

Exploration on the Optimization Path of College Dance-like Courses Teaching Based on the OBE Concept

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Abstract: The OBE concept is a teaching philosophy born in the 1980s, This paper will elaborate on the OBE teaching concept and an overview of dance-like course teaching in colleges and universities, analyze the functions of the OBE concept in the teaching of dance-like courses in colleges and universities, and explore the optimization paths of the OBE concept in such teaching. The goal is to enable college teachers to adopt teaching methods suitable for the characteristics of contemporary college students, integrate the OBE concept into the teaching of dance-like courses, so that students can cultivate the awareness of independently carrying out physical exercise and develop a stronger physique through their studies.

Keywords: OBE Concept; Colleges and Universities; Dance-like courses; Optimization path

1. Introduction

In the 1970s, several states and regions in North America adopted the OBE (Outcome-Based Education) approach within schools or academic disciplines to enhance students' academic achievements [1]. This teaching philosophy was introduced to China after 2019, and currently, Chinese universities are actively exploring its application in courses such as art and physical education.

2. Overview of the OBE Teaching Concept and Teaching of Dance-like Courses in Colleges and Universities

2.1 Overview of the OBE Teaching Concept

The OBE concept refers to a practical curriculum system construction philosophy that takes achieving expected teaching objectives as its core purpose, uses teaching outcomes as the goal orientation, focuses on students, designs teaching activities and goals around students, adopts reverse thinking, and ensures that students acquire learning outcomes and abilities. Taking the study of students' learning motivation as the main teaching approach, reverse-designing curriculum content starting from teaching objectives, emphasizing the design of curriculum content according to students' specific circumstances, and hoping that students can successfully obtain and spontaneously maintain existing learning outcomes can be regarded as the four characteristics of the OBE concept.

2.2 Overview of Teaching of Dance-like Courses in Colleges and Universities

The teaching of dance-like courses in colleges and universities refers to the physical education curriculum content that emerged after the State Council General Office issued the *Outline for Building a Sports Power* in September 2019. "Big sports" takes the cultivation of lifelong sports capabilities as a graduation requirement and is an education committed to students' lifelong health [2]. College dance-like courses emerged against the backdrop of suboptimal health conditions and underdeveloped exercise habits among Chinese college students. Since the end of 2019, institutions such as Harbin Sport University, Wuhan University, and Inner Mongolia University of Science and Technology have successively launched dance aerobics courses. At the same time, many other colleges and universities still adopt a wait-and-see attitude toward such courses. This situation is related to practical challenges such as limited teaching staff, lack of teaching experience, insufficient equipment and venues, and a shortage of talent in dance aerobics choreography during course implementation [3].

3. Problems Existing in the Teaching of Dance-like Courses in Colleges and Universities

3.1 Homogenization of Teaching Models and Neglect of Student Differences

Most college dance and aerobics courses adopt a "one-size-fits-all" teaching model, such as uniform movement difficulty and fixed assessment standards, without fully considering students' differences in physical fitness, dance foundation, and personal interest preferences. For example, some students may hope to focus on body shaping, while others pursue improvements in dance expressiveness or competitive skills. However, the existing curriculum design lacks stratified teaching or elective modules, resulting in students' needs being "averaged out" and their sense of learning achievement being reduced.

3.2 Lack of Post-Class Training System and Inefficient Independent Practice

College dance and aerobics courses generally have a tendency to "prioritize in-class teaching over after-class practice." Teachers rarely provide systematic guidance for students' out-of-class training. When practicing after class, students often suffer from improper movements and inappropriate training intensity due to the lack of supervision and scientific methods. This not only makes it difficult to improve their skills but may also cause sports injuries, ultimately affecting learning outcomes and continuity.

The above issues reflect the shortcomings of college dance-like courses in terms of teaching flexibility and training systematicness. Through targeted optimization of curriculum teaching paths, it is possible to effectively enhance course attractiveness, adapt to students' needs, and build a complete teaching loop of "in-class + after-class".

4. Optimization Paths for the Application of OBE Concept in the Teaching of Dance-like Courses in Colleges and Universities

4.1 Introduce Popular Teaching Content

College students in China have a relatively high acceptance of aerobic and anaerobic dance exercises, and generally recognize the positive effects of dance exercises on weight loss, body shaping, fat reduction, and beauty improvement. Introducing popular dance exercise courses can enable students to adopt a more proactive learning attitude and better accept the content of college dance exercise courses. Additionally, many students persist in following and practicing dance exercise courses daily after class. Such students often believe that conducting such training in class can save

their after-class activity time, which makes students with independent experience in dance exercise more inclined to participate in college dance exercise courses. Up to now, relatively few colleges and universities in China have introduced popular dance exercise course content, which is related to the cumbersome and expensive copyright purchase process. Since dance exercise courses offered by colleges and universities have certain public welfare attributes, in the future, major colleges and universities can attempt to jointly purchase the copyrights of relevant popular dance exercises, strive to share the copyright costs among multiple institutions, and thereby obtain the right to use popular dance exercise course content in classroom teaching.

4.2 Pay attention to Students' Diversified Learning Demands

Paying attention to students' diversified learning demands is also an optimization approach of the OBE concept in the teaching of dance-like courses in colleges and universities. Starting from the students' standpoint and reversely determining the teaching content of the curriculum is an important feature of the OBE concept. In dance-like courses, teachers need to pay attention to the individual expectations of different students regarding the curriculum teaching. At the college level, female students generally tend to learn low-intensity aerobic fitness courses and content with stretching and dance performance elements. This is because over the past two decades, Chinese people have developed a basic understanding of the functions and characteristics of different types of fitness aerobics. Many female students believe that some anaerobic fitness aerobics such as Pamela dance aerobics and HIT dance aerobics are more likely to increase the muscle mass of learners. Some female students do not want excessive muscle growth in their legs and arms, so they prefer to learn low-intensity aerobic fitness aerobics rather than train in high-intensity anaerobic dance-like courses. At the same time, some male students hope to increase their muscle proportion through aerobic dance-like course training, but a large number of male students also have problems such as overweight, and they hope to learn aerobic fitness aerobics that can help reduce weight. However, when asked by others, out of self-esteem, some male students with weight anxiety are reluctant to frankly express their desire to learn aerobic fitness aerobics and think that this may be considered "lacking masculinity" by others. Therefore, before offering the course, teachers need to use confidential questionnaires to understand students' needs, digging out the true curriculum demands of different students through multi-faceted questions, such as asking whether students want to lose weight or think they have weight problems. After summarizing the questionnaires, teachers need to divide students into classes confidentially, so that the curriculum meets students' psychological expectations for learning objectives and enhances their learning initiative.

4.3 Guide Students to Carry Out After-Class Training Correctly

The core teaching objective pursued by the current dance-like courses in colleges and universities is to cultivate students' awareness of independent exercise and improve the physical fitness of college students during their university years and future social life. Therefore, helping students pass physical education assessments is only a short-term teaching goal of dance-like courses, while enabling students to long-term possess the awareness of carrying out dance-like exercise training after class is the core purpose of such courses. To achieve the above objectives, in classroom teaching, teachers should use mobile phones to film teaching videos of dance-like courses they present, add verbal or written explanations to the videos to prompt students with key points of movements, and produce videos after class with labels indicating the functions of dance-like courses in the titles. These course

materials should be sent to students in the teaching group to help them conduct independent training after class and during vacations. At the same time, teachers should also encourage students to "check in" for after-class training in the group, creating a positive participation atmosphere to motivate students to independently train the content of dance-like courses.

4. Conclusions

In summary, applying the OBE concept in the teaching of dance-like courses in colleges and universities can stimulate students' learning interest, cultivate their diversified dance aesthetics, and improve curriculum teaching efficiency. School authorities and teachers should introduce popular dance-like sports teaching content, pay attention to students' diversified learning needs, and guide them to carry out after-class training correctly, so as to optimize the application of the OBE concept in college dance-like courses. It is believed that in the future, teachers in various colleges and universities across China will be able to better integrate the OBE concept into the teaching of dance-like courses by considering the personality and ideological characteristics of students in the modern era, thereby pursuing positive and effective physical education outcomes and comprehensively enhancing students' physical health levels.

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