

Online Teaching of Public Physical Education in Colleges and Universities in the New Media Era

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ABSTRACT

Online teaching has been a central focus of educational reform in Chinese colleges and universities in the era of new media. This transition has had a substantial impact on the provision of public physical education courses, namely in the teaching of dance. Choreography teaching, which was formerly done in physical settings, has now moved to online platforms. This shift has improved the quality of training and broadened educational opportunities. This research investigates the incorporation of online line dancing instruction within the context of public sports education. Based on real-life experiences and results, the study examines how online instruction might bring about significant changes in line dance courses in higher education. This highlights the creative significance of incorporating line dance into the curriculum of higher education institutions, utilizing network platforms to enhance teaching methods. This research examines how choreography teaching can be adapted to online formats, contributing to the ongoing discussion on educational methodologies in the digital age. It argues for the strategic incorporation of new media tools to improve teaching effectiveness and increase student engagement in physical education.

Keywords: Colleges and universities, public physical education, choreography teaching, online teaching, educational methodologies

INTRODUCTION

With the advent of the new media era, online teaching has become a significant focus of educational reform in colleges and universities in China. This shift is particularly relevant in the field of public physical education, where traditional teaching modes are being transformed by digital technology. The teaching of line dance, a component of public sports courses, exemplifies this transformation. Leveraging network platforms, educators are now able to enhance the depth and expand the dimensions of their teaching. This paper explores the changes and challenges in online line dance teaching, reflecting on the practice and proposing innovative approaches for integrating digital media into the curriculum.

Statement of the Problem

This study seeks to assess the efficacy of several online instructional techniques for line dance, with a specific focus on their influence on student involvement, educational achievements, and capacity to address obstacles associated with the teaching setting, instructional approaches, and assessment systems.

Specifically, this research study aims to answer the following:

1. How does the lack of real-time interaction in recording and broadcasting courses impact students' ability to master complex choreography in online line dance teaching?

2. What are the key factors influencing the effectiveness of live courses in online line dance teaching, and how do they compare with traditional in-person classes?
3. In what ways can a blended learning approach improve student engagement and learning outcomes in online line dance courses, particularly in overcoming the challenges of limited teaching environments and modes?

Review of Related Literatures

A recent study on the online instruction of public physical education (PE) in higher education institutions emphasizes the notable transformations and difficulties posed by the new media age, particularly in light of the COVID-19 epidemic. Shen et al. (2022) investigated the indispensability of online physical education (PE) courses in universities, with a specific emphasis on comparing the effectiveness of online and offline teaching methods. Their research highlighted the significance of developing a comprehensive online physical education course system to guarantee uninterrupted education amid disturbances such as the pandemic. It provided valuable perspectives on the design, implementation, and evaluation of these courses.

In their research, Liu et al. (2022) investigated the integration of online teaching into public physical education (PE) programs, with a specific focus on vocational colleges in Chongqing. A study revealed that online instruction can successfully increase students' curiosity and improve teaching effectiveness by overcoming the constraints of time and distance associated with conventional teaching approaches. This study serves as a helpful point of reference for higher vocational colleges, indicating that online education can be a pragmatic method to fulfill the current requirements of students.

In addition, Zhao (2021) and Zhang (2021) conducted research on the use of hybrid teaching modes, which involve a combination of online and offline approaches, that are becoming more common in higher vocational physical education. Zhao (2021) highlighted the significance of developing a blended teaching model to accommodate the varied requirements of students, whilst Zhang (2021) concentrated on the influence of media convergence in augmenting the efficacy of these combined approaches.

The literature also addresses the pragmatic obstacles and tactics for enhancing online physical education instruction. In his analysis, Feng (2020) examined the present condition and emphasized the necessity for inventive teaching methods to address the constraints of online training in occupational environments. He (2020) and Gu (2021) investigated the use of flipped classrooms and the creation of online teaching models that meet the changing needs of physical education (PE) instruction.

These studies highlight the significant influence of new media on the way physical education is taught at colleges and universities. The research indicates an increasing agreement regarding the efficacy of online and hybrid teaching approaches in addressing the difficulties presented by modern educational settings, particularly in times of substantial disruption such as the pandemic.

METHODOLOGY

This study will employ a mixed-methods approach to assess the efficacy of several online instructional techniques for line dance. The research will be carried out in two stages: a

quantitative analysis using surveys, and a qualitative analysis using interviews and observations.

Quantitative Analysis

A systematic questionnaire will be issued to students who have engaged in online line dance courses across many platforms, encompassing recorded and broadcasted courses, live courses, and Massive Open Online Courses (MOOCs). The survey will evaluate student involvement, contentment, and perceived educational achievements in connection to the various instructional approaches. The key indicators will encompass the practice frequency, choreographic comprehension, and overall learning experience efficacy. The collected data will undergo statistical analysis to ascertain trends and correlations between the instructional methods employed and the performance of students.

Qualitative Analysis

In order to obtain more profound understanding, semi-structured interviews will be carried out with both students and teachers who are participating in online line dancing courses. The interviews will examine the difficulties and advantages of each teaching approach, with a specific emphasis on constraints in the classroom environment, instructional modes, and evaluation techniques. In addition, classroom observations of live sessions will be conducted to evaluate the real-time interactions between teachers and students, as well as the impact of these interactions on learning outcomes. The qualitative data will undergo thematic analysis to uncover recurring themes and gain a full picture of the strengths and drawbacks of each online teaching style.

This study seeks to present a comprehensive perspective on the efficacy of several online teaching techniques for line dance by integrating both quantitative and qualitative data. Additionally, it attempts to propose suggestions for enhancing online dance education.

RESULTS AND DISCUSSION

Types of Online Teaching of Line Dance

1. Recording and Broadcasting Courses: Teachers create videos using cameras and mobile phones, which are then uploaded to platforms such as class QQ groups and WeChat groups. This format allows students to review lessons repeatedly and ask questions asynchronously. However, it lacks real-time interaction, which can be a drawback for immediate feedback and corrections.
2. Live Courses: Conducted via platforms like Tencent Conference and WeChat, live courses enable real-time teaching and interaction. Teachers can demonstrate choreography, analyze key parts, and correct student movements instantly. This method effectively narrows the distance between teachers and students but requires stable internet connections and suitable environments for both parties.
3. Massive Open Online Courses (MOOCs): Utilizing resources from platforms like MOOC China University, teachers can reach a large number of students. MOOCs provide flexibility and access to high-quality materials, but the scale can make

personalized feedback challenging. They emphasize open access and asynchronous learning, which can cater to diverse learning paces and styles.

Challenges in Online Dance Teaching

1. **Teaching Environment Limitations:** Unlike offline classes with dedicated dance spaces and equipment, online teaching often occurs in less ideal environments like homes or dormitories. This restricts the range of movements and the types of choreography that can be effectively taught and practiced.
2. **Teaching Mode Constraints:** Traditional line dance teaching relies heavily on physical demonstration and in-person feedback. Transitioning to an online format requires teachers to rely more on verbal instructions and video demonstrations, which can reduce the immediacy and clarity of feedback.
3. **Evaluation and Objectives:** In-person classes allow for group practice and immediate, collective feedback. Online teaching necessitates more individual assignments and video submissions, increasing the workload for teachers and potentially diminishing the sense of community and mutual support among students.

Improvement Measures

1. **Blended Learning Approach:** Combining online and offline methods can enhance the effectiveness of line dance teaching. Pre-class assignments and recorded materials can prepare students, while live sessions can focus on interaction and immediate feedback. This hybrid model can stimulate autonomous learning and improve engagement.
2. **Enhanced Teacher Training:** Online teaching demands new skills from educators, including proficiency with digital tools and platforms, as well as the ability to maintain student engagement remotely. Ongoing professional development in these areas is crucial.
3. **Comprehensive Evaluation Systems:** Developing a multi-faceted evaluation system that includes both formative and summative assessments can provide a more accurate measure of student progress. Emphasizing process evaluation over final results can encourage continuous engagement and improvement.

CONCLUSIONS

The integration of digital media into line dance teaching offers significant benefits, including access to global resources and flexible learning structures. However, the interactive and experiential nature of dance necessitates a balanced approach. While online courses provide valuable tools and opportunities, they cannot fully replace the traditional in-person experience. The future of line dance education lies in a cooperative model that leverages the strengths of both online and offline methods, ensuring comprehensive and effective learning experiences for students.

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