The Improvement and Development of Cross-media Literacy of Dance Education Management Teachers in the New Era

Shuwei Xie[1], Kui Zeng[2]

1 Hanyang University, Seoul, South Korea

2 Hanyang University, Seoul, South Korea

Abstract: This study focuses on the promotion and development of cross-media literacy of dance education management teachers under the background of the new era. This paper deeply analyzes the important functions of cross-media literacy in dance education management, including the promotion of teaching resource integration, teaching model innovation, cultural inheritance and exchange. At the same time, based on the current status of cross-media literacy of dance education management teachers, specific development paths are proposed from the aspects of training system construction, self-improvement consciousness cultivation and practical application, aiming at providing theoretical support and practical guidance for improving the quality of dance education management.

Keywords: Dance education management; Teachers' cross-media literacy; Teaching resources; Practical application

1 Introduction

1.1 Research Background and Significance

In the new era of rapid development of information technology, the cross-media environment has profoundly changed all areas of society, and dance education management (Lynn Monson & Kelli Abramovich,2024) is no exception. With the wide application of various new media platforms and digital technologies, great changes have taken place in the teaching resources, teaching model and cultural communication mode of dance education management. Under such a background, the cross-media literacy of dance education management teachers has become a key factor affecting the teaching quality and the effectiveness of education management.

From the perspective of education and teaching, teachers with good cross-media literacy can better integrate multiple teaching resources, combine traditional dance teaching with modern digital technology, and provide students with a richer and more vivid learning experience. For example, multimedia teaching software can be used to present content such as the breakdown of dance movements and the historical and cultural background of dance to students in a more intuitive way, which helps to improve students' learning interest and understanding ability. Studies have shown that in the dance courses introduced by multimedia teaching, students' learning enthusiasm has increased by 30%, and their mastery of dance knowledge has also been significantly improved.

In terms of cultural inheritance and exchange, cross-media literacy enables teachers to spread dance culture to a wider audience with the help of new media platforms, and promote the exchange and integration of dance culture in different regions and cultural backgrounds. For example, sharing dance teaching videos, appreciation of dance works and other content through social media platforms can attract more people's attention to dance culture and enhance cultural identity. According to a survey on the spread of dance culture on social media, more than 80 percent of respondents said they have gained a deeper understanding of dance culture through online platforms.

At present, the overall level of cross-media literacy of dance education management teachers in China still needs to

be improved. Some teachers lack the application ability of new media technology, and can not make full use of rich network teaching resources; In terms of teaching model innovation, there is a certain lag. Therefore, in-depth research on the improvement and development of cross-media literacy of dance education management teachers has important theoretical and practical significance for promoting the modernization of dance education management, improving teaching quality, and promoting the inheritance and development of dance culture.

1.2 Review of Research Status at Home and Abroad

1.2.1 Research and Practice of Cross-media Literacy of Foreign Dance Education Management Teachers

In foreign countries, the integration of dance education and information technology started earlier, and the research on cross-media literacy of dance education management teachers is relatively mature. Educational institutions in Europe and the United States generally attach importance to the training of teachers' digital literacy and incorporate it into the important content of teachers' professional development. For example, some dance colleges in the United States provide teachers with systematic training courses on digital technology, covering aspects such as multimedia production and application of online teaching platforms. In practice, foreign dance education management teachers actively use new media technology to carry out teaching activities, such as using virtual reality (VR) and augmented reality (AR) technology to create an immersive dance teaching environment, so that students can feel the charm of different dance styles. Some studies have pointed out that after adopting VR technology for dance teaching, the accuracy of students' memory of dance movements has increased by 25%.

1.2.2 Exploration and Achievement of Cross-media Literacy of Domestic Dance Education Management Teachers

China's research and practice on cross-media literacy of dance education management teachers (Davidson Kyle, 2021) have also made certain progress in recent years. With the national emphasis on education informatization, all kinds of dance colleges and training institutions begin to strengthen teachers' information technology training. Some colleges and universities have opened courses related to dance education informatization, encouraging teachers to explore new teaching models. For example, the Beijing Dance Academy has launched a plan to improve teachers' digital literacy by

organizing training and teaching practices to improve teachers' ability to use new media technologies for teaching. In practice, some dance teachers in China use online teaching platforms to carry out remote teaching, breaking the limitations of time and space and expanding the coverage of dance education. However, compared with foreign countries, there is still a certain gap in the overall level and application depth of cross-media literacy of dance education management teachers in China, which needs further research and practical exploration.

2 The Functional Positioning of Dance Education Management Teachers' Cross-media Literacy in the New Era

2.1 Integrated Function of Teaching Resources: Expand the Sources of Teaching Materials

In the new era, the cross-media literacy of dance education management teachers is first reflected in their ability to integrate teaching resources (Riski Putri Ismail,Syarwani Canon & Meyko Panigoro, 2025). Teachers can obtain rich dance teaching materials through various media channels such as the Internet and digital libraries, including videos of dance works, literature on dance theories, and historical materials of dance. These resources not only enrich the teaching content, but also meet the learning needs of different students. For example, teachers can collect dance works of different styles from the Internet to let students know about diverse dance cultures and broaden students' vision of dance. According to a survey, students' understanding of dance culture has increased by 40 percent in dance classes that use online resources for teaching.

2.2 Innovative Function of Teaching Mode: Construct Multiple Teaching Scenes

Teachers with cross-media literacy can use new media technology to innovate teaching models and build diversified teaching scenes. For example, through online teaching platforms, teachers can carry out live teaching, recording and broadcasting courses, etc., so that students can learn anytime and anywhere. At the same time, by using virtual reality (VR) (Peng Teng,Youran Xu,Kaoliang Qian,Ming Lu & Jun Hu, 2025) and augmented reality (AR) technology (Fatma Co sittu, 2025), teachers can create an immersive dance learning environment for students. To enhance students' learning experience. In the practice of a dance school, after adopting

VR technology for dance teaching, students' learning enthusiasm increased by 35%, and their understanding and mastery of dance movements were more accurate.

3 Cultural Inheritance and Communication Function: Promote the Spread of Dance Culture

The cross-media literacy of dance education and management teachers is of great significance for the inheritance and exchange of dance culture. Teachers can spread dance culture to a wider audience with the help of new media tools such as social media and video sharing platforms. By releasing content such as dance teaching videos and lectures on dance culture, more people can pay attention to dance culture and promote the inheritance and development of dance culture. For example, some dance teachers share dance teaching videos on platforms such as Douyin, which gain a large number of likes and attention, effectively promoting the spread of dance culture. In addition, cross-media literacy can also help teachers carry out international dance culture exchange activities, communicate and cooperate with foreign dance education institutions and teachers through online platforms, and promote the integration and development of dance culture in different cultural backgrounds.

4 Analysis of the Current Situation of Cross-media Literacy of Dance Education and Management Teachers

4.1 The Level of Teachers' Cross-media Literacy is Uneven

At present, there are great differences in the level of cross-media literacy of dance education and management teachers in China. Some older teachers have a weak ability to accept new media technology, and still rely mainly on traditional teaching methods in teaching, and make little use of network teaching resources. While some young teachers have a certain understanding of new media technology, but there are still shortcomings in the deep integration of technology and dance teaching. According to a survey of dance teachers, about 30% of them say that they have difficulties in using new media technology in teaching, and only 15% of them can skillfully use multiple new media tools (Catarina Feio & Lidia Oliveira, 2025) to carry out teaching activities.

4.2 The Training System is Imperfect

At present, the training system for cross-media literacy of dance education and management teachers is not perfect. On the one hand, the training content is not systematic and targeted, often focusing on the brief introduction of new media technology, but ignoring how to combine technology with dance teaching practice. On the other hand, the training method is relatively simple, mainly focusing on centralized teaching, lacking practical operation and personalized guidance. This makes it difficult for teachers to apply what they have learned to actual teaching after attending the training.

4.3 Lack of Awareness of Self-improvement

Some dance education management teachers do not know enough about the importance of cross-media literacy and lack the awareness of self-improvement. They are satisfied with traditional teaching methods, hold a wait-and-see attitude towards the development and application of new media technologies, and are unwilling to take the initiative to learn and explore new teaching methods and technologies. This lack of self-improvement awareness has seriously restricted the development of teachers' cross-media literacy.

4.4 The Practice Path of Improving Cross-media Literacy of Dance Education and Management Teachers

4.4.1 Improve the Training System: Strengthen Professional Training and Practical Guidance

Design systematic training courses: Educational institutions and schools should design systematic cross-media literacy training courses according to the characteristics of dance education management and the actual needs of teachers. The course content should include basic knowledge of new media technology, acquisition and integration of digital teaching resources, application of online teaching platform, integration of dance teaching and new media technology, etc. For example, multimedia production courses should be set up so that teachers can learn to make high-quality dance teaching courseware and videos; Carry out online teaching platform operation training, so that teachers can master the use of various online teaching tools.

Diversified training methods: The use of diversified training methods to improve the training effect. In addition to centralized teaching, teachers can also be organized to conduct practical operations, case studies, group discussions

and other activities. For example, by organizing teachers to participate in actual online teaching projects, they can master the application skills of new media technology in practice; Carry out teaching case analysis activities, so that teachers can share and exchange their experience and Problem in cross-media teaching, and discuss solutions together.

Strengthen practical guidance: In the course of training, provide practical guidance to teachers to help them solve Problem encountered in actual teaching. Professional technicians and teaching experts can be arranged to give one-to-one guidance to teachers to ensure that teachers can apply what they have learned to teaching practice.

4.4.2 Cultivate Self-promotion Awareness: Stimulate Teachers' Motivation to Learn

Improve teachers' awareness of the importance of cross-media literacy: Through holding lectures, seminars and other activities, to publicize the important role of cross-media literacy in dance education management to teachers, and improve teachers' awareness of its importance. For example, educational experts and excellent dance teachers are invited to share the successful experience of cross-media teaching, so that teachers can intuitively feel the role of cross-media literacy in improving teaching quality.

Establish incentive mechanisms: Schools and educational institutions should establish incentive mechanisms (Nan Zhao,Lang Wan,Juan Wang,Zhe Chen,Dejun Li,Minyang Liu & Ruifeng Pan, 2025) to encourage teachers to actively improve their cross-media literacy. For example, the level of teachers' cross-media literacy should be incorporated into the performance appraisal system, and teachers with excellent performance in cross-media teaching should be commended and rewarded; And establish a teaching reform project fund to support teachers in conducting practical research on cross-media teaching.

4.4.3 Strengthen Practical Application: Promote the Integration of Teaching and Technology

Encourage teachers to carry out cross-media teaching practice: Schools should encourage teachers to actively apply new media technology in daily teaching and carry out cross-media teaching practice. For example, teachers should be required to carry out online teaching activities at least once per semester, or design a featured dance course using new media technology. Through practice, teachers can continuously accumulate experience and improve their cross-media teaching ability.

Build a communication platform: Build a communication platform among teachers to promote experience sharing and exchange among teachers. Teaching exchange forums and online teaching communities can be set up for teachers to share their cross-media teaching experience, teaching resources and teaching cases on the platform. At the same time, schools can also organize regular teaching observation activities, so that teachers can learn from each other and improve together.

5 Practice and Exploration of Cross-media Literacy of Dance Education and Management Teachers

Taking Sichuan University for Nationalities as an example, with the more and more extensive application of new media in teaching, Sichuan University for Nationalities recognizes the importance of integrating new media with dance teaching in colleges and universities, and further explores and practices effective methods to improve the cross-media literacy of dance education management teachers, aiming at improving teaching efficiency through this integration. In order to better adapt to the teaching needs of the new media era (Jingyu Zhang & Lei Zhang, 2024) and realize the new development of dance teaching. The dance education and management teachers of Sichuan University for Nationalities will pay close attention to the changes in society's demand for dance talents and the trend of international dance teaching. For example, with the increasing popularity of dance forms such as modern dance and popular dance in society, teachers will incorporate these new dance styles and cultural elements into their teaching content to enrich and diversify the content of the textbooks. At the same time, with reference to foreign advanced dance teaching concepts and methods, such as the introduction of European and American modern dance training systems, teaching methods, etc., the classroom teaching content will be updated.

In terms of education system, based on the social demand for dance talents and the trend of international dance teaching, the teaching materials suitable for our school's dance education and teaching will be selected. In addition, new media technology is used to search for video materials, news, pictures, text or website links related to dance teaching, etc., to update the classroom teaching content, and flexibly display it through short videos and graphic media such as

Douyin to improve the content system of teaching materials; In and out of class, the dance teaching video materials learned in class are uploaded to wechat, QQ group, BBS forum and other network sharing platforms, so as to facilitate students to check their learning and practice effects after class and check the gaps and fill in the gaps. Teachers will also guide students to pay attention to excellent dance art wechat public accounts, broaden the information channels for students to learn dance knowledge, and strengthen the combination of learning in and out of class; In terms of the cultivation of teachers' new media literacy, the university regularly invites information technology personnel to train dance teachers and help them establish their awareness of new media. To learn the information service functions of various new media (Andreas Ventsel,Sten Hansson,Merit Rickberg & Mari Liis Madisson, 2024), enrich their knowledge of new media and improve their ability to use new media.

Cross-media reading and communication is not only the simple acquisition and transmission of information, but also the in-depth analysis and critical thinking of information. Through this teaching method, students can learn how to distinguish the authenticity of online information and how to screen out valuable content from massive information, thus improving their media literacy. Cross-media reading and communication require students not only to understand written information, but also to be able to transform it into a form suitable for different media. In this process, students need to learn how to use multiple media elements such as images, sounds and videos to express their opinions and emotions, which helps improve their verbal and non-verbal expression skills. Cross-media reading and communication breaks the restrictions of traditional single media and provides students with a more open and diversified learning environment. In this environment, students can be exposed to a variety of different viewpoints and ideas, stimulating their innovative thinking and creativity.

Sichuan University for Nationalities has effectively improved the cross-media literacy of dance education and management teachers by improving the content system of teaching materials, strengthening the combination of learning in and out of class, and cultivating teachers' new media literacy. These practical experiences not only enhance students' media literacy and improve their ability of expression, but also promote the cultivation of innovative

thinking. Therefore, this case provides useful reference and inspiration for other universities, indicating the importance of improving teachers' cross-media literacy to adapt to the teaching needs of the new media era.

6. Conclusion

Under the background of the new era, the cross-media literacy of dance education management teachers plays a crucial role in the development of dance education. Through the improvement of teachers' cross-media literacy, the effective integration of teaching resources, the innovation of teaching mode and the inheritance and exchange of dance culture can be realized. Although there are currently some problems in the cross-media literacy of dance education management teachers in China, measures such as improving the training system, cultivating teachers' awareness of self-improvement and strengthening practical application (Ami Goulden,Rose C. B. Singh & Tracy Smith Carrier, 2024) can be adopted to improve the quality of dance education. The improvement and development of teachers' cross-media literacy can be effectively promoted. In the future, with the continuous development of information technology, dance education management teachers should continue to learn and explore, make full use of new media technology, and contribute to the modernization of dance education.

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