



A Guide to the Development of Flipped Classroom Teaching Mode in Teaching Dance Courses in Hunan University of Humanities, Science and Technology

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Abstract. The purpose of this study is the purpose of this study is: (1) To study the current status of the application of the flipped classroom teaching mode in the teaching of dance courses in Hunan College of Humanities and Science. (2) To provide a development guide for the teaching of the flipped classroom teaching mode in the dance course in colleges and universities. The object of the study was 80 students majoring in dance in grade 2022 in Hunan College of Humanities and Science, and the instrument of the study was a questionnaire for data collection. The Yamane formula was used to determine the sample size and simple random sampling technique was used. The statistics used for data analysis were percentages, means, and standard deviations.

By analyzing the current status of the application of the flipped classroom teaching model in the teaching of dance courses in Hunan College of Humanities and Science, this study presents the main findings as follows:

(1) At the present stage, the feasibility of the flipped classroom teaching mode in the teaching of dance courses in Hunan College of Humanities and Science is high. Satisfaction is higher in the pre-course preparation stage ($M=4.14$), classroom implementation stage ($M=4.23$), and post-course reflection stage ($M=4.33$).

(2) The development guidelines of the flipped classroom teaching mode in the teaching of dance courses in Hunan College of Humanities and Science include: improving the network teaching software and hardware facilities, improving the professional teaching ability of teachers, enhancing the independent learning ability of students, based on the coordinated role of multiple parties, and giving full play to the advantages, in order to effectively promote the development of the flipped classroom and better improve the quality of dance teaching in colleges and universities.

Keywords: flipped classroom; teaching mode; dance course teaching

1 Introduction

Flipped classroom originates from the United States of America, a new, subversive teaching mode, the development of information technology makes people

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see the new direction of teaching change, that is, the combination of teaching and multimedia technology, breaking the classroom teaching limited to the classroom and time constraints, so as to improve the quality of teaching. Flipped classroom is an innovative teaching practice, and the practical data proves that flipped classroom not only improves the quality and efficiency of teaching, but also stimulates the students' interest in learning and enhances the role of students' subjectivity.

In recent years, China's flipped classroom research and practice has been a substantial stage, and the theoretical research has achieved some success. However, the research on the flipped classroom teaching mode in the field of college dance course teaching is less, the research of this thesis can provide relevant reference for the teaching of dance course in Hunan Institute of Humanities and Technology, so that the teaching of dance course in Hunan Institute of Humanities and Technology can adapt to the new requirements of the teaching reform in colleges and universities, and at the same time, improve the quality of teaching as well as promote the all-round development of students.^[1]

2 Data Analysis

2.1 Analysis of the current situation of the application of the flipped classroom teaching mode in the teaching of dance courses in Hunan College of Humanities and Technology

In terms of gender, ownership of electronic devices. The basic information of the students participating in this survey was statistically analyzed in 3 dimensions: frequency distribution and percentage analysis.^[2]

Among the 80 students surveyed, 28 of them are male, accounting for 35%, and 52 of them are female, accounting for 65%. This male-female ratio is in line with the reality in the dance majors in colleges and universities, and at the same time, the student samples used are all students of the same grade, with a certain degree of homogeneity, which can be used as experimental research samples.

The total sample is 80 people, and the number of cell phones owned is as high as 86, which means that there is one cell phone per capita, and even some students own two or more. And the number of laptops owned by students is 46 and tablets are 24, which has reached 85% of the number of students surveyed, which indicates that everyone of the students has an electronic device, which is in line with the basis of material conditions for the implementation of the flipped classroom.

There are some differences in the amount of time students spend on the Internet, but most of them spend more than 2 hours on the Internet, and nearly half of them spend more than 4 hours on the Internet every day. In addition, the main contents of students' use of the Internet are chatting, watching movies and TV dramas, and conducting studies, accounting for more than 80%, 75% and 85% respectively. However, we can also see that students spend relatively little time on

using the Internet for studying, and most of them spend only 1-2 hours a day on studying.

In summary, information technology has become an indispensable tool in the educational environment of today's colleges and universities. The high-quality investment in information technology and network equipment by universities and colleges has led to their high achievements in information resource allocation. While providing students with a good learning environment, it also proves that colleges and universities meet the external conditions for the implementation of the flipped classroom teaching mode, both in terms of technical resources and network equipment. [3]

2.2 Teaching Effect Analysis of Flipped Classroom Teaching Mode in the Teaching of Dance Course in Hunan College of Humanities and Technology

Descriptive analysis of the student questionnaire statistics shows that the students' evaluation of the flipped classroom teaching mode in the teaching of sports dance in colleges and universities is generally high. Through the questionnaire survey, we learned that the average value of each questionnaire topic is between 4 and 5, which means that most students strongly agree or agree with this teaching mode. In addition (S.D. ≈ 0.5) was around 0.5, which indicates that students' attitudes towards the teaching method were relatively stable. The implementation of the flipped classroom in conducting the pre-class learning session most of the students are able to realize it, and the students' evaluation of the teacher's teaching effectiveness is also relatively high, and the post-class reflection is more effective. [4]

1 Descriptive analysis of pre-course preparation.

First of all, pre-course preparation is one of the key links in flipped classroom teaching. Students generally thought that it was important for teachers to be able to provide learning resources for their learning before class ($M=4.32$), and all of them had more than 20 minutes of pre-study time before class ($M=4.14$), such an expectation matches the process of flipped classroom's pre-course implementation, which indicates that students generally believed that teachers' pre-course learning resources played a positive role in guiding their learning. In addition, due to the specificity of dance, students have more intuitive movement representations by watching videos ($M=4.70$), and when choosing teaching resources, more forms such as video materials should be applied according to students' preferences to increase motivation and interest. Students rated the degree of difficulty of the teaching content matching their own level higher ($M=4.11$), which means that flipped classroom teaching can better meet students' learning needs.

In general, students in colleges and universities are generally young people in their twenties, and they have their own characteristics in age structure, knowledge structure and social roles. First of all, the personality of college students is

becoming more mature, the psychological aspect tends to be stabilized, self-control continues to develop, and they have strong learning initiative and learning autonomy. As far as the whole society is concerned, college students are a group with relatively high cultural quality, and it is an important stage for the development of outlook on life, worldview, behavioral habits and moral qualities in college, which has strong plasticity. Secondly, college teaching also has its unique characteristics. First of all, college teaching has flexibility, compared with the basic education stage students have more time at their disposal, learning time is more flexible, learning content is more rich; college teaching has relative independence, it pays more attention to guide the learning of independent exploration, the teacher no longer completely control the classroom teaching; college teaching has autonomy, colleges and universities for students to provide learning resources, a wide range of pathways, the content of the selective large, self The college teaching has autonomy, the college provides students with more learning resources, a wide range of ways, content selectivity, self-directed time, and greater mobility. In addition, teachers in colleges and universities are more capable in terms of knowledge structure and comprehensive quality, and the relationship between teachers and students in colleges and universities is more equal and the learning atmosphere is more harmonious.^[5]

2 Descriptive analysis of the effect of classroom implementation.

First of all flipped classroom teaching has a strong effect on stimulating learning interest and mobilizing learning enthusiasm ($M=4.35$); enhancing learning self-confidence and tapping learning potential ($M=4.31$); and improving independent learning ability ($M=4.44$). This shows that students are able to participate in learning more actively and positively in the process of flipped classroom teaching, pay more attention to independent learning and inquiry, and are able to complete the course tasks independently. Secondly, in the previous dance classroom teaching, teachers and students were in a relatively distant relationship, while the above data analysis shows that teachers in the flipped classroom teaching mode will subconsciously draw closer to students in students' independent learning and exploration ($M=4.44$), which will not only help teachers' future teaching activities, but also make students interested in the course and learning, so that they will improve their learning performance, and will also make students more interested in the course and learning after the class.^[6] It will also make students feel physically and mentally happy after the class ($M=4.44$). Finally, flipped classroom teaching will be more helpful in improving dance skills ($M=4.36$), dance creativity ($M=4.26$), and dance theory knowledge ($M=4.42$). Dance has been a practice-oriented profession, and improving dance skills is fundamental. This also shows that the flipped classroom teaching model is applicable to the dance classroom in colleges and universities.

3 Post-course reflection was analyzed descriptively.

Firstly, in the flipped classroom teaching mode, teachers will not only often organize repeated practice in groups ($M=4.59$), but also often assign homework after class

(M=4.45). Secondly, teachers will examine the content of the previous lesson in class (M=4.55) and use motivational or complimentary language to educate (M=4.49), which will allow teachers to more intuitively see the problems encountered by the students in their learning, and at the same time extend the learning to the end of the class, so that the students can make full use of after-school time to consolidate the content of the learning, in order to achieve a better learning effect.^[7]

3 A Guide to the Development of Flipped Classroom Teaching Model in Teaching Dance Courses in Colleges and Universities

Different expert teachers have different understandings of the flipped classroom teaching model, but the general meaning is basically the same. It is summarized as follows: flipped classroom refers to re-adjusting the time inside and outside the classroom, and transferring the decision of learning from teachers to students. In this teaching model, valuable time within the classroom, students are able to focus more on active learning and work together on problem solving to gain a deeper level of understanding.^[8]

In the classroom, the traditional teaching in the past to the specific learning situation of students to organize the completion of the teacher-student discussion, student discussion, or in the classroom for more effective practice. Teachers change from knowledge transmitters to teaching activity organizers, and students change from passive receivers to active explorers. Students will be more aware of their own learning situation, and teachers will be more able to carry out hierarchical teaching and problematic teaching according to the different learning abilities of students, so as to realize tailor-made teaching and improve students' abilities in various aspects.^[9]

Teachers play a key role in flipped classroom teaching, flipped classroom teaching mode can not only be used in conjunction with traditional teaching methods to improve the quality of the classroom, at the same time, in order to make good use of this new mode of teaching, teachers must combine the actual situation of the students, with a reasonable teaching platform, in order to maximize the role of the flipped classroom.^[10]

4 Conclusion

The results of the study are consistent with the content and purpose of the study.

(1) Status quo: Flipped classroom teaching mode is well applied in the teaching of dance courses in Hunan College of Humanities and Science, according to the data analysis, its feasibility is high, and the acceptance of the expert teachers and students for the flipped classroom is generally better, and the feasibility is high. Secondly, from the analysis of teaching effect, the satisfaction is

higher in the pre-course preparation stage ($M=4.14$), classroom implementation stage ($M=4.23$), and post-course reflection stage ($M=4.33$). Deriving problems at this stage of dance course tutorial updating ($M=3.69$), online teaching platform ($M=3.87$), flipped classroom teaching mode will increase the burden of learning ($M=2.85$), and easy to be distracted by other online information when using the online teaching platform ($M=3.73$) have lower satisfaction.

(2) The development guide of the flipped classroom teaching mode in the teaching of dance courses in Hunan College of Humanities and Science includes that the adoption of the flipped classroom in college dance classes needs to be based on the perfect network teaching software and hardware facilities, teachers' professional teaching ability, and students' higher independent learning ability of the multi-party coordinated and common role, in order to give full play to its advantages, and to effectively promote the development and improvement of the flipped classroom.

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