

Development Of Ballroom Dance Teaching Module Using Boppps Teaching Model - Application in Chinese Ballroom Dance Teaching

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ABSTRACT

This paper presents the development of a ballroom dance teaching module based on the BOPPPS instructional design model, and explores its application in Chinese ballroom dance education. Through the analysis of the teaching model and practical teaching experiences, this study aims to enhance students' dance skills and interpersonal abilities. Research findings indicate that the BOPPPS model has significant advantages in ballroom dance teaching, effectively improving students' learning interest and engagement.

KEYWORDS

BOPPPS instructional design model; ballroom dance; teaching module; application; teaching effectiveness

Introduction Ballroom dance, an art form that combines fitness, entertainment, and social interaction, has gained widespread popularity worldwide. However, traditional ballroom dance teaching methods have certain shortcomings, such as monotonous content and low student engagement. To address these issues, this paper proposes a ballroom dance teaching module based on the BOPPPS instructional design model and explores its practical application in China. The aim is to improve traditional ballroom dance teaching methods, enhance teaching effectiveness, and stimulate students' learning interest by introducing the BOPPPS model.

1 Overview of the BOPPPS Instructional Design Model Applied to Ballroom Dance Teaching

The BOPPPS instructional design model is a teaching design framework consisting of six phases: Bridge, Objectives, Pre-assessment, Participatory Learning, Post-assessment, and Summary. This model emphasizes active student participation and instructor guidance, contributing to improved teaching outcomes.

Ballroom dance has a long history in China, but its teaching methods have been relatively traditional. To adapt to the needs of modern education, incorporating the BOPPPS instructional design model into ballroom dance teaching can inject new vitality and efficiency into the teaching process. By analyzing the history, current status, and teaching situation of ballroom dance, this study provides theoretical and practical background for subsequent module design.

Clearly defining teaching objectives is at the core of the BOPPPS model. By setting specific and measurable learning objectives, students can clarify their learning direction and improve learning efficiency. Objective setting should include skill objectives, knowledge objectives, and affective

objectives to ensure that students develop comprehensively in multiple dimensions. The objectives of each teaching module should be set according to the actual level and needs of the students to ensure that the teaching content is targeted and effective.

Pre-assessment conducted before teaching can help understand students' existing levels and needs, allowing for targeted adjustments to teaching content and methods. Pre-assessment methods can include questionnaires, oral questioning, and practical operations, among others, to comprehensively understand students' basic knowledge. The results of pre-assessment not only provide a basis for teachers to adjust their teaching plans but also help students understand their own strengths and weaknesses, preparing them for subsequent learning.

Participatory learning is a key component of the BOPPPS model. Through interactive teaching, teamwork, and practical activities, students' engagement and motivation can be enhanced. In participatory learning, teachers should design a variety of teaching activities, such as group discussions, role-playing, and live demonstrations, to encourage students to actively participate and cultivate their collaborative abilities and creativity. Through interaction and practice, students can master dance skills in an enjoyable learning atmosphere.

Post-assessment is used to evaluate students' learning outcomes, helping teachers understand the effectiveness of teaching and make improvements based on the evaluation results. Post-assessment should correspond to pre-assessment, using the same or similar assessment methods to comprehensively measure students' progress. The results of post-assessment not only provide feedback for teachers but also help students understand their own learning achievements, stimulating their learning motivation and sense of accomplishment.

At the end of the course, a summary helps consolidate learning outcomes and lay a foundation for future learning. The summary phase should include a review of knowledge points, reinforcement of skills, and student self-reflection. Teachers can guide students to summarize their learning experiences, identify their shortcomings, and develop improvement plans through classroom discussions, student presentations, and learning journals. The summary not only consolidates learning outcomes but also cultivates students' learning abilities and independent learning awareness.

2 Ballroom Dance Teaching Module Design

Based on the BOPPPS instructional design model, this paper designs the following ballroom dance teaching modules, each of which includes multiple phases and specific implementation plans.

2.1 Basic Steps Module

Basic concepts and historical development of ballroom dance. As an art form, ballroom dance relies on fundamental steps as the foundation for learning. Understanding its background helps students appreciate dance from a cultural and historical perspective, thereby enhancing their learning interest. Students will be able to master basic steps, familiarize themselves with the characteristics and applications of different types of steps, and perform basic dance combinations. A simple questionnaire will be used to assess students' understanding of ballroom dance and their mastery of basic steps, allowing for targeted adjustments to teaching content.

Video demonstrations and on-site teacher guidance will be provided for students to practice basic steps. A combination of group practice and individual tutoring will ensure that every student can master the basic steps. Students' mastery of basic steps will be evaluated through actual dance performances, combining performance assessments and teacher evaluations to comprehensively measure students' learning outcomes. Through this module, students will share their learning

experiences, engage in group discussions and personal reflections, summarize their learning experiences, identify shortcomings, and develop improvement plans.

2.2 Dance Rhythm Module

Understanding the rhythmic characteristics of dance and the criteria for music selection helps students better grasp rhythm in dance and improve their performance. Students will be able to dance to the rhythm of music, master the rhythmic characteristics of different types of music, and combine rhythm with steps for smooth dance performances. A dance rhythm test will assess students' sense of rhythm and music comprehension, allowing for targeted adjustments to teaching methods and content. Through rhythm exercises and rhythm games, students' sense of rhythm will be cultivated. A variety of music types and rhythm patterns will be used to help students comprehensively master dance rhythm. Students' sense of rhythm and performance ability will be comprehensively evaluated by combining music and dance. Through this module, students will share their experiences with rhythm exercises, engage in group discussions and personal reflections, identify their strengths and weaknesses, and develop improvement plans.

2.3 Partnering Module

Ballroom dance emphasizes the tacit cooperation and collaborative awareness between partners. Understanding its importance helps students better cooperate with their partners in dance. Students will be able to cooperate seamlessly with their partners, mastering communication skills and cooperation methods with their partners, and performing smooth collaborative performances.

Through collaborative dance practice and team activities, students' collaborative abilities will be enhanced. A combination of group practice and collaborative performances will ensure that every student can effectively collaborate with their partner. Collaborative performances will be evaluated to assess students' cooperation, combining partner evaluations and teacher evaluations to comprehensively measure students' collaborative abilities and performance. Collaborative exercises will assess students' collaborative awareness and abilities, allowing for targeted adjustments to teaching content and methods.

2.4 Dance Creation Module

Ballroom dance involves creative techniques and innovative thinking. Dance creation is an important part of dance learning. Understanding these techniques and innovative thinking helps students unleash their creativity in dance and enhance their performance. Students will be able to create simple dance routines, master basic creative techniques and methods, and create targeted creative dance performances based on music and themes. A creation test will assess students' creativity and creative techniques, allowing for targeted adjustments to teaching content and methods. Creative exercises and competitions will stimulate students' creativity. A combination of individual creation and team creation will help students comprehensively master creative techniques. Creative performances will be evaluated to assess students' creative abilities, combining creative performances and teacher evaluations to comprehensively measure students' creative level and innovation.

3 Evaluation of Teaching Effectiveness

To evaluate the actual effectiveness of the ballroom dance teaching module based on the

BOPPPS instructional design model, this study employed a combination of questionnaires and classroom observations to conduct a comprehensive assessment of participating students. The results showed that students demonstrated significant improvements in learning interest, engagement, and skill mastery.

Learning Interest: Students generally reported that the ballroom dance courses based on the BOPPPS model offered rich and diverse content, stimulating their learning interest. In particular, during the participatory learning phase, students' enthusiasm for ballroom dance increased significantly through interactive activities and practical exercises. Observations revealed a marked increase in student participation in class; they were no longer passive recipients of knowledge but actively engaged in discussions and practice. Furthermore, students exhibited a strong interest in ballroom dance after class, with a noticeable increase in independent practice time and frequency. These findings suggest that the BOPPPS model can effectively stimulate students' learning interest and enhance their motivation.

Engagement: Due to the BOPPPS model's emphasis on active student participation, student engagement in the classroom has significantly improved. Through collaborative exercises and team activities, students strengthened their sense of cooperation and teamwork through mutual interaction. Classroom observations showed that students actively interacted, helped each other, and made progress together in group discussions and practical activities. Additionally, students demonstrated a high level of enthusiasm for participating in team activities after class, taking the initiative to organize and participate in various dance activities, further enhancing their teamwork and social interaction skills. Overall, the BOPPPS model can significantly improve students' classroom engagement and teamwork abilities.

Skill Mastery: Through the systematic design of teaching modules, students have made significant improvements in their skills, including basic steps, rhythm mastery, partner cooperation, and dance creation. In particular, students' performance in the post-assessment fully demonstrated their learning outcomes. Specifically, students showed significant progress in the accuracy of dance movements, grasp of rhythm, seamless cooperation with partners, and creative abilities. Moreover, students' dance performances outside the classroom and their achievements in dance competitions have also improved significantly. This demonstrates that the BOPPPS model has a significant effect on improving students' dance skills.

4 Conclusion

The development and practical application of the ballroom dance teaching module based on the BOPPPS instructional design model have verified the effectiveness and feasibility of this model in ballroom dance teaching. Research results show that the BOPPPS model can effectively enhance students' learning interest, engagement, and skill mastery, providing valuable reference and practical significance for improving traditional ballroom dance teaching methods. Specifically, by clearly defining teaching objectives, conducting pre-assessments, implementing participatory learning, conducting post-assessments, and summarizing reflections, students' learning outcomes can be comprehensively improved, and their dance skills and collaborative abilities can be enhanced. At the same time, the BOPPPS model can also stimulate students' learning interest and innovation, improving their overall quality.

Future research can further explore the application of the BOPPPS model in different types of dance teaching and conduct large-scale empirical studies to further verify its teaching effectiveness. Additionally, combining modern educational technologies such as virtual reality and artificial intelligence can bring more innovation and development to ballroom dance teaching. In specific

implementations, the combination of the BOPPPS model with other teaching models can be explored to further improve teaching effectiveness. Furthermore, through interdisciplinary collaborative research, more new elements and methods can be injected into ballroom dance teaching, promoting the continuous development and progress of ballroom dance education

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