



THE SATISFACTION WITH TIERED TEACHING OF DANCE
PROFESSIONAL PRACTICE COURSES IN HUNAN ART VOCATIONAL
COLLEGE

BY
LI OU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title	The Satisfaction with Tiered Teaching of Dance Professional Practice Courses in Hunan Art Vocational College
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Abstract

With the popularization of quality education in our country and the expansion of dance professional enrollment in higher vocational colleges, the foundation of dance professional students more and more hierarchical, in order to improve the disadvantages of the teaching, the implementation of quality education, reflect "people-oriented" education idea, build dance teaching system in higher vocational colleges, this paper to the degree of students in school dance professional difference as the breakthrough, the teaching of dance course students differences, teaching purpose, teaching content and teaching methods, speed up the basic dance education talent training, pay attention to the difference, diversity of personality development. It is hoped that through the research of this subject, we can be helpful to the professional education of dance in China's higher education institutions and reflects certain theoretical value and practical significance.

Keywords: dance studies majors, higher education institutions, practical courses, tiered teaching

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Chapter 1

Introduction

1.1 Statement of the problems

1.1.1 Background of the study

In recent years, the development momentum of dance majors in Hunan higher education institutions has been in full swing, with the scale gradually expanding, and the schooling conditions and experience have been greatly improved. However, compared with public institutions, there is still a big gap between the dance majors of private institutions in terms of hardware and software, especially under the existing enrollment system, the dance literacy of new students entering dance majors in private institutions is still relatively weak. Since this situation will always exist in a short period of time, it puts forward new requirements for the teaching of dance courses, and in comparison, tiered teaching can better adapt to this situation. About the origin of the tiered teaching method, China's history has been proposed a long time ago, such as "teaching according to the material", "tailor-made" and so on is the best example. In foreign countries, the "mastery learning theory" put forward by the famous American psychologist and educator Bloom is a typical concept of tiered teaching, he advocates "giving students sufficient time to learn, while enabling them to acquire scientific learning methods, so that they can master themselves through their own hard work. He advocates that "students should be given sufficient time to learn, and at the same time they should be given scientific methods of learning, so that they can master the content through their own hard work. Different students need to be taught in different ways, because students with different abilities may not be able to maintain the same attention to the same teaching content, so to achieve this teaching purpose, it is necessary to adopt tiered teaching. The famous Soviet educator Babinsky's "Optimization Theory of Teaching" explains that the optimization of the teaching process is to select and implement a teaching plan that will enable teachers and students to obtain the best teaching effect with the least amount of necessary time and effort. The famous Soviet educator Sahalinski proposed the idea

of "comprehensive and harmonious development of man", the key is to achieve the comprehensive and harmonious inseparability of man. The most important issue of tiered teaching is to clarify some of the problems that students may encounter, and to categorize and summarize these problems while developing a corresponding teaching plan, to achieve the purpose of tiered teaching.

China's People's Daily had released the "national medium and long-term education reform and development plan outline" clearly put forward, "to adapt to the needs of national and social development, follow the law of education and the law of talent growth, deepen education and teaching reform, innovative education and teaching methods, explore a variety of training methods, the formation of various types of talents, top innovative talents continue to emerge situation." Deepening education and teaching reform and innovating education and teaching methods means improving the quality of education and teaching, respecting the individual differences of students and achieving their all-round development. To better achieve classroom teaching goals, better meet students' diverse learning and development needs, and better cultivate their professional core qualities, educational activities should be designed according to students' individual differences, as Confucius advocated the concept of teaching according to their abilities, i.e., personalized educational practices to ensure that they can learn effectively.

In recent years, with the increasing number of art exam students in Hunan Province every year, there are more and more enrollment places for art dance students in higher education institutions. Finally, some of these students who successfully enter the university through the selection exams start to learn dance from childhood and have a real love for dance; another part of students choose to study dance only after they go to high school in order to enter a university, so naturally there is a big gap between the students' professional foundation, therefore, after entering the university, in the teaching process, we teachers can easily find that among dozens of students in the same class, there are different levels of acceptance, understanding and professional foundation. This "layer difference" brings some difficult contradictions to classroom teaching. For the problem of

different levels of students in dance teaching, how to grasp the difficulty and appropriateness of teaching, that is, how to start from the actual students and what kind of teaching mode to use in teaching, has become a major problem in teaching practice. To change this situation and explore a new way to cultivate applied talents for social services in the teaching of university dance courses, I think it is necessary to build a new talent training mode of "tiered teaching and precise training". The so-called "tiered teaching" teaching, is the teacher to fully consider the degree of differences in students, targeted to strengthen the learning guidance of different categories of students, to make the best development of each student.

1.1.2 Statement of the research problem

There are nearly seventy higher vocational colleges in Hunan Province, and Hunan Arts Vocational College was selected for this study. It is found that the practical courses of dance in higher vocational colleges today and the different teaching groups of dance courses are very different, for example, which professional courses are offered in each grade; the distribution of male to female ratio in the teaching process of these courses, large class system classes or group classes according to students' professional level; the time of dance theory classes, etc. are all different, therefore, a practical meaningful dance professional course with a hierarchical teaching method is proposed. Therefore, we propose a practical method of teaching dance courses at different levels.

As experts and scholars have conducted more thorough research and practice on tiered teaching, at this stage, tiered teaching has become an effective way to facilitate the cultivation of talents and promote the improvement of teaching effectiveness in private university education.

One of the teaching models. However, in the process of actual implementation, there are still many problems due to various factors. First, the most basic is that the criteria for stratification of students differ significantly according to school-based awareness. Secondly, the lack of uniform principles in the implementation of tiered teaching has led to poor results. In the long-term research process of tiered teaching, there are still some problems that have not reached

effective conclusions, such as: the adopted tiered approach is arbitrary due to the lack of effective scientific basis; the concept of equitable education for students has been advocated in Chinese education, but the tiered teaching method is contrary to this educational philosophy. These problems hinder the smooth application of tiered teaching in higher education institutions and pose corresponding challenges to teaching management. Finally, the teacher teams in higher education institutions do not effectively approve of the teaching pace between different levels and the workload that teachers need to cope with. Therefore, to implement tiered teaching, we need educators to accept it from the heart, change the inherent and old-fashioned education model that is not conducive to the development of schools and students, optimize the school system, and be bold and innovative. In terms of teaching objectives, layered teaching should be devoted to promoting the maximum development of all students in the class; in terms of teaching organization, it should use class, group and individual teaching forms alternately; and in terms of teaching effects, it should seek for students of all levels to gain successful experiences. It fully embodies the characteristics of teaching for all, stratification and optimization, teaching according to students' abilities, and subject participation, which is very effective in stimulating students' interest, motivating them to acquire knowledge actively, and improving their learning performance in a large area. The low starting point of layered teaching can mobilize students' learning enthusiasm at multiple levels, enhance competition, dilute the formality and focus on the actuality, with the effect of protecting the top, promoting the middle and compensating the poor. This paper is based on the theory of teaching according to students' abilities. The reality tells us that there are objective differences in the physical development and psychological characteristics of each student, especially in the psychological aspects of intelligence, interests, hobbies and other factors that are more obvious. In traditional classroom activities, it is unrealistic to teach each student according to his or her individual differences in the organization of the class. In fact, there are both differences and commonalities between individuals, and assigning students who are similar in some respects to the same level can take care of the differences among students and avoid the disadvantage of "one size fits all"

regardless of the target and raise the teaching to an operable level.

1.1.3 Research questions

Through the preliminary research and combing of the literature, this study focuses on the following three research questions.

1. How to plan teaching objectives, develop teaching contents, and clarify teaching priorities when there are large individual differences among students

The teaching objectives are the basis for the tiered teaching of dance courses in higher education institutions, and as an important basis for teachers to implement teaching, they largely determine the effectiveness of the subsequent series of teaching activities. Based on the application of tiered teaching method, the setting of teaching objectives should reflect the principle of teaching according to the students' abilities, and excessively high or low objectives are not conducive to the growth of students' professional skills, and even make them lose their guiding function. In the concrete implementation stage, I think we should focus on the three dimensions of knowledge and skills, process and method, and emotional attitude to think about how to achieve the objectives of stratification, such as the ability to understand the level involved in the study of dance in college, the minimum level should be a basic mastery of the knowledge explained by the teacher in class, at least cannot appear to understand the wrong situation; medium level should be able to use this "understanding" to master the key contents of the course and have a certain understanding of the nature of knowledge; a higher level of understanding should be to have good knowledge transfer ability and know how to use the learned knowledge to creatively solve various problems encountered in dance training. On this basis, teachers should dig deeper into the important and difficult points of dance teaching to ensure that students' next learning has a focus, to maximize the advantages of the layered teaching method and achieve the effect of twice the result with half the effort.

2. How to establish cultivation objectives of practical courses of dance in higher vocational institutions based on tiered teaching approach

Dance majors cultivate a more comprehensive cultural cultivation and teaching, performance, choreography and management thinking integrated

composite innovative talents, so that students have the knowledge and ability to engage in dance art practice, dance performance, market management, dance education and theory research, can be engaged in all levels of cultural units, colleges and universities, and art institutions dance teaching creation research, planning and management work, and for students to further study To lay the foundation for further study. Therefore, we can aim to cultivate the following three kinds of talents: first, research talents. Secondly, compound talents. Third, application-oriented talents. The world today is experiencing a great change that has never been seen in a century, and the new pneumonia epidemic is accelerating this great change, and the international community is undergoing profound changes. China is at a critical moment in the great rejuvenation of the Chinese nation, the economy is in the transformation of the development mode, optimize the economic structure, change the growth momentum of the offensive period, the urgent need for a large number of high-quality applied talents, especially in some independent institutions, in the cultivation of talent, can be by training a certain amount of academic foundation type of talent at the same time, focus on training diverse specialized application of technical personnel, the schooling ideas to service regional economic development, industry-education integration school-enterprise cooperation, cultivate application-oriented and technical skills talents, actively dovetail with local economic and social development and regional industrial layout, plan and adjust professional structure flexibly and prospectively, create a number of distinctive, advantageous, regional or industry-needed application technology-oriented majors, and gradually complete the transformation to an application technology-oriented university.

3. Whether the overall satisfaction of dance students with the tiered teaching of practical courses is satisfactory

The ultimate implementation of tiered teaching is student-centred, and students' satisfaction is very important, not only to reflect its feasibility, but also to have some reference value for further optimising this teaching mode in practice.

4. Whether teachers have sufficient confidence in the application of tiered teaching to dance professional practice classes

The ultimate implementer of tiered teaching is the teacher, and whether the teacher recognises this from the heart and has the confidence to do well in tiered teaching is very important to the final result, which inevitably increases the workload and pressure of the teacher, and also requires a further increase in the overall quality of the teacher.

1.2 Research objectives

(1) This study will enable dance courses to be more scientifically and rationally adapted to the increasingly sophisticated training model of today, and make the construction of dance courses more responsive to the needs of today's socio-economic and cultural development.

(2) To provide ways and means for universities to cultivate students with different levels of needs, to teach students at different levels according to different training objectives, and to form a learning model for dance professional courses that can be a virtuous cycle.

(3) In the use of specific classrooms, teachers combine students' own basic skills, thinking style, understanding ability and other comprehensive factors to "teach according to their abilities and avoid shortcomings" in a hierarchical practice teaching model, making it clear that hierarchical teaching should not only be reflected in student stratification, teaching objectives, teaching content, but also in teaching evaluation stratification.

1.3 Research Hypothesis

H1: Teachers have a wide variety of ways to optimize and improve some of the inflexible teaching forms in the practical classroom teaching of dance majors. Students with different basic skills, different qualifications and different training modes should be given different levels of teaching, so that we can solve the problem of "one size fits all" for students.

H2: There is a significant difference in students' ability to self-test when they perform dance training after class.

H3: In practice, educators in higher education institutions differ greatly in the

criteria and principles of implementing tiered teaching.

1.4 Limitation and Scope of the study

1) The scope of the research object

In this study, the questionnaire "Satisfaction Survey of Hierarchical Teaching of Practical Courses in Dance" was used to survey a total of 101 dance students in the first year of university at Hunan Arts Vocational College in Changsha, Hunan Province to find out the satisfaction of hierarchical teaching.

2) Area range

This study was conducted in Changsha, Hunan Province, China as the study area, and mainly included freshman dance students at Hunan Arts Vocational College, a higher education institution.

3) Content Scope

This study conducted stratified research on the analysis of individual differences of freshman dance students in higher education institutions and the teaching purposes, teaching contents, teaching requirements and assessment and evaluation methods of practical courses in dance.

4) Time frame

The time frame of the study is mainly for the academic year 2021-2022.

1.5 Research Terminology

1.5.1 Tiered instruction

Tiered teaching, also known as group teaching and ability grouping, is the process by which teachers divide students into different level groups according to their academic performance, cognitive level and intellectual factors, and implement teaching in a targeted manner. The tiered teaching model used in higher education is a teaching method that considers the current curriculum requirements, follows the concept of student-centered education, analyzes students carefully, objectively, reasonably and comprehensively, and then divides students into different levels and carries out corresponding teaching activities according to their actual learning levels and learning needs.

1.5.2 Higher education institutions

According to the relevant regulations of the Ministry of Education, from the end of last century, non-teaching, non-medical, non-public security full-time general higher education schools should gradually standardize the school name suffix as "vocational and technical colleges" or "vocational colleges", while the full-time general higher education schools of teacher training, medicine, public security should standardize the school name suffix as "higher Specialized schools". "Vocational technical college" or "vocational college" is the unique name suffix of higher vocational institutions, which is an important part of higher education in China. In response to the Ministry of Education's plan to build a modern vocational education system, some national model higher vocational colleges have started to offer undergraduate programs (jointly with undergraduate institutions) on a trial basis since 2012.

In China, higher vocational education includes two levels of academic education: undergraduate and specialist; while in many other countries and regions, the higher vocational education system is complete and includes academic education at the levels of specialist, undergraduate, master and doctor.

1.5.3 Specialized courses in dance

Dance is one of the most popular majors in the university, aiming to cultivate dance theory and basic choreography for those who have a special interest in dance, so that they can teach dance practice and theory in a comprehensive discipline. The dance courses include Chinese folk dance, Chinese classical dance, body rhyme, basic skills, modern dance, classical dance teaching method, folk dance teaching method, ballet teaching method, introduction to dance, analysis of dance works, choreographic techniques, performance foundation, music theory, music appreciation, Chinese and foreign dance history, introduction to art, human anatomy and so on. The curriculum of dance must be set mainly in dance, there is no doubt, but dance also has different specialties, these specialties and other art disciplines have many similarities, such as dance and modeling requirements of form and gesture, dance and film on the form of the expressiveness and time rhythm

requirements, so in the training of dance professionals at the same time pay more attention to the training of a multi-talented complex art generalist, to meet the needs of society. To meet the needs of society.

1.5.4 Application-oriented talents

Applied talents are a specialized type of talents who can apply mature technologies and theories to the social practice of the profession they are engaged in. They are technical or professional talents who are skilled in the basic knowledge and basic skills at the front line of social production or social activities and are mainly engaged in front-line production.

1.5.5 Practical courses

The practical curriculum is composed of four elements: teachers, students, teaching materials, and the environment, and the continuous interaction between these four elements constitutes the basic connotation of the "practical curriculum". In this structure, teachers and students are "interactive subjects" and this interaction is the source of the meaning of the curriculum. The interaction between teachers, students, teaching materials and the environment constitutes an organic "ecosystem". There are two types of practical courses in dance majors: in-class practice and out-of-class practice. In-class practice mainly combines theoretical teaching content to carry out some evidence-based practical activities, and can also consider the use of various kinds of information-based teaching methods to improve the final teaching effectiveness, specific courses include basic dance training class, classical dance body rhythm class, folk dance class, choreography class, modern dance class and practice class, etc. The off-course practical activities mainly refer to guiding students to actively participate in some stage performance activities or internship base teaching activities, which can fully improve the practical ability of each student in the practical activities.

1.6 Research Benefit and Significant

1.6.1 Theoretical significance

This study takes Hunan Arts Vocational College and dance students as the research objects, investigates the current situation in the practical application of

tiered teaching of dance courses in higher education institutions, explores its salient features and problems, and proposes corresponding strategies for the application of tiered teaching mode, i.e., tiered students, tiered teaching objectives, tiered curriculum, tiered problems, and tiered teaching evaluation. The results of the study help, to a certain extent, to contribute to better and more comprehensive development of students, teachers to think more actively and train students in a targeted way, and schools to actively improve the curriculum, teaching management, policy formulation and teaching methods of dance majors, which ultimately help to improve the quality and level of tiered teaching in terms of dance majors' classes. In addition, the research carried out by experts and scholars and the results obtained have a strong theoretical guiding role in promoting the optimization of tiered teaching and provide experience and data support that can be drawn upon for tiered teaching research to be carried out later.

1.6.2 Practical significance

It is difficult to resolve the contradiction between individual differences and uniform pace of students within the dance professional classroom under the existing classroom teaching system. Through theoretical research on tiered teaching in dance professional classes, teachers can better implement the core literacy of the subject and guide them to better meet the diverse learning of students by respecting and valuing the differences among students and need to promote the growth and development of students to improve, frontline teachers of dance professional classes The effectiveness of implementing tiered teaching.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theory

2.1.1 The connotation and principles of tiered teaching

The first thing to do is to take the class as the entry point. At this stage, there are three different teaching methods: classroom teaching, walk-in teaching and intra-class stratified teaching. Among them, split class teaching takes students' academic performance as the standard, divides students with similar performance into a class, and students with similar grades have similar knowledge mastery, so teachers can make teaching plans that meet the same level of students, improve learning efficiency and better meet the needs of different students. However, it is important to note that such class placement can lead to a lack of communication between students with different levels of learning, which can lead to discrimination among students and inferiority complex of some students to a certain extent. The fixed pattern of class placement can also make students who are striving to improve lack a channel of upward mobility. There are three principles of stratified teaching: First, the principle of students' similarity. The stratification of stratified teaching is not simple stratification but considering the learning needs of each student and the possibility of stratification under a comprehensive understanding of the students, classifying students according to certain principles for different students' learning achievements, and assigning students with similar learning to the same level. Reasonable division is the starting point of stratified teaching. Through reasonable allocation, different levels of teaching plans are reasonably formulated to meet the needs of different students and thus improve the teaching effect. Second, the principle of flexibility. Each student has his or her own characteristics, and the purpose of stratified teaching for all students is to better meet students' learning needs. Tiered teaching does not mean stereotyped qualitative for students, only flexible tiered teaching can better promote student development and flexible flow between different levels to maximize student motivation. Third, the principle of

motivation. Tiered teaching is to better motivate students. Different students should be treated differently, and each student should be praised and encouraged for his or her growth and progress, and if students can complete the teaching tasks in line with their learning ability and level, they should be valued and praised by teachers. In tiered teaching, students can also find a sense of accomplishment in line with their learning ability, which will inevitably motivate them to be more active in their learning.

2.1.2 Nearest developmental zone theory

In 1978, Soviet psychologist and educator Le Vigoski proposed the theory of "nearest developmental zone". He believed that education could play a leading role in students' development, but it is necessary to determine in advance two levels of students' development: one is the level of development that students have already reached, and the other is the level of development that students may reach. Vigoski referred to the difference between these two levels as the "zone of most recent development". According to this theory, teachers should carefully observe and analyze students nearest developmental zone in the teaching process, set possible teaching goals for students, let them improve on their original learning, move to the next nearest developmental zone, and create new "nearest developmental zones" constantly. As an educator, to achieve the best teaching results, we need to set up teaching activities according to students' "nearest developmental zone", stimulate students' inner potential, and help them try to reach their "nearest developmental zone". However, because each student's NDA is different, teachers must respect the differences among students and consider their individual situations. In implicit tiered teaching, teachers identify students' NDAs according to their current and potential levels and develop them through practical tasks to improve their learning ability and interest in learning, so that their NDAs can be transformed into their current levels of development. When implementing the implicit tiered teaching model, it is necessary to understand students' individual differences and analyze their actual and potential levels of IT in advance. Then, students are graded according to their ability level and "nearest developmental zone", and it is necessary to make sure that only the teacher knows the results of the gradings.

2.1.3 Mastering learning theory

The mastery learning theory was formally proposed by the famous American psychologist and educator Benjamin B. Bloom. In his article "Learning for Mastery", Bloom formally introduced the theory of mastery learning. The core of the mastery learning theory is "teaching for mastery and learning for mastery". The theory states that the problem of student underachievement lies not only in intellectual ability, but also in the failure to find the appropriate instructional assistance and learning time to match the individual characteristics of each student. Therefore, with sufficient learning time and individualized assistance based on differences in intelligence, cognitive styles, and personality traits, most students can achieve the mastery standards set by the course objectives. In a classroom system, the teacher's ideal classroom is one in which all students in the class use the same amount of time to reach the same instructional goals, but the reality is often very different from the expected instruction, and there are significant differences among students that teachers need to understand and use to teach, and to teach flexibly according to the actual level of student mastery.

Bloom pointed out that there are differences among students and different students should learn at different levels. Students at the basic level should be given more time, more guidance and encouragement, and appropriate homework to achieve proficiency in learning. Implicit tiered teaching advocates starting from students' differences, respecting students' individual differences, facing all students, giving students at different levels enough time and opportunities to learn, improving the teaching environment and learning conditions, so that every student can be developed. This is consistent with the teaching philosophy of mastery learning theory, which is to improve learning conditions, respect students' independent personality and individual differences, and propose the teaching philosophy of adapting to the individual characteristics of different students so that each student can master knowledge. This shows that Bloom's mastery learning theory and the implicit tiered teaching model have something in common, which provides theoretical support for the implicit tiered teaching model.

2.1.4 Teaching Optimization Theory

Teaching Optimization Theory is a teaching theory proposed by Soviet educator Babinsky in the early 1970s. The theory applies the principles and methods of modern system theory to conduct comprehensive research and exploration on teaching theory. It can be said that it is not any special teaching method or teaching means, but a kind of teaching methodology and a kind of teaching strategy idea. However, it was this teaching methodology that greatly influenced the development process of educational practice and educational theory in the Soviet Union in the 1970s. According to Babinsky, there are two criteria for optimizing the teaching process. The first criterion is that "each student achieves the level of education, education, and development that is realistically possible for him or her in that period." The second criterion is that "both the student and the teacher comply with the rules regarding the number of hours of classroom instruction and homework." Thus, the concept of optimality is relative and open-ended.

In Babinski's view, the approach to educational optimization consists of the following main points. The first method is the integrated planning and determination of the educational-teaching and developmental tasks of the student. According to this principle, teaching activities can be carried out more quickly and smoothly only if the overall tasks are considered, not individual ones. The second method is to adapt the teaching content to the teaching task and to highlight the main and essential things in the teaching content. The third method is to choose the most appropriate classroom structure: i.e., the sequence of questions, learning new material, connections, consolidation, homework, summaries, etc. The fourth method is the teacher's conscious choice of the most reasonable teaching methods and means for accomplishing certain teaching and educational tasks. The fifth method is to adopt a differentiated and individual approach to students, combining the best forms of whole-class, group and individual teaching. The sixth method is the creation of good physical conditions for teaching, school health, moral-psychological and beautification conditions. The seventh method is to take special measures to save the time of teachers and students and to choose the optimal speed of

teaching. The eighth method is to analyze the effectiveness of teaching and the amount of time spent by teachers and students according to the optimality criterion.

Babinski points out that the bilateral nature of the teaching process determines that the method of teaching optimization is inseparably connected with the method of learning optimization. Therefore, teaching optimization is incredible without a specific self-organization of students' activities. This includes: under the guidance of the teacher, students should recognize the entire basic tasks presented to them, use them as a guide for action, constantly focus on the main issues of the subject; try to find the most reasonable solution for the completion of learning tasks, seek to gradually adjust their activities through timely self-examination, build on their strengths and avoid their weaknesses; use time wisely and try to speed up learning activities; to do self-analysis of work effectiveness and time usage. With proper guidance from the classroom, students organize their learning activities according to the above requirements to meet the guidelines for optimal learning.

2.2 Literature Reviews

This subsection is a review of the relevant literature and will be available for the reader's understanding in the following sections. The following literature is mainly referred to in this study, a brief overview of the general content of each literature is given, and finally, a summary of all references is given.

2.2.1 Study on the strategy of tiered teaching path and model in higher education institutions

At this stage, there are many higher education institutions, and there are obvious differences in the educational activities carried out by each institution, mainly reflected in the obvious differences in the understanding and implementation of the tiered teaching model. Through investigation and research, it is summarized into the following two categories: one is the tiered teaching method based on the nature of the profession, which assigns work to classes according to students' academic performance, learning characteristics and future volunteers; the other is the tiered teaching based on the content of course operation, which is not only in various forms but also involves a variety of teaching resources, including

both implicit This kind of stratification not only takes various forms, but also involves a variety of teaching resources, including both implicit stratification activities outside the classroom and explicit stratification within the classroom. Explicit stratification is easily understood as the creation of an atmosphere that stimulates students' desire and leads them to actively engage in learning activities through scientific and reasonable rewards and punishments, thus ensuring that the gap between students is gradually reduced. By cross-implementing implicit and explicit stratification methods between classes, the stratification education received by students can be made more detailed, especially in the process of conducting public courses, where the interspersed use of these two stratification modes is popular among students of the institution. In this case, each of our teachers should implement tiered teaching according to the current situation of teaching and improve the teaching efficiency according to the specific situation of students.

First, Student Stratification

Differences in academic performance and ability among students are inevitable, and how to consider each student's differences in teaching is the biggest problem teachers face. Teachers should analyze and understand the differences of each student and arrange different teaching contents and tasks according to different levels of students. The first and foremost thing about tiered teaching is to target students' stratification. Students are stratified according to their individual needs and their level of knowledge and understanding. With a full and comprehensive understanding of their actual learning status, students are divided into three levels according to their different levels of learning. Level 1 students are those with outstanding textbook comprehension and learning ability; Level 2 students are those with average overall textbook comprehension and learning ability; Level 3 students are those with poor learning ability and still need to make up the foundation. To ensure that the teaching tasks are arranged in a reasonable and orderly manner to the greatest extent possible, it is necessary to arrange tasks for the three levels of students separately to ensure that the students' basic knowledge is solid and to meet the learning needs of students with stronger learning ability. It should be noted that when layering for students, it should not

rely on teachers' subjective judgment, but should communicate and communicate with all students, combine teachers' suggestions and students' wishes to consider them comprehensively and better mobilize students' learning enthusiasm, and make students understand that layering is for better learning without some subjective value orientation.

Second, classroom instruction is tiered

There are certain differences in students' understanding and mastery of the teaching contents, so it is also necessary to stratify the teaching contents. Only good stratification of the teaching contents can better match the students' stratification and make the teaching tasks arranged reasonably and effectively. Teachers should mark the knowledge points according to different difficulties. Some simple and basic knowledge is what all students need to learn and master, and this part is the focus of teachers' teaching, which needs to take up more time in class, so that the third level students can also master this basic knowledge well. In the classroom, the teacher can also ask some difficult questions so that the better students can actively participate in the classroom learning and interaction. Towards the end of the class, teachers can ask some difficult questions for students with good academic performance to discuss and think about in class, especially some over- and extra-curricular problems, and teachers can communicate with students with good academic performance in class to better stimulate the potential of these students.

Third, problem stratification

The questions asked in teaching should also pay attention to layering. Teachers can divide the questions into three levels according to the difficulty of the teaching content, including the basics and difficult points should be reasonably matched to better drive the overall learning atmosphere of the classroom, so that students with excellent performance can better drive students with poorer foundation in learning and communication, and finally achieve common progress.

Fourth, evaluation stratification

Teaching stratification must eventually be implemented into assessment stratification so that each student's growth can be reasonably assessed, so that each student's progress is valued by the teacher, and so that the motivational effect of

stratified teaching can be brought into play. The purpose of tiered teaching is for students to learn better rather than grading them intellectually, otherwise it will only have the opposite effect. In addition, the tiered approach is not fixed and needs to be adjusted based on the results of the assessment and the students' growth.

2.2.2 The effect of tiered instruction on students' academic performance in vocational schools

Tiered teaching is widely used in vocational school education, but its effectiveness in practice has been controversial. This study used meta-analysis to sort out and analyze data from 42 experimental studies extracted from 26 dissertations on the practice of tiered teaching in vocational schools in China to reveal the effectiveness of implementing tiered teaching in vocational education. It was found that: the overall average effect value of tiered instruction on student achievement was 0.64, and the implementation of tiered instruction in vocational schools could significantly improve students' academic achievement; the effect of tiered instruction on student achievement was moderated by the effect of subjects and teaching cycles, with the effect of tiered instruction diminishing in the order of language subjects, science subjects and technical subjects, while the positive effect of instruction increased with the increase of teaching cycles. The implementation of tiered instruction in all universities significantly improved student achievement, but the moderating effect of academic periods on instructional effectiveness was not significant. In conclusion, the implementation of tiered instruction in private vocational schools significantly improves student academic achievement and has long-term effects. The implementation of tiered instruction in vocational schools can help reverse the current developmental situation of disparity in teaching quality with public universities, help meet the needs of society for diversified talent training and help promote the high-quality development of vocational education. Therefore, it is recommended that a practical program of tiered teaching be formed in terms of teaching standards, teaching programs, practical exploration and academic outcome assessment. In future research, we will conduct multiple dimensions of effect analysis and empirical research on the design of subject tiered teaching. The

following conclusions can be drawn from this literature and thesis study: (1) the implementation of tiered teaching helps to improve students' academic achievement, and the teaching effect is moderated by the role of subjects and teaching cycles; (2) subject tiered teaching is an important way to meet students' differential needs, and there are differences in the effects of tiered teaching in different subjects; (3) in terms of teaching cycles, the positive effects of tiered teaching gradually increase with the increase of teaching time, with 3 The effect of implementing tiered teaching for more than 3 months is significantly higher than that for less than 3 months. In conclusion, the implementation of tiered teaching in vocational schools can significantly improve students' academic performance, which is one of the important ways of vocational education reform and helps promote high-quality development of education.

2.2.3 Analysis of the teaching mode of applied talents cultivation of dance majors in colleges and universities

At present, the importance of higher education for the cultivation of application-oriented talents has been greatly improved, and application-oriented talents are important talents to meet the current social development and market demand. For college dance majors, cultivating applied talents that meet the needs of the times is an important criterion for the innovative cultivation of talents. Dance majors must update their own teaching concepts and develop effective training mechanisms to improve their teaching level. This paper discusses the current situation of dance teaching in colleges and universities and analyzes the construction and application strategies of applied talent cultivation mode, with the aim of improving the level of dance teaching in colleges and universities at present, the teaching quality of dance majors in colleges and universities in China has been significantly improved, and good cultural and social benefits have been achieved. However, the concept of application-oriented talent cultivation mode has not been generally promoted in college dance teaching, and it is still in the initial stage. The common problems in the teaching of dance majors in colleges and universities include backward teaching concept, unscientific teaching curriculum, and lack of teachers who conform to the applied talent cultivation mode.

Problems.

1) Not paying attention to the teaching concept of application-oriented talent training

(2) Lack of curriculum in line with the application-oriented talent training model

(3) Lack of professional teachers to implement the teaching of dance for the cultivation of applied talents

The application strategy of applied talent cultivation mode of dance majors in colleges and universities.

1) Set up a scientific curriculum for applied dance talents

2) To do a good job of planning the dance syllabus

3) Improve students' dancing ability

4) Constructing a professional dance teacher team under the application-oriented talent training mode

5) Fit the needs of social development

6) Adhere to the principle of people-oriented

Through the above analysis, for college dance majors, carrying out applied dance talent training is the current development trend and an important teaching goal for dance teachers. To achieve this goal, dance teachers are required to conduct in-depth analysis according to the school and students' own situation, actively carry out social employment surveys, continuously improve students' practical skills and professional skills, update their own teaching mode, create a teaching system in line with students' development, and promote the improvement of students' comprehensive quality, so as to cultivate more excellent dance talents.

2.2.4 Study on the teaching mode of practical courses of dance in senior teachers

In the development of many years, China's senior teachers of dance has been continuously expanded, and currently has formed a relatively complete discipline system. However, in the process of specific teaching, there are still significant

problems in the teaching of dance courses for senior teachers, the most prominent of which is that the teaching mode of teachers is too monotonous, and the practical teaching level is still significantly inadequate. In terms of the current teaching system of dance in higher education, although many schools have opened practical teaching modules, the results achieved are relatively limited. This is because, on the one hand, practical teaching has not formed a corresponding module and system, which makes a significant gap between practical courses and theoretical courses and cannot realize the effect of linked teaching. In addition, the practical teaching of dance in many schools does not form an independent system, and there are also many shortcomings in the opening of resources outside the school. This also makes it difficult for students to perceive the current situation of off-campus positions of their own professional courses in advance when they study practical courses, and it is difficult for them to integrate into the environment of social industry positions after graduation, which ultimately makes it difficult to truly realize the strategic goal of talent cultivation of dance majors in higher education. In addition, in the current practical teaching process of dance majors in higher education, the application of various information technology is not high, which makes it difficult for students to get a more significant experience in the teaching process, and finally causes the practical teaching goal to be difficult to be fully recognized by students, and the development of various teaching activities is also easy to be resisted by students psychologically, which is not conducive to the effective development of practical teaching courses.

In the teaching system of dance in higher education, practical courses have several important significances. First, the practical course can significantly improve the students' ability of choreography and performance and promote the unification of each student's theoretical knowledge and practical skills, which can eventually significantly improve the quality of talent cultivation of dance majors in higher education. Secondly, the development of practical courses can also better promote the standardization of teaching of dance in higher education. This is mainly because the integration of practical courses can change the overall distribution pattern of professional courses, so that the overall course content can be progressive and

ensure the final teaching effectiveness. Third, the practical curriculum can also achieve the strategic development goals of the school. In particular, the current demand for skilled personnel in various industries in China is very prominent, and the dance major is no exception. Therefore, the integration of practical courses can better achieve the strategic goals about the cultivation of applied and skilled talents and promote the smooth transformation of the school's teaching system.

The overall content of the practical course teaching mode of dance majors in higher education should be divided into two blocks: in-class practice and off-class practice. In-class practice is mainly to combine with theoretical teaching content to carry out some evidence-based practical activities and can consider the use of various information-based teaching methods to improve the final teaching effectiveness. The off-course practice is to guide students to actively participate in some stage performance activities or internship base teaching activities, which can fully improve the practical ability of each student in the practice activities. These aspects will be analyzed in depth.

1) Construction of classroom teaching practice system

In the process of classroom teaching, teachers should appropriately reduce the proportion of theoretical teaching and knowledge teaching and should compress or transform these boring contents as much as possible, and finally increase the proportion of practical teaching in the classroom teaching system. In the practical activities of specific courses, teachers can carry out some practical activities for various topics such as improvisation, single and double trio dance choreography techniques, and classical dance body rhythm to match the development of specific teaching contents. For example, when teaching the theoretical module of dance body linguistics, the practical teaching content of improvised dance can be added, so that each student can deeply understand the relevant content of dance body linguistics through the body rhythm of improvised dance. It is also clear from this that classroom teaching practice requires that each classroom can truly link the practical content with the teaching model to achieve innovation and transmission of the classroom teaching pattern.

2) Guiding students to actively participate in practical activities of stage

performance

The practical teaching activities of dance majors in higher education need not only the various teaching contents in the classroom environment, but also the classrooms to guide students to actively participate in various stage performance practice activities. On the one hand, each teacher can consider feedback with the school to be able to hold some dance competitions within the campus or jointly with various other schools to improve the practical dance ability of each student through these competitions. On the other hand, teachers can also hold some choreography activities during the teaching process and present those excellent choreography works to students. Through these dance practice activities, students can quickly absorb all kinds of knowledge in classroom teaching, and accumulate experience in dance practice activities, and eventually they can significantly improve their own dance practice ability.

3) Build an integrated system of dance practice teaching inside and outside school

In the teaching system of practical courses of dance majors in senior teachers, they should also make full use of the dance resources outside school to finally realize the integration of practical teaching. First, the practical teaching of dance in higher education should make full use of various internship bases and include them in the practical teaching system, and carry out some practical teaching projects in various internship bases, so that students can perceive the off-campus environment in advance in the process of learning in school, quickly adjust their own learning style, and be able to train their own dance skills in a targeted manner. Secondly, the practical teaching activities of dance majors in senior teachers should also be able to carry out some folklore activities. Through these activities, students can better understand folk culture and folk dance, perceive the relationship between culture and dance, and can significantly improve the dance knowledge reserve of each student, to lay a solid foundation for them to innovate and create dance.

4) Giving full play to the value of virtual practice teaching in new media

In the current teaching process of dance in higher education, each teacher should also give full play to the value of virtual practice teaching in the new media

machine, and eventually be able to let each student have a high degree of experience in the teaching process, and complete the effectiveness related to practice teaching in this virtual experience environment. In this process, teachers can use the computer network environment interactive technology to play some dance images and guide the communication and interaction between individual students and dance influences. In this way, the new media virtual practice teaching mode can play a better practical teaching effectiveness and bring a better learning experience to each student.

From a comprehensive point of view, although many dance majors in higher education in China have already opened a practical course system, there are still significant shortcomings and deficiencies in the specific teaching effect. Therefore, in the subsequent development, the development of practical courses of dance majors in each higher education teacher should, on the one hand, combine school resources to build a relatively perfect overall pattern system of practical teaching, and guide students to participate in various practical performance activities by themselves, and accumulate students' practical experience in the teaching process. On the other hand, teachers should also be able to give full play to the overall value of the new media virtual practice teaching and be able to effectively improve the practicality of the teaching process through this kind of information-based teaching mode and method. In this way, the practical curriculum system of dance in higher education will be able to play a better role and be effective.

2.2.5 Review of domestic and international literature

2.2.5.1 Status of foreign research on "tiered teaching"

Foreign academics have conducted preliminary discussions on tiered teaching according to the realities of their own countries since the beginning of the last century. Although they have shown some differences, the tiered approaches and ideas are basically the same, i.e., students are divided into different levels according to their learning levels, ability types, cognitive styles, physiological characteristics and other factors, and different types or difficulties of educational contents are provided for students of different levels. The typical tiered teaching models of

several countries are described below. Research on tiered instruction was conducted early in the United States, the United Kingdom, Germany, and Japan, with the United States being the first to do so. 1868, the American educator Harris, W. T.) In 1868, the American educator Harris, W. T., proposed the "activity grouping system", also known as the "flexible system". This model of teaching divides students into levels according to their cognitive abilities and styles, allowing those who are capable to train independently, and providing individualized tutoring for those who are less capable. The activity-based grouping system has led to a reduction in school repetition rates, and as a result, the model has gradually spread from elementary schools to secondary schools and has developed into different forms of tiered instruction in various locations. The Dalton system and the Venkata system are some of the more typical ones. In 1919, Carleton Vaughn proposed the Venkata system, and in 1920, Parkhurst proposed and tried the Dalton system, which advocated students to complete various learning tasks according to their own learning abilities, breaking the traditional classroom teaching format. A new form of individualized teaching began to emerge and spread. In the first and middle of the twentieth century, as the economic crisis affected foreign economies and societies, their educational standards were also negatively affected, and tiered instruction was increasingly questioned and denied. It also had a negative physical and psychological impact on children. Since then, the development of tiered instruction remained stagnant and even went into decline for a time due to the war, and in September 1958, after the first satellite launch by the former Soviet Union, the U.S. enacted the National Defense Education Act". To rapidly improve the quality of education in the United States, the federal government planned to allocate a large amount of funds to increase investment in education, and the importance of the tiered teaching method in teaching came to the fore again, and tiered teaching went into a revival, thus entering a prosperous period of tiered teaching.

In the UK, the development of tiered teaching has roughly gone through four stages: embryonic, extension, transformation and deepening stages.". Before the 20th century, the improvement of classroom teaching system led to the emergence of the idea of tiered teaching. From the beginning of the 20th century to the 1960s,

the idea of graded teaching was widely spread in the country, and it spread throughout the country. This trend reached its peak between 1968 and 1979. To date, the basic goal of tiered instruction in primary and secondary schools in England has been to improve students' academic, personal and social skills. The types of tiered instruction implemented during this period are divided into the following three main types: structured tiered instruction, mixed ability tiered instruction, and subject tiered instruction. First, "structured tiered instruction" involves dividing students into tiers, with each tier having several classes. In this way, teachers can not only recognize the differences in students' ability levels, but also cater to the needs of students at different levels and design appropriate tasks for students at different levels; the second type is "mixed-ability stratification", which provides students with the same rich curriculum resources and places students of different ability levels in the same class. At the same time, it focuses on individual differences within the class, increases the proportion of tiered groups within the class, divides the groups according to students' interests and abilities, and makes timely adjustments according to changes in students' needs". This model emphasizes student-centeredness and individual needs, combining individualized instruction, stratification (group) instruction and group instruction; "subject stratification" is based on students' performance in specific subjects. This is a flexible form of stratification that can be implemented in all or some subjects, as well as across grade levels. This form of instruction is based on Gardner's Multiple Intelligences theory, which allows teachers to teach to the individual needs of students and to develop the potential of children with special needs.

In Japan, the government has made great efforts to develop education. Japan established the High School Syllabus in 1978, which allows high school classes to be organized according to the level of study and agrees to teachers dividing students into groups or stratifying them according to their respective ability levels. The goal of basic education is to enable students to acquire the level of knowledge and skills appropriate to their level at this stage, without having to invest a lot of time and effort in Olympic competitions, audio, physical and aesthetic specialties, etc. The uniqueness of educational goals allows educational participants to focus all

their attention on effective education and teaching. Currently, tiered teaching is widely implemented in Japan. In junior high schools, small class sizes are common. The number of students in a class is relatively small, but subjects such as math and English, too, are divided into two levels, high and low. Students independently choose the appropriate level of learning difficulty to maximize student motivation. In high school, the teaching method is based on the "running class selection system", in which students at higher levels study subjects for the entrance exam and students at lower levels take non-exam subjects. This method of course selection not only provides a universal basic education, but also provides a foundation for the development of advanced technical personnel. At the same time, Japan attaches great importance to students' personal privacy, and all schools do not publish students' test scores or rank them, creating a very good environment for tiered teaching.

Germany created the FEGA (Advanced, Expanded, Basic, and Superstructure) tiered model and the FD tiered model (Flexible Tiered Model), which are called alternately in primary and secondary schools. German basic education resources include basic textbooks and supplementary materials. All students are required to study the basic materials, and some of the more able students can also choose supplementary materials to extend their learning. There are also co-curricular and advanced courses for students' development. The more able students can choose higher level courses for more in-depth study, while the less able students can choose co-curricular courses to get more help with their studies by increasing their class time.

In conclusion, when countries implement tiered education, the state gives schools great autonomy to focus on relevant educational experiments and reforms without outside interference. Their educational reforms are based on advanced theories and cutting-edge technologies, which are clear and effective and can provide reference experiences for relevant educational reforms in China. With the continuous development of society and education reform, the application of foreign tiered teaching models has become increasingly mature. However, since there is no teaching model suitable for all countries and all educational groups, countries,

regions and schools are actively searching for teaching models suitable for their national conditions and teaching realities based on the existing tiered teaching.

2.2.5.2 Current status of domestic research on "tiered teaching"

In China, the concept of tiered teaching can be traced back to the teaching concept of "teaching to the students according to their abilities" during the period of Confucius in the Spring and Autumn and Warring States. Confucius once said, "If you are above the middle class, you can talk to the top; if you are below the middle class, you cannot talk to the top", that is, to provide different instructions to students according to their academic levels. Mencius also said, "A gentleman teaches five people: those who like the time and rain, those who become virtuous, those who attain wealth, those who release questions, or those who are private Shuai." This is also a teaching method that divides students into different types to achieve different types of talents called. In the early Qing Dynasty, Wang Fuzi proposed that students differed in "quality", "aspiration", "virtue", "knowledge", etc., so teachers should "advance according to the person".

In the early 20th century, some patriotic intellectuals and educators actively explored the reform of Chinese education and introduced and improved many foreign educational concepts to contribute to the educational salvation of the country. In 1914, Zhu Zhisheng carried out an educational experiment of the "grouped teaching method", i.e., based on uniformity in curriculum, teaching materials, and years of study, differentiated teaching was implemented according to academic performance, which was a representative of the early experimental stage of graded teaching in China. Before the founding of New China, China was at a lower level economically and educationally due to the long war. It was not until after the founding of New China that tiered teaching became popular to some extent.

During the Cultural Revolution (1966-1976), teachers and students were caught up in the tide of the Cultural Revolution, and educational activities in schools were disrupted, resulting in the hindrance of tiered teaching. In 1982, the Ministry of Education's "Notice on Several Issues of Current Primary and Secondary Education", in response to the phenomenon that in some schools' high schools,

there were large differences in the knowledge levels of students in the same grade, put forward the idea of organizing classes according to The idea of arranging classes according to literacy levels from a practical point of view, and thus tiered teaching reemerged in China". From the late 1980s to the present, China has promulgated a new examination system that requires "changing from focusing on key schools and classes to focusing on all students", and many local schools have implemented tiered teaching.

In the past ten years, the model, process and method of tiered teaching have been innovating and developing. As of February 2023, the research on tiered teaching in China in the past ten years was searched in CNKI of China Knowledge Network using advanced search with tiered teaching, dance major, practice class, and title matching method as precise. The searches are shown in Table 2-1 below.

Table 2-1 Search results

Search subject	Academic Journals	Dissertation
Tiered Instruction	13,900	1993
Dance Studies Major	227	22
Dance Practice Class	25	4
Dance Studies Major & Practical Course	0	0

From the search results in Table 2-1, there has been more literature related to exploring tiered teaching as well as the dance major, while there are only a few literatures related to dance practice classes and dance major practice classes. Through reading the literature, we found that the current tiered teaching in China is roughly divided into three kinds: the split-class teaching system, the tiered walking class system, and the intra-class tiered system. The first type is the split-class teaching system. When students enter the school, they are tested for their entrance level and divided into several levels according to their performance. Students of the same level are put into the same class; each class is equipped with different teachers and different teaching activities are carried out according to students' characteristics; the second one is the tiered walk-in class system. This teaching

model is based on not changing the original administrative class structure, allowing students to assess their own level of knowledge they have mastered, their learning ability in each course, their learning interests and various other factors according to their actual situation, and to choose their own teaching classes of the corresponding level according to the teachers' suggestions; the third is the intra-class stratification system. Students of the same age in the same natural class are grouped into the same tier, which is usually divided into three levels: basic, good, and improving. The same teacher sets teaching objectives that are appropriate to students' learning levels, adopts different teaching methods and teaching means, and organizes different levels of teaching evaluation according to differences in students' personality characteristics, knowledge base, learning ability and interests.

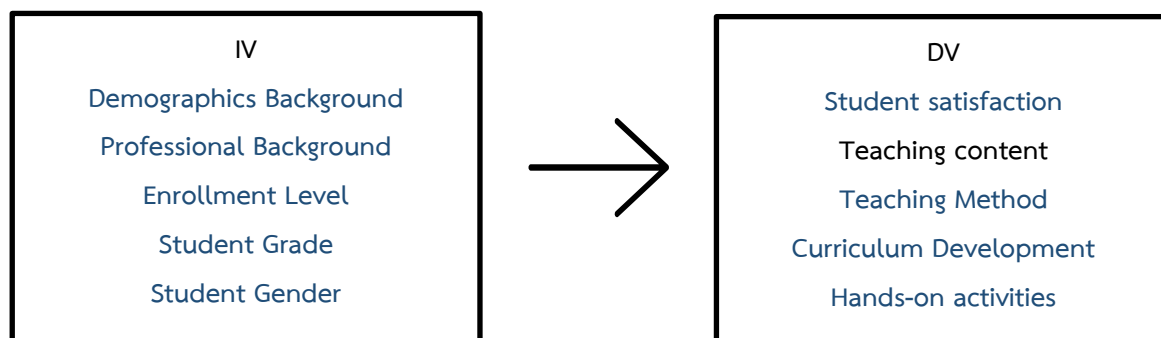
In general, China's tiered teaching model is becoming increasingly mature. However, few studies have been conducted on the use of tiered teaching in art dance disciplines, so there is great potential to conduct research on tiered teaching for the practical courses of dance in higher education institutions.

2.3 Conceptual Framework

IV: (Independent variables) The independent variables are demographic background variables of Hunan Arts Vocational College, including professional background, grade and gender of students, etc.

DV: (dependent variable) Satisfaction of dance students in Hunan Arts Vocational College with practical classes, including teaching contents, teachers' level, learning atmosphere, practical activities, etc.

Table 2-2 Conceptual framework of the study



Chapter 3

Research Methodology

3.1 Methods of study

3.1.1 Research Methodology

1) Literature research method

By combing monographs, journals, papers and other related materials about the tiered teaching of dance courses in higher education institutions, we grasp the research contents and related development trends from a holistic perspective.

2) Questionnaire method

Questionnaire survey method is a method to collect relevant data by designing questions related to the research topic. The questionnaire survey can provide a stronger basis for this study by understanding the current situation of dance students' learning and the implementation of tiered teaching in higher education institutions. The data information from the questionnaire survey can also be used to assist teaching and further optimize teaching.

3) Interview method

The interview method is a method of collecting objective information through face-to-face, telephone, or video conversations. In this study, the interview method was used to understand the main problems in teaching and learning practical classes in dance. Interviews were conducted with some teachers and students in the school to analyze and summarize the problems that existed in this study.

3.1.2 Research process

This study finds that there are many problems in teaching practice classes of dance majors through literature research and concludes that there is great research value and space in tiered teaching. The core concept and theoretical basis of tiered teaching are defined, and the basis of tiered teaching and the strategy of tiered teaching in dance professional practice classes are explored. The current situation is investigated to find out the problems in the practice class of dance in higher education institutions, summarized, and the research conclusions are drawn. The

research idea is shown in Figure 3-1.

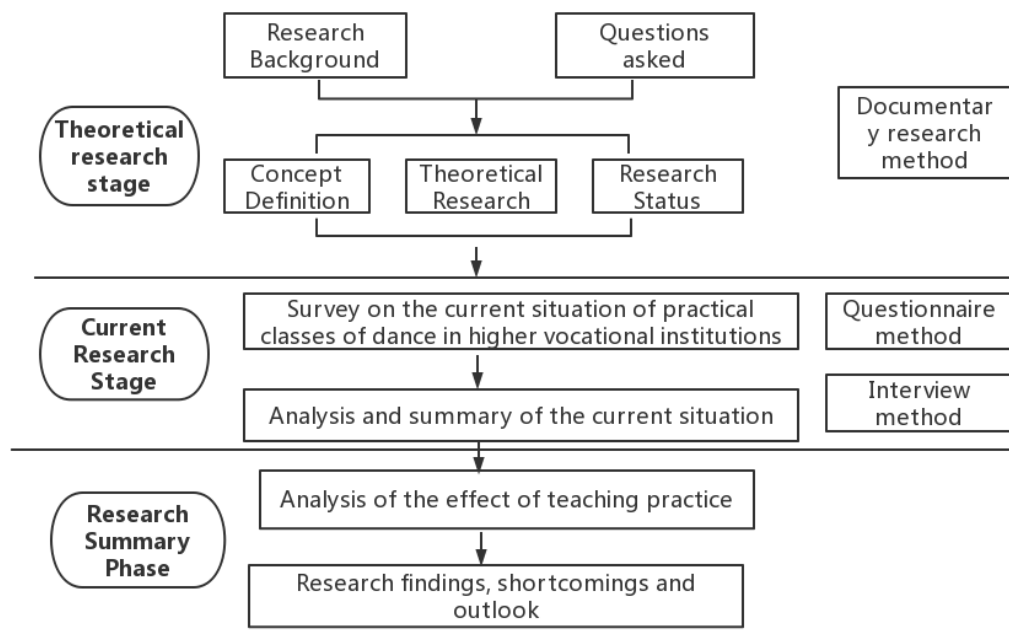


Figure 3-1 Research Flow

3.2 Population and Sampling method

This study takes freshman dance students at Hunan Provincial Arts Vocational College in Changsha, Hunan Province as the research object. The school is a higher vocational institution that mainly cultivates art-oriented talents and delivers a group of excellent art graduates to society every year. As a blessed place for art students, it is not difficult to see that its student source system is large. Therefore, this study selected this college and distributed 101 questionnaires on the survey of satisfaction with the tiered teaching of dance courses in higher education institutions. The questionnaires were distributed in the form of electronic questionnaires, mainly through WeChat links. The questionnaires were distributed by the teachers at Hunan Arts Vocational College as a whole and filled in by the freshman dance students. 101 copies of questionnaires were distributed, 91 were collected, and the effective rate was over 90.1%.

3.3 Data Collection

The freshman dance students at Hunan Arts Vocational College in Changsha, Hunan Province were selected as the target of questionnaire distribution. The questionnaire was distributed and collected in a centralized manner, with the assistance of the course leaders of each institution. After the teachers explained the general content and filling requirements of the questionnaire, the students' parents were asked to fill in the questionnaire. A total of 101 questionnaires were distributed and 91 were collected, with a valid return rate of over 90%, meeting the data collection standards.

3.4 Data preparation and data analysis

3.4.1 Questionnaire data preparation

In order to have a comprehensive understanding of the current situation of students' learning and teachers' teaching, the current situation of students' learning can be investigated from three aspects: learning interest, learning attitude and learning strategies, in order to understand the purpose of students taking dance practice classes, their motivation to learn, whether students are satisfied with the content of classes, teachers' level, curriculum development and examination evaluation, etc., as well as students' attitudes towards the tiered teaching of dance practice classes, the impact of tiered teaching on The teacher's teaching can be investigated in terms of whether the teacher's teaching methods meet the needs of students at different levels, whether the teacher takes into account students' differences in teaching, and whether the assigned classroom activities and homework are suitable for each student's basic level. The questionnaire questions were designed based on the above questionnaire objectives and had three parts: the first part was the basic information of the research subjects, including the gender of the students, the time when they started to study dance, and their initial motivation to study the dance major; the second part was a survey to investigate the teaching and learning status of the students and teachers of the freshman dance major practice course. The questions were set as four options: very conform, conform, average, and not conform, corresponding to scores of 4, 3, 2, and 1, respectively, with higher scores indicating that students conformed more to the

requirements of the question items and vice versa to a lesser extent; the third part was a subjective question to find out students' views and suggestions on teachers' teaching. In this study, the questionnaire was constructed according to the definition of "tiered teaching" in this paper and combined with the characteristics of dance discipline to form the "Questionnaire on the Status of Tiered Teaching in Dance Professional Practice Classes" by referring to Li Huang Yi's "Questionnaire on the Implementation Status of Implicit Tiered Teaching in Middle School English". After communicating and discussing with the instructor and relevant experts, the questionnaire was adjusted several times, and the framework of the questionnaire was finally determined as shown in Table 3-1, and the specific questionnaire is shown in Appendix 1.

Table 3-2 Questionnaire framework

Tier 1 Indicators	Secondary indicators	Title number
Basic Information	Basic Student Information	1, 2, 3, 4, 5
	Interest in Learning	6, 7,8,9,10
Learning Dimensions	Learning Attitude	11,12,13,14,15,16
	Learning Strategies	17,18,19,20,21
Teaching Dimension	Teaching Method	22,23,24,25,28
	Teaching content	26,27,29

3.4.2 Analysis of questionnaire data

After the questionnaires were made, they were distributed in the form of questionnaire stars, and the URL of the questionnaire stars was sent to the students through the Blue Dove networked language teaching platform in the IT classroom, and the students opened the URL and filled in the questionnaires after receiving them successfully. The first-year students of dance in Hunan Arts Vocational College were the target of the survey, 101 questionnaires were distributed, and 91 were finally collected, with an effective recovery rate of 90.10%. The questionnaire survey data were imported in the data analysis software Spss23.0 for reliability and validity test analysis, and the results are shown in Table 3-2 and Table 3-3, respectively. Cronbach's coefficient is 0.971, which is greater than 0.8, indicating that the reliability of this questionnaire survey is trustworthy. The KMO is 0.916, which is

greater than 0.9, indicating a high level of reliability; $p = 0.000 < 0.001$ for Bartlett's spherical test, indicating that the data can be factor analyzed. The following data indicates that the survey is more valid.

Table 3-3 Reliability Analysis

Kronbach Alpha	Number of items
.971	24

Table 3-4 KMO and Bartlett's test

KMO Sampling suitability quantity		.916
Batchelor's spherical test	Approximate cardinality	2774.153
	Degree of freedom	276
	Significance	.000

Factor analysis was performed on the questionnaire using principal component analysis, and as shown in Tables 3-4, the cumulative variance contribution of the five principal components was 84.996%, indicating that the five common factors could reflect about 84% of the information of the original questions. According to the rotated matrix, all items meet the criteria. Through the above tests, the reliability of this questionnaire meets the criteria and can be officially distributed as a test paper.

Table 3-5 Total variance solutions

	Initial Eigenvalue			Extraction Load Sum of Squares			Sum of Squares of Rotating Loads		
	Amount To	Variance Percentage	Cumuli. %	Amount To	Variance Percentage	Cumuli. %	Amount To	Variance Percentage	Cumuli. %
1	14.574	63.365	63.365	14.574	63.365	63.365	6.343	27.578	27.578
2	2.159	9.387	72.752	2.159	9.387	72.752	5.291	23.006	50.583
3	1.125	4.892	77.644	1.125	4.892	77.644	4.928	21.426	72.009
4	1.002	4.356	82.000	4.356	4.356	82.000	1.834	7.973	79.982
5	.689	2.995	84.996	.689	2.995	84.996	1.153	5.013	84.996
6	.582	2.530	87.526						
7	.474	2.063	89.589						
8	.389	1.691	91.280						
9	.308	1.338	92.618						
10	.285	1.238	93.856						
11	.228	.992	94.849						
12	.193	.838	95.687						
13	.179	.738	96.425						
14	.146	.635	97.060						
15	.139	.604	97.663						
16	.112	.487	98.150						
17	.108	.468	98.618						
18	.082	.358	98.976						
19	.066	.286	99.263						
20	.057	.247	99.510						
21	.051	.221	99.730						
22	.033	.143	99.873						
23	.029	.127	100.000						

3.4.3 Interview data preparation

To have a deeper understanding of the current teaching situation of dance courses in higher education institutions, this study designed an "interview outline of the current teaching situation of teachers of dance courses in higher education institutions". The content includes teachers' judgment on the current situation of students' learning in practice classes, the problems they found in teaching, the differences of students they found, whether they consider the differences among students when preparing and teaching, their understanding of tiered teaching, difficulties in implementing tiered teaching, suggestions and expectations. See Appendix 2 for specific interview questions.

Chapter 4

Results of Data Analysis

4.1 Research Results

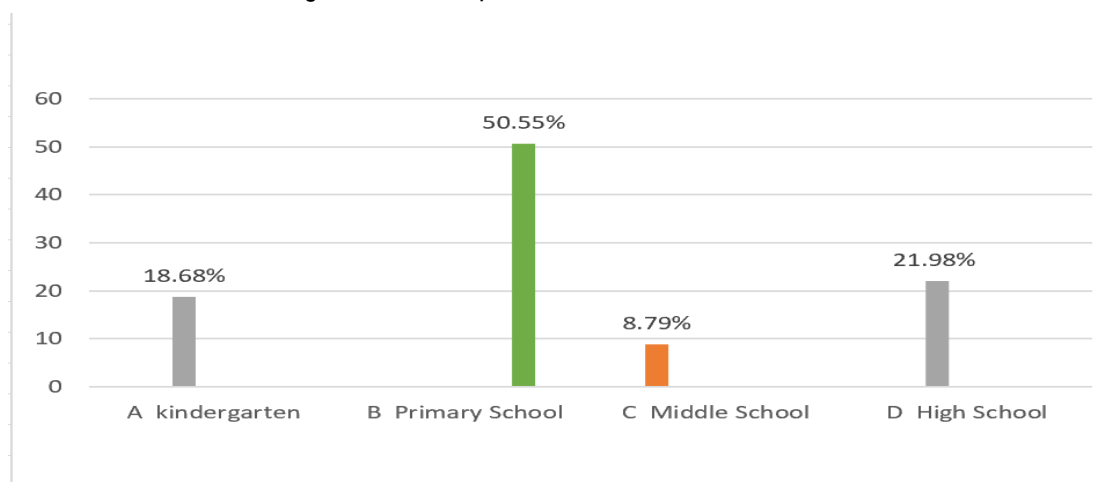
4.1.1 Results of questionnaire data analysis

The data collected from the survey were statistically analyzed by using the statistical analysis software SPSS 23.0, mainly using descriptive statistics to diagnose students' learning and teachers' teaching. The average score of each question was calculated and analyzed. The higher the score, the more students met the requirements of the question, and the lower the degree of meeting the requirements of the question. The survey mainly focuses on students' learning interests, learning attitudes, learning strategies and teachers' teaching status to provide support for subsequent teaching research.

(1) Basic situation analysis of students

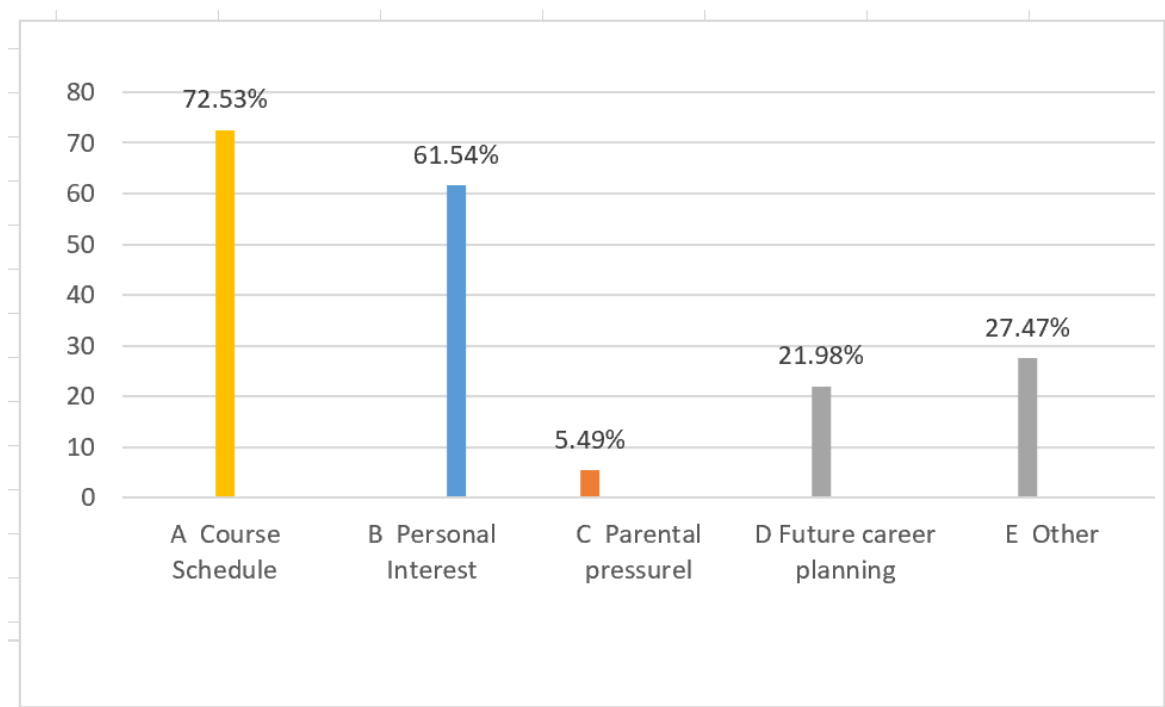
The results of the survey in Figure 4-1 show that most students (50.55%) have been exposed to dance counting in elementary school, 18.68% in kindergarten, 8.79% in junior high school, and 21.98% in high school. Although most students have been exposed to dance before high school, there are differences in the time of exposure, which leads to some differences in the level of dance expertise among students. Therefore, in classroom teaching, teachers need to organize students to communicate and collaborate in the classroom to help each other and achieve common progress and need to teach in a tiered manner to meet the differences of students.

Figure 4-1 Time period of contact with dance



As shown in Figure 4-2, this question was set as a multiple-choice question. 72.53% of the students were motivated to take the dance professional practice course because of the course arrangement, and 61.54% of the students were motivated because of their personal interest. This shows that the main reason for students to take professional dance practice courses is the course arrangement, followed by being in their personal interest.

Figure 4-2 Motivation for studying dance professional practice classes



(2) Current status of student learning and teacher teaching

① Interest in learning

Interest in learning is a positive cognitive disposition and a positive affective state that students have towards learning. From the collected data, in the learning interest dimension, the mean and standard deviation of each topic are shown in Table 3-5, the mean value of the learning interest dimension is 3.42, which is between average and relatively high, on the average side. This data indicates that in dance is a major, students' interest in learning is not ideal, and teachers should still focus on stimulating students' interest in learning in teaching. The standard deviation of the learning interest dimension is 1.03, which is slightly higher than 1. The students' responses are discrete, and the students' interest in learning the dance professional practice class varies, so they need to be treated differently.

Table 4-3 Descriptive statistical analysis of learning interest

	Minimum value	Maximum value	Average value	Standard deviation
6. I enjoy taking practical dance classes	1	5	3.55	1.186
7. I am interested in the subject of dance and feel relaxed and happy in class	1	5	3.41	1.096
8. My mind and behavior are very active in dance practice classes	1	5	3.34	1.107
9. I enjoy participating in dance-related activities, clubs and competitions	1	5	3.24	1.183
10. My team is happy to solve difficult problems in dance classes	1	5	3.54	1.137
Interest in learning			3.4156	1.02591

② Study attitude

Learning attitudes are students' more persistent behavioral tendencies toward learning or their internal readiness to respond affirmatively or negatively to learning. From the collected data, the mean and standard deviation of each topic in the learning attitude dimension are shown in Table 4-4. The mean value of the learning attitude dimension is 3.57, which is between average and relatively positive, indicating that the students' learning attitude is relatively positive in the dance

professional practice class. However, there are shortcomings in the aspects of "classroom questions" and "teacher-student communication." The mean value of the question "I agree that different teaching methods should be applied to different students" is 3.84, which indicates that most students can accept the teaching behavior that teachers adopt different teaching methods according to students' differences, which indicates the feasibility of tiered teaching. The standard deviation of students' learning attitude dimension is 0.90, which is close to 1, indicating that students' responses are discrete, and students' learning attitudes toward dance professional practice classes are different, so teachers need to treat them differently.

Table 4-4 Descriptive statistical analysis of learning attitudes

	Minimum value	Maximum value	Average value	Standard deviation
11. In the dance practice class, I was able to complete various tasks assigned by the teacher	1	5	3.72	1.002
12. During the dance practice class, I was very focused	1	5	3.52	.968
I will actively think about the questions asked by the teacher and answer them enthusiastically	1	5	3.36	1.002
I often communicate with teachers and students to learn	1	5	3.48	1.053
15. I can keep up with the teacher's lectures and understand the content of the lectures well	1	5	3.48	1.099
I agree with the view that "different teaching methods should be applied to students of different backgrounds".	1	5	3.84	1.030
Attitude to learning			3.5674	0.89907

③ Learning strategies

Learning strategies refer to the effective regulation of learning methods, learning rules, and learning techniques by students in their learning activities. From the collected data, in the learning strategy dimension, the mean and standard deviation of each topic are shown in Tables 4-5. The mean value of the learning

strategy dimension is 3.53, which is between average and more reasonable, slightly more reasonable, indicating that the students at this school are rich in learning strategies, but there is still room for improvement. The standard deviation of the learning attitude dimension is 0.90, which is close to 1, indicating that students' responses are more discrete, and students' learning strategies for dance professional practice classes are different, so teachers need to treat them differently.

Table 4-5 Descriptive statistical analysis of learning strategies

	Minimum value	Maximum value	Average value	Standard deviation
17. I can set appropriate learning goals and accomplish them well	1	5	3.52	.938
18. I can do regular phase breaks on the learning content	1	5	3.43	.973
19. I have a learning method that works for me and can adapt it to different learning tasks	1	5	3.50	.990
20. When I encounter difficulties, I will ask my teachers and classmates for advice in time	1	5	3.73	.977
I am aware of my progress and shortcomings in my dance practice classes and take steps to improve them	1	5	3.40	.997
Learning Strategies			3.5333	0.90100

④ Teaching methods

Teaching method is a general term for the ways and means used by teachers and students in the teaching process to achieve common teaching goals and accomplish common teaching tasks. In the teaching method dimension, the mean and standard deviation of each topic are shown in Tables 4-6. The mean value of the teaching method dimension is 3.45, which is in the middle between average and more appropriate, on the average side, indicating that teachers have a certain level of expertise in teaching methods, but they should still innovate teaching methods according to students' learning interests and needs, as well as fully consider the differences among students when teaching. The standard deviation of the teaching method dimension is 1.03, which is slightly higher than 1, indicating that the students' responses are discrete and the teachers' teaching methods have large

differences in meeting students' learning needs, so in future teaching teachers should use different teaching methods to meet the learning needs of different students.

Table 4-6 Descriptive statistical analysis of teaching methods

	Minimum value	Maximum value	Average value	Standard deviation
22. The teacher will understand my learning interests and needs before the class	1	5	3.33	1.162
The teacher will teach me according to my learning interests and basic level	1	5	3.37	1.161
The teacher will consider the differences between students when teaching	1	5	3.39	1.132
The teacher will find my problems in time and give me help and support during the class	1	5	3.62	1.046
28. The teacher will use a variety of teaching methods (group, small group, individual, etc.) to teach the class	1	5	3.54	1.105
Teaching Methods			3.4496	1.03487

⑤ Teaching content

Instructional content is the main message that is intentionally conveyed during the teaching and learning process. In the content dimension, the mean and standard deviation of each topic are shown in Table 4-7. The mean value of the content dimension is 3.31, which is in the middle between average and more appropriate, on the average side, indicating that in future teaching, teachers should assign tasks suitable for students' basic level of learning at each level, and assignments should try to satisfy students at each level to consolidate or expand their knowledge. The standard deviation of teaching content dimension is 0.93, which is close to 1, indicating that students' responses are discrete, and the teaching content has a large difference in meeting students' learning needs, so in future teaching, diverse teaching contents should be assigned to meet different students' learning needs.

Table 4-7 Descriptive statistical analysis of teaching content

	Minimum value	Maximum value	Average value	Standard deviation
26. The activities assigned to me by the teacher in class were appropriate for my basic level	1	5	3.43	1.123
27. The homework assigned by the teacher is good for consolidating and expanding what I have learned	1	5	3.50	1.093
29. The teacher's teaching activities are single and do not meet my learning needs	1	5	3.00	1.304
Teaching contents			3.3073	0.93101

4.1.2 Results of the analysis of teacher interview data

Interviews were conducted in February 2023 with teachers at art vocational schools in Hunan Province, eight dance teachers with different teaching experience and large differences in their titles, and the interviews were organized and analyzed as summarized below.

1. Teachers have a heavy workload

Because dance teachers in higher vocational institutions not only have to take dance classes but also form classes and dance elective classes for students of other majors, in addition, they have to spend time writing lesson plans, conducting scientific research, participating in projects, and rehearsing dance programs if they have performance tasks, which makes a dance teacher often need to wear several jobs, which greatly increases the workload and burden of dance teachers, and the time and energy of dance teachers for teaching are It is difficult to maximize the quality of teaching.

2. It is difficult for teachers to take care of all students in the class

Teachers usually teach in groups, with as few as 18 or as many as 25 students in the class. It is difficult for teachers to accommodate the needs of all students in one lesson. Teachers usually design and implement instruction to focus on the intermediate students in the class. However, because students' understanding of classroom knowledge varies, and students' mastery of knowledge varies, it often

appears that individual students have nothing to do and wander out of the classroom after the task is completed, while some students who are struggling have no way to do the tasks assigned by the teacher, thus resulting in a polarized situation. And the dance professional practice class is different from other disciplines, focusing on practical operations, when teachers are faced with so many students, it is difficult to achieve one-to-one guidance, which will also lead to increasing differences in students' dance professional level.

3. Differences exist among students

The interviewed teachers all agree that there are large differences among students, and this phenomenon is mainly caused by the differences in students' learning interest, learning ability, family environment, cultural background, and also the differences in students' starting levels, which are manifested in the learning interest, learning attitude, learning performance, classroom performance, and homework situation in dance professional practice classes. At present, teachers in dance professional practice class education in higher education institutions generally adopt the form of uniform teaching, teachers teach the same knowledge, students complete the same practice tasks. Under this teaching mode, students with relatively weak foundation find it difficult to keep up with the class rhythm and complete the class task practice as well as meet the requirements of teaching objectives. Students who have a good foundation usually understand and master what the teacher teaches very quickly, but without proper guidance, it is difficult for them to improve their dance skills again. At the same time, teachers are faced with many students, and it is difficult to answer students' difficulties one by one, which may lead to some students not being able to keep up with the learning progress and losing their confidence in learning. Therefore, we should improve this practice in teaching, pay attention to the phenomenon of individual differences, and teach students according to their abilities, so that they can all gain something.

4. Teachers have a positive attitude toward tiered teaching

The interviews revealed that the teachers had different levels of knowledge about tiered teaching, and most of the dance teachers already had some knowledge about tiered teaching through tweets on WeChat, academic journals, and

dissertations. After introducing the concept and implementation process of hidden layer teaching, most of the teachers interviewed had a positive attitude toward tiered teaching, believing that it could improve teaching efficiency, solve some problems in teaching, and help protect students' self-esteem more than tiered teaching, which has incomparable advantages compared with traditional teaching. Some teachers said that they are willing to try to use tiered teaching in the future teaching of dance.

5. Teachers perceive obstacles to the implementation of tiered teaching

Some teachers think that it will be difficult to implement tiered teaching. First, dance teachers have many tasks unrelated to teaching in addition to their teaching duties, and tiered teaching is more difficult and intense to prepare lessons compared to traditional teaching, so they do not have the heart or ability to implement such a new teaching model. Secondly, most teachers said that the biggest challenge in implementing tiered teaching is instructional design, and there are difficulties in dividing the teaching objectives and contents into levels, followed by instructional management. Third, some teachers indicated that it was difficult to be scientific and objective when stratifying students, and it was difficult to get a comprehensive and accurate understanding of each student in a short period of time. This shows that although the introduction of intra-class stratification into dance teaching has certain advantages, there are inevitably many shortcomings, which need to be explored by front-line dance teachers in schools to improve these shortcomings.

Chapter 5

Summary, Discussion of Results and Recommendations

5.1 Summary of research results

This study is mainly through the educational practice of the concept of tiered teaching, using the theory of nearest development area, mastery learning theory and teaching optimization theory as the theoretical basis, constructing the tiered teaching process, and carrying out the practice of tiered teaching in the practice classroom of dance studies, selecting the freshman dance students of Hunan Provincial Arts Vocational College as the objects to carry out the investigation and research, analyzing and summarizing according to the data obtained in practice, and drawing The following conclusions were drawn.

(1)The problems in learning and teaching of professional practice courses without university were clarified through student questionnaires and teacher interviews: firstly, on the part of students, the learning situation of students in dance courses is hardly ideal and there are large differences among students; secondly, on the part of teachers, the teaching mode of teachers' dance practice courses still needs innovation, the understanding of tiered teaching is not deep enough and teachers are overloaded with tasks.

(2) The basic process of stratified teaching is designed, which includes student learning survey, test and analysis, student stratification, teaching objective stratification, lecture stratification, task stratification evaluation stratification and student learning survey, test and analysis. Among them, student stratification includes implicit stratification, student grouping and dynamic adjustment; lecture stratification includes six parts: situation introduction, problem analysis, activity inquiry, consolidation practice, display and communication and class summary.

(3) The tiered teaching strategies finally summarized in this study include student tiered strategies, teaching goal tiered strategies, instructional tiered strategies, task tiered strategies, and evaluation tiered strategies.

First, student stratification strategy. Before the teaching practice, a

combination of quantitative and qualitative approach is used to stratify students' learning starting point, and students are divided into three levels: A, B, and C. The levels of students are not static but need to follow the principle of dynamism and adjust the levels of students in time.

Second, the strategy of stratification of teaching objectives. Based on the requirements of the curriculum standards of the dance professional practice course and the content of the teaching materials, the teaching objectives are divided into three levels: basic teaching objectives, developmental teaching objectives and improvement teaching objectives, and try to set the learning objectives of different students within their "nearest developmental zone".

Thirdly, the strategy of lecture layering. It consists of six parts: introduction of the situation, analysis of the problem, exploration of the activity, consolidation and practice, sharing and communication and class summary. The purpose of consolidation exercises is to consolidate what students have learned in class and to check the gaps. The purpose of the consolidation exercises is to consolidate what students have learned in class and to check the gaps.

Fourth, task layering strategy. After clearly defining the objectives of each level, different learning tasks should be designed around this teaching objective, which are basic, improvement, and extension tasks.

Fifth, assessment tiered strategy. Evaluation criteria are based on whether students of each tier achieve the teaching objectives, and different evaluation methods are adopted for different students. The subjects, contents and ways of evaluation should be diversified.

(4) Tiered teaching in dance can stimulate students' interest in learning, correct their learning attitudes and improve their learning strategies. Compared with traditional teaching methods, tiered teaching can improve the learning performance of all students and reduce the difference in performance between students, improve the problem of polarization of students, and promote the development of all students according to their differences. This study provides a reference for subsequent applications of tiered teaching in dance for scholars who need to learn from it.

5.2 Discussion

As an important way of educational reform in higher education institutions, tiered teaching helps to improve students' academic performance and promote the cultivation of diverse professionals. Although subject matter is an important factor in the implementation of tiered teaching, previous studies tend to consider different teaching formats and student grouping as moderating variables and do not give sufficient attention to the variable of subject matter. In addition, the length of instructional implementation is an important factor affecting the effectiveness of instruction, and it is logical to consider the implementation period of instruction when analyzing the effects of tiered instruction. In general, although the research on the effect of tiered teaching in China started late, this study is based on the higher vocational education context. Tiered teaching in higher vocational education can reconcile the contradiction between students' current level and teaching, explore students' potential, cultivate and develop their strengths, and promote the improvement of teaching quality to cultivate diversified specialists for the new era. Therefore, it is important to conduct research on tiered teaching in higher vocational education. In the future, we will carry out further research in two areas: effect analysis and teaching design. On the one hand, although we have conducted many dissertation searches, only a few studies have provided more complete data for meta-analysis. In the future, it is necessary to further expand the scope of data collection and conduct comparative analyses at home and abroad, with a view to exploring more deeply the effects of tiered teaching in China from a global perspective. In addition, there are various forms of tiered instruction, and the impact of tiered instruction on students is reflected in various aspects such as academic, psychological, and social aspects, but existing studies mainly focus on academic achievement. Therefore, the analysis of the effects of tiered teaching in different dimensions still needs to be deepened. In the future, we will try to conduct meta-analysis of the effects by combining multiple variables to promote the development of theoretical and practical research related to the analysis of the effects of tiered teaching. On the other hand, the results of the meta-analysis indicate that there are differences in the effects of implementing tiered teaching in

disciplines, but the reasons for the differences are not yet clear. Therefore, future empirical studies on the design of disciplinary tiered instruction are needed to provide insights into the implementation of disciplinary tiered instruction.

This study uses tiered teaching in the teaching of dance professional practice classes and sets different levels of teaching objectives and classroom tasks for the differences that exist among students, and students gain some development on their original foundation, which is more obviously effective in solving the problems of students' low interest in learning and vague learning strategies. However, how to better use implicit stratification in teaching needs further improvement and research. For example, how to further integrate students' cognitive ability, personality characteristics and interests, and how to design and apply stratification methods so as not to increase teachers' workload, but also to make dynamic stratification of students appropriate and accurate.

5.3 Recommendations

Combining the implementation data of tiered teaching in higher education in recent years, we can find that tiered teaching helps students develop better and more comprehensively. The research conducted by experts and scholars and the results obtained have a strong theoretical guiding role in promoting the optimization of tiered teaching and provide experience and data support for the later research on tiered teaching. At this stage, the following suggestions for improvement are proposed for the research of tiered teaching in higher vocational education.

First, In terms of research methods, experts and scholars focus on the summary of experience of practical practices but neglect the importance of theoretical research, and therefore cannot build a systematic and perfect research system

Secondly, in terms of research content, most experts and scholars have carried out corresponding research with public courses as the object, so the results are relatively concentrated. Based on the above, it can be found that although the research on the tiered teaching of dance professional practice class in higher vocational colleges and universities has obtained certain results, the subsequent

teaching practice is still inseparable from the continuous innovation, development and research of experts, scholars and teachers' teams, so that the tiered teaching can be better implemented.

Third, student stratification is one of the important parts of the tiered teaching model. Although the results of the first student stratification integrated the intellectual and non-intellectual factors of students, the scientific and reasonable nature of the stratification criteria still needs further exploration.

Fourth, in tiered teaching, teaching is carried out by stratifying students, teaching objectives, lectures, tasks, and assessments, and dynamic stratification of students requires a lot of time and effort for teachers, which makes the teachers' burden heavier, and their workload greatly increased. How can teachers' burden be reduced, and implicit stratification be better carried out needs further research.

Fifth, the teaching environment needs to be improved. The hardware equipment and facilities in the practice school are relatively simple, which is not conducive to the interactive practical operation among students in collaborative group learning and the development of collaborative learning and consider applying more intelligent hardware equipment in teaching to improve the teaching environment.

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Appendix

Appendix 1: Questionnaire on the current situation of teaching and learning of dance professional practice classes

Dear Students.

Hello there! This is a questionnaire about the current situation of teaching and learning of practical courses in dance. This survey aims to understand the real learning situation of students to improve teaching. This survey is conducted anonymously, there is no right or wrong answer in this questionnaire, we will keep the questionnaire information strictly confidential, the questionnaire is only used for research and data collection, the information filled in is not open to anyone and any organization, please fill in the questionnaire carefully according to your actual situation and tick the appropriate option.

I. Basic information

1. Your gender?

A . Male B . female

When did you start working with computers?

A . Kindergarten B . Elementary school C . Middle School D . High School

Do you have dance practice equipment at home?

A . No B. Yes

4. What is your usual purpose of using computer? (Multiple choice possible)

A . Entertainment B . Social C . Dance professional discipline study

D . Other discipline study E . Other

5. What is your motivation for studying information technology? (Multiple choice possible)

A . Course schedule B . Personal interest C . Parental pressure D . Future

career plan E . Other

B. This questionnaire consists of a set of statements, each statement has five kinds of responses: "very incompatible" (1), "not very compatible"(2), "average"(3), "basic

compatible(4)" and "very compatible (5)", all of which are single-choice questions.

Title number	Title	5	4	3	2	1
6	I like to take dance professional practice classes					
7	I am interested in the subject of dance, and I feel relaxed and happy in class.					
8	I would like to participate in dance-related activity clubs or competitions					
9	I am happy to be able to solve the difficult problems in the dance professional practice class					
10	I am happy to be able to solve the difficult problems in the dance professional practice class					
11	In the dance professional practice class, I was able to complete various tasks assigned by the teacher					
12	I was very focused during the dance professional practice class					
13	I will actively think about the questions asked by the teacher and answer them enthusiastically					
14	I often communicate with teachers and students to learn					
15	I can keep up with the dance teacher's lectures and understand the content well					
16	I agree with the view that "different teaching methods should be applied to different students with different foundations".					
17	I can set appropriate learning goals and accomplish them well					
18	I can make regular summaries of the learning content					
19	I have a learning method that works for me and adapt it to different learning tasks					
20	I will take the initiative to seek advice from my					

	teachers and classmates when I encounter difficulties					
21	I am aware of my progress and shortcomings in my dance studies and take steps to improve them					
22	The teacher will understand my learning interests and needs before the class					
23	The teacher will teach me according to my learning interests and basic level					
24	The teacher will consider the differences between students when teaching					
25	The teacher will find my problems in time and give me help and support during the class					
26	The classroom activities assigned to me by the teacher in class were appropriate for my basic level					
27	The assignments I received from the teacher were a good way to reinforce and expand what I had learned.					
28	The teacher will use a variety of teaching methods (group teaching, small group teaching, individual teaching, etc.) to teach the class					
29	The teacher's classroom activities are single and do not meet my learning needs					

Third, please give dance teachers some opinions and suggestions on the current way of teaching this kind of dance professional practice class

Appendix 2: Teacher Interview Outline

1. How long have you been teaching?
2. How do you evaluate the current situation of IT learning?
3. Is there a big difference in the starting level of IT among students?
4. Do you consider the differences in students' levels when preparing and teaching lessons?
5. How do you understand implicit tiered instruction?
6. What do you think is the biggest difficulty in implementing implicit tiered instruction in IT classes?
7. What are your suggestions and expectations for implementing IT implicit tiered instruction?
8. In the future, would you like to use implicit stratification in your teaching?

Bibliography

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CERTIFICATE

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