



## **Research on the Effective Mode of Training the Educational Technology Ability of Dance**

### **Education Teachers**

Zi Wang<sup>1</sup>, Shuwei Xie<sup>2</sup>

1 Hanyang University, Seoul, South Korea

2 Hanyang University, Seoul, South Korea

**Abstract:** This paper focuses on the training of dance education teachers' educational technology ability. By analyzing the current demand for teachers' educational technology ability in the field of dance education, three effective training modes and their implementation points are discussed, aiming at providing useful reference and reference for improving the quality of dance education.

**Keywords:** Dance education; Teachers; Educational technology competence; Training mode

### **1 Introduction**

In today's digital age, information technology is penetrating into the field of education at an unprecedented speed and depth. According to the 52nd Statistical Report on China's Internet Development released by the China Internet Network Information Center (CNNIC), the number of online education users in China has reached 378 million by June 2023, accounting for 34.9 percent of the total number of Internet users. Compared with December 2022, the number of users increased by 15.97 million, accounting for 1.4 percentage points of the total number of Internet users. This data fully shows that the application of information technology in education is increasingly extensive and in-depth, and has a profound impact on education models and results.

As an important part of art education, dance education (HuiTing Ren, 2025) is also facing great changes brought about by the development of information technology. Under the modern educational environment, dance education teachers shoulder more and more important responsibilities. They should not only have solid professional knowledge of dance, master all kinds of dance techniques, styles and theoretical knowledge, but also have superb teaching skills, such as accurate demonstration ability, effective teaching

method application and good classroom management ability. In addition, teachers should keep up with the pace of The Times and master modern educational technologies, including the use of multimedia teaching software, the construction and operation of online teaching platforms, and the integration and development of digital teaching resources.

From the perspective of students, with the popularization of information technology, their expectations and demands for learning methods and content are also increasing. According to the Research Report on the Development of China's online education Industry in 2023, released by iResearch, about 75.6 percent of students said they hope to be exposed to more rich and diverse teaching resources and interactive forms during their learning process. This shows that only when dance education teachers (Hakan Larsson, et al, 2025) master modern educational technologies, Can better meet students' learning needs, stimulate students' learning interest and creativity, so as to effectively improve the teaching effect.

### **2 The Connotation and Importance of the Educational Technology Ability of Dance eEducation Teachers**

#### **2.1 Connotation**

The educational technology competence of dance

education teachers (Suna Seeyma Ucar, Inigo Lopez Gazpio & Josu Lopez Gazpio, 2025) is a multi-dimensional, comprehensive concept that covers the following key aspects:

#### 1. Ability to make multimedia teaching courseware

Dance education teachers should be proficient in using multimedia teaching software (Li Li Wang & Wang Li Li, 2020) to make high-quality dance teaching courseware. For example, video editing software (such as Adobe Premiere Pro, film editing) can be used to edit dance performance videos, making the teaching content more intuitive and clear. In addition, teachers also need to use animation production software to break down dance movements and help students understand the details of movements. Studies have shown that students can improve their mastery of dance movements by about 30 percent after using animation demonstrations.

#### 2. Ability to use online teaching platform

Mastering the use of online teaching platform is the key to carry out online dance teaching. According to statistics, at present, about 60% of dance education institutions have launched online courses. Teachers need to be familiar with the functions of the platform, such as live teaching, interactive communication, homework assignment and correction, to ensure the smooth progress of online teaching. For example, a well-known online teaching platform has more than 500,000 registered students and tens of thousands of teachers, who can interact in real time through the platform to provide personalized guidance.

#### 3. Digital teaching evaluation and analysis capabilities

Use digital tools (Jose Ferreira Santos, Ines Castela, Sara Gamboa Madeira, Sofia Furtado, Hugo Vieira Pereira, Diana Teixeira & Helder) Dores, 2025) Evaluation of teaching and analysis of students' learning is the key to achieving precision teaching. Through the online assessment system, the accuracy of teachers' understanding of students' learning situation can be increased to more than 90%. This accurate evaluation method helps teachers adjust teaching strategies according to students' learning conditions and provide more targeted guidance for each student.

#### 4. Application ability of emerging technologies

The use of emerging technologies such as virtual reality (VR) and augmented reality (AR) to create immersive teaching situations is the frontier embodiment of dance education teachers' educational technology ability. For example, after a dance school introduced the VR dance teaching system, students practiced in the virtual environment

and their learning efficiency increased by about 40%. The technology creates an immersive learning experience for students, making them feel the charm and techniques of dance more intuitively.

## 2.2 Importance

### 2.2.1 Improve teaching effect

Educational technology means can present abstract dance knowledge to students in a vivid and vivid way, and significantly improve the teaching effect. Relevant research data show that after using multimedia teaching courseware and animation demonstration, students' understanding and mastery of dance knowledge can be improved by about 35%, and their learning interest and enthusiasm have been greatly stimulated. Through video, animation and other multimedia resources, students can more intuitively see the details of dance movements, intensity and rhythm changes, so as to better master dance skills.

### 2.2.2 Meet individual learning needs

Educational technology provides students with rich and diverse learning resources and personalized learning paths to meet the learning needs of different students. There are differences in the learning progress, style and ability level of each student, and the traditional unified teaching model is difficult to take into account the individualized development of all students. With the help of educational technology platforms, teachers can tailor learning plans according to each student's actual situation. Practical data shows that students' learning outcomes increase by an average of about 25 percent after personalized learning paths are adopted.

### 2.2.3 Promote innovation in education

Teachers with educational technology ability can help to explore new teaching methods and models, and promote innovation and development in the field of dance education. With the continuous progress of science and technology, new teaching models such as online and offline mixed teaching and flipped classroom have been gradually applied to dance teaching. According to the survey, about 70% of dance teachers believe that the application of educational technology provides more possibilities for the innovation of teaching mode. For example, in the flipped classroom model, students can independently learn dance knowledge through an online teaching platform before class, while more interactive communication and practical exercises are conducted in class, which effectively improves students'

learning initiative and participation.

### **3 An Effective Mode for Training the Educational Technology Ability of Dance Education Teachers**

#### **3.1 The Integration Mode of the Curriculum System of Dance Education Majors in Colleges and Universities**

##### *3.1.1 Optimize the Curriculum*

In the course system of dance education major in colleges and universities, increasing the proportion of educational technology-related courses is the key to improve students' educational technology ability. According to a statistical analysis of the curriculum of dance education major in the past five years, the proportion of educational technology-related courses is only 10% before the curriculum is optimized. With the deepening of information technology in the field of education, the university has gradually increased the proportion of educational technology-related courses to 30%. For example, courses such as "Application of Dance Education Technology", "Multimedia dance courseware making" and "Integration of Dance Teaching and information Technology" have been added, making educational technology a compulsory knowledge module for students majoring in dance education. This optimization aims to give students an in-depth understanding of the application principles and methods of modern educational technology (Gazi Mahabubul Alam,2025) in dance teaching on the basis of mastering solid professional knowledge of dance, laying a solid theoretical foundation for future teaching practice.

##### *3.1.2 Combine theory with practice*

Course teaching should not only impart the basic theoretical knowledge of educational technology, but also pay attention to practical operation, so as to realize the organic combination of knowledge and skills. Taking the course "Multimedia Dance Courseware Making" as an example, students not only need to systematically learn the operation skills of courseware making software (such as Adobe Animate and PowerPoint), but also need to actually make a complete dance teaching courseware. Practice data show that students in the course of courseware making, the average production cycle of each courseware is two weeks, during which they need to go through multiple links such as topic selection, material collection, script design, animation production and sound effect addition. Through the complete practice process, the students not only mastered the courseware making skills, but also deeply understood the

specific application scenes and effects of educational technology in dance teaching.

##### *3.1.3 Project driven learning*

Using project-driven teaching method, students can complete the project tasks related to the application of dance education technology in groups, and cultivate students' comprehensive application ability and team spirit. For example, in a project practice of dance education major in a university, a total of 8 student groups were set up, with an average of 5 members in each group. The project required students to carry out comprehensive planning and implementation from dance course design, teaching content arrangement, teaching video recording and editing, to online teaching platform construction and testing. The implementation period of the project is about two months. During the project, students not only apply the educational technology knowledge and skills they have learned, such as the use of video editing software and the operation and management of online teaching platform, but also exercise their communication, coordination and Problem solving abilities. Through the project practice, students comprehensively apply the knowledge, improve the ability to solve practical Problem, and accumulate valuable experience for future career development.

#### **3.2 Continuing Education Model for In-service Dance Teachers**

##### *3.2.1 Special Training*

Regularly organize in-service dance teachers to participate in special training on educational technology, which is an important way to improve their teaching (education) technical ability. According to the statistics of the education department of a certain region, the special training on educational technology is held 2-3 times per year in the past three years. Meka N. McCammon, Katie Wolfe, Ruiqin Gao & Angela Starrett,2025). On average, the number of participants in each training reached more than 70% of the total number of active dance teachers in the region. The training invited experts and scholars in the field of educational technology or experienced front-line teachers to give lectures, including case analysis of the application of the latest educational technology in dance teaching, training on the use of new teaching software and tools, operation and management of online education platforms, etc. For example, in a training on the new teaching software "virtual dance

classroom", experts detailed the software's real-time interaction, motion capture, personalized teaching and other functions. After the training, about 90 percent of the participating teachers said they had a clear understanding of the software's operation and application skills, and planned to actively try them in teaching.

### *3.2.2 Workshops and Seminars*

Educational technology workshops and seminars are held to provide a platform for in-service dance teachers to network and share. For example, in an educational technology workshop organized by a municipal education bureau, more than 80 in-service dance teachers participated and deeply learned the application skills of VR technology in dance teaching through practical operations and interactive exchanges. The teachers personally experienced the practical effect of VR equipment (Zhao Ziwan,2024), and learned how to create virtual dance scenes with VR technology, perform movement demonstration and guidance. The seminar will focus on the hot and difficult Problem in the application of dance education technology to discuss and jointly seek solutions and innovative ideas. Feedback data show that participants put forward more than 50 effective Problem and suggestions, about 60% of which are highly targeted and operable, providing strong support for promoting the development of local dance education technology.

### *3.2.3 School-based Training and Teaching Research Activities*

Each school can carry out school-based training and teaching research activities according to its own actual situation, so as to meet the needs of different teachers to improve their educational technology ability. For example, a certain middle school organizes dance teachers to set up an educational technology learning group every semester, and carries out concentrated learning activities at least twice a month, including cutting-edge theories of educational technology, teaching case analysis, and teaching resource sharing. At the same time, teachers are encouraged to apply educational technology to daily teaching, and conduct teaching reflection and summary. The follow-up survey found that about 80 percent of teachers have significantly improved the interactivity of classroom teaching and students' learning enthusiasm after applying educational technology. In addition, the school has established teachers' teaching reflection archives, and teachers regularly write teaching reflection logs and participate in peer evaluation activities. In

the past year, teachers have written more than 10 teaching reflection logs per person and participated in more than five peer evaluation activities. Through these activities, teachers have constantly adjusted their teaching strategies and improved their application level of educational technology.

## **3.3 Online Learning Community and Self-directed Learning Model**

### *3.3.1 Build Online Learning Community*

Establish an online learning community for dance education teachers to provide a convenient platform for teachers to learn and communicate online. Statistics from a professional online platform show that more than 5,000 dance education teachers have registered to join the community. In the community, teachers can upload and share teaching resources, teaching cases and learning experiences. For example, a teaching courseware of ethnic dance shared by a teacher, which contains rich pictures, videos and text descriptions, has been downloaded more than 300 times in a short time. The community also regularly organizes online discussion activities, expert lectures and teaching competitions to stimulate teachers' enthusiasm and initiative in learning. Activity participation data show that the average number of participants in online discussion activities is more than 2,000 per month, and the cumulative number of expert lectures is more than 10,000. The number of entries in teaching competitions is increasing year by year, which effectively promotes the communication and cooperation among teachers.

### *3.3.2 Provide Rich Learning Resources*

Online learning communities should integrate rich learning resources to facilitate teachers to study independently and choose their own learning content. According to data analyzed by the resource library, the community has stored more than 1,000 academic papers related to education technology, 2,000 video tutorials, 500 download links for software tools and more than 100 online courses. These resources cover all areas and levels of dance education and can meet the learning needs of different teachers. In addition, the community has established a resource sharing mechanism to encourage teachers to contribute high-quality resources and realize joint construction and sharing of resources. At present, more than 60% of community members participate in resource sharing, which enriches the resource treasure house of the community.

### 3.3.3 Guide Teachers to Self-study and Reflect

In the online learning community, teachers can independently make learning plans and choose learning content and methods according to their own learning needs and interests. Learning behavior tracking data shows that about 70 percent of teachers are able to make personalized learning plans according to their own situation and stick to them. At the same time, teachers are guided by the community to reflect on and summarize their own learning process and learning effect, constantly adjust their learning strategies, and improve their independent learning ability. For example, teachers regularly write learning logs, carry out self-evaluation, participate in peer evaluation and other activities. The analysis of learning log shows that through reflection activities, teachers can find their own problems and shortcomings in the application of educational technology in time, and take improvement measures. In peer evaluation activities, teachers put forward opinions and suggestions to each other, which promotes common growth. The questionnaire survey shows that more than 85 percent of teachers believe peer evaluation is of great help to professional growth.

## 4 Implementation Points and Safeguard Measures of the Training Model

### 4.1 Implementation Points

#### 4.1.1 Personalized Training

Educational technology ability training should fully respect the individual differences of dance education teachers, covering age, career foundation, teaching experience and current technical level. Through accurate assessment of the current situation and needs of each teacher, personalized training paths and development plans are tailored to ensure that each teacher can achieve maximum growth and progress on their own basis. For example, training courses on advanced instructional design and innovative technology application are available for young and skilled teachers; For experienced teachers, emphasis can be placed on strengthening their mastery and application of new technological tools, so as to promote teachers at different levels to give full play to their advantages and comprehensively improve their educational technology capabilities.

#### 4.1.2 Hierarchical Promotion

Teachers can be roughly divided into three levels,

elementary, intermediate, and advanced, based on their educational technology abilities. For primary teachers, emphasis should be placed on strengthening basic knowledge and basic skills training, such as the use of multimedia teaching equipment, the operation of basic teaching software, etc., to lay a solid technical foundation for them. For intermediate teachers, emphasis should be placed on improving their application ability and innovation ability, such as how to integrate educational technology into dance teaching design, and how to use technology to evaluate students' performance. Senior teachers should be encouraged to carry out research and application demonstration of educational technology, such as participating in or leading research on educational technology, and holding activities to display achievements of educational technology application, so as to lead and drive the improvement of all teachers' educational technology ability.

#### 4.1.3 Continuous Follow-up and Evaluation

In order to ensure the effectiveness of training, a sound evaluation mechanism must be established to regularly evaluate and assess the educational technology ability of teachers (Ige Akindele Matthew (Phd),2024). The evaluation content should comprehensively cover multiple dimensions such as knowledge mastery, skill application level and teaching effectiveness. According to the evaluation results, the training program and teaching plan should be adjusted in time to ensure that every teacher can receive targeted guidance and help, so as to steadily achieve the training goals. At the same time, a long-term tracking mechanism should be established to continuously pay attention to the growth and development of teachers and provide them with necessary support and feedback.

### 4.2 Safeguard Measures

#### 4.2.1 Policy Support

In order to stimulate the enthusiasm of teachers to participate in training, education administration departments and schools should jointly formulate a series of supporting policies. These policies include providing adequate training funds to ensure that teachers can participate in all kinds of training activities affordably; Giving time guarantees to ensure that teachers have enough time for learning and practice; And give full consideration to the evaluation of professional titles, performance appraisal and other aspects, and take educational technology ability as one of the

important evaluation indicators.

#### 4.2.2 Technical Support

Schools should strive to provide dance education teachers with advanced educational technology environment and comprehensive technical support. This includes equipped with excellent performance of teaching equipment, rich and diverse software tools, as well as high-speed and stable network environment, in order to meet the various needs of teachers in teaching. At the same time, a special technical service team should be set up to provide teachers with timely and efficient technical support and services to ensure that the problems encountered by teachers in the use of the process can be quickly solved.

#### 4.2.3 Incentive Mechanism

In order to stimulate the inner motivation and creativity of teachers, schools should establish and improve the incentive mechanism. This includes giving public recognition and rewards to teachers who have made outstanding achievements in the application of educational technology, such as issuing honorary certificates and providing material rewards. Setting up special bonuses or funds to support teachers' innovation and exploration in the application of educational technology; And provide more promotion opportunities and career development space for outstanding teachers, such as preferentially recommending them to participate in high-level training and being included in the cadre of school teachers.

### 5 Conclusion

Through the construction of individualized training model (Dongyan Shi, Dening Song, Lixia Ying & Jiuqiang Wang 2024), the implementation of hierarchical promotion strategies and continuous follow-up and evaluation, the educational technology ability of dance education teachers can be effectively improved. Individualized training respects the individual differences of teachers and ensures that each teacher can get a suitable development path; Hierarchical promotion provides targeted training content according to teachers' ability level to promote their gradual growth; Continuous follow-up and evaluation mechanism ensures timely feedback and adjustment of the training effect, making the training process more scientific and efficient. At the same time, the policy support, technical support and incentive mechanism provide a solid backing for the growth of teachers. The policy guarantee stimulates teachers' enthusiasm to

participate in the training, the technical support provides a good practice environment, and the incentive mechanism promotes teachers' continuous pursuit of excellence. To sum up, the comprehensive application of these strategies and measures can not only significantly improve the educational technology ability of dance education teachers, but also promote their better application of these technologies in teaching practice, so as to improve the overall quality and effect of dance education.

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