

Optimizing college sports dance education through situational teaching

RESEARCH ARTICLE**Liu Chang**Graduate School, University of Baguio,
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0009-0005-6408-9256**Abstract**

This study explores the effectiveness of optimizing physical education dance instruction in colleges and universities through contextual pedagogy, with the aim of enhancing students' participation and skill mastery. As physical education dance teaching continues to evolve, improving students' learning interest and competitive level has become an increasingly important research concern, particularly given the limitations of traditional, technique-focused approaches that often overlook students' emotional engagement and creativity. To address this gap, the study adopted a mixed qualitative and quantitative research design, collecting data through questionnaires, interviews, and classroom observations, and comparing the effects of traditional teaching methods with those of the contextual (situational) teaching method. The results showed that the contextual teaching method significantly enhanced students' motivation, participation, and dance skill level, while also improving their expressiveness and deeper understanding of dance culture. At the same time, the findings revealed challenges related to teamwork and the adequacy of teaching facilities, pointing to areas requiring further attention in future implementation. These findings contribute to filling a gap in the current literature on the application of contextual teaching within the field of physical education and dance, and provide a foundation for future research in this area.

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**Keywords:** Situational teaching method, sport dance, college education, learning motivation, skill mastery**INTRODUCTION**

With the continuous development of sports dance teaching in colleges and universities, how to improve students' learning interest and competitive level has become an important research topic. This study aims to explore the effectiveness of optimizing sports dance teaching in colleges and universities through the situational teaching method, in order to enhance students' participation and skill mastery. The study has important academic value and practical significance, as it not only provides educators with new teaching perspectives, but also supports the overall development of students. The study adopted a mixed qualitative and quantitative research method to collect and statistically analyze data, comparing and analyzing the effects of the application of traditional and situational teaching

methods in teaching. The results indicate that the situational teaching method significantly improved students' motivation and dance skill levels. The conclusion states that this study fills a gap in the current literature on the application of situational teaching in the field of physical education and dance, and provides a basis for subsequent research. The results of the study show that the application of situational teaching not only enhances students' learning outcomes, but also has an important practical impact on deepening the reform of physical education and dance education in colleges and universities.

Literature Review

Junjie Yang (2023) proposes that situational teaching is a new teaching method that has been widely adopted across different fields of education. He argues that

higher vocational teachers of dance can try to use such innovative methods, as doing so will have a very positive effect on building an efficient classroom, meet the requirements of dance teaching, effectively change traditional teaching modes and methods, and give students a more enthusiastic learning attitude, thereby improving the overall teaching effect. Yuan Zhuohong (2023) finds that the situational teaching method, based on situational teaching theory, supports transfer learning across different classes, units and grades, and can flexibly create vivid, specific and diverse situations suited to this particular subject, further mobilizing students' enthusiasm and learning efficiency at this stage. Wang Zhihan (2022), using the literature data method, expert interview method, questionnaire survey method, experimental method and mathematical statistics method, analyzes the advantages of the situational teaching method and, in response to the problems existing in the teaching of modern dance in colleges and universities, introduces the situational teaching method into the special teaching of modern dance in order to explore its teaching effect.

Wei Yuxin (2022) believes that the "element teaching method" is a dance teaching model explored in the new era, representing a summary and understanding of the "representative," "training" and "systematic" aspects of folk-dance teaching. It extracts a large number of action elements from pure folk styles and movements, which can be used individually as building blocks, expanding the function of folk dance and showcasing the national spirit and culture it contains. For this reason, the "element teaching method" has become one of the most commonly used teaching methods in national folk-dance teaching. Zhao Jin (2022) considers situational teaching to be a method in which the teacher, during the specific teaching process and according to the teaching purpose, consciously creates a vivid and concrete scene in order to set the classroom mood, evoke students' engagement, and help them better understand the teaching content, thereby encouraging students to improve their physical and mental functioning. For Latin dance beginners, the situational teaching method is used to transform the otherwise boring technical skills of rumba dance into training content that is easier to understand and master, allowing students to learn while having fun, stimulating their interest in learning, improving the learning effect, and helping them feel the

influence of rumba dance culture. Zhang Huayi (2022), taking the situational teaching method as a starting point, deeply explores the application and implementation of multiple teaching methods in dance classrooms in higher vocational colleges, so that students can improve their professional dance skills through rich scene creation, ultimately forming a distinctive dance scene teaching model. Li Siqi (2022) combines the realities of dance teaching by first discussing the characteristics of dance classroom teaching in higher vocational colleges, then analyzing dance classroom scene teaching in these colleges, and finally summarizing it, in order to strengthen the practical application of teaching methods in dance classrooms at higher vocational colleges. Liu Xiaoqian (2022) shows that the application of inquiry-based situational teaching in higher vocational dance teaching promotes the all-round development of students. Kai-xiu Ho (2021) puts forward that situational teaching involves using specific conditions to create vivid classroom scenes, mainly by exploring students' psychological tendencies to help them understand and grasp key and difficult points, dance movements, and dance emotions during teaching. Situational teaching in classroom instruction at higher vocational colleges can help students quickly master knowledge, better understand the content of dance teaching, and promote the improvement of their dance level. Li Yamei (2021) proposes that, in the context of focusing on students' core qualities, teachers must change their mindset, have the courage to innovate, and move away from a single teaching mode in order to effectively improve the professional skills and core qualities of dance students in higher vocational colleges. Applying the situational teaching mode in theory courses, repertory courses and basic training courses can fully stimulate students' interest in learning, help them understand abstract theoretical knowledge, accurately master professional skills, and guide them to actively explore, reshape their spirit, and realize their potential. Huang Ciyang (2021) studies the problems faced in the inheritance of folk-dance culture within college dance teaching, finding that students often lack a specific and detailed understanding of the cultural connotations of national folk dance, resulting in disorganized body movements. In addition, the choice of dance art is influenced by environmental factors, which tends to bias it toward market trends. In response, the study proposes that teachers strengthen the application of regional folk

culture in dance teaching, allowing students to grasp the deeper meaning of national folk dance through personal practice and change their spiritual outlook, so that folk dance can hold stronger appeal. Jia Yunting (2021), drawing on the student evaluation methods used for music performance and dance performance majors at Shangrao Vocational and Technical College, analyzes and discusses the background of student evaluations over the past five years, along with the reform methods and process, and finally applies simulated situations to student evaluation, analyzing the importance and prospects of this evaluation approach. Guo Chengjie (2020) comprehensively analyzes the current situation of sports dance teaching, discussing problems such as a lack of teachers and teaching resources, and ultimately proposes corresponding strategies, including innovating teaching ideas and methods, building a teaching team, expanding teaching resources, creating an aesthetic environment, and achieving effective communication. It is hoped that sports dance teaching can effectively ensure that students' sports and aesthetic abilities are comprehensively improved, further promoting their overall quality. Peng Chen (2019), based on modern dance teaching theory and situational teaching, finds that children can gain a deeper understanding of dance, perform more accurate dance movements, develop stronger aesthetic ability, and greatly strengthen their artistic expression. In children's dance education, situational teaching allows children to place themselves within the scenario, mobilizing their enthusiasm for learning dance and encouraging active learning. Duan Wei Lipeng (2019) proposes that, with the continuous development of China's economy, diversified teaching methods have become widespread across major secondary vocational schools. As people's living standards and pursuit of spiritual fulfillment continue to improve, dance, as an artistic extracurricular activity, can help exercise students' artistic sentiment and develop their physical and mental health. Secondary vocational schools have introduced dance courses one after another, but the results have not been ideal; therefore, diversified teaching methods are needed to improve the quality of dance classrooms and better achieve the purpose of dance teaching.

Miao Feng (2023), using Cite Space software, visually analyzes the literature on sports dance teaching published in journals over the past 20 years,

summarizing the research distribution and trends in sports dance teaching in China, thereby providing a reference for the subsequent reform and healthy development of the field. Zhang Yuxian (2023) concludes that: (1) the basic three-dimensional demonstration system for cha-cha dance includes three modules - theoretical knowledge of sports dance, 3D animation of cha-cha dance, and sports dance video appreciation - featuring a 360-degree free-rotation viewing perspective; (2) both the basic-step 3D demonstration system teaching mode and the traditional teaching mode can significantly improve students' physical level; (3) the 3D demonstration system teaching mode has a significant effect on improving students' technical quality, musical application, routine execution and performance, with a teaching effect significantly better than the traditional mode; (4) the three-dimensional demonstration system for cha-cha dance can significantly improve students' independent learning ability; and (5) the basic-step 3D demonstration system for cha-cha dance received a rating of A-, indicating it can be used in the teaching practice of sports dance courses in colleges and universities. These results help promote the informatization of physical education and dance instruction, and also offer reference value for the development of 3D animation technology in physical education. Xie (2023), from the perspective of graduate students, argues that online and offline courses complement each other, with online instruction offering unique advantages of its own; rather than treating online teaching as a last resort, different approaches should be applied depending on the circumstances in order to gradually discover feasible online dance classroom formats and teaching methods. In the cloud classroom, live online instruction offers strong real-time interactivity, following a "three-frequency" mode - camera, teaching display area, and the interaction area between teachers and students - in which the teacher demonstrates, students follow along with the teacher's progress, and any unclear points can be raised at any time in the interaction area, whether through messages or audio with the teacher. Lin Wanlei (2023) examined the provincial first-class course *Sports Dance*, using surveys, interviews, and literature review to analyze how blended teaching, flipped classrooms, and the integration of modern technology with ideological-political education can create teacher-guided yet student-centered learning. Li Siyi (2023)

adapted the China Sports Dance Federation’s children’s grade standards to suit kindergarten activities, incorporating games, situational design, and rhythm training to match developmental needs. Liu Wanxu (2023) explored the impact of sports dance courses on preschoolers’ executive function, emphasizing the importance of teaching methods for lifelong physical education. Li Sisi (2023) traced the development of sports dance in colleges, offering recommendations for high-quality course improvement. Li Ziqian (2023) highlighted the integration of party values, national culture, and bilingual education with digital teaching modes to cultivate patriotic, globally minded talent. Xu Xiaohan (2023) investigated the teaching content of sports dance at Zhaoyuan Xiyuan Middle School, analyzing objectives, proportions, and theoretical versus practical components. Millet Kai (2023) focused on Shijiazhuang primary schools, promoting systematic, comprehensive course content to enhance children’s physical quality, cultural awareness, and overall instruction quality.

Theoretical/Conceptual Framework of the Study

Situational teaching is an important method that emphasizes teaching within real or simulated situations to promote students’ understanding and application of knowledge, with wide applications in education for improving learning interest and practical ability (Wang Zhihan, 2022). Originating between the 1930s and 1960s, its theoretical basis rests on three foundations: constructivist learning theory, which holds that learners actively construct knowledge within specific situations; cognitive psychology, which views situation as a key factor in changing cognitive structure; and sociolinguistics, which emphasizes authentic context in language teaching.

The method was originally shaped by British applied linguists, who found that traditional grammar-translation approaches could not meet students’ practical language needs, leading them to combine language knowledge with real situations. As pedagogy and psychology advanced, constructivist theory provided a philosophical foundation for situational teaching, while cognitive psychology further revealed how situation stimulates changes in cognitive structure, promoting the acquisition and application of knowledge (Li Yamei, 2021). As traditional methods increasingly fall short of

modern educational needs, situational teaching has taken on a growing role in sports dance instruction in colleges and universities (Yang Junjie, 2023). Taking Changchun Institute of Architecture as an example, this paper investigates the implementation of the situational teaching method in sports dance teaching, identifying its shortcomings and proposing optimization strategies.

Schematic Illustration of the Study

Figure 1. Schematic Illustration of the Study

Input	Process	Output
1. Content of literature	1. questionnaire survey.	Proposed contextualized
2. Basic theoretical knowledge	2. interview	strategies for the
3. Questionnaire	3. observation	optimization of
4. Outline of the interview	4. conclusions by analyzing the data.	sports dance

Significance of the Study

As a discipline that integrates art and physical education, sports dance places high demands on students’ physical quality, aesthetic ability and coordination. Traditional sports dance teaching often focuses on technique and the imitation of movements, while overlooking the cultivation of students’ emotional experience and creativity. By creating a vivid situation, students can learn and experience dance within a specific context, gaining a deeper understanding of its connotations and improving the overall learning effect. As a university committed to cultivating high-quality applied talent, Changchun Institute of Architecture has continually pursued innovation in teaching methods. Introducing the situational teaching method into sports dance instruction not only aligns with the development trends of modern education, but also serves as an effective way to improve the college’s teaching quality and cultivate students’ comprehensive abilities. Through the application of the situational teaching method, students can learn sports dance in a relaxed and enjoyable atmosphere, reducing learning pressure and improving learning efficiency.

Objectives of the Study

- 1. To describe the current situation of dance sports education along skills acquisition, performance quality, and participant satisfaction.
- 2. To propose contextualized strategies for the optimization of sports dance.

METHODOLOGY

Study Design

In this study, the use of mixed qualitative and quantitative research methods was well suited and appropriate. The researcher used an interview guide and a questionnaire as data collection tools. The research sample consisted of 40 dance students and 10 dance teachers and experts. Qualitative data was collected through interviews to gain insight into students' and teachers' experiences and perspectives regarding skill acquisition. The data collection process focused on capturing participants' personal stories and identifying common challenges in dance physical education teaching. The collected data was then analyzed using a thematic analysis approach to reveal key themes and patterns. Quantitative data was distributed via Questionnaire Star and subsequently processed and analyzed using the statistical software SPSS to gain insight into students' assessment of and satisfaction with their participation. Additionally, student performance in the dance program was documented through an observation log sheet. In conclusion, this study aimed to provide valuable insights and recommendations for optimizing the teaching of physical dance education in higher education.

Sample/Population of the Study

The study population consisted of dance students and dance instructors at the Changchun Institute of Architecture, located in Jilin Province in northeastern China, a region known for its cold climate, scenic beauty, and cultural diversity. Purposive and standard sampling methods were used to select study participants, based on the researcher's judgment that these individuals would provide the most useful information and met predetermined selection criteria. Among the students who participated in the dance program, those who were unable to continue their dance training due to factors such as obesity, congenital diseases, or accidental injuries were excluded from the study. From this population, 10 students were randomly selected from among the freshman, sophomore, and junior dance majors to have their classroom performance observed and rated during the situational teaching process, while a separate group of 10 dance teachers and experts, along with 10 dance majors, were interviewed to gather deeper insight into their experiences and perspectives. In

addition, questionnaires were distributed to a broader sample of 40 dance students, allowing the study to capture both the qualitative depth of individual experiences and the quantitative breadth of student satisfaction and perception across the dance program.

Data Gathering Tools

A questionnaire was administered to 40 students enrolled in the dance program to assess their satisfaction with the course and their experiences with contextual teaching. It gathered substantial objective data, complemented by classroom performance records, to analyze the role of contextual pedagogy in optimizing dance instruction in higher education. In addition, interviews with students and senior teachers explored their perspectives on situational pedagogy, particularly in rhythm, expressiveness, coordination, and learning ability. Thematic analysis of these qualitative insights, together with observation sheets documenting classroom outcomes, confirmed that contextual teaching positively influences dance learning while also revealing persistent challenges.

Data Gathering Procedures

The data collection process upheld participants' privacy and anonymity, with voluntary participation and the option to withdraw at any time. Ethical safeguards ensured no physical, emotional, or psychological harm. Questionnaires, interviews, and observation checklists were aligned with the research questions to capture perceptions of contextualized teaching, enhancing content validity. Combining quantitative and qualitative data provided a multidimensional view, strengthening conceptual validity. Questionnaire items were pre-tested, and statistical analysis revealed clear trends, supporting external validity. Interview data were thematically coded, while standardized observation sheets reinforced reliability across methods. Together, these approaches confirmed the scientific soundness of the design and demonstrated that contextual teaching positively impacts dance instruction. Future studies may expand sample size and diversity to strengthen generalizability, while continued attention to privacy and well-being remains essential to ethical integrity.

Treatment of Data

Statistical analysis was conducted to assess students' satisfaction with participation, while classroom

performance ratings were examined using independent-samples t-tests. Interview data, covering definitions of situated pedagogy, its role in emotional expression and dance development, strengths and weaknesses in technical training, and suggestions for improvement, were thematically analyzed. Together with observation records, these findings provided a systematic understanding of how situated pedagogy optimizes dance teaching and highlighted the experiences and insights gained by participants.

Ethical Considerations

Several ethical considerations were implemented in this study to protect participants' rights and well-being. Informed consent was strictly observed, with the purpose, methods, and possible risks and benefits of the research explained in detail to all potential subjects, students of Changchun Institute of Architecture, who were included only after fully understanding and voluntarily signing the consent form, upholding their autonomy and dignity. Data security and privacy were also prioritized: all collected data were strictly anonymized, protected through encryption during storage and transmission, and used solely for research purposes before being destroyed or archived as required. Finally, throughout the research process, a sensitive and caring attitude was maintained toward students' psychological and emotional well-being, with concerns addressed promptly and immediate support provided whenever any negative impact was identified.

RESULTS AND DISCUSSION

The researcher distributed a questionnaire to the 40 students who participated in the dance teaching program, covering aspects of situated pedagogy in dance education related to skills acquisition, performance quality, and participant satisfaction, and obtained a large amount of real data. This section draws conclusions by statistically analyzing the data collected:

Survey Results on the Effectiveness of Contextual Teaching in Dance

Table 1. Student Feedback in Situational Pedagogy in Dance

Factors	M	SD	Interpretation
1. The introduction of the situational simulation teaching method in the dance course is a very innovative teaching method.	3.58	0.50	Very satisfied

2. The situational simulation teaching method helps me better understand dance movements.	3.45	0.60	Very satisfied
3. The design of scenario simulation in the dance course is closely integrated with the course content.	3.25	0.59	Satisfied
4. The scenario simulation teaching method has improved my participation and interest in dance learning.	3.15	0.77	Satisfied
5. The scenario simulation teaching method has improved my interest in the subject.	3.55	0.50	Very satisfied
6. Teachers' classroom organization ability has improved when using the situational teaching method.	3.33	0.66	Very satisfied
7. The guidance effect is very good when teachers use the situational teaching method.	3.68	0.53	Very satisfied
8. Teaching facilities (such as venues, props, etc.) used in dance courses have a significant effect on the application of the situational simulation teaching method.	2.93	0.73	Satisfied
9. Scenario simulation teaching has greatly improved my dancing skills.	3.58	0.50	Very satisfied
10. Overall, I am very satisfied with the application effect of the situational simulation teaching method in the dance course.	3.43	0.50	Very satisfied
Overall Mean	3.39	0.11	Very satisfied

Based on the analysis of the questionnaire data, participants' overall satisfaction with the situational teaching approach was generally high, with an overall mean of 3.39, and most factors rated above 3.15, reflecting the effectiveness of this teaching method in facilitating learning and increasing class participation. Participants also widely recognized the scenario simulation teaching method as an innovative approach, particularly valuing its role in helping them understand dance movements (mean score of 3.45) and enhancing their dance skills (mean score of 3.58), which indicates that the method can effectively strengthen students' learning interest and practical ability. In addition, the findings show that the scenario-based teaching method significantly improved teachers' classroom organizational abilities and instructional effectiveness (mean scores of 3.33 and 3.68, respectively), suggesting that this method benefits not only students, but also teachers' professional development. However, despite these largely positive results, the rating for teaching facilities was comparatively low (mean score of 2.93), indicating that this remains a factor requiring attention and improvement in the application of the scenario-based teaching method, and suggesting that schools should focus on providing suitable teaching

environments and conditions when promoting this approach in order to further enhance its effectiveness. In summary, the application of the situational simulation teaching method in sports dance courses in colleges and universities has been well received, and this teaching method should continue to be explored and optimized in the future, particularly with regard to facility construction, in order to better serve students' learning needs.

Table 2. *Descriptive Statistics for Performance Measures Across Grade Levels*

Dependent Variable	Grade 1 (n=10)		Grade 2 (n=10)		Grade 3 (n=10)	
	M	SD	M	SD	M	SD
Classroom Performance	7.40	1.07	7.50	1.18	7.60	1.43
Dance Skills	7.90	1.10	7.50	1.43	7.30	1.64
Works Expressive Force	8.00	1.15	7.40	1.26	7.50	1.18
Teacher Interaction	7.60	0.97	7.50	0.85	7.30	1.06
Arrive on Time	7.50	1.08	7.70	1.16	7.70	1.16
Teamwork	7.50	1.35	7.50	0.71	7.40	0.84
Self-management	7.00	1.41	7.20	1.40	7.20	1.40
Additional Tasks	8.20	0.79	8.10	0.74	7.40	1.43

In addition, the researcher recorded data on students' classroom performance and evaluations across all three grades during the contextualized teaching process through observation record sheets, and statistically analyzed the resulting data.

Table 3. *Multiple Linear Regression Results for Various Performance Outcomes*

Dependent Variable	B	SE	β	t	p	R ²	F (df1, df2)
Classroom Performance	0.10	0.27	0.07	0.37	0.715	0.01	0.136(1,28)
Dance Skills	-0.30	0.31	-0.18	-0.97	0.34	0.03	0.941(1,28)
Works Expressive Force	-0.25	0.27	-0.18	-0.94	0.356	0.03	0.881(1,28)
Teacher Interaction	-0.15	0.21	-0.13	-0.71	0.484	0.02	0.504(1,28)
Arrive on Time	0.10	0.25	0.08	0.40	0.691	0.01	0.161(1,28)
Teamwork	-0.05	0.22	-0.04	-0.23	0.823	0.00	0.051(1,28)
Self-Management	0.10	0.31	0.06	0.32	0.748	0.00	0.105(1,28)
Additional Tasks	-0.40	0.23	-0.31	-1.74	0.092	0.10	3.037(1,28)

In terms of classroom performance across grade levels, there was little overall difference, although third graders' classroom performance (M=7.60) was slightly higher than the other grades. Specifically, dance skills and expressive force showed decreases in grades 2 and 3, especially dance skills, with a growth rate of -7.59%, indicating that this area may need further attention and

improvement.

In the multiple linear regression analyses, none of the variables, including classroom performance, teacher interaction, and teamwork, showed statistical significance, except for the standardized coefficient β for "additional tasks," which was -.313 and close to the level of significance ($p=.092$). This suggests that despite fluctuations in certain aspects of performance, overall student improvement in classroom engagement and management skills remains limited.

Analysis of the Qualitative Data

Table 4. *Thematic Analysis of the Interview with the Teachers*

Theme	F	Sample Answers
Advantages of Scenario-based Simulation Teaching Method	8	S1: It enhances students' interest, stimulates creativity, and makes dance learning more appealing. S2: It cultivates students' comprehensive qualities, achieving good teaching results with high student participation. S3: It deepens students' understanding, improves their artistic perception, and makes students more confident. S4: It nurtures students' expressiveness, enhances learning outcomes, and brings substantial gains to students. S5: It promotes students' all-around development, making them more active and improving the quality of their work. S6: It cultivates students' artistic accomplishment, increases their concentration, and enables students to make remarkable progress. S7: It taps students' potential, boosts their participation, and makes them love dance more. S8: It meets students' diverse needs, develops their comprehensive abilities, and raises their overall level.
Disadvantages of Scenario-based Simulation Teaching Method	8	S1: Students' sense of immersion is weak. S2: It's difficult to control the time. S3: It's challenging to arrange the scenarios. S4: Students' cooperation is low. S5: The teaching cost is high. S6: There are venue limitations. S7: There are significant differences in students' comprehension abilities, resulting in unbalanced participation. S8: There is a shortage of teaching equipment and professional guidance.
Comparison with Traditional Teaching Methods	2	S7: Its uniqueness lies in creating an immersive atmosphere through scenarios, with the advantage of improving students' concentration. S8: Its uniqueness lies in the situational experience, with the advantage of increasing students' participation.
Development and Sharing of Teaching Resources	2	S1: There are dance classrooms and multimedia materials, shared through the school's internal network platform. S8: There are dance costumes, props, and online scenario-based simulation courses, shared through the school's internal local area network.

The thematic analysis of the interview data with experts

and teachers yielded several key conclusions regarding the situational teaching method. In terms of its advantages, experts and teachers generally agreed that the scenario simulation teaching method greatly increased students' interest and participation in learning, while also enhancing their creativity and artistic perception, a finding that aligns with the literature of Junjie Yang (2023) and Yuxin Wei (2022), who similarly emphasized the effectiveness of the scenario-based teaching method in improving students' motivation and overall quality. Despite these benefits, however, the method was also found to present certain disadvantages, including insufficient student immersion, difficulty in controlling time, and complex scene arrangement, challenges that are consistent with the studies of Zhao Jin (2022) and Li Siqi (2022), which similarly point to difficulties in the implementation of scenario-based teaching. When compared with traditional teaching methods, the situated simulation teaching method was found to place greater emphasis on the importance of contextual experience, which in turn better enhances students' concentration and engagement, a view that is consistent with related literature on the distinctiveness of contextualized teaching, as suggested by Yamei Li (2021) and Ciyang Huang (2021). Finally, with regard to the development and sharing of teaching resources, the findings show that the school possesses an abundance of dance classrooms and multimedia materials, which are shared through an internal web-based platform, echoing Xu Xiaohan et al.'s (2023) focus on the sharing of teaching resources and further underscoring the importance of situated pedagogy in integrating and utilizing available resources.

Table 5. *Thematic Analysis of the Interview with the Students*

Theme	F	Sample Responses
Improving Dance Skills	10	Student 1: In the simulated dance competition scenario, pays more attention to the standardization and accuracy of movements. Student 2: In the simulated stage performance scenario, has better overall control of the dance and improved coordination. Student 3: In the simulated dance classroom open-class scenario, the sense of rhythm has significantly improved. Student 4: In the simulated street dance performance scenario, the dance is more unique. Student 5: In the simulated dance teaching classroom scenario, has higher requirements for the accuracy and standardization of movements. Student 6: In the simulated dance MV shooting scenario, the dance movements are more refined. Student 7:
Enhancing Dance Expressiveness	10	In the simulated dance theater performance scenario, has more practice in positioning and coordinating with stage elements. Student 8: In the simulated dance studio opening performance scenario, there is a significant improvement in expressiveness and coordination. Student 9: In the simulated dance talent show scenario, both the sense of rhythm and expressiveness have greatly improved. Student 10: In the simulated dance charity performance scenario, both expressiveness and coordination have been enhanced.
Deepening the Understanding of Dance Culture	10	Student 1: When simulating the competition scenario, the expressions and movement amplitudes are more precise, making the dance more infectious. Student 2: When simulating a cheerful character, can better convey the cheerful atmosphere and engage the audience's emotions. Student 3: When simulating an elegant character, the dance is more charming. Student 4: When simulating a rebellious character, creates a distinct character image. Student 5: When simulating a gentle character, the dance is more affable. Student 6: When simulating a passionate character, can convey the passionate atmosphere through the camera. Student 7: When simulating a mysterious character, can create a mysterious atmosphere. Student 8: When simulating a lively character, the dance is more vibrant. Student 9: When simulating a confident character, the dance is more contagious. Student 10: When simulating a kind-hearted character, the dance has a more heart-warming power.
Stimulating Interest in Dance Learning	10	Student 1: By simulating an ethnic dance scenario, understands the culture and stories behind it and gains a better understanding of the meaning of movements. Student 2: In a simulated folk-dance scenario, understands the meanings of jumps and spins in the movements. Student 3: In a simulated ballet scenario, learns that each movement tells a story. Student 4: In a simulated hip-hop scenario, understands the origin and development of hip-hop culture. Student 5: In a simulated classical dance scenario, gains a deeper understanding of the elegance and implicitness of classical dance movements. Student 6: In a simulated modern dance scenario, understands the innovative concepts and emotional expressions behind it. Student 7: In a simulated ethnic and folk-dance scenario, gains a more profound understanding of the origin and significance of dance movements. Student 8: In a simulated Latin dance scenario, grasps the style of Latin dance more accurately. Student 9: In a simulated ballet scenario, gains a deeper appreciation of the rigor and elegance of ballet. Student 10: In a simulated folk-dance scenario, gains a deeper understanding of the significance of dance.

Challenges in
Team
Cooperation

Student 4: The scenario-based simulation teaching is more innovative and open, which can stimulate creativity. Student 5: The scenario-based simulation teaching focuses more on interaction and experience, making the memory more profound. Student 6: The scenario-based simulation teaching is more interesting and goal-oriented, with stronger learning motivation. Student 7: The scenario-based simulation teaching allows them to learn within a real-performance scenario. Student 8: The scenario-based simulation teaching can better stimulate interest and creativity, making them more enthusiastic about dance learning. Student 9: The scenario-based simulation teaching focuses more on competition and display, which can stimulate learning motivation. Student 10: The scenario-based simulation teaching focuses more on emotions and meaning, allowing them to understand the deeper connotations of dance.

Student 1: There are differences in the understanding of dance movements among team members, which slows down rehearsal progress. Student 2: It is difficult to coordinate the schedules of team members. Student 3: Team members have different dance foundations, making it difficult to cooperate. Student 4: Team members have different dance styles. Student 5: There is poor communication during team cooperation. Student 6: Team members have disagreements over dance creativity. Student 7: The time is tight and the task is heavy. Student 8: Team members have large personality differences, causing communication barriers. Student 9: Team members have inconsistent dance progress. Student 10: Team members have different views on the emotional expression of the dance.

In this section, through face-to-face interviews with 10 students in the Physical Education and Dance program at Changchun Institute of Architecture, a wide variety of student experiences and insights into the implementation of the situational teaching approach were collected, allowing the researcher to conduct a thematic analysis based on the data in order to derive qualitative insights. According to the thematic analysis of the interview results, the application of the scenario teaching method in physical education dance education in colleges and universities significantly improved students' dance skills, expression, and understanding of dance culture, while stimulating their interest in dance learning. Students demonstrated significant improvement in the standardization of dance movements, sense of rhythm, and expressiveness when simulating different scenarios. In addition, students faced some challenges in teamwork, such as miscommunication and differences in understanding.

This finding aligns with the discussion in the article "The Teaching Practice of Situational Teaching Method in Classical Chinese Dance Classroom," which emphasizes the effectiveness of the situational teaching method in promoting students' understanding of dance culture and enhancing their interest in learning, further confirming the important role of situational teaching in dance education. Through specific situational simulation, the method not only enhances students' actual performance ability, but also subtly improves their sense of teamwork.

CONCLUSION AND RECOMMENDATION

Conclusion

Through the analysis of the results and data from the study "Optimization of Scenario Teaching Method in Sports Dance Education in Colleges and Universities," the following conclusions can be drawn: the application of the scenario simulation teaching method in dance courses significantly improves students' dance skills and expressiveness, strengthens their understanding of dance culture, and effectively enhances their interest in learning and sense of participation. The survey data show that most students were highly satisfied with the effectiveness of the scenario-based teaching method, rating it particularly highly in terms of innovativeness, its help in understanding dance movements, and its improvement of teachers' organizational skills.

However, despite this overall strong performance, some concerns remain, particularly regarding teamwork, where challenges such as differences in dance understanding among students, difficulties in time coordination, and communication barriers may affect teaching and learning effectiveness. This suggests that special attention needs to be paid to developing teamwork skills when promoting and optimizing situated pedagogy, in order to ensure maximum teaching effectiveness.

Recommendation

Based on the study's conclusions, the researcher proposes the following optimization strategies:

1. Strengthening teamwork ability: offer teamwork training and team-building activities to improve students' communication and collaboration during dance projects.

2. Individualized instruction and feedback: provide tailored guidance based on each student's skill level and needs, and encourage peer evaluation and instruction.
3. Diversifying contextual scenarios: design varied dance scenarios and themed performances to boost creativity, participation, and engagement.
4. Optimizing facilities: improve classroom space, props, and equipment, including sound and video tools, to better support contextual teaching.
5. Regular evaluation: establish a dynamic system to continuously assess and adjust teaching strategies based on questionnaires, observations, and feedback.
6. Teacher training: provide ongoing training to help teachers effectively apply contextual methods and adapt flexibly in the classroom.
7. Strengthening cultural literacy: integrate more cultural background and stories into dance instruction to deepen students' understanding and enjoyment of learning.

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Declaration of Generative AI use in the Writing Process

During the preparation of this work, the researcher utilized Microsoft Copilot and Perplexity to assist with improving grammar, sentence structure, and the logical flow of ideas within the manuscript. The tool was used solely for language editing purposes and did not contribute to the generation of original research ideas, data, analysis, or conclusions. All content produced with the assistance of the tool was carefully reviewed, edited, and validated by the researcher to ensure accuracy and consistency with the original research. The researcher accepts full responsibility for the accuracy, originality, and integrity of the final manuscript.

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Commented [SA1]: Sir Oli, tama po ba placement nito? Hehehhe