

USING PROJECT TEACHING TO  
IMPROVE CHINESE TRADITIONAL DANCE  
SKILL FOR UNDERGRADUATE STUDENTS

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Master of Education in Curriculum and Instruction  
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Thesis: Using Project Teaching to Improve Chinese  
Traditional Dance Skill for Undergraduate Students  
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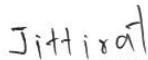
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## ABSTRACT

The purpose of this research was 1) to improve Chinese tradition dance skill using project teaching for undergraduate students 2) to compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. There were 33 students in the second-year for undergraduate students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. those who obtained through the cluster random sampling. The research instruments involved Through practical testing 1) used as a guide for developing a learning program through learning objectives, content, guidelines for organizing measurement and assessment of learning activities, and teacher guidance. In addition, studied of concepts, theories related to the theory from documents, textbooks, and related research to create a learning management plan. 2) Practical testing. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1. The improvement Chinese tradition dance skill using project teaching for undergraduate students, the researcher studied the documents and related research about project teaching from many researchers and synthesized into 4 steps used for lesson plans development: 1) Determine the project, 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation. The data analysis was assessment of the quality of the lesson plan according to project teaching by 3 experts, and the results are shown overall that, the suitability of the research objectives has the most suitable. After student have learned

according to the lesson plans 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance, the result showed that, students' Chinese Traditional Dance Skill the average score after learning was 127.33 which was higher than the average score before learning was 93.96.

2. The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01.

**Keywords:** Chinese Traditional Dance Skill, Project Teaching, Undergraduate Students

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# Chapter 1

## Introduction

### Rationale

Dance is the movement of the body and movement to the rhythm of the music. It has a variety of dance styles such as Group Dance, Jazz, Ballet, Tap, Ballroom, Funk, Breakdance or traditional dances. Chinese traditional dance is an important part of Chinese dance art. Since the founding of New China, Chinese traditional dance has played an important role in promoting national culture and promoting national unity. Over the past 30 years of reform and opening, traditional dance teaching in colleges and universities has become the cradle for cultivating advanced dance practice and creative talents. The teaching of traditional dance in our country adopts the traditional teaching mode. This is the valuable experience summed up by the older generation of dance educators through in-depth research on traditional dance and long-term teaching practice. In the long-term practice of traditional dance teaching in colleges and universities, many dance educators have made many useful attempts in the teaching mode and achieved certain results. (Shao Shuai, 2017)

Traditional dances are performances that occur locally and in different areas. which may be developed adapted from local folk games It's a show to cause fun and enjoyment. and entertainment in various forms Which will look different according to the terrain, society, culture, each local can be considered a valuable cultural heritage. that the ancestors have accumulated, created and inherited. The has seen the importance of indigenous dance and proposed for the first time the establishment of a training model for traditional Chinese dance talents, which began to develop systematically and scientifically as an independent course. The unique melody, training methods, and rhythm of traditional Chinese dance techniques can effectively improve students' overall abilities, allowing for the extensive development of artistic expression in traditional Chinese dance: 1) Body coordinated ethnic dance is an artistic form of emotional expression based on the human body, which can reflect the cultural connotations of different ethnic groups. There are various elements in technical skills,

such as rich and diverse body movements, varying rhythms of strength and weakness, expressive expressions, and smooth and varied composition scheduling, to create an intuitive and dynamic artistic image. 2) Training in traditional Chinese dance techniques and techniques can help comprehensively improve the comprehensive abilities of traditional dancers. (Cong Shuai Shuai, 2016)

Project teaching is an important teaching mode that enhances students' learning enthusiasm, comprehensive quality, practical ability, and innovative spirit. Therefore, in education and teaching, we should actively explore and apply project-based teaching, so that students can gain more gains and grow in their learning. The application effect of project-based teaching in the teaching of sports dance elective courses in ordinary universities. Zhang xiangqian (2010) highlighted the practical importance of using project-based teaching methods (1) to greatly stimulate students' enthusiasm. It enables students to pursue specific projects with clear learning objectives and strong interest. If students are allowed to design projects that interest them. It will be able to stimulate their enthusiasm better. During the project process Students often feel a sense of happiness from success. Which can strengthen their enthusiasm for learning (2) cultivate student's various abilities, including the ability to learn by themselves ability to observe ability to take action research and analytical capabilities ability to work together and help each other communication ability and communication Most project teaching needs to be completed in small groups. And most of the project implementation process involves delegating tasks. Self-learning and improving student's collaborative abilities through adequate communication, discussion, decision-making, etc. Strengthen student team awareness and cooperation ability and team awareness are qualities required for today's social production. Moreover, Zhu Bin (2010) emphasized that project-based teaching is the embodiment of the educational function. Project-based teaching poses a challenge to traditional teaching. Traditional teaching focuses on student intelligence. Developing intelligence by providing academic knowledge and use academic results as a criterion for evaluation Project-based teaching emphasizes the importance of cultivating It transforms "individuals" into "social individuals" and further breaks the limits of "intelligence" by emphasizing the multiple intelligences that humans display when

solving practical problems. and closely integrates multiple intelligences with reality. In addition, Zhang Xiaolin (2016) The core of project teaching is the project itself is a plan or task that the teacher and students carry out together. But it is mostly carried out by students in groups through specific measures. Teachers play a role in helping and guiding. Students in each group must complete a plan or task. Execute ideas, solve problems, or produce results within a specified time frame.

In summary, the project teaching is a student-centered teaching method. Students become protagonists in the teaching process and in the learning process, the focus must be on students being able to express themselves through actual practice. By cooperation between teachers and students. The learning process is based on the process of the student's independent formation of a system of knowledge and technical abilities. In this research, the researcher has applied using project teaching to improve Chinese Traditional Dance Skill for undergraduate students and provided dance learning for students using design project-based learning methods. This wasn't only changing the monotonous teaching methods of dance classes, but also improves student's dance skills, enhances their enthusiasm and enthusiasm for learning dance. Practical ability has played a huge role and has certain theoretical significance and practical value. It can effectively cultivate student's teamwork and personal abilities and skills.

### **Objectives(s)**

1. To improve Chinese tradition dance skill using project teaching for undergraduate students
2. To compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching.

### **Research Hypothesis**

After the implementation using project teaching, the students' Chinese traditional dance skill has been improved obviously.

## Scope of the Research

### Population and the Sample Group

#### Population

There are 3 classes with 99 students in the second-year of dance students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. (There were student's mixed ability, high level, medium level and low level.)

#### The Sample groups

There were 33 students from 1 class in the second-year of dance students of the Chongqing Media College Chongqing City, China, in the second semester of the academic year 2023. Through the cluster random sampling.

### The Variable

Independent Variable: Project teaching

Dependent Variable: Chinese traditional dance skill

### Contents

Using project teaching to improve Chinese traditional dance skill for undergraduate Students. Teaching dances to preserve the important festivals of the tribe, this course is divided into the following 3 units, total 24 hours. Which has the following content details:

Unit 1: Tibetan Dance: Movements, Training Movements, and Practice Movements, 8 Hours

Unit 2: Dai Dance: Movements, Training Movements, and Practice Movements, 8 Hours

Unit 3: Northeast Yangko Dance: Actions, Training Actions, and Practice Actions, 8 Hours

### Time

The study period from August to November 2023 will be divided into the following phases:

1. Develop proposal research and defense in August 2023.
2. Modified and completed the lesson plan revise related tools, on the guidelines for project teaching in September 2023.

3. Try out the lesson plan and research instrument in October 2023.

4. Experimental studies with sample group in the second semester of the academic year 2023 in January 2024 total for 24 hours.

5. Summarize the research and complete the research paper from and published in April 2024.

## **Advantages**

### **1. Student Level**

Through the implementation of Project teaching, based on improving students' interest in learning and improving their professional knowledge, they also improve their comprehensive ability. The process of determining, implementing, and displaying the results of the project is carried out by the students independently, and the teacher only plays a guiding and guiding role. In the process of implementing the project teaching, students need to think, communicate, ask for help, and explore all the tedious matters. Various jobs. Students' learning ability, research ability, communication ability, unity and cooperation ability, practical and innovative skills have all been greatly improved, and students have become more confident and motivated.

### **2. Teacher Level**

Project teaching can help teachers improve the quality of teaching. The project teaching is a student-centered teaching method that mainly focuses on students' learning and thinking. at the same time, it encourages interaction and exchange between teachers and students and teams. Improving teaching effectiveness can promote active learning and engagement. Teachers are also able to better understand student learning and needs. And the development of teachers' teaching skills Teachers needs to have more teaching skills and knowledge base, such as how to carry out project establishment. And how the design team discusses issues. These skills not only improve teachers' teaching skills, but also make them feel more confident and successful in teaching.

## Definition of Terms

**Chinese Traditional Dance Skills** are the art of refining and organizing human body movements and shapes to express certain thoughts and feelings through students' understanding of dance and music rhythm. Dance technique, including physical coordination and flexibility, strength, rhythm, expressiveness of dance style: Movements, Training Movements, and Practice Movements, is measured through the performance assessment. The Tibetan dance culture has a long history and interacts with the Han dance culture, and also interacts with the dance culture of surrounding ethnic groups and countries, forming a unique Tibetan culture in the Xizang Plateau region of China. Common Tibetan dances include Xianzi, Guozhuang, and Tapping. There are various types of Tibetan folk dances with their own characteristics. Dai dance is an ancient folk dance of the Dai ethnic group, known for its unique style and rich forms of expression. Among them, the Peacock Dance is a representative of Dai dance, imitating various movements of peacocks and displaying rich and colorful dance movements and sculptural dance forms. Northeast Yangge dance is a representative and popular dance among the Han ethnic group in northern China. During major festivals, people spontaneously organize yangko performances and competitions. The costumes of the Yangko team are rich and colorful, mainly in theatrical costumes

**The Project Teaching** is based on the project. Under the guidance of the teacher, students complete a project independently in groups, so that students can learn to solve problems independently, use subject knowledge comprehensively, and finally achieve results. The basic idea is that students' complete projects independently in groups, and its essence is the autonomy of the organization and implementation of the student learning process, as well as the ingenious and organic combination of teaching and learning. A teaching method that cultivates student's positive attitude experience, realizes knowledge construction, and stimulates student's learning motivation. Project teaching is divided into 4 steps:

**Step 1 Determine the Project:** Determining a challenging and practical project topic according to the students' hobbies, course content and other factors. The project theme should be closely related to students' life and learning reality and can stimulate students' interest in learning and desire to explore.

**Step 2 Implement the Project:** Project teaching process, it creates expertise and skills for students. Through hands-on activities and improving the ability to apply in practice. Teachers should provide adequate support and guidance to students. Encourage students to explore independently and give full play to the enthusiasm and initiative of the students.

**Step 3 Show Case:** It is learning and practicing for students through practicing according to their own abilities. Students have gained confidence in performing. This allows students to perform the dance according to the dance form fluently and beauty.

**Step 4 Summary and Evaluation:** It is developed according to the evaluation criteria to evaluate the student's dance work. Not only to assess completeness but also to evaluate the learning process and learning outcomes of students during practical training which teachers will give suggestions and reflect assessments back to students in a timely manner to guide student improvement.

## Research Framework

The using project teaching to improve Chinese traditional dance skill for Undergraduate Students. The researcher has studied the documents and research related to project teaching from many researchers: Chang Juanjuan (2012); Ma Bowen (2022); Xiao Diyi (2022); Xin Lu (2022); and Yin Hang (2022). In this research, researcher has synthesized into 4 steps used to develop lesson plans according to the project teaching undergraduate students and defined as a framework for research concepts as follows:

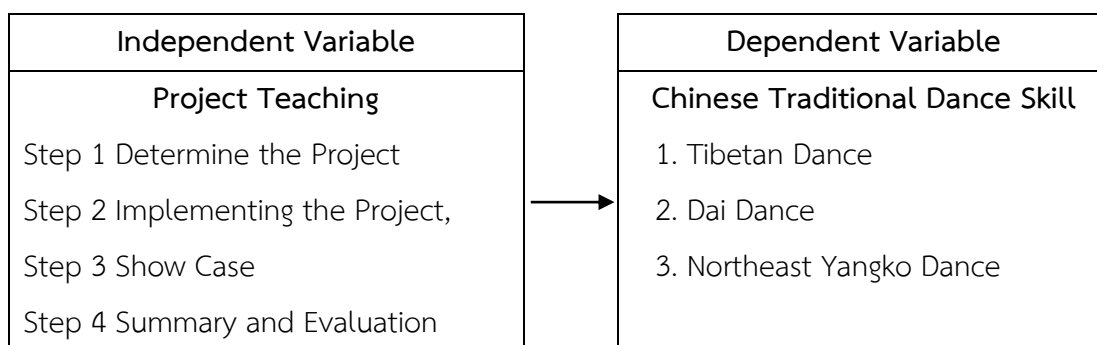


Figure 1.1 Research Framework



# Chapter 2

## Literature Review

This research was using project teaching to improve Chinese traditional dance skill for undergraduate students. The researcher has reviewed the literature and proposed related theories and research as follows:

1. Project Teaching
2. Chinese Traditional Dance
3. Measurement and Evaluation
4. Relevant research

The details are as follows:

### Project Teaching

#### 1. Meaning of Project Teaching

"Project teaching-the use of purposeful, meaningful behavior in the educational process". This is the earliest definition of project method learning by Keboge (1918) and in his article Project teaching, there are many examples about whether students do projects purposefully and meaningfully. The definition holds that the Project teaching is a learning method, but it gradually evolves into a teaching method in the later school education application process. In the 21st century, no matter in terms of method, content, or learning motivation, some scholars have conducted in-depth research on project method learning. This facilitates the dissemination and development of the project methodology throughout the world.

Liu Xiaoting & Zhang Zhuoyuan (2013) The significance of project teaching is that in university classroom teaching, project teaching is beneficial for teachers to concretize abstract knowledge and transform it into project content for practical use in teaching. The guidance of project teaching theory can connect and implement theory and practice in the classroom, that is, using project simulations in the classroom to allow students to enter the "work" in theoretical learning, and to reconstruct knowledge and skills in the process of project implementation. This obviously helps

students' employment and development and is conducive to the improvement of university teaching effectiveness. Therefore, it is very important for contemporary higher education.

Liu Nannan (2014) The significance of project teaching is based on projects, completed through teacher guidance and student group cooperation. It establishes an independent thinking space for students, cultivates problem-solving abilities, and enables them to rely on group members to master dance choreography knowledge in practice.

Kok Lin (2017) The significance of project teaching is to have a positive effect, transform traditional teaching methods for dance creation in universities, create new teaching models, fully stimulate students' interest in dance learning, improve their enthusiasm and initiative in learning dance, not only enrich their knowledge of dance, but also enhance their dance skills, which plays a solid foundation for improving their creative ability in the future.

Sun Yunbiao (2020) The significance of project teaching is to stimulate students' interest in learning and change the boring phenomenon of traditional mathematics classes. Therefore, teachers need to practice and explore this teaching method in mathematics classrooms. Teachers should highlight the learning theme status of students, emphasize their learning subject status, and improve their attention.

Shi Juhong (2023) The significance of project teaching can effectively solve the prominent problems in traditional teaching of humanities, including foreign language majors, such as classroom learning being disconnected from social reality, insufficient practical ability of students, and low ability to solve practical problems. Driven by research tasks based on practical problems, project-based teaching methods can effectively cultivate learners' awareness of teamwork, serving the country, independent research ability, and interdisciplinary exploration ability, thereby providing bottom-up teaching support for the implementation of the new foreign language discipline construction concept.

In summary, by synthesizing the ideas of everyone who has referenced them, Let's summarize in accordance with the topic. Meaning of project teaching was Project teaching helps to stimulate students' interest and motivation in learning, encourage

them to actively participate and explore, and acquire knowledge through practical operations and problem-solving processes, thereby better arousing their interest and curiosity. Simultaneously cultivate students' innovation ability and comprehensive literacy. Improve students' practical abilities. Through practical operation, students can better understand theoretical knowledge, master practical operation skills, and lay a solid foundation for entering society in the future.

## **2. The Importance of Project Teaching**

The application of project teaching embodies the student-centered guiding ideology. Students are no longer passive recipients. They must actively participate in project implementation to achieve the goal. It is impossible to achieve the goal of the project only by taking learning as the goal in the project development. Only by giving full play to the skill innovation can the effect of the project teaching be guaranteed; moreover, by participating in the practice of simulation, students can acquire knowledge in the operation, construct their own knowledge and skills, and teach in the classroom. It is no longer the only way for students to improve their abilities, and the knowledge and skills students acquire in the project teaching are comprehensive, which is conducive to the combination of theory and practice. Many scholars have emphasized the importance of cooperative learning as follows.

Chang Juanjuan (2012) After the implementation of project-based teaching method, students' enthusiasm for attending classes has been improved, and students have also demonstrated their unique strengths. The atmosphere of the classroom has also been greatly improved. With the improvement of students' creative ability, students majoring in music have found dance creative patterns corresponding to their majors. Proposed that the project teaching steps are as follows:

Step 1 Determine the project: Determining the "project" is also called the "information" stage in the "project method teaching", its main task is to complete all the preparations for the "project" and determine the project according to the preparation of the project. It mainly includes three parts: teacher preparation, student preparation, and project planning.

Step 2 Making plans: Making a plan belongs to the planning and decision-making stage in the project teaching method, which mainly includes two stages of planning and decision-making. In Dewey's pragmatism philosophy, it is proposed that teachers guide students to make choices, and students learn by solving problems by themselves. In the planning and decision-making stage, teachers It is the guide, and the students are the executors.

Step 3 Implementation Plan: In the process of implementing the project teaching, it is required to take students as the center and carry out independent implementation. When encountering lack of knowledge during the implementation process, teachers need to supplement relevant knowledge and guide students in the whole process of project implementation.

Step 4 Summary and Evaluation: There are certain standards for the evaluation of project implementation, and there are four forms of evaluation, self-evaluation by students, mutual evaluation among students, evaluation by teachers to students, and evaluation by experts.

Ma Bowen (2022) The overall effect of project teaching in classical Chinese is good, and students are more interested in fresh teaching methods; Group cooperative learning is very popular among most students, effectively stimulating their language expression and interpersonal communication; Project based teaching can make students' learning more organized and easier to grasp the connections between articles. The steps for proposing project teaching are as follows:

Step 1 Determine the project: Teachers need to preliminarily establish the key words of this project-based learning of classical Chinese group reading in the teaching design stage and study the unit introduction with students before officially launching the project, to grasp the learning focus and core outline of this unit. Discuss with the students the theme of the project "Explore ancient and modern learning methods" and announce it. Afterwards, the teacher distributed the project plan blank sheet, explained the lesson plan, and emphasized the key points and disciplines of project learning.

Step 2 Make a project plan: After receiving the project proposal, students start thinking and discussing in groups. Combined with the content of the pre-class preview, grasp the important and difficult points of this project-based learning, and determine the project achievement goals to be completed by this group. Specifically, go deep into the text, explore the knowledge points of the article, expand thinking, clarify the division of labor, collect materials, and complete the writing of the project plan. Here, the author selects one group of proposals from the class and uses this as an example to discuss later.

Step 3 Project division: Students in each group carry out cooperative learning within the group according to the project schedule. Since they have done preview before, most of the students have no doubts about the basic knowledge. The members of each group are different, the learning characteristics are different, and the project plans are also different. In the class, teachers give students enough time for independent discussion, camera-guided groups that encounter difficulties, and concentrate on explaining questions that are frequently asked. Explain the art of reasoning in classical Chinese and discuss the methods of argumentation for groups that start with the argumentation of works; provide relevant reference books and extracurricular books for groups that compile articles.

Step 4 Group report: The students carried out project reports, and the contents of the reports were varied, and the results were rich.

Step 5 Teacher-student evaluation: The teacher distributes the group evaluation form. The students made an objective and fair evaluation of themselves and others for this project-based learning, reflected on the problems that occurred during the joint learning of themselves and the group, and consulted the excellent group for their experience. Finally, the teacher checks for deficiencies and fills in gaps and makes a summative evaluation and some knowledge supplements.

Xiao Diyi (2022) The project teaching method can promote students' learning interest, self-confidence, self-learning ability, cooperative communication ability, comprehensive practical ability, music literacy, and other aspects. The application and implementation of project-based teaching method has promoted the efficient completion of music class semester teaching objectives. While enriching teaching forms

and improving teaching efficiency, it also promotes the improvement of teachers' comprehensive literacy. Proposed that the project method teaching steps are as follows:

Step 1 Determine the project: Through appreciation, students can feel their style characteristics and be able to express them; through group cooperation and creation, students' subjective initiative, cooperation and communication skills and self-confidence can be improved, and students can participate in practical activities with a positive attitude and give full play to the project teaching method in the teaching process. It can exercise students' ability to solve practical problems independently, improve teamwork ability, and enhance their professional quality and comprehensive practical ability.

Step 2 Form a project team: Students should consider their own interests and hobbies, combine their own personality differences, and group them reasonably.

Step 3 Make a project plan: List project content, preview plan, practice plan.

Step 4 Implementation the project: The team leader divides the project content according to the willingness and ability of the team members. The theoretical knowledge part of the group study together.

Step 5 Project evaluation: After the project is completed, the evaluation of the teaching price is very important. Teachers should evaluate in a timely manner, and at the same time, encourage students to evaluate each other. In a project team, the team leader should give full play to his subjective initiative and objectively evaluate the situation in the group, and at the same time guide all members of the group to conduct mutual evaluation and self-evaluation.

Xin Lu (2022) Using the project teaching method as a carrier, creative participation, research-based learning, and practical training activities are carried out. Students encounter problems that cannot be solved by themselves during the learning process and use this problem as a starting point to guide and clarify the learning theme of this lesson. In collaborative learning, they jointly raise the doubts and gradually understand the learning laws and methods of these doubts during processing. And these doubts are precisely studied through project-based teaching methods proposed that the project teaching steps are as follows:

step 1 Determine the project: As the beginning link of the entire project process, this link is the beginning of the project process and is very important. The determination of the project topic should be based on the latest version of the text curriculum standards, combined with daily life, and ingeniously connected with the students' hobbies and learning foundation. The total tasks are combined according to project tasks, project objectives, project content, course requirements and language knowledge modules.

step 2 Make a project: After the project topic is determined, in the second stage, teachers should divide students into multiple groups according to the division criterion of "mutual quality between groups and heterogeneity within groups", Appoint a team leader according to the learning situation. Then, the teacher disassembles and divides the overall task of the project according to the teaching content, and refines each module, so that the team members in the project team can clearly grasp the direction and task objectives of this study, and finally organize and integrate the above contents to form a project plan. Arrange to follow up on progress.

step 3 Implementation the project: After formulating the overall project plan, the next stage is to implement the plan. As a key step in the entire project plan, teachers should focus on how to improve students' interest in actively exploring knowledge and further stimulate students' enthusiasm for learning in the classroom, A harmonious learning atmosphere can enhance the interaction between teachers and students, and the project team will also strengthen interaction and collaboration on the same project task objectives, jointly explore the required information, and complete the target tasks within the specified time with quality and quantity.

step 4 Showcase: After completing the project tasks, the project team needs to show the tasks completed by this group to other groups of students. At this stage, the teacher needs to build a platform for students to communicate with each other. Students can use different ways to display, such as drama. There are many other ways such as performances, PPT presentations, and storytelling. When students show their works, teachers should focus on the key points of the show, control the order of the classroom, and listen to and learn from other students' shows with students. After the show is over, teachers can share their shortcomings and advantages, and select

excellent groups, to provide the required materials for the next stage of project evaluation.

step 5 Summary and Evaluation: This link is to test the learning situation, and to evaluate the learning results in a variety of ways from multiple dimensions and methods, to evaluate the learning process of students more comprehensively. In the evaluation link, the teacher can directly evaluate the students according to the classroom situation or establish an evaluation mechanism among the students to evaluate each other, and students can also self-evaluate according to the situation they have mastered.

Yin Hang (2022) The implementation progress of project-based teaching method in interdisciplinary fields has been ensured, and there has been no situation where the teaching method and curriculum teaching are difficult to match. During the implementation, the teaching objectives have been achieved and students' autonomous inquiry learning process has been achieved. At the same time, students can also learn professional knowledge and skills from project-based teaching classrooms. proposed that the project teaching steps are as follows:

Step 1 Determine the project: Explore the practical process of the project teaching in the classroom, verify the application effect of the project teaching method in the professional course of accounting affairs through the research and practice process, analyze the advantages and disadvantages of the project teaching method, and promote the combination of teaching theory and practice.

Step 2 Implementation Plan: The entire teaching implementation process is carried out in three stages: before project implementation, during project implementation, and after project implementation.

Step 3 Showcase: After the group cooperation discussion of one class hour, the group speakers of the 11 groups will present the group conclusions and explain the group's problem-solving ideas in the class. After the students' presentation, comment on the problems in the students' thinking, and emphasize the knowledge points that the students have doubts about in the discussion session.



Step 4 Summary and Evaluation: The first is student self-evaluation. Student self-evaluation is to allow students to reflect on their learning attitudes in project cooperation and to resolve misunderstandings in project thinking. It can help students think about their own learning process and better grasp learning methods in future studies. The evaluation starts from the three aspects of cooperative learning, learning effectiveness and inquiry ability.

These studies indicate that project-based teaching contributes to knowledge sharing and communication, improving learners' learning outcomes. It also cultivates learners' teamwork and social skills. In addition, project-based teaching improves learners' active learning ability, and the interaction between learners in project-based teaching stimulates innovative thinking. Finally, project-based teaching helps to create a positive learning atmosphere and learning community. In short, project-based learning plays a crucial role in the education and learning process and has a positive impact on the overall development and growth of learners. Can be referenced Table 2.1 Synthesizing project teaching steps

**Table 2.1** Synthesizing project teaching steps

Chang Juanjuan (2012)	Ma Bowen (2022)	Xiao Diyi (2022)	Xin Lu (2022)	Yin Hang (2022)	My Research detail
1) Determine the project	1) Determine the project	1) Determine the project	1) Determine the project	1) Determine the project	1) Determine the project
2) Making plans	2) Make a project plan	2) Form a project team	2) Make a project plan	2) Implementation the project	2) Implementation the project
3) Implementation the project	3) Project division	3) Make a project plan	3) Implementation the project	3) Show case	3) Show case
4) Summary and Evaluation	4) Group report	4) Implementation the project	4) Showcase	4) Summary and Evaluation	4) Summary and Evaluation
	5) Summary and Evaluation	5) Summary and Evaluation	5) Summary and Evaluation		

From table 2.1 project teaching is a student-centered teaching model that emphasizes completing learning tasks through student participation in practical projects, thereby mastering knowledge, skills, and problem-solving abilities. In this mode, teachers play the roles of guides and assistants, while students become the main body of learning, requiring active participation, active thinking, and collaborative exploration. Starting from the importance research of numerous researchers. The researcher has taken the views of the academic importance of mentoring from many academics and integrated and synthesized into 4 steps used in developing lesson plans: 1) Determine the project, 2) Implementation the project, 3) Show case, and 4) Summary and Evaluation. The following reasons:

Step 1: Determine the project: Using the first steps of Chang Juan (2012), Ma Bowen (2022), Xiao Diyi (2022), Xin Lu (2022), and Yin Hang (2022), determine the uniqueness of the "project" dance teaching. At the same time, determine the project plan during this stage of determining the project, also known as the "information" stage in "project-based teaching". Its main task is to complete all the preparatory work for the "project" and determine the project based on its preparation status. It mainly includes three parts: teacher preparation, student preparation, and project planning. Actual preparation and inspection of the application effectiveness of project teaching methods, including instructional design and introduction of study units with students before officially starting the project. Understand the learning focus and outline.

Step 2 Implementation the project: integrating from the third step of Chang Juanjuan (2012), the fourth step of Xiao Diyi (2022), the third step of Xin Lu (2022), and the second step of Yin Hang (2022), in the process of implementing the project teaching, it is required to take students as the center and carry out independent implementation. When encountering lack of knowledge during the implementation process, teachers need to supplement relevant knowledge and guide students in the whole process of project implementation. Teachers need to supplement relevant knowledge and guide students in the whole process of project implementation and dividing project content according to the voluntariness and abilities of team members. theoretical knowledge of collaborative study groups.

Step 3 Show case: take the fourth step of Xin Lu (2022) and the third step of Yin Hang (2022) After completing the project work, the project team must show the work they have completed to the other groups of students. In this step, the teacher wants the students to communicate with each other and show off their work. and demonstrate abilities as learned.

Step 4 Summary and Evaluation: integrating from the fourth step of Chang Juanjuan (2012), the fifth step of Ma Bowen (2022), the fifth step of Xiao Diyi (2022), the fifth step of Xin Lu (2022), and the fourth step of Yin Hang (2022) The first is student self-evaluation. It can help students think about their own learning process and better grasp learning methods in future studies. in addition, to test the learning situation, and to evaluate the learning results in a variety of ways from multiple dimensions and methods, to evaluate the learning process more comprehensively. the teacher can directly evaluate the students according to the classroom situation or establish an evaluation mechanism among the students to evaluate each other, and students can also self-evaluate according to the situation they have mastered.

In short, the importance of project-based teaching lies in the ability to combine theoretical knowledge with practical knowledge more closely, cultivating students who are more adaptable to work requirements and social needs. In terms of teaching, the content of project-based teaching mainly revolves around production internships based on theoretical learning; In terms of learning methods, the particularity of dance courses involves determining teaching plans with students while determining projects, mainly involving cooperation and collaboration between students and teachers, as well as between students and teachers. By combining learning groups with teacher guidance, we can demonstrate the spirit of teamwork; In terms of teaching methods, the center of project-based teaching is the learning of practical skills. In this process, the creativity of students is very important, and it is also of great significance for improving their learning ability.

## Chinese Traditional Dance Skill

### 1. The Meaning of Traditional Chinese Dance Skills

Cultivate physical coordination and good posture. Dance techniques require dancers to complete various movements in the rhythm of music, thereby exercising their coordination and control abilities, and promoting the beauty and health of their body postures. Improve physical fitness. Dancing requires dancers to engage in high-intensity exercise, which can consume energy in the body, improve cardiovascular function, and enhance physical fitness. Enhance confidence. Dancing requires dancers to express themselves in front of the stage and audience during the performance, which can help them build confidence and courage. Improve social skills. Dancing often requires cooperation and tacit understanding between dancers and partners, which can exercise dancers' communication and collaboration abilities and make more friends in dance social activities. Strengthen artistic cultivation. Dance is a form of artistic expression that can help dancers improve their aesthetic and artistic cultivation, enrich their inner world, and provide a way to experience the world. In short, learning dance skills is of great significance for both physical and mental health and personal development, as it can become an interesting hobby and lifestyle for better understanding and expression of dance, to better understand and express dance.

Song Yang (2018) The purpose of offering skill courses in the course modules of dance studies is to lay a solid foundation for students' physical fitness. Traditional dance skills are offered to cultivate students' accurate understanding of various dance styles and characteristics in dance performances, and to accurately grasp the artistic forms in each dance.

Jia Yaqi (2018) For dancers, they need to continuously complete a complete set of dance skills and movements to complete the creation of artworks. Whether one possesses solid dance skills or not will determine the coherence and tension of dance performance, thereby affecting the artistic expression of dance.

He Jiali & Han Jinyong (2019) Sports dance is a dance that combines athletic skills with comprehensive artistic performance skills, including Latin dance and modern dance. In sports dance competitions, athletes need to achieve excellent results, have

a good sense of body rhythm, music appreciation ability, and beautiful artistic performance ability.

Li Junyan (2022) To enable students to express true emotions in dance and fully reflect the essence of dance, they must have a high understanding of the performance skills and content of dance, to accurately convey the meaning of dance to the audience. To achieve this effect, the key is to rely on students' movements, facial expression skills, etc. Only when students' movements and facial expressions are integrated with the dance can they truly capture the audience's attention.

Wang Hongliang (2023) Dance, as an elegant visual art, showcases the connotation and emotions of the work through the dancer's body skills and movements, which can bring unique emotional resonance and aesthetic experience to the audience. This also requires dancers to have strong dance skills and emotional control abilities, able to skillfully integrate dance and emotions. When watching dance, the audience can not only see the shadow of life, but also deeply feel the charm of dance art, truly enjoying beauty.

In summary, dance skills can make dancers' movements more precise, smooth, dynamic, and aesthetically pleasing. For example, mastering the correct body posture, body coordination, jumping height, and rotational speed can make the dancer's dance movements more graceful and attract the attention of the audience. Dance skills can also help dancers better cope with different dance styles and repertoire. Different types of dances require different techniques, such as ballet, which requires mastery of beautiful toe tips and elegant body lines, while modern dance requires more freedom of movement and expressiveness. By continuously practicing and mastering different dance skills, dancers can better adapt to different dance styles and repertoire, thereby improving their performance level.

## **2. The Importance of Chinese Traditional Dance Skill**

Traditional Chinese dance is closely related to art such as music, sculpture, and painting. It uses beautiful body movements as language to shape images and reflect social life. Dance movements are highly beautified and standardized movements with strict standardization, emphasizing rhythm and rhythm, and are not easily mastered. Dance skills are an important part of learning dance. Through

systematic and scientific learning and strict and standardized training, students can achieve the physical fitness requirements required for dance in terms of flexibility, soft opening, and physical flexibility. It helps to cultivate students' good posture and elegant temperament, laying a solid foundation for future dance learning.

Peng Hui (2007) "On the Cultivation of Dance Performance Ability of Music Majors in Higher Vocational Colleges" believes that dance, as an independent performing art, requires a high degree of proficiency in the portrayal of characters, the shaping of images, and the presentation of situations. Dancers at the performance level will complete it, so that students majoring in music in vocational colleges will gradually perform dances. Therefore, it is necessary to master a set of effective methods.

Sun Wen (2014) Dance skills are crucial for dancers. Based on the current situation in the dance industry, many excellent dancers have reached the pinnacle of their mastery of dance skills. In their own growth, dance skill training has played an important role. The training of dance skills can effectively solve the training of abilities in various parts of the body of dance students, greatly improving and enhancing their strength, softness, flexibility, and explosive jumping ability. And after mastering a certain level of high difficulty somersault skills and comprehensive ground rolling skills, it will play an important auxiliary role in improving dance performance skills and skills, enriching dance vocabulary, and expanding the expressive power of dance art.

Mei Lijuan (2019) Dance skills involve performing complex and complex movements through the correct operation of the muscles, ligaments, and bones of the human body within a certain period. Of course, these movements are imbued with certain internal thoughts and connotations, and can form a complete context, giving people a sense of beauty. As an art form, 'beauty' is the highest requirement, and dance performers need to complete it through the combination of every move of the human body, ultimately providing the audience with the enjoyment of beauty. To achieve this effect, dancers must master the performance techniques of each action, otherwise it is difficult to impress the audience and cannot be regarded as an art. From this perspective, dance skills occupy an extremely important position in dance performances, and the training of dance skills is crucial in dance training.

Li Bojiang (2021) With the rapid development of the early childhood education industry, the demand for teachers with high dance skills urgently increases. The original teachers in kindergartens are no longer able to meet the needs of early childhood education in the new era due to their lack of relevant dance skills and can only provide teaching. Based on this, preschool teachers with high dance skills have high competitiveness and are talents that various early childhood units are competing.

Zhang Kexin (2022) In terms of the difficulty of dance skills and techniques, when it comes to young children's dance skills, careful observation of their standing posture should lead to a more standardized natural posture, to cultivate their good habits and achieve flexible use of hands and feet and coordinated development. Through these skill training, not only has the coordination ability of young children been improved, but also their flexibility has been improved, making dance expression more diverse.

In summary, the high difficulty and exquisite skills endow ethnic dance with higher artistic value and make the artistic image more realistic and perceptible. This ability reflects the overall quality of an actor. For ethnic dancers, diverse dance skills can have a good display effect, making up for the lack of their own abilities. Through systematic training, actors can learn advanced dance skills, proficient techniques, and have good control and expression. The goal is to cultivate and improve the technical abilities of ethnic dancers, achieve the overall level of ethnic dance performances, make dance performances more appreciative and artistic, promote the continuous development and improvement of training methods for ethnic dance technical abilities, and ultimately cultivate more excellent ethnic dancers, producing more excellent ethnic dance works.

### **3. The Concept of Chinese Traditional Dance Skill**

Editor-in-Chief Committee of Encyclopedia of China (1994) Anyone who uses the organized and regular movements of the human body to express emotions and thoughts can be called dance.”

Alessandro Lumare & Simona Lobefaro (2014) Through the activity courses combining visual art and dance, the aim is to enable children to communicate with their bodies confidently, explore the correlation between physical performance and



symbolic performance, and cultivate team ability, self-confidence, critical thinking, and aesthetic sense.

"Core literacy for Chinese students' development" (2016) Based on the essential attributes of dance art, although dance can bring various benefits, we still need to be clear that dance art education is not a panacea. As a form of art, dance is bound to have its limitations, and it is impossible for dance art education to cover all functions. However, one thing is certain, dance art education is directly related to aesthetics, and beauty is related to the spiritual world and the meaning of life. ; Be able to understand and respect the diversity of culture and art, have the awareness and ability to discover, perceive, appreciate, and evaluate beauty; have a healthy aesthetic value orientation; have the interest and awareness of artistic expression and creative expression, and be able to expand and sublimate in life beautiful wait"

Dang Yuntong & Wu Xiaobang (2018) Traditional Chinese dance skills are the most important part of university art education. "Dance education is an education of culture, beauty, and sentiment. It is a process of unity of body and mind. Physical experience and inner emotions complement each other." With the development of the times and the long-term practice of national art education, the goal of training advanced dance professionals in my country is not limited to the cultivation of high-level, refined, and top-notch dance professionals. In recent years, in addition to professional dance universities, many comprehensive general universities and normal universities have opened art courses, which has greatly promoted the development of dance disciplines in Chinese universities, especially higher normal schools. Such schools have cultivated many excellent comprehensive high-quality dance talents, making up for the shortage of high-quality dance teachers in my country for many years.

Wang Jianmin (2015) As in "'dance' is a word derived from a European concept that tends to obscure the importance and usefulness of motion analysis of human behavior and interactions. Although the word 'dance' has been introduced into many languages. However, traditionally, in many societies, there is no category like this concept in the West. Most anthropologists' interest in human movement is not only focused on 'dance' but has expanded to include A variety of structured movement

systems, including but not limited to religious and secular ceremonies, ceremonies, entertainment, martial arts, sign language, sports, and games.

Tian Peipei & Lu Jiayi (2019) Dance art education is a multi-dimensional concept with its history and diversified development history. There are many types and levels of dance art education in my country. In terms of its nature, it is divided into vocational dance education and non-professional dance education; in terms of its field, it includes school dance education and out-of-school dance education.

Therefore, the skill of traditional Chinese dance is the art of expressing certain thoughts and feelings through rhythmic, refined and organized human body movements and shapes.

## **Chinese Traditional Dance**

This Chinese traditional dance course is the Beijing higher education quality project, general higher education "Tenth Five-Year Plan" textbook, Beijing Dance Academy. The main content of the book is the teaching materials of the few ethnic dances (Tibetan, Mongolian, Uyghur, Dai, etc.) being used by Beijing Dance Academy. It is composed of three parts: form of movements, specific methods and movement phrases. The content is from simple to deep, which provides the possibility for teachers to choose and reorganize the course. It has the function of textbook movement dictionary and is suitable for both professional and non-professional folk dance learners. (Han Ping & Guo Lei, 2004) with details as follows:

### **Tibetan Dance**

The origin of Tibetan dance can be traced back to ancient religious rituals and celebrations. Under the influence of Tibetan Buddhism, dance has been widely used in religious rituals and has become a form of expression that is combined with faith. It is characterized by elegance, solemnity, and mystery, and has become a medium for Tibetan people to communicate with gods and promote religious ideas.

Tibetans are an ancient ethnic group with a long history living on the Qinghai-Tibet Plateau. The Tibetan people mainly live in the Tibet Autonomous Region and the provinces of Qinghai, Sichuan, Gansu and Yunnan. In this vast area, the Tibetan people have created a long history and culture, as well as a colorful folk song and

dance art. It is a nation capable of singing and dancing, and its dance is stable, vigorous, relaxed and soft. The characteristics of Tibetan folk dance style are reflected in the portrayal of the dance image, the melody characteristics and lyrics of the accompanying tunes. Most of them are the form of singing and dancing. There are songs and dances, and there are often many religious and cultural components in the lyrics and dances. And because they live in farming areas, pastoral areas, semi-agricultural and pastoral areas in three different places to add color, so that farming life more intense, so the formation of the integration of agriculture, pastoral, religious three as one of the style characteristics of Tibetan folk dance, plateau farming culture dance form. The main content of Tibetan dance is the training of "trembling knee, step, tap, harmony (strings)". Through the learning of this part of knowledge, the natural form of the student's body is adjusted, the potential of the student's artistic performance is developed, and the role of liberating all parts of the student's body and coordination is initially achieved.

The form of Tibetan folk dance is the integration of farming and animal husbandry culture and religious culture. Its style features are reflected in the portrayal of the dance image and the melody features and lyrics in the accompanying tunes; And because the farming area, pastoral area, is semi-agricultural and semi-pastoral area and add different colors. For example, the dance form of "peacock draft", the "Guozhuang" performance in the semi-agricultural and semi-pastoral area of Zhongdian, the color of the pastoral area is heavier; When "Xianzi" in Batang, Sichuan Province, performs this dance, the atmosphere of farming life is stronger. Similar to the catechism lyrics of the duet song, the image of the dance is obviously different when imitating the peacock.



Step back half

Three

Consecutive

Step

Step up

Tibetan folk dance Squatting slowly with both hands behind his back, leaning over to pick up the bowl on the ground with his mouth, catching the bowl with his left hand and standing straight, his right hand dipped some water in the bowl and popped out, Shouting "Qilin Tang Basxiao" (meaning "blessing"). Everyone also shouted "Oh ah" (good ah), and then supported each other's waist, danced together, and exchanged the two feet for a "low straddle leg fast kick out" action to express a happy mood. The peacock is a symbol of good luck, is the Tibetan people love the bird, like the living Buddha was born in Lhasa, like the eagle hovering in the sky, like the divine bird perched on the sandalwood tree, although eat toxic leaves, but can become more beautiful, meaning can turn bad into good, the disaster into luck. Through the question-and-answer lyrics, people express their yearning for an auspicious and happy life. The peacock in the mind is performed in the beautiful melody and the beautiful song, and its dancing image is naturally very beautiful, peaceful and hopeful. Near the end of the "peacock draught" in Zhongdian Guochuang Village, a peacock was performed by one or two men, holding the robe and stretching out both sides, exchanging one leg, rotating slowly forward and back, and dancing in the auspicious singing words of "heat, Wa, gang, this, Tuo and mode", just like an eagle spreading its wings, more like a divine bird flying. In the dance to praise the peacock often imitate the action of the eagle, this is because the eagle in the eyes of the Tibetan people is also a divine bird, the two in the religious and cultural basis of the integration of the dance, reflecting the Tibetan religious psychology, enjoy the expression of people's good wishes, the formation of the integration of agriculture, herding, religion as one of the Tibetan folk

dance style characteristics and plateau farming culture dance form. In the Tibetan folk dance, loose crotch, bowed waist, bent back, etc. are common images, which are closely related to the heavy labor life in the plateau area, devout religious psychology, religious etiquette and customs. When they dance, these movements will naturally be reflected in the dance, making the dynamic image with obvious religious psychological factors. However, these movements mainly come from the changes in the self-coordination of the workers to reduce the physical burden. From the perspective of dance, it has another kind of beauty of coordination of all parts of the body formed by labor, with artistic creation. For example, the waist of the dancers in Zhongdian Guozhuang is in tune with the rhythm and fluctuates regularly, giving people a peaceful and harmonious aesthetic feeling; The combination of knee slack and waist and hip action forms a unique dynamic rhythm.

Tibetan folk dances are mostly in the form of songs and dances. As people wear long-sleeved Chuba (Tibetan robes) in daily life, the beauty of "straight edge" is added to the dance, and the devout religious mentality gives the dance a lot of religious colors. In addition to the temple dance "Cham" mentioned above, typical dances include "harmony", "Guoli harmony", "Zhuo" and "Reba". "Harmony" (meaning singing and dancing): also called "ye", commonly known as "stringzi", the "Batang Stringzi" in Garze, Sichuan is the most typical dance form, which belongs to rural areas. During the performance, a person with "Biban" (Tibetan two-stringed harp) led the dance. The participants sang and danced along with the sound of the harp. The melody was melodious and the dance posture was beautiful, giving full play to the advantages of "long sleeves and good dance". The dance is similar to the image of several Han women dancing with their long sleeves in the ceremonial procession of Zhang Yichao's Tour in the mural painting of Mogao Grottoes in Dunhuang, which shows the long history of Sino-Tibetan cultural exchanges. "Guoli Harmony" (meaning "singing and dancing in circles"): It is popular in Shigatse, Shannan and other places in Tibet. Participants form a large circle and dance clockwise as the lead dancer sings and dances. (This is consistent with Tibetan Buddhism's emphasis on the right-hand turn.) Each song has a certain dance method and is divided into two parts: slow and fast. For slow songs, sing slowly, raise the hand on the same side to wave and march; After

turning fast, the emotion is passionate, and the characteristics of the wave "one straight edge" are more prominent.

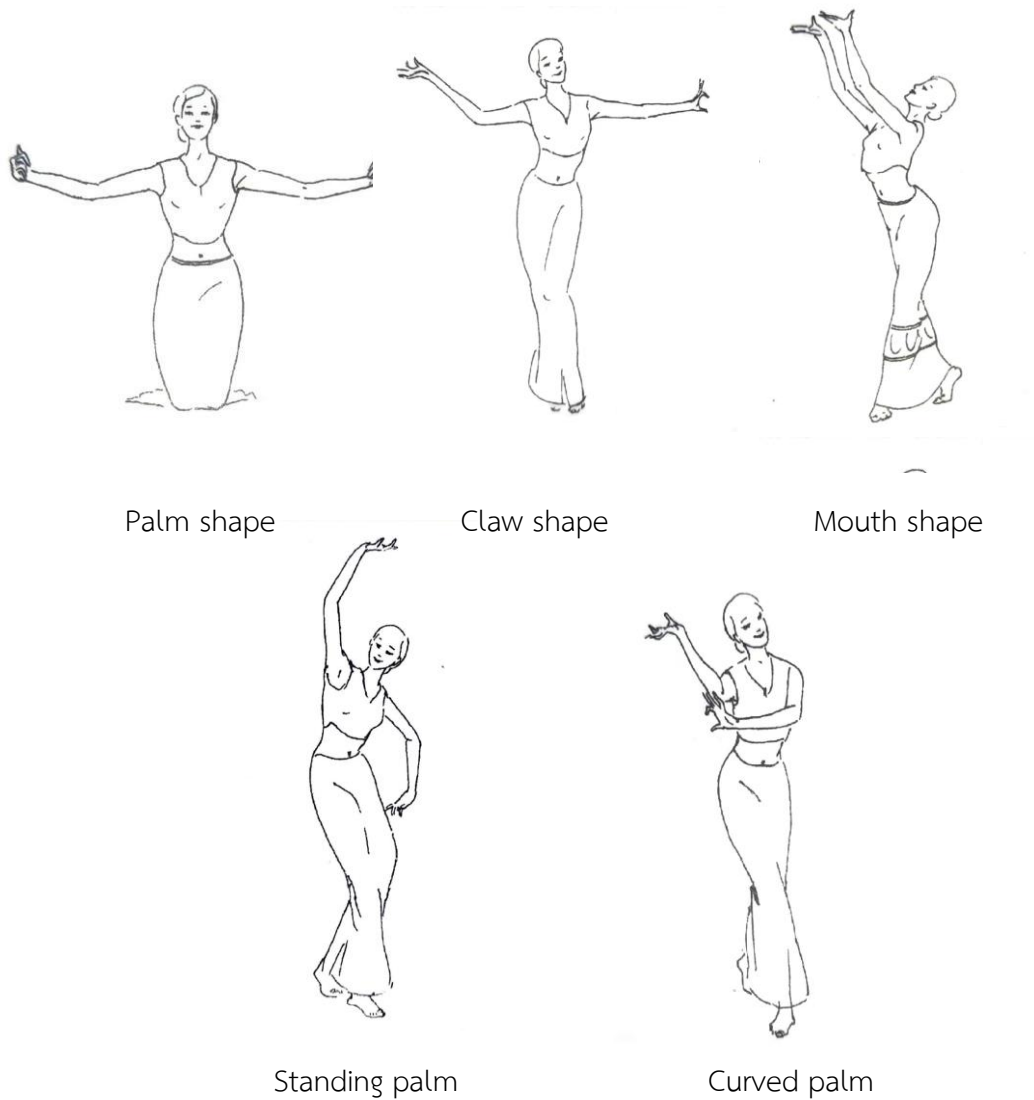
### **Dai Dance**

The origin of Dai dance can be traced back to ancient times, with a long history of development. Dai dance originated from the agricultural era and is a folk dance performed by the Dai people to celebrate and pray for a bountiful harvest. Over time, Dai dance has gradually evolved into a performance art with a strong religious color, playing an important role in the lives of the Dai people.

The Dai nationality is an ethnic minority with a long history, mainly living in Xishuangbanna Dai Autonomous Prefecture, Menglian Dai Lahu Wa Autonomous County, Dehong Dai Jingpo Autonomous Prefecture and Gengming Dai Wa Autonomous County in Yunnan Province. Thanks to the charming local scenery and special tropical climate environment, the Dai dance has formed its unique graceful, subtle, light and smooth style in the course of its long-term life and production activities. There are many kinds and forms of Dai folk dances, among which peacock dance, Garguang dance and elephant-foot drum dance are the most common and representative ones. Kagguang dance and Xiangfoot drum dance are mainly dances for self-amusement and performance. These two kinds of dances used to be performed by men only on the Songkran Festival. With the increasing popularity, they have developed into collective performance dances suitable for both men and women, young and old. Peacock dance, on the other hand, is generally a performative dance, which mainly imitates various life forms of peacocks, expressing people's infinite yearning for a better life. The study of this chapter mainly focuses on the practice of hand shape, hand position, foot position, footwork and body form.

Dai folk dance has beautiful, subtle, light, smooth dance style features, "three bends" is the most typical body characteristics of the Dai dance, the three bends of the body refers to the tiptoe and bent knees, bent knees to the side of the crotch, the side of the crotch and the tilt of the upper body, the three bends of the hand refers to the slightly tilted fingertips to the wrist, the wrist to the elbow, the elbow The shirtless elbow to the big arm, and in maintaining the posture of the hands, feet and head are in the same direction, so the formation of the Dai dance unique "along

the side" movement characteristics, "along the side" movement characteristics from the Dai people's work and life. For example, the body form of carrying water and picking rice, and for example, when working in the farm, holding a large fan in the hand to screen the rice, the body, hands, feet and head follow the same direction.



Posture not only has the style characteristics of three bends, but also takes into account the soft beauty of "Yishun edge". The combination of the posture of "three bends" and "Yishun edge" also forms the unique curves of Dai dance. This kind of body and hand "three bends" body characteristics in addition to related to the work scene, but also with the Dai women wearing traditional clothing, religious beliefs and holes. Dai people live in subtropical areas, due to the local climate and geographical

environment, dance movement style is more stable, peaceful, there are few jumping movements, dance rhythm is also more regular and continuous rhythm, knee movement law is maintained on the basis of half squatting, to the knee up and down law to drive the upper body swing around, the foot is mostly after kicking, kicking up When fast and powerful, landing light and smooth, this rhythm in addition to imitate the posture of peacock walking, there are elephants in the forest walking posture.

### **Northeast Yangko Dance**

Northeast Yangko dance is a folk-dance art in the three provinces of Northeast China. It forms a complete set of performance forms that are passionate, explosive, humorous, and humorous, containing the aesthetic mentality and artistic taste of the people of Kanto. Every year around the 15th day of the first lunar month, it is the time for the Northeast Yangko to show off its skills. Various Yangko teams go to the countryside to visit households and offer New Year greetings. When the Yangko teams meet, the drum music starts to sing and salute each other, followed by competitive performances that showcase their strengths and weaknesses. The viewers applaud it, the performers entertain themselves, immerse themselves in it, and have a myriad of interests. Yangko is a folk form that has been passed down from within the pass to outside the pass and has evolved over a long period of time to form its own unique style.

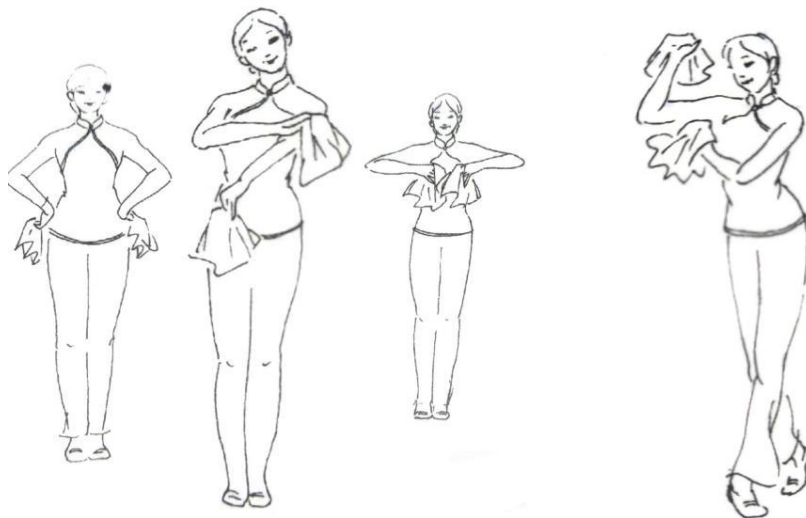
The Han nationality is the most widely distributed ethnic group with a long history. Among them, the Northeast Yangge embodies the bold, fierce and playful style characteristics of the Northeast people. The content of this chapter includes the posture of the Northeast Yangko dance, the movement and the use of props hand towel flowers. Northeast Yangko is a representative folk dance form in northeast China. It has simple, fiery, fierce and strong emotional characteristics. It is one of the dances of the Han folk that can best reflect the characteristics of the north. Northeast Yangko is inherited from the Liaonan stilt "steady waves, strong and gentle" movement characteristics on the basis of evolution and development, the formation of today's "steady waves, waves, strong beauty" aesthetic characteristics. One of the important props in the Northeast Yangge is the hand towel flower. The combination and change of the hand, wrist and hand towel can produce different dancing methods and movements of the hand towel flower, and also produce commendable skills. The



movements of the hand towel flower are varied and varied, and the movements of each hand towel flower have their own charm characteristics. For example, "Iris flower" carries the inherent beauty, and "arms flower" reflects the subtle and fierce character of the Northeast people. In the study of the Northeast Yangge, it is necessary to highlight the main style of "steady waves, waves in Gen, Gen Qiao", the dance steps at the foot "Gen strength", the upper limbs in the "twist", the coordination of the prop wrist "flower", and the key points of "fast feet, steady feet, slow shift the center of gravity". "Point tightening, line extension", and "steady waves, waves in Gen, Gen in Qiao", are the Northeast Yangko movement treatment.



Double pronged waist Double buckle handle Little Swallow Spreads its wings



Double breast protection Double protection head

## Measurement and Evaluation

Dance evaluation is a standardized evaluation method that evaluates and recognizes the dance performance of participants through unified evaluation standards under standardized operating procedures. It is an important way to test the quality of teaching and learning outcomes.

Liu Yi (2012) It is believed that the evaluation of dance talents can be based on the following ten aspects: (1) performance with excellent physical adaptability; (2) Having excellent action memory ability; (3) High willingness to learn dance and focused attention; (4) Having excellent spatial sense and physical responsiveness; (5) Good at imitating others' movements and possessing good performance skills; (6) Having excellent musical rhythm and body rhythm; (7) Having a symmetrical physical development and a love for exercise; (8) Likes creative physical activities and often exhibits unique or creative insights; (9) Enjoy participating in group dance learning and being able to collaborate with others; (10) Excellent performance in competitions related to dance, sports, and performing arts.

Ding Yong (2015) The determination of the weight of the evaluation criteria for sports dance level of students in physical education departments of ordinary universities, and the "dual comparison method" for determining the weight. Currently, the methods for determining the weight coefficient can be basically divided into two categories: one is the expert consultation method; The other type is parsing class methods Nowadays, the commonly used method of psychophysics to measure weight coefficients is the dual comparison method. Its process is to pair the stimuli to be compared, present them one-on-one, select the one with obvious features from the two stimuli, record the selection score, and calculate the weight based on the selection score. The calculation formula is  $P=C/2(n-1)$ , According to the "dual comparison method", the weights of the first level indicators obtained from the expert questionnaire.

Zhao Jing (2021) The testing standards for Latin dance include: 1. posture and form, such as the "closed and open positions" of Latin dance; Body lines and unique design shapes. 2. The development of movements during movement mainly includes commonly used dance movements and specially designed dance techniques. The

ability to move includes the use of center of gravity and weight; Mastering time; The application of spatial sense. 3. Mobile music uses music as the soul of dance, and the changes in music rhythm can bring a different feeling to people. Melody: Can the characteristics of each dance and the design of the dance steps be combined with the rhythm and movements of all music and can the use of speed and pace changes highlight the characteristics of the music's rhythm and movements.

Zheng Lan, Jia Jianguo, & Li Jian (2022) The research draws on the idea of constructing common educational evaluation indicator systems and conducts theoretical analysis and empirical research on the evaluation indicator system of students' dance literacy. Based on practical experience and guidance from theoretical research, three first level indicators and 11 second level indicators including perceptual experience, aesthetic judgment, and physical expression are constructed. Utilize large-scale data to conduct identification surveys on the evaluation indicator system, to further recognize and validate the evaluation indicator system. At the same time, the study used Analytic Hierarchy Process to assign weights to indicators, and finally obtained the weight coefficients of student dance literacy evaluation indicators, forming an expression for the evaluation index system of student dance literacy:  $\text{student dance literacy level} = \text{perceived experience} \times 0.49 + \text{aesthetic judgment} \times 0.28 + \text{body expression} \times 0.23$ .

Chang Liping (2022) During the process of dance movements, there will be significant changes in the bone and joint scales of the human body, which requires the use of pixel wise joint point estimation to complete the pose estimation task of dance movements. In this process, it is necessary to utilize the high-level and low-level features in pixel space to achieve joint point localization in dance movements, thereby completing the posture estimation process of the entire dance movement. The multi-scale feature fusion method for posture estimation of dance standardized movements effectively adapts to significant changes in joints during the posture estimation process, which can further improve the accuracy of posture estimation in dance movements.

In summary, dance assessment includes assessment items such as physical overview, comprehensive assessment (rhythm, imitation, bouncing), and posture testing. Teachers can also add appropriate items based on the school's own situation.

## Relevant Research

Biffy (2012) Research on project teaching in sports dance in universities. The experimental subjects were 100 randomly selected students from the Guanghua College of Changchun University in 2010. Among them, there are 50 males and 50 females each. Divide the experiment into two groups, A and B, with 25 male and 25 female students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is the experimental group, which receives education on sports dance projects. Group B is the control group, which receives education on traditional sports dance. The research results indicate that it enhances students' interest in sports dance, enhances their confidence, and encourages them to continue engaging in sports dance activities.

Ding Xuehua (2020) applied research on the application of project teaching in the teaching of children's dance creation in preschool education in secondary vocational schools. The research objects of the experimental group were 30 students in the preschool education employment (1) class of grade 16 as the experimental class, using the project teaching, select 30 students from Class 16 Preschool Education Employment (2) class, which is basically like their academic situation, as the control class. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and skills courses can further improve students' dance creation practice ability Improve the classroom teaching effect and talent training quality of dance choreographers.

Ding Xuehua (2020) applied research on the application of project teaching in the teaching of children's dance creation in preschool education in secondary vocational schools. The research objects of the experimental group were 30 students and control group were 30 students in the preschool education employment. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and skills courses can further improve students' dance creation practice ability improve the classroom teaching effect and talent training quality of dance choreographers.

Liu Xu (2021) studied the application effect of project teaching in the teaching of physical dance optional courses in ordinary colleges and universities. The experimental group was to randomly select 59 students from two classes of physical dance optional courses in Yangzhou University as the experimental subjects, and 28 students in the control group. The project teaching is used for teaching, and the research results prove that it is feasible and effective to apply the project teaching mode to the teaching of physical dance optional courses in ordinary colleges and universities. The project teaching mode can optimize the sports dance class, change the students' previous learning methods, and improve students' learning ability, interest in sports learning and movement skills.

Zheng Jianbin (2021) the application of project teaching in dance teaching-Taking Zhengzhou City a Middle School. The subjects of the experimental group are the 29 students at the dance school-based course of Zhengzhou a Middle School. Teaching adopts project-based teaching. The research results indicate that it enhances students' interest in dance learning, enhances their learning initiative, cultivates their comprehensive abilities, and enriches practical cases.

Liu Bo (2021) adopted the project teaching during dance choreography theory and techniques. The experimental group included 20 students of choreography, 15 girls and 5 boys. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and techniques can further improve students' dance creation practice ability and artistic innovation ability and improve the classroom teaching effect and talent training quality of dance choreography.

Zeng Yong (2022) This article studies the impact of project teaching on the creation of Lingnan dance fitness exercises. The experimental subjects were 80 students (40 males and 40 females each) from the second grade of Guangzhou Experimental Foreign Language School. Among them, 40 students were selected as the experimental group (20 males and 20 females each), and 40 students were selected as the control group (20 males and 20 females each). The experimental group students participated in the Lingnan dance fitness exercise class for learning. The research results indicate that introducing project teaching into the creation of Lingnan

dance aerobics can further improve students' practical and innovative abilities in Lingnan dance aerobics creation and enhance the classroom teaching effect of Lingnan dance aerobics choreography.

Huang Hui (2022) Researched the practical teaching of dance in vocational preschool education projects. The experimental subjects are 30 students from Class 1 of Dongguan Vocational College of Arts. Using project-based teaching, 30 students were selected from freshman and sophomore classes as controls. The research results showed that it effectively saves teaching time and energy and can also improve the efficiency of dance learning for students.

Zhou Min (2023) Research on project teaching design for middle school dance. The experimental subjects are 30 students from Class 1, Grade 1 of Enshi No.1 Middle School. Using project teaching, 30 students were selected from 2 classes as controls. The research results showed that project teaching design for middle school dance can improve students' learning awareness and emotional performance ability.

In summary, the project teaching has cultivated students' various abilities. It can promote students to take the initiative to encounter problems in life or study. In group cooperation, students communicate with each other, improve students' expression ability, cooperation ability, and enhance the awareness of sharing. In addition, students cooperate in groups Dance together, improve the students' innovative ability. It lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future. Be lively and cheerful, face setbacks and obstacles, have the courage to challenge, and be able to better face the future.

# Chapter 3

## Research Methodology

The Using Project teaching to Improve Chinese Traditional Dance Skill for Undergraduate Students. 1) To improve Chinese tradition dance skill using project teaching for Undergraduate Students and 2) To compare students' Chinese Traditional Dance Skill between before and after the implementation base on using project teaching the researchers have the following procedures:

1. The Population/ the Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

### **The Population / the Sample Group**

#### **The Population**

There are 3 classes with 99 students in the second year of dance students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. (There were student's mixed ability, high level, medium level and low level),

#### **The Sample Group**

There were 33 students from 1 class in the second year of dance students of the Chongqing Media College Chongqing City, China, in the second semester of the academic year 2023. Through the cluster random sampling.

## Research Instruments

The development of project teaching to improve Chinese Traditional Dance Skill of undergraduate students. The procedures for creating research instruments were as follows:

### 1. Lesson Plans

Procedures for lesson plan according to the project teaching theory creating lesson plans details were as follows:

1.1 Studied guidelines for Project teaching from many academics: Chang Juanjuan (2012); Ma Bowen (2022); Xiao Diyi (2022); Xin Lu (2022); and Yin Hang (2022) to design detail in project teaching the course.

1.2 Created 3 lesson plans on the subject about Tibetan dance, Dai dance and Northeast Yangko Dance total 24 hours. By designing lesson plan using the project teaching theory, each lesson plan specifies the details of the topics as follows: 1) Determine the project, 2) Implement the project, 3) Show case, and 4) Summary and Evaluation. According to the project teaching theory as follows:

Step 1 Determine the project: Teachers can determine a challenging and practical project topic according to the students' hobbies, course content and other factors. The project theme should be closely related to students' life and learning reality and can stimulate students' interest in learning and desire to explore.

Step 2 Implement the project: The process of project learning, students master knowledge and skills through practical activities and improve their practical application ability. Teachers should give students sufficient support and guidance, encourage students to explore independently, and give full play to students' enthusiasm and initiative.

Step 3 Show case: Students displayed the results of the questions, which is a link to check the students' learning and rehearsal results. The student's achievement display drives the classroom atmosphere. Everyone participates in it, exercises their own thinking ability, and cultivates themselves. The self-awareness of students has enhanced their confidence in showing themselves, allowing students to display the results of cooperation in an active atmosphere. Therefore, during the show, the dance part is aimed at the form of dance movements, as well as the fluency and beauty



of the overall dance formation, to enhance one's own level. Finally, the problems that arise during the process are proposed and solved.

Step 4 Summary and Evaluation: Teachers should develop evaluation criteria to evaluate students' project outcomes, not only to evaluate the completion of the project, but also to evaluate the learning process and learning effect of students. Evaluation results should be fed back to students in a timely manner to guide students to improve.

1.3 The completed lesson plan was presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improve according to the suggestion.

1.4 After revised lesson plans and took them to 3 experts for verification to verify the accuracy of the content appropriateness and completeness of the lesson plan consistency of learning objectives, content, learning activities, instructional materials, as well as measurement and evaluation. And find the Index of Item Objective Congruence (IOC), the criteria for considering the consistency of the learning management plan are as follows.

Rating is +1 There is an opinion that "consistent to relevant."

Rating is 0 There is an opinion that "Not sure it consistent to relevant."

Rating is -1 There is an opinion that "Inconsistent with relevant."

Each lesson plan had an IOC consistency index greater than or equal to 0.50, so it was considered suitable for use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this lesson plan has an IOC=1.00 for all questions. And using the project teaching to assess the suitability of the lesson plans, the result found that, the most suitable for 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance.

1.5 Take the lesson plan received from the review. Let's improve according to the suggestions of experts to achieve more accuracy before actually applying it to the sample group.

## 2. Chinese Traditional Dance Skills Test (Performance Assessment).

Procedures for creating the performance assessment, which is a practical test, 3 contents, 9 items, with steps to create and find quality as follows:

2.1 Content Analysis, competence and learning objectives consistent with the lesson plan on 1) Tibetan Dance: hand position, Kick step, Step back half, 3 consecutive steps, step up, 2) Dai dance: palm shape, Claw shaped, Mouth shape, Standing palm, Curved palm, and 3) Northeast Yangko Dance: Double pronged waist, Double buckle handle, Little Swallow Spreads Its Wings, Double breast protection, Double protective head.

2.2 Studied the theory, principles, and methods of performance assessment from documents, textbooks, and related research.

2.3 Determine scoring criteria for performance assessment by authentic assessments (holistic rubric) rating on 3 scales, as follow in table 3.1-3.3

**Table 3.1** Developing scoring criteria of Tibetan dance

Assessment item	Good (3)	Medium (2)	Low (1)
<b>① body movement of Tibetan dance</b>			
1. hand position	Use both hands at the crotch or swinging back and forth correctly	Use both hands at the crotch or swinging back and forth incorrect slightly	Use both hands at the crotch or swinging back and forth incorrect mostly
2. Kick step	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot correctly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot incorrect slightly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot incorrect mostly
3. Step back half	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place correctly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place incorrect slightly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place incorrect mostly
4. Three consecutive steps	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg correctly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg incorrect slightly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg incorrect mostly
5. Step up	Slightly bend right leg, and collapse your right foot in the front T-position correctly	Slightly bend right leg, and collapse your right foot in the front T-position incorrect slightly	Slightly bend right leg, and collapse your right foot in the front T-position incorrect mostly

Table 3.1 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
<b>② body movement according to the melody and rhythm of Tibetan dance</b>			
1. hand position	Use both hands at the crotch or swinging back and forth according to the melody and rhythm correctly	Use both hands at the crotch or swinging back and forth according to the melody and rhythm incorrect slightly	Use both hands at the crotch or swinging back and forth according to the melody and rhythm incorrect mostly
2. Kick step	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm correctly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm incorrect slightly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm incorrect mostly
3. Step back half	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm correctly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm incorrect slightly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm incorrect mostly
4. Three consecutive steps	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg according to the melody and rhythm correctly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg slight according to the melody and rhythm incorrect slightly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg according to the melody and rhythm incorrect mostly
5. Step up	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm correctly	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm incorrect slightly	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm incorrect mostly

Table 3.1 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
<b>③ The beautiful and lithesome of Tibetan dance</b>			
1. hand position	Use both hands at the crotch or swinging back and forth according to the melody and rhythm, beautiful and lithesome perfectly	Use both hands at the crotch or swinging back and forth according to the melody and rhythm, beautiful and lithesome mostly	Use both hands at the crotch or swinging back and forth according to the melody and rhythm, beautiful and lithesome slightly
2. Kick step	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm, beautiful and lithesome perfectly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm, beautiful and lithesome mostly	knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot according to the melody and rhythm, beautiful and lithesome slightly
3. Step back half	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm, beautiful and lithesome perfectly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm, beautiful and lithesome mostly	take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place according to the melody and rhythm, beautiful and lithesome slightly
4. Three consecutive steps	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg according to the melody and rhythm, beautiful and lithesome perfectly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg according to the melody and rhythm, beautiful and lithesome mostly	move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg according to the melody and rhythm, beautiful and lithesome slightly
5. Step up	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm, beautiful and lithesome perfectly	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm, beautiful and lithesome mostly	Slightly bend right leg, and collapse your right foot in the front T-position according to the melody and rhythm, beautiful and lithesome slightly

**Table 3.2** Developing scoring criteria of Dai dance

Assessment item	Good (3)	Medium (2)	Low (1)
<b>① body movement of Dai dance</b>			
1. palm shape	four fingers together and straight, tiger mouth open, and fingertips exerting force correctly	four fingers together and straight, tiger mouth open, and fingertips exerting force incorrect slightly	four fingers together and straight, tiger mouth open, and fingertips exerting force incorrect mostly
2. Claw shaped	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand correctly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand incorrect slightly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand incorrect mostly
3. Mouth shape	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force correctly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force incorrect slightly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force incorrect mostly
4. Standing palm	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward correctly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward incorrect slightly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward incorrect mostly
5. Curved palm	gather your four fingers together and open your thumb outward correctly	gather your four fingers together and open your thumb outward incorrect slightly	gather your four fingers together and open your thumb outward incorrect mostly

Table 3.2 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
<b>② body movement according to the melody and rhythm of Dai dance</b>			
1. palm shape	our fingers together and straight, tiger mouth open, and fingertips exerting force according to the melody and rhythm correctly	our fingers together and straight, tiger mouth open, and fingertips exerting force according to the melody and rhythm incorrect slightly	our fingers together and straight, tiger mouth open, and fingertips exerting force according to the melody and rhythm incorrect mostly
2. Claw shaped	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand according to the melody and rhythm correctly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand according to the melody and rhythm incorrect slightly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand according to the melody and rhythm incorrect mostly
3. Mouth shape	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force according to the melody and rhythm correctly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force according to the melody and rhythm incorrect slightly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force according to the melody and rhythm incorrect mostly
4. Standing palm	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward according to the melody and rhythm correctly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward according to the melody and rhythm incorrect slightly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward according to the melody and rhythm incorrect mostly
5. Curved palm	gather your four fingers together and open your thumb outward according to the melody and rhythm correctly	gather your four fingers together and open your thumb outward according to the melody and rhythm incorrect slightly	gather your four fingers together and open your thumb outward according to the melody and rhythm incorrect mostly

Table 3.2 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
<b>③ The beautiful and lithesome of Dai dance</b>			
1. palm shape	four fingers together and straight, tiger mouth open, and fingertips exerting force, beautiful and lithesome perfectly	four fingers together and straight, tiger mouth open, and fingertips exerting force, beautiful and lithesome mostly	four fingers together and straight, tiger mouth open, and fingertips exerting force, beautiful and lithesome slightly
2. Claw shaped	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand, beautiful and lithesome perfectly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand, beautiful and lithesome mostly	while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand, beautiful and lithesome slightly
3. Mouth shape	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force, beautiful and lithesome perfectly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force, beautiful and lithesome mostly	the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force, beautiful and lithesome slightly
4. Standing palm	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward, beautiful and lithesome perfectly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward, beautiful and lithesome mostly	press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward, beautiful and lithesome slightly
5. Curved palm	gather your four fingers together and open your thumb outward, beautiful, and lithesome perfectly	gather your four fingers together and open your thumb outward, beautiful, and lithesome mostly	gather your four fingers together and open your thumb outward, beautiful, and lithesome slightly



**Table 3.3** Developing scoring criteria of Northeast Yangko dance

Assessment item	Good (3)	Medium (2)	Low (1)
<b>① body movement of Northeast Yangko Dance</b>			
1. Double pronged waist	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body correctly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body incorrect slightly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body incorrect mostly
2. Double buckle handle	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape correctly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape incorrect slightly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape incorrect mostly
3. Little Swallow Spreads Its Wings	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows correctly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows incorrect slightly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows incorrect mostly
4. Double breast protection	raise your elbows, place your palms against your chest, and lift your forearms into the air correctly	raise your elbows, place your palms against your chest, and lift your forearms into the air incorrect slightly	raise your elbows, place your palms against your chest, and lift your forearms into the air incorrect mostly
5. Double protective head	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you correctly	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you incorrect slightly	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you incorrect mostly

Table 3.3 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
<b>② body movement according to the melody and rhythm of Northeast Yangko Dance</b>			
1. Double pronged waist	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body according to the melody and rhythm correctly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body according to the melody and rhythm incorrect slightly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body according to the melody and rhythm incorrect mostly
2. Double buckle handle	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape according to the melody and rhythm correctly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape according to the melody and rhythm incorrect slightly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape according to the melody and rhythm incorrect mostly
3. Little Swallow Spreads Its Wings	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows according to the melody and rhythm correctly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows according to the melody and rhythm incorrect slightly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows according to the melody and rhythm incorrect mostly
4. Double breast protection	raise your elbows, place your palms against your chest, and lift your forearms into the air according to the melody and rhythm correctly	raise your elbows, place your palms against your chest, and lift your forearms into the air according to the melody and rhythm incorrect slightly	raise your elbows, place your palms against your chest, and lift your forearms into the air according to the melody and rhythm incorrect mostly
5. Double protective head	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your

Table 3.3 (Continue)

Assessment item	Good (3)	Medium (2)	Low (1)
	point your fingertips behind you according to the melody and rhythm correctly	fingertips behind you according to the melody and rhythm incorrect slightly	fingertips behind you according to the melody and rhythm incorrect mostly
<b>③ The beautiful and lithesome of Northeast Yangko Dance</b>			
1. Double pronged waist	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body beautiful and lithesome perfectly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body beautiful and lithesome mostly	with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body beautiful and lithesome slightly
2. Double buckle handle	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape beautiful and lithesome perfectly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape beautiful and lithesome mostly	Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape beautiful and lithesome slightly
3. Little Swallow Spreads Its Wings	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows beautiful and lithesome perfectly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows beautiful and lithesome mostly	Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows beautiful and lithesome slightly
4. Double breast protection	raise your elbows, place your palms against your chest, and lift your forearms into the air beautiful and lithesome perfectly	raise your elbows, place your palms against your chest, and lift your forearms into the air beautiful and lithesome mostly	raise your elbows, place your palms against your chest, and lift your forearms into the air beautiful and lithesome slightly
5. Double protective head	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you beautiful, and lithesome perfectly	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you beautiful, and lithesome mostly	Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you beautiful, and lithesome slightly

2.4 Suggest the performance assessment to the thesis advisor. Check for accuracy and make improvements as suggested.

2.5 The performance assessment is handed over to 3 experts for measurement and evaluation. Check the content validity and analyze the Index of Item Objective Congruence (IOC). The criteria for judging the consistency of performance assessment are as follows:

Rating is +1 There is an opinion that "consistent to objective of learning."

Rating is 0 There is an opinion that "Not sure it consistent to objective of learning"

Rating is -1 There is an opinion that "Inconsistent with objective of learning."

Each performance assessment had an Index of Item Objective Congruence (IOC) greater than or equal to 0.50, so it was considered suitable to use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this activity plan has an IOC= 1.00 for all questions.

2.6 Improve and revise the performance assessment that have been verified by experts. Then take it to try out with students who were non-sample for 33 students to analyze the quality test and checking the quality of confidence values in performance tests by test-retest, which is a test for the coefficient of stability. The students perform the testing 2 times at different intervals and then use the obtained values to find by Pearson's correlation coefficient=0.81

## Data Collection

The data were collection analyzed as follows.

Experimental pattern

1. Coordinate with 3 professional scholars experts dispense official document from bansomdejchaopraya university professional scholars experts and gave information about data collection process and research instruments: instructional model and checklist form about quality of instructional model for consideration (Index of Item Objective Congruence: IOC).

2. Collect data from 3 professional scholars experts and analysis data for consideration (Index of Item Objective Congruence: IOC)

3. This research was experimental research One Group Pretest-Posttest Design was used with the following experimental design:

**Table 3.4** Experimental design

Group	Pretest	Experimental	Posttest
R	O <sub>1</sub>	X	O <sub>2</sub>

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means experimental

O<sub>1</sub> means Pretest

O<sub>2</sub> means Posttest

This research the data collection was as follows.

1. Contact with the Graduate School Bansomdejchaopraya Rajabhat University to request an official letter for an expert to inspect research equipment.

2. Organize a test before starting the experiment to understand students how to study student role learning objectives evaluation method and the benefits that will be gained from taking the ability test and learning activities during the experiment.

3. Test before teaching (Pretest) with 33 dance students of Chongqing Media College Chongqing City, China, which was a sample group, and checked the score record in order to analyze the data.

4. The experimental with the sample group to use the activity plan of Chinese Traditional Dance Skill course based on the Project teaching. The teaching time in 12<sup>th</sup> - 17<sup>th</sup> January 2024, total of 24 hours, not counting the days of pretest and posttest, as follow in Table 3.5

**Table 3.5** Chinese Traditional Dance Skill course based on the Project teaching

Contents	Activity Learning
Tibetan dance	- Introduction - Learning content - Learning Activity: Using project based teaching with 4 steps
Dai dance	Step 1 Determine the project
Northeast Yangko Dance	Step 2 Implement the project
	Step 3 Show case
	Step 4 Summary and Evaluation

5. Testing again after teaching (Posttest) with 33 students in dance students at Chongqing Media College Chongqing City, China, which was a sample group, and checked the score record in order to analyze the data.

### Data Analysis

The researchers analyzed the data by program computer, the order in which the data were analyzed was as follows:

1. Quantitative data were analyzed through descriptive statistics; means, and standard deviation.
2. Quantitative data were analyzed through inferential statistics; then calculate the different score of learning ability before and after using instructional model were analyzed through t - test for dependent samples.

## Chapter 4

### Results of Analysis

The objective of the research was 1) to improve Chinese tradition dance skill using project teaching for undergraduate students and 2) to compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. The data analysis results are as follows:

1. Symbol and Abbreviations
2. Results of Data Analysis

The details are as follows:

#### Symbol and Abbreviations

n	means	the number of students
$\bar{X}$	means	the average
SD.	means	the standard deviation
D	means	the difference in scores between pretest and posttest
df	means	degree of freedom
t	means	the statistical value to be used in the t-test
p	means	probability value
**	means	statistical significance at level .01

#### Results of Data Analysis

Using project teaching to improve Chinese Traditional Dance Skill for undergraduate students, the researcher has presented the results of data analysis in the following order:

##### **Part 1: The Improvement Chinese Tradition Dance Skill Using Project Teaching for Undergraduate Students.**

Firstly, researcher studied the documents and related research about project teaching to improve Chinese tradition dance skill from many researchers: Chang Juanjuan (2012); Ma Bowen (2022); Xiao Diyi (2022); Xin Lu (2022); and Ying Hang (2022). In this research, the researcher synthesized into 4 steps used in development lesson plans to improve the Chinese Traditional Dance Skill: 1) Determine the project,

2) Implementing the project, 3) Show case, and 4) Summary and Evaluation. The following reasons:

Step 1 Determine the project: using the first step of Chang Juanjuan (2012), Ma Bowen (2022), Xiao Diyi (2022), Xin Lu (2022) and Yin Hang (2022) Determining the "project" is also called the "information" stage in the "project method teaching", its main task is to complete all the preparations for the "project" and determine the project according to the preparation of the project. It mainly includes three parts: teacher preparation, student preparation, and project planning. Practical preparation and examine the results of the application of project teaching methods Including teaching design and studying the introduction of learning units together with students before officially starting the project. To understand the learning focus and key outlines

Step 2 Implementation the project: integrating from the third step of Chang Juanjuan (2012), the fourth step of Xiao Diyi (2022), the third step of Xin Lu (2022), and the second step of Yin Hang (2022), in the process of implementing the project teaching, it is required to take students as the center and carry out independent implementation. When encountering lack of knowledge during the implementation process, teachers need to supplement relevant knowledge and guide students in the whole process of project implementation. Teachers need to supplement relevant knowledge and guide students in the whole process of project implementation and dividing project content according to the voluntariness and abilities of team members. theoretical knowledge of collaborative study groups.

Step 3 Show case: take the fourth step of Xin Lu (2022) and the third step of Yin Hang (2022) After completing the project work, the project team must show the work they have completed to the other groups of students. In this step, the teacher wants the students to communicate with each other and show off their work. and demonstrate abilities as learned.

Step 4 Summary and Evaluation: integrating from the fourth step of Chang Juanjuan (2012), the fifth step of Ma Bowen (2022), the fifth step of Xiao Diyi (2022), the fifth step of Xin Lu (2022), and the fourth step of Yin Hang (2022) The first is student self-evaluation. It can help students think about their own learning process



and better grasp learning methods in future studies. In addition, to test the learning situation, and to evaluate the learning results in a variety of ways from multiple dimensions and methods, to evaluate the learning process more comprehensively. The teacher can directly evaluate the students according to the classroom situation or establish an evaluation mechanism among the students to evaluate each other, and students can also self-evaluate according to the situation they have mastered.

Secondly, the researcher created lesson plan with elements: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, and 7) Learning resource/Material Media and designed learning schedule for teaching, as follow:

**Introduction** (30 minutes)

Introducing the learning objectives of Chinese tradition dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes. The importance of course content and explains the importance of Chinese tradition dance.

**Learning Content and Learning Activity:** Using project teaching with 4 steps, (7 hours and 30 minutes)

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation as follow:

1. Determine the project, at this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master

2. Implementing the project, this stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative

3. Show case, 1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements., 2) Students demonstrate that Tibetan dance, Dai dance, and Northeast Yangko dance adopts a triangular and circular dance formation, 3) Each group of students practiced Chinese tradition dance skills accompanied by music. And 4) The teacher gives feedback to each group of students as they practice Chinese tradition dance skills along with music.

4. Summary and Evaluation, the last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.

Thirdly, after completed 3 lesson plans: 1) Tibetan Dance, 2) Dai Dance, and 3) Northeast Yangko Dance are presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improved according to the suggestion and took the lesson plans to 3 experts to consider the Index of Item Objective Congruency (IOC). The data analysis was assessment of the quality of the lesson plan according to the project teaching to improve Chinese tradition dance skill for undergraduate students. The results are shown in table 4.1 - 4.3.

**Table 4.1** Assessment of the quality of the Tibetan Dance lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3.The learning processes are related to project teaching.	5.00	0.00	Most suitable
4.The Learning activities are related to project teaching.	5.00	0.00	Most suitable
5.The assignment of Chinese Traditional Dance Skill related to project teaching.	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The assessment list related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.1 the assessment of the quality of the Tibetan Dance lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it was found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching.

**Table 4.2** Assessment of the quality of the Dai Dance lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3.The learning processes are related to project teaching.	5.00	0.00	Most suitable
4.The Learning activities are related to project teaching.	5.00	0.00	Most suitable

**Table 4.2** (Continued)

Assessment Item	$\bar{X}$	SD.	Interpretation
5.The assignment of Chinese Traditional Dance Skill related to project teaching.	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The assessment list related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.2 the assessment of the quality of the Dai Dance lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it was found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching.

**Table 4.3** Assessment of the quality of the Northeast Yangko Dance lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3.The learning processes are related to project teaching.	5.00	0.00	Most suitable
4.The Learning activities are related to project teaching.	5.00	0.00	Most suitable
5.The assignment of Chinese Traditional Dance Skill related to project teaching.	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The assessment list related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.3 the assessment of the quality of the Northeast Yangko Dance lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it's found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching.

Fourthly, the teacher took the lesson plans using project teaching improve the Chinese Traditional Dance Skill: 1) Tibetan Dance, 2) Dai Dance, and 3) Northeast Yangko Dance for teaching as follow these pictures:



After learning according to the lesson plans completely. The researcher conducted a test of the students' Chinese Traditional dance skill with 33 second-year of Undergraduate students to analyzed the data using average statistics and standard deviation. the results Chinese Traditional dance skill score before and after learning are shown in table 4.4

**Table 4.4** The Chinese traditional dance skill score between before and after learning

Student ID	Pretest (135)	Posttest (135)	Difference scores (D)	Student ID	Pretest (135)	Posttest (135)	Difference scores (D)
1	85	126	41	18	97	128	31
2	92	126	34	19	93	126	33
3	94	129	35	20	101	128	27
4	99	124	25	21	94	128	34
5	96	130	34	22	93	128	35
6	93	123	30	23	97	127	30
7	97	128	31	24	89	127	38
8	95	128	33	25	100	128	28
9	88	126	38	26	89	130	41
10	98	128	30	27	98	128	30
11	88	127	39	28	96	127	31
12	97	127	30	29	99	128	29
13	99	125	26	30	89	127	38
14	98	127	29	31	97	131	34
15	95	126	31	32	81	130	49
16	98	126	28	33	95	128	33
17	85	126	41				
				$\bar{X}$	93.96	127.33	
				SD.	5.16	1.67	

From Table 4.4 the Chinese Traditional Dance Skill score between before and after learning of undergraduate students using project teaching, the average score before learning was 93.96, the average score after learning was 127.33. The result showed that, the after learning score was higher than before learning score. The after-learning score was found to be higher than the before-learning score. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill.

### Part 2: The Comparison of Students' Chinese Traditional Dance Skill Course Before and After Learning Using Project Teaching.

The comparison of students' Chinese Traditional Dance Skill between before and after learning using the Project teaching of undergraduate Students. The researcher analyzes the data using average statistics, standard deviation and t-test for dependent samples. The results are shown in Table 4.5.

**Table 4.5** The comparison of the Chinese Traditional Dance Skill scores between before and after learning.

Chinese Traditional Dance	Testing	n	Score total	$\bar{X}$	SD.	df	t	p
Tibetan dance	Pretest	33	45	31.27	2.31	32	23.52**	.00
	Posttest	33	45	42.54	1.06			
Dai dance	Pretest	33	45	31.57	2.48	32	22.27**	.00
	Posttest	33	45	42.15	1.20			
Northeast Yangko Dance	Pretest	33	45	31.12	2.38	32	29.56**	.00
	Posttest	33	45	42.63	1.11			
Total	pretest	33	135	93.96	5.16	32	41.87**	.00
	posttest	33	135	127.33	1.67			

\*\*Statistically significant at the level .01 ( $p < .01$ )

From Table 4.5, The comparison of students' Chinese Traditional Dance Skill between before and after learning using the Project teaching of undergraduate students. The results were found that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill.

## Chapter 5

### Conclusion Discussion and Recommendations

The purpose of this research was 1) to improve Chinese tradition dance skill using project teaching for undergraduate students 2) to compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. There were 33 students in the second-year for undergraduate students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. Through the cluster random sampling. The research instruments used in this study were as follows:

1. Studied the Chinese Traditional Dance Skill Standards developed by Chongqing Media College. Curriculum Standards for Chinese Traditional Dance Skill, used as a guide for developing a learning program through learning objectives, content, guidelines for organizing measurement and assessment of learning activities, and teacher guidance. In addition, studied of concepts, theories related to the theory from documents, textbooks, and related research to create a learning management plan.

2. Developed 3 lesson plans using project teaching to improve Chinese tradition dance skill for teaching: 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance, total 24 Hours. Each lesson plan specifies the details of the topics: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, and 7) Learning resource/Material Media and designed leaning schedule for teaching. Researcher has studied the documents and related research about the project teaching and studied information from many researchers: Chang Juanjuan (2012), Ma Bowen (2022), Xiao Diyi (2022), Xin Lu (2022), Ying Hang (2022). And synthesized into 4 steps used for developing lesson plan: 1) Determine the project, 2) Implement the project, 3) Showcase, and 4) Summary and Evaluation.



3. Created the performance assessment for dance evaluation is a standardized evaluation method that evaluates about 1) body movement, body movement according to the melody and rhythm, and beautiful and lithesome. The practice tests by authentic assessments (holistic rubric) rating on 3 scales.

4. After developed the lesson plans using project teaching and research instrument, taking them to 3 experts to consider. The test consistency the Index of Item Objective Congruency (IOC)=1.00, and try out with students who were non-sample perform the testing 2 times at different intervals and then used the obtained values to analyzed by Pearson's correlation coefficient=0.81

5. Collected data by experimental research One Group Pretest-Posttest Design and analyzed through statistics; means, standard deviation and t - test for dependent samples.

## Conclusion

Using project teaching to improve Chinese traditional dance skill for undergraduate Students and comparison students' compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. The researchers presented the research results as follow:

1. The improvement Chinese tradition dance skill using project teaching for undergraduate students, the researcher studied the documents and related research about project teaching from many researchers and synthesized into 4 steps used for lesson plans development: 1) Determine the project, 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation. The data analysis was assessment of the quality of the lesson plan according to project teaching by 3 experts, and the results are shown the quality of the lesson plan by experts overall, the suitability of the research objectives has the most suitable. After student have learned according to the lesson plans 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance to implemented Chinese tradition dance skill using project teaching with 33 students in the second-year for undergraduate students in the second semester of the academic year 2023. The result showed that, students' Chinese Traditional Dance Skill the

average score after learning was 127.33 which was higher than the average score before learning was 93.96.

2. The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance, the results were found that, Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill.

## **Discussion**

The research results on using project teaching to improve Chinese Traditional Dance Skill course with 33 students, in the second-year of undergraduate students from Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. The researchers discussed as follows:

1. The improvement Chinese traditional dance skill using project teaching, the researcher studied documents and related research on project teaching theory from many researchers and synthesized into 4 steps used for lesson plan development. The results are shown the quality of the lesson plans by experts overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans, the average score after learning was 127.33. which was higher than the average score before learning was 93.96. It's because the project teaching theory, it is an important teaching model that increases students' enthusiasm for learning. It allows students to complete specific projects with clear learning objectives. During the project process, students got to practice on their own, which they felt a sense of happiness from success. In addition, project teaching has to divided into small groups. There were assignments, self-learning and improving students' collaborative ability. Through adequate communication, discussion, decision-making, etc., strengthening the student team's awareness and

ability to cooperate. And team awareness is a fundamental quality required for today's social production (Zhang xiangqian, 2010). Consistent with Zhang Xiaolin (2016), the core of project teaching is that the project itself is a plan or work those teachers and students do together. But it is mostly carried out by students in groups through specific measures. Teachers have a role to play in helping and guiding. Students in each group must complete a plan or task. Execute an idea, solve a problem, or deliver a result within a specified time frame. According to the research of Biffy (2012) a project to teach sports dance in universities. The study involved 100 randomly selected students from Guanghua College of Changchun University in 2010. Among them, there were 50 males and 50 females each. Divide the experiment into two groups, A and B, with 25 male and 25 female students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is the experimental group, which receives education on sports dance projects. Group B is the control group, which receives education on traditional sports dance. The research results indicate that it enhances students' interest in sports dance, enhances their confidence, and encourages them to continue engaging in sports dance activities. Moreover, in line with Ding Xuehua (2020) applied research on the application of project teaching in the teaching of children's dance creation in preschool education in secondary vocational schools. The research objects of the experimental group were 30 students and control group were 30 students in the preschool education employment. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and skills courses can further improve students' dance creation practice ability improve the classroom teaching effect and talent training quality of dance choreographers.

2. The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and

Northeast Yangko Dance, the results were found that, Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill. It's because the project teaching help to achieve the results of modern education, they help learning process to be conducted in such a way that all students are equally involved in the cognitive process, each individual contributes to the teaching process, students exchange information and ideas. This relationship allows students not only to acquire knowledge but also develop communicative skills: the ability to listen to others, evaluate different points of view, participate in discussions, make joint decisions, develop tolerance, etc. As same as, Zheng Jianbin (2021) the application of project teaching in dance teaching-Taking Zhengzhou City a Middle School. The subjects of the experimental group are the 29 students at the dance school-based course. Teaching adopts project-based teaching. The research results indicate that it enhances students' interest in dance learning, enhances their learning initiative, cultivates their comprehensive abilities, and enriches practical cases. Consistent with Liu Bo (2021) adopted the project teaching during dance choreography theory and techniques. The experimental group included 20 students of choreography, 15 girls and 5 boys. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and techniques can further improve students' dance creation practice ability and artistic innovation ability and improve the classroom teaching effect and talent training quality of dance choreography. In line with Zeng Yong (2022) this studied the impact of project teaching on the creation of Lingnan dance fitness exercises. The experimental subjects were 80 students (40 males and 40 females each) from the second grade of Guangzhou Experimental Foreign Language School. Among them, 40 students were selected as the experimental group (20 males and 20 females each), and 40 students were selected as the control group (20 males and 20 females each). The experimental group students participated in the Lingnan dance fitness exercise class for learning. The research results indicate that introducing project teaching into the creation of Lingnan dance aerobics can further improve

students' practical and innovative abilities in Lingnan dance aerobics creation and enhance the classroom teaching effect of Lingnan dance aerobics choreography.

In summary, the project teaching has cultivated students' various abilities. It can promote students to take the initiative to encounter problems in life or study. In group cooperation, students communicate with each other, improve students' expression ability, cooperation ability, and enhance the awareness of sharing. In addition, students cooperate in groups Dance together, improve the students' innovative ability. It lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future. Be lively and cheerful, face setbacks and obstacles, have the courage to challenge, and be able to better face the future.

## **Recommendations**

### **General Recommendation**

1. Project teaching has a positive impact on students' ability to cooperate, react, exchange, communicate and coordinate and express themselves verbally, which are relatively weak in comparison with students' communication and coordination skills. Teachers should pay more attention to the cultivation of students' communication and coordination skills when designing Project teaching. In the process of students' cooperative activities, teachers should guide students to deal with the relationship with others, take the interests of the team as the most important thing and encourage students to be united in the group and give full play to the potential of teamwork.

2. Project teaching promotes the development of students' interactive ability. Project teaching not only stimulates students' enthusiasm and interest in participating in classroom activities. But it also promotes students' ability to Skill Practice in all areas to a certain extent. Through the interaction of teachers and classmates in the classroom. Teachers should encourage students to communicate

and exchange information with each other. This helps build a good cooperative relationship and cultivate teamwork.

#### **Suggestions for Further Research**

1. In the future, when using Project teaching for teaching, A teacher's ability to organize and manage the classroom has a direct impact on the level of classroom interaction. Teachers' own personality traits contribute to the formation of their own unique teaching style that is acceptable to students, and teachers who are cheerful and love life and education have a greater influence in the classroom. Such teachers tend to be able to use their initiative to design effective and varied modes of interaction that are fun and energetic.

2. There should be Project teaching and learning with students of all levels of learning ability. To encourage students to interact with each other. It also cultivates emotions, intentions, attitudes, and values.

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## Appendixes

Appendix A  
List of Specialists and Letters of  
Specialists Invitation for IOC Verification

### Expert Name to Validate a Research Instrument

1. Associate professor Dr.Supatra Vilailuck  
Ph.D.Program in Philosophy in Music
  
2. Assistant Professor Dr.Kannika Bhiromrat  
Ph.D.Program in Technical Pedagogic Research and Development
  
3. Assistant Professor Dr.Yang Yi  
Doctor of Music and Dance

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/1121

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Supatra Vilailuck

Miss Liao Hua is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using Project Teaching to Improve Chinese Traditional Dance Skill for Undergraduate Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Liao Hua at 240417543@qq.com.

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungjirakit)

Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
www.bsru.ac.th



RefNo. MHESI 0643.14/1122

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Kannika Bhiromrat

Miss Liao Hua is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using Project Teaching to Improve Chinese Traditional Dance Skill for Undergraduate Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Liao Hua at 240417543@qq.com.

Thank you for considering our request.

Sincerely,

*Nainapas I*

(Dr.Nainapas Injoungjirakit)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
www.bsru.ac.th





Ref.No. MHESI0643.14/1123

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr. Yang Yi

Miss Liao Hua is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using Project Teaching to Improve Chinese Traditional Dance Skill for Undergraduate Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Liao Hua at [240417543@qq.com](mailto:240417543@qq.com).

Thank you for considering our request.

Sincerely,

*Nainapas J.*

(Dr. Nainapas Injoungrakit)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
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## Appendix C

### Research Instrument Analysis Results

Index of Congruence (IOC) Analysis of Teaching Course Based on  
Project teaching Theory to Improve Achievement of Chinese  
Traditional Dance Skill Course of Undergraduate Students

Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan I: Tibetan dance</b>						
1. The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2. The learning objectives are consistent with the subject matter.	+1	+1	+1	3	1.00	suitable can be used
3. The learning processes are related to teaching.	+1	+1	+1	3	1.00	suitable can be used
4. The learning activities are related to project teaching.	+1	+1	+1	3	1.00	suitable can be used
5. The assignment of work related to the subject of learning.	+1	+1	+1	3	1.00	suitable can be used
6. There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7. The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	Suitable can be used

Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan II: Dai dance</b>						
1. The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2. The learning objectives are consistent with the subject matter.	+1	+1	+1	3	1.00	suitable can be used
3. The learning processes are related to teaching.	+1	+1	+1	3	1.00	suitable can be used
4. The learning activities are related to project teaching.	+1	+1	+1	3	1.00	suitable can be used
5. The assignment of work related to the subject of learning.	+1	+1	+1	3	1.00	suitable can be used
6. There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7. The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used

Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan III: Northeast Yangko Dance</b>						
1. The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2. The learning objectives are consistent with the subject matter.	+1	+1	+1	3	1.00	suitable can be used
3. The learning processes are related to teaching.	+1	+1	+1	3	1.00	suitable can be used
4. The learning activities are related to project teaching.	+1	+1	+1	3	1.00	suitable can be used
5. The assignment of work related to the subject of learning.	+1	+1	+1	3	1.00	suitable can be used
6. There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7. The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used

**Index of Suitable Analysis of Teaching Course Based on Project  
teaching Theory to Improve Achievement of Chinese Traditional Dance  
Skill Course of Undergraduate Students**

Assessment Item	Expert Person			$\bar{X}$	SD.	Interpretation
	1	2	3			
<b>Lesson plan I: Tibetan dance</b>						
1. Learning objectives sort the contents from easy to difficult.	5	5	5	5.00	0.00	Most suitable
2. Project teaching encourages students to work in teams and make reasonable decisions.	5	5	5	5.00	0.00	Most suitable
3. Determining content suitable for the age of students.	5	5	5	5.00	0.00	Most suitable
4. Organizing activities suitable for learning objectives.	5	5	5	5.00	0.00	Most suitable
5. Learning activities can actually improve students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
6. A variety of learning activities are suitable for the development of Chinese Traditional Dance Skill of students.	5	5	5	5.00	0.00	Most suitable
7. The using teaching media are suitable for learning activities.	5	5	5	5.00	0.00	Most suitable
8. The duration of the activities is suitable for the development of students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
9. Measurement and evaluation are suitable for learning activities to develop real achievement.	5	5	5	5.00	0.00	Most suitable
10. Assessment criteria are appropriate for objective learning.	5	5	5	5.00	0.00	Most suitable

Assessment Item	Expert Person			$\bar{X}$	SD.	Interpretation
	1	2	3			
<b>Lesson plan II: Dai Dance</b>						
1. Learning objectives sort the contents from easy to difficult.	5	5	5	5.00	0.00	Most suitable
2. Project teaching encourages students to work in teams and make reasonable decisions.	5	5	5	5.00	0.00	Most suitable
3. Determining content suitable for the age of students.	5	5	5	5.00	0.00	Most suitable
4. Organizing activities suitable for learning objectives.	5	5	5	5.00	0.00	Most suitable
5. Learning activities can actually improve students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
6. A variety of learning activities are suitable for the development of Chinese Traditional Dance Skill of students.	5	5	5	5.00	0.00	Most suitable
7. The using teaching media are suitable for learning activities.	5	5	5	5.00	0.00	Most suitable
8. The duration of the activities is suitable for the development of students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
9. Measurement and evaluation are suitable for learning activities to develop real achievement.	5	5	5	5.00	0.00	Most suitable
10. Assessment criteria are appropriate for objective learning.	5	5	5	5.00	0.00	Most suitable

Assessment Item	Expert Person			$\bar{X}$	SD.	Interpretation
	1	2	3			
<b>Lesson plan III: Northeast Yangko Dance</b>						
1. Learning objectives sort the contents from easy to difficult.	5	5	5	5.00	0.00	Most suitable
2. Project teaching encourages students to work in teams and make reasonable decisions.	5	5	5	5.00	0.00	Most suitable
3. Determining content suitable for the age of students.	5	5	5	5.00	0.00	Most suitable
4. Organizing activities suitable for learning objectives.	5	5	5	5.00	0.00	Most suitable
5. Learning activities can actually improve students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
6. A variety of learning activities are suitable for the development of Chinese Traditional Dance Skill of students.	5	5	5	5.00	0.00	Most suitable
7. The using teaching media are suitable for learning activities.	5	5	5	5.00	0.00	Most suitable
8. The duration of the activities is suitable for the development of students' Chinese Traditional Dance Skill.	5	5	5	5.00	0.00	Most suitable
9. Measurement and evaluation are suitable for learning activities to develop real achievement.	5	5	5	5.00	0.00	Most suitable
10. Assessment criteria are appropriate for objective learning.	5	5	5	5.00	0.00	Most suitable



Index of Item Objective Congruence (IOC) analysis of the performance  
test to Improve the Chinese Traditional Dance Skill for Undergraduate  
Students

Chinese Traditional Dance Skill	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Tibetan dance</b>						
- body movement of Tibetan dance	+1	+1	+1	3	1.00	can be used
- body movement according to the melody and rhythm of Tibetan dance	+1	+1	+1	3	1.00	can be used
- The beautiful and lithesome of Tibetan dance	+1	+1	+1	3	1.00	can be used
<b>Dai dance</b>						
- body movement of Dai dance	+1	+1	+1	3	1.00	can be used
- body movement according to the melody and rhythm of Dai dance	+1	+1	+1	3	1.00	can be used
- The beautiful and lithesome of Dai dance	+1	+1	+1	3	1.00	can be used
<b>Northeast Yangko Dance</b>						
- body movement of Northeast Yangko Dance	+1	+1	+1	3	1.00	can be used
- body movement according to the melody and rhythm of Northeast Yangko Dance	+1	+1	+1	3	1.00	can be used

Chinese Traditional Dance Skill	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Tibetan dance</b>						
- body movement of Tibetan dance	+1	+1	+1	3	1.00	can be used
- body movement according to the melody and rhythm of Tibetan dance	+1	+1	+1	3	1.00	can be used
- The beautiful and lithesome of Tibetan dance	+1	+1	+1	3	1.00	can be used
<b>Dai dance</b>						
- body movement of Dai dance	+1	+1	+1	3	1.00	can be used
- body movement according to the melody and rhythm of Dai dance	+1	+1	+1	3	1.00	can be used
- The beautiful and lithesome of Dai dance	+1	+1	+1	3	1.00	can be used
<b>Northeast Yangko Dance</b>						
- The beautiful and lithesome of Northeast Yangko Dance	+1	+1	+1	3	1.00	can be used

**The Chinese Traditional Dance Skills score using the Project teaching of students before and after learning**

No.	pre-test				post-test				Difference score
	Tibetan Dance (45)	Dai Dance (45)	Northeast Yangko dance (45)	Total (135)	Tibetan Dance (45)	Dai Dance (45)	Northeast Yangko dance (45)	Total (135)	
1	27	26	32	85	44	41	41	126	41
2	29	31	32	92	42	42	42	126	34
3	31	31	32	94	43	42	44	129	35
4	34	31	34	99	41	41	42	124	25
5	31	34	31	96	43	44	43	130	34
6	30	31	32	93	40	41	42	123	30
7	31	35	31	97	43	42	43	128	31
8	32	31	32	95	42	41	45	128	33
9	28	30	30	88	44	40	42	126	38
10	34	34	30	98	44	41	43	128	30
11	29	28	31	88	43	42	42	127	39
12	34	33	30	97	41	42	44	127	30
13	34	35	30	99	43	41	41	125	26
14	31	32	35	98	42	42	43	127	29
15	34	32	29	95	43	42	41	126	31
16	31	35	32	98	42	42	42	126	28
17	31	34	32	97	43	42	43	128	31
18	34	29	30	93	42	42	42	126	33
19	33	33	35	101	43	42	43	128	27
20	31	33	30	94	42	44	42	128	34
21	32	26	35	93	42	42	44	128	35
22	34	33	30	97	43	43	41	127	30
23	29	32	28	89	42	44	41	127	38
24	33	34	33	100	44	41	43	128	28
25	28	33	28	89	44	42	44	130	41
26	32	34	32	98	41	44	43	128	30
27	33	31	32	96	43	41	43	127	31
28	33	34	32	99	41	42	45	128	29
29	31	29	29	89	41	44	42	127	38
30	34	30	33	97	43	44	44	131	34
31	28	29	24	81	43	45	42	130	49
32	30	31	34	95	44	41	43	128	33
33	26	28	27	81	43	42	42	127	46
$\bar{X}$	93,96				127.33				
SD.	5.16				1.67				

Appendix D  
Research Instrument

## Lesson Plan I

### Content

Tibetan dance

### Objective of Learning

1. Students can conduct body rhythm and movement of Tibetan dance (P)
2. Students can perform a Tibetan dance to music (P)

### Main point/concept

#### Tibetan Dance

It is a nation that is skilled in singing and dancing, with stable, vigorous, relaxed and graceful dance. The characteristics of Tibetan folk dance style are reflected in the portrayal of dance images, the melodic characteristics of accompanying songs, and the lyrics. They are mostly in the form of singing and dancing, with songs and dances. There are often many religious and cultural elements in the lyrics and dances, and the changes in dance formation and the route of progress also reflect people's religious awareness and beliefs. And because they live in three different areas, namely agricultural, pastoral, and semi agricultural and pastoral areas, the added colors make the atmosphere of agricultural life more intense. As a result, the style and characteristics of Tibetan folk dance that integrates agriculture, pastoral, and religion have formed, becoming the main dance form of plateau agricultural and pastoral culture. The main content of Tibetan dance is the training of knee tremors, steps, and kicks. Through the learning of this knowledge, the natural form of students' bodies has been adjusted, the potential of students' artistic performance has been explored, and the role of liberating and coordinating various parts of students' bodies has been preliminarily achieved.

## Learning Processes

### 1. Introduction

Introducing the learning objectives of Tibetan dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes. The importance of course content and explains the importance of Tibetan History as follows:

#### a) Tibetan History:

The Tibetan people are an ancient ethnic group with a long history living on the Qinghai Tibet Plateau. The Tibetan people mainly live in the Xizang Autonomous Region, as well as in Qinghai, Sichuan, Gansu, Yunnan and other provinces. In this vast area, the Tibetan people have created a long history and culture, as well as a rich and colorful folk song and dance art. It is a nation that is skilled in singing and dancing, with stable, vigorous, relaxed, and graceful dance. The characteristics of Tibetan folk dance style are reflected in the portrayal of dance images, the melodic characteristics of accompanying songs, and the lyrics. They are mostly in the form of singing and dancing, with songs and dances. The lyrics and dances often contain many religious and cultural elements, and the changes in dance formations and the routes of progress also reflect people's religious awareness and beliefs.

#### b) Teaching objectives

Through the teaching of typical Tibetan dance styles and movements, students can start with their forms and gain a preliminary understanding and mastery of their expressions, strengthen their understanding of folk music, enhance their artistic expression, and coordinate and unify their upper and lower bodies in a flexible and unified manner. Proficient in completing combinations and possessing a certain level of performance.

### 2. Learning Content

Tibetan dance is a nation that is skilled in singing and dancing, with stable, vigorous, relaxed, and beautiful dance. The characteristics of Tibetan folk dance style are reflected in the portrayal of dance images, the melody characteristics of accompanying songs, and the lyrics. The main content of Tibetan dance is the training of knee tremors, steps, and kicking. Through learning this knowledge, the natural form

of students' bodies has been adjusted, the potential of students' artistic performance has been explored, and the role of liberating and coordinating various parts of students' bodies has been preliminarily realized.

Understand Tibetan dance culture. Conduct body rhythm learning: (1) hand position, with both hands at the crotch or swinging back and forth. (2) Kick step, with knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot. (3) Step back half, take a half step backward with the right foot palm, keep the body perpendicular to the left foot, and step down with the left foot in place. (4) Three consecutive steps, move slightly towards the direction of eight o'clock, step down to the right side, kick the left foot out and slightly bend the calf, and slightly bend the right leg. (5) Step up, slightly bend your right leg, and collapse your right foot in the front T-position.

### **Learning Activity**

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation.

#### **Step 1 Determine the Project**

At this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master the movements of Tibetan dance.

1) The teacher uploads two small videos on the learning platform to help students better understand the movements and rhythms of Tibetan dance.

2) The students familiarize themselves with the movements of Tibetan dance and have a clear understanding of the rhythm of the movements.

3) The teacher explains the criteria for scoring practice and rhythmic dance steps of Tibetan dance.

## Step 2 Implement the Project

This stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative

1) The teacher explains the movements and recommend ways to prevent injuries while dancing.

2) The teacher teaches conduct body rhythm and movement of Tibetan dance.

(1) hand position

hand position with hands at the crotch or swinging back and forth.

(2) Kick step

Kick step with knees slightly bent and straight, while gently sucking on the left leg, while lifting the right front foot.

❶ Bend both knees slightly, pull on the left leg while straightening, and lift the right front foot. The right knee sinks, and the sole of the foot also reaches Gunda

❷ Keep your knees trembling and step in place, connecting left and right to the opposite side. Hand: Alternating outward strokes in front of the crotch, one complete outward stroke on the left and one outward stroke on the right in four beats.

(3) Step back half.

A step with the palm of the right foot, keeping the body perpendicular to the left foot. Step with the left foot in place and step with the right foot. Wave your hand back and forth.

❶ Take half a step back with the palm of your right foot, keep your body perpendicular to your left foot, and step down with your left foot in place

❷ Step down with your right foot. Hand: Wave your hand back and forth.

(4) Three consecutive steps

Move slightly in the direction of eight o'clock, step down to the right or left, kick the left foot out and extend the calf slightly, and bend the right leg slightly.

hand: Keep both hands low. Right hand tilted forward, left hand behind

(5) Step up

Bend your right leg slightly and make a splay on your left foot



❶ Suck back with left leg and Gunda with right foot. Step on the small eight-character position with your left foot.

❷ Before the collapse of the right foot in the T-position.

Hands: Double wave hands: Hands move from the lower left corner to the front of the abdomen, then return in the same direction to do the opposite.

### **Step 3 Show Case**

1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements

2) Students demonstrate that Tibetan dance adopts a triangular and circular dance formation, with the main body posture of Tibetan people collapsing their waist and buttocks, and the movement rhythm of bending and stretching

3) Each group of students practiced Tibetan dance skills accompanied by music.

4) The teacher gives feedback to each group of students as they practice Tibetan dance skills along with music.

### **Step 4 Summary and Evaluation**

The last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students

1) Students evaluate their own performance in each group, and the group leader exchanges evaluations between groups.

2) Teachers and students will jointly summarize and evaluate the performance on good points, and issues that still have shortcomings of individual students in each group.

3) Overall assessment of Tibetan dance performance with music in each group.

Teachers can also select comprehensive questions for students to discuss and find answers together. This process not only cultivates students' ability to learn by example. But it also promotes further development. Exploration attempt Students not only gain confidence in learning; But they also recognize the importance of their way of thinking.

**Measurement and Evaluation**

1. Observe the students' Tibetan dance movements, rhythms, and styles.
2. Individual student Tibetan dance with formative-Assessment
3. Summative-Assessment of Tibetan dance with music

**Learning Resource/Material Media**

1. Northeast Normal University Press
2. Video learning in online platform learning
3. Tibetan music

## Learning schedule: Tibetan dance for 8 hours

Date/time	Teaching Process	Remark
Day1 9.00-9.30	Introduction Introducing the learning objectives of Tibetan dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes and explains the importance of Tibetan History.	30 minutes
9.30-10.00	Learning contest Conducting of body rhythm learning: (1) hand position, (2) Kick step, (3) Step back half, (4) Three consecutive steps, and (5) Step up.	30 minutes
10.00-12.00	Learning activity: Using project teaching with 4 steps Step 1 Determine the project Step 2 Implement the project Students learn and practice body rhythm and movement of Tibetan dance: (1) hand position (2) Kick step (3) Step back half (4) Three consecutive steps (5) Step up	2 hours
12.00-13.00	Lunch time	
13.00-15.00	Step 3 Show case Students are divided into groups of six and divided into five groups for practice. Students practice Tibetan dance skills accompanied by music.	2 hours

Date/time	Teaching Process	Remark
Day2 9.00-12.00	<p>Step 3 Show case (continue)</p> <p>Students demonstrate Tibetan dance skills accompanied by music.</p> <p>The teacher gives feedback to each group students.</p> <p>Step 4 Summary and Evaluation</p> <p>The assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.</p>	3 hours

## Lesson Plan II

### Content

Dai dance

### Objective of Learning

1. Students can conduct body rhythm and movement of Tibetan dance (P)
2. Students can perform a Tibetan dance to music (P)

### Main Point/ Concept

#### Dai Dance

The Dai ethnic group is a minority with a long history, mainly residing in the Dai Autonomous Prefecture of Xishuangbanna, Menglian Dai, Lahu and Wa Autonomous County, and Dehong Dai Jingpo Autonomous Prefecture in Yunnan Province, China. Thanks to the beautiful and charming scenery and unique tropical climate environment in the local area, the Dai ethnic dance has developed a unique style of elegance, subtlety, lightness, and stability through long-term living and production activities. There are various types and forms of Dai folk dances, among which the most common and representative are the Peacock Dance, Kaguang Dance, and Elephant Foot Drum Dance. Kaguang Dance and Elephant Foot Drum Dance are mainly self-entertaining and performative dances. In the past, these two dances were only performed by men during the Water Splashing Festival. With their increasing popularity, they have now developed into collective performance dances suitable for all ages and genders to participate in. The peacock dance is generally a performative dance that mainly imitates various forms of peacock life, expressing people's infinite longing for a better life. This teaching plan mainly focuses on practicing hand shape, hand position, foot position, footwork, and body shape.

## Learning Processes

### 1. Introduction

Introducing the learning objectives of Dai dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes. The importance of course content and explains the importance of the Dai nationality History as follows:

#### a) Dai History:

The Dai ethnic group in China is a minority with a long cultural tradition, with a population of nearly one million. They mainly reside in the Dai Autonomous Prefecture of Xishuangbanna in southern Yunnan, Dehong Dai and Jingpo Autonomous Prefecture in western Yunnan, as well as autonomous counties such as Gengma and Menglian, while others are scattered throughout Yunnan. The Dai ethnic group has a long history, and the Dai language belongs to the Zhuang Dai branch of the Sino-Tibetan language family. Dai culture is deeply influenced by Buddhist culture, and Theravada Buddhism occupies an important position in Dai society. In addition, natural worship and ancestor worship are also important components of Dai ethnic beliefs. The culture and art of the Dai nationality are rich and colorful, and Paper Cuttings art, dance, music, etc. have unique styles and characteristics.

#### b) Teaching objectives

Through the teaching of typical Dai dance styles and movements, students can start with their forms and gain a preliminary understanding and mastery of their expressions, strengthen their understanding of folk music, enhance their artistic expression, and coordinate and unify their upper and lower bodies in a flexible and unified manner. Proficient in completing combinations and possessing a certain level of performance.

### 2. Learning Content

Dai folk dance has a beautiful, implicit, light, and stable dance style. The "three bends" are the most typical body posture characteristics of Dai dance. The three bends of the body refer to the tiptoed feet and bent knees, the bent knees to the protruding crotch, the protruding crotch, and the tilted upper body. The three bends of the hand refer to the slightly raised fingertips to the wrist, the wrist to the elbow,

and the elbow to the upper arm, and while maintaining the posture, the hands, feet, and head are all in the same direction, thus forming the unique "one smooth edge" movement characteristic of Dai dance. The formation of the "one smooth edge" movement characteristic comes from the labor and life of the Dai people.

Understand Dai dance culture. Conduct body rhythm learning: (1) palm shape, four fingers together and straight, tiger mouth open, and fingertips exerting force. (2) Claw shaped, based on palm shape, while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand. (3) Mouth shape, based on the palm shape, the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force. (4) Standing palm, based on palm shape, press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward. (5) Curved palm, based on virtual palms, gather your four fingers together and open your thumb outward.

### **Learning Activity**

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation.

#### **Step 1 Determine the Project**

At this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master the movements of Dai dance.

1) The teacher uploads two small videos on the learning platform to help students better understand the movements and rhythms of Dai dance.

2) The students familiarize themselves with the movements of Dai dance and have a clear understanding of the rhythm of the movements.

3) The teacher explains the criteria for scoring practice and rhythmic dance steps of Dai dance.

### **Step 2 Implement the Project**

This stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative

1) The teacher explains the movements and recommend ways to prevent injuries while dancing.

2) The teacher teaches conduct body rhythm and movement of Dai dance.

(1) palm shape

palm shape four fingers together and straight, tiger mouth open, and fingertips exerting force.

(2) Claw shaped

Claw shaped on the basis of palm shape, while the four fingers are together, the second joint of the index finger is folded and hooked inward towards the palm of the hand.

❶ With both hands spread out, move forward and return to the pressing position while taking a step back with the right foot.

❷ With the right hand beside the body and the left hand in front of the crotch, spread your wings low and pat twice

(3) Mouth shape.

On the basis of the palm shape, the index finger and the thumb finger should be aligned and extended, while the other three fingers should be extended and opened with force.

❶ The left hand is below, forming a low wingspan with the left hand beside the body and the right hand in front of the crotch.

❷ The rhythm is completed in 2 beats, with knee movements that rise and fall, once per beat.



## (4) Standing palm

On the basis of palm shape, press the wrist, except for the thumb, the fingertips of the other four fingers are facing upwards, and the palm is facing outward.

## (5) Curved palm

On the basis of virtual palms, gather your four fingers together and open your thumb outward.

❶ Clap your wings together twice, repeat four times, with your right hand on top and your left hand in front of your stomach for the first time

❷ Left hand on chest, right hand diagonally in front of body

**Step 3 Show Case**

1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements

2) The students demonstrated that Dai dance adopts triangular and circular dance forms. The main posture of the Dai people is three bends, and the rhythm of the movements is continuous knee movements with regular ups and downs, emphasizing the use of breath to drive and the downbeat

3) Each group of students practiced Dai dance skills accompanied by music.

4) The teacher gives feedback to each group of students as they practice Dai dance skills along with music.

**Step 4 Summary and Evaluation**

The last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students

1) Students evaluate their own performance in each group, and the group leader exchanges evaluations between groups.

2) Teachers and students will jointly summarize and evaluate the performance on good points, and issues that still have shortcomings of individual students in each group.

3) Overall assessment of Dai dance performance with music in each group.

Teachers can also select comprehensive questions for students to discuss and find answers together. This process not only cultivates students' ability to learn by example. But it also promotes further development. Exploration attempt Students not only gain confidence in learning; But they also recognize the importance of their way of thinking.

### **Measurement and Evaluation**

1. Observe the students' Dai dance movements, rhythms, and styles.
2. Individual student Dai dance with formative-Assessment
3. Summative-Assessment of Dai dance with music

### **Learning Resource/Material Media**

1. Northeast Normal University Press
2. Video learning in online platform learning
3. Dai music

## Learning schedule: Dai dance for 8 hours

Date/time	Teaching Process	Remark
Day3 9.00-9.30	Introduction Introducing the learning objectives of Dai dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes and explains the importance of Dai History.	30 minutes
9.30-10.00	Learning contest Conducting of body rhythm learning: (1) palm shape, (2) Claw shaped, (3) Mouth shape, (4) Standing palm, and (5) Curved palm.	30 minutes
10.00-12.00	Learning activity: Using project teaching with 4 steps Step 1 Determine the project Step 2 Implement the project Students learn and practice body rhythm and movement of Dai dance: (1) palm shape (2) Claw shaped (3) Mouth shape (4) Standing palm (5) Curved palm	2 hours
12.00-13.00	Lunch time	
13.00-15.00	Step 3 Show case Students are divided into groups of six and divided into five groups for practice. Students practice Dai dance skills accompanied by music.	2 hours

Date/time	Teaching Process	Remark
Day4 9.00-12.00	<p>Step 3 Show case (continue)</p> <p>Students demonstrate Dai dance skills accompanied by music.</p> <p>The teacher gives feedback to each group students.</p> <p>Step 4 Summary and Evaluation</p> <p>The assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.</p>	3 hours

## Lesson Plan III

### Content

Northeast Yangko Dance

### Objective of Learning

1. Students can conduct body rhythm and movement of Northeast Yangko Dance (P)
2. Students can perform a Northeast Yangko Dance to music (P)

### Main Point/Concept

#### Northeast Yangko Dance

Northeast Yangko originated from the Central Plains and is rich in the unique emotional characteristics of spiciness, simplicity, heat, and intensity of black soil. It is the most northern characteristic of Han dance. In different historical periods, Northeast autumn songs have always maintained the characteristic of keeping up with the times, insisting on rooting in the folk, thus forming a unique artistic charm and aesthetic characteristics. In the northeastern region of China, there are three types of Yangko forms: stilt Yangko, Errenzhuan, and Diyangko. It is a popular and representative dance among the Han ethnic group in northern China. During major festivals, people spontaneously organize yangko performances and competitions. The costumes of the Yangko team are rich and colorful, mainly in theatrical costumes.

### Learning Processes

#### 1. Introduction

Introducing the learning objectives of Northeast Yangko Dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes. The importance of course content and explains the importance of Northeast Yangko History as follows:

#### a) Northeast Yangko History

The Northeast region is an important component of China. In history, the Northeast region covered an area of over 2.5 million square kilometers, stretching from the Great Khingan Mountains in the west, to the Outer Khingan Road in the north, to the Bohai Sea and Shanhaiguan in the south, and to the Korean Peninsula and Sakhalin Island in the east. Northeast Yangko Dance is a representative folk dance form in Northeast China, characterized by simplicity, heat, spiciness, and strong emotions. It is one of the dance genres that best reflects the northern characteristics of Han Chinese folk dance.

#### b) Teaching objectives

Through the teaching of typical Northeast Yangko Dance styles and movements, students can start with their forms and gain a preliminary understanding and mastery of their expressions, strengthen their understanding of folk music, enhance their artistic expression, and coordinate and unify their upper and lower bodies in a flexible and unified manner. Proficient in completing combinations and possessing a certain level of performance.

### 3. Learning Content

Northeast Yangko Dance has evolved and developed on the basis of inheriting the action characteristics of "stabilizing the waves, blending with the beauty of the roots" in Liaonan stilts, forming the aesthetic characteristics of "stabilizing the waves, blending with the beauty of the roots" that we see today. Through learning this knowledge, the natural form of students' bodies has been adjusted, the potential of students' artistic performance has been explored, and the role of liberating and coordinating various parts of students' bodies has been preliminarily realized.

Understand Northeast Yangko Dance culture. Conduct body rhythm learning: (1) Double pronged waist, with both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body. (2) Double buckle handle, Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape. (3) Little Swallow Spreads Its Wings, Place both hands on both sides of the body, pressing the wrists and

fingertips upwards, and do not straighten the elbows. (4) Double breast protection, raise your elbows, place your palms against your chest, and lift your forearms into the air. (5) Double protective head, place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you.

### **Learning Activity**

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation.

#### **Step 1 Determine the Project**

At this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master the movements of Northeast Yangko Dance.

1) The teacher uploads two small videos on the learning platform to help students better understand the movements and rhythms of Northeast Yangko Dance.

2) The students familiarize themselves with the movements of Northeast Yangko Dance and have a clear understanding of the rhythm of the movements.

3) The teacher explains the criteria for scoring practice and rhythmic dance steps of Northeast Yangko Dance.

#### **Step 2 Implement the Project**

This stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative

1) The teacher explains the movements and recommend ways to prevent injuries while dancing.

2) The teacher teaches conduct body rhythm and movement of Northeast Yangko Dance.

(1) Double pronged waist

With both hands and wrists facing each other, the backs of the hands should be placed parallel to the ribs at the waist and navel, and the fingertips should be placed diagonally below the body.

(2) Double buckle handle

Place the palm of your right hand on the back of your left hand, with your hands at a fist's distance from your body, and your arms in an oval shape.

❶ The first two beats are stationary, and the last two beats are double cross legged

❷ Tap your feet four times to press your heels, and move your upper body from right to left first

(3) Little Swallow Spreads Its Wings

Place both hands on both sides of the body, pressing the wrists and fingertips upwards, and do not straighten the elbows.

❶ Keep the little swallow spreading its wings with both hands, perform upward and downward movements on the upper body, and tap the heels twice

❷ Keep the little swallow spreading its wings and kick back with the left foot

(4) Double breast protection

Raise your elbows, place your palms against your chest, and lift your forearms into the air.

(5) Double protective head

Place your palms diagonally on both sides of your head, press your wrists, close your elbows slightly forward, and point your fingertips behind you.

❶ motion law before and after, once every two beats.

❷ Move the right foot backward step to the right, take two shots once.



### Step 3 Show case

1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements

2) Students demonstrate that Northeast Yangko Dance adopts a triangular and circular dance formation, round rhyme is a movement in Northeast Yangko, which expresses the emotions and rhythm of the song through physical movements. In the round rhyme movement, the right hand is placed on the waist with the waist as the axis

3) Each group of students practiced Northeast Yangko Dance skills accompanied by music.

4) The teacher gives feedback to each group of students as they practice Northeast Yangko Dance skills along with music.

### Step 4 Summary and Evaluation

The last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students

1) Students evaluate their own performance in each group, and the group leader exchanges evaluations between groups.

2) Teachers and students will jointly summarize and evaluate the performance on good points, and issues that still have shortcomings of individual students in each group.

3) Overall assessment of Northeast Yangko Dance performance with music in each group.

Teachers can also select comprehensive questions for students to discuss and find answers together. This process not only cultivates students' ability to learn by example. But it also promotes further development. Exploration attempt Students not only gain confidence in learning; But they also recognize the importance of their way of thinking.

**Measurement and Evaluation**

1. Observe the students' Northeast Yangko Dance movements, rhythms, and styles.
2. Individual student Northeast Yangko Dance with formative-Assessment
3. Summative-Assessment of Northeast Yangko Dance with music

**Learning Resource/Material Media**

1. Northeast Normal University Press
2. Video learning in online platform learning
3. Northeast Yangko music

## Learning schedule: Northeast Yangko Dance for 8 hours

Date/time	Teaching Process	Remark
Day5 9.00-9.30	Introduction Introducing the learning objectives of Northeast Yangko Dance, it is important that learners have a clear understanding of the teaching objectives in order to achieve the expected teaching outcomes and explains the importance of Tibetan History.	30 minutes
9.30-10.00	Learning contest Conducting of body rhythm learning: (1) Double pronged waist, (2) Double buckle handle, (3) Little Swallow Spreads Its Wings, (4) Double breast protection, and (5) Double protective head.	30 minutes
10.00-12.00	Learning activity: Using project teaching with 4 steps Step 1 Determine the project Step 2 Implement the project Students learn and practice body rhythm and movement of Northeast Yangko Dance: (1) Double pronged waist (2) Double buckle handle (3) Little Swallow Spreads Its Wings (4) Double breast protection (5) Double protective head	2 hours
12.00-13.00	Lunch time	
13.00-15.00	Step 3 Show case Students are divided into groups of six and divided into five groups for practice. Students practice Northeast Yangko Dance skills accompanied by music.	2 hours

Date/time	Teaching Process	Remark
Day6 9.00-12.00	<p>Step 3 Show case (continue)</p> <p>Students demonstrate Northeast Yangko Dance skills accompanied by music.</p> <p>The teacher gives feedback to each group students.</p> <p>Step 4 Summary and Evaluation</p> <p>The assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.</p>	3 hours

Appendix E  
Certificate of English



BANSOMDEJCHAOPRAYA  
RAJABHAT UNIVERSITY

This is to certify that

***Miss Liao Hua***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 9<sup>th</sup> August 2022

A handwritten signature in blue ink, appearing to read 'Kulsirin', is written over a faint, light-colored watermark of a person's profile.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F  
Research Article Response Form

MHESI 8038.1/12



JOURNAL OF MCU UBON REVIEW  
Mahachulalongkornrajavidyalaya  
University, Ubon Ratchathani Campus

### RESPONSE FOR PUBLICATION OF THE ARTICLE

5<sup>th</sup> June, 2024

The Editorial Department of the Journal of MCU Ubon Review (TCI) of MCU, Ubon Ratchathani Campus has considered the article.

**Title** USING PROJECT TEACHING TO IMPROVE CHINESE TRADITIONAL DANCE SKILL FOR UNDERGRADUATE STUDENTS

**Writer** Liao Hua, Supapom Srihamee and Jittawisut Wimuttipanya

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**Period of Publication :** 9<sup>th</sup> Year, Volume II (May-August 2024)

Your article has been sent to 3 experts for peer review and found that its quality is at a “Good” level and academically useful.

Please be informed accordingly.

(Assoc. Prof. Dr. Phrakhruwutthidhampanit)

Editor of the Journal of MCU Ubon Review (TCI)  
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

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## **USING PROJECT TEACHING TO IMPROVE CHINESE TRADITIONAL DANCE SKILL FOR UNDERGRADUATE STUDENTS**

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### **Abstract**

The purpose of this research was 1) to improve Chinese tradition dance skill using project teaching for undergraduate students 2) to compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. There were 33 students in the second-year for undergraduate students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. those who obtained through the cluster random sampling. The research instruments involved Through practical testing 1) used as a guide for developing a learning program through learning objectives, content, guidelines for organizing measurement and assessment of learning activities, and teacher guidance. In addition, studied of concepts, theories related to the theory from documents, textbooks, and related research to create a learning management plan. 2) Practical testing. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1) The improvement Chinese tradition dance skill using project teaching for undergraduate students, the researcher studied the documents and related research about project teaching from many researchers and synthesized into 4 steps used for lesson plans development: 1) Determine the project, 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation. The data analysis was assessment of the quality of the lesson plan according to project teaching by 3 experts, and the results are shown overall that, the suitability of the research objectives has the most suitable. After student have learned according to the lesson plans 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance, the result showed that, students' Chinese Traditional Dance Skill the average score after learning was 127.33 which was higher than the average score before learning was 93.96.

2) The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01.

**Keywords:** Chinese tradition dance skill, project teaching, undergraduate students

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### **Introduction**

Dance is the movement of the body and movement to the rhythm of the music. It has a variety of dance styles such as Group Dance, Jazz, Ballet, Tap, Ballroom, Funk, Breakdance or traditional dances. Chinese traditional dance is an important part of Chinese dance art. Since the founding of New China, Chinese traditional dance has played an important role in promoting national culture and promoting national unity. Over the past 30 years of reform and opening, traditional dance teaching in colleges and universities has become the cradle for cultivating advanced dance practice and creative talents. The teaching of traditional dance in our country adopts the traditional teaching mode. This is the valuable experience summed up by the older generation of dance educators through in-depth research on traditional dance and long-term teaching practice. In the long-term practice of traditional dance teaching in colleges and universities, many dance educators have made many useful attempts in the teaching mode and achieved certain results. (Shao Shuai, 2017).

Traditional dances are performances that occur locally and in different areas. which may be developed adapted from local folk games It's a show to cause fun and enjoyment. and entertainment in various forms Which will look different according to the terrain, society, culture, each local can be considered a valuable cultural heritage. that the ancestors have accumulated, created and inherited. The has seen the importance of indigenous dance and proposed for the first time the establishment of a training model for traditional Chinese dance talents, which began to develop systematically and scientifically as an independent course. The unique melody, training methods, and rhythm of traditional Chinese dance techniques can effectively improve students' overall abilities, allowing for the extensive development of artistic expression in traditional Chinese dance: 1) Body coordinated ethnic dance is an artistic form of emotional expression based on the human body, which can reflect the cultural connotations of different ethnic groups. There are various elements in technical skills, such as rich and diverse body movements, varying rhythms of strength and weakness, expressive expressions, and smooth and varied composition scheduling, to create an intuitive and dynamic artistic image. 2) Training in traditional Chinese dance techniques and techniques can help comprehensively improve the comprehensive abilities of traditional dancers (Cong Shuai Shuai, 2016).

Project teaching is an important teaching mode that enhances students' learning enthusiasm, comprehensive quality, practical ability, and innovative spirit. Therefore, in education and teaching, we should actively explore and apply project-based teaching, so that students can gain more gains and grow in their learning. The application effect of project-based teaching in the teaching of sports dance elective courses in ordinary universities. Zhang xiangqian (2010) highlighted the practical importance of using project-based teaching methods (1) to greatly stimulate students' enthusiasm. It enables students to pursue specific projects with clear learning objectives and strong interest. If students are allowed to design projects that interest them. It will be able to stimulate their enthusiasm better. During the project process Students often feel a sense of happiness from success. Which can strengthen their enthusiasm for learning (2)

cultivate student's various abilities, including the ability to learn by themselves ability to observe ability to take action research and analytical capabilities ability to work together and help each other communication ability and communication Most project teaching needs to be completed in small groups. And most of the project implementation process involves delegating tasks. Self-learning and improving student's collaborative abilities through adequate communication, discussion, decision-making, etc. Strengthen student team awareness and cooperation ability and team awareness are basic qualities required for today's social production. Moreover, Zhu Bin (2010) emphasized that project-based teaching is the embodiment of the educational function. Project-based teaching poses a challenge to traditional teaching. Traditional teaching focuses on student intelligence. Developing intelligence by providing academic knowledge and use academic results as a criterion for evaluation Project-based teaching emphasizes the importance of cultivating It transforms "individuals" into "social individuals" and further breaks the limits of "intelligence" by emphasizing the multiple intelligences that humans display when solving practical problems. and closely integrates multiple intelligences with reality. In addition, Zhang Xiaolin (2016) The core of project teaching is the project itself is a plan or task that the teacher and students carry out together. But it is mostly carried out by students in groups through specific measures. Teachers play a role in helping and guiding. Students in each group must complete a plan or task. Execute ideas, solve problems, or produce results within a specified time frame.

In summary, the project teaching is a student-centered teaching method. Students become protagonists in the teaching process and in the learning process, the focus must be on students being able to express themselves through actual practice. By cooperation between teachers and students. The learning process is based on the process of the student's independent formation of a system of knowledge and technical abilities. In this research, the researcher has applied using project teaching to improve Chinese Traditional Dance Skill for undergraduate students and provided dance learning for students using design project-based learning methods. This wasn't only changing the monotonous teaching methods of dance classes, but also improves student's dance skills, enhances their enthusiasm and enthusiasm for learning dance. Practical ability has played a huge role and has certain theoretical significance and practical value. It can effectively cultivate student's teamwork and personal abilities and skills.

### **Research Objective**

1. To improve Chinese tradition dance skill using project teaching for undergraduate students
2. To compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching.

### **Research Hypotheses**

After the implementation using project teaching, the students' Chinese traditional dance skill has been improved obviously.

### **Literature review**

In the study of “using project teaching to improve Chinese traditional dance skill for undergraduate students”, the researcher studied the documents concerning the following:

#### **Importance of Project teaching**

The application of project teaching embodies the student-centered guiding ideology. Students are no longer passive recipients. They must actively participate in project implementation to achieve the goal. It is impossible to achieve the goal of the project only by taking learning as the goal in the project development. Only by giving full play to the skill innovation can the effect of the project teaching be guaranteed; moreover, by participating in the practice of simulation, students can acquire knowledge in the operation, construct their own knowledge and skills, and teach in the classroom. It is no longer the only way for students to improve their abilities, and the knowledge and skills students acquire in the project teaching are comprehensive, which is conducive to the combination of theory and practice. Many scholars have emphasized the importance of cooperative learning as follows.

Chang Juanjuan (2012) After the implementation of project-based teaching method, students' enthusiasm for attending classes has been improved, and students have also demonstrated their unique strengths. The atmosphere of the classroom has also been greatly improved. With the improvement of students' creative ability, students majoring in music have found dance creative patterns corresponding to their majors. Proposed that the project teaching steps are as follows:

Step 1 Determine the project: Determining the "project" is also called the "information" stage in the "project method teaching", its main task is to complete all the preparations for the "project" and determine the project according to the preparation of the project. It mainly includes three parts: teacher preparation, student preparation, and project planning.

Step 2 making plans: Making a plan belongs to the planning and decision-making stage in the project teaching method, which mainly includes two stages of planning and decision-making. In Dewey's pragmatism philosophy, it is proposed that teachers guide students to make choices, and students learn by solving problems by themselves. In the planning and decision-making stage, teachers It is the guide, and the students are the executors.

Step 3 Implementation Plan: In the process of implementing the project teaching, it is required to take students as the center and carry out independent implementation. When encountering lack of knowledge during the implementation process, teachers need to supplement relevant knowledge and guide students in the whole process of project implementation.

Step 4 evaluation item: There are certain basic standards for the evaluation of project implementation, and there are four forms of evaluation, self-evaluation by students, mutual evaluation among students, evaluation by teachers to students, and evaluation by experts.



Ma Bowen (2022) The overall effect of project teaching in classical Chinese is good, and students are more interested in fresh teaching methods; Group cooperative learning is very popular among most students, effectively stimulating their language expression and interpersonal communication; Project based teaching can make students' learning more organized and easier to grasp the connections between articles. The steps for proposing project teaching are as follows:

Step 1 Determine the project: Teachers need to preliminarily establish the key words of this project-based learning of classical Chinese group reading in the teaching design stage and study the unit introduction with students before officially launching the project, to grasp the learning focus and core outline of this unit. Discuss with the students the theme of the project "Explore ancient and modern learning methods" and announce it. Afterwards, the teacher distributed the project plan blank sheet, explained the lesson plan, and emphasized the key points and disciplines of project learning.

Step 2 Make a project plan: After receiving the project proposal, students start thinking and discussing in groups. Combined with the content of the pre-class preview, grasp the important and difficult points of this project-based learning, and determine the project achievement goals to be completed by this group. Specifically, go deep into the text, explore the knowledge points of the article, expand thinking, clarify the division of labor, collect materials, and complete the writing of the project plan. Here, the author selects one group of proposals from the class and uses this as an example to discuss later.

Step 3 Project division: Students in each group carry out cooperative learning within the group according to the project schedule. Since they have done preview before, most of the students have no doubts about the basic knowledge. The members of each group are different, the learning characteristics are different, and the project plans are also different. In the class, teachers give students enough time for independent discussion, camera-guided groups that encounter difficulties, and concentrate on explaining questions that are frequently asked. Explain the art of reasoning in classical Chinese and discuss the methods of argumentation for groups that start with the argumentation of works; provide relevant reference books and extracurricular books for groups that compile articles.

Step 4 group report: The students carried out project reports, and the contents of the reports were varied, and the results were rich.

Step 5 teacher-student evaluation: The teacher distributes the group evaluation form. The students made an objective and fair evaluation of themselves and others for this project-based learning, reflected on the problems that occurred during the joint learning of themselves and the group, and consulted the excellent group for their experience. Finally, the teacher checks for deficiencies and fills in gaps and makes a summative evaluation and some knowledge supplements.

Xiao Diyi (2022) The project teaching method can promote students' learning interest, self-confidence, self-learning ability, cooperative communication ability,

comprehensive practical ability, music literacy, and other aspects. The application and implementation of project-based teaching method has promoted the efficient completion of music class semester teaching objectives. While enriching teaching forms and improving teaching efficiency, it also promotes the improvement of teachers' comprehensive literacy. Proposed that the project method teaching steps are as follows:

Step 1 Determine the project: Through appreciation, students can feel their style characteristics and be able to express them; through group cooperation and creation, students' subjective initiative, cooperation and communication skills and self-confidence can be improved, and students can participate in practical activities with a positive attitude and give full play to the project teaching method in the teaching process. It can exercise students' ability to solve practical problems independently, improve teamwork ability, and enhance their professional quality and comprehensive practical ability.

Step 2 Form a project team: Students should consider their own interests and hobbies, combine their own personality differences, and group them reasonably.

Step 3 Make a project plan: List project content, preview plan, practice plan.

Step 4 implementation project: The team leader divides the project content according to the willingness and ability of the team members. The basic theoretical knowledge part of the group study together.

Step 5 project evaluation: After the project is completed, the evaluation of the teaching price is very important. Teachers should evaluate in a timely manner, and at the same time, encourage students to evaluate each other. In a project team, the team leader should give full play to his subjective initiative and objectively evaluate the situation in the group, and at the same time guide all members of the group to conduct mutual evaluation and self-evaluation.

Xin Lu (2022) Using the project teaching method as a carrier, creative participation, research-based learning, and practical training activities are carried out. Students encounter problems that cannot be solved by themselves during the learning process and use this problem as a starting point to guide and clarify the learning theme of this lesson. In collaborative learning, they jointly raise the doubts and gradually understand the learning laws and methods of these doubts during processing. And these doubts are precisely studied through project-based teaching methods proposed that the project teaching steps are as follows:

step 1 Determine the project: As the beginning link of the entire project process, this link is the beginning of the project process and is very important. The determination of the project topic should be based on the latest version of the text curriculum standards, combined with daily life, and ingeniously connected with the students' hobbies and learning foundation. The total tasks are combined according to project tasks, project objectives, project content, course requirements and language knowledge modules.

step 2 makes a project: After the project topic is determined, in the second stage, teachers should divide students into multiple groups according to the division criterion of "mutual quality between groups and heterogeneity within groups", Appoint a team leader according to the learning situation. Then, the teacher disassembles and divides the overall task of the project according to the teaching content, and refines each module, so that the team members in the project team can clearly grasp the direction and task objectives of this study, and finally organize and integrate the above contents to form a project plan. Arrange to follow up on progress.

step 3 implementation project: After formulating the overall project plan, the next stage is to implement the plan. As a key step in the entire project plan, teachers should focus on how to improve students' interest in actively exploring knowledge and further stimulate students' enthusiasm for learning in the classroom, A harmonious learning atmosphere can enhance the interaction between teachers and students, and the project team will also strengthen interaction and collaboration on the same project task objectives, jointly explore the required information, and complete the target tasks within the specified time with quality and quantity.

step 4 Showcase: After completing the project tasks, the project team needs to show the tasks completed by this group to other groups of students. At this stage, the teacher needs to build a platform for students to communicate with each other. Students can use different ways to display, such as drama There are many other ways such as performances, PPT presentations, and storytelling. When students show their works, teachers should focus on the key points of the show, control the order of the classroom, and listen to and learn from other students' shows with students. After the show is over, teachers can share their shortcomings and advantages, and select excellent groups, to provide the required materials for the next stage of project evaluation.

step 5 evaluation item: This link is to test the learning situation, and to evaluate the learning results in a variety of ways from multiple dimensions and methods, to evaluate the learning process of students more comprehensively. In the evaluation link, the teacher can directly evaluate the students according to the classroom situation or establish an evaluation mechanism among the students to evaluate each other, and students can also self-evaluate according to the situation they have mastered.

Yin Hang (2022) The implementation progress of project-based teaching method in interdisciplinary fields has been ensured, and there has been no situation where the teaching method and curriculum teaching are difficult to match. During the implementation, the teaching objectives have been achieved and students' autonomous inquiry learning process has been achieved. At the same time, students can also learn professional knowledge and skills from project-based teaching classrooms. proposed that the project teaching steps are as follows:

Step 1 Determine the project: Explore the practical process of the project teaching in the classroom, verify the application effect of the project teaching method in the professional course of accounting affairs through the research and practice process,



analyze the advantages and disadvantages of the project teaching method, and promote the combination of teaching theory and practice.

**Step 2 Implementation Plan:** The entire teaching implementation process is carried out in three stages: before project implementation, during project implementation, and after project implementation.

**Step 3 Showcase:** After the group cooperation discussion of one class hour, the group speakers of the 11 groups will present the group conclusions and explain the group's problem-solving ideas in the class. After the students' presentation, comment on the problems in the students' thinking, and emphasize the knowledge points that the students have doubts about in the discussion session.

**Step 4 evaluation item:** The first is student self-evaluation. Student self-evaluation is to allow students to reflect on their learning attitudes in project cooperation and to resolve misunderstandings in project thinking. It can help students think about their own learning process and better grasp learning methods in future studies. The evaluation starts from the three aspects of cooperative learning, learning effectiveness and inquiry ability.

These studies indicate that project-based teaching contributes to knowledge sharing and communication, improving learners' learning outcomes. It also cultivates learners' teamwork and social skills. In addition, project-based teaching improves learners' active learning ability, and the interaction between learners in project-based teaching stimulates innovative thinking. Finally, project-based teaching helps to create a positive learning atmosphere and learning community. In short, project-based learning plays a crucial role in the education and learning process and has a positive impact on the overall development and growth of learners.

#### **Importance of Chinese Traditional Dance Skill**

Traditional Chinese dance is closely related to art such as music, sculpture, and painting. It uses beautiful body movements as language to shape images and reflect social life. Dance movements are highly beautified and standardized movements with strict standardization, emphasizing rhythm and rhythm, and are not easily mastered. Dance skills are an important part of learning dance. Through systematic and scientific learning and strict and standardized training, students can achieve the physical fitness requirements required for dance in terms of flexibility, soft opening, and physical flexibility. It helps to cultivate students' good posture and elegant temperament, laying a solid foundation for future dance learning.

Peng Hui (2007) "On the Cultivation of Dance Performance Ability of Music Majors in Higher Vocational Colleges" believes that dance, as an independent performing art, requires a high degree of proficiency in the portrayal of characters, the shaping of images, and the presentation of situations. Dancers at the performance level will complete it, so that students majoring in music in vocational colleges will gradually perform dances. Therefore, it is necessary to master a set of effective methods.

Sun Wen (2014) Dance skills are crucial for dancers. Based on the current situation in the dance industry, many excellent dancers have reached the pinnacle of their mastery



of dance skills. In their own growth, dance skill training has played an important role. The training of dance skills can effectively solve the training of basic abilities in various parts of the body of dance students, greatly improving and enhancing their strength, softness, flexibility, and explosive jumping ability. And after mastering a certain level of high difficulty somersault skills and comprehensive ground rolling skills, it will play an important auxiliary role in improving dance performance skills and skills, enriching dance vocabulary, and expanding the expressive power of dance art.

Mei Lijuan (2019) Dance skills involve performing complex and complex movements through the correct operation of the muscles, ligaments, and bones of the human body within a certain period. Of course, these movements are imbued with certain internal thoughts and connotations, and can form a complete context, giving people a sense of beauty. As an art form, 'beauty' is the basic and highest requirement, and dance performers need to complete it through the combination of every move of the human body, ultimately providing the audience with the enjoyment of beauty. To achieve this effect, dancers must master the performance techniques of each action, otherwise it is difficult to impress the audience and cannot be regarded as an art. From this perspective, dance skills occupy an extremely important position in dance performances, and the training of dance skills is crucial in dance training.

Li Bojiang (2021) With the rapid development of the early childhood education industry, the demand for teachers with high dance skills urgently increases. The original teachers in kindergartens are no longer able to meet the needs of early childhood education in the new era due to their lack of relevant dance skills and can only provide basic teaching. Based on this, preschool teachers with high dance skills have high competitiveness and are talents that various early childhood units are competing for.

Zhang Kexin (2022) In terms of the difficulty of dance skills and techniques, when it comes to young children's dance skills, careful observation of their standing posture should lead to a more standardized natural posture, to cultivate their good habits and achieve flexible use of hands and feet and coordinated development. Through these skill training, not only has the coordination ability of young children been improved, but also their flexibility has been improved, making dance expression more diverse.

In summary, the high difficulty and exquisite skills endow ethnic dance with higher artistic value and make the artistic image more realistic and perceptible. This ability reflects the overall quality of an actor. For ethnic dancers, diverse dance skills can have a good display effect, making up for the lack of their own abilities. Through systematic training, actors can learn advanced dance skills, proficient techniques, and have good control and expression. The goal is to cultivate and improve the technical abilities of ethnic dancers, achieve the overall level of ethnic dance performances, make dance performances more appreciative and artistic, promote the continuous development and improvement of training methods for ethnic dance technical abilities, and ultimately cultivate more excellent ethnic dancers, producing more excellent ethnic dance works.

## **Research Methodology**

### **Population and Sample**

There are 3 classes with 99 students in the second-year of dance students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. (There were student's mixed ability, high level, medium level and low level)

There were 33 students from 1 class in the second-year of dance students of the Chongqing Media College Chongqing City, China, in the second semester of the academic year 2023. Through the cluster random sampling.

### **Research Instrument**

The development of project teaching to improve Chinese Traditional Dance Skill of undergraduate students. The procedures for creating research instruments were as follows:

#### 1. Lesson plans

Procedures for lesson plan according to the project teaching theory creating lesson plans details were as follows:

1.1 Studied guidelines for Project teaching from many academics: Xin Lu (2022); Ma Bowen (2022); and Yin Hang (2022) to design detail in project teaching the course.

1.2 Created 3 lesson plans on the subject about Tibetan dance, Dai dance and Northeast Yangko Dance total 24 hours. By designing lesson plan using the project teaching theory, each lesson plan specifies the details of the topics as follows: 1) Determine the project, 2) Implement the project, 3) Show case, and 4) Summary and Evaluation. According to the project teaching theory as follows:

Step 1 Determine the project: Teachers can determine a challenging and practical project topic according to the students' hobbies, course content and other factors. The project theme should be closely related to students' life and learning reality and can stimulate students' interest in learning and desire to explore.

Step 2 Implement the project: The process of project learning, students master knowledge and skills through practical activities and improve their practical application ability. Teachers should give students sufficient support and guidance, encourage students to explore independently, and give full play to students' enthusiasm and initiative.

Step 3 Show case: Students displayed the results of the questions, which is a link to check the students' learning and rehearsal results. The student's achievement display drives the classroom atmosphere. Everyone participates in it, exercises their own thinking ability, and cultivates themselves. The self-awareness of students has enhanced their confidence in showing themselves, allowing students to display the results of cooperation in an active atmosphere. Therefore, during the show, the dance part is aimed at the form of dance movements, as well as the fluency and beauty of the overall dance formation, to enhance one's own level. Finally, the problems that arise during the process are proposed and solved.

Step 4 Evaluation item: Teachers should develop evaluation criteria to evaluate students' project outcomes, not only to evaluate the completion of the project, but also to evaluate the learning process and learning effect of students. Evaluation results should be fed back to students in a timely manner to guide students to improve.

1.3 The completed lesson plan was presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improve according to the suggestion.

1.4 After revised lesson plans and took them to 3 experts for verification to verify the accuracy of the content appropriateness and completeness of the lesson plan consistency of learning objectives, content, learning activities, instructional materials, as well as measurement and evaluation. And find the Index of Item Objective Congruence (IOC). Each lesson plan had an IOC consistency index greater than or equal to 0.50, so it was considered suitable for use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this lesson plan has an IOC=1.00 for all questions. And using the project teaching to assess the suitability of the lesson plans, the result found that, the most suitable for 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance.

1.5 Take the lesson plan received from the review. Let's improve according to the suggestions of experts to achieve more accuracy before actually applying it to the sample group.

#### 2. Basic dance skills test (Performance Assessment).

Procedures for creating the performance assessment, which is a practical test, 3 contents, 9 items, with steps to create and find quality as follows:

2.1 Content Analysis, competence and learning objectives consistent with the lesson plan on 1) Tibetan Dance: Basic hand position, Kick step, Step back half, 3 consecutive steps, step up, 2) Dai dance: Basic palm shape, Claw shaped, Mouth shape, Standing palm, Curved palm, and 3) Northeast Yangko Dance: Double pronged waist, Double buckle handle, Little Swallow Spreads Its Wings, Double breast protection, Double protective head.

2.2 Studied the theory, principles, and methods of performance assessment from documents, textbooks, and related research.

2.3 Suggest the performance assessment to the thesis advisor. Check for accuracy and make improvements as suggested.

2.4 The performance assessment is handed over to 3 experts for measurement and evaluation. Check the content validity and analyze the Index of Item Objective Congruence (IOC). Each performance assessment had an Index of Item Objective Congruence (IOC) greater than or equal to 0.50, so it was considered suitable to use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this activity plan has an IOC = 1.00 for all questions.

2.5 Improve and revise the performance assessment that have been verified by experts. Then take it to try out with students who were non-sample for 33 students to analyze the quality test and checking the quality of confidence values in performance tests by test-retest, which is a test for the coefficient of stability. The students perform

the testing 2 times at different intervals and then use the obtained values to find by Pearson's correlation coefficient = 0.81

#### **Data Collection**

This research was divided into 3 phases, the details are as follows.

1. Organize a test before starting the experiment to understand students how to study student role learning objectives evaluation method and the benefits that will be gained from taking the ability test and learning activities during the experiment.

2 Test before teaching (Pretest) with 33 dance students of Chongqing Media College Chongqing City, China, which was a sample group, and checked the score record in order to analyze the data.

3. The experimental with the sample group to use the activity plan of Chinese Traditional Dance Skill course based on the Project teaching. The teaching time on 12<sup>th</sup> - 17<sup>th</sup> January 2024, total of 24 hours, not counting the days of pretest and posttest.

#### **Research Results**

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation as follow: 1) Determine the project, at this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master 2) Implementing the project, this stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative 3) Show case, 1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements., 2) Students demonstrate that Tibetan dance, Dai dance, and Northeast Yangko dance adopts a triangular and circular dance formation, 3) Each group of students practiced Chinese tradition dance skills accompanied by music. And 4) The teacher gives feedback to each group of students as they practice Chinese tradition dance skills along with music. 4) Summary and Evaluation, the last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.

Thirdly, after completed 3 lesson plans: 1) Tibetan Dance, 2) Dai Dance, and 3) Northeast Yangko Dance are presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improved according to the suggestion, and took the lesson



plans to 3 experts to consider the Index of Item Objective Congruency (IOC). The data analysis was assessment of the quality of the lesson plan according to the project teaching to improve Chinese tradition dance skill for undergraduate students. The results are shown in table

Table 1 The comparison of the Chinese Traditional Dance Skill scores between before and after learning.

							n=33
Chinese Traditional Dance	Testing	Score total	$\bar{X}$	SD.	df	t	p
Tibetan dance	Pretest	45	31.27	2.31	32	23.52**	.00
	Posttest	45	42.54	1.06			
Dai dance	Pretest	45	31.57	2.48	32	22.27**	.00
	Posttest	45	42.15	1.20			
Northeast Yangko Dance	Pretest	45	31.12	2.38	32	29.56**	.00
	Posttest	45	42.63	1.11			
Total	pretest	135	93.96	5.16	32	41.87**	.00
	posttest	135	127.33	1.67			

\*\*p<.01

From table 1, the comparison of students' Chinese Traditional Dance Skill between before and after learning using the Project teaching of undergraduate students. The results were found that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill.

### Research Discussion

The research results on using project teaching to improve Chinese Traditional Dance Skill course with 33 students, in the second-year of undergraduate students from Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. The researchers discussed as follows:

1. The improvement Chinese traditional dance skill using project teaching, the researcher studied documents and related research on project teaching theory from many researchers and synthesized into 4 steps used for lesson plan development. the results are shown the quality of the lesson plans by experts overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans, the average score after learning was 127.33. which was higher than the average score before learning was 93.96. It's because the project teaching theory, it is an important teaching model that increases students' enthusiasm for learning. It allows students to complete specific projects with clear learning objectives. During the project process, students got to practice on their own, which they were felt a sense of happiness from success. In addition, project teaching has to divided into small groups. There were assignments, self-learning and improve students' collaborative ability. Through

adequate communication, discussion, decision-making, etc., strengthening the student team's awareness and ability to cooperate. And team awareness is a fundamental quality required for today's social production (Zhang xiangqian, 2010). Consistent with Zhang Xiaolin (2016), the core of project teaching is that the project itself is a plan or work those teachers and students do together. But it is mostly carried out by students in groups through specific measures. Teachers have a role to play in helping and guiding. Students in each group must complete a plan or task. Execute an idea, solve a problem, or deliver a result within a specified time frame. According to the research of Biffy (2012) a project to teach sports dance in universities The study involved 100 randomly selected students from Guanghua College of Changchun University in 2010. Among them, there were 50 males and 50 females each. Divide the experiment into two groups, A and B, with 25 male and 25 female students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is the experimental group, which receives education on sports dance projects. Group B is the control group, which receives education on traditional sports dance. The research results indicate that it enhances students' interest in sports dance, enhances their confidence, and encourages them to continue engaging in sports dance activities. Moreover, in line with Ding Xuehua (2020) applied research on the application of project teaching in the teaching of children's dance creation in preschool education in secondary vocational schools. The research objects of the experimental group were 30 students and control group were 30 students in the preschool education employment. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and skills courses can further improve students' dance creation practice ability improve the classroom teaching effect and talent training quality of dance choreographers.

2. The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance, the results were found that, Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill. It's because the project teaching help to achieve the results of modern education, they help learning process to be conducted in such a way that all students are equally involved in the cognitive process, each individual contributes to the teaching process, students exchange information and ideas. This relationship allows students not only to acquire knowledge but also develop communicative skills: the ability to listen to others, evaluate different points of view, participate in discussions, make joint decisions, develop tolerance, etc. As same as, Zheng Jianbin (2021) the application of project teaching in dance teaching-Taking Zhengzhou City a Middle School. The subjects of the experimental group are the 29 students at the dance school-based course of Zhengzhou a Middle School. Teaching adopts project-based teaching.

The research results indicate that it enhances students' interest in dance learning, enhances their learning initiative, cultivates their comprehensive abilities, and enriches practical cases. Consistent with Liu Bo (2021) adopted the project teaching during dance choreography theory and techniques. The experimental group included 20 students of choreography, 15 girls and 5 boys. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and techniques can further improve students' dance creation practice ability and artistic innovation ability and improve the classroom teaching effect and talent training quality of dance choreography. in line with Zeng Yong (2022) This studied the impact of project teaching on the creation of Lingnan dance fitness exercises. The experimental subjects were 80 students (40 males and 40 females each) from the second grade of Guangzhou Experimental Foreign Language School. Among them, 40 students were selected as the experimental group (20 males and 20 females each), and 40 students were selected as the control group (20 males and 20 females each). The experimental group students participated in the Lingnan dance fitness exercise class for learning. The research results indicate that introducing project teaching into the creation of Lingnan dance aerobics can further improve students' practical and innovative abilities in Lingnan dance aerobics creation and enhance the classroom teaching effect of Lingnan dance aerobics choreography.

In summary, the project teaching has cultivated students' various abilities. It can promote students to take the initiative to encounter problems in life or study. In group cooperation, students communicate with each other, improve students' expression ability, cooperation ability, and enhance the awareness of sharing. In addition, students cooperate in groups Dance together, improve the students' innovative ability. It lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future. Be lively and cheerful, face setbacks and obstacles, have the courage to challenge, and be able to better face the future.

### **Research Suggestion**

#### General recommendation

1. Project teaching has a positive impact on students' ability to cooperate, react, exchange, communicate and coordinate and express themselves verbally, which are relatively weak in comparison with students' communication and coordination skills. Teachers should pay more attention to the cultivation of students' communication and coordination skills when designing Project teaching. In the process of students' cooperative activities, teachers should guide students to deal with the relationship with others, take the interests of the team as the most important thing and encourage students to be united in the group and give full play to the potential of teamwork.

2. Project teaching promotes the development of students' interactive ability. Project teaching not only stimulates students' enthusiasm and interest in participating in classroom activities. But it also promotes students' ability to Skill Practice in all areas to a certain extent. Through the interaction of teachers and classmates in the classroom. Teachers should encourage students to communicate and exchange information with each other. This helps build a good cooperative relationship and cultivate teamwork.



### Suggestions for further research

1. In the future, when using Project teaching for teaching, A teacher's ability to organize and manage the classroom has a direct impact on the level of classroom interaction. Teachers' own personality traits contribute to the formation of their own unique teaching style that is acceptable to students, and teachers who are cheerful and love life and education have a greater influence in the classroom. Such teachers tend to be able to use their initiative to design effective and varied modes of interaction that are fun and energetic.

2. There should be Project teaching and learning with students of all levels of learning ability. To encourage students to interact with each other. It also cultivates emotions, intentions, attitudes, and values.

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## Research Profile

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