

Reform of Dance Education Model from the Perspective of Professional-Innovation Integration: A Case Study of the "Hong Yan Lai Yi" Innovation and Entrepreneurship Team at Jimei University

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ABSTRACT

In the context of higher education reform, professional-innovation integration (the merging of professional education and innovation-entrepreneurship education) has become a key direction to enhance students' comprehensive quality. This paper analyzes the practice of the "Hong Yan Lai Yi" innovation and entrepreneurship team at Jimei University, exploring how the dance discipline promotes the collaborative development of professional education and innovation entrepreneurship capabilities. From teaching mode reform, the integration of ideological and political education, the construction of innovation and entrepreneurship practice platforms, and the combination of aesthetic education and labor education, this paper proposes practical paths for innovation integration in dance education, aiming to provide valuable references for ongoing higher education reform.

KEYWORDS

professional-innovation integration; dance education; innovation and entrepreneurship; ideological and political education; teaching mode reform

1 Introduction

1.1 The Need for Reform in Higher Education

As society continues to globalize and evolve, so do the demands on higher education. Universities are no longer just institutions for academic study but are now tasked with preparing students to face complex and ever-changing social, economic, and technological environments. Traditional models of higher education, which emphasize discipline-specific expertise, are proving inadequate for today's interdisciplinary and problem-based work environments.

The need for higher education reform has thus become more urgent than ever, with a strong focus on preparing students for real-world challenges. Increasingly, educational theorists and policymakers advocate for the integration of innovation and entrepreneurship education into the curriculum, emphasizing the development of creativity, critical thinking, and problem-solving skills.

This paper explores one such approach to higher education reform—professional-innovation integration—as applied to the dance discipline at Jimei University. Using the case study of the "Hong Yan Lai Yi" innovation and entrepreneurship team, this research examines how professional education in dance can be combined with entrepreneurship and social engagement to cultivate students' comprehensive skills and sense of responsibility.

1.2 Professional-Innovation Integration in the Chinese Educational Context

In recent years, the Chinese government has placed great emphasis on fostering innovation-driven development. A key component of this national strategy is promoting entrepreneurship education at universities. The Chinese Ministry of Education has issued numerous policies aimed at cultivating innovative talent, such as the **Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education** (2015), which encourage universities to integrate entrepreneurship education with disciplinary training.

Professional-innovation integration aligns with this policy framework, offering students the opportunity to apply their academic knowledge in practical, entrepreneurial contexts. For students in the arts—particularly dance—this approach provides a new way of thinking about career possibilities beyond the traditional avenues of performance and teaching.

1.3 Research Aims and Methodology

This paper aims to examine how professional-innovation integration can be applied to dance education and to identify the benefits and challenges of this approach. Using the "Hong Yan Lai Yi" team at Jimei University as a case study, the paper analyzes the team's innovative practices, curriculum reforms, and their contributions to broader social and educational goals.

Methodologically, the paper draws on qualitative data from team activities, curriculum design, and interviews with students and faculty members involved in the "Hong Yan Lai Yi" project. The study also reviews policy documents and academic literature on innovation and entrepreneurship education to contextualize the case study.

2 Theoretical Foundations of Professional-Innovation Integration

2.1 Defining Professional-Innovation Integration

Professional-innovation integration is a model of education that seeks to bridge the gap between professional knowledge and practical entrepreneurial skills. In contrast to traditional academic education, which often prioritizes theoretical knowledge over practical application, professional-innovation integration emphasizes the importance of developing skills that allow students to adapt and thrive in real-world settings.

The theoretical foundations of this model are rooted in constructivist learning theories, which suggest that students learn best when they are actively involved in problem-solving and applying their knowledge to practical challenges. For example, Dewey's theory of experiential learning posits that students acquire deeper understanding by engaging with the world, rather than passively receiving information. This is highly relevant for innovation and entrepreneurship education, which requires students to be proactive, adaptive, and resourceful.

In the context of dance education, professional-innovation integration challenges the traditional focus on performance and technique by encouraging students to consider the broader applications of their artistic skills. It opens new avenues for dance students to engage with social issues, collaborate across disciplines, and develop entrepreneurial ventures related to their art.

2.2 Key Components of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education (IEE) is centered around three main components: creativity, critical thinking, and practical application. These components are necessary for students to move beyond the mastery of their chosen discipline and toward the creation of new ideas and

ventures.

Creativity involves the generation of novel ideas and solutions. In dance education, this might mean pushing the boundaries of traditional dance forms, experimenting with new techniques, or integrating digital technologies into choreography and performance.

Critical Thinking requires students to analyze and evaluate their ideas, question assumptions, and assess the viability of entrepreneurial projects. For dance students, this may involve thinking critically about the logistics of organizing performances, developing outreach programs, or creating sustainable business models.

Practical Application is the final and most crucial step, as it involves turning ideas into reality. This aspect of IEE encourages students to take risks, launch projects, and learn from both successes and failures. In the case of the "Hong Yan Lai Yi" team, practical application is achieved through community engagement projects and entrepreneurial ventures that bring dance into public spaces.

2.3 The Role of IEE in Dance Education

While dance education has traditionally focused on the development of performance skills, IEE offers a broader perspective that encompasses cultural production, business management, and social impact. In a professional-innovation integration model, dance students learn not only how to perform but also how to start their own dance companies, organize cultural festivals, and use dance as a tool for social change.

The inclusion of entrepreneurship education in dance programs helps students understand that artistic talent alone is not enough to sustain a career in the arts. They must also develop business acumen, build networks, and create value for their communities. This expanded understanding of what it means to be a dance professional opens up new career possibilities for students, ranging from cultural entrepreneurship to arts management.

3 The "Hong Yan Lai Yi" Team: A Case Study of Professional-Innovation Integration

3.1 Formation and Purpose of the Team

The "Hong Yan Lai Yi" innovation and entrepreneurship team was founded in 2017 as part of Jimei University's broader efforts to promote professional-innovation integration across disciplines. The team consists primarily of dance students, with support from faculty members and other students specializing in business, marketing, and cultural studies. Its mission is to use dance as a medium for cultural expression and social engagement, while simultaneously developing entrepreneurial projects that can sustain these activities financially.

The team's core philosophy is based on the belief that dance can serve as a powerful tool for preserving cultural heritage, promoting social cohesion, and fostering innovation. By combining artistic practice with social entrepreneurship, the "Hong Yan Lai Yi" team offers a model of how professional-innovation integration can be applied to the arts.

3.2 Key Projects and Activities

The "Hong Yan Lai Yi" team has undertaken several key projects that illustrate the principles of professional-innovation integration in action. These projects range from traditional dance performances to entrepreneurial initiatives aimed at creating sustainable revenue streams for the team's activities.

Chinese Dance Performances: One of the team's signature projects is a series of performances

that highlight traditional Chinese culture, which are not only forms of artistic expression but also tools for ideological and political education. By bringing these performances to rural communities, the team promotes a deeper understanding of traditional Chinese culture among local residents while engaging them in meaningful cultural activities. The performances also generate revenue through ticket sales, demonstrating the team's ability to combine artistic integrity with financial sustainability.

Community Dance Workshops: Another key project is the organization of dance workshops for underserved populations, including the elderly and children in rural areas. These workshops provide participants with an introduction to basic dance techniques, while also fostering a sense of community and social cohesion. Through these workshops, team members develop teaching and leadership skills, while community participants gain access to cultural resources that are often lacking in rural areas.

Entrepreneurial Ventures: In addition to its artistic and social projects, the "Hong Yan Lai Yi" team has developed several entrepreneurial ventures designed to sustain its activities. These include organizing cultural festivals, selling tickets to performances, and collaborating with local businesses to sponsor events. The team also explores opportunities for international collaborations, bringing Chinese dance to global audiences through digital platforms and international festivals.

3.3 The Team's Contributions to Higher Education Reform

The success of the "Hong Yan Lai Yi" team has provided valuable insights into how professional-innovation integration can be implemented in higher education. By combining professional dance training with entrepreneurship and community engagement, the team has expanded the scope of what dance education can achieve. Students who participate in the team not only develop their artistic skills but also gain practical experience in project management, marketing, and social entrepreneurship.

Moreover, the team's interdisciplinary approach has helped to break down the traditional barriers between academic disciplines at Jimei University. Faculty members from different departments collaborate on the team's projects, offering their expertise in business, cultural studies, and marketing to complement the dance students' artistic knowledge. This interdisciplinary collaboration serves as a model for other universities looking to implement professional-innovation integration in their own programs.

4 Expanding the Dance Education Model Under Professional-Innovation Integration

4.1 Curriculum Reform: Expanding Beyond Performance

One of the key goals of professional-innovation integration is to reform the curriculum so that it includes not only discipline-specific content but also interdisciplinary courses that prepare students for the challenges of the modern world. At Jimei University, the dance curriculum has been expanded to include courses on entrepreneurship, project management, and community service. These courses are designed to complement the traditional focus on performance and technique by providing students with the skills needed to launch their own businesses, manage cultural projects, and engage with diverse communities.

The expanded curriculum also emphasizes experiential learning, with students required to complete internships, participate in community outreach programs, and collaborate on entrepreneurial projects. For example, students might work with local businesses to organize

cultural festivals or collaborate with social enterprises to bring dance performances to underserved populations.

In addition to these interdisciplinary courses, Jimei University has introduced a series of workshops and seminars on innovation and entrepreneurship. These events feature guest speakers from the arts, business, and nonprofit sectors, who share their experiences and provide practical advice on how to navigate the challenges of starting a business in the arts. By exposing students to real-world examples of successful entrepreneurs, the university hopes to inspire them to think creatively about how they can use their dance skills in innovative and entrepreneurial ways.

4.2 Innovation in Teaching Methods: Project-Based Learning and Interdisciplinary Collaboration

To support the goals of professional-innovation integration, teaching methods must also be reformed. Traditional lecture-based instruction is not sufficient for preparing students to be entrepreneurs or innovators; instead, students must be actively engaged in problem-solving and project-based learning. At Jimei University, the dance department has adopted a project-based learning approach, where students are tasked with developing their own projects, from initial concept to final execution. These projects range from creating new dance works to organizing community events and entrepreneurial ventures. Students are encouraged to collaborate with peers from other disciplines, such as marketing, digital media, and public policy, to ensure that their projects are both artistically meaningful and practically viable. For example, one recent project involved a group of dance students working with business and marketing majors to develop a cultural festival that showcased local talent while also promoting social causes. The students were responsible for everything from securing funding and managing logistics to promoting the event and evaluating its impact. Through this project, students not only gained valuable experience in event planning and management but also learned how to work in interdisciplinary teams and engage with the local community.

4.3 The Role of Technology in Dance Innovation

Technology is playing an increasingly important role in the arts, and dance is no exception. In the context of professional-innovation integration, technology offers new opportunities for dance students to expand their creative and entrepreneurial horizons. At Jimei University, the dance department has incorporated technology into its curriculum in several ways. Students learn how to use digital tools for choreography, performance, and audience engagement. For example, students are taught how to use motion-capture technology to create digital dance performances, which can then be shared with global audiences through online platforms. This not only expands the reach of their performances but also introduces new revenue streams through digital ticket sales and online donations. The integration of technology also allows dance students to collaborate with peers in other disciplines, such as computer science, digital media, and marketing. For example, dance students might work with computer science students to develop an app that helps users learn dance techniques, or they might collaborate with marketing students to promote their performances through social media and digital advertising. By learning how to leverage technology, dance students can expand their creative and entrepreneurial opportunities in the digital age.

4.4 The Importance of Interdisciplinary Collaboration

One of the core principles of professional-innovation integration is the importance of

interdisciplinary collaboration. In the real world, problems are rarely confined to a single discipline; instead, they require solutions that draw on multiple areas of expertise. For dance students, this means learning how to collaborate with peers from other fields, such as business, marketing, and public policy, to develop innovative projects that have both artistic and social impact.

At Jimei University, interdisciplinary collaboration is encouraged through a series of cross-departmental initiatives, where students from different disciplines work together on joint projects. For example, dance students might collaborate with business students to develop a marketing strategy for a dance performance, or they might work with public policy students to organize a cultural event that promotes social causes. By working together, students not only learn from each other but also develop the skills needed to navigate the complex, interdisciplinary challenges of the modern world.

Interdisciplinary collaboration is also encouraged through the university's innovation and entrepreneurship center, which provides resources and support for students interested in launching their own ventures. The center offers mentorship, funding opportunities, and access to a network of industry professionals, helping students turn their ideas into reality. By providing a platform for interdisciplinary collaboration, the center plays a crucial role in fostering the next generation of creative entrepreneurs.

5 Integrating Ideological and Political Education into Dance: A Holistic Approach

5.1 The Importance of Ideological and Political Education in Chinese Universities

In China, ideological and political education (IPE) is a mandatory component of higher education, aimed at fostering students' sense of social responsibility, patriotism, and commitment to socialist values. The Chinese government views IPE as a crucial tool for promoting social cohesion and ensuring that future generations remain committed to the country's development goals.

For dance students, IPE provides an important framework for understanding how their artistic practice can contribute to broader social and political objectives. By integrating IPE into the dance curriculum, universities can help students see the social impact of their work and encourage them to use their artistic skills for the betterment of society.

5.2 Incorporating Ideological and Political Education into Dance Education

At Jimei University, the integration of IPE into the dance curriculum is achieved through a combination of theoretical courses and practical projects. Students are required to take courses on Chinese history, Marxist theory, and socialist values, which provide them with a strong ideological foundation. These courses are complemented by practical projects that allow students to apply their knowledge in real-world settings.

For example, the "Hong Yan Lai Yi" team regularly performs dance pieces that embrace traditional Chinese culture and revolutionary history. These performances not only serve as artistic expressions but also as tools for ideological education, helping to promote socialist values among both performers and audiences. By engaging with these themes, students develop a deeper understanding of their role as artists in promoting social and political ideals.

Additionally, the team's community engagement projects are designed to foster a sense of social responsibility among students. By organizing workshops for underserved populations, students learn how to use their artistic skills to make a positive impact on society. This not only helps to strengthen their commitment to socialist values but also provides them with practical experience in community service and social entrepreneurship.

5.3 The Role of Red Culture in Dance Education

For dance students, traditional Chinese culture provides a rich source of inspiration for artistic creation and intellectual education. The Department of Dance at Jimei University integrates traditional Chinese culture into the curriculum through a series of performances, workshops and community projects. These projects not only carry forward Chinese culture, but also aim to promote socialist values and foster national pride.

One of the key projects carried out by the 'Red Rock Comes to Life' team is a series of performances highlighting the themes of traditional Chinese culture, which are not only artistically innovative but also a powerful tool for ideological education. Through exposure to traditional Chinese culture, students gained a deeper understanding of their role as artists in passing on their heritage.

In addition to these performances, the team also organises workshops and seminars to explore the intersection of traditional Chinese culture and dance. These activities provide students with an opportunity to learn about traditional Chinese culture and to reflect on how their artistic practice can contribute to the preservation and promotion of traditional Chinese culture.

6 Expanding the Role of Dance in Aesthetic and Labor Education

6.1 Dance as a Tool for Aesthetic Education

Aesthetic education is an essential component of holistic education, aimed at cultivating students' ability to appreciate and create beauty. In the context of professional-innovation integration, aesthetic education plays a crucial role in helping students develop their artistic sensibilities and understand the broader cultural significance of their work.

For dance students, aesthetic education is particularly important, as it provides them with the tools to create works of art that not only demonstrate technical skill but also resonate with audiences on an emotional and intellectual level. At Jimei University, aesthetic education is integrated into the dance curriculum through a combination of performance training, creative projects, and interdisciplinary collaboration.

One of the ways in which aesthetic education is achieved is through the "Hong Yan Lai Yi" team's community engagement projects. By organizing performances and workshops for diverse audiences, the team helps to bring aesthetic experiences to underserved populations. These projects not only enrich the cultural lives of community members but also provide students with an opportunity to reflect on the social and political dimensions of their artistic practice.

In addition to community engagement, the team also incorporates aesthetic education into its entrepreneurial ventures. For example, students are encouraged to think critically about how their performances can be marketed and how they can create value for their audiences. This process involves not only artistic creativity but also an understanding of the cultural and social contexts in which their work is presented.

6.2 The Role of Labor Education in Dance Innovation

Labor education is another important component of professional-innovation integration, aimed at fostering students' sense of responsibility, discipline, and teamwork. In the context of dance education, labor education helps students develop the practical skills needed to succeed in the highly competitive and physically demanding world of dance.

At Jimei University, labor education is integrated into the dance curriculum through a combination of physical training, community service, and project-based learning. Students are

required to participate in internships, collaborate on entrepreneurial projects, and engage in community outreach activities. These experiences help students develop the practical skills needed to succeed in the dance profession while also fostering a sense of social responsibility.

One of the key ways in which labor education is achieved is through the "Hong Yan Lai Yi" team's community engagement projects. By organizing workshops and performances for underserved populations, students learn how to use their artistic skills to make a positive impact on society. This not only helps to strengthen their commitment to socialist values but also provides them with practical experience in community service and social entrepreneurship.

In addition to community engagement, labor education is also achieved through the team's entrepreneurial ventures. By working on real-world projects, such as organizing cultural festivals or managing dance companies, students learn how to manage resources, collaborate with others, and navigate the challenges of running a business. These experiences help students develop the practical skills needed to succeed in the highly competitive and physically demanding world of dance.

7 Challenges and Opportunities in Implementing Professional-Innovation Integration

7.1 Challenges in Dance Education

While the professional-innovation integration model has achieved considerable success at Jimei University, it also faces several challenges. One of the main challenges is the difficulty of changing traditional attitudes toward dance education. Many students and faculty members still view dance as a purely artistic discipline, with little connection to entrepreneurship or social engagement. This resistance to change can make it difficult to implement interdisciplinary courses and encourage students to think more broadly about their career options.

Another challenge is the limited resources available for entrepreneurial projects. While the university provides support through its innovation and entrepreneurship center, many students struggle to secure funding for their ventures. This is particularly true for students in the arts, who often face greater challenges in attracting investors compared to their peers in business or engineering.

Finally, there is the challenge of balancing artistic and entrepreneurial goals. For many dance students, the primary motivation for pursuing a career in dance is artistic expression, not financial success. However, in order to sustain their artistic practice, students must also learn how to manage resources, secure funding, and navigate the complexities of running a business.

7.2 Opportunities for Growth and Innovation

Despite these challenges, there are numerous opportunities for growth and innovation in the field of professional-innovation integration. One of the main opportunities is the growing interest in interdisciplinary collaboration, both within and outside of universities. As more industries recognize the value of creative and artistic skills, there is increasing demand for graduates who can combine artistic talent with business acumen and problem-solving skills.

Another opportunity is the expanding role of technology in the arts. Digital platforms, virtual reality, and other technological innovations offer new possibilities for dance students to showcase their work and engage with global audiences. By incorporating technology into their entrepreneurial ventures, dance students can reach new markets and explore new revenue streams, while also expanding the creative possibilities of their art.

Finally, there is the opportunity to expand the professional-innovation integration model beyond the university setting. By collaborating with cultural institutions, nonprofits, and businesses, dance students can gain valuable real-world experience and contribute to the cultural and economic development of their communities. This not only provides students with practical experience but also helps to strengthen the ties between universities and the broader society.

8 Conclusion and Future Directions

The professional-innovation integration model offers a promising approach to reforming dance education, providing students with the skills and knowledge needed to succeed in both artistic and entrepreneurial endeavors. Through the case study of the "Hong Yan Lai Yi" team at Jimei University, this paper has demonstrated how professional education in dance can be combined with innovation, entrepreneurship, and social engagement to create a holistic and interdisciplinary learning experience.

Looking ahead, there are several key areas for future development. First, universities should continue to expand their curriculum to include interdisciplinary courses that combine dance with entrepreneurship, technology, and social engagement. This will help to ensure that students are prepared for the complex and dynamic challenges of the modern world.

Second, universities should invest in resources and support systems for entrepreneurial ventures, providing students with the tools and mentorship needed to launch their own businesses. This will help to foster a culture of innovation and entrepreneurship within the arts, while also providing students with valuable real-world experience.

Finally, universities should continue to promote interdisciplinary collaboration, both within and outside of the academic setting. By working with peers from different disciplines, students can develop the skills needed to navigate the challenges of the modern world and make a positive impact on society.

In conclusion, professional-innovation integration provides a powerful framework for reforming dance education and preparing students for the challenges of the 21st century. By combining artistic training with entrepreneurship, social engagement, and interdisciplinary collaboration, dance students can develop the skills needed to succeed in a rapidly changing world and contribute to the cultural and economic development of their communities.

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