Exploration of Digital Innovation Path in Dance Curriculum

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Abstract: Digital course teaching has ushered in a new trend in school dance education, facilitating the seamless integration of digital technology and dance education while maximizing access to high-quality online and offline resources. This paper analyzes innovative ideas and practical approaches for developing digital dance curricula that align with current trends in China's digital education landscape. The analysis reveals that deep integration between information technology and dance education is the way forward. To create effective digital dance curricula, we must enhance the use of digital tools in teaching while cultivating a team of highly skilled, innovative grassroots teachers. Additionally, we should prioritize replicable teaching achievements that can be scaled up to support sustainable development of digital dance curriculum resources and contribute to ongoing educational reform efforts.

1. Introduction

Educational digitization is a crucial aspect of the development of educational informatization. With the continuous innovation and advancement of digital technology in education, the role of data has become increasingly prominent, demonstrating enhanced networking and intelligent characteristics. Higher education is currently undergoing a profound digital transformation due to various contributing factors. In response to the prevailing trend of digital teaching transformation in higher education, significant attention has been given to innovative practices that integrate information technology with teaching methodologies, among which blended learning stands out as an important approach. Blended learning emphasizes the integration of online and offline components while highlighting a new educational ecosystem encompassing teaching objectives, content, activities, methods, environment, and evaluation. It effectively combines traditional dance skills courses through face-to-face learning with online learning support and offline empowerment. These two advantages complement each other synergistically, exponentially enhancing both "teaching" and "learning" outcomes. As a pivotal information technology within the teaching ecosystem, digital empowerment presents a timely proposition for fostering innovation in dance technology courses.

2. Core Elements of Educational Digital Transformation

The current global education is confronted with a new challenge - the digital revolution, and the adoption of digital curriculum is considered as an inevitable trend in curriculum development, even representing the future direction of such development[1]. In order to foster talents that align more closely with the demands of our time, universities worldwide are reconstructing educational and teaching resources, enhancing interdisciplinary integration, promoting industry-university-research collaboration, and nurturing innovative and personalized individuals. In the era of digital instruction, curriculum delivery transcends temporal and spatial constraints as its fundamental components such as learning objectives, content, activities, assessment, and environment undergo re-optimization within the realm of physical-network integration. By considering the laws and characteristics of undergraduate education in higher institutions alongside these transformations, four key aspects clearly manifest themselves.

2.1. Higher Education Institution

The Higher Education Institution plays a pivotal role in driving and ensuring the successful implementation of digital teaching transformation. This necessitates proactive efforts from school leaders, administrators, teachers, technical service personnel, and external support forces. The transformation is systematically organized and executed through goal setting and planning, organizational structure optimization, policy standardization, enhanced teaching support services, improved technical environment, development of personnel's digital capabilities, fostering a conducive cultural atmosphere among other aspects.

2.2. Professional Development

The objective of professional digital transformation is to provide society with suitable talents and support students' personalized development. The characteristics of professional digital transformation in colleges and universities are manifested in the transition of professionals from being specialized to interconnected, professional fields from closed to open, professional education from independent to collaborative, and professional certification from rigid to flexible. It is imperative to promote professional digital transformation through aspects such as the training plan for professionals, teaching resources for professionals, construction environment and platform for professionals, as well as practical teaching bases for professional experimentation[2].

2.3. Curriculum and Instruction

The integration of digital technology into curriculum teaching will significantly enhance the scope of curriculum objectives, students, curriculum content, teaching activities, learning evaluation and feedback. It will also expand the role of teachers and transform the teaching environment. Moreover, it will comprehensively broaden the relationship between these elements. Curriculum development will effectively cater to societal demands for skilled individuals and facilitate a complete reconstruction of the entire process. The teaching system becomes more open, intricate, and dynamic. Teaching content, encompassing knowledge generation and dissemination, becomes dynamic and collaborative in nature. The teaching scene expands extensively in terms of time and space while embracing various forms of blended instruction.

2.4. Teachers and Students

The expansion of teachers' teaching ability, in terms of connotation and composition, through digital technology is manifested in four aspects: awareness, literacy, skills, and the study of digital technology. The advancement of various emerging technologies has reconstructed students' learning habits and cognitive structure. It is imperative to establish a digitally adaptive learning environment, provide diverse and intelligent open educational resources, foster an open and socialized learning community, as well as offer personalized and accurate learning support services to cater to the learning needs of students in the digital age.

2.5. Core Competitiveness

The core essence of a digital dance curriculum primarily focuses on fostering the holistic development of dance students, encompassing their abilities to discover beauty, perceive beauty, create beauty, demonstrate innovative thinking, exhibit independent thought processes, and possess a sound personality. Through digital dance courses, students acquire correct values, fundamental qualities, and essential skills necessary for their growth. The dance curriculum emphasizes the cultivation of core qualities by embodying its essence and concept while establishing clear goals. These interconnected aspects of core literacy are closely intertwined and mutually influential in the process of dance teaching. They collectively contribute to effectively addressing practical challenges within complex situations. Therefore, the digital dance curriculum should strive to achieve five changes: transitioning from a "knowledge-oriented" approach to a "literacy-oriented" approach, shifting focus from being technology-centric to emphasizing structured knowledge and skills, progressing from dealing with simple situations to addressing complex situations, evolving from traditional "dance education" towards multi-disciplinary integration, and moving away from solely offline teaching methods towards incorporating online and offline digital teaching.

3. High-Quality Innovations in Digital Dance Curriculum

Based on the robust online teaching capabilities of the digital teaching platform, the courses delivered by esteemed dance masters at our institution encompass students nationwide, facilitating knowledge interconnectivity and collaborative teamwork. This fosters a balanced distribution of educational resources while fostering innovation in instructional content and personnel training methods. Our platform effectively supports online teaching as well as blended learning experiences that combine both online and offline components, including theoretical instruction and dance technique training. Furthermore, it enables comprehensive perception from all directions and facilitates cross-domain connectivity among educational entities and elements.

3.1. Enhancing Learning Experience

The online teaching platform software has become an integral part of the school's information infrastructure, providing comprehensive support for students to study independently, both before and after class. It facilitates effective interaction between teachers and students, enabling timely feedback through practical applications. Digital dance teaching empowers students to learn in a more autonomous and personalized manner, fostering knowledge dissemination across all channels. This approach aligns with the current trend of people-oriented, personalized, accurate, and flexible training methods for cultivating innovative talents. Moreover, the digital dance teaching platform promotes blended learning to achieve greater flexibility and independence in education while nurturing students' lifelong learning capabilities.

3.2. Precision in Teaching Guidance

In consideration of the distinctive teaching characteristics of dance skills instruction, the teaching platform should facilitate teachers in showcasing their expertise to students through multi-angle demonstrations. This will not only support accurate decomposition and demonstration of movements but also ensure clear and seamless presentation of complete movement sequences. Teachers can personally demonstrate or utilize instructional videos to break down actions, making them more three-dimensional and precise. To provide guidance and training for students' actions, the teaching platform needs to enable teachers to supervise multiple students synchronously, allowing for targeted correction guidance tailored to individual students. Apart from classroom instruction, dance technology education should also incorporate collaborative team-based teaching methods. Through assignments, discussions, and other instructional activities, students' autonomous learning abilities and teamwork skills can be cultivated effectively, thereby achieving a more flexible and self-directed learning model. Additionally, the platform empowers teachers to create high-quality videos without relying on professional filmmakers. Once recorded, these teaching videos are automatically stored in cloud storage with no limitations on capacity while being systematically managed within the course framework.

3.3. Objective Evaluation of Effects

The evaluation of dance teaching effectiveness has always posed challenges. The implementation of digital teaching platforms enables the automatic collection of course data, providing valuable insights for teaching improvement and management, as well as facilitating effective data accumulation. Recording students' learning processes and outcomes on the platform holds significant value for teachers' pedagogical research. Furthermore, the automatic collection of classroom data and comprehensive recording of teaching sessions can offer valuable resources for educational reform and research, ultimately enhancing the quality of instruction. Timely transmission of teaching status, learning data, and other relevant information supports administrative decision-making and response measures to ensure efficient utilization of educational resources.

3.4. Integration of Digital Teaching Resources

Relying on the digital teaching platform, we can establish high-quality teaching resources and courses for digital dance education, characterized by digitization, which facilitates resource convergence and promotion[3]. The teaching platform seamlessly integrates physical spaces (classrooms, venues, outdoor areas, etc.), resource spaces (training bases, clubs, network resources, etc.), and social spaces (class groups, interactive chat areas, etc.) into a unified environment that provides seamless support for instruction and enables seamless connection between virtual network space and real teaching space. Leveraging the "Internet + Education" platform, dance education utilizes new technologies to drive the transformational upgrade and efficient utilization of traditional performance stages in innovative educational models. This promotes the development of online competitions and other activities while exploring the establishment of digital dance laboratories.

3.5. Transformation of Innovative Teaching Achievements

Based on the digital dance teaching platform, we can fully leverage the influential and exemplary role of renowned instructors and top-notch courses in interdisciplinary, inter-school, interregional,

and nationwide contexts to cultivate a highly skilled and innovative team of grassroots educators. Simultaneously, we will establish a range of scalable, popularizable, and applicable digital dance programs to effectively drive the high-quality advancement of dance education. Furthermore, we can implement multi-point linkage for both online and offline blended learning activities to provide students across the country with exceptional digital dance instruction. Throughout these processes, we extract and transform the fruits of innovation.

4. Conclusions

The deep integration of information technology and professional dance education is a development trend. Only through continuous utilization of digital technology to optimize the innovative application of the dance teaching process and fully leveraging information technology means, can we explore a teaching mode that transcends time and space limitations, ensuring efficiency, convenience, diverse forms, as well as integrating "online and offline" approaches. This will enable us to generate new ideas, methods, and paradigms for better promoting the advancement of dance education.

Acknowledgement

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