



**STUDY ON THE BLENDED TEACHING OF DANCE CLASS
BASED ON OMO MODE
—TAKING THE PRESCHOOL EDUCATION MAJOR OF
SHANDONG UNIVERSITY OF ENGINEERING AND
VOCATIONAL TECHNOLOGY AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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Title: Study on the Blended Teaching of Dance Class Based on OMO Mode——Taking the of Preschool Education major of Shandong University of Engineering and Vocational Technology as an Example
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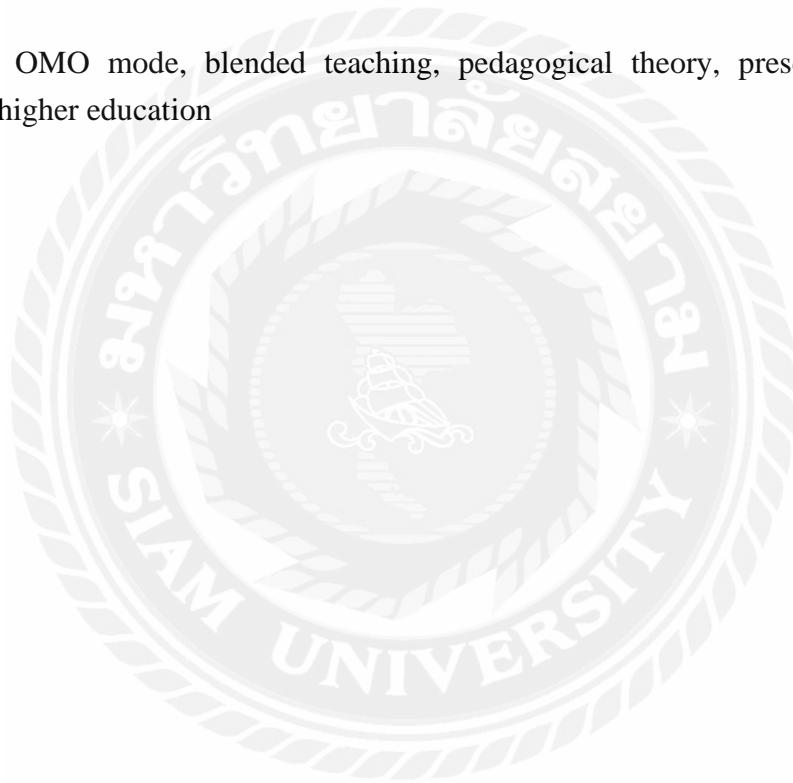
ABSTRACT

This study is based on constructivist learning theory and behaviorist learning theory. Under the OMO model, it applies blended teaching to the dance class of preschool education majors in Shandong University of Engineering and Vocational Technology, and constructs a new model of blended teaching for dance class of preschool education majors, which combines the advantages of Internet learning while retaining the advantages of the traditional dance teaching mode, in order to improve the teaching effect of the dance classroom of preschool education majors, and perfect the teaching structure of dance class of preschool education majors. The objectives of the research in this paper were: 1) To verify the feasibility of applying the blended teaching mode based on the OMO model to the teaching of pre-school education dance courses in Shandong University of Engineering and Vocational Technology; 2) To explore whether the blended teaching mode based on the OMO model can optimize the teaching structure and enrich the teaching content of preschool dance courses in Shandong University of Engineering and Vocational Technology; 3) To facilitate the communication and exchange between teachers and students through the application of blended teaching mode based on OMO mode, so as to improve the teaching level of preschool dance courses in Shandong University of Engineering and Vocational Technology.

In this study, a mixed research method was adopted, the quantitative and qualitative was used to investigate and practice the blended dance teaching based on the OMO model with 128 students in the preschool education major of the class of 2021 at Shandong University of Engineering and Vocational Technology. After 16 weeks of practice of blended teaching of dance class based on OMO mode, this paper found that:

1) The internal mechanism and external conditions of applying the blended teaching model based on OMO model to the dance class of preschool education majors in Shandong University of Engineering and Vocational Technology are effective and operable; 2) The blended teaching of dance class based on OMO mode complements the advantages of offline face-to-face classroom teaching and online platform teaching, makes up for the shortcomings of offline face-to-face classroom teaching with online resources, and improves the state and efficiency of students' learning; 3) Teachers and students are positive about the teaching effect of the blended teaching mode of dance class based on the OMO mode, which can effectively feedback the difficult problems in the learning process of students, so that teachers can solve the problems in a timely and targeted manner and stimulate the students' interest in exploratory learning.

Keywords: OMO mode, blended teaching, pedagogical theory, preschool dance teaching in higher education

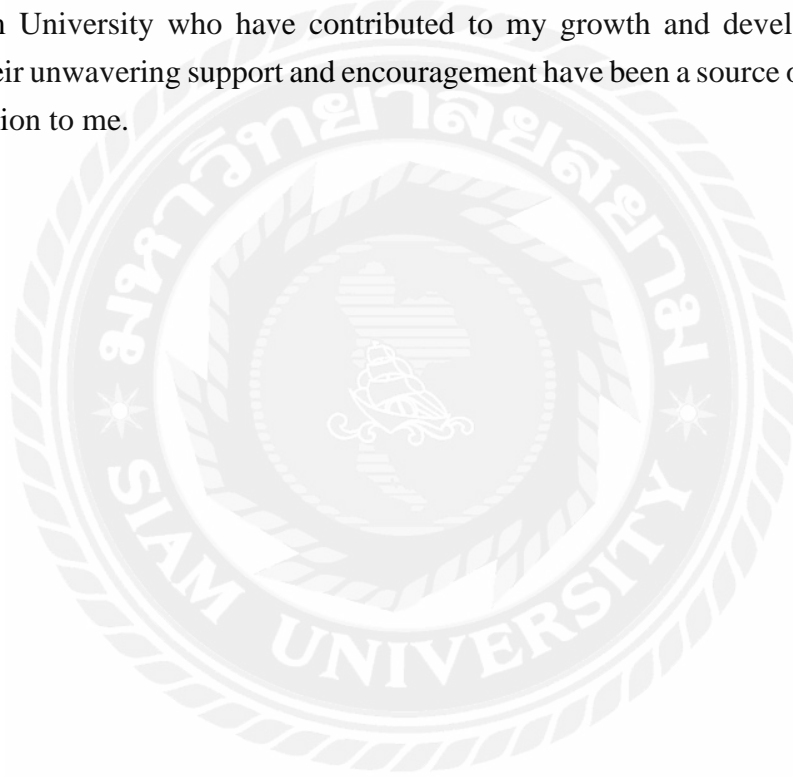


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Declaration

I, Dong Xuefeng, hereby certify that the work embodied in this independent study entitled “The application and research of blended teaching design of dance under the OMO model of higher vocational preschool education” is result of original research and has not been submitted for a higher degree to any other university or institution.

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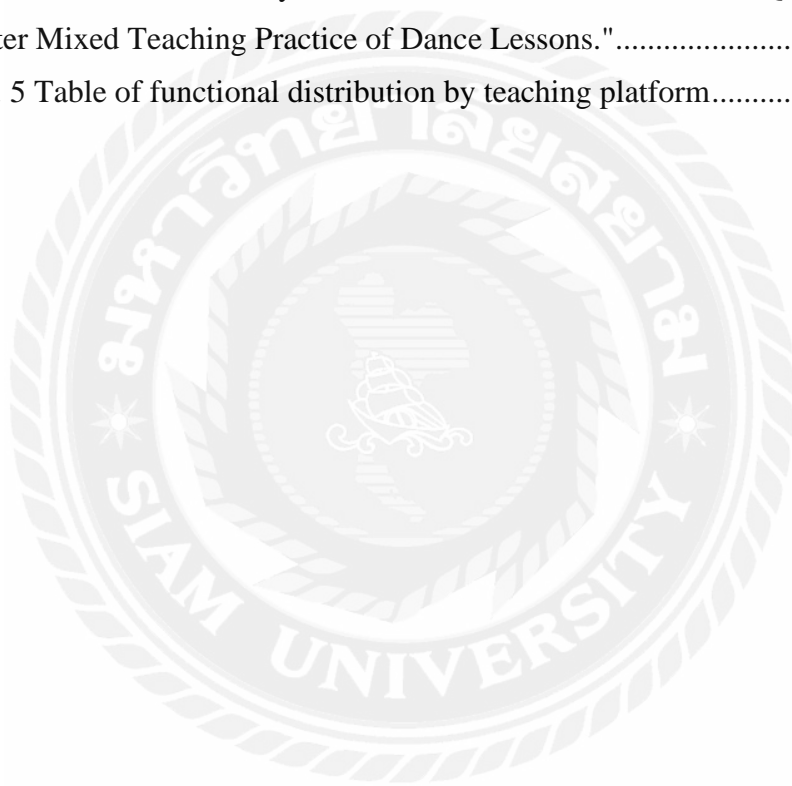


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Chapter 1 Introduction

1.1 Research Background

As one of the essential ways to cultivate professional and technical talents, China has introduced corresponding policies to support its development against the background of the strong demand for applied technical skills in China. 2017 "Guidance of the Ministry of Education on Further Promoting the Development of Vocational Education Informatization" proposed to improve the fundamental capacity of vocational and technical informatization, deepen the innovation mode of education and teaching, and enhance the information of teachers, students, and managers literacy (Ministry of Education of the People's Republic of China, 2017).

In 2018, the "Opinions of the Ministry of Education on the Implementation of the Excellent Teacher Training Program 2.0" mentioned that the construction of Chinese-level high-quality online open courses, the promotion of new teaching models such as flipped classroom and blended teaching, and the formation of an independent, cooperative and inquiry learning model that organically combines and deeply integrates online and offline teaching (Ministry of Education of the People's Republic of China, 2018).

In 2019, the Implementation Plan of China's Vocational Education Reform clearly stated that "vocational education and general education are two different types, and they have equal importance" (General Office of the State Council of the People's Republic of China, 2019).

As a result, China attaches great importance to the reform of education and teaching in the context of network informatization, vigorously promotes the organic integration of online and offline teaching, facilitates the development of hybrid teaching, and promotes diversified changes in teaching methods.

1.1.1 The rapid development of "Internet + education"

The development of network and information multimedia technology has influenced the tools of teaching, the tools of learning, the means of teaching, the means of learning, the ways and means of examination and evaluation, and even the design of classroom structure. "Internet education" is a new mode of education arising from the development and change of the times, which not only breaks the inherent teaching methods of traditional classrooms, but also promotes the development of education and teaching in the direction of digitalization, informatization, diversification, multi-channel and internationalization. In this paper, we focus on the integration and development between the Internet and school education. In 2018, the State Council of China held an executive meeting to deploy to promote the healthy development of online education, in which it was clarified that "Internet education" is promoted and all

kinds of qualified subjects are encouraged to develop online education (Li, 2018).

In 2018, in the summit forum of China Education and Training Expo, Li Zhimin, director of the Science and Technology Development Center of the Ministry of Education, mentioned that "universities in the future will have at least two campuses, a traditional physical one and a digital one (Organizing Committee of Shanghai Education Expo, 2018)." The digital campus here does not refer to the digitalization in the campus, but to the integration of the Internet, information technology and education teaching to build online digital teaching, thus forming a hybrid teaching with offline physical classroom and online network classroom linkage.

1.1.2 The urgent need for the reform and development of dance teaching in preschool education in colleges and universities

Colleges and universities are important training bases for preschool teachers. For preschool children, the development and expression of body language has a non-negligible role in the enlightenment and training of their intellectual and physical development, and the use of blended teaching to optimize the content and form of preschool education courses in colleges and universities can promote the improvement of dance ability of preschool education students, so that they can better apply the knowledge learned to actual teaching. In the process of preschool teacher training, dance performance ability, dance appreciation ability, children's dance choreography, etc. are all indispensable professional skills, and teaching around these skills has gradually become an important training goal of preschool education professional dance courses in colleges and universities (Shi, 2019).

The year 2020 is a year of accelerated development of e-learning, and also a year of great "challenges and opportunities" for the discipline of dance. Due to the impact of the epidemic, most of the institutions in China had to conduct online classes, which was thought to be only a temporary expedient, but online teaching did "hit the ground running" and developed rapidly, and the dance teaching of preschool education majors in colleges and universities was also included in the development of online teaching. Teachers and students have to rely on the network and application software for online teaching and learning, in this process, the difference in students' independent learning ability is more prominent. In traditional dance teaching, students are accustomed to the teacher's indoctrination, demonstrative teaching methods, independent learning and inquiry ability is weak, converted to online classroom learning, due to the inability to intuitively feel the teacher's physical form, more by the teacher's verbal expression and pictures and video examples of learning, the student's ability to independent learning and understanding of the conversion is even more important, the ability of the stronger and weaker students in the process of online teaching and learning progress and results may be different. The learning progress and effect of students with stronger and weaker abilities may be significantly different, which is also a problem and disadvantage that

teachers and students found during the epidemic through online teaching in the traditional dance teaching process, the teacher's own excessive dominant knowledge transfer will limit the development of students' independent thinking and inquiry ability. Therefore, through the assistance of online teaching can to a large extent make students independent learning ability and problem analysis ability to be exercised and improved.

Some people think that the teaching method of dance courses is based on physical training and emotional expression, and its characteristics determine that it cannot be separated from face-to-face teaching, and once it is separated from the physical classroom, the quality and effect of dance teaching will not be guaranteed. Others believe that digital technology allows different voices to enter some more specialized fields, which may cut down its own talk about the hierarchy, with characteristics such as arbitrariness and unprofessionalism. However, with the development of online dance teaching during the epidemic, more and more educators have found that networked teaching does bring new inspiration and development paths for traditional dance teaching, which can improve to a certain extent the phenomenon of traditional dance teaching in a single way, monotonous learning paths for students, weak innovation consciousness and thinking, broaden dance teaching channels, and improve teachers' teaching quality and students' learning effects.

Therefore, integrating blended teaching into the teaching of higher vocational preschool dance courses has become an urgent need for teaching change and development, which can not only enrich teachers' teaching methods and curriculum construction, but also expand students' diversified learning paths, cultivate innovation consciousness and teamwork ability, and promote the diversified development of modern art education.

1.1.3 Change of learning style

Nowadays, college students are the "natives" and "thumb people" of digital networks that live in symbiosis with network informatization. "Aboriginals" and "thumbs" refer to the main behaviors and characteristics of this generation in accessing information and learning knowledge, and they also promote the transformation of education and teaching to a certain extent. Traditional offline classrooms can no longer meet the needs of students, and the way to obtain knowledge and information is very different from before, in the past, students could only listen to the teachings and knowledge transfer of teachers when entering the classroom, and now students can also access a variety of learning resources at home using the Internet and major applications. Therefore, it is an inevitable trend to naturally introduce the Internet and information teaching into student learning, and enrich students' learning channels and learning methods through the combination of online and offline teaching, so that students can not only receive face-to-face instructions and guidance from teachers, but also carry out more independent learning through the Internet, online teaching platforms and other

information means, so as to cultivate their independent learning ability and lifelong learning habits.

1.2 Problems of the study

Traditional dance teaching refers to offline teaching as the main form of teaching, "oral teaching" as the main teaching method, and physical training as the main teaching goal. As dance is the art of body, its essence lies in the development and use of the body, so this teaching method has been inherited since the establishment of the dance discipline, the teacher through face-to-face verbal narration and physical demonstration, forming a "demonstration - imitation - practice" offline. The advantage of this teaching mode is that it allows students to observe the teacher's verbal expression and body shape in close proximity, which gives them a stronger sense of intuitive learning experience. However, with the development of the times, the traditional dance teaching method also has certain drawbacks, such as the teaching mode is old-fashioned and single, the students' learning initiative is not high, and the sense of exploration and innovation is weak, etc. At present, the dance teaching of preschool education majors in colleges and universities is still in the process of development.

At present, the rigidity of the dance teaching procedure and the stereotyped teaching method of preschool education majors in colleges and universities make the students' learning lack of enthusiasm, and it is difficult to meet the students' personalized needs. In the preschool education dance teaching even in the same class of students will be due to different learning experiences and differences in professional level and learning ability, in this case, the teacher needs to spend more time and energy to understand the learning situation of each student, cannot provide targeted guidance or help to the students, and the learning difficulty will be increased, resulting in the weakening of the students' interest in learning. College preschool education students dance class learning source is mainly dependent on the college preschool education professional dance teaching, expanding students' knowledge sources and learning pathways is to improve the status quo of college preschool education professional dance class teaching.

Therefore, in the teaching of dance class of preschool education majors in Shandong University of Engineering and Vocational Technology, the new hybrid teaching based on OMO mode can use the online platform as a medium, give full play to its favorable factors, explore the characteristics of hybrid teaching of high efficiency and flexibility, and gradually carry out the hybrid teaching activities based on OMO mode for students to ensure that the online and offline diversified hybrid teaching can be realized in the teaching time stipulated by the school, while flexibly allocating the mixing ratio. At the same time, it flexibly allocates the mixed ratio, rationally formulates the teaching plan, enriches the teaching content and teaching resources,

enables students to better master the knowledge and skills, improves the students' interest in preschool dance class, and provides reference for the teaching of dance class for preschool education majors in colleges and universities.

1.3 Objective of the study

This study is based on the application of blended teaching in the dance class of preschool education majors in Shandong University of Engineering and Vocational Technology based on the OMO model, envisioning the teaching of online learning platforms and communication and interaction platforms to make up for the shortcomings of offline teaching, complementing the advantages of face-to-face classroom teaching with online teaching, so as to carry out a detailed design and planning of how to better implement the docking of teaching and learning activities both online and offline, and to give full play to its instantaneous and sharing characteristics, giving students more space and time for learning. Students more learning space and time and strive to achieve the focus of the teacher to impart knowledge in the physical classroom, outside the classroom for more effective supplementation of learning content, the teacher's accompaniment will be throughout the teaching activities.

1. To verify the feasibility of applying the blended teaching mode based on the OMO model to the teaching of pre-school education dance courses in Shandong University of Engineering and Vocational Technology.

2. To explore whether the blended teaching mode based on the OMO model can optimize the teaching structure and enrich the teaching content of preschool dance courses in Shandong University of Engineering and Vocational Technology.

3. To facilitate the communication and exchange between teachers and students through the application of blended teaching mode based on OMO mode, so as to improve the teaching level of preschool dance courses in Shandong University of Engineering and Vocational Technology.

1.4 Scope of the study

In order to determine the theoretical scope of this dissertation, a search of CNKI with the keyword "blended learning" yielded a total of 18,671 academic journals, 682 dissertations, 288 conference articles, as well as 30 newspapers and 3 books. This study then narrowed the scope of the search from January 1, 2002, to September 1, 2022, and obtained 43 journals and 13 dissertations in the final literature. Through reading the literature, it was found that constructivist learning theory and behaviorist learning theory were more applied and consistent with the research of this paper, so these two theories were finally chosen as the most theoretical basis of the research paper.

This paper takes the teachers of the preschool education program of Shandong

University of Engineering and Vocational Technology and 128 students of grade 2021 as the research object to analyze the situation of dance teaching and the application of blended teaching in dance teaching, 2 hours per week (1 hour and 45 minutes, 90 minutes in total) of dance class, a total of 16 weeks, 32 hours, in accordance with the proposed length of time, to carry out the practice of blended teaching of dance class, and to test the overall change of the students after 16 weeks by comparison. The effectiveness of blended teaching was examined by comparing the overall changes of students after 16 weeks.

1.5 Research Significance

In recent years, the rapid development of information technology continues to promote the innovation of education reform practice mode, online and offline are always closely linked together, and the inherent teaching mode is difficult to apply in different teaching content and teaching environment. Based on the OMO mode of dance class hybrid teaching can make full use of the online and offline form of intermingling to improve the cognitive effect of students, explore new teaching methods, but also can enrich the after-school life of students, enhance the feelings between teachers and students, for the current pre-school education dance teaching reform provides a new way of thinking. The research significance of this paper is:

1. Based on the OMO mode, the blended teaching of dance class of preschool education majors in colleges and universities can lead the students' learning from shallow too deep to deep learning, so that the students have more ways and means to put more energy into learning preschool dance, and urge the students to develop independent learning behaviors, which improves the teaching level of preschool education dance.

2. Dance class of preschool education majors in colleges and universities, using blended teaching based on OMO mode is a brand-new attempt, which can effectively combine network teaching with traditional classroom, realizing the cross-border cooperation between online and offline.

3. This study discusses and analyzes the blended teaching mode in a comprehensive and systematic way, and with the help of OMO mode, it can enrich the research related to the teaching of dance class for preschool education majors in colleges and universities to a certain extent and broaden the depth and breadth of the research horizons of the application of blended teaching to the discipline of preschool education.

Chapter 2 Literatures Review

Shandong University of Engineering and Vocational Technology is an undergraduate-level vocational and technical university approved by the Ministry of Education of China with the qualification of independently awarding academic degrees and is one of the first 15 undergraduate-level vocational education pilot institutions in China. Shandong University of Engineering and Vocational Technology preschool education major dance class full-time teachers 8 people, teaching experience of more than 5 years. 2021 class there are 158 students, students learning acceptance ability is generally better, with the interest and ability to try and understand new things and has a good use of electronic equipment and other information technology tools, due to the students are not a dance major, students' understanding of dance and individual basic skills are generally weak, most students in a zero-basic state. As students do not come from dance majors, their understanding of dance and personal basic ability are generally weak, most of them are in the zero-foundation state, and their learning autonomy and creativity are still weak. Students are accustomed to the "indoctrination" way of learning and are often prone to "emphasis on appearance but not on connotation" in the process of learning, In the learning process, students are often prone to the phenomenon of "emphasis on appearance but not substance" and "emphasis on body but not knowledge". At present, the form of dance teaching is still based on offline physical training, supplemented by theoretical knowledge learning.

2.1 Concept definition

2.1.1 OMO mode

OMO (Online-Merge-Offline), which first appeared in the e-commerce industry, is a business model based on industry platforms, implying the deep integration of online and offline. OMO business model helps enterprises to respond to the trend of economic development and changes in user needs, simplifies the way users obtain physical goods and enterprise services, and creates an online -The mobile-offline trinity marketing system enables enterprises and users to transact and consume anytime and anywhere through various carriers and mobile terminals (Baidu Encyclopedia, 2022).

In 2017, the founder of Innovation Works, Kai-Fu Lee, proposed a new concept for the new retail industry, which is the OMO education model appearing to everyone's daily life. Combined with the context of the times, it can be understood that the current OMO teaching model is a new teaching model with both social and economic attributes that is student-centered, uses mobile technology and digital technology, allows audiences to master and understand knowledge through information dissemination media, forms a scene ecology of online and offline integration with each other, and realizes a new model of personalized teaching and service-oriented teaching.

Based on the gradual maturity of technologies such as big data, cloud computing

and Internet of Things, technology and education are fully integrated and widely applied in actual teaching activities. The development of online education is rapid, and thus the users of online education are also on a linear rise, and the teaching method of learning through online is becoming more and more accepted by the public, especially in the initial catch of the new coronary pneumonia epidemic in 2020, in order to cope with the emergence of the epidemic, schools actively call on teachers can use online live teaching, dual-teacher classroom and other forms to provide reasonable and effective teaching for students who study independently at home It is hoped that the online approach makes communication between teachers and students barrier-free and delivers learning content to students in a timely manner, which shows that refined teaching services have been practically applied to teaching life.

The OMO teaching model in the education and training industry refers to the core of improving teaching effectiveness and student experience, using emerging technologies such as the Internet, artificial intelligence, and big data to connect the data of each link and realize standardized processes and personalized teaching and services through the deep integration of online and offline learning ecological scenarios (Yu, 2021).

OMO education mode can achieve accurate recording of teaching and learning data, and target students to check the gaps and help them to make decision information at any time. But at the same time, it also shows that there are many limitations of pure online teaching, such as emotional communication barriers, weak sense of communication, and inadequate "screen-to-screen" monitoring, etc. Therefore, these phenomena have prompted the integration of online and offline teaching to receive wider attention and become an urgent need and trend in the development of education.

2.1.2 Blended teaching

The concept of blended teaching arose in the 1960s, and since the 21st century, networked learning has become the norm in the context of rapid development of Internet technology, and the concept of blended teaching has been put forward in the education sector based on the exploration of online learning and education experiences (Li, 2018).

The concept of blended teaching was proposed by Smith and team by combining the traditional learning concept with the pure technology learning concept of E-learning, and its main purpose is to stimulate the initiative of learners to learn independently (He, 2004a).

Through literature review, the earliest foreign article on blended teaching was published by Dr. Arshi Naim in 1905, in which he proposed in Strategies to Achieve Students' Centric Approach in Blended teaching that students' learning environment In his article, he proposed that the student learning environment could be diverse, such as face-to-face or online classrooms, emphasizing student-centeredness and ensuring that

students take full initiative in learning, and verified the effectiveness of student-centered blended classrooms through learner feedback (Naim, 2018).

In their article *Effects of the 'Blended teaching' in Class Utilizing the WBT Courseware for English Listening*, Fujishiro Noritake and Miyaji Isao examine the effectiveness of blended teaching using WBT by developing a WBT courseware for English listening as a part of blended teaching in the classroom (Fujishiro & Miyaji, 2007).

Through literature review, the term "blended teaching" in China was first used by Xie Dingyi in 1985 in his article "Blended Teaching Method". Transferring However, the focus of "blended teaching" in his article was to mix knowledge teaching with thinking inspiration, and to combine theoretical knowledge with practical ability cultivation in the classroom, which did not involve the "blended teaching" in the network perspective. However, the focus of "blended teaching" is on mixing knowledge teaching with thinking inspiration and combining theoretical knowledge with practical skills development (Xie, 1985).

In 2003, Professor Zhu Zhiting introduced the concept of "blended teaching" into China for the first time and made a conceptual definition and systematic analysis of blended teaching, which he believed that after entering the 21st century, the development of the Internet and information technology has enabled traditional education to integrate with modern technology, which has enriched the concept of "blended teaching". "In 2005, Professor Yu Shengquan proposed the construction of blended teaching in the network environment and discussed the theoretical basis of blended teaching, curriculum design and teaching implementation, teaching evaluation and teaching significance (Yu, 2019).

In China, blended teaching was first proposed by Professor He Kekang in 2004, who believed that blended teaching should combine traditional learning methods with the advantages of networked learning and should play the leading role of teachers in guiding, inspiring and mastering the teaching process, while reflecting the initiative, enthusiasm and creativity of students as learning subjects (He, 2004b).

Professor Guan Enjing defines the meaning of blended teaching as a modern student-centered teaching model that organically integrates online and face-to-face teaching (Guan, 2018).

In a more comprehensive discussion of blended teaching, scholar Driscoll argued in 2002 that blended teaching implies that the learning process can incorporate web-based technologies (e.g., virtual classrooms, collaborative learning, streaming media, and text) to achieve specific instructional goals. Blended teaching is the combination of multiple teaching methods, instructional techniques, and specific tasks that work together to achieve optimal instructional outcomes (Driscoll, 2002).

Blended teaching is the organic integration of online teaching and face-to-face

teaching, which not only brings into play the students' initiative in learning, but also pays attention to the teachers' knowledge teaching in the classroom (Huang,2021).

Since blended teaching is not an accumulation of simple combinations of learning elements, but a new model that effectively mixes online and face-to-face teaching to accomplish learning goals based on the analysis of learning conditions and around learning objectives with the help of different teaching theories, learning strategies and methods, the focus of blended teaching is not only to plan and arrange the elements of teaching, but more importantly, the reasonable docking and interaction of the elements. This model has both offline classroom teaching and face-to-face teaching. This model has the advantages of offline classroom teaching, but also draws on the advantages of online teaching, which is envisioned to achieve the optimal effect of classroom teaching. As shown in the table.

Table 2. 1 Advantages of Online Teaching Resources

Advantages of online teaching	Specific explanation
Information demonstration function	The network resources are rich and diverse, with vivid and interesting images and videos that allow for clear and intuitive observation.
Course teaching function	Combining systematic knowledge explanation with the course to meet learners' needs for knowledge.
Information processing function	Integrate excellent online resources for students to learn independently.
Feedback and evaluation function	Real time information transmission, communication and exchange, and timely feedback on any issues.

With the OMO mode, blended teaching can realize the comprehensive optimization of "online + offline" teaching resources, thus realizing the rational planning of teaching configuration and forming a complete education and teaching system. The starting point of teaching design is no longer limited to online or offline teaching activities but emphasizes the teacher's role in guiding the learning process, stimulating students' desire to learn and gain a deeper understanding of knowledge, and changing the teaching mindset and teaching strategy based on the teacher's knowledge transfer. It can be used as a reference and reference for the teaching of different professional categories and disciplines under modern teaching conditions and has strong applicability.

2.1.3 Dance Teaching for Preschool Education Majors

The training goal of the dance course of preschool education is to obtain a good

posture through training, master the basic movement characteristics of Northeast Yangge, Mongolian, Tibetan and Uygur dances, and be able to perform simple dance creation; Cultivate students' ability to appreciate dance works, and be able to combine song singing ability, and be able to sing children's songs or children's songs while dancing; Cultivate students' ability to teach children's dance, have the ability to perform children's dance and the ability to create children's dance, be competent for the teaching work of kindergarten, and have the ability to tutor extracurricular activities.

Dance classes are one of the compulsory courses offered by the Music Department of the Higher Normal College, and dance teaching has an extremely important position in preschool education and is the foundation of preschool education. Dance performance, children's dance creation, and dance movement demonstration are necessary professional skills for teachers engaged in preschool education. Dance teaching is to provide students with comprehensive and systematic dance knowledge and basic skills training on the basis of mastering relevant dance basic skills and basic normative knowledge. The most important thing is to enable students to master professional theoretical knowledge and skills, that is, to implement dance rhythm teaching in a targeted manner according to the physical and psychological characteristics of the teaching object. Comprehensively improve students' comprehensive dance ability (Zhou, 2011).

2.2 Pedagogical Theories

1. Constructivist learning theory

Constructivism believes that knowledge is acquired not from direct transmission by teachers, but through the active construction of meaning in a certain teaching context with the help of others and the use of necessary learning resources, emphasizing the learner-centered teaching process, the creation of teaching situations, cooperation, communication, and the importance of resources for the construction of meaning (He & Li, 2009)

According to constructivist learning theory, blended teaching is precisely the process of facilitating effective learning to occur by creating authentic and complex contexts for learners to collaboratively explore and construct meaning in a combination of online and offline instruction (Feng, Sun, & Cao, 2019).

Constructivist theory differs from the traditional concept of learning and teaching in that it emphasizes that learners can participate in the process of learning autonomously in the social environment of communication, and that learning is the production and construction of understanding by learners based on prior knowledge and experience (Zhang, Zhang, & L, 2019).

Under constructivist theory, the teacher is the facilitator of the learning process, and students can take the initiative in acquiring knowledge, using learning resources

and materials that can enhance their skills, and forming a chain of knowledge in their brains with the help of the teacher or others. Constructivist learning theory also considers "context," "collaboration," "conversation," and "meaning making" as the four main attributes of The four main attributes of a learning environment are In order to design teaching in a constructivist learning environment, it is important to consider creating an environment that is conducive to student learning, designing a "place" where students can express their individuality, echoing the current trends and relating to the actual situation, so that students' individuality can be released in a relaxed and natural atmosphere (Ji, 2016).

Understanding the nature of things and how they are connected is what constructs are all about. Teachers should try their best to help students gain knowledge accumulation in the learning process, that is, teachers need to help students understand the nature of things and the inner laws of things more deeply in the process of teaching activities.

In the blended teaching of preschool dance course in Shandong University of Engineering and Vocational Technology, teachers should clearly position themselves as teaching guides, create various realistic learning environments with students as the center, provide rich and practical teaching resources, and use online teaching platforms and communication software to strengthen communication between teachers and students, focus on interaction, guide and cultivate students' independent learning habits, and realize students' active meaning The purpose of constructing the meaning of students' initiative. Based on the constructivist learning theory, the study of blended teaching in preschool dance courses in colleges and universities based on OMO model needs to emphasize students' active learning of preschool dance in the teaching design, while creating colorful media teaching situations for students to help them make meaningful and valuable constructions.

2. Behaviorist learning theories

Behaviorist learning theories, as one of the mainstreams of today's learning theories, they believe that the external environment in which a person is placed drives behavior patterns, that is, human theories of mind are the result of interaction with the outside world, and both normal and abnormal behaviors are acquired by humans through learning and can also be corrected, increased, or eliminated through learning (Jin, 2019).

Behaviorist learning theory applied to college preschool dance courses is simply summarized as requiring teachers to master methods of shaping and correcting student behavior. When learning dance skills, it is appropriate to correct aspects of students' technical movements that are not standardized, to reinforce students to develop appropriate behaviors, and to eliminate inappropriate behaviors, which means that teachers should actively guide students to form good independent learning behaviors in

the blended teaching activities of preschool dance in colleges and universities based on the OMO model. For example, some students learn technical movements more seriously in the physical classroom, but they do not work hard and do not practice often in class, then teachers should promptly supervise students and play the role of correcting students' behaviors, teachers can try more homework checks in the physical classroom, so that students do not dare to slacken in the practice process, thus cultivating students to be good at exploring and actively learning dance, and for this reason to improve their own dance skills.

2.3 Research on blended teaching of dance classes in preschool education in colleges and universities

In the search of "CNKI" with the keyword of "blended teaching of dance class for preschool education majors in colleges and universities", there are only four academic journals, and no relevant dissertations and conference literature were found. In the article "Application and Practice of Blended Teaching in Dance Classroom of Preschool Education Majors in Higher Vocational Colleges and Universities", Jia Lu carries out the practice of blended teaching of dance class in preschool education majors in higher vocational colleges and universities through the exchange of roles of teachers and students in the dance classroom, the articulation of on-line and off-line learning modes as well as the integration of the teaching hierarchy inside and outside of the classroom. Liu Yan in the article "Research on the Innovation Strategy of Dance Teaching Mode in Higher Vocational Colleges and Universities" analyzes the status quo and shortcomings of dance teaching in preschool education in higher vocational colleges and universities, and then designs the blended teaching mode of the dance class in higher vocational colleges and universities from the perspectives of enriching the teaching content, innovating the teaching mode, improving the learning mode of the students, and innovating the evaluation mode. Li Lizhen, in the article "Design and Implementation of Higher Vocational Dance Flipped Classroom Teaching under the Background of Mucubiqi", combines Mucubiqi to carry out the design of higher vocational preschool education flipped classroom teaching, and tries to build a dance online and offline blended mode of teaching; Zhang Yinyan, in the article "Exploration and Reflection on Blended Teaching Mode of Dance Class under the Perspective of "Internet +"", starts from the teacher-led and student-led blended, online and student-led blended, online and evaluation mode. In the article "Exploration and Reflection on the Blended Teaching Mode of Dance Class under the Perspective of "Internet +"", Zhang Yinyan explored the blended teaching mode of dance class from the teacher-led and student-body mixing, online and offline mixing, classroom and extracurricular mixing, and the process and result mixing in the four aspects of dance class under the

Internet + in the pre-primary education majors of the higher vocational colleges.

It can be seen that blended teaching is still in the developmental stage in the dance program of preschool education majors in colleges and universities, whether it is in the theoretical class or in the practical class, which is relatively lacking. In view of the fact that there are many excellent online resources for reference and learning as well as flexible and practical social networking platforms, preschool education majors in colleges and universities need to follow the trend of the times and change the teaching strategy in due course, so as to provide more possibilities for the discovery of new and innovative teaching modes. more possibilities for discovering new and innovative teaching modes.

2.4 Research on the hybrid teaching of OMO model and dance classes in college preschool education

Through CNKI, Weipu and other data searches, find the relevant materials of OMO model and dance class hybrid teaching, and only one master's thesis in the academic literature combines OMO mode with sports dance class blended teaching. Wang Yadong of Hebei Normal University applied the OMO teaching model to the blended teaching of college sports dance courses in the article "Research on Hybrid Teaching of College Sports and Dance Classes Based on OMO Model" and carried out hybrid teaching research through online teaching on WeChat platform and offline teaching in physical classrooms. In addition, in the application of OMO mode, Professor Yang Min of Minzu University of China led the team to develop the "OMO Application System for Dance Aesthetic Education Teaching", in order to combine the self-compiled textbook "Ethnic and Folk Dances in Primary and Secondary Schools" to promote the development of new forms of dance aesthetic education teaching in primary and secondary schools in Beijing and even the whole country, and enrich students' dance class experience(Luo, 2020).

Thus, it can be seen that the OMO model is less applied in the field of dance blended teaching research, while the integration and application of dance blended teaching and OMO model in preschool education in universities is more to be developed.

2.5 Research framework

Using constructivist learning theory and behaviorist learning theory, it is flexibly applied to the blended teaching design of dance class of preschool education majors in colleges and universities under OMO mode. The research idea of this paper is "Literature analysis - statistical survey - analysis of data - practice and effect analysis - the formation of thesis and conclusions", through the literature study, proposed in the Shandong University of Engineering and Vocational Technology preschool education

majors in the dance class blended teaching problems to analyze, through the analysis of the current situation of the dance class blended teaching analysis of preschool students, from the analysis of the teaching front-end, behavioral learning theory, behavioral learning theory and flexible application to the OMO model of preschool education in colleges and universities dance class hybrid teaching design. Through analyzing the current situation of blended teaching of dance class for students, exploring from the aspects of teaching front-end analysis, teaching goal design, teaching resource design, teaching time design, teaching content design, teaching activity design, teaching evaluation design, and teaching practice case study, we constructed a blended teaching design of dance class for preschool education majors of colleges and universities under the OMO mode, and analyzed the practice and effect so as to draw the conclusions and suggestions. The research roadmap of this paper:

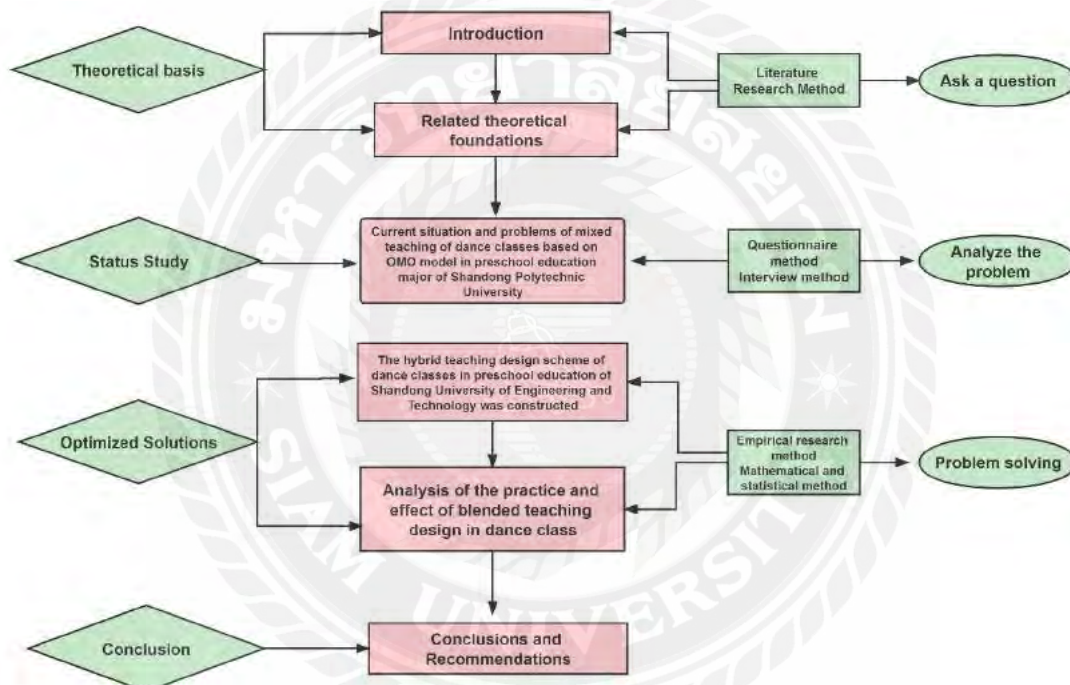


Figure 2. 1 The framework of blended teaching research of preschool dance class based on OMO model.

Chapter 3 Research Methodology

3.1 Introduction

This study adopts a mixed research method combining quantitative and qualitative to achieve more comprehensive and accurate research results. According to the purpose and task of the study, through CNKI, Wanfang, Wipu and other related academic data platforms, we reviewed the literature on OMO mode, blended teaching, blended teaching of dance in preschool education majors in colleges and universities and other related studies, and at the same time, we studied the "Evaluation of the Effectiveness of Blended Teaching Research and Practice", "Design and Development of Boutique Online Open Courses", "Online-Online and Offline Blended Teaching Mode Research and Practice", "Blended Teaching Mode Reform Practice", "College Blended Teaching Mode Reform Practice", "Dance Pedagogy" and other related books on teaching to enhance the understanding of the concept and mode of blended teaching. After reviewing and analyzing the literature and related books, on the basis of the existing education and teaching theories, and with the help of rich network resources, we have provided solid theoretical support for this study.

Qualitative research. First of all, the literature research method is adopted to collect and study Chinese and foreign books, journal papers, conference papers, policies and opinions about blended teaching and other related resources through library access and network platform search, etc., to organize and summarize the literature and analyze it, so as to solidify the theoretical foundation and provide ideas for the research of this paper. At the same time, the expert interview method is adopted, through the experts who have been researching the curriculum teaching design for many years in Shandong University of Engineering and Vocational Technology, as well as the first-line teachers engaged in the teaching of preschool dance class to conduct on-line interviews, a total of 8 experts and full-time teachers in our university, and 8 of them participated in the interviews. By asking about the current situation of preschool dance teaching, asking for advice on the problems encountered in teaching preschool dance, and the feasibility of applying OMO mode blended teaching to the teaching of preschool dance classes, we listened carefully to the experts' opinions and explored a series of problems that might arise during the teaching process, so as to respond to emergencies in a timely manner during the subsequent implementation of the teaching.

Quantitative research aspect. Practical research method, questionnaire survey method and mathematical and statistical method were used. By designing questionnaires, including pre-teaching and post-teaching, and using SPSS software to analyze and process the data, the overall sample data were analyzed for reliability and validity, comparing the effects of its traditional teaching with the blended teaching

based on the OMO model, and the data showed that the students' satisfaction with the teacher's blended teaching activities and evaluation methods were above 95%, and that the pre-school education of the Shandong University of Engineering Vocational and Technical Sciences carried out by the present study The blended teaching effect of dance class of Shandong University of Engineering and Vocational Technology is outstanding, and it has significant results in improving students' independent learning ability, innovative inquiry ability, professional literacy ability, comprehensive expression ability, etc., and the students' learning effect and teaching quality are obviously improved.

3.2 Population and Sampling Size

The subjects of this study were 128 students majoring in preschool education in the class of 2021 at Shandong University of Engineering and Vocational Technology.

3.3 Data Collection

Two questionnaires were designed for this study.

The first questionnaire, "Questionnaire for Pre-hybrid Teaching in Dance Classes" (Appendix 2), was distributed to students before the beginning of the teaching of dance classes to investigate the views and opinions of pre-school teachers and students of Shandong University of Engineering and Vocational Technology before carrying out the blended teaching, and a total of 150 questionnaires were distributed, and 146 valid questionnaires were retrieved, with an effective rate of 97%.

The second questionnaire, "Student Feedback Questionnaire on Blended Teaching in Dance Classes" (Appendix 3), was distributed to the students after the end of the course to investigate the changes and views of the students after they accepted the blended teaching in dance classes, 128 questionnaires were distributed and 126 valid questionnaires were retrieved, with an effective rate of 98%.

3.4 Data Analysis

Through the data statistics and analysis of the questionnaire research, we have a more objective and in-depth grasp of the research group and the research effect.

1. Questionnaire validity test

The validity of the questionnaire is tested by the method of expert evaluation to improve its scientificity and effectiveness. According to the content of the questionnaire, experts evaluate the validity of the questionnaire as a whole and its structural design and content integrity, which is divided into five evaluation levels: very reasonable, reasonable, more reasonable, less reasonable and unreasonable, and the results are shown in Table 3.1 and Table 3.2.

Table3. 1 About the validity test table of the "Preliminary Questionnaire for Mixed Teaching of Dance Lessons"

Evaluation level	Very reasonable	Plausible	Relatively reasonable	Not very reasonable	Unreasonable
Overall design	1	5	1	0	0
Structural design	2	5	1	0	0
The content is complete	1	7	0	0	0

Table3. 2 About the validity test form of the " Student Feedback Questionnaire after Mixed Teaching Practice of Dance Lessons "

Evaluation level	Very reasonable	Plausible	Relatively reasonable	Not very reasonable	Unreasonable
Overall design	1	6	1	0	0
Structural design	2	5	1	0	0
The content is complete	1	6	1	0	0

2. Questionnaire reliability test

In order to ensure that the survey information is true and effective, this study adopted the "retesting method" to test the reliability of the questionnaire, which was distributed to all students again 15 days after the questionnaire was issued, and statistically analyzed the results of the two questionnaires, which were systematically analyzed by SPSS version software. The results showed that the correlation coefficients of the pre-teaching questionnaire and the blended teaching practice effectiveness questionnaire were 0.832 and 0.875, respectively, which indicated that the two tests were not significantly different and had a high reliability. The results are shown in Table 3.3 and Table 3.4.

Table3. 3 About the reliability statistics of the "Mixed Teaching Questionnaire for Dance Lessons"

Cronbach Alpha	Cronbach's Alpha based on normalization term	number of items
0.832	0.832	10

Table3. 4 About the reliability statistics of the " Student Feedback Questionnaire after Mixed Teaching Practice of Dance Lessons."

Cronbach Alpha	Cronbach's Alpha based on normalization term	number of items
0.875	0.875	10

3.5 Practical research method

Combining the design of blended teaching objectives, teaching resources, teaching time, teaching content, teaching activities and teaching evaluation of dance class for preschool education majors in colleges and universities based on the OMO model, the theory is applied in practice to carry out a 16-week dance class for 128 students of grade 2021 of preschool education majors in Shandong University of Engineering and Vocational Technology with the teaching content of the course of "Dance and Early Childhood Dance Performance". Blended teaching, the organic integration of online teaching and offline teaching, through practice to analyze the effect and value of dance class blended teaching. Based on the OMO model, the blended teaching design of dance class for preschool education majors in colleges and universities is as follows:

(1) Teaching goal design.

Teaching objectives refer to the learning effects and results expected of students in the teaching process, in the teaching design, teaching objectives play an important role, teaching content and activities are guided by teaching objectives, and always around the achievement of teaching goals (Murray, 2007). From the "double base goal" in the 80s and 90s of the 20th centuries to the "three-dimensional goal" after 2001 to the "core literacy of subjects" proposed by the Ministry of Education in 2014, China's teaching goals are constantly approaching the essence of education, and gradually forming a teaching consensus of "discipline education", that is, to achieve human development. Since 2017, how to realize the function of discipline education has become the core issue of teaching design and teaching reform practice. The new curriculum standard advocates to explain the teaching objectives from three dimensions, namely knowledge and skill goals, process and method goals, emotional attitudes and value goals, and the blended teaching objectives of dance courses in college preschool education under the OMO model should be based on the teaching objectives of the new curriculum standards, integrate the core literacy of the subject, give full play to the unique advantages of online teaching and offline teaching, and design teaching objectives in line with the actual situation and comprehensive level of college students. It should be noted that the goal of dance teaching in college preschool education is not to cultivate dance professionals, but to enable students to master the basic literacy of dance through dance training, improve students' dance performance, choreography and

teaching ability according to the professional characteristics of college preschool education majors, and promote students' use of dance in future work.

(2) Resource design

The design of teaching resources in this study mainly includes two aspects: teaching platform and teaching materials.

At present, the widely used teaching platforms on the market include Tencent Classroom, DingTalk, Superstar Learning Pass, WeChat, Rain Classroom, Tencent Meeting, etc., through the evaluation and analysis of the functions used by major platforms (Table 3.5 below), it can be found that the major teaching software basically has basic functions such as teacher live broadcast, interactive communication, screen sharing, and resource upload. In view of the teaching characteristics of dance subjects, some of the content of the hybrid teaching online link of dance courses in college preschool education designed and carried out by the Institute requires teachers and students to jointly conduct video synchronous live learning, combined with the functional advantages of major teaching platforms and students' proficiency in using the platform, this study will mix teaching platforms, using Superstar Learning Pass for theoretical course teaching, and using Tencent Meeting for dance body basic development and training.

Table3. 5Table of functional distribution by teaching platform

Platform	Tencent Classroom	Dingtalk	Superstar Learning Pass	Enterprise WeChat	Rain Classroom	Tencent Conference
Teacher Live Streaming	Yes	Yes	Yes	Yes	Yes	Yes
Interactive Communication	Yes	Yes	Yes	Yes	Yes	Yes
Screen Sharing	Yes	Yes	Yes	—	Yes	Yes
Resource Upload	Yes	Yes	Yes	Yes	Yes	Yes
Check-in	Yes	Yes	Yes	Yes	Yes	—
Lesson Playback	Yes	Yes	Yes	—	Yes	—
Assignment Management	Yes	Yes	Yes	—	Yes	—

Quiz Feedback	Yes	--	Yes	--	Yes	--
Simulcast	--	Yes	--	Yes	--	Yes

The teaching materials are mainly based on dance teaching materials, supplemented by national high-quality online open courses and excellent teaching resources of the online platform. In terms of dance teaching materials, the Chinese Dancers Association examination dance Mongolian "Little Rider", Northeast Yangge "Picking Beans", Tibetan "On the Way to School" and Uygur "Ling Drum" as the main core teaching materials, at the same time, this study refers to "Principles and Methods of Dance Strength Training", "Chinese Ethnic Folk Dance Course", "Dance Movement Development and Choreography Technique Course", "Children's Dance Creation and Teaching Method" and other professional teaching materials, combined with the mastery and application needs of preschool education students, to lay a solid dance foundation. Appropriately reduce the difficulty and make the revised and designed teaching content more in line with the needs of professional development of preschool education; The national excellent online open course can also be called MOOC, which covers thousands of excellent online courses in various disciplines, and this study draws on suitable course content to be added to it in the blended teaching, such as "National Dance Technical Skills" of Minzu University of China, "Into the Art of Dance" of Capital Normal University, "Children's Dance Education" of East China Normal University, "Children's Dance Creation" of Changsha Normal University, etc., in order to enrich the fullness of teaching content. The excellent teaching resources of the online platform include excellent dance videos, online forums and lectures on major websites and apps, etc., and this study puts the collected high-quality resources into the expansion part of online teaching resources to expand students' knowledge horizons and learning scope.

(3) Teaching time design

The reasonable allocation of the proportion of dance hybrid online teaching and offline teaching time greatly affects the quality and effect of teaching. Means believes that 30%-79% of online teaching is blended teaching, less than 30% is called online assisted teaching, and more than 89% is called "online teaching"(Liu, Teng, & Zhang, 2020).

Therefore, in the time allocation of design of mixed teaching of dance classes, the proportion of online teaching is greater than or equal to 30% and less than or equal to 79%, and because the teaching design of this study is supplemented by "online teaching as a supplement, offline teaching is the mainstay", so the proportion of online teaching time should be less than the proportion of offline teaching, through consulting experts'

opinions on the proportion of teaching time allocation, this study formulates that online teaching accounts for 35% of the total teaching time, and offline teaching accounts for 65% of the total teaching time. Online teaching and offline teaching are interspersed.

The research target of this thesis is the 2021 students majoring in preschool education of Shandong Polytechnic University, and their teaching plan has 2 hours (1 hour 45 minutes, 90 minutes) of dance lessons per week, a total of 16 weeks, 32 hours. According to the proposed blended teaching time allocation, the ratio of online teaching to offline teaching time is about 1:1.9, and this study carried out the practice of mixed teaching of dance classes according to the proposed duration and tested the effectiveness of hybrid teaching by comparing the overall changes of students after 16 weeks.

(4) Instructional content design

The mixed teaching content of dance classes should be in line with the actual level and development needs of preschool education students in colleges and universities, and the curriculum should be designed with wide knowledge coverage, moderate difficulty and moderate difficulty, and meet the requirements of early childhood dance education.

First, in the classification of teaching content, it is mainly divided into two major sections: online teaching and offline teaching, of which online teaching is divided into two parts: "theoretical knowledge learning" and "dance basic practice", and offline teaching is divided into two parts: "comprehensive dance training" and "practical skill application".

The "theoretical knowledge learning" in online teaching mainly includes the dance cultural background, dance basic knowledge, dance appreciation and other contents of the four ethnic groups learned, combined with group cooperation, problem exploration and other teaching methods to enhance students' dance culture knowledge, enrich the basic knowledge of dance, and cultivate logical thinking and expression ability. "Basic Dance Practice" mainly includes dance single movement elements, practice phrases, basic skills basic training, etc., through online basic and segmented dance learning, improve students' independent learning ability, and lay a solid foundation for offline "comprehensive dance training". At the same time, the online teaching content can be the theoretical learning of pure dance culture knowledge, the practical learning of pure dance basic practice, or the comprehensive learning combining theory and practice, which breaks the inherent teaching method of dance theory learning that can only be carried out online. In the design of dance online teaching content in this study, this study mainly focuses on comprehensive learning combining theory and practice and integrates theoretical knowledge and physical practice into online dance teaching.

The "comprehensive dance training" part of offline teaching mainly includes basic technical training, ethnic dance style training, dance combination training, dance

rhythm training, etc., aiming to deeply train students' dance physical expression ability and professional quality, and better transform and apply online learning content to dance comprehensive training. The "Application of Practical Skills" part mainly includes dance simulation teaching, children's dance creation, dance rehearsal, etc., through the learning of the basic elements of various ethnic dances and the dance combination of the examination, so that students can try the practice of children's dance creation, dance teaching and rehearsal on the basis of mastering the essentials of national dance, improve their comprehensive application ability, and fully tap students' imagination and creativity. Offline teaching is mainly based on practical courses, integrating theoretical knowledge into practical learning, learning experience and summarizing theory through practice, so as to guide the development of subsequent practice, form a learning mode of "theory-practice-theory" circular development, and improve learning effect and application ability.



Figure 3. 1 Classification chart of blended teaching content of dance classes in preschool education in colleges and universities based on OMO model.

(5) Teaching activity design

Under the OMO model, the blended teaching activities of professional dance classes in college preschool education are mainly designed from three stages: "online pre-class preparation", "offline class teaching" and "'online + offline' after-class consolidation". Through blended teaching, it tries to change the main position of "teaching" and "learning", relies on the network information technology platform to create an online learning environment to expand students' learning channels and resources, so that teachers are no longer single knowledge transmitters, but become the builders of learning environments and guides of learning activities, break the inherent

form of traditional offline teaching, and integrate group inquiry, teamwork, innovative competition, ability display, simulation teaching and other forms to enrich students' learning methods.

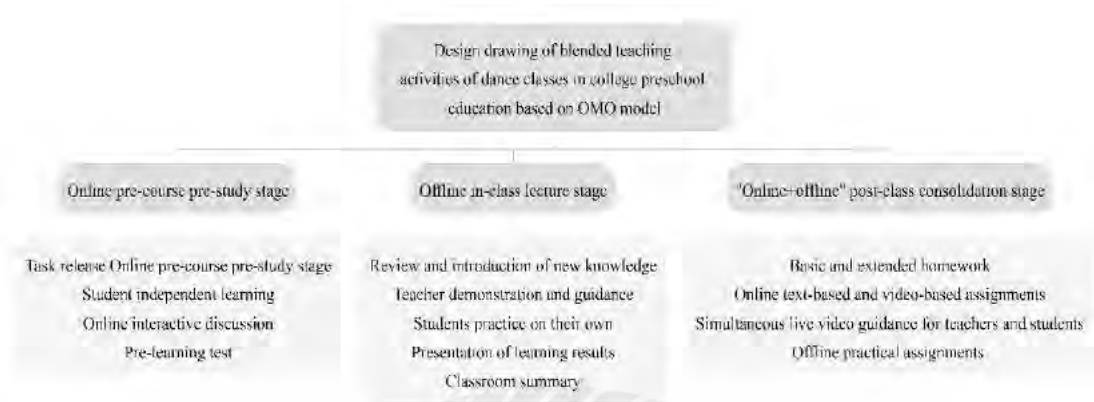


Figure 3. 2 Design drawing of blended teaching activities of dance classes in college preschool education based on OMO model.

(6) Teaching evaluation design

Teaching evaluation is an activity to judge the actual or potential value of the entire teaching process and results according to the set teaching objectives, which is simply the value evaluation activity of teachers' "teaching" and students' "learning". Teaching evaluation mainly includes diagnostic evaluation, process evaluation and final evaluation. Diagnostic evaluation refers to the quantitative evaluation of the readiness of the evaluation subject, learning ability, learning needs, etc. before the formal teaching activities, so as to design the teaching plan and content in a more targeted manner. Formative evaluation focuses on the periodic evaluation of all aspects of the teaching process, which can better observe the changes of students and teachers in the teaching process, so as to improve and improve the teaching process. The final evaluation is based on the final results under the teaching objectives and summarizes and evaluates the teaching effect and completion degree achieved by the evaluation subject.

In the hybrid teaching of dance courses in college preschool education under the OMO model, the design of teaching evaluation is more comprehensive, integrating diagnostic evaluation, process evaluation and final evaluation, so as to promote the diversification of evaluation methods, the diversification of evaluation subjects, and the comprehensiveness of evaluation content.

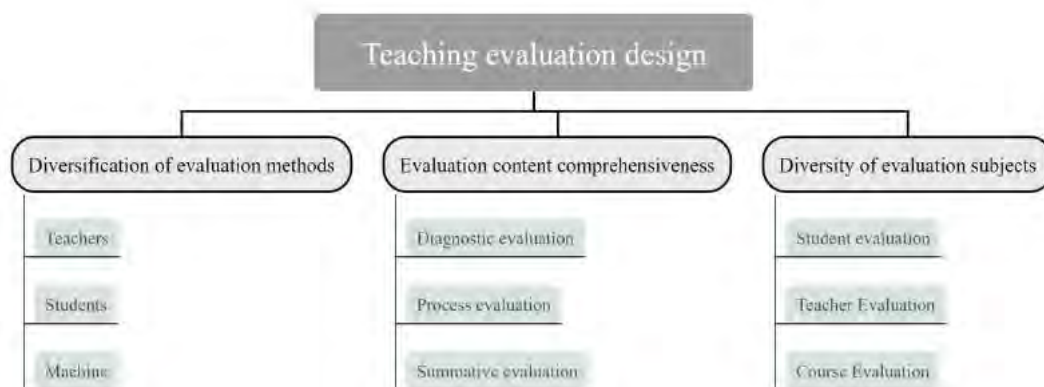


Figure 3. 3 Design of blended teaching evaluation of dance classes in college preschool education based on OMO model.

(7) Teaching practice case design:

① Teaching content

In this case study of the mixed teaching practice of dance courses in preschool education in colleges and universities, this study mainly takes the hybrid teaching of Mongolian dance "Little Rider" in the first week of the first unit of the above teaching content design as an example to specifically explain the teaching practice process. The main content of online teaching is Mongolian dance cultural background and style characteristics, rhythm types and basic Mongolian hand shapes and positions, and the main content of offline teaching is Mongolian dance movement elements and "Little Rider" dance theme movements and high-frequency modeling imitation exercises. Through the mixed teaching of this dance class, students can master the basic movement elements of Mongolian dance, as well as the theme movements and some dance shapes of "Little Rider", laying a good foundation for subsequent in-depth training. At the same time, in the teaching process, the forms of scenario introduction, teacher-student interaction, teamwork, and achievement display are used to enrich students' learning experience and promote the improvement of their comprehensive ability.

② Academic situation analysis

The learners in this study are 2021 preschool education students at Shandong Polytechnic University, who have established an independent cognitive model, are more flexible and agile, have strong expansion and transferability, can quickly accept new knowledge and summarize rules, have a certain level of information technology, and are proficient in using online teaching software for learning. However, there is not much understanding of the style and movement characteristics of the newly taught Mongolian dance, and the students with good dance foundation in the class account for a minority, and most students have a weak dance foundation, and deviations may occur in the process of independent preparation, which requires timely guidance and

correction by teachers in the teaching process.

③Teaching objectives

Knowledge and skill objectives: Through the online learning of Mongolian dance cultural background and characteristics, rhythm types, basic hand shapes and hand positions of dance, students can deepen their understanding of Mongolian dance and lay a good foundation for offline learning. Through offline learning of Mongolian dance movement elements and imitation training of movement forms in the dance "Little Rider", students can further master the basic elements and style characteristics of Mongolian dance and improve students' physical flexibility and coordination.

Process and Method Objectives: Through online and offline student perception, teacher questions, group spot checks and competitions, students-student mutual evaluation, teacher grading and other ways of stage learning, fully mobilize students' desire to explore and participate in the consciousness, subtly enhance students' interest in Mongolian dance, and cultivate their learning thinking and habits.

Emotional attitude and value goal: Through the mixed teaching of dance classes, enhance students' national awareness and cultural self-confidence, enhance dance appreciation ability, cultivate a good study style of diligence and hard work, exercise their thinking ability, and enable students to understand the charm of body language.

④Teaching is difficult

Teaching focus: master the basic hand shape, hand position and movement elements of the Mongolian people, and standardize the form of dance movements.

Teaching difficulties: the embodiment of Mongolian dance style and rhythm, dance expression.

⑤Teaching process

The first part is the pre-course preparation stage of the online class. Pre-class preparation is the basis for effective classroom teaching, and the specific teaching process design of the online pre-course preview stage and the teaching process design table of the online pre-class pre-study stage are detailed in Appendix 4.

The second part is the teaching stage in the offline class. Offline teaching is the core content of the entire teaching activity, through face-to-face teaching and guidance to enhance students' intuitive learning perception, improve physical flexibility and expression ability, the specific teaching process design table of the teaching stage in offline class is detailed in Appendix 5.

The third part, "online + offline" after-school consolidation stage. After-class consolidation is the last link of the teaching process, through the completion of different forms of homework, students can effectively check and fill in the gaps, consolidate the content learned, enhance the understanding and application of knowledge, of which the basic homework is the content that must be completed, and the extended homework is selected to complete according to the student's own level, giving appropriate bonus

points. At the same time, through the completion of students' homework, teachers can also grasp students' understanding of knowledge in a timely manner, so as to continuously optimize teaching content and methods, and the "online + offline" after-class consolidation teaching design table is detailed in Appendix 6.



Chapter 4 Finding

Based on the constructivism and behaviorism learning theory, combined with the teaching objectives of the dance class of preschool education majors in colleges and universities and the characteristics of blended teaching, this study adopted a mixed research method combining quantitative and qualitative methods to investigate and practice the blended dance teaching based on the OMO model on 128 students of preschool education majors of the class of 2021 in Shandong University of Engineering and Vocational Technology. After the 16-week practice of blended teaching of dance class based on OMO model, relevant data were collected using questionnaires, and the data were statistically analyzed using SPSS to find out:

4.1. students are willed and looking forward to accepting the blended teaching of dance class.

A comparative analysis of the pre-instructional and post-instructional questionnaires reveals that the number of those who are willing to try blended instruction in dance class has increased from 26.72% to 68.25%.

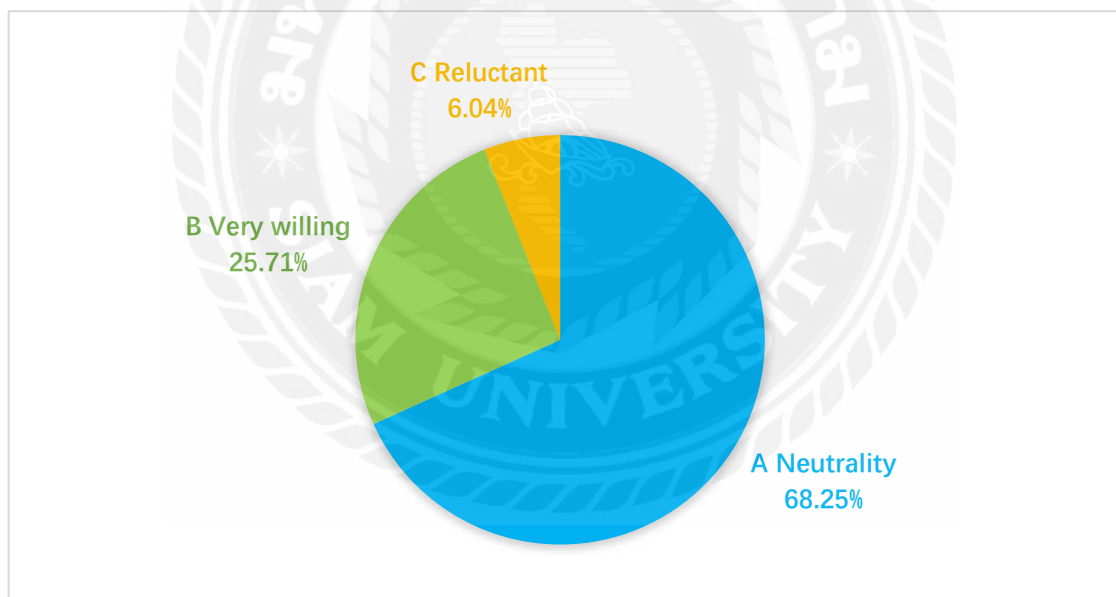


Figure 4. 1 Pre-survey results of students' willingness to carry out blended teaching of dance lessons.

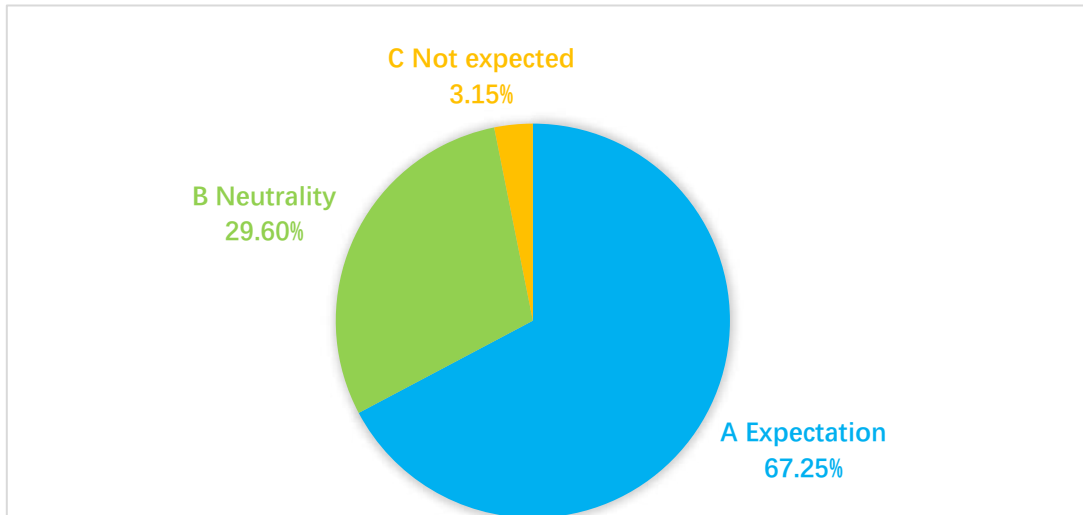


Figure 4. 2 Are students looking forward to the results of the post-survey results of blended dance lessons.

4.2 Students like and adapt to the blended teaching of dance class.

Through the questionnaire survey statistics, 93.65% of the students liked and adapted to the blended teaching of the dance class carried out in this semester and thought that the blended teaching had promoted their own learning.

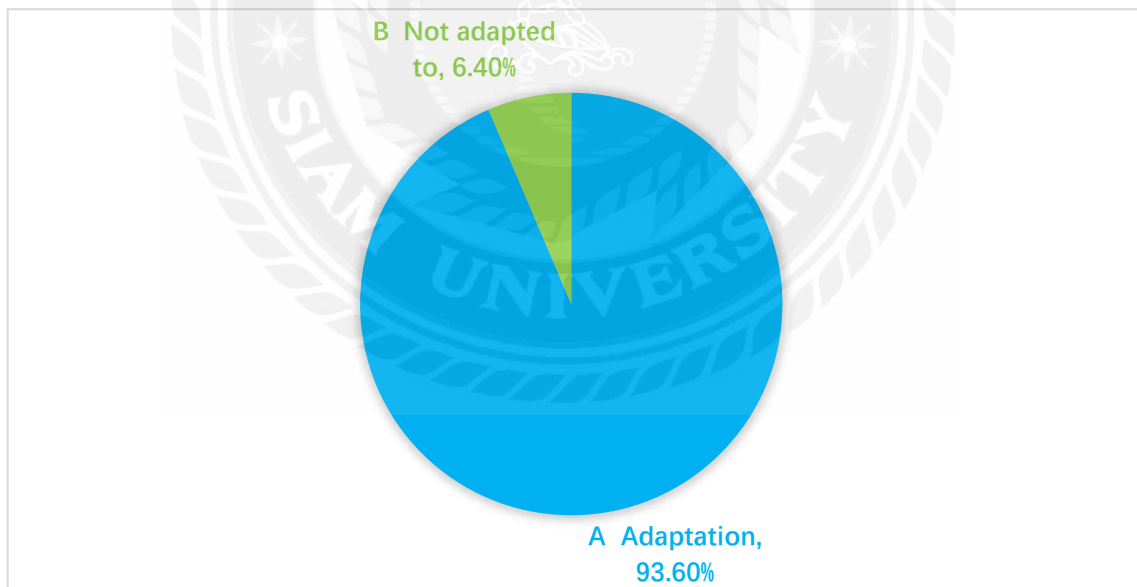


Figure 4. 3 Whether students are comfortable with the blended teaching of dance lessons.

4.3 The blended teaching of dance class has a contributing effect in improving independent learning ability, promoting creative thinking and research, enriching learning pathways, expanding knowledge, and enhancing learning efficiency and effectiveness.

In particular, it is effective in enhancing students' autonomy in learning. 92.6% of the students think that the blended teaching of dance class in this semester has greatly improved their learning initiative, and students are more willing to actively participate in the classroom activities.

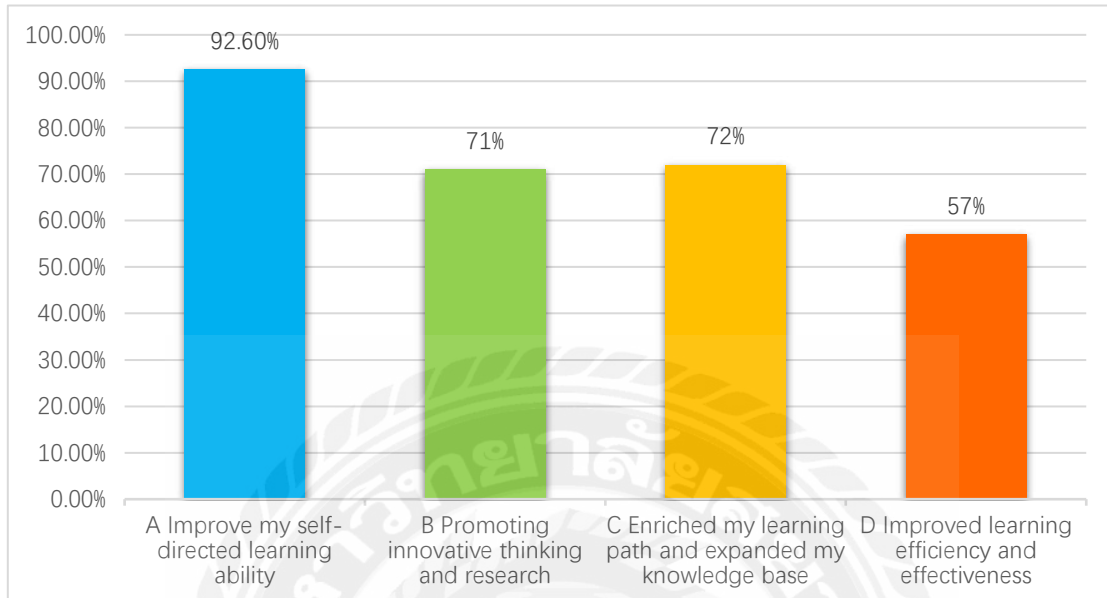


Figure 4. 4 The difference that blended dance lessons have made for students.

4.4 Students' personal ability and comprehensive level have been improved to a certain extent through the blended teaching of dance class.

The statistics show that 96.03% of the students believe that their personal and general abilities have been greatly or somewhat improved after receiving the blended teaching of dance lessons.

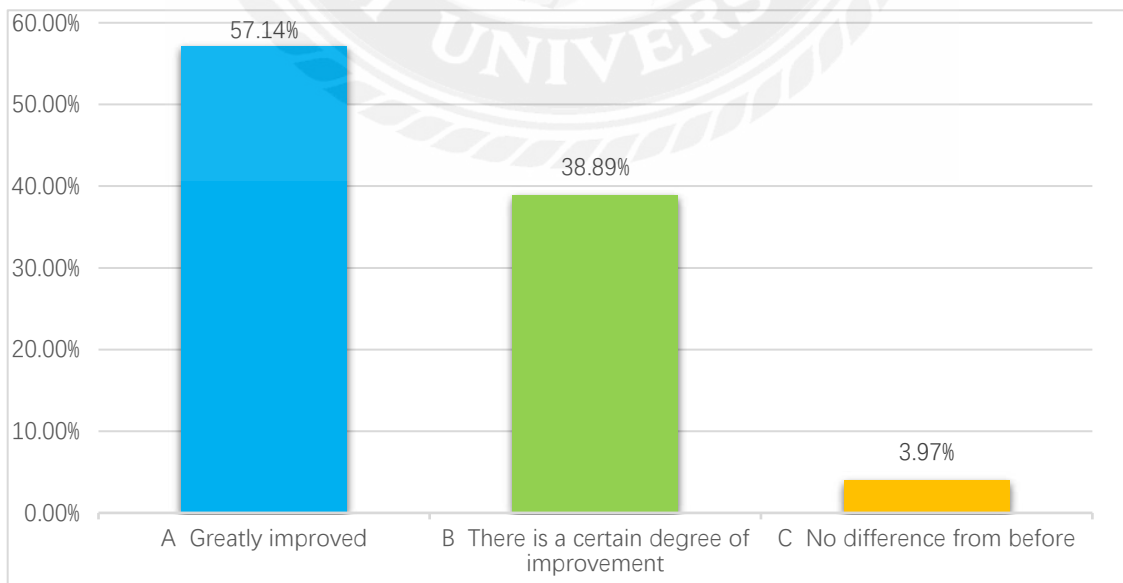


Figure 4. 5 The impact of blended dance teaching on students' individual ability and comprehensive level

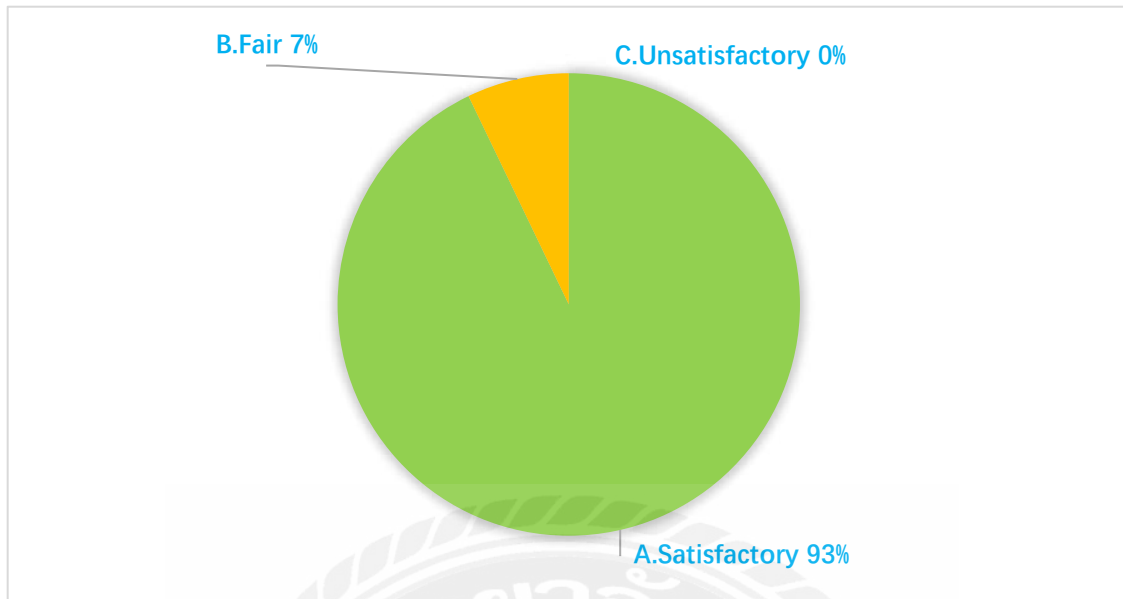


Figure 4. 6 After the blended teaching of dance lessons, students are satisfied with the teacher's blended teaching activities.

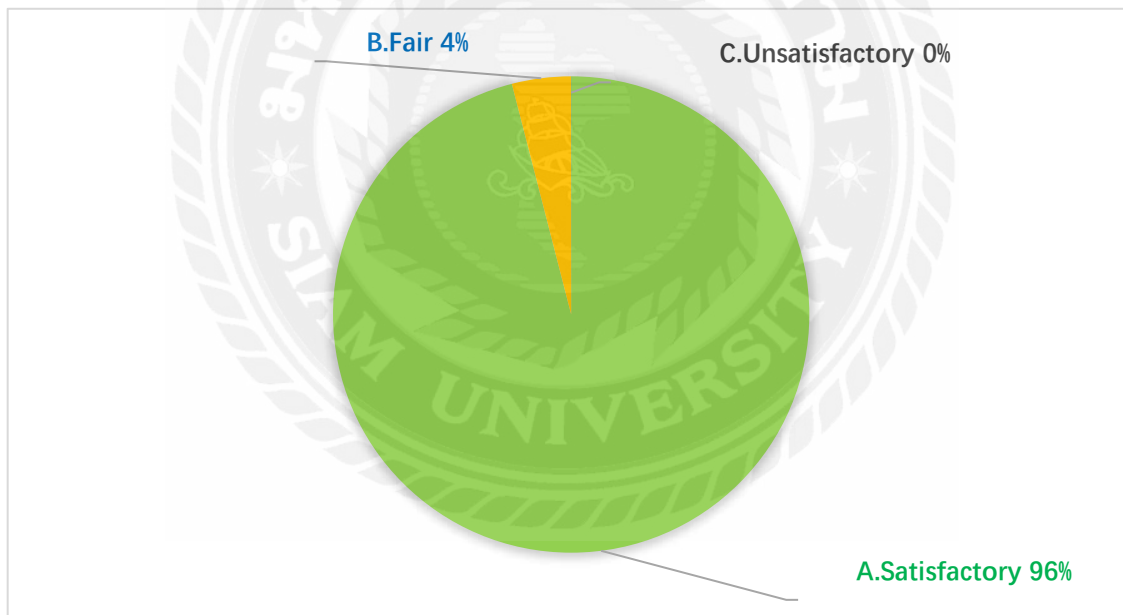


Figure 4. 7 After the blended teaching of dance lessons, students are satisfied with the dance evaluation method used by teachers in preschool education.

The data show that students' satisfaction with teachers' blended teaching activities and evaluation methods are above 95%, and the blended teaching of dance class based on OMO model for preschool education majors of Shandong University of Engineering and Vocational Technology carried out in this study is outstanding and operable, which can effectively feedback the students' difficult problems in the process of learning, and facilitate the teachers to solve them in a targeted and timely manner, and it has

significant results in improving the students' independent learning ability, innovation and inquiry, professionalism, and comprehensive expression, etc., and the learning effect of the students and the quality of teaching have been significantly improved.



Chapter 5 Conclusions and Recommendations

Based on constructivist and behaviorist learning theories and using a mixed research method combining quantitative and qualitative methods, this study investigated and practiced blended dance teaching based on the OMO model with 128 students in the preschool education major of the class of 2021 at Shandong University of Engineering and Vocational Technology. After 16 weeks of practice of blended teaching of dance class based on OMO model, relevant data were collected using questionnaires, and SPSS was used to conduct reliability and validity tests and statistical analysis of relevant data.

The following conclusions are drawn:

1. The internal mechanism and external conditions of applying the blended teaching mode based on OMO mode to the dance class of preschool education major in Shandong University of Engineering and Vocational Technology are more effective and operable.

2. The blended teaching based on OMO mode complements the advantages of offline face-to-face classroom teaching and online platform teaching, which has a more significant advantage for teaching students according to their aptitude and can effectively feedback the difficult problems in the learning process of the students, so that the teachers can solve the problems in a targeted and timely manner, and stimulate the interest of the students in exploratory learning.

3. The blended teaching based on OMO mode divides the course into three parts: online independent learning before class, physical teaching in class and online consolidation after class, which does not limit the learning to physical face-to-face lectures and makes up for the deficiencies of the offline face-to-face classroom teaching with online resources to improve the state and efficiency of students' learning.

The following recommendations are made:

1. As learners in the dance teaching environment of preschool education in colleges and universities, they should quickly adapt to the blended learning mode of network application in teaching, seize the opportunity to improve themselves, constantly change their learning concepts and methods, cultivate goal-oriented thinking, actively explore extracurricular knowledge, and promote the steady development of blended teaching of dance class in preschool education majors in colleges and universities based on the OMO model.

2. Teachers play a leading role in the blended teaching mode based on the OMO model. Teachers should correctly guide students to quickly integrate into the blended teaching environment as the leader, and they should also change the teaching mode from their own point of view and guide students to actively try new teaching modes, so as to realize the synchronous development of teachers and students. College teachers

also need to constantly self-examination, self-upgrading, not only should master the theory and skills of various disciplines, flexible use of diversified teaching methods, keep abreast of the times, and constantly improve the overall quality.

3. Educational managers should pay attention to the factors affecting the development of the model when managing the blended teaching activities based on the OMO model of the dance class of preschool education majors in colleges and universities, break the traditional teaching concepts, fully recognize the positive impact of technical support for educational strategies, etc., and further promote the process of reforming the informationization of dance education in preschool education in colleges and universities.

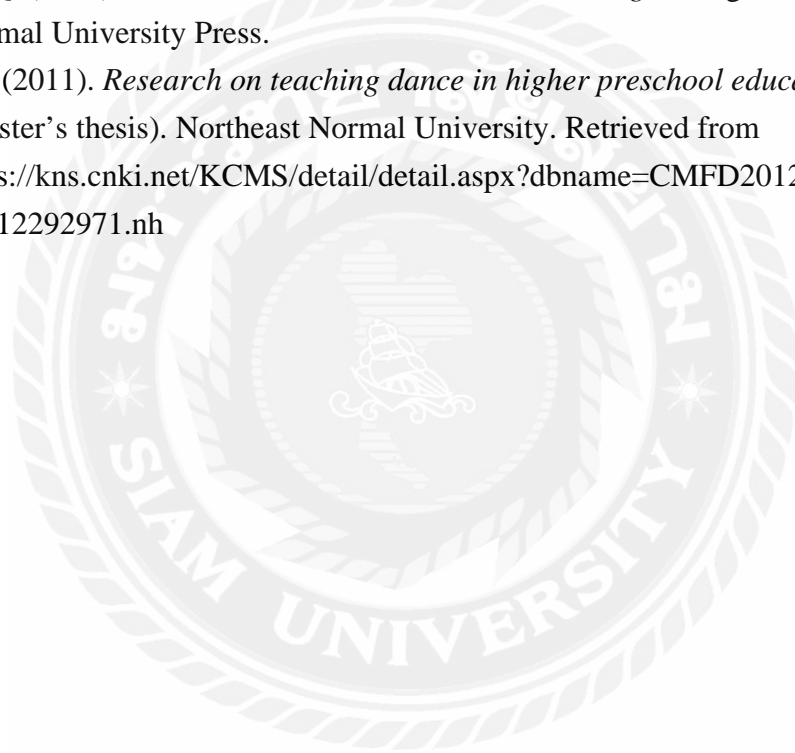


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Appendix

Appendix 1: Expert Interview Outline

Dear Experts:

Hello! Thank you very much for participating in this academic interview. I am a graduate student majoring in Educational Management. The theme of this interview is about "Research on Mixed Teaching of Dance Classes under the OMO Model of Preschool Education in Colleges and Universities", and the content of this interview is only for academic research, please answer the questions objectively and truthfully according to your views and opinions. Your interview suggestions are critical to the validity and accuracy of your research results. Thank you for your support and cooperation!

1. Interview subjects: teachers with rich teaching experience in dance classes, as well as experts and scholars with in-depth research on dance education and curriculum teaching design in school preschool education.

2. Purpose of the interview:

(1) Understand the feasibility of blended teaching of dance classes under the OMO model in the professional dance classes of preschool education.

(2) Understand the problems encountered in the introduction of dance classes in the hybrid teaching of dance classes under the OMO model, and the introduction of professional dance classes in preschool education.

(3) Listen to the suggestions of experts and scholars to build a reasonable and effective hybrid teaching design of dance classes under the dance OMO mode of preschool education.

3. Interview outline:

(1) Do you know about blended learning?

(2) What problems do you think exist in the teaching of dance in traditional preschool education?

(3) What advantages do you think the blended teaching mode of OMO mode has over the traditional teaching mode? And what are the shortcomings?

(4) What do you think is the difficulty of carrying out blended teaching under the OMO mode for dance classes in preschool education? And how to solve it?

(5) What do you think is the focus of building a blended teaching design under the preschool dance OMO model?

(6) What other suggestions do you have for constructing a blended teaching design under the OMO model of preschool education dance in this study?

**Appendix 2: "Questionnaire on Mixed Teaching of Dance Lessons"
and statistical results**

Serial number	Question	Answer	Number of votes	Proportion	Valid Number of votes
1	Are you a teacher or student?	A. Teachers	20	13.7%	146
		B. Students	126	86.3%	
2	Do you know about dance class blended teaching/learning?	A. Don't know	78	53.42%	146
		B. Probably know	64	43.84%	
		C. Know very well	4	2.74%	
3	Have you ever used or been exposed to a blended dance lesson?	A. No	124	84.93%	146
		B. Yes	22	15.07%	
4	Are you proficient in software or the web for e-learning?	A. Can	137	93.84%	146
		B. Can't	9	6.16%	
5	What is your attitude towards blended teaching/learning in dance lessons?	A. Very optimistic, this will be a major trend in the future development of dance education	117	80.14%	146
		B. Generally, I don't have much knowledge and opinion	27	18.49%	
		C. Not too optimistic	2	1.37%	
6	Would you like to try a dance class blended teaching/learning?	A. Neutral	103	70.54%	146
		B. Very willing	39	26.72%	
		C. Not willing	3	2.74%	
7	If you are engaged in a blended teaching/learning of dance lessons, which of the following are you interested in?	A. History of Dance	83	56.85%	146
		B. Specialized Dance Course	127	86.99%	
		C. Dance Appreciation	116	79.45%	
		D. Dance Academic Forum	73	50%	
8	What do you think are the advantages of blended teaching/learning in dance lessons?	A. Improve students' learning initiative and autonomy, and change "passive" to "active"	123	84.25%	146
		B. Improve the efficiency of teaching and learning	99	67.81%	
		C. Enrich the diversity of teaching/learning forms	117	80.14%	
		D. stimulate students' enthusiasm for learning and	104	71.23%	

		promote the cultivation of creative thinking and teamwork			
		E. Break the physical limitations of geography and time to expand the ways and scope of teaching/learning	97	66.44%	
		F. According to individual level, the knowledge learned can be repeatedly watched and paused	91	62.33%	
9	What do you think are the disadvantages of blended teaching/learning in dance lessons?	A. The network is unstable	126	86.3%	146
		B. With a certain degree of virtual nature	50	34.25%	
		C. less intuitive	68	46.58%	
		D. Weakly supervised	25	17.12%	
10	Which way of teaching/learning dance would you prefer to choose?	A. Blended teaching	53	36.3%	146
		B. Traditional offline classroom	93	63.7%	

Appendix 3: "Student Feedback Questionnaire after Mixed Teaching Practice of Dance Lessons" and statistical results

Serial number	Question	Answer	Number of votes	Proportion	Valid Number of votes
1	Did you like the blended dance lessons offered this semester?	A. like	118	93.65%	126
		B. Don't like	8	6.35%	
2	Are you comfortable with blended dance online and offline learning?	A. Adapt	118	93.65%	126
		B. Don't adapt	8	6.35%	
3	Did the blended dance lessons help you?	A. played a certain role in promoting	120	95.24%	126
		B. did not play a role	6	4.76%	
		C. play a hindering role	0	0%	
4	What do you think has helped you with a blended dance lesson?	A. improve my independent learning ability	116	92.06%	126

		B. Promote innovative thinking and research	90	71.43%	
		C. Enrich my learning path and expand my knowledge	91	72.22%	
		D. improve learning efficiency and learning effect	73	57.94%	
5	What do you think are the shortcomings of blended dance teaching?	A. Weak self-control, easily influenced by the entertainment function of the Internet	53	42.06%	126
		B. The network is unstable	96	76.19%	
		C. Weak face-to-face intuitive feeling teaching	59	46.83%	
		D. bias in the understanding of physical movements in the online learning process	49	38.89%	
6	Through the blended teaching of dance lessons, have your personal abilities and overall level improved?	A. get a lot of promotion	72	57.14%	126
		B. improved to some extent	49	38.89%	
		C. No difference compared with before	5	3.97%	
7	Do you prefer in-person dance learning or dance blended learning?	A. Dance class offline learning	56	44.44%	126
		B. Dance class blended learning	70	55.56%	
8	Do you expect to have blended teaching in dance classes in the future?	A. Expectation	86	68.25%	126
		B. Neutral attitude	38	30.16%	
		C. Not expecting	2	1.59%	
9	Are you satisfied with the teacher's teaching activities?	A. Satisfactory	117	92.86%	126
		B. Fair	9	7.14%	
		C. Dissatisfied	0	0%	
10	Are you satisfied with	A. Satisfied	121	96.03%	126

the way teachers evaluate dance lessons in preschool education?	B. General	5	3.97%
	C. Dissatisfied	0	0%

Appendix 4 Design Table of Teaching Process in the Pre-Course Stage of Online Course

Teaching Activities	Teacher Behavior	Student Behavior	Design Intent
Task Release	<ol style="list-style-type: none"> 1.Upload the Mongolian dance teaching materials (PPT, dance "Little Rider" video and music, dance appreciation "Little Sisters of the Grassland Heroes" video) to Super Star Learning Pass. 2. Post the pre-study task notice on the teaching platform 3 days before the offline class, and the independent pre-study time ends at 20:00 pm the day before the class. 	<ol style="list-style-type: none"> 1.Check the pre-study content in the notification bar of Super Star Learning Platform. 2.Make your own study plan. 	By posting pre-study tasks to make students clearer about what they are learning, it provides guidance for students to pre-study independently.
Student independent learning	<ol style="list-style-type: none"> 1.Check the statistics of students' pre-study completion and number of students and remind students who have not yet started their independent study to complete their pre-study tasks before the time cut-off point. 2.Take care of students' questions and feedback on independent pre-study in a timely manner. 	<ol style="list-style-type: none"> 1.Browse the lesson in detail and take notes. 2.Watch the dance video. 3.Summarize the problems in the pre-study process. 	Through independent study before class, students can develop good learning The students will develop good study habits and exercise their independent thinking and problem-solving skills through independent study before class.

<p>Online interactive discussion</p>	<p>1.Set up a discussion forum on "What is your favorite Mongolian dance?" The discussion will be open and interactive, and the students who speak actively and perform well will be praised.</p> <p>2.The topic of "How much do you know about Mongolian dance" was discussed in the discussion forum and the students were given prizes.</p> <p>3.Actively participated in the discussion of the topic posted by students.</p> <p>4.Reply to some students' private messages and communicate with them one-on-one.</p>	<p>1.Participate in the discussion forum, actively think, and speak.</p> <p>2.Post your thoughts or questions in the discussion forum.</p> <p>You can communicate with the instructor individually by private message.</p>	<p>Through online discussion, teachers can better understand students' concerns, stimulate students' interest in learning, and develop students' thinking.</p>
<p>Preview test</p>	<p>1. Design the pre-test questions and upload them to the homework section of the platform.</p> <p>2.Check the completion status of students' pre-study tests and make appropriate adjustments to the teaching content in the lecture phase of the class based on the results.</p>	<p>Actively complete the pre-study test questions within the specified time.</p>	<p>By setting test questions, improve students' mastery of knowledge, test the effect of students' pre-study, determine the teaching by learning, and point out the direction for the modification and improvement of the teaching content in the middle of the lesson.</p>

Appendix 5: Design table of teaching process in the teaching stage of offline classes

Teaching Activities	Teacher Behavior	Student Behavior	Design Intent
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<p>Review and introduce new knowledge</p>	<ol style="list-style-type: none"> 1. Take a head count and greet students and teachers with a dance salute. Lead the students to review the online pre-reading together and explain the main issues that came up during the pre-reading. 2. Play the representative music of Mongolian dance, let students imagine galloping in the Mongolian grassland, and introduce them to the learning of Mongolian dance through the music situation. 	<ol style="list-style-type: none"> 1. Thinking closely with the teacher and recalling the content of the online pre-reading with the teacher. 2. Listen to the music, feel the music style and imagine being in the grassland. 	<p>By reviewing what you have learned online, you can lay a good foundation for the rest of the class and use the scenario to introduce students to the class quickly.</p>
<p>Teacher demonstration and instruction</p>	<ol style="list-style-type: none"> 1. Sample check students' learning Mongolian basic hand shapes and hand positions and explain them carefully again. 2. Focus on demonstrating and explaining the elements of Mongolian movements such as wrist lift, hard shoulder, soft shoulder, soft arm and horse stance in place, so as to build up the foundation of the dance and guide the students' movements during the explanation. 3. Teach the high frequency and thematic movements in the Mongolian dance "Little Rider", such as "whip and horse style", "whip and horse style", "chest and horse style", etc., stepping the teacher slows down the action route, explains in detail, demonstrates from multiple angles, and students practice imitation. 4. train students' facial expressions 	<ol style="list-style-type: none"> 1. listen carefully to the lecture, imitate the teacher's movements, observe the body form through the mirror, adjust and correct in time. 2. Incorporate facial expressions and emotional expressions when completing the dance movements. 3. Learn the teacher's way and method of explaining the movements and try to teach imitation training in group practice. 	<p>Through the learning of dance movement elements as well as thematic movements, enhance students' body coordination and flexibility, improve students' body expression, and dance performance ability, and lay a solid foundation for subsequent learning.</p>

	and dance expressions in the dance process.		
Students work independently Practice	<p>1. Let students carry out independent practice within the specified time through individual practice and group practice.</p> <p>2. The teacher makes rounds during the students' practice. The teacher will provide one-on-one guidance and correction for different students' problems.</p>	<p>1. To strengthen the training on their own difficulties in the process of practice.</p> <p>2. To correct each other's mistakes through group work.</p>	<p>Students' self-digestion and teamwork skills can be cultivated in the process of independent practice, and students' teaching and organizational skills can also be exercised through student guidance.</p>
Presentation of learning results	<p>Students select high-frequency shapes or thematic movements from the dance "Little Rider" and compete and demonstrate them individually or in small groups. The teacher and other students will comment and score them, and the better individual or group will be awarded extra points by comparing the movement reproduction, movement beauty, dance expression and movement difficulty.</p>	<p>To show the content learned in the form of individual or group.</p>	<p>Through individual and group competitions, students can improve their participation and enthusiasm in class and create opportunities for them to show themselves and express themselves. At the same time, it can also test the students' mastery of knowledge.</p>

Teacher and student class summary	The teacher summarizes and comments on the teaching contents, important and difficult points and students' performance in class, and assigns homework for the class. Select different students to make self-assessment and other assessment on their learning experience and performance in this lesson.	Listen to the teacher's summary and self-reflection, organize the problems that are likely to occur during the practice, and communicate with the teacher and classmates in time.	Through class summaries and teacher-student comments, students will have a deeper impression of the whole lesson and develop their problem-solving and self-reflection skills.
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Appendix 6: "Online + Offline" After-class Consolidation Teaching

Design Table

Teaching Activities	Teacher Behavior	Student Behavior	Design Intent
Online Consolidation	<p>1. Teachers post text-based and video-based assignments on the online teaching platform in a timely manner and set a time for completion.</p> <p>Basic Assignment 1: Think about how you would introduce content to students if you were teaching Mongolian dance to young children. (Open-ended short answer question)</p> <p>Basic Assignment 2: Upload photos of the stepping hands in front of the chest in the horse stance, the whip in the horse stance, and the whip in the horse stance to the discussion forum.</p> <p>Extension Assignment 1: Try to learn the movements of the dance "Little Rider" with 8 eight beats independently and upload the video.</p> <p>2. Teacher will grade and comment on students' class performance and homework results on the online teaching platform.</p>	<p>1. Complete the homework assigned by the teacher in a timely manner.</p> <p>2. Summarize problems that arise in the process of completing assignments and communicate with teachers and classmates in a timely manner through the SuperStar Learning Platform.</p> <p>3. Actively seek advice from teachers when they open Tencent Conference</p>	<p>By assigning text-based, video-based and practical exercises, we enhance and consolidate what students have learned and improve their physical expression and logical thinking skills. At the same time, we observe the students' practice effects and the easy points of movement after class and open the video synchronization tutorials to teach and train students according to their</p>

	<p>3. Teacher opens a synchronous live broadcast for students and teachers on the Tencent conference platform for the main problems that arise and conducts targeted coaching to improve students' mastery of movements and knowledge.</p>	<p>synchronous video tutoring for teachers and students in order to continuously improve their own professional abilities.</p>	<p>individual differences. Record students' classroom performance and homework completion after class to form a process evaluation.</p>
<p>Off-line consolidation</p>	<p>Teachers assign offline practice class assignments.</p> <p>Basic Assignment 1: Practice the high-frequency modeling and thematic movements of the dance "Little Rider" in small groups, correct each other's mistakes, record the practice time, problems and effects of the practice, and submit the records to the teacher.</p> <p>Extending Assignment 1: In small groups, choose 8 eight-beat movements of the dance "Little Rider" by themselves and exchange them between students and students to practice the "you teach me" simulation.</p> <p>Extension Assignment 2: Try to create four eight-beat Mongolian dance movements based on what you have learned.</p>	<p>4. Try to conduct deeper thinking and inquiry.</p>	<p>Summarize the problems that occurred during the teaching process, and continuously reflect and improve the teaching design.</p>