



**STUDY ON THE LEARNING EFFECTS OF CONSTRUCTIVISM  
ON MIXED DANCE- TAKE QUANZHOU VOCATIONAL AND  
TECHNICAL UNIVERSITY 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  
SIAM UNIVERSITY  
2023**




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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 learning effects of constructivism on mixed dance: Take Quanzhou Vocational and Technical University as an example  
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.....14 / Nov...../.....2023.....

## ABSTRACT

To implement the action plan of Education Informatization 2.0, promote the curriculum innovation and reform of the "Internet Plus education" course of the dance discipline, and realize the high-quality training of dance talents based on constructivism theory, took Quanzhou Vocational and Technical University as an example, this paper puts forward two research objectives: 1) To analyze the current learning situation of students in mixed dance courses in Quanzhou Vocational and Technical University; 2) To explores the learning effect of constructivism on mixed dance in Quanzhou Vocational and Technical University, and puts forward the feasibility strategy of mixed dance course.

This paper mainly adopted the quantitative research method, with the guidance of constructivism theory, and distributed 250 questionnaires to the dance major students of Quanzhou Vocational and Technical University, focused on the current situation of mixed dance courses. This paper found that:1) Most students can master theory and technology through mixed dance courses; understand and reflect on new knowledge after class; reflect on their periodic learning regularly, correctly tell the essentials of technical actions and show them; teach others the existing knowledge, and have a new understanding of the original knowledg. At the same time, in the process of learning there is still a small part of students who lack learning interest learning motivation; 2) Based on the constructivist views of student learning and cognition, students' knowledge systems and logical frameworks are developed. The mixed dance course of constructivism has shown promising results in terms of learning outcomes. Students utilize the learning style of mixed dance courses to enhance their interest in learning, expand their knowledge, and improve their ability to explore independently cooperate, and communicate effectively. By combining constructivism theory and the advantages of mixed courses, can helps to improve students' autonomous learning ability, advance their technical level, foster self-study ability, reflection exploration spirit, and kinesthetic aesthetic ability, resulting in a positive impact.

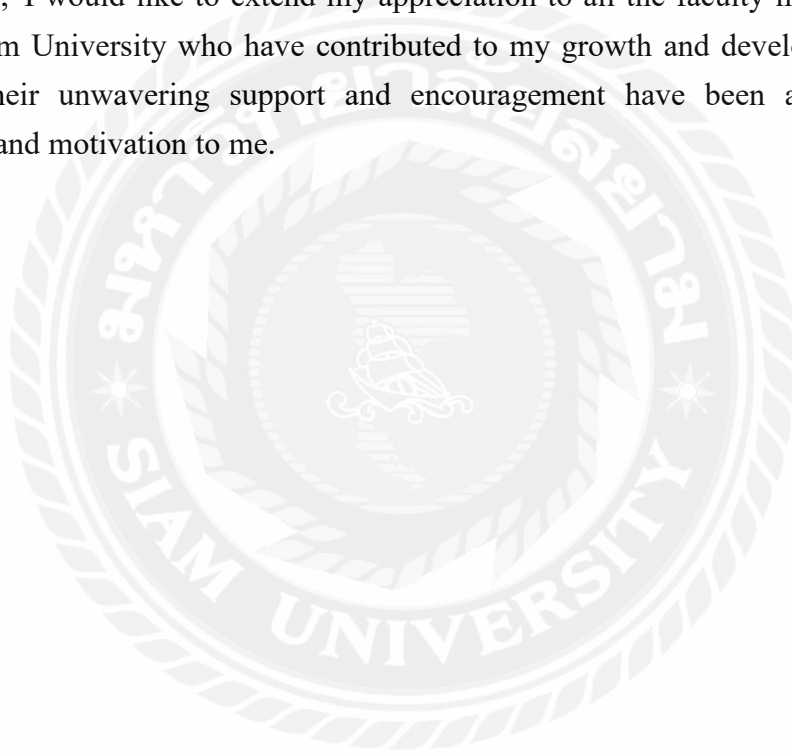
**Keywords:** dance, constructivism, mixed teaching

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, the Dean of the Graduate School, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a scholar. Their unwavering support and encouragement have been a source of inspiration and motivation to me.



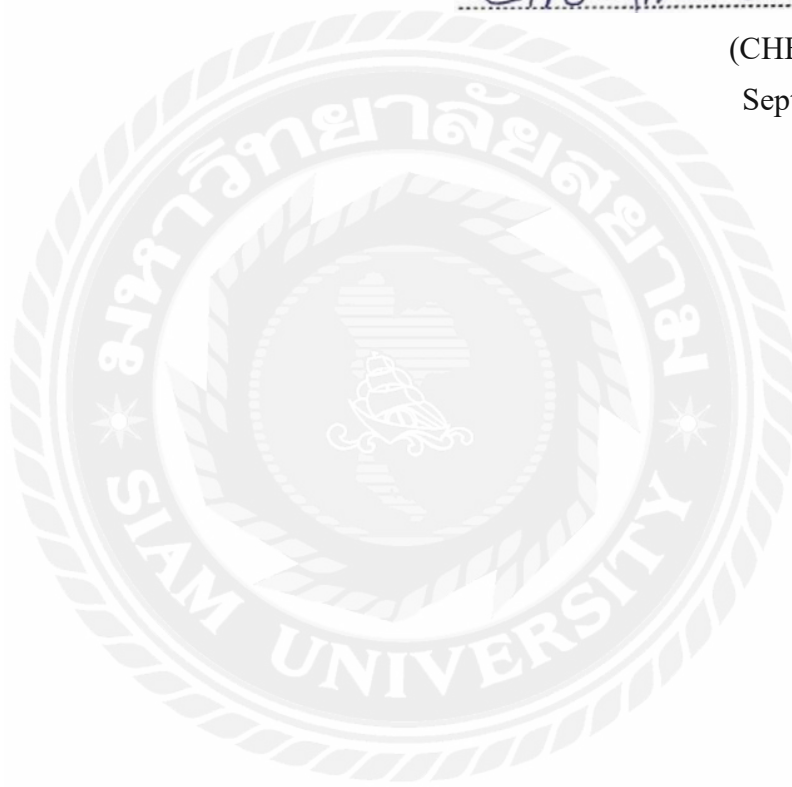
## DECLARATION

*I, Chen Linxin, hereby certify that the work embodied in this independent study entitled “Study On The Learning Effects of Constructivism on Mixed Dance: Take Quanzhou Vocational and Technical University as an Example” is the result of original research and has not been submitted for a higher degree to any other university or institution.*

*Lin Xin chen*

(CHEN LINXIN)

Sept 21, 2023



# CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENT .....	II
DECLARATION.....	III
TABLE CONTENTS .....	VI
FIGURE CONTENTS .....	VII
Chapter 1 Introduction .....	1
1.1 Research Background .....	1
1.2 Research Problem .....	2
1.3 Study of Objectives.....	4
1.4 Study of Scope .....	4
1.5 Study Significance .....	4
1.5.1 Theoretical Significance .....	4
1.5.2 Practical Significance.....	5
Chapter 2 Literature Review .....	6
2.1 Introduction.....	6
2.2 Literature Review.....	6
2.2.1 Dance .....	6
2.2.2 Mixed teaching.....	6
2.3 Related Theories .....	7
2.3.1 Constructivism theories .....	7
2.3.2 Learning effects in constructivism.....	11
2.4 Related Studies.....	12
2.5 Theoretical Framework .....	14
Chapter 3 Research Methodology.....	14
3.1 Introduction.....	14
3.2 Research Design.....	15
3.3 Sampling and sample size .....	16
3.4 Data Collection .....	16
3.5 Data Analysis .....	16
3.6 Reliability and validity test.....	17
Chapter 4 Research Findings .....	20
4.1 Introduction.....	20

4.2 Basic Situation Analysis .....	20
4.3 Status quo analysis of students' learning achievements.....	20
4.4 Analysis of the status quo of students 'teachers' teaching Level.....	25
4.5 Analysis of Classroom Atmosphere Status Quo .....	27
Chapter 5 Conclusion and Recommendation.....	30
5.1 Conclusion .....	30
5.1.1 Status quo of Mixed Dance courses at Quanzhou Vocational and Technical University .....	30
5.1.1.1 Status of Learning.....	30
5.1.1.2 Status of teaching level .....	30
5.1.2 Implementation countermeasures of hybrid dance course in Quanzhou Vocational and Technical University .....	31
5.2 Recommendation .....	31
5.2.1 Study outlook.....	32
5.2.2 Recommendations for Future Investigators .....	32
References.....	34
Appendix.....	37

## TABLE CONTENTS

Table 3.1 Dimonnof dimensions.....	15
Table 3.2 Statistical Table of Questionnaire Distribution and Recovery .....	16
Table 3.3 Questionnaire reliability statistics scale .....	17
Table 3.4 Questionnaire validity statistics scale.....	17
Table 3.5 Common degree test: Common factor variance .....	17
Table 3.6 Interpretation of the total variance.....	18
Table 4.1 Statistical table of student grades .....	20
Table 4.2 Statistical table of student sex ratio .....	20
Table 4.3 Students master the theoretical and technical statistical table.....	21
Table 4.4 Students' sense of achievement in study.....	21
Table 4.5 Students' understanding and thinking about new knowledge.....	22
Table 4.6 Students will reflect on the statistical table after learning.....	22
Table 4.7 Students can thoroughly understand the knowledg.....	23
Table 4.8 Statistical tables for applying what the students have learned .....	23
Table 4.9 Students have a new understanding of the old knowledge.....	24
Table 4.10 Teacher evaluate feedback on learning effects .....	25
Table 4.11 The online platform is fully functional.....	25
Table 4.12 Online courses to improve learning efficiency.....	26
Table 4.13 Monitor the learning situation in real time .....	26
Table 4.14 Students Active Group Discussions .....	27
Table 4.15 Student group reporting, collaboration, and sharing .....	28
Table 4.16 Recognition by students or teachers and classmates .....	28
Table 4.17 Students receive criticism or praise from the teacher.....	29



## FIGURE CONTENTS

Figure2.1 The study Framework ..... 14



# Chapter 1 Introduction

## 1.1 Research Background

The Ministry of Education's "Standard for Teaching Quality of Undergraduate Courses in Ordinary Higher Education Institutions" highlights the importance of body expression in dance classes. The national teaching quality standards aim to develop students' thinking, physical, communication, teaching, and creative abilities. Additionally, multiple evaluation mechanisms are established for this purpose (Liu, 2018). In 2020, the Ministry of Education vigorously promoted an online hybrid teaching proposal since the outbreak of the new crown online teaching organization and management safety and further results, analyzing the outbreak, the bottlenecks, and challenges in the process of teaching and class, exploring more appropriate teaching methods, promote teaching concept reform, make "knowledge, ability training and value shaping" trinity education mechanism, put forward our education front: to use the information technology platform and resources construction, optimize the education management, improve the quality of teaching (Gen, 2021). All kinds of courses in colleges and universities are required to effectively combine the implementation of education informatization, adhere to the deep integration of information technology and education and teaching, and further promote the reform and innovation of mobile "Internet Puls education" classrooms. The "short video era" has expanded the depth and breadth of cultural production, communication, and communication (Zhao, 2021). A large amount of fragmented and popular knowledge has been disseminated, and the cultural knowledge of dance and art is no exception. The resource learning environment of dance students has become diverse and complex, with wide knowledge sources, fragmented information, and false information difficult to choose and judge. In 2021, the Ministry of Education will promote the construction of a high-quality education support system, realize the joint construction and sharing of educational resources, and accelerate the construction of educational informatization and educational strong country in the 14th Five-year Plan of education informatization (Wang, 2021). In this background, a large number of open education resources to learners, but at the same time a large number of repetitive, and cannot accurately position their aptitude (Jiang, 2015), massive passive resources let original body art expression ability strong dance major students in the choice of knowledge and resources is difficult, need strong logical thinking system to improve the students' thinking structure and divergent ability, to achieve better artistic expression.

Constructivism the core idea of "student-centered" pays attention to the students' understanding of knowledge and deep, using the creation of the situation to let students' knowledge has many active absorption, and is no longer a single external objective indoctrination teaching, using situation important setting, mind mapping tools, group communication complete knowledge meaning construction, help dance

students build, memory and application of knowledge, technology and text arguments, brain use, improve the cognitive development, innovative thinking, dance professional students to better internalize dance professional knowledge to artistic expression.

In this context, the mixed teaching of dance courses based on constructivism is more conducive to the comprehensive development of the quality, ability, and knowledge of the students majoring in dance science.

Nowadays, most of the teaching methods of the dance discipline still only rely on the teaching concept and teaching methods of "teachers' words and deeds" and "students practice repeatedly" for the classroom teaching of professional students, This teaching method emphasizes the teacher's dance teaching, presentation process, The course is centered on the teacher's explanation and the dance work practice, Students' passive imitation, Practice repeatedly to achieve self-experience and acceptance, It is not conducive to the modern educational view of students' mastery of advanced knowledge and the standards of cultivating innovative talents, So we must change this teaching method that relies only on "teachers' words and deeds" and "students practice repeatedly." Construction can fully mobilize the role of students' cognitive subjects and can pay attention to the teaching guidance function of teachers.

On this basis, the author's study on the learning effect of mixed dance based on constructivism is conducive to the learning content, learning, and methods of the environment of The Times, to realize the high-quality development of dance professionals.

## **1.2 Research Problem**

Chen (2021) As a part of China's career-oriented higher education system, higher vocational college education is unique. However, there is no research available on mixed dance courses in higher vocational colleges abroad.

The author searched with the keyword "mixed dance in higher vocational colleges" on the CNKI, and there were only 4 academic journals, without consulting the relevant dissertations and conference literature materials. Jia Lu (2021) In the article "Application and Practice of Mixed Teaching of Dance Classroom in Preschool Vocational Education", the mixed teaching practice of preschool dance in higher vocational colleges is carried out through the role exchange of teachers and students, online and offline learning methods and the combination of in-class and extracurricular teaching levels; Liu Yan (2021) In the article "Research on the Innovation Strategy of Dance Teaching Mode in Higher Vocational Colleges under the Background of" Internet Plus ", by analyzing the current situation and shortcomings of preschool education dance teaching in higher vocational colleges, Then, the mixed teaching mode of higher vocational dance is designed from the perspectives of

enriching teaching content, innovating teaching mode, improving students' learning mode and innovating evaluation mode. Li Li Zhen (2019) In the article "Design and Implementation of Vocational Dance Flipped Classroom under the Background of MOOCs", the teaching design of vocational preschool education, Tries to build a mixed online and offline teaching mode; Zhang Yin Yan (2017) in the perspective of "Internet Plus" dance hybrid teaching mode exploration and thinking " from the teacher leading and students mix, online, offline, class and extracurricular mix, process and results mixed four aspects of the Internet Plus preschool education in higher vocational colleges professional dance hybrid teaching mode to explore.

From the analysis of the existing studies. The research of mixed dance courses in the field of dance subject mainly focuses on the macro theoretical guidance level and the exploration stage of mixed teaching application, At present, most scholars are still online courses learning with offline "teaching by words and deeds", From the study of dance content teaching, the difficulty of dance content is not reflected. The integration degree of dance technology courses for mixed teaching is still relatively slow, Numerous reforms began only after 2019, And for a long time guidance on how the course should conduct mixed teaching, Lack of case practice for mixed instructional design, Most hybrid teaching practices are still in the application stage, There is no obvious distinction between students' dance teaching before mixed teaching and the key and difficult points and dance teaching after mixed teaching (Chen, 2021). However, certainly, the emergence of hybrid teaching has also updated the eternal position of traditional teaching mode in dance technology courses. The author also believes that the combination of dance discipline and hybrid teaching will give a new change to today's dance classroom design and dance works.

The research on mixed teaching of dance courses in higher vocational colleges is still in the preliminary exploration stage, and the existing theoretical and practical achievements are relatively weak. Most dance teachers in higher vocational colleges are still in a wait-and-see or preliminary attempt for mixed teaching. As a result, the pace of the reform and development of dance teaching in higher vocational preschool education is relatively slow, and the depth of curriculum design practical application, and the innovation of teaching mode and theoretical exploration need to be improved and explored (Zhang, 2021).

Therefore, this study takes Quanzhou Vocational and Technical University as the research object to understand the existing implementation of hybrid dance courses in Quanzhou Vocational and Technical University, explore the learning effect through the theoretical study of constructivism, and propose specific countermeasures to provide reference for the development of hybrid dance courses in higher vocational colleges.

### **1.3 Study of Objectives**

From the two aspects of theory and practice: to carry out the research of dance course around the two core concepts of "constructivism" and "mixed teaching", and to expect to achieve the following research purposes according to the content discussed above.

1) To fully grasp the current learning situation of the students in the mixed dance courses of Quanzhou Vocational and Technical University.

2) To explore the learning effect of constructivism on hybrid dance in Quanzhou Vocational and Technical University, and put forward the feasible strategy for a hybrid dance course.

### **1.4 Study of Scope**

This paper studies the current situation and countermeasures of mixed dance courses around the constructivism theory. In China we journal papers, China we master thesis, China higher education, and other well-known thesis website retrieval, searched "constructivism hybrid dance course status", "hybrid dance in higher vocational colleges", "dance course" and the related content of the literature more than 50 articles provide a theoretical basis for the study of this paper. A questionnaire survey was conducted in Quanzhou Vocational and Technical University as a sample. The questionnaire survey is divided into two stages, the first stage is a pre-survey and the second stage is a formal survey. The pre-survey was conducted from March 15 to March 25, 2023. The official investigation will be conducted from March 30 to April 20, 2023.

### **1.5 Study Significance**

#### **1.5.1 Theoretical Significance**

This paper has certain academic theoretical value for the theoretical construction of the mixed dance field. At present, the number of research on the learning effect of mixed dance based on constructivism is relatively few in the field of mixed dance courses in higher vocational colleges. This paper puts forward an innovative research idea and research direction in the field of dance discipline.

Constructivism emphasizes the importance of individual interest and active participation in learning. Hybrid dance is characterized by innovation and diversity, which can stimulate learners' interest and curiosity, increase their active participation

in dance learning, and improve their motivation and investment in learning (Cao, 2004). Through the theoretical perspective of constructivism, the author studies the online and offline mixed courses of the dance courses and forms the theoretical research basis, which makes a theoretical reference for the reform of the mixed dance curriculum in higher vocational colleges.

### **1.5.2 Practical Significance**

This paper has a guiding value in the field of dance and puts forward some forward-looking, targeted, feasible, directional, and operable opinions and suggestions for the dance courses in higher vocational colleges, which has a strong practical value for the mixed dance courses to improve students' learning effect.

Through the study of dance course mixed learning, form the feasibility of hybrid dance course strategy, with constructivism theory of hybrid dance course, the breakthrough point, the hybrid dance course can improve the learning effect of students theory reference, to adopt traditional, single line or single offline teachers provide case practice reference. To improve the self-regulated learning awareness, learning interest, and participation of dance course students to promote dance courses and optimize their development (Jin, 2008).

## **Chapter 2 Literature Review**

### **2.1 Introduction**

This paper uses constructivism theory as the basis of theoretical research and tries to flexibly apply constructivism theory to the mixed dance course in higher vocational colleges.

### **2.2 Literature Review**

#### **2.2.1 Dance**

Dance major is an essential major for the research, teaching, and dissemination of dance art through professional learning. The major of dance science needs to cultivate interdisciplinary talents with basic knowledge, research ability, and practical experience in dance science, mainly engaged in dance science research and criticism, or dance-related education, management, planning, stage literature creation, and other work. The compound requirement of talents is also the requirement of the core curriculum objectives, which need to be achieved through the teaching content, teaching process, teaching objectives, and teaching methods of the course (Li,2011) .

#### **2.2.2 Mixed teaching**

Mixed Learning The concept was born in the 1960s. Since the 21st century, E-Learning has become the norm under the background of the rapid development of Internet technology. Based on exploring network learning and education experience, the education community has put forward the concept of hybrid teaching.

In China, hybrid learning was first proposed by Professor He Kekang in 2004. He believed that hybrid learning should combine traditional learning methods with the advantages of networked learning, not only giving play to the leading role of teachers in guiding, inspiring, and controlling the teaching process, but also reflecting the initiative, enthusiasm, and creativity of students as the subjects of learning. Only by effectively combining traditional learning with network information learning and complementing their respective advantages, can the best learning effect be obtained (He, 1998). At the same time, Professor He believes that "mixed learning" can also be understood as "mixed teaching". In the process of mixed teaching, the students' subjectivity and subjectivity get great attention, the perspective students accept mixed learning this learning way, and the teacher's point of view is mixed teaching the teaching method, so the author also thinks that "mixed learning" and "mixed teaching"

in connotation and essentially has many similarities, the difference lies in the research perspective is teachers or students as the main body (Zhao, 2014).

Guan En Jing (2015) professor the meaning of hybrid teaching as online teaching and face-to-face teaching organic integration, to the center of modern teaching mode, but it is more only a single pure mix, but gives full play to and use of both advantages, combined with the teaching situation and learning analysis, flexible use of online teaching and face-to-face teaching methods, rich classroom teaching structure and teaching form, promote the change and development of traditional teaching.

In 2002, scholar Driscoll made a comprehensive discussion on hybrid teaching, suggesting that the learning process can be " a combination of Web-based technologies to achieve a teaching goal. Hybrid teaching is a combination of various teaching methods, teaching techniques, and specific tasks, to jointly achieve the most ideal teaching effect. (Yu, 2023).

Bonk, a professor at the University of Indiana said in an interview with the China audio-visual education magazine: hybrid teaching is a professional concept in the field of education, the hybrid teaching defined in face-to-face teaching and online learning such a scope is appropriate, and put forward the education workers should focus on how to use hybrid teaching to make it more effective (Li, 2020).

Since the emergence of the word mixed teaching, there have been different perspectives and views on the definition of its concept. Due to the different research backgrounds and methods of domestic and foreign scholars, and its relatively broad connotation, there is no unified and fixed specific definition of mixed teaching. However, through literature review and summary, the concept of hybrid teaching can be divided into two kinds: broad concept and narrow concept. In a broad sense, hybrid teaching refers to the personalized, differentiated, and modern teaching mode with the integration of the advantages of digital, information, and network teaching, and the use of various teaching concepts, teaching media, and learning concepts. In a narrow sense, hybrid teaching is a combination of face-to-face teaching and online teaching, which refers to the teachers 'teaching environment or students' learning space including both online and offline parts (Sun & Liu, 2022).

## **2.3 Related Theories**

### **2.3.1 Constructivism theories**

In the 1960s, the famous Swiss psychologist Piaget proposed the constructivist learning theory, which was developed based on cognitive learning theory, and later, the current constructivist learning theory was formed through Vygotsky's theory of



psychological development and Bruner's cognitive learning theory. Constructivism believes that learning is a change of cognitive structure, learning is a circular process of self-organization determined by structure, learning is a process in which individuals actively construct their knowledge, learning is carried out based on previous experience, and mistakes and failures are of great significance in the learning process (Zhang, 2005).

The basic viewpoint of constructivism theory is mainly reflected in six levels: knowledge view, learning view, student view, teaching view, teacher-student relationship, and learning environment. Constructivist view of knowledge: The traditional view is that knowledge is the reflection of the human brain to the objective world, which is something that exists objectively and can exist outside the individual in the form of an "entity" (Gao, 2020).

Constructivist learning theory believes that knowledge is not the only accurate representation of reality and the correct reflection of objective laws, it is an explanation and hypothesis of people to the world or problem-solving. Knowledge is not invariable, nor is it the final answer to the problem. It will change with the continuous development of society and people's cognition of the world. It is a kind of changing cognition. So teachers can't knowledge as a kind of eternal authority to students, not accept the way students accept reason, each person's experience is different, and different cognition for the understanding of knowledge, learning is the process of students actively building knowledge, not simply passively accept information, but actively build the meaning of knowledge. Therefore, the students' reception of knowledge can only be constructed by the students themselves (Tan, 2005).

The constructivist learning view emphasizes consultation, communication, and the idea that students have strong adaptability. Learners should understand knowledge based on previous experiences.

Firstly, the construction of subject learning theory emphasizes the active construction of learning. Learning is not by the teacher simply passing knowledge to students, but students independently, actively, and selectively construct a process, learning is not simple to accept, store, and apply, but the existing old knowledge and new learning knowledge experience of the two-way interaction process, but also the interaction between learners and learning environment (Zhang, 2022). In this process, the most important link is "adaptation" and "assimilation", which are two ways and ways for the development and change of learners' cognitive structure. The so-called "assimilation" refers to the learners incorporating the newly learned knowledge and information based on the existing cognitive structure to continuously expand and enrich their knowledge structure; "adaptation" refers to the process of the externally accepted knowledge and information conflict with the existing knowledge structure,

making the original knowledge structure reorganize, change and transform. It only makes sense to constantly build your knowledge structure in this way (Xiang, 2005).

Secondly, the constructivist learning theory emphasizes the sociality of learning. In the process of developing constructivism, two branches of individual constructivism and social constructivism appear. The subject of individual construction, initiated by the famous psychologist Piaget, also called cognitive constructivism, emphasizes that each individual is through the experience gained in the process of interacting with the external world as a clue, but in the final analysis, individuals spontaneously form their internal cognitive system through self-control and transformation of cognitive structure. Individual constructivism focuses more on individual knowledge construction than the process of interaction (Zhong, 2006).

In the view of social constructivism, individuals accept their influence in the social environment and construct their knowledge, experience, and cognition through direct interaction with others, and personal knowledge is constructed in the social and cultural environment.

Nowadays, scholars of constructivism focus on the social interaction between teachers and students and students in teaching, and students. The representative teaching method of "cooperative learning" has been widely used in many teaching organizations and implementations. Cooperative learning is a process in which students develop common learning tasks and goals and carry out learning in the form of division of labor and cooperation. In this form of learning, students are in constant interaction, sharing and exchanging different views, different understandings, and different understandings of the same issue, to form a richer understanding and understanding, to facilitate the extensive transfer of learning. This is different from the traditional learning method of individual students, each student in their own existing experience and cognitive construction constructs understanding and view, inevitably a single, one-sided phenomenon, and in the group discussion study, students in the process of communication, collision, students to see the multifaceted of the same thing, to a variety of ideas, ideas, absorption, and digestion, help the development of students construction ability(Zhai, 2023).

Constructivist student view: Ou Yang Fen (2004) that constructivist knowledge is not a pure objective reflection of reality, but depends on specific cognitive individual existence, personal, and cannot accurately summarize the law of the world; Constructivist learning is the individual construction activity of learners, which is the process that each learner encodes new information based on their original knowledge and experience and actively constructs self-understanding.

Constructivism teaching view: Xiao Lin (2020) The so-called teaching involves two aspects teachers 'teaching and students' learning. And, first of all, it emphasizes that students are the main body of learning activities. Teaching activities are a process

in which teachers and students participate together, actively interact, and grow together. However, in this process, constructivism believes that students must be placed in the most important position because knowledge is actively constructed by the subject, which emphasizes the students' spontaneous learning and exploration of knowledge and the active construction of the meaning of the knowledge learned. Constructivism opposes the traditional teaching to mechanically instill knowledge into students and let students accept it passively. Its student-centered teaching structure highlights students' cognitive subjectivity.

Secondly, constructivism emphasizes that teachers are the promoters of learning activities. In the teaching process, teachers are not an exporter of experience and knowledge indoctrinate, but a facilitator, participants, and helpers of students' learning, requiring teachers' teaching subject concepts to change. In teaching, teachers should constantly stimulate students' interest in learning, maintain students' learning motivation, and guide and help students to construct their meaning (Liu, 2001).

Finally, constructivism emphasizes the context of learning. In his opinion, schools often teach in artificial environments rather than natural situations and have the disadvantages of formalization, abstraction, simplification, and single memory representation. The knowledge acquired in this way is very easy to forget, and when the knowledge is out of the environment and scene where it can be used, the knowledge transfer will be hindered. Therefore, constructivism criticizes the practice of "de situational" in traditional teaching and advocates situational teaching. A good situation is conducive to students' exploration and independent learning also provides opportunities to use knowledge in practical situations, and promotes the transformation of knowledge from theory to practice. Therefore, teachers should actively create good situations and learning environments in teaching to help students achieve the purpose of meaning construction(Cai, 2003).

The teacher is a faithful supporter of knowledge construction, and the ideal learning environment mainly includes four parts: situation, collaboration, communication, and meaning construction, emphasizing the construction of the teaching situation in the teaching process.

In education, the constructivism theory emphasizes that students should be actively involved in their learning, communication, and cooperation based on their original knowledge and experience. This approach promotes students' active construction and understanding of knowledge, with an emphasis on learner initiative, teacher guidance, and knowledge construction. This paper highlights the importance of constructivism as a theoretical foundation for achieving effective mixed-learning outcomes in dance science.

### 2.3.2 Learning effects in constructivism

According to Piaget's constructivist view, learning is an active process in which learners construct their understanding and knowledge through interacting with their environment and social interactions. To evaluate learning outcomes and processes, it is important to explore the perspective of learners and pay attention to their achievements and development. This inquiry aims to reflect on learners' abilities in problem-solving, and critical thinking, and their understanding, application, and creation of knowledge. By evaluating the learning effect, we can understand learners' achievements in cognitive development and knowledge construction, which promotes further learning and development (Piaget, 1987).

According to constructivism theory, the learning effect has three dimensions:

Firstly, Learning results: Learning results refer to the achievements of knowledge, skills, understanding, and ability achieved by learners in the learning process. In constructivism, learning outcomes emphasize that learners build their understanding through active participation and the construction of knowledge (Yu, 2021). Learning is a process in which learners actively participate in knowledge construction. Learning evaluation should focus on learners' achievements in knowledge construction, rather than just memorizing and repeating knowledge (Jonassen, 1999). Brooks-Gunn. (1993) The evaluation results should reflect the actual results of the learners in the learning process, to provide them with effective feedback and guidance. Learning outcomes are the achievements of learners in knowledge, skills, understanding, and abilities achieved during the learning process. This dimension focuses on the development of learners' mastery of knowledge, application ability, and creative expression. By assessing the learning outcomes, learners can understand their understanding and application of the learning content and their abilities in problem-solving and creative thinking.

Secondly, Teaching evaluation: Jacqueline Grennon Brooks & Martin G. Brooks (1993) Teaching evaluation is the evaluation of the role and contribution of teachers in the learning process. In constructivism, teachers are regarded as the guides and supporters of learning, not just the teachers of knowledge transmission, and their teaching strategies and methods play an important role in the learning effect of learners. Evaluation of teaching level can focus on the role of teachers in the learning process, the diversity of teaching strategies, problem guidance, and learning support. By evaluating the teaching level, we can understand the contribution and effect of teachers in the learning process, adjust and improve the teaching strategies, and better support the active participation and knowledge construction of learners.

Lastly, Classroom atmosphere: Classroom atmosphere refers to the social interaction and cooperation of learners in the classroom. In constructivism, learning is considered a social activity, and learners jointly construct knowledge through interaction and cooperation with others. Assessing the classroom atmosphere can focus on interactive behaviors like collaboration, discussion, shared perspectives, and mutual support. By assessing the classroom atmosphere, the social interaction and cooperation among learners can be understood, thus promoting the common construction of knowledge and the deepening of understanding (Jonassen, 1999).

In conclusion, the author believes that the constructivism theory offers a theoretical foundation for assessing the effectiveness of learning based on learning outcomes, classroom environment, and teaching quality. By analyzing the results of learning, teaching evaluations, and classroom atmosphere, we can gain a comprehensive understanding of how learners construct and develop knowledge, the role of teachers and their support, and the social interaction and cooperation among learners. This evaluation can help determine the success of learning and the achievement of learning objectives and ultimately promote the ongoing growth and improvement of learners.

## **2.4 Related Studies**

Jacqueline GrennonBrooks & MartinG Brooks (1993) concluded that according to constructivist perspectives, learners gradually construct their cognitive structures through participation and interaction. Assessing learning outcomes should focus on learners' understanding, application, and creative performance of knowledge.

Jonassen (1999) concluded that Constructivism views learning as a process in which learners actively construct knowledge and understanding. Assessing learning outcomes can help to understand learners' achievements and development in knowledge construction.

Brooks & Brooks (2005) concluded that In constructivism, teachers are seen as guides and facilitators of learning. Assessing teaching performance can provide insights into the role and contributions of teachers in the learning process.

Kealoha (2006) concluded that a Positive classroom climate can enhance learners' engagement and learning outcomes, stimulating their thinking and curiosity for exploration.

Vygotsky (1978) concluded that the classroom climate refers to the social interaction and collaboration among learners in the classroom. Assessing classr

oom climate can examine learners' engagement in social interaction, including cooperation, discussion, and sharing of perspectives.

An Sen Rui (2009) in the study of international standard dance teaching mode based on the theory of constructivism, using the constructivism situation set up the ballroom dance (sports dance) teaching experimental research, in the construction of collaboration and mutual assistance, group management learning helps to cultivate students' consciousness of the subject, each unit plate set up related topics, makes students to different routines dance kind of proficiency to increase, improve the efficiency of students learning effect and classroom teaching efficiency.

Huang Ming Zhu (2011) In the Teaching Method of Folk Dance Creation Practice Project, constructivism is used to encourage learners to learn knowledge on the same theme with different means and methods and deepen their understanding of knowledge through social communication with cooperation with others and conversation. In the process of dance teaching, teachers, using constructivist education, set up situations, to mobilize the maximum degree of students' subjectivity, take the student as the center, make the students understand the main expression of ideas, through collaboration and discussion, and internalize this choreography way, complete self meaning construction.

Huang Ya (2018) in the constructivism theory in art colleges folk dance teaching used in traditional dance teaching old, single, students lack subjectivity, students lack understanding of various national dance and change, by adding situation teaching, increase the classroom communication between students and teachers, from multidimensional evaluation way to improve students' learning motivation, cultivate a new era of innovative talents.

Li Xi Lin (2014) In the contemporary reconstruction of Dunhuang music and dance, how to reconstruct Dunhuang dance art from the perspective of constructivism needs to actively make artistic breakthroughs, establish a realistic historical basis for dance, and form a theoretical paradigm, to achieve new information, new vision and new thinking to achieve a new height of Dunhuang dance art. Lack of innovation can only become a "dance maker", in the teaching perspective of the constructivist curriculum.

To sum up, domestic and foreign experts and scholars have conducted extensive research on mixed dance courses in higher vocational colleges from different perspectives, and the theoretical achievements are increasingly rich, providing strong theoretical support for the research on this topic. Scholars mostly use constructivism in dance subjects as a guiding theory for teachers 'teaching, students' understanding, and learning, From the perspective of teaching theory, the perspective of teachers is the starting point of classroom situation setting, Collaborative communication to guide students to complete the process of constructing the meaning of knowledge, But

there are also related dance disciplines that take constructivism as a construction of the relationship between dance science and social change, Whether it is the perspective of epistemology, learning theory or teaching theory, Or construct the relationship between learning dance major, The research of dance is mostly experimental teaching based on constructivist understanding and learning, Improve students' learning motivation, interest and dance technical ability.

## 2.5 Theoretical Framework

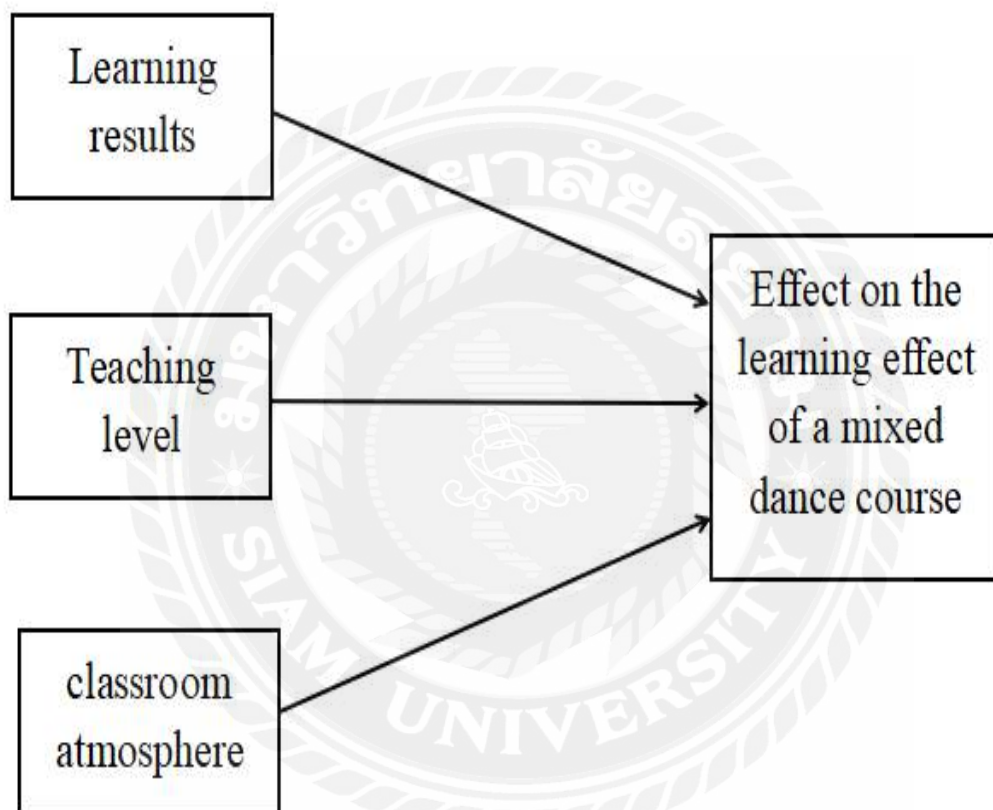


Figure2.1 The study Framework

## **Chapter 3 Research Methodology**

### **3.1 Introduction**

This research paper utilizes the quantitative method and employs a questionnaire survey to investigate the learning effect of mixed dance through constructivism. Its objective is to gain insight into the existing learning situation of dance course students at Quanzhou Vocational and Technical University and to suggest viable strategies for enhancing the learning outcome of mixed dance students. The questionnaire content was designed based on the review of constructivism theory literature on learning outcomes, teaching level, and classroom atmosphere.

### **3.2 Research Design**

To better understand the learning effect of constructivism on mixed dance courses, this survey takes the results of students' learning evaluation as the focus of constructivism learning effect on mixed dance and designed the learning questionnaire of mixed dance courses.

The writer does the investigation and analysis of the course learning effect from the first perspective of students' learning. The design of the questionnaire survey falls on three dimensions: the learning results of students' self-cognition of the course learning process, the teaching level of teachers' teaching, and the mixed online and offline classroom atmosphere. Attach importance to students' perception of mixed courses, and truly evaluate and analyze the learning effect of mixed courses from the perspective of students.

Through the literature review method, the writer can find and collect a large number of books, papers, journals, and other literature, classify them, and screen out the content related to their research, research, analysis, and learning. According to "constructivism", "mixed teaching" and other literature materials, the relevant concepts are defined, set up learning results, teaching level, classroom atmosphere three dimensions, a total of 15 questions, questions as multiple choice questions, The questionnaire was designed concerning the "Likert scale" form. The specific content classification is shown in Table 3.1.



Table 3.1 Dimonnof dimensions

dimension	Dimension content	Number of questions
General information	Grade and gender	2
Learning results	Learning results of students' self-cognition of the course learning process	1-7
Teaching level	Students 'evaluation of teachers' teaching level	8-11
learning atmosphere	Group discussion and interaction, the democracy of the classroom atmosphere	12-15

### 3.3 Sampling and sample size

In this paper, a sample of 210 students from Quanzhou Vocational and Technical University was chosen using cluster random sampling.

### 3.4 Data Collection

Through the online questionnaire platform, 250 questionnaires were distributed and 230 were recovered, with a recovery rate of 92%, including 210 valid questionnaires and 20 invalid, with an effective rate of 91.3% and inefficiency of 8.7%. See Table 3.2 for details.

Table 3.2 Statistical Table of Questionnaire Distribution and Recovery

Questionnaire distribution	Questionnaire recovery	percent recovery	Effective questionnaire	effective percentage	Invalid questionnaire	Inefficiency
250	230	92%	210	91.3%	20	8.7%

### 3.5 Data Analysis

In this study, SPSS was used to test and analyze the clonal Bach coefficient, KMO, and Bartlett sphere for the reliability and validity of the questionnaire, and to analyze the scientific nature of the Learning Effect questionnaire of Mixed Dance Course.

### 3.6 Reliability and validity test

The reliability validity analysis of each variable of the Xi Effect questionnaire was conducted using SPSS, as shown in Table 3.3, yielding the clonal Bach coefficient of 0.961, indicating that the consistency of the variables in the questionnaire scale was good and had high reliability.

Table 3.3 Questionnaire Reliability Statistics Scale

Clone Bach, Alpha	number of terms
0.961	15

Table 3.4 Questionnaire validity Statistics scale

Several KMO sampling suitability quantities.	0.678
Bartlett examination	spherical Approximate chi-square
examine	free degree
	conspicuousness
	310.158
	105
	0.000

KMO and Bartlett tests for each variable of the questionnaire, as shown in Table 3.4, yielded  $KMO > 0.6$  with significance  $< 0.05$ , so the questionnaire was suitable for factor analysis.

As shown in Table 3.5, each extracted factor in the student questionnaire was greater than 0.4, indicating that the questionnaire had many related factors and was more important.

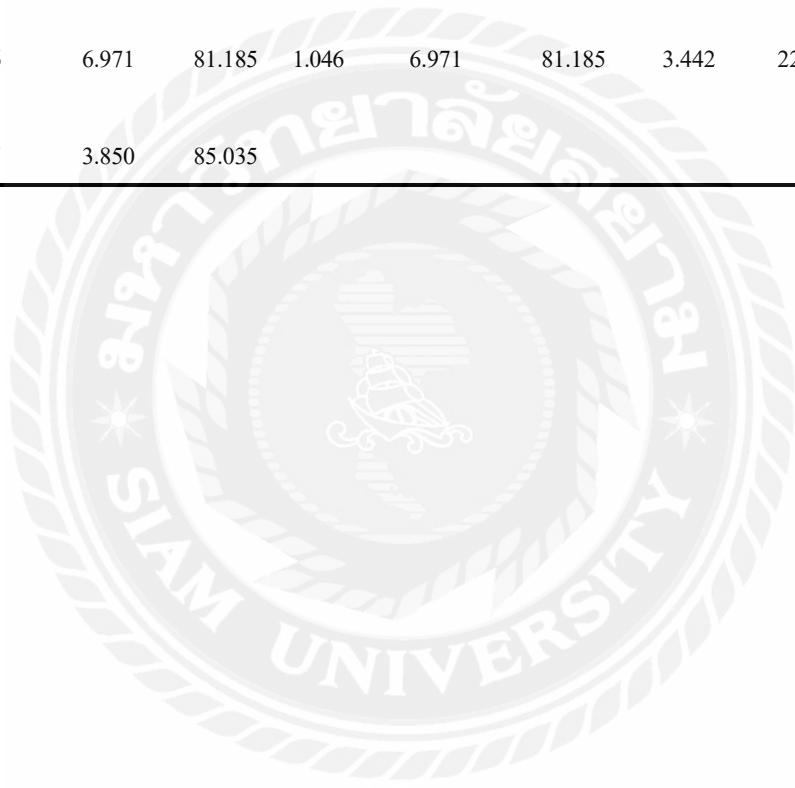
Table 3.5 Common degree test: Common factor variance

	initial	draw
1. I can master the theory and technology of the project through the mixed dance course	1.000	.912
2. I can get a sense of achievement in the mixed dance course	1.000	.870
3. After learning, I am used to understanding and thinking about new knowledge	1.000	.836
4. I can regularly reflect on my stage of learning and make continuous improvement	1.000	.810
5. After learning the online course, I can understand and correctly speak the technical points and make technical actions	1.000	.843
6. I can easily teach the content I have learned	1.000	.828
7. After mixed learning, I have a new understanding of my original technology	1.000	.766
8. The teacher reviewed and evaluated the homework and gave feedback on my learning effect	1.000	.875
9. The online learning platform has the functions of asking questions, discussing, testing, homework publishing, and evaluation	1.000	.806
10. The online courses on the platform can improve my learning efficiency	1.000	.790
11. Courses can monitor learners in real time and feed them back to individuals	1.000	.769
12. I will actively join in the group discussions	1.000	.718
13. The course will organize group practice and reporting to encourage collaboration and knowledge-sharing	1.000	.772
14. I can be praised and recognized by teachers and classmates in the achievement-sharing	1.000	.830
15. Teachers will criticize and praise students' classroom performance	1.000	.752

As shown in Table 3.6, the principal component analysis extracted three main factors, which divided the scale into three dimensions, and the total variance interpretation rate of the factors was 81.185%. According to the questions contained in each main factor, the rotating factor load map is divided into dimensions, namely, the learning results, teaching level, and classroom atmosphere.

Table 3.6 Interpretation of the total variance

Ingredient	Initial eigenvalue			The sum of the load squares was extracted			The sum of the rotating load squares		
	total	Variance 100 composition in a proportion	accumulate %	total	Variance 100 composition in a proportion	accumulate%	total	Variance 100 composition in a proportion	accumulate%
1	9.882	65.881	65.881	9.882	65.881	65.881	4.401	29.338	29.338
2	1.250	8.333	74.214	1.250	8.333	74.214	4.335	28.899	58.237
3	1.046	6.971	81.185	1.046	6.971	81.185	3.442	22.948	81.185
4	0.577	3.850	85.035						



## Chapter 4 Research Findings

### 4.1 Introduction

This paper analyzes the three dimensions of the learning effect in constructivism theory through a literature review and quantitative research methods. The content of the analysis can be summarized as the status of learning results, teaching level, and classroom atmosphere. The analysis results are as follows:

### 4.2 Basic Situation Analysis

Table 4.1 Statistical table of student grades

grade	number of people	scale
first grade	98	46.7%
second grade	112	53.3%
amount to	210	100%

As can be seen from Table 4.1, among the students surveyed, 44% were first-grade students and, 56% were second-grade students. It shows that there is little difference in the proportion of the two students in the surveyed grade.

Table 4.2 Statistical table of student sex ratio

sex	number of people	scale
man	28	13.3%
woman	182	86.7%
amount to	210	100%

As can be seen from Table 4.2, male students accounted for 13.3% of the total number of students surveyed, and female students accounted for 86.7% of the total number of people surveyed. This shows that the proportion of male and female students surveyed in the dance major of Quanzhou Vocational and Technical University varies greatly.

### 4.3 Status quo analysis of students' learning achievements

Table 4.3 Students master the theoretical and technical statistical table (options 1-5 represent from very consistent to very inconsistent)

Title 1	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
I can master the theory and technology of the project through the mixed dance courses	1	40	19.0	19.0	2.00
	2	150	71.4	90.5	
	3	10	4.8	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.3:19% of students chose the perfect conformity, 71.4% of students chose the perfect conformity, 4.8% of students chose general compliance, 0% of students chose the mismatch, and 4.8% of students chose the complete inconsistency.90.5% of the students can master the theory and techniques of the project through the hybrid dance course.

It shows that most students have a good grasp of the theories and techniques in the mixed dance course.

Table 4.4 Students' sense of achievement in study (options 1-5 represent from very consistent to very inconsistent)

Title 2	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
I can get a sense of accomplishment in the mixed dance course	1	30	14.3	14.3	2.24
	2	130	61.9	76.2	
	3	30	14.3	90.5	
	4	10	4.8	95.2	
	5	10	4.8	100	

As can be seen from Table 4.4: 14.3% of students chose perfect compliance, 61.9% of students chose perfect conformity, 14.3% of students chose general compliance, 4.8% of students chose nonperfect conformity, and 4.8% of students chose complete conformity.76.2% of the students gained a sense of accomplishment in the mixed dance course.

It shows that part of the love and interest for a project comes from the accurate completion of the action, so the sense of achievement that can be gained in the project shows that students can integrate and skillfully apply the technology.

Table 4.5 Students' understanding and thinking about new knowledge (options 1-5 represent from very consistent to very inconsistent)

Title 3	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
After learning, I am used to understanding and thinking about the new knowledge	1	60	28.6	28.6	2.14
	2	80	38.1	66.7	
	3	60	28.6	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.5: 28.6% of students chose the perfect conformity, 38.1% of students chose the perfect conformity, 28.6% of students chose general compliance, 0% of students chose the mismatch, and 4.8% of students chose the complete conformity.

It shows that most of the students can understand and reflect on their knowledge after class, but a small number of students do not understand and reflect after class. After class, reflection and understanding of knowledge after class can better help students to construct knowledge and master relevant sports skills. For students who fail to reflect well, it may be caused by the habit of reflection in the learning process or dissatisfaction with their skills.

Table 4.6 Students will reflect on the statistical table after learning (options 1-5 represent from very consistent to very inconsistent)

Title 4	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
I can regularly reflect on my stage of learning, and constantly improve	1	40	19.0	19.0	2.24
	2	100	47.6	66.7	
	3	60	28.6	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.6:19% of the students chose the perfect conformity, 47.6% of students chose the perfect conformity, 28.6% of students chose general compliance, 0% of students chose the mismatch, and 4.8% of students chose complete nonconformity.

It shows that 66.7% of the students can reflect on their stage learning, 28.6% of them hold a neutral attitude, and 4.8% do not reflect on their stage learning.

Table 4.7 Students can thoroughly understand the knowledge statistics table (options 1-5 represent from very consistent to very inconsistent)

Title 5	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
After taking the online course, I can understand and correctly speak the technical points and make technical actions	1	50	23.8	23.8	2.14
	2	110	52.4	76.2	
	3	30	4.8	90.5	
	4	10	4.8	95.2	
	5	10	19.0	100	

As can be seen from Table 4.7: 23.8% of students chose the very fit, 52.4% of students chose the more fit, 4.8% of students chose the general fit, 4.8% of students chose not fit, and 19% of students chose completely.

It shows that 76.2% of the students can correctly say the technical essentials and make the technical actions after learning the online course, but a few students think that the online course cannot make them understand the technical essentials in the action. These few students need more offline learning and guidance.

Table 4.8 Statistical tables for applying what the students have learned (options 1-5 represent from very consistent to very inconsistent)

Title 6	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
For the learned content, I can easily teach	1	40	19.0	19.0	2.43
	2	80	38.1	57.1	
	3	60	28.6	85.7	
	4	20	9.5	95.2	
	5	10	4.8	100	

As can be seen from Table 4.8: 19% of the students chose the perfect



conformity, 38.1% chose the students, 28.6% of the students chose the general compliance, 9.5% of the students chose the mismatch, and 4.8% of the students chose the complete inconsistency.

Said 57.1% of students learned the content of mixed teaching can easily teach, and 14.3% of students think that learning to others is difficult because the learning process is not achieved overnight, so through the organization micro-teaching, flipped classroom teaching practice training can make students from learning individual transformation become independent teaching process.

Table 4.9 Students have a new understanding of the old knowledge (options 1-5 represent from very consistent to very inconsistent)

Title 7	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
After the mixed learning, I had a new understanding of my original technology	1	90	42.9	42.9	1.90
	2	70	33.3	76.2	
	3	40	19.0	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.9: 42.9% of students chose the perfect, 33.3% of students, 19% of students chose the general, 0% of students chose the perfect, and 4.8% of students chose the complete inconsistency.

It shows that 76.2% of the students subjectively thought that the learning of the mixed dance course had a new understanding of the original technology, but 4.8% of the students still thought that they could not have a new understanding of the original technology. Students who choose a dance major have certain dance skills, and in the early stage of learning, they will have some original technical styles, resulting in the inability to better master the technology of the course. A small number of students may not have completed the identity transformation, or retained the inherent thinking, so they cannot find a new understanding of the original technology.

To sum up, students have a good grasp of the theory and technology of mixed dance course learning. Except for about half of the students in teaching, students have good performance in technical learning, after-class reflection, and project recognition.

#### 4.4 Analysis of the status quo of students' teachers' teaching Level

Table 4.10 Teacher evaluate feedback on learning effects (options 1-5 represent from very consistent to very inconsistent)

Title 8	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
The teacher reviewed and commented on the homework and gave feedback on my learning effect	1	50	23.8	23.8	2.05
	2	120	57.1	81.0	
	3	30	14.3	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.10:23.8% of students chose perfect compliance, 57.1% chose the students, 14.3% of students chose general compliance, 0% of students chose the mismatch, and 4.8% of students chose complete inconsistency.

Teacher's homework reading and evaluation has a positive impact on students' learning process, 81% of students think teacher's homework reading feedback on learning effect, most students for teachers' homework evaluation have good feedback on learning effect, but there are a small number of students need to ask students, to better according to their aptitude.

Table 4.11 The online platform is fully functional (options 1-5 represent from very consistent to very inconsistent)

Title 9	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
Online learning platforms have the functions of asking questions, discussion, testing, homework publishing, and evaluation	1	80	38.1	38.1	2.00
	2	80	38.1	76.2	
	3	30	14.3	90.5	
	4	10	4.8	95.2	
	5	10	4.8	100	

As can be seen from Table 4.11: 38.1% of students chose very fit, 38.1% of students chose more fit, 14.3% of students chose the general, 4.8% of students chose not fit, and 4.8% of students chose the completely.

It shows that most students think that the online learning platform has the

function of interacting with students, but 9.6% of the students think that it is very inconsistent with the topic description. The reason may be caused by the students' unproficiency in the use of the online platform.

Table 4.12 Online courses to improve learning efficiency (options 1-5 represent from very consistent to very inconsistent)

Title 10	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
The online courses on the platform can improve my learning efficiency	1	30	14.3	14.3	2.33
	2	110	52.4	66.7	
	3	50	23.8	90.5	
	4	10	4.8	95.2	
	5	10	4.8	100	

As can be seen from Table 4.12: 14.3% of the students choose the perfect, 52.4% of the students, 23.8% of the students choose the perfect, 4.8% choose the perfect, and 4.8% of the students choose the complete inconsistent.

This shows that most students believe that the online courses on the platform can improve learning efficiency, but 9.6% of students feel that they cannot improve learning efficiency. Online courses embody the students' learning autonomy, the simple, easy to understand teaching content every 10 minutes of class, facilitates students' limited time and space, and is conducive to solving more difficult problems in offline learning before the traditional model is a passive learning way when the students' thinking has not been converted.

Table 4.13 Monitor the learning situation in real time (options 1-5 represent from very consistent to very inconsistent)

Title 11	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
Courses can monitor learners in real time and feed them back to individuals	1	70	33.3	33.3	2.05
	2	80	38.1	71.4	
	3	50	23.8	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.13: 33.3% of students choose the perfect compliance, 38.1% of students choose the perfect compliance, 23.8% of students

choose the general compliance, 0% students choose the mismatch, and 4.8% students choose the complete inconsistency.

It shows that most students think that teachers can complete the course by monitoring learners and feedback on the learning effect, but a few students hold very inconsistent opposite opinions. The course should conduct real-time monitoring, of course, learning by using online systematic monitoring of students' learning progress and unit formative evaluation set up by offline teachers.

In general, in the dimension of teaching level, more than 70% of students think that teachers are satisfied with the convenience of online course preparation, monitoring, feedback, and interaction, about 20% of students are neutral, and 5% -10% of students are not satisfied with the online resources and teachers' feedback. The process of construction is a process in which teachers guide students to gradually learn to self-study, and internalize knowledge into a personal knowledge system. The teaching preparation of online courses and resources can help students transform the process from passive acceptance to active construction.

#### 4.5 Analysis of Classroom Atmosphere Status Quo

Table 4.14 Students active group discussions (options 1-5 represent from very consistent to very inconsistent)

Title 12	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
I will actively join in during the group discussion	1	40	19.0	19.0	2.29
	2	100	47.6	66.7	
	3	50	23.8	90.5	
	4	10	4.8	95.2	
	5	10	4.8	100	

As can be seen from Table 4.14: 19% of the students chose the perfect consensus, 47.6% of students chose the perfect consensus, 23.8% of students chose the consensus, 4.8% of students chose the mismatch, and 4.8% of students chose the complete consensus.

66.7% of the students actively joined in the group discussion, 23.8% of students sometimes sometimes not, and 9.6% of the students said not actively join the group discussion, it can be seen that most of the students in the classroom interactive

discussion can actively publish their comments, but a small number of students may be due to introverted or for teacher questions cannot answer, so will not actively participate in the discussion.

Table 4.15 Student group reporting, collaboration, and sharing (options 1-5 represent from very consistent to very inconsistent)

Title 13	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
The course will organize group exercises and reports to encourage collaboration and knowledge-sharing	1	60	28.6	28.6	1.95
	2	120	57.1	85.7	
	3	20	9.5	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.15:28.6% of students chose perfect compliance, 57.1% of students chose perfect compliance, 9.5% of students chose general compliance, 0% of students chose nonperfect conformity, and 4.8% of students chose complete inconsistency.

It shows that most students are willing to organize group exercises and reports and encourage collaboration and knowledge sharing. However, a small number of students may not actively participate in the discussion because they are introverted or unable to answer the questions raised by teachers.

Table 4.16 Recognition by students or teachers and classmates (options 1-5 represent from very consistent to very inconsistent)

Title 14	option	sample number	percentage (%)	Cumulative percentage of (%)	average value
The results of sharing can be praised and recognized by teachers and students	1	30	14.3	14.3	2.14
	2	140	66.7	81.0	
	3	30	14.3	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.16: 14.3% of students chose the perfect conformity, 66.7% of students chose the perfect compliance, 14.3% of students chose the general compliance, 0% of students chose the mismatch, and 4.8% of students chose the complete inconsistency.

It shows that more than 95% of the students can be recognized by their teachers and classmates for sharing their achievements, but a few students think that they have not been praised and recognized by their teachers and classmates.

Table 4.17 Students receive criticism or praise from the teacher (options 1-5 represent from very consistent to very inconsistent)

Title 15	option	sample number	percentage (%)	Cumulative percentage (%)	average value
The teacher will criticize and praise the students' classroom performance	1	110	52.4	52.4	1.67
	2	80	38.1	90.5	
	3	10	4.8	95.2	
	4	0	0	95.2	
	5	10	4.8	100	

As can be seen from Table 4.17: 52.4% of students choose the perfect, 38.1% of students choose the perfect, 4.8% of students choose the general, 0% of students choose the mismatch, and 4.8% of students choose the complete inconsistency.

It shows that in terms of the classroom performance of teachers for students, 90.5% of students say that teachers will criticize and praise, and the evaluation of teachers and students in class can have feedback and communication to students at that time, and encourage students who have progress and harvest, which is also conducive to mobilizing the enthusiasm of students' learning atmosphere.

To sum up, the student's learning atmosphere survey results show that the teacher for the classroom atmosphere (encouragement, praise, and criticism) of the two question average between 1-2, problem problems with the actual situation, in the group discussion interaction two question average between 2-2.5, shows that most students for group discussion interaction more identity, and a small part in general does not conform to the interval.

## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

#### **5.1.1 Status quo of Mixed Dance courses at Quanzhou Vocational and Technical University**

According to the survey data, most of the students are satisfied with the teachers' teaching level, classroom atmosphere, and their expected learning results. From the analysis of the data, it can be seen that the students have a high love for the course.

##### **5.1.1.1 Status of Learning**

Most students can master theory and technology through mixed dance courses; understand and reflect on new knowledge after class; reflect on their periodic learning regularly, correctly tell the essentials of technical actions and show them; teach others the existing knowledge, and have a new understanding of the original knowledge. But still, a few students oppose the above content.

##### **5.1.1.2 Status of teaching level**

Most students believe that teachers can give feedback on students' learning effects; online learning platforms can monitor learners' feedback to individuals; online courses can also improve students' learning efficiency. But still, a few students oppose the above content.

##### **5.1.1.3 Status quo of classroom atmosphere**

Most students are willing to actively join the group discussion, practice, report, cooperate, and knowledge sharing; Teachers will timely criticize and praise students' performance in class; Most students can be praised by teachers and students in achievement sharing, and the classroom atmosphere is good. But still, a few students oppose the above content.

The questionnaire of three dimensions and multiple questions feedback that most students have certain self-study ability and reflection abilities, explore and solve the

habits of problems, and have high recognition of self-professional ability, which is conducive to the high-level cultivation of students' skills and cognition in class. At the same time, in the process of learning there is still a small part of students who lack learning interest learning motivation, the author thinks that some reason is caused by high school training damage, and a partial reason may be that students' lack perseverance, for the construction of knowledge and skills of deep mastery habits stay in the surface, not willing to take time to digest knowledge.

### **5.1.2 Implementation countermeasures of hybrid dance course in Quanzhou Vocational and Technical University**

Based on the analysis of the above findings, choose the constructivism guide dance course students online hybrid teaching, let the students in the information age get huge amounts of learning resources, at the same time can reasonably independent to the fragmentation of knowledge using visual thinking map to build, efficient reflection and feedback of technology. Through student's online knowledge learning and simple technical learning, knowledge technical map summary, refining keywords and key significance and key points, can according to the video and face-to-face classroom practice timely feedback technology and knowledge, do self-inquiry, group to explore to self-promotion, group cooperation effect, better play to course benefit maximization.

Based on the constructivist views of student learning and cognition, students' knowledge systems and logical frameworks are developed. The mixed dance course of constructivism has shown promising results in terms of learning outcomes. Students utilize the learning style of mixed dance courses to enhance their interest in learning, expand their knowledge, and improve their ability to explore independently cooperate, and communicate effectively. By combining constructivism theory and the advantages of mixed courses, we can address the challenges of shallow teaching in dance courses, limited autonomous learning of students, restricted learning environments, and repeated simple technology practice. This approach helps to improve students' autonomous learning ability, advance their technical level, foster self-study ability, reflection exploration spirit, and kinesthetic aesthetic ability, resulting in a positive impact.

## **5.2 Recommendation**

### **5.2.1 Study outlook**

There are relatively few studies on mixed dance courses based on



constructivism. The theoretical research stages of dance are still in the early stages. According to the paper research, the author puts forward the following suggestions:

Firstly, Guide reflection: encourage students to reflect on mixed dance learning and think about their learning process, strategies, and results. Teachers can provide guidance questions to help students think about their learning outcomes, difficulties encountered, and how to improve.

Second, Provide support and scaffolding: In hybrid dance learning, teachers can provide appropriate support and scaffolding to help students overcome difficulties and challenges. This can include providing demonstrations, guidance, feedback, and advice to help students construct knowledge and skills.

Thirdly, Promoting cooperative learning: Constructivism emphasizes the importance of social interaction and cooperative learning. In hybrid dance learning, collaborative projects, group discussions, and interactions among students can be organized to promote their sharing of knowledge, exchange of experience and jointly construct dance skills.

Fourthly, Create a personalized learning experience: understand students' interests, abilities, and learning styles, and provide them with a personalized learning experience. Teachers can provide different learning resources, activities, and evaluation methods according to students' needs and preferences to meet students' personalized learning needs.

Fifthly, Encourage independent learning and creative expression: Constructivism emphasizes students' independent learning and creative expression. In mixed dance learning, teachers can encourage students to choose the content and way of learning independently, provide opportunities to show and express their ideas and stimulate students' creativity and expressive ability.

### **5.2.2 Recommendations for Future Investigators**

Although this paper has achieved some results, due to the author's limited theoretical knowledge level and teaching practice experience, there are still shortcomings that need to be improved and perfected. For example, in the practical teaching, the authors are mainly students of Quanzhou Vocational and Technical University, so the investigation scope needs to be improved. Given the differences in learning and teaching in each region, there are some limitations in the selection of research objects, and comparative analysis should be made in different institutions. In this paper, the learning effect of hybrid dance courses under constructivism theory is preliminarily explored to provide some reference

value for the research field of hybrid dance courses, requiring further exploration and study in the future.



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## Appendix

### Learning effect questionnaire

#### Questionnaire on the learning status of mixed dance courses

Dear students,  
shalom!

This is a about dance major students course students mixed dance course learning questionnaire, mainly understand this school year students mixed dance course learning process, the students for hybrid dance course learning results, teachers' teaching level, and evaluation of classroom atmosphere, hope the students to carefully answer the following questions, to ensure that the learning effect of the questionnaire. The questionnaire will be conducted anonymously, and the results will be strictly confidential. There are no right or wrong answers, and the results of the questionnaire will only be used for the study effect and will not have any impact on the respondents. Thank you for your support.

#### **essential information:**

1. Your current grade is: [single choice] \*

A. First grade     B. Second grade

2. Your gender: [Multiple choice] \*

A. Male             B. woman

#### Learning results:

1. I can master the theory and technology of the project through the mixed dance course [single choice] \*

A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

2. I can get a sense of accomplishment [single choice] \*

A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

3. After learning, I am used to understanding and thinking about new knowledge [Single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

4. I can regularly reflect on my learning stages and constantly improve myself [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

5. After taking online courses, I can understand and correctly speak the technical essentials and make technical actions [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

6. For the learned content, I can easily teach [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

7. After mixed learning, I have a new understanding of my original technology [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

### **Teaching level:**

8. The teacher's homework review and evaluation have given feedback on my learning effect [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

9. The online learning platform has the functions of questioning, discussion, testing, assignment publishing, and evaluation [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

10. Online courses on the platform can improve my learning efficiency [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

11. The course can monitor learners in real time and feedback to the individual [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

### **Learning atmosphere:**

12. I will actively join in the group discussion [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

13. The course will organize group exercises and reports to encourage collaboration and knowledge sharing [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

14. Praise and recognition by teachers and students in achievement sharing [Single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent

15. The teacher will criticize and praise the students' classroom performance [single choice] \*

- A. Be completely in conformity with     B. Compare in line with  
 C. Generally conform to     D. Not quite fit     E. Completely inconsistent