direct practice. Moreover, during classroom sessions, I can use micro-course to compare different dance movements, allowing students to grasp the key elements more clearly. For example, during classroom instruction, teachers can observe students who frequently make errors in their dance movements during practice. They can then identify the correct movements and the corresponding incorrect movements. These movements can be incorporated into micro-lessons, which can be used for comparison during classroom instruction. By using this comparative approach, students can learn the dance not only through rote memorization but also by developing flexible thinking and a comprehensive understanding of various dance movements. This approach allows students to improve their learning efficiency by not only memorizing mechanically but also thinking more flexibly and mastering different dance movements more comprehensively.

4.4. Taking advantage of resources for independent learning

The development of students' individual dance skills takes time and requires regular practice. Class hours alone are not enough to ensure progress due to limited teaching time[9]. To achieve our teaching goals, students need to be self-directed learners. However, many students may struggle with self-directed learning, especially if they are used to being guided by teachers.

As educators, we can take advantage of micro-course resources to support our students. For example, teachers can create targeted teaching plans and develop micro-courses of different difficulty levels and types to meet the specific needs of each student. For students who have weaker dance foundations and lack an understanding of basic movements, teachers can use micro-course videos to analyze these movements and help students quickly grasp the fundamentals[10].

On the contrary, there are students who possess the ability to quickly memorize dance movements, but they may unintentionally neglect certain details while learning. In such cases, teachers can offer corrective videos that specifically target the challenging movements, enabling the students to practice with more precise guidance. This instructional approach offers students a generous amount of learning opportunities, allowing them to fully utilize the relevant micro-courses outside of class in order to reinforce their learning[11]. Consequently, the individual dance skills of the students can continuously progress and enhance.

4.5. Identify learning problems with the help of Micro-courses analysis

In university sports dance classes, it is important for students to pay close attention to specific details. However, these details can sometimes be difficult for students to identify without the help of teachers. The classes often have a large number of students, but a limited number of teachers, which makes it challenging for teachers to give individual attention to each student's progress. As a result, some students may struggle to recognize their own issues in a timely manner and may unintentionally use incorrect methods to complete exercises. This can hinder their overall improvement in sports dance skills.

Thus, in the "exploration of learning" phase after class, it is crucial for teachers to develop specific mini-courses that address the challenges students encounter during their learning process. Teachers should selectively provide additional resources and materials based on the effectiveness of classroom instruction. Furthermore, teachers should revise exercise plans for students who have the potential to further strengthen their learning outcomes. Additionally, teachers can request students to record videos of their practice sessions. After recording, students must regularly submit their progress on the designated platform. This allows teachers to conduct research and analysis on the video content, identifying any issues students may face during dance practice. Subsequently, students can make prompt adjustments and improvements based on the feedback provided by the teacher [12]. This ensures more precise skill enhancement and development under the guidance of the teacher, ultimately enhancing the overall quality of the learning experience.

5. Conclusions

To summarize, the introduction of the micro-course sports dance teaching model has revolutionized traditional approaches to physical dance education and improved teaching effectiveness. However, as instructors, it is important to carefully consider the implementation of this model. This involves conducting research and addressing current issues in university physical dance education, while also incorporating diverse micro-course content that aligns with the specific teaching requirements. The ultimate goal is to develop students' individual abilities. In addition, during the actual teaching process, instructors should avoid relying too heavily on micro-courses and strive to integrate them with traditional teaching methods. This will help create high-quality university physical dance classrooms that foster students' professional competence.

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