

# Research on the Teaching Mode of "SPOC+Flipped Classroom" Theoretical Courses of Dance Majors in Colleges and Universities

## -- Taking Zhaoqing University as an Example

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### Abstract

The application of "SPOC+ Flipped Classroom" in the teaching of dance majors in colleges and universities is conducive to students' mastering the essence of dance majors, tracking the frontier dynamics of dance disciplines, performing dance practice and stimulating problem awareness. Applying "SPOC + flipped classroom" to the teaching design and practice of dance theory courses from four aspects: pre-class preparation, classroom teaching, after-class consolidation and improvement, and assessment and evaluation, which will help improve the quality of teaching and improve students' theoretical literacy, thinking ability and dance professional practice ability.

### Keywords

SPOC+; Flipped Classroom; Dance Theory; Teaching Mode.

## 1. Introduction

Dance, as an artistic discipline, harmoniously integrates different levels of learners' physical, mental, emotional and social relationships. Theoretical knowledge of dance is professional knowledge that can guide dance practice. Only by mastering the theoretical knowledge of dance can we better understand and use dance body language, which is of great significance to better performance of dance [1]. Affected by the epidemic, many schools now adopt an online teaching-based teaching model, and students study at home through the Internet. MOOC teaching, micro-course concept teaching and flipped classroom teaching solve the problem that students cannot go to school for education. However, due to the influx of knowledge from various online platforms into the students' field of vision, the problems accumulated by students cannot be solved in a timely and effective manner, which affects the successful completion of course tasks. How to inherit the advantages of traditional teaching and take into account the advantages of online teaching has become a major issue faced by online teaching in colleges and universities.

## 2. Advantages of the "SPOC + Flipped Classroom" Blended Teaching Mode in Dance Theory Courses

### 2.1. "SPOC + Flipped Classroom" Blended Teaching is More Conducive to Mastering the Essence of Dance Professional Theory

Dance theory course is a subject history involving a certain area and an essential part of the basic knowledge system of dance [2]. This type of course takes dance theory as the object, and is a variety of thinking and analysis including the historical development process and the evolution of historiography. The "SPOC+ Flipped Classroom" (SPOC: Small Private Online Courses) teaching mode can take into account the advantages of online and offline teaching [3].

The online platform is used to expand the selection of classic works shared by teachers and students. Through intensive reading and extensive reading Reading, analysis and comparison of classic historical theories of different genres, group discussions, and gradually improve students' understanding of dance theory, so as to better master dance theory.

## **2.2. "SPOC + Flipped Classroom" Blended Teaching is More Conducive to Dance Practice**

The blended teaching mode of dance theory course allows students to collect historical materials, master the methods of historical materials application, and initially learn to practice dance under the guidance of historical theory through certain special teaching training. Students can group and discuss a topic together. By organizing special seminars, you can let everyone know how to apply new dance theory to solve new practical problems, and better confirm the knowledge of dance theory learned through dance practice, so as to realize the organic unity of theory and practice.

## **3. Design and Practice of a Blended Teaching Model for Dance Theory Courses based on "SPOC + Flipped Classroom"**

The blended teaching model of dance theory courses based on "SPOC + flipped classroom" focuses on teaching design and practice from the pre-class, in-class, after-class and assessment system, taking into account the advantages of online teaching and traditional teaching.

### **3.1. Preparation before Class**

The pre-class preparation is divided into five modules: background knowledge, classic bibliography reading, problem summary, online communication, and building a knowledge tree. In the background knowledge section, teachers will integrate online learning resources, upload micro-lecture videos, documents and other related historical materials. Students will have a preliminary understanding of the background of this course through self-study before class. The classic bibliography reading link is mainly the bibliography recommended by the teacher. The distinction between intensive reading and extensive reading allows students to clearly understand the content that needs to be paid attention to in reading. It can also guide students to read and study by asking questions. Students can choose the time and place of learning independently, thus breaking the Learning space constraints [4]. The problem summary section summarizes the problems found in the previous self-study process, discusses in groups, answers each other's doubts in the exchange, strengthens the communication awareness and improves the thinking ability, and then submits the remaining problems to the discussion area. The group discussion in this link can be conducted in traditional face-to-face discussions or at any time by using communication tools such as WeChat and QQ to break through the limitations of locations. In the online communication session, teachers should focus on the guidance of learning content and thinking methods, encourage students to actively search for answers, let students gradually master historical learning methods and improve their ability in historical research, and conduct online communication with students on some issues. The construction of the knowledge tree is mainly to let students consciously build a knowledge framework on the basis of the previous learning links, clarify the key points of knowledge that need to be mastered, and develop learning ability and learning habits that are good at summarizing and summarizing.

### **3.2. Classroom Teaching**

Classroom teaching can take a variety of ways to enrich teaching practice activities and activate the teaching atmosphere, which can not only test the effect of students' pre-class learning, mobilize the internal motivation of students' conscious learning, but also facilitate the

identification of the key points and difficulties of the course, which is helpful for teachers. Answer questions in a timely manner.

The first is to answer questions through classroom communication. After the classroom teaching begins, the first step is to answer the questions sorted out in the pre-class preparation stage. Each group asks questions in turn, and the other groups answer.

The second is to sort out the knowledge points systematically through the teacher's answering of difficult questions. Although students answering each other in class will solve some problems, due to the limitations of students' learning time and content, it is difficult to master the learning content in a comprehensive and in-depth manner. In view of this, the curriculum arrangement of this stage is led by the teacher, and it is completed in three stages: the first stage is to affirm the students' learning enthusiasm and learning effect, and to talk about the main content of this class. The second stage is to supplement the content of the group's mutual answers, so that students can receive the most correct answers to questions and further strengthen their thinking exercises. The third stage is to concentrate on explaining and summarizing difficult and difficult problems and unresolved problems in mutual answers, so that there are no doubts in classroom learning, so that students can learn by themselves before class, and further improve the knowledge system.

The third is to highlight the dominant position of students to carry out teaching activities. Let the teacher's "teaching" become "guiding", and the students' "let me learn" become "I want to learn", so as to change the students' learning mode and integrate knowledge learning into the activities [ 5].

### **3.3. Consolidation and Improvement after Class**

On the basis of classroom learning, to further strengthen the learning effect and truly master the learning points, students must complete certain learning tasks after class. One is the review of online learning resources. In order to solve the problem of weak learning ability of some students, teachers will upload the learning content before and after class, so that students can arrange time for learning independently, strengthen weak links in time, and make up for learning loopholes. The second is to complete the homework assigned by the teacher. According to the actual situation, the teacher will adopt the method of publishing daily homework online or offline to test the students' mastery of knowledge points, which is also a consolidation and improvement of the mastery of the learning content. The third is the staged learning summary. After completing the learning content of a stage, students can test their overall learning situation by writing a short thesis, which is not only a summary of the recent learning content, but also lays the foundation for completing the professional thesis in the next step.

### **3.4. Design of Assessment and Evaluation**

The evaluation and assessment should be based on the characteristics of the blended teaching model, combined with teachers' teaching practice and students' learning mastery, to formulate corresponding course assessment standards from the aspects of pre-class preparation, classroom learning, after-class consolidation and improvement, and final exams. The assessment design should take into account the online and offline teaching situation, and comprehensively reflect the students' learning and mastery of the teaching content. In the course assessment, the four aspects of pre-class study, classroom mutual answer, after-class homework and final exam are respectively 10%, 20%, 10% and 60% respectively. The individual items are given a percentage system, and the scores of individual students are proportional to each other. discount. The four aspects of the course assessment are evaluated by teachers or students respectively.

The assessment of pre-class learning mainly assigns points to students' online content learning and individual performance in group discussions. The teacher determines the group value

interval based on the online learning situation (including attendance and group discussion), and individual grades are determined by group discussions. Classroom mutual answering mainly assigns points to the answers to the questions raised by the group and the performance in various teaching activities. The teacher also determines the score range, and then the group discussion determines the individual grades. After-school homework includes online (or offline) homework and stage thesis, which mainly examines students' mastery of the current stage of learning content and their understanding of the background of the course content after reading classic books. When students complete the thesis given by the teacher, they need to comprehensively sort out the learning content of the current stage. By checking the completion of the homework, the teacher can timely understand the learning situation of each student and put forward targeted opinions. The assessment is also assigned by the teacher. The final exam mainly highlights all the knowledge points specified in the syllabus, and comprehensively assesses the students' mastery of the knowledge points in this semester, and the teacher assigns points. The assessment and evaluation of these four aspects are helpful for teachers to comprehensively grasp the learning situation of students, complete teaching tasks with high standards, and also help students to improve their learning ability and strengthen their practice level while learning professional knowledge.

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